



IMMIGRANT INTEGRATION

IN PUBLIC ADULT EDUCATION

**Findings from ALLIES and South Bay Consortium for
Adult Education's Immigrant Integration Project**

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EXECUTIVE SUMMARY

The size and impact of California’s immigrant populations suggest that the state’s communities need to continue to engage new ideas and practices about workforce and economic development, social services, and educational systems. Public adult education agencies in California have historically served the language acquisition needs of many immigrants, offering access to workforce training, attainment of cultural competencies, and facilitating civic engagement. Since 2014, reform legislation (AB86, AB104) mandates 71 adult education consortia statewide develop regional plans for adult education, responding to the needs of their local communities.

The South Bay Consortium for Adult Education (SBCAE) in Santa Clara County, seeking to improve its services to the large and varied immigrant population in the South Bay/Silicon Valley, identified the goals of better meeting the needs of immigrants as it developed its first Regional Plan in 2015. A common goal for the state, shared locally, is to use the capacity of adult education for workforce development and the growth of an inclusive economy. This includes preparing immigrants for good jobs with more than subsistence wages. SBCAE also recognized that full immigrant integration encompasses social/civic integration as well as linguistic and economic integration. This broadened understanding of the needs of immigrants is explicit in the SBCAE’s Regional Plan and its subsequent annual goals and objectives. Specifically, an activity of SBCAE’s plan was to identify metrics of progress for its immigrant students, and in so doing, use those data points to build more effective programs and supports. To accomplish this ambitious goal, SBCAE engaged the expertise of the Alliance for Language Learners’ Integration, Education and Success (ALLIES), a Silicon Valley non-profit with

SBCAE recognizes that full immigrant integration encompasses social/civic integration as well as linguistic and economic integration.

a decade of expertise building networks supporting immigrant integration among adult schools, community colleges, local government and community-based organizations.

This report, and supporting documentation in appendices, share the activities undertaken from July 2017 to June 2019 in the four areas of adult education that were studied:

- 1) Data Systems currently in place in SBCAE,
- 2) Curriculum used or proposed,

Four areas of adult education that were studied:

1. Data systems currently in place in SBCAE
2. Curriculum used or proposed
3. Current or proposed support services for immigrant students inside consortium members' programs
4. Community connections providing access to additional resources addressing immigrant student barriers.

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The findings of the project were closely reviewed as the consortium developed its new Regional Plan for 2019-2023, with the goal of embedding immigrant integration activities across multiple consortium-wide projects once ALLIES transfers the project to the Consortium. While perhaps useful to other state initiatives, nothing in this report is meant to be prescriptive. The consortium, and the Project 6 team, continue to examine other methods to capture data, in order to better understand the capacity of systems to support immigrant integration.

Data

The project used the ALLIES Immigrant Integration Framework (IIF) to map the data points relevant to immigrant integration that are currently collected by the consortium's members, and to

study additional data the existing information systems might have the capacity to capture and report. The IIF proposes eight high-level goal areas, each of which is related to one or more of three domains of immigrant integration: linguistic integration, economic integration and social integration. All eight areas are presented as goal maps, strategies and supporting objectives.

The project found substantive alignment between the IIF and data already collected in adult schools. Project 6 reviewed data elements of TOPSpro Enterprise Information System (TE) used by Workforce Innovation and Opportunity Act (WIOA) funded agencies and all adult schools. TE records data that is collected on intake and update forms, student academic progress (literacy and educational functioning levels as tracked by the CASAS tests, high school diplomas or equivalencies), and other outcomes. Through mapping TE data and the colleges' MIS, we confirm there is already some alignment to IIF. We found in the current systems there may be capacity to capture data on

over 50 of the objectives listed in IIF. With the passage of legislation which adds Immigrant Integration to CAEP reporting (AB2098), we anticipate that TE (and possibly MIS), will be further adapted to capture immigrant integration metrics. The data systems will likely expand to include additional EL Civics metrics (the curriculum model that targets immigrant integration outcomes as a part of English language acquisition). In addition to EL Civics outcomes, the system might be adapted to record other civic engagement outcomes. Our project's findings suggest that clear guidance and tools, such as a data dictionary, need to be provided to understand and use the current data systems' capacity to track outcomes for immigrant integration.

In the course of the project, the use of other metrics and data systems were studied. The project collaborated with the Stanford Immigration Policy Lab, which has developed a self-reporting survey (IPL-12/24) to measure an individual's degree of immigrant integration. This survey has been piloted in SBCAE schools and suggests great promise.

An additional software product was acquired and customized for SBCAE. CommunityPro Suite (CPS) is designed to do case management, make referrals responsive to identified student barriers, and track education transitions and, possibly, other community engagement outcomes aligned to the IIF. SBCAE continues to work with CPS to customize the data management tool to align to the IIF goal areas and

This project was tasked to study more effective ways to make connections with community resources, specifically those organizations who shared the mission of immigrant integration.

objectives. Our work confirms the potential usefulness of CPS, but also has identified the need for more professional development in how students' goals and needs are captured and addressed. CPS would be a partial solution. The continued experiment with CPS is identified as part of the consortium's Three Year (2019-22) Regional Plan. Both the consortium's Regional Plan and the related 2019-20 Annual Plan incorporate many of the Project 6 findings and suggestions around data.

Curriculum

The project reviewed current curriculum in use in the SBCAE (EL Civics and Burlington English) and one other curriculum (English Innovations). A team of SBCAE faculty curriculum specialists and local community partner curriculum experts reviewed the content and instructional strategies included in all three curricula. All three curricula were mapped to the IIF objectives and the team found significant and complementary alignment.

EL Civics, with substantial alignment to IIF objectives, and used broadly in the consortium, has additional capacity to support the development of new curriculum immediately. For example, the project collaborated with CASAS to support development of curriculum on how to understand and respond to the 2020 Census. It also already

has a data system (TE) to track many outcomes aligned to IIF objectives. The project identified other gaps where IIF objectives are not addressed by any of the curricula and prioritized areas for curriculum development.

It is important to note that the curricula studied support the achievement of enabling linguistic competencies. The metrics reporting from these curricula would be linguistic, not those that have a more immediate impact on the students' circumstances. For example, an immigrant student learns the language to understand about applying for health insurance, but there is no measure of health insurance actually being obtained. The project piloted an enhanced approach to using classroom instruction as a springboard to 'real life' outcomes such as obtaining health insurance, in a partnership between one of SBCAE's member adult schools and a health-care provider. The Project 6 Team also studied and made suggestions about an emerging Goal Area that must be embedded in all others: Digital Literacy.

Outside the Classroom

The project reviewed how students are provided information relevant to immigrant integration by adult schools outside the classroom. We looked at counseling, advisement, and referral systems in place. We noted that some support services,

like the SparkPoint program that provides financial literacy coaching and other supports, also have the potential to track data on IIF objectives. The consortium's newly created position of Transition Specialists (TS) has great potential to give information, make individual support plans based on information from the students, and track referrals and outcomes. While all consortium programs have at least one TS, there is much asked of them, and this progress report makes suggestions on how the positions can be more aligned to supporting student achievement of IIF objectives, and capturing data on those outcomes. Further in this report you will also read about the Touchpoints Study that we conducted to better understand how adult schools presently build trusting relationships with students and how SBCAE can support these best practices to be adopted throughout the Consortium. The goal of building trusting relationships with students is fundamental to providing the most tailored student support services inside the classroom.

Community Connections

The project was tasked to study more effective ways to make connections with community resources, specifically those organizations who shared the mission of immigrant integration. Local agencies supporting immigrant integration were identified, and a comprehensive listing, as well as a condensed 'quick reference' guide of resources aligned to the IIF Goal Areas was produced, delivered

digitally and shared with the whole consortium.

To better understand how to prioritize the development of stronger connections with these community partners--that is, which needs were most pressing to address--a needs assessment was conducted at the five adult schools. The Project 6 Team identified prioritized needs, aligned them to IIF objectives, and studied how a stronger referral network might be established.

To this end, the Project 6 Team established a referral pilot in one of the adult schools, Campbell Adult and Community Education (CACE), to study how to build new

systems of non-academic support for students. In this referral pilot, four community partners--Sacred Heart, Gardner Family Health Network, Catholic Charities, and Upwardly Global--were recruited and engaged to participate. The pilot studied closely how the needs for student referrals were identified, how referrals were made, and how data was captured on both referrals and their outcomes. In addition, the pilot looked specifically at the goals and objectives of the IIF, and also at the infrastructure, personnel and distribution of resources to assure equitable access to needed supports, one of the goals explicitly referenced in SBCAE's new three year regional plan.

The pilot moved CACE closer to achieving a seamless system of reciprocal referrals between adult education and support service providers, which informed the SBCAE's long-standing overarching goal of a "No Wrong Door" system of partner agencies for potential adult education students. Overall, 99 referrals were made through this pilot and 79 individuals achieved their short-term goal of receiving needed services from the Community Partners. In the future, once sufficient data on referrals has been generated, the Consortium hopes to review what kinds of supports have the most impact on student persistence and progress on a student's chosen pathway.





CALIFORNIA'S IMMIGRANT POPULATION

Immigrants and their children make up a significant share of California's population. The state is home to more than 10.5 million immigrants, or 27.2% of the state's total population.¹ In the San Jose Metro Area, served by the South Bay Consortium for Adult Education, that percentage increases to 39.1%, or 773,844 individual residents.

79.9% of CA's foreign born population is of working age (between the ages of 16 and 64).

An often heard argument about the need for communities and their various service providers to invest in immigrant integration is that immigrant contributions are critical for a thriving economy. 79.9% of CA's foreign born population is of working age (between the ages of 16 and 64), compared to 60.6% of the native born population. Certainly, investments in educating a skilled immigrant workforce, ready to take on 21st century challenges, are needed and important. California's Adult Education Program, together with their workforce partners and aided by multiple Community College initiatives to strengthen CA's workforce, has taken significant steps to help immigrants reach their educational and career goals.

However, reducing immigrants to their economic value would be dismissive of their many other contributions to our communities. Immigrants and



refugees make our communities diverse and vibrant. They are neighbors, parents, and community members. In addition to their professional experience and skills, they bring resilience, resourcefulness and creativity. Investments in immigrant integration, comprised of economic, linguistic and social integration, means creating opportunities for all members of a community, newcomers and receiving communities alike, to contribute and thrive.

¹<https://www.newamericaneconomy.org/locations/california/>



CALIFORNIA'S ADULT EDUCATION INFRASTRUCTURE AND REFORM

Adult Education's Historical Support for Adult Immigrants and Refugees

Adult education in California has been publicly funded for over 150 years, and through those years, and through various substantive reform initiatives, adult education programs' support for immigrants and refugees has been a constant. ESL curriculum and instruction have traditionally been developed to help adult immigrants acquire the English language skills to gain employment, support their children's success, navigate new cultural norms and expectations, and, ideally, more fully integrate into their communities. Classes have been delivered in local schools, community centers, libraries, churches and community-service organizations. Through the last several decades of the 20th Century and into the present time, ESL has been the largest adult education program.

Historically adult education has been receptive to identifying outcomes, beyond simple English language literacy, to measure whether those goals of immigrant integration are being achieved. Of course employment, and "better" jobs specifically, has always been a high priority outcome for adult ESL programs. But over the years "competency-based life skills", family literacy programs, and national efforts like "Equipped for the Future", citizenship preparation, the federally-funded English-learner Civics programs, have all targeted outcomes not directly related to workforce development. The federal adult education legislation in the 90's (now called Workforce Innovation and

Opportunity Act – WIOA) reinforced the role of adult education as a critical part of workforce development, and the outcomes as reported by National Reporting System definitions prioritize English literacy gains as a bridge to worker capacity. The last reauthorization of the WIOA in 2015 even more strongly reinforced this focus on language for employment training and jobs.

Adult Education Reforms

Until 2008 the principal measure of an adult ESL program's success in California, and the driver of most funding, was positive attendance reporting. When the public adult education programs in California suffered draconian cuts in that year, funding was decoupled from the reporting of attendance.

The outcomes described by the federal WIA/WIOA legislation, which were still reported and still generated funding, became the default measures and goals of an adult's English language acquisition. Similarly, in 2012 Governor Brown challenged the purpose and delivery of adult education in his state, and the resulting reforms of AB86 and then AB104 tied continued funding of adult education to the state's workforce development system. Adult education practitioners welcomed this explicit acknowledgement of the critical role basic skills programs played in opening access to career training and better jobs for immigrants and refugees. 71 consortia around California were then challenged to develop regional plans to build more effective bridges to post-secondary employment training. These consortia knew that eventually the number of adult education students that achieved employment gains would be a measure of those regional plans' success.

AB2098

With every regional plan development, local consortia were mandated to review the demographics and adult education needs of their regions. In many regions the number of immigrants was significant; obviously those in English language acquisition classes were immigrants, but immigrants also filled other programs like adult secondary classes and Career Technical Education programs. Assessing the needs of students in their programs, and also working with community partners to assess the needs of other potential adult learners in a region, adult educators heard from parents who needed

English to assist their children in school, and community residents who didn't understand how local government worked nor how needed resources could be accessed. With the outcomes of adult education closely framed around workforce, many educators and community partners questioned the relevance of language development content (and referrals to needed resources) that many ESL teachers and programs had previously included, for example information on healthcare and insurance, financial literacy, housing, childcare, transportation, the rights and responsibilities of residency and citizenship. In 2016, in response to changing dynamics at the federal level, the services to immigrants by many California institutions and systems attracted even greater public scrutiny. Adult educators and their partner-advocates noted that the outcomes reported by the Adult Education Program (whose sustainability seemed vouchsafed as alignment to WIOA was formalized), were increasingly only workforce related. The state adult education professional organizations, and supporting statewide organizations of immigrant advocates, proposed that explicitly adding metrics of immigrant integration to the information adult education programs could choose to report, would validate, expand and improve the traditional supports for immigrants and refugees provided by public adult education. In June 2018 legislation to amend Sections 84917 and 84920 of the California Education Code was carried by Assembly Member Kevin McCarty (and co-sponsored by Assemblymember Tony Thurmond who was subsequently elected the

new California Superintendent of Public Instruction). Through the summer of 2018 AB2098 was passed unanimously by both houses of the California legislature, and signed in September by Governor Brown. In winter and spring 2019 the CDE and CCCCO convened a field team of adult ed practitioners and other state agency representatives and immigrant advocates to develop recommendations on possible AB2098 metrics. Those recommendations will be reviewed by the CDE and CCCCO which will then make their own recommendations to the Legislature by November, 2019. It's expected that further guidance on the collection of immigrant integration in CAEP funded programs will be provided after that time.
https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB2098

Measures for Assessing Effectiveness of CAEP Consortia:

1. How many adults are served
2. How many adults served have demonstrated the following:
 - a. Literacy Skills
 - b. Immigrant Integration
 - c. High School Diploma/Equivalency
 - d. Postsecondary Certificates, Degrees, Training
 - e. Job Placement
 - f. Improved Wages

This development at the state policy level, with a legislated mandate to identify possible metrics of immigrant integration for the California Adult Education Program, made the Project 6 work that ALLIES and the SBCAE have done, more urgent.



SBCAE/ALLIES IMMIGRANT INTEGRATION PROJECT

The South Bay Consortium for Adult Education explicitly identified the needs of immigrants as one of several foci in its first Three Year Regional Plan (July, 2015). When subsequent Annual Plans were produced, which were required to be consistent with the Regional Plan, the consortium listed more specific strategies to better serve immigrants. This focus, to build capacity to serve the adult education needs of immigrants, was the incentive for SBCAE members to work with ALLIES in the production of the Immigrant Integration Framework (IIF).²

South Bay Consortium for Adult Education (SBCAE):

www.sbcae.org

Campbell Adult and Community Education

Milpitas Adult Education

Santa Clara Adult Education

East Side Union Adult Education

Silicon Valley Adult Education

West Valley College

Mission College

Evergreen Valley College

San Jose City College

Community College Center for Economic Mobility

Alliance for Language Learners' Integration, Education and Success (ALLIES):

www.allies4innovation.org

A Silicon Valley based nonprofit whose mission is to support English-learner adults in achieving success in their educations, careers and communities.

In 2016-2017, in partnership with SBCAE and other community partners, ALLIES developed and published an Immigrant Integration Framework that identifies the critical factors for successful immigrant integration.

²https://www.allies4innovation.org/wp-content/uploads/2017/05/Allies_WhitePaper_ImmigrantIntegrationFramework-hr.pdf

In 2015 the legislature allocated a one-time dedicated funding stream to all 71 adult education consortia to develop local capacity to capture data on outcomes. To receive the funding each consortium had to produce a specific plan on how the resources would be spent. That plan, submitted for approval to the state adult education office, described expenditures and activities aligned to the state requirements, and how it supported a consortium's Regional Plan. In a public process of discussion and voting, SBCAE designated a portion of that data fund to implement portions of the Immigrant Integration Framework, specifically to pilot ways to capture data about the additional outcomes associated with the Framework's goals.

With this focus and dedicated resource, SBCAE included this work in its Annual Plans, each year renewing the consortium's commitment to immigrant

integration. SBCAE's Annual Plan is organized by projects – hence Project 6 has been where the activities and strategies around implementing the Framework are described, tracked and evaluated by the consortium leadership. Even though the one-time data funding which supported the Project 6 work ended in June 2019, the findings from the project are embedded in the next version of the Three Year Regional Plan (2019-2022). What's described in this report will be foundational to the regular and ongoing work in the consortium.

To structure the work of 'implementing' the ALLIES Immigrant Integration Framework in an Adult Education Consortium, the work of Project 6 was organized into 4 areas of work:

1. How the consortium reports progress: **data and accountability**
2. How students are served **inside**

the SBCAE's classrooms: curriculum and professional development for teachers

3. How students are served **outside of the classroom:** student support from transition specialists, counselors, administrative staff
4. How the consortium connects with **community partners:** asset mapping of immigrant integration services and pilot a reciprocal referral network that mutually serves the objectives of students, SBCAE and our community-based partners

The structure of this progress report aligns with the overall project work plan and will describe activities performed to date in each of these work plan areas, work products and findings. Recommendations for future implementation and sustainability, both for use by SBCAE and state policy agencies, can be found in the final section of this report.





DATA

Measuring Immigrant Integration

A challenge for policymakers and service providers concerned with serving immigrants and refugees has been the lack of common definitions and measures of immigrant integration.

For Project 6, given the historical connection between ALLIES and SBCAE and the many community partners who helped inform its design, SBCAE opted to use the ALLIES Immigrant Integration Framework (IIF) as a guiding document to identify possible metrics, explore how to capture the different goals that immigrant community members may be pursuing, and identify the needs, barriers, and issues faced by these sometimes very different individuals. The Project 6 Team also consulted with researchers from the Immigration Policy Lab at Stanford University.

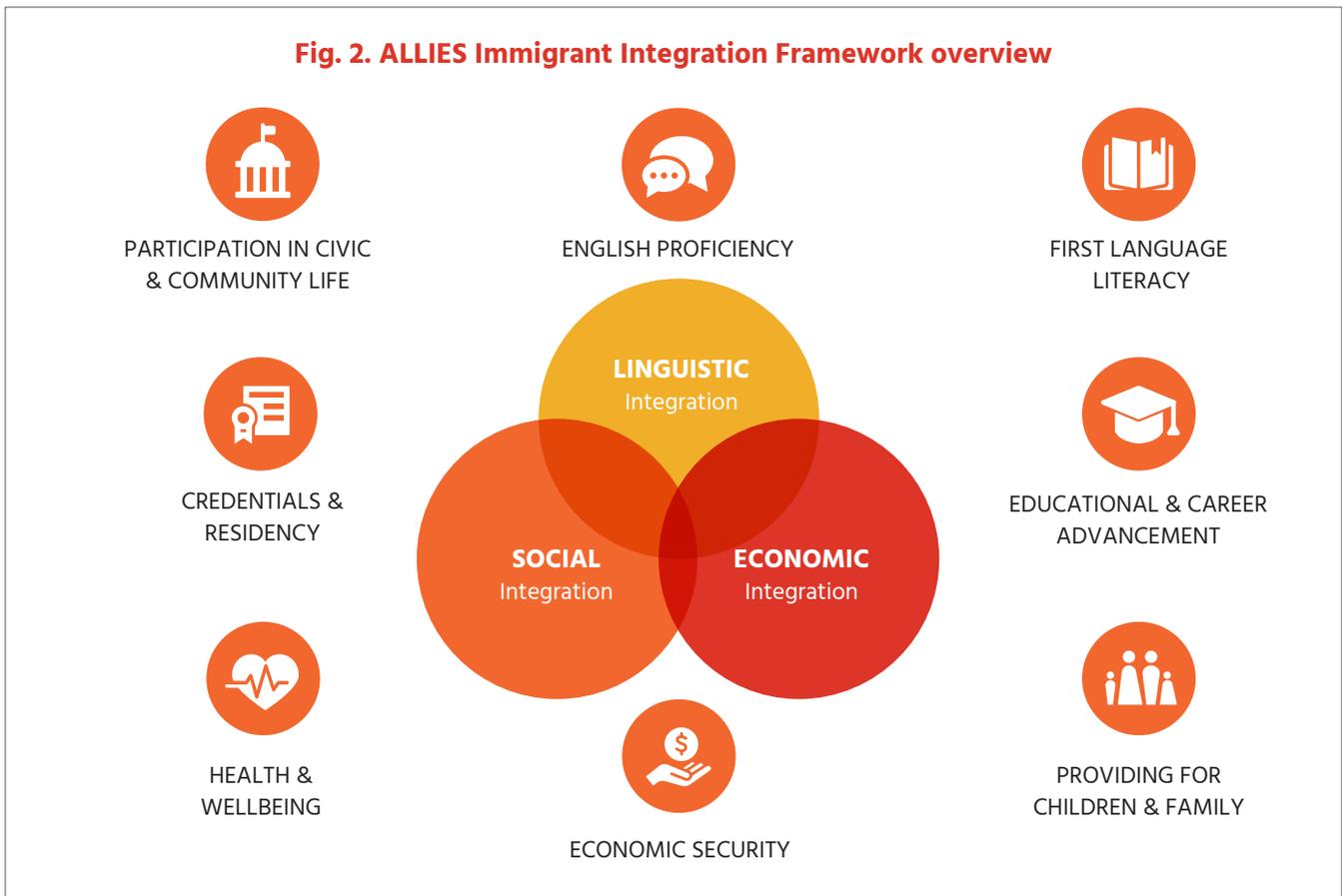
ALLIES Immigrant Integration Framework

The ALLIES Immigrant Integration Framework (IIF) proposes eight high-level goal areas, each of which is related to one or more of immigrant integration's three domains: linguistic integration, economic integration and social (or civic) integration. All eight areas are presented as goal maps, strategies and supporting objectives, which taken together suggest there is incremental progress possible in each area; i.e. one milestone may enable the achievement of the next. Often, supporting objectives are not limited to one goal area. Over the course of the framework implementation project, two supporting objectives surfaced that can, and should be, embedded in all eight

of the goal areas: digital literacy and service navigation skills.

A guiding principle of the framework is that it should be used not only as a tool to map out an individual immigrant's pathway to success but also to measure an institution or community's capacity to support the integration of immigrants. The elements of the framework can be used both to assess a system's capacity to support immigrant integration, and to engage the individual immigrant with a sense of agency or self-authoring of their own process of integration. It is important to note that not every immigrant will pursue every goal, and not every program serving immigrants will provide services in all eight areas of the framework.

Fig. 2. ALLIES Immigrant Integration Framework overview



The strength – and possible limitation - of the ALLIES Immigrant Integration Framework may lie in its grassroots development and its very broad range of indicators, who go beyond the usual outcomes of educational systems alone. Also, while the overarching eight goal areas of the framework are perceived to be easily understandable and intuitive, the 229 supporting objectives in 35 strategies, may overwhelm and even confuse the end user.

The addition of metrics, providing a sample set of trackable measures of progress in each of the goal areas, is a key contribution of ALLIES to the immigrant integration field and may promote accountability across multiple

systems that provide services to immigrants. However, the Immigrant Integration metrics identified in the IIF were always considered to be sample indicators, not a definitive list.

This non-definitive nature of the IIF, while providing important examples of the kind of milestones and outcomes that could be measured, reported and analyzed, certainly suggests that there is opportunity and need to study other examples of immigrant integration indicators and connect with academic research. In the course of this project we see priority areas emerging for further study and development to include indicators for parent engagement and civic participation.

Finally, in both the goal areas and metrics sections, users of the IIF have indicated the lack of a data dictionary to be challenging. Even when data systems have fields or other ways of capturing and reporting outcomes, the process and definitions of the metrics need to be consistent for the reporting to have meaning. Development of a data dictionary would add value for framework users.

Stanford Immigration Policy Lab: IPL Integration Index

One example of how Project 6 connects with academic research on immigrant integration is a partnership with the Immigration Policy Lab (IPL) at Stanford University to test possible uses of the IPL Integration Index. The

Fig. 3. ALLIES Immigrant Integration Framework suggested metrics



Economic Security

- Monthly income (% change and total income change over past 12 months)
- Meets the applicable Self-Sufficiency Standard
- Has a bank account
- Is free of revolving consumer debt
- Has an emergency fund to cover living expenses
- Level of food security
- Level of housing security



Educational and Career Advancement

- Level of educational attainment
- Employed in a job in area of training
- Net annual employment earnings
- Change in earnings from prior year



English Proficiency

- Level of English proficiency
- Level of digital literacy



First Language Literacy

- Completed high school (or equivalent) in first language
- Level of first language proficiency



Credentials & Residency

- Immigration status
- U.S. driver's license
- Has valid foreign professional licensing
- Has U.S. professional license
- Has ITIN and files taxes



Providing for Children and Family

- Level of parent engagement at school
- Level of access to child or elder car



Health and Well-Being

- Health insurance coverage
- Level of access to health care services
- Managing health conditions



Participation in Civic and Community Life

- Social capital
- Civic engagement
- Use of municipal services
- Community engagement
- Volunteering

The IPL Integration Index captures six dimensions of integration: psychological, political, economic, linguistic, social, and navigational.

IPL Integration Index, developed by researchers at IPL and ETH Zurich, captures six dimensions of integration: psychological, political, economic, linguistic, social, and navigational. Psychological integration refers to identification with or attachment to the United States. Economic integration is about aspects like employment status and household income, among other financial indicators. Political integration is related to engagement with, and the capacity to participate in the American political system. Social integration refers to interactions with Americans. The linguistic section measures English language skills. Finally, navigational integration is about the ability to navigate through common or necessary aspects of life, such as seeing a doctor, addressing legal problems, and searching for jobs.

The IPL survey is available in two forms -- the short form, IPL-12 (Appendix A), which consists of two standardized questions for each dimension, and the long form, IPL-24, which is comprised of four standardized questions for each dimension. Possible scores range from 0 (least integrated) to 1 (most integrated). It is important to emphasize that the survey is not a complete measure of integration. It is purposefully designed to be general in order to facilitate comparisons across studies with different immigrant populations and across time.

The IPL-12 is a relatively quick way to measure immigrant integration along its six intended dimensions, but it does rely on self-reported answers rather than objective, measurable outcomes.

Use of the IPL-12/24 in the ALLIES/SBCAE Immigrant Integration Project

Initial survey, December 2017

In December 2017, Stanford IPL piloted the IPL-24 survey across six schools in the SBCAE. The goal of the initial pilot was to test the feasibility of administering the survey successfully in a variety of settings with students of diverse backgrounds, and establish baseline student information for SBCAE. Further, the pilot tested a range of questions within Stanford IPL's six immigrant integration domains to establish the most appropriate items for inclusion in the final measure. The pilot was completed by 109 ESL students at SBCAE adult schools and community colleges.

Survey at Campbell Adult and Community Education (CACE), September 2018

Stanford IPL conducted the Integration Survey (IPL-12) at CACE during the week of September 17, 2018. It included IPL's 12 standardized questions, as well as additional questions from CACE and ALLIES around

student health, family makeup, and knowledge of local service providers (Appendix B)

The survey was administered to 449 CACE adult education students in the ESL and Spanish HiSET programs. It was completed online through a Qualtrics survey, which students took on computers in computer labs or on Chromebooks. The tool was available in English, Spanish, Japanese, Korean, Russian, Chinese, Farsi, and Vietnamese, which represented the most widely spoken native languages by students at CACE. A survey enumerator was assigned to each classroom from either IPL or ALLIES. CACE staff and teachers also assisted with the survey administration and received basic written instructions about how to administer it, as well as a list of frequently asked questions. Each class received a unique survey link and a designated time to take the survey so that the results could be tracked by class level and time. In addition, students were given the option to provide their student ID number on the survey so that individual progress could be tracked over time and to assure that students fully understood protections of their privacy.

CACE Survey Findings:

The possible scores from the IPL-12 survey range from 0 (least integrated) to 1 (most integrated). The mean score at CACE was 0.42, which is similar to the average score of other ESL students that have taken the IPL-12 survey. The score is useful insofar as it serves as a baseline for the school to track immigrant immigration moving forward. Taking the survey also

encourages students and teachers to reflect on integration and provides opportunities for further classroom conversation on the topic.

Although the analysis from the CACE survey is preliminary, there are several important takeaways from the exercise, as described below.

- It is feasible to administer the integration survey (the IPL-12) in classrooms with students from multiple cultural and linguistic backgrounds and only limited experience in taking surveys.
- The IPL-12 measure revealed the “face validity” that earlier tests on different samples showed: namely, that the integration scores captured differences among students with different exposure to American society that are in accord with

Stanford IPL’s prior expectations. For example, birth in the US and more advanced levels of English-language courses predict higher integration scores.

- In general, students in the higher-level ESL classes have higher levels of economic integration. This is partially driven by higher household incomes and relatively fewer people reporting that they are unemployed.
- In general, students scored highest on psychological integration. This pattern is similar to previous results from students in ESL programs. Scoring high on the psychological dimension means that they feel strongly connected to the United States.
- In general, students scored lowest on social integration. This indicates that very few

respondents have social interactions with those they consider to be Americans and that students are mostly interacting with people in their own communities.

- In general, students scored relatively low on political integration. Many students report that they understand political issues moderately well to not well at all, and few report that they understand the events well. Most students also report that they never or very rarely talk about political issues facing the United States with others.
- Almost 80% of students reported good or very good health. Almost a third of respondents (30%) reported not having health insurance.

For a full report of CACE IPL Survey results, see Appendix C. [Long-Term Goals and Opportunities](#)



The NRS data elements - clearly defined in the federal data dictionary and already entered into TE - encompass many goals and outcomes referenced in the IIF

CACE considered conducting a post-test of the IPL Survey in Spring 2019. However, when it became clear that the results from a second test would not yield additional insight into the impact of CACE's programs on students' integration outcomes, they decided against this action. The population of students from the fall to spring semester can vary dramatically; hence, with a new crop of students, it would not be possible to track students' progress from the first test. Furthermore, without any sort of random assignment into additional ESL classes, it would be impossible to separate the effect of an additional eight months of ESL classes from the effect of an additional eight months living in the United States – both of which are likely to have positive effects on a person's integration. Finally, CACE simply did not have the capacity to conduct another test, as it required a significant investment of time from the administration and staff to administer and conflicted with more pressing school priorities, such as the EL Civics COAAP tests and the school's WASC accreditation evaluation.

Nonetheless, the IPL survey offered a valuable way to capture baseline information to understand immigrant students better and to strengthen internal programming. Specifically, educators can use the survey results to determine where to expand partnerships to offer more services for students.

At CACE, for example, where nearly 30% of survey respondents reported lacking health insurance, the IPL survey results became the impetus for developing a school-wide initiative to increase student access to health care. With the support of the Project 6 Team, CACE staff worked with Gardner Family Health to sign up as many individuals as possible for health insurance. Teachers aligned the EL Civics COAAP unit on health with the implementation of the campaign. As part of their efforts, they developed lesson plans that introduced students to what health insurance is and why it is important. These lessons were followed by in-class presentations from Gardner about the types of low-cost insurance plans available to them. Finally, Gardner scheduled meetings with interested students to enroll them in health insurance. Overall, 43 students and their families were enrolled in health care as a direct result of this campaign, which represented a 25% percent increase in health insurance from the IPL survey.

California Adult Education Program (CAEP) Data Systems

The Project 6 work plan called for a review of metrics currently captured in the data systems used by adult education in the consortium, and how they aligned to the IIF's goals and objectives. The primary data system for adult education in the consortium is

TOPSpro Enterprise (TE). TE is used to capture data points defined by the federal National Reporting System (NRS) for adult education and is required by recipients of Workforce Innovation and Opportunity Act (WIOA) grants. In addition to the WIOA funding requirements, in the past several years the reform initiative for adult education in California (referred to as AB104, AEBG, and now California Adult Education Program – CAEP) has accepted many of the NRS data points to track consortia's success. Using these common metrics strengthens the alignment between WIOA and CAEP. For existing WIOA grantees this alignment was easier than for the colleges whose data only partially aligns to the NRS definitions, and whose statewide data Management Information System (MIS) needs refinements to track all the adult education data elements.

In August, 2017, a Data and Accountability Field Team, guided by WestEd, released a white paper establishing adult education data elements to be collected, reported and evaluated as part of a process to determine program effectiveness. The work to assure that the current systems do that is still a work in progress.

This is especially true for Community College consortium members. The colleges capture and report non-credit adult education participation and outcomes through the data systems that feed into or report out of MIS (Banner, Colleague). These systems will need adjustments for how data is collected, either for

CAEP requirements, the tracking of possible IIF data elements, or the state's response to the AB2098 legislation. Project 6 also looked at the SIS (Student Information System) data systems which collect information from participants in the adult schools (four of the adult schools use ASAP, one uses a legacy system). While these systems also have capacity to capture some IIF metrics (and might have potential to be further adapted), data captured in the adult schools' SIS currently feed into TE. In the past, adult schools have reported and evaluated demographic and performance data from TE. There is familiarity with TE and Project 6 sees it as an easier foundation upon which to build IIF metrics than the college's MIS. As such, Project 6's work, with consortium members and the data specialists' team, can confirm that IIF metrics will be more complex for the colleges, whose data systems are already challenged by important initiatives like Guided Pathways and AB705 reforms. However, just as TE already has additional possible fields to support IIF metrics, the colleges pre-employment transition elements might also have potential to align and report student success data fields for IIF. For example, initial orientation services, assessment services/ placement, counseling advisement services, education plan, as well as other Immigrant Integration support services/referrals could all be better defined. With clearer definitions of the data captured in the fields provided by the college system, reports could then be produced documenting what services produce what outcomes.

Those data reported from the two systems (TE and the college's MIS) which are relevant to immigrant integration outcomes, should align.

SBCAE is one of only two places in the state where adult schools and colleges have joined to form one common WIOA application. This results in both systems needing to report data through TE; and the work to assure consistent processes of data intake, collecting demographic and participation data, assessments and outcomes, will take time. Given that, the Project 6 work to date has focused largely on the consortium's five adult schools.

Alignment with IIF Metrics

To date Project 6 has reviewed data elements of TE that are collected on NRS intake and update forms, student academic progress (literacy and educational functioning levels as tracked by the CASAS tests, high school diplomas or equivalencies), and other outcomes. The three primary categories of student data collected in TE have potential to aggregate IIF metrics.

By mapping of TE (including demographic and "goal" elements of the Entry Record and outcomes recorded in the Update Record) and MIS, alignment to IIF can be claimed as follows (also see Appendix D: IIF Data Elements tracked in TE and MIS, and Appendix E: Supplemental Services IIF Alignment):

- 6 data elements aligned to Economic Security
- 1 data element aligned to English Proficiency
- 16 data elements aligned to Credentials and Residency
- 20 data elements aligned to Education and Career Advancement
- 2 data elements aligned to Providing for Children and Family
- 5 data elements aligned to Participation in Civic and Community Life

The NRS data elements - clearly defined in the federal data dictionary and already entered into TE - encompass many goals and outcomes referenced in the IIF. Additionally, TE has the great potential to capture data points aligned to IIF. Recommendations to build additional capacity in the system to do that are summarized in the Conclusion section of this report.

Community Pro Suite (CPS)

The state's dashboards will be historical (tracking one year's data after it's complete and clean), not transactional. Dashboard data may not be available until after January for students' performance in the previous fiscal year. For this reason, and because of other design limitations of TE and MIS, Project 6 and members of the SBCAE consortium decided to explore the use of third party software: Community Pro Suite (CPS).

Literacy Pro's Community Pro Suite (CPS) software has attracted the interest of several adult education

consortia around the state. CPS acts as a “data warehouse” and allows individual student records from multiple databases to be uploaded on a nightly basis. This electronic data collection eliminates the need for duplicate data entry. A student’s demographic info, assessment, and other data have already been uploaded into CPS from the Student Information System. In addition to the data warehouse functionality, CPS also has two other modules designed to facilitate case management. The first is meant to be used by a transition specialist or counselor to collect information regarding the student’s needs, goals, barriers, referrals, etc. This information is available to others in the consortium who have the

appropriate security access. The second module of CPS is the Community Catalog, which is a listing of the schools, community partners, workforce investment boards, etc. who are members of the consortium, along with the resources and services each of these members provide. The goal is to include many service partners who can provide the most needed services to consortium students. These referrals can then be recorded and tracked within CPS.

The initial CPS configuration for SBCAE has been completed and student data is being imported from the Student Information Systems and TE. As of January 2019, Transition Specialists have been trained and began

to use CPS for these functions. There was some resistance to using technology by some of the Transition Specialists who had been using paper forms to collect student data. We will be adding a function called the “activity tracker” which helps TS keep track of who they met with and the outcomes of these contacts so they will be able to see their progress. We have also requested that Literacy Pro provide more reports and queries to allow users to use the data more effectively. Most relevant for this report is that the menus and screens in the case management functions, the drop down menus and data categories, have been closely aligned to the goal areas and objectives of the IIF (see Appendix F: CommunityPro



Transition Planner Menu). As the use of CPS moves forward, we will see:

1. How the case management functions help staff identify the needs of immigrant students
2. How referrals can be made to community resources to specifically address those needs
3. How an individual immigrant student's educational and career planning can be enhanced by access to these additional resources
4. And, in a longer range goal, how SBCAE can work with community partners to track what happens when a referral is made

To date the CPS has not yet been available for use in the Community Connections pilot at CACE. As noted earlier, the pilot used an interim system to capture data while SBCAE is transitioning over to Community Pro. As we prepare for this transition, we have considered the possibility that each community partner will have to consider whether or not it wants to sign an agreement to formally participate in the Community Pro system. We have verified three options that Community Pro can offer each partner. These three options are:

1. *Full CP Membership* – Community partners are given full user access to CPS and in turn allow Community Pro to access their internal data systems
2. *At-Large Membership* – Community partners can

The pilot produced data on outcomes from current systems and practices, as well as additional practices and surveys not reliant on TE.

- access the case management capabilities of the CPS system while not allowing CPS access to their internal data systems
3. *No Membership* – Community partners are given no access to CPS and all CPS data will be solely the responsibility of school staff

Data Generated by Project 6 Referral Pilot

The general observations about the data systems and collection processes currently in place were studied more closely by the Community Connections Referral pilot CACE. The pilot produced data on outcomes from current systems and practices, as well as additional practices and surveys not reliant on TE. Below are the data points captured through the CACE Pilot Project:

Quantitative Data Points:

- **Total # of referrals** made with community partners
- **Total # of warm hand-offs**, as defined by the number of students/clients that were successfully connected to a community partner for a requested service
- **Total # of successful referrals** made, as defined by the number of people who achieved their short-term referral goal
- **Total # of people who received services in the**

following categories:

- » Health insurance
- » Employment assistance
- » Adult school enrollment

- **Total # of people impacted by the referral**, which includes family members who may have received a service as a result of a referral

Qualitative Data Points:

- Client/Student Perceptions of the following:
 - » Referral received
 - » Ease of referral
 - » Wait time to receive service
 - » Helpfulness of staff
 - » Quality of the service
 - » Willingness to refer others for the service
- Pilot Partners' Perceptions of:
 - » Effectiveness of the entire referral system and protocols
 - » Effectiveness of data collection and tracking
 - » Barriers to referrals
 - » Program sustainability

All the above observations, findings, testing of additional data collection practices and future recommendations do not address the capacity of the current data systems which may have the ability to collect the most robust data now and be a structure for much more support for IIF – The El Civics Curriculum and Assessment System.



WHAT HAPPENS IN THE CLASSROOM: CURRICULUM, DIGITAL LITERACY AND INSTRUCTIONAL ACTIVITIES

What students experience in the classroom may be the most direct impact adult education can have on immigrant learners. Beyond studying current ESL curriculum and future content that promotes immigrant integration, this project also explored which program models are most conducive to building immigrant students' self-agency enabling them to become active participants in their new communities, long after they have completed a semester of ESL classes. Finally, an ongoing goal of the project is to examine how immigrant integration content aligns with state standards and digital literacy objectives. To accomplish this the project established a team of Curriculum Specialists representing 2 adult schools, 2 community colleges and 4 community based organizations (recognizing the unique expertise of community-based, immigrant-serving organizations).

Curriculum Alignment with Immigrant Integration Framework

For many adult ESL educators, a focus on “life skills” is not an innovative concept. In fact, many practitioners in the ALLIES ESL Provider Network intuitively made the connection between the Immigrant Integration Framework and EL Civics curriculum, and the content of traditional ESL textbooks and classroom materials.

IIF Curriculum Team Composition:

- Campbell Adult and Community Education
- East Side Adult Education
- San Jose City College
- West Valley College
- Catholic Charities
- Building Skills Partnerships
- International Rescue Committee
- Vision Literacy

EL Civics, in addition to being strongly aligned with IIF content, reflects the IIF values of being student informed, asset based and field-developed. For good reason, EL Civics is named explicitly in policy bill AB2098 as a primary vehicle to offer immigrant integration content and report immigrant integration outcomes. Our project did the groundwork of mapping out alignment between EL Civics Objectives and the Immigrant Integration Framework, identifying opportunities for both enhancing existing EL Civics COAAPS and developing new content aligned with immigrant integration objectives. A concrete outcome of the EL Civics/IIF alignment mapping project was the development of a new COAAP that prepares ESL students to respond to the decennial US Census, in collaboration with CASAS.

The project engaged in an exercise to identify how existing curriculum, including but not limited to EL Civics, might align with the Immigrant Integration Framework's goal areas, strategies and supporting objectives.

Three curriculum models were studied under this project: EL Civics, Burlington English and English Innovations.

All 3 curriculum developers were informed about the project and participated in regular meetings or calls with the IIF curriculum project team to track progress and provide valuable feedback.

It is important to note that none of these curriculum models was designed to satisfy elements of the

Immigrant Integration Framework. This project and the assessment of alignment between curriculum and the IIF is not to be perceived as an evaluation by which to judge any particular curriculum, but rather as a thought exercise to explore how immigrant integration related content is already embedded in curriculum and what else might be done to strengthen immigrant integration content delivery in ESL classrooms.

Important considerations:

- **Overall approach vs granularity.** The mapping exercise consisted of identifying areas of alignment between a curriculum units, chapters or lessons and IIF supporting objectives. This granular approach did not provide an opportunity to consider the overall approach and philosophy of the curriculum.
- **English Proficiency.** In the ALLIES IIF, English Proficiency is a stand-alone goal area. By definition, all ESL curriculum models studied in this project are designed to teach English as a Second Language and increase English Proficiency. Alignment with the four strategies in this IIF goal area (independent study and practice, community connections, learning self-efficacy and digital literacy) is what differentiates one curriculum from another.
- **First Language Literacy.** It would be a stretch to expect ESL curricula to include literacy instruction in one or more of the many native languages of ESL students. However, some of the curricula studied do explicitly

mention the value of first language literacy in support of second language acquisition in the description of their general approach. For the purpose of the framework implementation project with SBCEA, we have at times opted to nest the first language literacy goal area under the English Proficiency goal area.

EL Civics

The EL Civics (English Literacy and Civics) program was originally launched during the Clinton administration in 1999 with the aim of preparing immigrants and refugees for community engagement and citizenship. It designated a separate funding stream for adult education programs to integrate English literacy skills with civics education to help immigrants acculturate, integrate and if they wish to do so naturalize and become citizens.

More recently EL Civics is funded under the Workforce Innovation and Opportunity Act (WIOA) Title II: the Adult Education and Family Literacy Act (AEFLA). The purpose continues to be supporting projects that help immigrants and other limited English Proficient persons effectively participate in education, work, and civic opportunities that includes navigating governmental, educational, workplace, transportation systems and key institutions, such as finances and health care.

In California, WIOA Title II-funded adult education programs select from a number of Civics Objectives and additional assessment plans (COAAPS), based on student

The purpose of EL Civics continues to be supporting projects that help immigrants and other limited English Proficient persons effectively participate in education, work, and civic opportunities that includes navigating governmental, educational, workplace, transportation systems and key institutions, such as finances and health care.

surveys to address students' needs at different levels starting from Beginning low to Advanced level of proficiency. Teachers in EL Civics classes are expected to develop or deliver curriculum that connects immigrants and refugees with the wider community, help them navigate and utilize local services and engage in dialogue around community issues. Assessment tasks, consisting of written and oral parts, are integral parts of lessons to address specific student learning outcomes with focus on certain areas of curriculum that facilitates the practice of authentic scenarios engaging with the specific skill sets. The "additional assessments" are presented for approval to the state office (CASAS), while the curricula are developed by the local provider.

It is important to note however, that for the most part COAAPs measure linguistic competency, not other outcomes. For example, having the language to speak with your doctor about health insurance doesn't mean a student will actually get health insurance.

Project 6 identified that there is strong alignment between EL Civics and the IIF, in all goal areas. A copy of the finalized alignment maps, reviewed by SBCAE and CASAS EL Civics specialists, can be accessed in Appendix G: EL Civics and IIF Alignment Maps. An additional finding, or suggestion,

emerging from the project is that targeting achievement of the EL Civics objectives could provide frameworks for focusing on non-linguistic outcomes. In our CACE Pilot, an EL Civics COAAP about Health Insurance was linked, through the pilot's communication outreach and collaboration, with students actually obtaining health insurance. That the EL Civics program is already tracking through the mandated WIOA Title II existing data system further suggests the potential of EL Civics as a foundation for immigrant integration non-linguistic outcomes.

Burlington English

The Burlington English curriculum combines academic and workforce readiness skills which actively engage and prepare students for postsecondary education and job training, and ultimately, to succeed in their careers. The program combines face-to-face classroom activities with any time-anywhere access to online interactive courses. Noteworthy features include customizable First language support for a total of 21 out of 50 languages and pronunciation coaching.

Burlington English offers the following courses: Digital Literacy, Burlington Basics, English in America, Everyday English, Advanced English and Career Exploration & Soft Skills.

Through this analysis it was identified that there were two goal areas within the IIF framework to have high alignment with the Burlington English curriculum, three goal areas with medium alignment, and one goal area with low alignment:

- High alignment: Economic Security, Educational and Career Advancement
- Medium alignment: Providing for Children and Family, Credentials and Residency, Health and Wellbeing
- Low alignment: Participation in Civic and Community Life

English Innovations

English Innovations is an English Acquisition model focused on the civic, linguistic and economic integration of immigrants and refugees. The model integrates digital literacy and community engagement into its educational methodology, and uses a blended approach of face-to-face instruction and out-of-class learning. The model draws from best practice in social learning through peer-to-peer interactions including project-based learning for English learners with at least high-beginning English proficiency. English Innovations is defined more by its instructional philosophy of community, digital literacy, and instructional adaptability than

rigid standardized testing and methodology. Users have flexibility to implement the curriculum with the goal that each site will make the curriculum its own.

Developed under the auspices of OneAmerica, the model has been tested in Washington State, as well as with host site partners in Florida, Maryland, Virginia, Massachusetts, Arizona, Michigan, Tennessee and the District of Columbia.

One of the most promising applications of the model is its approach to digital learning in a multilevel classroom setting. The underlying principle that guides the digital literacy goals is to actively involve students in creating technology and not simply using technologies from a consumer standpoint.

English Innovations is a curriculum that may be particularly appealing to CBOs or those seeking to teach in a more informal-learning setting which allows for curriculum adaptability while maintaining instructional principles unique to English Innovations. Its unique student-centered approach emphasizes student voice, allowing participants to become storytellers and active contributors to classroom activities and curriculum.

While there is new curriculum being developed by English Innovations developers that expands on civic engagement and leadership, it should be noted that only the fundamental English Innovations curriculum was analyzed for the purposes of this project.

Through this analysis it was identified that there were two goal areas within the IIF framework to have high alignment with the English Innovations curriculum, two goal areas with medium alignment, and two goal areas with low alignment.

- High alignment: Economic Security, Educational and Career Advancement
- Medium Alignment: Providing for Children and Family, Participation in Civic and Community Life
- Low Alignment: Health and Well-Being, Credentials and Residency (currently under development)

Gaps and Suggestions on How to Fill Them

When juxtaposing the EL Civics, Burlington English and English Innovations IIF alignment maps, a picture emerges that shows where there are consistent gaps across the 3 curricula studied for this project, and where the 3 curricula are complementary. The combined curriculum map for the 'Economic Security' goal area, presented as part of Appendix H: Comparative Curriculum Alignment Maps, illustrates this.

Of the 31 IIF supporting objectives under this goal area, 17 are covered in the EL Civics curriculum, 13 in Burlington English and 10 in English Innovations. Some supporting objectives like career navigation/job search skills/labor market info and financial literacy skills are included in each of the three curricula. Others supporting objectives such as healthcare access and coverage or income

tax assistance are present in one or two out of the three curricula. Supporting objectives for which there is no corresponding content (marked in red on the overview table) may be considered for further curriculum development.

More work needs to be done in the final phase of the project to research the appropriateness of supporting objectives that are not typically present in curriculum as topics for further development (for example, a lesson on elder care may only be of interest to a subset of students). From there, the project team and others in the field will need to prioritize development of curriculum in those areas that are most likely to promote linguistic, economic and civic integration of ESL students.

Beyond looking at areas where there is no or little alignment between existing curriculum and IIF, the project team thinks it is important to re-assess the quality, depth and breadth of certain immigrant integration topics that are covered in the three curricula studied, and recommend areas for improvement. For example, financial literacy units could be updated to include online or mobile banking. With recent adult education reform placing a strong emphasis on career pathways, the field has seen steady ESL curriculum development centered on contextualized career education. This may have inadvertently caused other 'life skill' oriented curriculum units to receive less regular updates and innovation.

El Civics COAAPs could also be used as a springboard activity in

Fig. 4: Priority areas for curriculum development by IIF goal area

IIF Goal Area	Priority areas for curriculum development
Participation in Civic and Community Life	<ul style="list-style-type: none"> ■ Volunteering ■ Preparing for and responding to the Census ■ Voter rights ■ Voter registration ■ Contacting legislators ■ Leadership development ■ Community organizing ■ Being a critical consumer of news
Economic Security	<ul style="list-style-type: none"> ■ Entrepreneurship
Educational and Career Advancement	<ul style="list-style-type: none"> ■ Accessing transition specialists/navigator services (within a consortium) ■ Understanding career pathways offered within a consortium ■ Navigating community college enrollment and financial aid
English Proficiency	<ul style="list-style-type: none"> ■ Learner Self-efficacy ■ Independent study and practice ■ ‘Exit’ strategy and plan - how will learner continue to improve English proficiency after program exit
Credentials and Residency	<ul style="list-style-type: none"> ■ Know your Rights education ■ Driver’s Licenses (AB60)
Health and Wellbeing	<ul style="list-style-type: none"> ■ Coping with discrimination ■ Mental health: trauma ■ Emergency response ■ Disaster preparedness

a multi-step approach towards achievement of immigrant integration outcomes. Teaching a health related COAAP for example, could be combined with in class presentations by health care providers, leading to referrals and tangible outcomes for students. In the case of Project 6 and the Community Connections project described further in this report, classroom instruction related to health insurance was coupled with service provider presentations and referrals for health insurance sign-ups.

First Language Literacy

Literacy in one’s first language is commonly understood to be

an onramp to second language learning. For those English learners who are preliterate in their first language, it is a challenge to belong and do well in even the lowest levels of English instruction, impacting the persistence of preliterate students in ESL classes.

Examples of first language literacy support within a formal adult education structure include one on one tutoring, Plaza Comunitaria programs or - though not strictly literacy education - GED/HiSET classes offered in Spanish. Though limited in number, certain community-based organizations have unique expertise in providing first language literacy support, opening up opportunities for

Adult Ed-Community Organization partnerships. Examples in the San Jose area include Partners in Reading (PAR offered at public libraries) and Vision Literacy’s Leamos program.

Case studies:

- Plaza Comunitaria offered at CACE
Plaza Comunitaria is a hybrid (online and in person) program to build basic and secondary skills in Spanish in order to prepare adults for career and college. The program is developed by INEA (Instituto Nacional para la Education de los Adultos), a public entity that promotes and develops literacy

Digital literacy itself is an enabling skill for immigrants both to be successful and productive in a workplace, but also, critically, to achieve integration into their communities.

services, and offers Primaria (1st to 6th grades) and Secundaria (7th to 9th grades) education for youth and adults. Local Mexican consulates in the US provide support for the Plazas.

- Leamos offered at Vision Literacy
Leamos™ (Let's Read) is a pre-ESL online literacy course that teaches non-literate Spanish-speaking adults to read and write in Spanish before enrolling in an English as a Second Language course. Leamos helps adults with less than two years of formal education learn basic literacy so they can confidently pursue other educational goals for the first time in their lives, including learning English and passing the citizenship exam. The course consists of 43 self-paced instructional lessons divided into nine modules. It takes approximately 150 hours to complete, and can be used by individuals, or in adult education programs, library or community organization settings. In the South Bay region, longtime ALLIES and SBCAE partner Vision Literacy started offering the Leamos program in the fall of 2018. Currently, Milpitas Adult Ed is working on an MOU to partner with Vision Literacy to begin using the Leamos program in 2019.

Digital Literacy

Digital literacy, cuts across all eight goal areas of the ALLIES framework. Digital literacy itself is an enabling skill for immigrants both to be successful and productive in a workplace, but also, critically, to achieve integration into their communities. In order to comfortably use computers, tablets or smartphones, it is important to know how to use software, and online and mobile applications to be able to perform digital tasks that pertain to professional, educational and family life. Increasingly, schools are using online portals to communicate with parents about their children's educational progress. Patients can access health information or communicate with their doctor online. The US Citizenship exam now includes taking the reading and writing test on a tablet. With the invaluable input from national experts in the field, the SBCAE/ ALLIES project provided space for curriculum experts within SBCAE and their community based partners to think through digital competencies in each of the eight goal areas of the framework.

Examples:

- Education and Career Advancement: Complete online Job Applications
- Providing for Children and Family: school portal
- Economic Security: online banking

- Health and Wellbeing: health apps
- Credentials and Residency: online forms and applications
- Civic and Community Life: neighborhood forum

For more examples, see Appendix I: IIF Digital Literacy Competencies

Instructional Activities that Promote Immigrant Integration

Studying curriculum in isolation from teacher or student led classroom activities, or innovative program design would not give a complete picture of the potential for adult education to serve as a true hub for immigrant integration. Educators, at all levels of instruction, integrate activities and strategies in their instruction to promote immigrant integration and provide opportunities for EL students to connect with their fellow students and wider communities.

This project sought to identify instructional activities employed within SBCAE, at community partners and/or other ESL providers in the Silicon Valley region that promote immigrant integration for adult English learners. Using the IIF as a starting point, the Project 6 Team developed a list of creative activities that connect ESL instruction with real life experiences.

An overview of these activities, as well as a select number of case studies, aligned to the eight IIF goal areas can be found in Appendix J: Instructional Activities Aligned with IIF.



HOW STUDENTS ARE SERVED OUTSIDE OF THE CLASSROOM

Touchpoints Study

What adult learners experience in adult schools or colleges is not limited to what happens in the classroom. Throughout their academic pathway, students interact with, and are supported by classified staff, counselors or transition specialists, teachers and administrative staff. It was obvious to the Project 6 team that in order to build SBCAE's capacity to serve immigrant and refugee students, special focus needed to be placed on understanding where students have conversations about their goals, and the barriers that may prevent them from achieving these goals. We sought to understand when, where and with whom students most commonly built bonds of trust that enabled them to share details about conditions in life that either supported or thwarted their success at school.

From February through April 2019, ALLIES staff hosted focus groups with adult school students, classified staff, teachers, and transition specialists. In total, 18 focus groups were conducted with 149 unduplicated participants.

The central line of inquiry was to identify promising practices on SBCAE adult school campuses for building trust with students. Our intention is to disseminate the best practices that we identified with all five SBCAE adult schools in order to elevate trust building practices on all campuses. The 18 focus groups included the following staff titles: Transition Specialists, Student Leaders, Teachers, Classified Front Office staff. The questions we

posed to the groups were slightly modified for each group but the basic line of inquiry was as follows:

- 1. Remembering the Feeling of Support** - Recall a person from outside your immediate family or circle of friends who, at any time in your life, gave you a tremendous amount of support. Teacher, school staff, social worker, pastor, etc. Recall the feeling of receiving that support, sit with that feeling for a moment. Invite participants to describe it, draw it, act it out, etc.
- 2. Building Trusting Relationships** - In your own personal opinion, how does the following statement reflect the central purpose of your job?

Our intention is to disseminate the best practices that we identified with all five SBCAE adult schools in order to elevate trust building practices on all campuses.

“SBCAE seeks to improve the persistence of students and their success in achieving their own economic, linguistic and social goals. Towards this goal, SBCAE has identified the need to deepen our abilities to build strong, trusting relationship with students. By nurturing such relationships, our hope is that students will be more inclined to reach out for help when they face struggles at school and home that may prevent their success within SBCAE.”

3. Student Perspectives of Their Relationships with Staff

- a. Can you cite examples of times when you trusted staff enough to reveal personal information with them that you typically wouldn't share with other staff? Why did this happen? How common are these experiences?
- b. In general, who on campus do you think build the most trusting relations with students? What does this look like? Why are those trusting relationships possible?
- c. Do you or other students feel adequately listened to and supported by staff? Do they trust staff? Explain your answer.

4. Staff Perspectives of Their Relationships with Students & Other Staff

- a. Are there particular issues that students face that you feel capable of addressing? Are

- there others that commonly frustrate you?
- b. How are you able to collaborate with other school staff to support students? Cite examples. Are there certain difficulties you face in collaborating with other staff?

5. **What Else is Possible?** - If you could be “Queen/King for the Day”, what would you change to deepen your relationships with students to ensure that all students receive adequate support?

The findings of the study revealed some areas of strength that need to be preserved or further cultivated and some areas for improvement. The major findings are summarized below.

Good News

1. Most staff personally feel that building trust is inherently central to their jobs
2. Students feel strongly that when they trust staff they feel empowered, feel more capable of trusting others and are more confident in themselves
3. Students also feel that there must be trust in order to learn, that trust enables them to build stronger social networks, and that they can play a role in fostering trust on campus and in their own communities

Due to the unique roles of Teachers and Front Office staff, both groups most commonly reported hearing personal stories from students

4. In general, staff and student leaders feel that student government (e.g student councils) provides opportunities for student voices to be heard by school staff and administrators

Promising Practices

1. Hiring culturally and linguistically competent staff - When students believe that individual staff members share common personal experiences as immigrants or speak common languages, trust is deepened
2. Foster relationship building among students - Students often cited the deep trust they have in their fellow students. These relationships often are key to students' persistence in school
3. Support current student leaders to explore new avenues for focusing their leadership abilities - Many student leaders expressed enthusiasm for playing expanded roles to foster trust on campus
4. Individual Student Support Time (ISST) - Paying Teachers to meet individually with students to better understand how best to support students builds deep trust and identifies students' needs for support services

Areas for Improvement

1. Many staff do not believe that trust building is an outcome that they are explicitly expected to

achieve and most staff feel they are not formally supported to build trust

2. The constant turnover of students makes trust building challenging
3. Great skill is required to earn trust and not all staff feel adequately prepared to do so
4. More confidential, one-on-one spaces are needed to enable students to share personal experiences with school staff
5. All study participants felt that more - beyond student government - could be done to cultivate stronger student voice

During the final section of the focus groups we asked participants to

reflect on the comments that had been made and the data collected to that point. With that information in mind, we asked participants:

“What would you change to deepen all students’ relationships with staff and ensure that all students receive adequate support?” The responses to that question were then summarized into the following seven recommendations for SBCAE to consider.

1. There is strong support for more training and time for trust building
2. Schools need more mental health and social service capacities on campus
3. Schools need facilities dedicated to study and social activities.

4. Students want more events and social activities to build a more vibrant campus environment
5. Empower students to play more leadership roles in trust building on campus
6. Students want more opportunities for English conversation
7. Classified staff need Transition Specialists roles to be clarified
8. Childcare, childcare, childcare... and in general make schools more family friendly





COMMUNITY CONNECTIONS

Moving the needle on immigrant integration cannot and should not be achieved by agencies operating in isolation, but rather through cross-sectional collaboration. To provide the kind of comprehensive approach suggested by the ALLIES Immigrant Integration Framework (IIF), service providers from multiple sectors - education, workforce, social services, local government and more - will need to come together.

The community connections work area under this project sought to strengthen partnerships between adult schools and community partners that may have inadvertently been weakened as a side effect of the increased focus on – and staff time dedicated to - launching the new consortium model. The overarching goal of this project was to investigate how to achieve mutually beneficial connections with community partners and to study the impact of these connections on student persistence, academic success, and immigrant integration.

Building on pre-existing connections and practices that were established long before the AB104 adult education reform, the project specifically focused on:

- Studying how to strengthen the role of **Transition Specialists**
- Creating a **resource guide** of student support services
- Conducting **needs assessments** to inform non-academic programming for students
- Establishing a **referral network at CACE**

These activities, and the outcomes achieved, are described in the subsequent subsections. Though much more remains to be done at the grassroots and policy levels to achieve aligned service delivery systems, SBCAE is fortunate to operate in a region where collaboration and partnership are not foreign to the many players in the immigrant integration field.

Transition Specialists

In the SBCAE's first Three Year Regional Plan (2015-2019), the planning process studied regional adult education objectives, student needs, and gaps that needed to be addressed. Ultimately the Plan's vision included immediate goals to identify and implement practices that facilitated better student transitions between systems (adult schools to colleges), and provided more personal support for the

Integral to providing students with personal support to help them determine and achieve their goals, is an assessment of barriers that may prevent them from being successful.

students, including accessing more community resources. Due to the region's large number of English learners, a dedicated focus was placed on exploring supports and systems that would help immigrants. The consortium understood that these new or enhanced practices would also assist all basic skills adult students as well.

The planning process included many stakeholders beyond the adult education providers, and the product of that study was to describe the elements of a "no wrong door" system, where students have full access to resources and support no matter where they begin their journey. It was clear that this ambitious "no wrong door" system would need additional personnel whose primary responsibilities were to achieve these goals. So the implementation of the plan prioritized the creation of the new position of Transition Specialist (TS), with at least one assigned to each of the four colleges and each of the five adult schools.

In the last year that Project 6 has been underway, the connection with this "network" of TS has been important to study how IIF objectives can be better achieved. Every two weeks, there are 15 or more TS that meet as a "community of practice". The

Project 6 effort also provided an opportunity to assess the intent of the TS position against the actual performance and deliverables from the function.

In this section we will describe successes and challenges in each of the goals for the TS position identified in the Consortium's first three year regional plan (better transitions between systems, more personal support for the students, accessing more community resources); as well as successes and challenges pertaining to data collection and organizational structure.

Better transitions between systems

Building pathways to post-secondary education was the mandate of the legislation that drives California's adult education reforms, AB86 and AB104. Not surprisingly then, this was the primary focus of the TS position in the implementation of the first regional plan. Much progress has been made to facilitate warm hand-offs between the adult school and community college system, with TS personally connecting to students, providing pathway navigation advice or assisting learners with the enrollment or financial aid application processes. Community College campus tours for prospective adult ed students and TS presentations for entering

or graduating ESL students have increased awareness of consortium programs among SBCAE students.

Much remains to be done in the areas of dual enrollment, and connecting adult education students with the counseling departments and other resources at the Community College campuses.

More personal support for students

The position of Transition Specialist, by definition, provides personal support for students to help them navigate their educational, career and community options. Transition Specialists meet one on one with students to help them assess their interests, strengths and determine their next steps. While goal setting and creating an individual student learning plan happens at other moments in a student's adult education experience, Transition Specialist are an essential touchpoint for students in their journey.

Integral to providing students with personal support to help them determine and achieve their goals, is an assessment of barriers that may prevent them from being successful. The Immigrant Integration Framework provides a comprehensive set of indicators that can serve as the foundation of an individual needs assessment. Many of the IIF elements apply to immigrants and non-immigrants alike, making it an excellent starting point for a common needs assessment deployable by all SBCAE Transitions Specialists.

Development of such a common needs assessment, whether in

paper form or embedded in the Community Pro Suite software the Consortium invested in for this purpose (among others), is a work in progress. The TS group explored the use of a customized 'Transition Planner Menu' in CPS, and other CPS features such as the Needs Inventory and Activity Tracker that aid individual goal setting, planning and barrier identification. Continued use and evaluation of these various options to conduct student needs assessment in the coming school year will help the consortium determine which tools are most suited to help students accomplish their goals and most efficient for TS and others to use.

Accessing more community resources

One of Project 6 explicit goals was to encourage and increase the number of referrals to support services on and off campuses made by Transitions Specialists. The team observed early on that referrals to community resources had not been a priority for most TS, given their initial AB104-aligned focus on facilitating transitions to postsecondary education and/or workforce. The passage of AB2098 in August 2019, and with it a renewed momentum around immigrant integration, has great potential to introduce a balanced approach between transitions to college, career and other student-identified community goals. Furthermore, in its new Three Year Regional Plan (2019-22), SBCAE is committed to increasing equitable access to support services for all students.

Building on earlier asset mapping initiatives by ALLIES, SBCAE and local government agencies; a resource guide was developed for use by Transition Specialists. More on the resource guide in the next section of this report.

Data collection

Student Barriers

Current data systems, both the Student Information Systems used by each of the consortium's members and the mandated system for collecting and reporting WIOA Title II information, capture students' goals and barriers to success. Project 6 work was to explore how to optimize that capacity, and to identify other practices that may more completely serve the purposes of immigrant integration. The project examined how information was elicited from students, the role of the TS, the tools used, and whether there were consistent practices.

Initially, each agency developed its own paper form on which to collect student data. Many of them were narrative and text-based; there was no standard form. Beginning in the spring of 2017, the consortium data team collected all these forms and, working with the TS, created a standard form to use when meeting with students. The TS were instructed to use this standard form for the 2018-2019 school year.

Since the introduction of the third-party software Community Pro Suite in 2019, the TS worked with the LPS team to refine the data fields and format of the "Transition Planner" screens, including the

addition of 3 tabs to collect data which align with IIF.

Users reported that use of the "Needs Inventory" module of CPS did not provide much data back to the TS regarding their contacts with students and many of them saw the use of CPS as an added burden on their time. LPS then shared the "Activity Tracker" function that had been developed for another consortium. SBCAE leadership and TS who saw this demonstration agreed that this function would be very beneficial for TS in providing feedback for their activities. The plan is to incorporate this function when school resumes in the fall.

Referrals

TS were trained on CPS in November and December 2018, with the expectation that they would begin using it immediately. Unfortunately, the transition from the paper needs assessment and referral form to CPS was a very slow process. As a result, the data collected in CPS to date is limited. There were only 40 referrals from January 1 to June 30, 2019 across the 9 agencies, consisting primarily of referrals from TS to TS. The use of CPS will be expanded through the 19-20 school year before any authentic evaluation can be made ultimately as to its efficacy. Project 6 did identify specific challenges in CPS in regards to immigrant integration purposes.

Challenges

- *Community Pro Suite (CPS) does not yet meet the needs of TS* - The needs assessment feature and other CPS screens need to be

further customized for SBCAE so that it becomes a useful tool for anyone, TS or other, who meets with students to identify barriers to success and makes referrals. Further clarification about data entry requirements in the multiple data systems used by SBCAe members (ASAP, TE, SmartTools, Colleague, Banner, MIS) is needed to avoid time consuming and frustrating duplicate data entry. Some CPS users have also observed the perceived impersonal approach of looking at a computer screen while meeting face to face with students is problematic.

- *Many TS and other consortium staff still prefer to use paper forms* - The TS position was added by schools within the consortium over the past 3-4 years. During this time, TS used paper forms developed by their schools to collect information about their students. This paper system did not allow sharing of data and required duplicate data entry.
- *CPS Reporting Accountability* - The TS reporting structure made it very difficult to implement CPS. The TS report to their respective school administrators, who may have uneven knowledge of CPS. In addition, there was no clear point of contact for the TS group. For this reason, two TS representatives were selected as “super-CPS users” to represent the group.
- *CAEP Mandates* - TS may not have had enough training on the importance of their role in the CAEP landscape. CPS has the capability of assisting schools in tracking student outcome

metrics and more must be done to encourage the use of CPS to collect objective, verifiable data.

- *Little Evidence of External Referrals for Support Services* - As evidenced by the limited referral data available in CPS, it appears that the number of student referrals is not a high priority or metric for the TS. One obstacle to generating external referrals may be that the Consortium has not yet developed formal strategic partnerships with outside agencies to whom TS’s can make referrals. Furthermore, TS’s do not have the training or the capacity to forge these relationships on their own. Anecdotal data suggests that referrals are most successful when there is a strong relationship between organizations, as well as a clear point of contact for the warm hand-off of the client to the receiving agency.

Organizational structure

Transition Specialists (TS) embedded in each of the 9 SBCAE member schools and colleges have been encouraged to establish relationships and create cohesion through the creation of a community of practice. Through bi-monthly meetings, this community of practice has enabled peer learning, exchange of professional development resources and other critical information about their school programs and better linkages between the adult schools and community colleges to support student transitions.

The Project 6 team can report the huge challenge that the TS have as they are asked to respond to so many requests – often whenever there is a new idea about how to help students, derived from either inside the consortium’s agencies or from partners outside, the topic is referred to the TS to see if they can include a new practice or resource in their work. An observation from the Project 6 team is that the TS, if this position accomplishes all that’s expected of it, are understaffed, and haven’t always had the experience, systemic support and focused professional development needed.

Since this was a new position, each agency customized the TS job description to meet its unique organizational structure and culture. A varying number of hours was assigned to the TS role, which differs from member to member. The Project 6 team observed that TS are given time-intensive assignments from supervisors that respond to the specific needs of their particular schools. Such assignments may include: overseeing high school equivalency testing programs, conducting student intakes and orientations, and serving as school representatives on committees that may be unrelated to core TS roles.

Unclear TS Roles

TS have not consistently been given clear outcomes that drive their work. Thus, TS roles and expectations have varied substantially both within and across institutions. As a result, there can be a very different understanding about the duties they are supposed to perform and

the outcomes they are expected to achieve. When such variation exists, it becomes difficult to develop clear outcomes and goals for their work, not to mention track progress or measure impact in a systematic manner.

Resource Guide

The Project 6 work plan included the development and maintenance of an up-to-date database of available community resources - in addition to those services already available at member schools and colleges. This guide was identified as a necessary tool for consortium staff and key to provide students with the kind of comprehensive, wrap-around support described in the Three Year Regional Plan. While resource guides for our region have been available and maintained through services like 211 or on immigrantinfo.org (a website originally funded and supported

by the Santa Clara County Office of Immigrant Relations, and now also supported by SBCAE), none of the existing databases organized resources in alignment with IIF goals and objectives.

In early 2018, the Project 6 team created a new resource guide for use by all SBCAE personnel in order to identify non-SBCAE services for SBCAE student referral. The final product was organized in a manner that mirrors SBCAE's Immigrant Integration eight priority service areas. All the information found in the final Resource Guide was then used to create a map that displayed services in the South Bay geographically. The network of Transition Specialists were presented with the guide in 2018; full adoption of the guide proved to be elusive however. Most users found the guide too exhaustive

and difficult to use and the roles of most Transition Specialists are not adequately focused on external referrals and thus have varying degrees of use for the Guide.

Given the lack of Resource Guide usage, ALLIES created a modified version of the guide in June 2019 that enabled schools to search for community resources in close geographic proximity to their respective sites. The additional benefit of this revision was the reduced number of agencies that any single school would be required to sort through. This revised Resource Guide will be available for SBCAE adult schools when classes begin anew in August 2019.

In addition to a revised Resource Guide in Excel format, SBCAE will work with Literacy Pro Systems to enable access to the guide through Community Pro (CP). For schools





that prefer hard copy guides, they will always have the option of printing out a version.

Needs Assessment at Adult Schools

To learn more about common student barriers to success, and gain insight into existing partnerships between schools and community organizations, the Project 6 team conducted focus groups with select staff at each of the five Adult School members in the Spring of 2018. Staff participants were selected by adult school Directors or their designated personnel, and one school (CACE) opted to invite all staff to participate in the survey. Typically, survey participants included a mix of teachers, front desk staff and transition specialists. The following questions were used for the focus groups:

- Which are the most common issues that your students face OUTSIDE of class that become obstacles to success at school?
- If you had to select only TWO issues to address, which two would you start with?
- Who are your most trusted community partners that you've referred your students to in the past?

Barriers related to health, employment & income and family support consistently ranked among the top 3 cited by SBCE adult school staff (see Appendix K: SBCE Adult School Student Needs Assessment)

Referral Networks

Students at adult schools often come from the most marginalized corners of the community, bringing a diverse range of needs

that directly impacts their ability to excel in school and beyond. As a result, there is an urgent need to refer students to outside agencies for high quality support services, from legal aid to employment assistance. Connecting students to these programs facilitates their integration into the wider community and provides them with a stronger foundation to remain in school and achieve their educational goals.

Thus far, referrals among schools and organizations providing support services have happened to various degrees around the state in public adult education, and continue to happen outside the context of this pilot. This is no less true across SBCE schools, where Transition Specialists have the primary responsibility within the school system for making referrals--although teachers and

classified staff report making them as well (though not as a formal part of their job). Anecdotal data suggests that the majority of these referrals are conducted in an ad-hoc manner; adult schools have limited institutional capacity to develop formalized community partnerships and few systems in place to initiate and monitor referrals. Furthermore, there has been little coordination amongst the schools and community partners to identify and address common needs, develop quality customer service standards, and share information. Not surprisingly, the data available about the quality, quantity, direction, and outcome of those referrals has been both inconsistent and scarce, as described below:

- **Quality:** referrals can range from giving a student the name and contact information of an organization, to walking that student over to register for a service.
- **Quantity:** very few to no systems are in place to track how many referrals are facilitated for adult school students.
- **Direction:** where within a school do referrals originate? Are they made by teachers, transition specialists, counselors, classified staff, other? Where are students referred to? For which services? Which organizations routinely refer clients to SBCAE schools?
- **Outcome:** when students are referred, how do schools know that referral yielded the desired outcome?

Due to the many barriers schools face in making and monitoring referrals, the SBCAE has prioritized establishing referral networks across the adult schools in order to increase student persistence and academic success. To this end, Project 6 piloted a referral network at CACE that sought to provide lessons about how to implement a referral network to serve students, yield meaningful data on the impact of those referrals, and highlight successful practices and strategies that could be leveraged at other SBCAE schools.

Looking ahead: addressing challenges in SBCAE's new Three Year Regional Plan

The SBCAE Regional Plan (2019-2022) and the subsequent Annual Plan (2019-2020) are responsive to many of the central Project 6 findings expressed in the Progress Report (January 2019) and this Final Report.

A central activity in the Annual Plan is to create a consortium wide framework for student counseling and support. In so doing the consortium wants to align TS goals and job responsibilities around student outcomes and increase the number of referrals to non-academic support services that lead to higher rates of student success and persistence.

Resources will be identified for developing strategic partnerships with community based organizations to facilitate external referrals for needed services.

This will ensure that Transition Specialists and other staff will be able to tap into an established network of prioritized partners rather than develop connections to partner organizations from the ground up.

The need for improved data collection, reporting and analysis is a central goal in both the new three year plan, and 19-20 Annual Plan's implementation strategies. Aligned with this goal of being a more data-driven consortium, transition specialists and consortium leadership will co-develop a set of key performance indicators and SMART accountability measures to track students' short and long-term success. These measures can be created for individual TS, school teams of TS and all SBCAE TS.

Foundational to the success of the transition specialist function, as well as the success of the consortium as a whole, is a robust offering of professional development opportunities for SBCAE staff, tailored to the needs of similar positions in all 9 members, and consortium-wide training. In the implementation activities of the SBCAE's 2019-20 Annual Plan, Transition Specialists are scheduled to receive training on career advisement strategies offered by WIOA II partners, empathy interviewing by a Human-Centered Design specialist, and a CAEP/WIOA data and accountability review provided by the Consortium's data team.



COMMUNITY CONNECTIONS PILOT AT CACE

Pilot Goals

An immigrant student's persistence in adult education programs will be impacted by certain barriers. While some barriers such as lack of affordable childcare, employment flexibility and transportation challenges will be common to all or most immigrants, others will be unique from individual to individual. As part of the effort to build deeper community connections, Project 6 piloted a reciprocal referral network at CACE (Campbell), which was the first adult school within SBCAE to have a formal personnel job description for Transition Specialists. The overarching goals of the pilot were to:

- Build deeper partnerships with community-based organizations that address student needs
- Serve the whole student by providing equitable access to high quality support services
- Generate referral data that would inform decision-making
- Develop productive community connections that would provide support to a group of students with similar needs within a school term (and, in doing so, build system capacity to address individual student's needs in the future)

The pilot ran from October 2018 to June 2019. The lessons from the pilot, which are described in detail below, influenced the priorities of the SBCAE's 2019-2022 regional plan, particularly in the goal area around building stronger community connections that serve students. Furthermore, the Pilot

is intended to provide direction to the other SBCAE adult schools that seek to establish their own referral network modeled after CACE's.

Selection of Community Partners

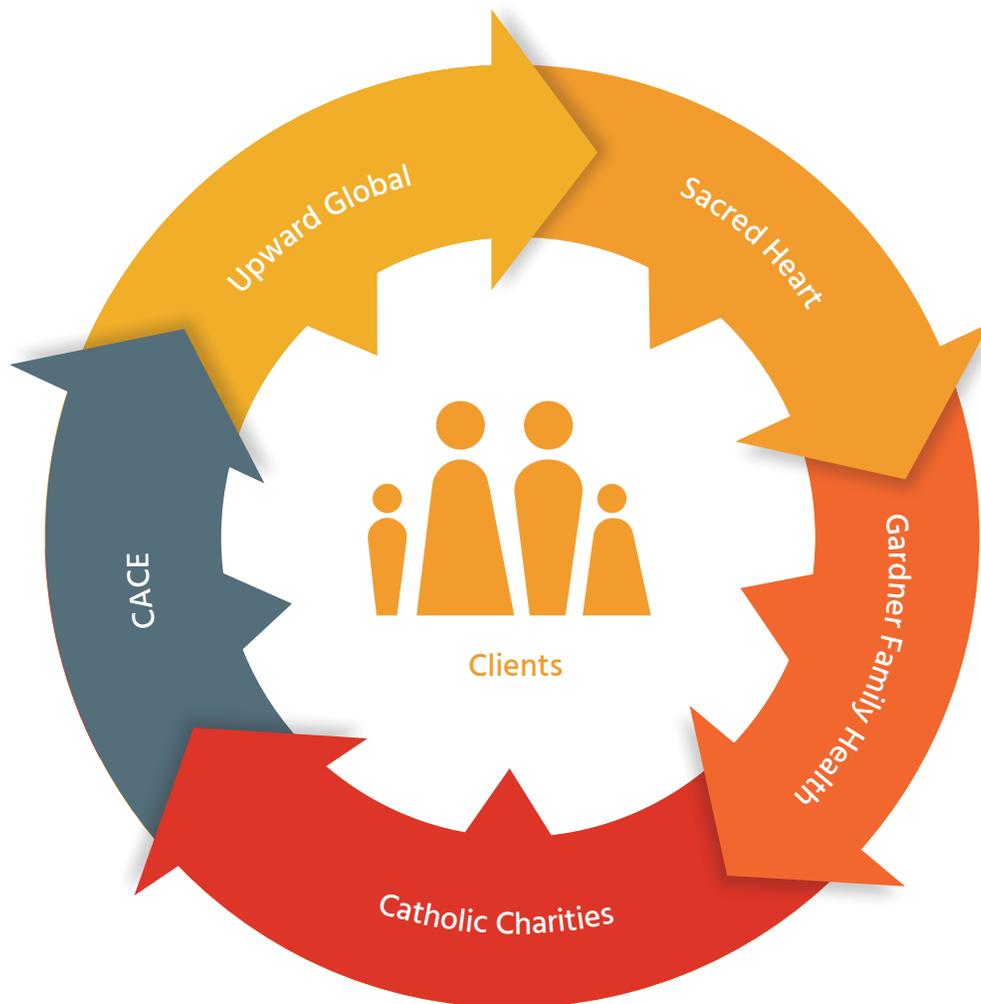
To establish the referral network, the Project 6 Team used the results from the needs assessment at CACE to identify potential community partners. This assessment documents a common need among a significant group of students. During this focus group session with staff, three critical areas of student needs emerged: employment/income, health, and family support. The Project 6 Team thus recruited four community-based partners that offered services in alignment with these priorities: Catholic Charities, Upwardly Global, Sacred Heart, and Gardner Family Health Network.

The figure below shows the founding Community Partners in the pilot, the programs they offer, and the student needs and IIF goal areas that they address.

CACE Referral Pilot Partners

CBO Partner	Programs	CACE Staff:	IIF Framework Alignment
Catholic Charities SCC	Home sharing, public benefits, immigration	Employment & Income, Family	Economic Security, Children & Family
Sacred Heart Community Service	Financial literacy, job search, public benefits	Employment & Income, Family	Economic Security, Children & Family
Gardner Family Health Network	Health insurance enrollment, medical services, family resource center	Health	Health & Wellbeing
Upwardly Global	Immigrant & refugee professional career services	Employment & Income	Economic Security

Planning & Design of the Referral Network System



Planning for the referral system began with the Community Partners in September 2018. The partners operated according to a distributive leadership model in which the purpose and direction of the referral network were co-designed by all members. Through this model, the partners came up with their own vision and goals for working together in a mutually beneficial way. The vision and goals developed by the pilot partners are as follows:

- Referral Network Vision: to provide a multi-sector safety net of partners that helps empower clients to become self-sufficient.
- Referral Network Goals:
 - » Create a seamless referral system
 - » Achieve high-rates of successful referral outcomes
 - » Create strong partnerships

that are embedded within the fabric of each organization

- » Develop special projects around areas of mutual need and interest to strengthen the partnerships

The collaborative leadership model established by the referral network gave all partners a sense of buy-in and ownership over their work, and allowed the group to tap into each other's expertise in an equitable manner. The Partners solidified their relationship by signing a non-binding Memorandum of Understanding (MOU), which outlined their roles and responsibilities through the end of the Pilot term. (See appendix L: CACE Pilot MOU).

From September to December 2018, the Partners specifically focused on developing the mechanisms and protocols for

making referrals. They created a common referral form on Google to submit referrals to one another. This digital form was linked to a Google spreadsheet that automatically tracked the referrals that were made in a single location. Each Partner who received a referral was responsible for updating the spreadsheet with the outcome of that referral. (See Appendix M: CACE Pilot Common Referral Form and Appendix N: CACE Pilot Referral Protocol). To facilitate referrals, the Partners also created a short resource guide summarizing each organization's programs, eligibility requirements, and referral contact information. (See Appendix O: CACE Pilot Organizational Summary).

With the referral system in place, the Partners officially started making referrals to each other in January 2019. The Project 6 Team



KEY PILOT DESIGN ELEMENTS

- **Distributive leadership:** Leadership for the referral network is shared amongst all of the Community Partners in order to create buy-in and develop accountability. Similarly, all major strategic decisions are made with equal input from all of the partners for the collective benefit of the group.
- **Shared vision and goals:** At the beginning of the pilot, the Community Partners developed a shared vision of what they hoped to achieve in the long-term through the referral network, as well as targeted goals for generating referrals through the end of the pilot.
- **Regular meetings to exchange information and build trust:** Community Partners meet monthly to foster their relationship with one another, discuss strategic priorities, and stay informed of each other's programs.
- **Coordinated case management:** Community Partners review referrals at each of their meetings to discuss successes and challenges with specific clients. This keeps Partners informed of the outcome of their referrals.
- **Targeted Campaigns:** To generate a high number of referrals, CACE created a health insurance campaign with Gardner Family Health Network to sign up students for health insurance. Because of the success of this program, CACE will launch a food security campaign in the fall of 2019 with Sacred Heart to sign up students for food programs with CalFresh and Second Harvest.
- **Group facilitator/coordinator:** A coordinator was essential in helping the Community Partners set strategic priorities, facilitate monthly meetings, coordinate the implementation of the targeted campaign, and track/analyzing referral data. ALLIES performed this role during the duration of the Pilot.

played a critical role in ensuring that the group was operating effectively by coordinating the referral network meetings, ensuring that Partners were exchanging updated information with one another, designing special projects to increase the number of referrals, and monitoring the referral data. Throughout the course of the Pilot, the Partners met on a monthly basis, rotating the meeting location between each of the agencies and

taking turns presenting on their programs. These meetings were an invaluable way for the Partners to develop trust and learn about each other's services, which ultimately led to warmer handoffs during referrals. Equally important, the Partners devoted time at each meeting for case management. Through this process, the Partners were able to receive updates on the outcome of referrals, address barriers that may have prevented

an individual from completing a referral, and share successful strategies on securing wraparound services for their clients.

Health Insurance Enrollment Campaign

As mentioned in Section III above, Project 6 partnered with the Stanford University's Immigration Policy Lab (IPL) to conduct a survey at CACE in September 2018 that sought to measure immigrant integration across six dimensions: psychological, political, economic, linguistic, social, and navigational. Although there were several interesting takeaways from the preliminary analysis of the survey, one finding in particular stood out: almost a third of respondents (30%) reported not having health insurance. With the support of the Project 6 Team, CACE decided to address this issue head-on by creating a health insurance enrollment campaign in partnership with Gardner Family Health Network, one of its community-based partners. Together, they set the ambitious goal of closing the health care gap at CACE by signing up 100 students for coverage.

The health insurance campaign at CACE ran from February to April 2019. The initiative coincided with an EL Civics COAAP unit on health, enabling teachers to bring their lessons to life through real-world applications that would provide a direct benefit to students. To support this unit, the lead Transition Specialist and ESL Program Coordinator at CACE developed a lesson plan for teachers that covered key health care concepts and vocabulary

By embedding lesson plans within the EL Civics COAAP and involving all of the teachers in the initiative, CACE was able to reach more students and have a greater impact on outcomes than the Transition Specialists would have been able to achieve alone.

(see Appendix P: CACE Health Insurance Lesson Plan). The lesson was followed by in-class presentations from Gardner staff on health insurance plan options and requirements for enrollment. With the support of CACE teachers and Transition Specialists, Gardner contacted interested students after the presentations to schedule appointments and sign them up for health care.

The health insurance campaign proved to be a successful strategy for generating a high number of referrals in a short period of time and fulfilling an important student

need with tangible results. By embedding lesson plans within the EL Civics COAAP and involving all of the teachers in the initiative, CACE was able to reach more students and have a greater impact on outcomes than the Transition Specialists would have been able to achieve alone. Furthermore, the campaign showed that it's possible to provide a meaningful service to some of the most vulnerable students in the community.

Overall, 44 CACE students and their family members signed up for health insurance. Approximately 61% of the students who enrolled

in a healthcare plan signed up for the Primary Care Access Program (PCAP), which is geared toward residents of Santa Clara County who have a family income of less than 200% of the Federal Poverty Line, many of whom are undocumented. A further 19% signed up for Medi-Cal, California's Medicaid program that serves individuals with incomes 138% below the federal poverty line. Approximately 17% signed up for both Medi-Cal and PCAP.

The chart below shows the outcomes for CACE's health insurance enrollment campaign.

Health Insurance Enrollment Campaign Outcomes		
	Count	Percent
Total # referrals: (refers to the number of students who expressed interest in signing up for health insurance)	56	
Total # successful student referrals: (refers to the # students who successfully signed up for health insurance)	36	64%
Total # individuals impacted: (refers to the total # of people who received health insurance through the referrals, including family members of students).	44 (8 additional people served through the clients that were referred)	
Total # unsuccessful referrals: (refers to students who are still waiting for an appointment)	20	36%
Total # who signed up for PCAP & PCAP renewal: (PCAP is health insurance for undocumented individuals)	22	61% (of successful referrals)
Total # who signed up for Medi-Cal, Medi-Cal renewal, and Medi-Cal expansion: (Medi-Cal is California's Medicaid program for low-income individuals)	7	19% (of successful referrals)
Total # who signed up for PCAP and Medi-Cal:	6	17% (of successful referrals)
Total # who signed up for Dental insurance	1	3% (of successful referrals)



CACE Pilot Evaluation

The Project 6 Team conducted a formative evaluation of the CACE Pilot to investigate whether the implementation of the referral network was feasible and acceptable within an adult school context. This section lays out the outcomes from the pilot and the lessons that the pilot partners learned in the process of designing and implementing the referral network to serve students. Its goal is to highlight best practices and strategies so they can inform the other SBCAE adult schools.

The evaluation was guided by the following questions:

1. Did the pilot achieve what it set out to achieve?
2. What practices/strategies did the pilot partners find effective?
3. What barriers or challenges did pilot partners experience?
4. What resources are needed to sustain the pilot?
5. What lessons from the pilot

can inform the design and implementation of referral networks at other SBCAE schools?

The Project 6 Team set out to study these questions using the following evaluation tools:

6. Referral spreadsheet data: this tracked the flow of referrals across all the agencies and the outcomes of the referrals.
7. Client/student satisfaction survey: self-reported data in which clients shared whether they received the services requested and their level of satisfaction with the referral process and service. (See Appendix Q: Client Satisfaction Survey).
8. Pilot partner interviews: conducted with all pilot partners, the interviews sought to assess the effectiveness of the referral network and recommendations for sustainability. (See Appendix R: Community Partner Evaluation Questions and Appendix S:

CACE Pilot Analysis of Interview Questions).

Key Referral Data Outcomes through June 2019

Pilot Partners tracked referrals on a Google spreadsheet and updated the outcomes on a regular basis. For most Partners, this document served as the only place where they regularly documented the referrals they made and, perhaps more importantly, the outcomes of those referrals. Overall, 99 referrals were made over the course of the pilot, and about 70% of those referrals had a successful outcome in which the student/client achieved their short-term referral goal and thus received the service requested. The majority of the referrals (88%) went to Gardner for health insurance. Altogether, 79 individuals were impacted through the referral network, a figure that includes any family member who may have received a service from that referral.

The table below highlights the key outcomes tracked by the Partners through their referral spreadsheet.

	Count	Percent of Total Referrals
Total # Referrals (refers to the # of referrals requested by students/clients)	99	100%
Successful Referrals (refers to whether the student/client received the service requested)	69	70%
Total # Individual Impacted through Referrals (refers to the total number of people who received services as a result of the referral, including family members)	79 (10 additional people served through the clients that were referred)	
Unsuccessful Referrals	28	28%
Pending Referrals (refers to whether students/clients are still working toward achieving their referral goal)	2	2%
Outcome of Warm Hand-Offs (out of 99 total referrals)		
Successful Warm Hand-Offs (refers to whether the student/client was connected with the receiving agency for the requested service)	93	94%
Unsuccessful Warm Hand-Offs (referral did not lead to a connection with the receiving agency)	6	6%
Referral Outcomes by Agency (out of 99 total referrals)		
Referrals to Gardner Family Health Network (referrals were for health insurance enrollment assistance)	87	88%
Successful referrals to Gardner	62	71%
Referrals to Sacred Heart (referrals were for employment assistance)	7	8%
Successful referrals to Sacred Heart	6	86%
Referrals to Upwardly Global (referrals were for employment assistance)	3	3%
Successful referrals to Upwardly Global	0	0%
Referrals to CACE (referral was for HSE)	1	1%
Successful Referrals to CACE	1	100%
Referrals to Catholic Charities (referral for navigation of public benefits)	1	1%
Successful Referrals to Catholic Charities	0	0%
Top Referrals by Agency (out of 99 total referrals)		
Referrals by CACE	65 (56 from health insurance campaign; 9 directly by TS's)	66%
Referrals by Catholic Charities	26	26%
Referrals by Sacred Heart	8	8%
Referrals by Gardner Health Family Network	0	0%
Referrals by Upwardly Global	0	0%

Summary of Client/Student Survey Results

In April 2019, the Project 6 Team conducted surveys to determine student/client satisfaction with the referral process and the quality of the service received. Twenty-nine individuals from CACE and Catholic Charities completed the survey, which is equivalent to approximately 29% of all referrals that were made through the end of the pilot. The survey included ten questions about student/client experience with the referral. It was translated into Spanish, and all participants received a \$10 gift card to complete it.

The majority of the survey respondents (90%) were referred to Gardner for health insurance assistance, while 7% were referred to Sacred Heart and 2% to Upwardly Global for employment assistance. The vast majority of respondents had a positive experience with the referral process. Over 75% reported that it was easy to get a referral and over 80% received the service they requested. Furthermore, over 75% reported that the quality of the service they received was excellent, with an additional 10% reporting that it was fair.

The table to the right summarizes key survey results from the survey.

	Count	Percent
How easy was it to get referred?		
Very easy	22	76%
Somewhat easy	2	7%
Somewhat difficult	1	3%
Difficult	1	3%
No response	3	10%
How long did you have to wait for services?		
1 week	16	55%
2 weeks	5	17%
3 weeks	1	3%
4 weeks or more	1	3%
Still waiting	4	14%
Blank	2	7%
How helpful were the staff who assisted with the referral?		
Very helpful	22	76%
Somewhat helpful	4	14%
Not helpful	0	
Blank	3	10%
Did you receive the service you requested?		
Yes	24	83%
No	5	17%
How was the quality of the service received?		
Excellent	22	76%
Fair	3	10%
Poor	1	3%
Blank	3	10%
I would be willing to refer other clients/students to this organization?		
Yes	21	72%
No	1	3%
Blank	3	10%



90%

were referred to Gardner for health insurance



75%

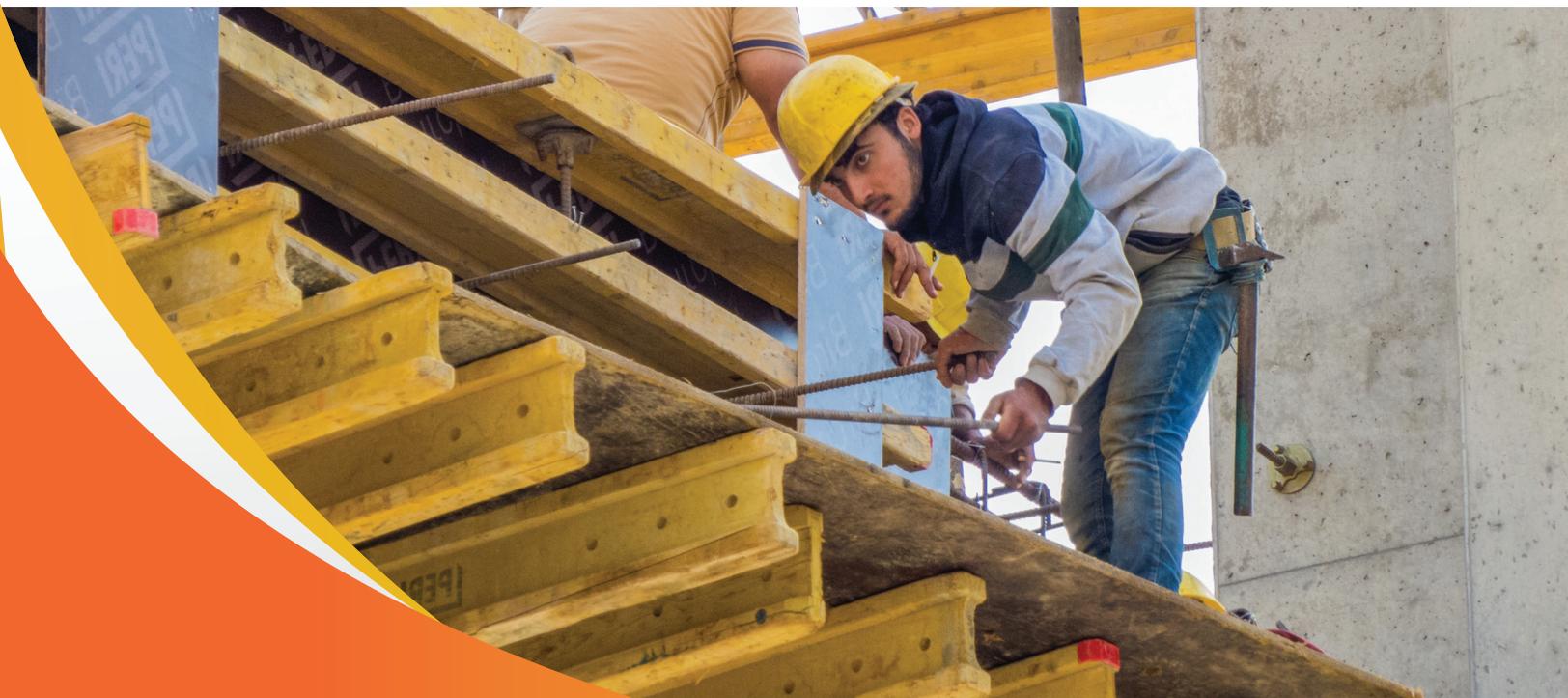
reported it was easy to get a referral

Key Findings from Pilot Partner Interviews:

The Project 6 Team conducted interviews with 11 members of the Referral Network from CACE, Sacred Heart, Gardner, and Catholic Charities. The Team did not interview anyone from Upwardly Global, as they were unable to fully participate in the Pilot due to staff turnover and reduced budget for travel to the South Bay for Community Partner meetings. Below are the key findings from the interviews.

What Worked:

- **The Pilot Partners designed a referral network system that is functioning effectively and achieved project goals.** Following a distributive leadership model, the Pilot Partners successfully set up the infrastructure and mechanisms for a referral system and developed stronger relationships with one another, which ultimately led to 69 successful referrals during the course of the pilot.
- **Targeted, organizational-wide campaigns around a single issue can generate a high number of referrals.** The health insurance campaign between CACE and Gardner Family Health Network was an effective way to galvanize staff around an important cause that led to a tangible service for students in a short period of time. Over 57% of the referrals in the pilot came from the health insurance campaign and 71% of those referrals led to an individual receiving and/or renewing health insurance.
- **The Pilot showed that it is possible to serve the most vulnerable students.** Through the health insurance enrollment campaign, CACE and Gardner worked together to sign up a total of 44 individuals for health care plans specifically geared toward low-income and undocumented individuals.
- **Pilot clients/students had a positive experience with referrals.** Overall, Pilot Partners reported that the referral network adequately met their clients'/students' goals. In general, individuals were well prepared for the warm hand-off to the receiving agency and the majority of them attained the referral they requested.
- **Deepening partnerships was critical to referral success.** Pilot Partners expressed that a critical aspect of the referral network was the ability to strengthen their relationship with the other agencies. Particularly effective in achieving stronger partnerships were monthly in-person meetings, frequent presentations about each of the programs, and regular site visits. These experiences significantly increased trust amongst the Partners, thereby reducing barriers to making referrals and increasing the chances of making successful referrals.
- **The referral data form and spreadsheet, coordinated case management review sessions, and client surveys were invaluable methods for tracking client/student**



progress and outcomes. Pilot Partners valued having a single, shared location to track referrals and their outcomes. For many Partners, the data spreadsheet was the only place where they kept information on referrals, as they did not track all of the information internally at their respective organizations. Similarly, the client surveys provided critical, real-time feedback about an individual's experience with the referral, which for the majority of Partners was the only means of collecting such data. Finally, the case management review sessions at the monthly meetings provided Partners with an opportunity to learn about the outcomes of their referrals, discuss challenges and/or barriers that an individual may have experienced, and share best practices. One partner, Catholic Charities, used the referral data to apply for grant funding.

- **Capturing a variety of data points contributed to a holistic snapshot of the referral system and informed decision-making for the referral network.** Throughout the term of the pilot, the Project 6 Team captured a number of data points from a variety of participants involved with the referral process-- from self-reported client and staff data, to more objective, measurable, and verifiable data (ie, health insurance sign ups). Taken together, these data points yielded valuable information about the impact of the referrals on students and has directly informed the goal and direction of the referral network for the 2019-2020 academic school year.

Challenges:

- **The flow of referrals was highly uneven across agencies.** The vast majority of referrals were made to Gardner Family Health Network for health insurance. While this indicates a strong need for health care coverage amongst the pilot population (particularly amongst low-income and undocumented individuals who represented a high proportion of these referrals), it may also suggest that the community-partners could be under-referring clients for other services and thus failing to address other student needs, such as employment assistance. Pilot Partners need to address how the flow of referrals can be distributed to other agencies to meet student demand for other support services.
- **Data tracking was time-consuming and burdensome, and it was not prioritized by leadership at community partner agencies.** While Community Partners highly valued the Google form and referral spreadsheet, they also indicated that it took up a lot of precious time and was not a priority for their own agencies. Many pilot partners had other data systems and data points that they had to report on for their respective organizations; some organizations had as many as three to four other data systems. In addition, almost all of the partners mentioned that the data they collected was not discussed internally within their organizations or used to inform their programs. These challenges

contributed to the delay many Partners faced in updating the referral spreadsheet.

- **The number of unsuccessful referrals called for further investigation.** 28% of referrals were not successful. Pilot partners need to dig deeper to understand what made these referrals unsuccessful and take active steps to improve their internal systems to better prepare individuals for the referral, improve warm-hands offs, and develop protocols for following up with them in a systematic way. These steps would increase the referral success rate so that everyone who desires and is eligible for a service can receive it.
- **Referral systems need to be further integrated into each agency's internal systems.** Pilot Partners reported that there is still a lack of awareness and buy-in about the referral network by their organizations' leadership team and front-line staff, making it difficult to capitalize on the potential of the referral system. Furthermore, each of the agencies need to create or refine their own internal systems for making referrals to ensure it is aligned with the Pilot. The next phase of work for the Community Partners will need to focus on integrating the referral network into their own internal systems and building more internal awareness about the initiative. By addressing these issues, Pilot Partners hope to increase the number of referrals.
- **The number of referrals by Transition Specialists was**

lower than they anticipated.

There are 4 Transition Specialists at CACE who were involved in the Pilot--one full time TS who worked on the Pilot from September 2018, and three part-time TS who joined the project in January 2019. Although there were a lot of referrals generated from the health insurance campaign at CACE, these referrals originated from Gardner staff who reached out to students directly to gauge student need and interest in getting health insurance. Outside of the health insurance campaign, however, CACE TS made 9 referrals. This figure was much lower than the TS anticipated. They aimed to make an average of 2 referrals per month from January to June 2019, but none of them were able to meet this target due to a number of other competing demands. Given that the TS have the primary responsibility within schools for connecting students to support services, it is important to think about how to restructure their work and refine internal referral systems so that they can help more students get the support they need.

- **Capturing referrals in CPS proved to be challenging.** A total of 110 student referrals were listed on the Google spreadsheet, which included all referrals, including those not involving CACE; i.e. from partner to partner. The large majority of these students were not seen or referred by a TS. Student names were collected on a sign-in sheet for the Health Campaign at CACE and many of the critical data fields were missing. In order to enter this data into CPS as an “External Referral”, the student needs to be enrolled in a CACE class and have a student ID. Several of the students on the sheet were not enrolled, were missing data, or were duplicate students and could not be entered into CPS. Therefore, only 48 external referrals are included in CPS.
- **The Partners expressed concern about the sustainability of the Pilot without support from Project 6 Team staff members.** All of the Partners felt that the support provided by the Project 6 Team, from shaping meeting agendas to maintaining the referral spreadsheet, were critical to the success of the program. The Partners were adamant that a coordinator/facilitator is important to the continuation of the referral network.
- **The efficacy of identifying a common need among a group of students needs to be understood in the context of an individualized service model.** Identifying a need shared by a number of students, then building on an EL Civics unit addressing that need (i.e. Health Insurance), and seeking deeper connections to community resources to achieve positive outcomes in that area has great benefit. One goal area for many students lends itself to focused data collection, and achieves an economy of effort in building community connections which address that goal. However, students’ needs which are not in alignment with a targeted area must also be recognized. The Pilot’s intent and SBCE’s plan is that concentrated efforts to identify community resources will build the system capacity to address the needs and outcomes in all the areas of the Immigrant Integration Framework.

WHAT CLIENTS SAID ABOUT THEIR EXPERIENCE WITH THE REFERRAL NETWORK...

- "I'm very thankful because I was having a hard time looking for a job, and I was able to get a job in a short period of time after this referral."
- "La amabilidad, el trato, el tiempo, aclaración de dudas, todo mega ultra excelente." (The kindness, the treatment, the time, clarification of doubts, all mega excellent.)
- "I liked that I received immediate service and I was treated kindly in the process."
- "Service and information was delivered in a language I have little understanding. No translator/interpreter. Services were provided by the agency and I had to look for an interpreter on my own."



NEXT STEPS

The final months of Project 6 work coincided with an intensive strategic planning effort as SBCAE prepared its next Three Year Regional Plan for adult education, submitted to the state's CAEP office in June 2019. As in the consortium's first three year regional plan, building greater capacity to support immigrant students' integration into the workplace and their communities continues to be a consortium priority. Close collaboration between the Project 6 team and the three year regional planning team assured that many of the findings and suggestions from Project 6 are embedded in both the SBCAE 2019-2022 Regional Plan, and the subsequent 2019-2020 Annual Plan submitted to the CAEP office in August. Immigrant integration strategies, suggested by Project 6 in four areas: data, curriculum and instruction, equitable access to support services and community connections, inform all 7 goals areas of the new Three Year Plan.

What is presented here is both a summary of those findings and recommendations, and further observations about what might be possible in adult education programs, in SBCAE or elsewhere, to build sustainable and effective systems to support immigrant students' success. These recommendations continue to be organized in four areas: data, curriculum and instruction, access to support services, and community connections.

Data

Refining IIF Metrics – Findings from the Pilot at CACE

Since the adoption of SBCAE's Immigrant Integration Framework (IIF), findings from the pilot at CACE suggest the benefit of continued work to define exactly what is measured in each of the IIF's goal areas. For instance,

at CACE, the critical need and opportunity was to address the relatively high rates of students who did not have any form of health insurance. This then became the focus of a five-month campaign that addressed the IIF goal area of Health & Wellbeing by meeting one specific objective: increasing the rates of students with health insurance.

As in the CACE examples, schools could adopt school-specific strategies to address one or more of the IIF goal areas. This effort to identify and achieve very concrete and measurable outcomes, for a group of students in a program, will help identify IIF outcomes that are timely and strategic and benefit a large group of students. It's an assumption that capacity in the system (e.g. acquiring health insurance) will also benefit individual students' whose unique

This process of identifying the specific and measurable outcomes of the IIF are a strategic next step in the evolution of the IIF.

needs may be determined by having equitable access to support (see section 2.3 below).

This process of identifying the specific and measurable outcomes of the IIF are a strategic next step in the evolution of the IIF. To provide an **example** of what a prioritized, more focused set of metrics might look like we offer this list of possible metrics below.

- Participation in Civic & Community Life
 - » Increasing measures of students' social capital
 - » Increase rates of students' volunteerism in their communities
- English Proficiency
 - » Increases in students' ESL levels
- First Language Literacy
 - » Successful referrals to first language literacy partner agencies
 - » Developing peer learning communities within the school
 - » Media resources for students in first language
- Educational & Career Advancement
 - » Received HS credential/CTE credential
 - » Secure new employment
 - » Wage gains
- Providing for Children & Family
 - » Level of parent engagement at their children's school

- Economic Security
 - » Increased level of students' food security
 - » Increased level of students' housing security
- Health & Wellbeing
 - » Increasing the rates of students' health insurance enrollment
 - » Increasing the rates of students' having a medical home
- Credentials & Residency
 - » Successful completion of Citizenship preparation classes
 - » Secure High School diploma/credential

As the legislation recently passed, AB208, validates these kinds of immigrant integration metrics, there is a clear need for the current (and possibly additional) student information systems to be modified. Here are some ideas about what would need to happen to make those systems adequate to the IIF purposes,;

CAEP data systems (TE and MIS - mandated by the state)

- Establish priority indicators of immigrant integration (pending state guidance on
- AB2098).
- Develop a comprehensive data dictionary to define all elements in both TE and MIS related to immigrant integration.
- Add and/or reorganize fields

and data points in the two systems specific to immigrant integration.

- Add the ability of TE to query and report immigrant integration indicators about curriculum and instruction outcomes (e.g. EL Civics) by goal area, by student, by student groups, and by class or program.
- Research potential of the colleges' MIS pre-employment transition elements to align student success data fields for IIF – initial orientation services, assessment services/placement, counseling advisement services, education plan, and other services
- Continue to explore how to establish common protocols among adult schools and community colleges of intake, assessment, data collection and reporting.
- Consider consortium wide administration of Stanford IPL Survey to capture baseline information to better understand SBCE's immigrant students/clients and to strengthen programming (partnerships, curriculum design)
- Ensure validity and consistency of data collection and entry
- Redesign data systems to track any possible long-term correlations between Community Connections success and student academic success and persistence (either in TE or CP).

Community Pro (not mandated by the state).

- Establish formal partnerships with community partners of

SBCAE around common use of Community Pro (different levels of partnership possible)

- Expand the capacity to track referrals, and outcomes of referrals in CommunityPro
- Explore the capacity of CP to hold a database of community resources
- Build CP's capacity to automatically identify and make referrals to community resources to address student needs
- Collect and analyze referral outcome data
- Create customized reports around Community Connections referral outcomes and evaluation;
- Track longitudinal data to assess the correlation between the provision of successful service goals with:
 - » Increased retention rates
 - » Academic performance
- Build on CP's transition planner menu to create a common needs assessment for support services
- Customize CP data points to reflect those needed for Community Connection programs

Curriculum and Instruction

What happens in the classroom will be central to any successful effort to support students' achieving measures of immigrant integration. Indeed receiving instruction is the very purpose motivating the immigrant to enter an adult education program at all. EL Civics (which has been focused on language competency for

English learners) has historically been the curriculum targeting immigrant integration. It is the obvious curriculum to further develop. But there are still other unanswered questions – how much can EL Civics be taken outside of the classroom, how can “non-ESL students” who are immigrants also receive in-classroom supports, and how will we measure these new curricular models.

The following recommendations have been considered by SBCAE and are embedded in the Consortium's 2019-2022 regional plan:

Curriculum Development

- Working from list of priority topics developed by Project 6, develop EL Civics or other curriculum in those areas that are most likely to promote linguistic, economic and social integration of ESL students.
- Institutionalize regular assessment of the possible need for new curriculum by surveying students, holding student focus groups, and working with community partners embedded in the immigrant communities.
- Pilot non-traditional ESL curriculum with CBO partners (ex. English Innovations), as bridge to SBCAE programs
- Develop and make available recommended list of independent learning websites, apps for students both to increase digital literacy and increase access to curriculum.
- Explore opportunities to couple curriculum delivery with community outcomes,

e.g. EL Civics curriculum with non-linguistic and academic outcomes aligned to students' expressed needs.

- Develop curriculum which builds the students' own ability to independently navigate the communities they live in, including accessing and critically using digital information.

Professional Development

- Consortium-wide training on effective strategies of using the EL Civics curriculum
- Provide digital literacy professional development opportunities for teachers

Connection with non-SBCAE ESL providers

- Expand “No Wrong Door” access, to include CBO ESL providers and their students, including sharing resources, common Professional Development, and reciprocal referrals.
- Formally include community ESL providers in the consortium's ESL Work Group
- Convene and facilitate regular regional ESL Provider meetings

Program Design

- Develop and implement immigrant integration/newcomer orientation module, in collaboration with local governments and community-based providers
- Partner with local government (City and County offices of immigrant relations) to increase civic engagement opportunities for SBCAE students. For example: civic academy program,

recruitment of Census 2020 enumerators or election officers.

- Explore options for closer collaboration with K-12 school districts to support immigrant parents and families, (e.g ELAC/ DELAC connections, on site ESL classes with flexible schedules).
- Expand co-location of classes with community-based partners who serve immigrants

Equitable Access to Supports for Students

Without question students receive significant support outside the classroom, from other school staff, and expressly from other students. Project 6 looked at where those exchanges of information happen in a school, and what that mapping can tell us about our next steps.

Touchpoints

In Spring 2019, ALLIES conducted

a Touchpoints study at the five SBCAE adult schools. The purpose of the study was to identify the best practices within these schools for strengthening the trusted bonds between students and school site staff. The findings from the study were submitted to the SBCAE at the May 10, 2019 Professional Development day. These findings, suggested by both students and staff, presented what best practices might look like and where there is potential for improvement. From those finding these next steps are proposed:

1. Share the TouchPoint findings in Fall 2019 with students at the five SBCAE adult schools
2. Respond proactively to these findings from the Touchpoints process:
 - a. There is strong support for more training and time for

- trust building;
- b. Schools need more mental health and social service capacities on campus;
- c. Schools need facilities dedicated to study and social activities;
- d. Students want more events and social activities to build a more vibrant campus environment;
- e. Empower students to play more leadership roles in building environments of trust on campus;
- f. Students want more opportunities for English conversation;
- g. Classified staff need Transition Specialists roles to be clarified;
- h. Childcare, childcare, childcare...and in general make schools more family friendly.

These are concrete examples of how to build a culture of



trust and communication about sensitive issues. Beyond this list the consortium is positioned to learn more about how to respond to students' needs. The SBCAE's Annual Plan for 2019-20 endorses Human-Centered Design as an operating principle of program planning and professional development. During the May 10 PD Day, all schools worked on developing their own "What If..." statements per the instructions given by Virginia Hamilton of the American Institutes for Research. Momentum will be lost unless there is some concrete and immediate follow up to this assignment from that PD Day:

1. Complete at least one "What If..." statement and pilot test whatever intervention(s) that each school determines is appropriate.

Transition Specialists (TS)

Central to the last Three Year Regional plan for the consortium, was the creation of the new personnel position exactly intended to provide increased guidance, navigation and supports for students – in a sense, to have more trusted spaces to share needs and goals. Project 6 goals led to close and ongoing work with this group. During school year 2018-19, there were several discussions involving Transition Specialists (TS), SBCAE leaders and other stakeholders around the challenges that TS's have faced in meeting the varying (and often overwhelming) needs of their respective schools. Clarifying the fundamental contradictions of TS job roles that some experience will be critical if the outcomes intended by the establishment

of these positions are ever to be achieved. Here are next steps for clarifying the TS's roles:

1. Develop clear outcomes for the Transition Specialists (TS) role:
 - a. Prioritize referrals to non-academic support services that increase the rates of student success and persistence;
 - b. Prioritize referral data tracking
 - iii. Tracking status of referral cases
 - iv. Tracking students' short and intermediate-term referral outcomes
 - v. Tracking persistence of students receiving referrals
 1. Place special emphasis on proactively engaging students who are more likely to stop coming to school if no support services are offered;
 - c. Measure the remaining capacities of TS's to deliver additional services (above and beyond what is outlined in a. and b. above) and strategically prioritize what additional outcomes are within the bandwidth of TS's at each respective school.

Community Connections (CC)

Identifying community resources (capacities to support students that no adult education program can provide) has long been a goal. Prominent in Project 6 mandate by the consortium leadership was to conduct a pilot that would study how those deeper community connections can be built and sustained. So, in school year 2018-19 ALLIES supported CACE to pilot a new Community Connections

(CC) program. The lessons learned from that pilot can now be applied to institutionalizing the program at CACE, expanding the program to other SBCAE adult schools, fine-tuning the Community Pro data system, building the capacity of SBCAE to build strategic partnerships and increasing the effectiveness of Transition Specialists in all CC programs. Our specific recommendations for next steps follow:

Development of Strategic Partnership Capacities

During the planning processes through June 2019, the SBCAE considered possible avenues for building new capacity to establish strategic partnerships with regional allies. There may be multiple ways of addressing this need, however, the points below are possible end goals to strive for in building new capacities:

1. Build capacity of SBCAE to establish and sustain strategic partnerships with regional allies to provide supportive services to students;
 - a. Build such partnerships across the entire SBCAE and within individual SBCAE schools;
2. Establish and meet metrics to ensure that strategic partnerships deliver sufficient value to SBCAE;
3. Generate new funding and other resources to sustain these strategic partnerships.

Community Connection Program Replication & Toolkit

As outlined in the consortium's 2019-20 Annual Plan the

Community Connections (CC) program will be replicated in two other SBCAE schools during school year 2019-20. The initial pilot at CACE demonstrated the value of strategically building referral partnership networks that can provide SBCAE students with non-academic supports. In order to increase the chances of success for the replication of the CC program model at other schools, a toolkit will be developed that can guide the replication efforts. ALLIES and SBCAE staff will develop this toolkit prior to the start of the new pilots. Our initial outline of this toolkit will provide a roadmap for:

1. Program Goals
2. Guiding Program Philosophy
3. Assessing Prioritized Needs of Students and Clients
4. Assessing Capacities of Schools and Partner Agencies
5. Developing a Shared Vision, Goals, and Measures of Success
6. Design of Referral Partner Networks
7. Establishing Protocols and Systems to Successfully Manage Referrals
8. Developing a Focused Referral Campaign
9. Institutionalizing Referral Network within Each school
10. Data Collection and Evaluation
11. Program Sustainability

Community Connection - CACE 2.0

The pilot at CACE is an opportunity for even more learning. So the 2019-20 school year will seek to continue the work in order to institutionalize the best practices at CACE. These next steps will build on the strengths of the original pilot and address the gaps and shortcomings that were surfaced during the pilot evaluation. The key priorities for program sustainability in school year 2019-20 include:

1. **Data** – Assign authority to someone to lead data gathering, analysis, reporting and accountability for CACE Partnership
2. **Leadership Commitment** – Secure full commitment from senior staff at all partner agencies to institutionalize the CC program and to provide adequate support and supervision
3. **CC Coordinator** – Give authority to someone specifically assigned to manage the CC program at CACE
4. **Relationship Building** – Ensure all partners have deep, intimate knowledge of each other’s programs and personnel.

5. Breaking Down Internal Silos

- Ensure that each partner can fully capitalize on all programs and personnel within their own respective agencies

6. Referral Completion –

Set standards for what “successful referral” means to the partnership and hold all partners accountable to meeting those standards

7. Outreach & Recruitment Standards –

Ensure all partners are well prepared to conduct outreach and recruitment activities that are tailored to the specific needs of each partner’s clientele

8. Long Term Commitment to CC –

Secure formal commitments from each partner to adequately resource their own programs to ensure long-term sustainability of the CC program

9. Partnership Expansion

– Establish the criteria and process necessary to strategically expand the CC partnership



