

Immigrant Integration in California



CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

Focus on Immigrants

- Long history of providing services to Immigrants
- San Francisco Board of Education began first classes in 1856



AB 2098 Requirements

- Annual reports include any recommendations related to delivery of immigrant integration for adults.
- The chancellor and the Superintendent, with input from the director and adult education program providers, to identify common measures for meeting the needs of immigrant and refugee adults seeking integration.
- Define the specific data each consortium may collect and establish a menu of common assessments and policies regarding placement of adults seeking immigrant integration into adult education programs to be used by each consortium to measure educational needs of adults and the effectiveness of providers in addressing those needs.

AB 2098 Requirements (2)

- The chancellor and Superintendent, with input from the director and adult education program providers, as applicable, to identify additional measures for assessing the effectiveness of consortia that will be used in the report, including how many adults served by the consortium have demonstrated immigrant integration in specified areas, including increased participation in civic and community life.

Workgroup

- Liza Becker, Mt. San Antonio College
- Laura Chardiet, Los Angeles Unified School District
- Sasha Feldstein, California Immigrant Policy Center
- Sofia Ramirez Gelpi, Allan Hancock College
- Bob Harper, South Bay Consortium for Adult Education
- Jennifer Hernandez, California Labor and Workforce Development Agency
- Janeth Manjarrez, North Orange Continuing Education
- Marcela Ruiz, California Department of Social Services
- Santosh Seeram-Santana, Chinese for Affirmative Action
- John Werner, Sequoias Adult Education Consortium

Additional Workgroup Members

State Leadership

- Gina da Silva, Senior Policy Advisor for Immigration, Office of the Governor
- Carolyn Zachry, California Adult Education Program, California Department of Education
- Javier Romero, California Adult Education Program, California Community Colleges Chancellor's Office
- Carmen Martinez-Calderon, California Adult Education Program, California Department of Education
- Neil Kelly, California Adult Education Program, California Community Colleges Chancellor's Office

Guests and Support

Guests

- Pat Rickard, CASAS
- Margie McHugh and Catrina Doxsee, Migration Policy Institute
- David Laitin and Michael Hotard, Stanford University
Immigration Policy Laboratory
- Randall Tillery, WestEd

Facilitation Team

- Paul Downs
- Jacques LaCour

Recommendations

Recommendation 1: Promote California's civic and economic health by developing coordinated statewide immigrant integration policies and initiatives.

Recommendation 2: Adopt the Work Group definition of immigrant integration and document California's needs for immigrant integration in each of the seven program areas of the California Adult Education Program.

Recommendation 3: Implement the Work Group Recommended Immigrant Integration Metrics and Implementation Toolkit 25

Recommendation 4: Pilot Test Innovative Integration Approaches

Recommendation 5: Sustain Innovation in Immigrant Integration Metrics and Practices

Definition

Immigrant Integration is a two-way process in which immigrants are embraced and welcomed by the receiving society with effective, culturally relevant and linguistically accessible programs and services that facilitate and provide: upward social and economic mobility, increased civic participation, and multigenerational integration to build secure, thriving, and inclusive communities.

A Work in Progress

Core Implementation Strategies

- To ensure effective implementation, CAEP will use the following strategies:
- Implementation Advisory Team – Establish a team with field and external partner representation to provide input, support and advice on the implementation of the 2098 recommendations. The Work Group recommends that the advisory team represent the same perspectives that were represented on the Work Group (i.e., adult schools, community colleges, external CBO partners, state agency partners).
- Field Engagement – Provide regular opportunity for field engagement, e.g., in identifying promising practices and participating in pilots.

A Work in Progress (2)

- Quarterly Progress Updates – Provide quarterly progress reports to the field and interested partners and stakeholders.
- Implementation Timeline – Coordinate a comprehensive implementation program including communications, promising practice development, data infrastructure development, pilots, statewide projects and the ongoing advisory team.
- Transparency – Make data easily and readily available as to the progress of implementation and performance.

