ALLIES Fall 2016 EPN feedback on Immigrant Integration Pathway

**Introduction**

On October 28th, 2016, ALLIES held its thirteenth bi-annual ESL Provider Network (EPN) meeting. Participants were given an overview of the Immigrant Integration Pathway project (context, goals, needs, process, progress to date and vision for the future), followed by guided table discussions on the topic.

**Overall questions about the IIP Framework**

***Question:*** *What questions of clarification do you have about the Immigrant Integration Framework overall?*

General

* Do we need to look at all facets? Is a focus on 1 specific need ok? Does that miss pieces? Does that undermine strengths/self-efficacy?
* Does each group have responsibility for a specific facet? Are each responsible for all? For referring out?
* How do we build community info to refer resources?
* Further clarity is important
* How is integration defined for those who are already integrated but not English speakers?
* Empowerment of participants to be leaders.
* How can we make the framework flexible enough to apply in very different contexts (ex. South Coast vs specific CBO in Santa Clara)?
* Empower immigrants with information (i.e. Puente de la Costa Sur: Zumba example)
* Framework can be flexible + adapted per situations

Policy

* How does this influence policy?
* Need to present a region’s unified vision
* Communicate that integration supports workforce
* How to influence government and policy makers to support?
* How can government be (?)

Goals and Sub goals

* Clarify what providing for family is and how to quantify.
* How can we drill down to other more specific goals (ex. How to get parents to go to student conference)
* Break down broad goals (learn English) in to measurable subgoals
* How do these things connect?
* How do we identify a goal, let alone a smart goal?
* Would each agency use every sub-goal?

Metrics

* Advocate immigrant integration needs in data/planning
* More input on metrics needed
* How do we get personal information?
* Goal – having this collaborative work on aligning metrics + sharing best practices (identifying metrics)/resources on tracking and reporting
* How do we use multifaceted metrics to show success?
* Is success self-defined or do the students need to hit multiple metrics?
* How do these metrics work in resource-rich vs resource-poor communities?
* Who uses the metrics? Can immigrants do it themselves? Do we need case management/navigation for each? Does that undermine strengths-based approach?
* Data – how do we track successes/clients across different ‘touch points?’
* Economic contributions data
* Are there stats on 1st language literacy (Yes – in adult ed report to CDE / Plaza Communitaria – K-8 curriculum for Spanish speakers
* Brainstorm metrics

**Feedback on uses by audience**

***Question:*** *Brainstorm potential uses for the Immigrant Integration Framework for each of the roles listed. How would you use the framework in your current role?*

*I suggest taking this out of the table format so that its easier to read and understand. Right now the material is compressed and breaks across pages. This is our opportunity to analyze and synthesize the meaning from the meeting. This is a key step to make the results usable for our ongoing development of the IIP. Here is an example:*

# Classroom Strategies

## Overall Themes

Several broad themes emerged from participants’ discussion of classroom strategies:

***1. Integrate IIP topics in curriculum design and contextualized lessons:*** Participants’ main suggestion was to use the IIP to generate lesson plans on immigrant integration topics. For example, a unit could focus on how to get a driver’s license or opportunities to develop financial stability.

***2. Collaborate with outside experts to integrate IIP into learning:*** Participants’ noted that ESL teachers do not need to “do it all” and become experts in all aspects of the IIP. Instead they can partner with outside experts. Options include holding workshops outside or class modules. In this strategy the ESL teachers have the role of ensuring that the outside presenters present topics at the level of need of the students, and at an appropriate language level. For example, for low-income adults financial literacy needs to be about the basics of opening bank accounts and establishing credit, as opposed to stock and bond trading.

***3. Create awareness***

***4. Infuse metrics in classes***

## Detailed Comments

Participants’ detailed comments are presented below:

### Curriculum

* Relevant lesson content; contextualization (3)
* Curriculum design (3)
* Integrating language instruction to address broader topics/areas to succeed for students
* Leverage lessons to incorporate all topics and skills
* Training

### Pedagogy

* Bring in experts based on framework to address specific needs
* Affects teaching strategies

### Assessment

* Motivation
* Assessment

### Other

* Adult education 8 metrics already in place
* Community colleges can learn from adult education practices

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| --- | --- | --- | --- |
|  | Classroom strategies | Counselors/advisors/transition specialists/case management | Administrators/Program managers |
| Overall themes | Curriculum design, contextualized lessonsHave expert workshops in class* ESL helps translate
* Tri-lingual presentations

Create awarenessInfuse metrics in classes | Dialog with studentsGoal setting toolReferral tool | Structured processes for integration of services* Partners
* Connect the dots
* collaboration

Leverage resources* CBOs
* EL Civics

Opportunities for professional development Advocate to include II in data systemRecognition, certificates, awards |
| Detailed comments | * Training
* Assessment
* Relevant lesson content
* Motivation
* Curriculum
* Leverage lessons to incorporate all topics and skills
* Contextualize lessons
* Writing curriculum
* Affects teaching strategies
* Curriculum design
* Lesson plans
* Bring in experts based on framework to address specific needs
* Integrating language instruction to address broader topics/areas to succeed for students
* Adult ed 8 metrics already in place
* CC learn from adult ed
 | * Shift to monthly conferences
* Recognition of importance of goals
* Talking with student to find out goals first
* Attainable, stepping, breaking down goals
* One-to-one meetings
* Deliver and connect to resources
* Better sense of placement
* Tease out the real goals
* Base plan on real needs
* Goal setting tools
* Visit classrooms
* 2-way assessment tool for developing goals
* Tool for referrals to external resources
* Need counselors and advisors
* More comprehensive intake to better route students to the right pathway
* Matching students goals with these areas of importance
* Counselors shared across schools
* Detailed knowledge
 | * Structure in place for integration of services
* Identify partnerships (effective + able to be catered to population)
* Professional development for instructors, create awareness
* Organize training
* Collect and share resources
* Program design
* Funding
* Allocating resources
* Program development
* Institutionalizing a systemic approach
* Identifying resources
* Goal setting tools
* Collaboration with other consortium members
* Build connection to San Mateo County BHRS
* Need ACCEL sharing
* Learn systems already in place (ex homeless/disaster relief)
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**Feedback on uses by goal area**

***Question:*** *As a group, brainstorm strategies to each goal*

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| --- | --- | --- | --- |
|  | Classroom strategies | Counselors/advisors/transition specialists/case management | Leadership/administrators/program management |
| 1 English Language Proficiency | Adult schools backbone – EL/Civics, WIOA, CASASImplement light assessmentCurriculumPrepare for meeting with \_\_\_\_Cultural clues in English languageESL = conduitAll levels including college prepCurriculum for low level ESL students |  | Assessment |
| 2 First Language Literacy | TextbooksCBO/churchNeed shared agenda with English languageLiteracy in first languageMultilingual education | Referring to organizations who can do first language | Allocating resources to deliver first language literacyPersonnel who are multilingualHandouts in many languagesUse student translators |
| 3 Educational and Career Advancement | Class projectsIntake form to take snapshot of various categories?Guest speakersNavianceEL Civics | Have instructor refer to \_\_\_One on one \_\_\_\_Begin to implement Naviance – embed work skills, also self-learning applicationsConnect to agency to provide entrepreneurshipRenaissance |  |
| 4 Financial Security | Excel sheet a budgetCredit scoreBudgetLiving wageHave workshops during class time and guest speakersEntrepreneurshipWorkshps/speakers day and evening | Connect to Project Read and SparkPoint | Incentives to attend eventsIDA: Individual Development Account |
| 5 Health and Well-being | Health civics units How to get health insuranceEL Civics units nutrition classes | Social worker access | Create a way to distribute and shareFluidity in practice (i.e. refer or provide direct resources)Have 2nd Harvest Food Bank |
| 6 Providing for Family | Referrals to other eventsParenting class ESL class for parents at preschools |  | Need childcare |
| 7 Credentials and Residency | Outside speakersCitizenship classes |  | RetreatsCommunity schools co-educationNeed a connection to help with AB59/AB39Need DACA workshopsNeed Driver’s license classes or workshops |
| 8 Participation in Civic and Community Life | Field tripsVoting discussions in classlibrary | Finding opportunities for studentsReferrals to volunteers | Recognition award civic participation |
| Other goals |  |  |  |