

***Surviving vs. Thriving: The Need for  
a Paradigm Shift in Adult Education  
for Immigrants and Refugees***

**Webinar**

**October 30, 2018**



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# Presenters



**Margie McHugh**, Director, National Center on Immigrant Integration Policy, MPI



**Catrina Doxsee**, Research Assistant, National Center on Immigrant Integration Policy, MPI



**Alison Ascher Webber**, Director of Strategic Initiatives, EdTech Center at World Education



**Art Ellison**, former Bureau Administrator, New Hampshire Bureau of Adult Education; and former Policy Committee Chair, National Council of State Directors of Adult Education



**Charles Kamasaki**, Senior Cabinet Advisor, UnidosUS; and Resident Fellow, MPI



# Today's Release



## Policy Brief

### English Plus Integration

Shifting the Instructional Paradigm for Immigrant Adult Learners to Support Integration Success

By Margie McHugh and Catrina Doxsee

October 2018

#### Executive Summary

While many aspects of immigration policy are hotly contested, few would disagree that once immigrants are admitted to the United States, it is in the country's—and immigrants'—best interest that they and their children successfully integrate into the civic, social, and economic life of their new communities and the nation as a whole. The country's formal expectations for immigrant integration are reflected in requirements that citizenship applicants demonstrate basic proficiency in English as well as knowledge of key aspects of U.S. history and government. However, both immigrants and native-born citizens recognize that successful long-term integration requires a broad understanding of U.S. life and systems, combined with strong English proficiency and other basic skills.

A robust body of research shows that to achieve successful integration, immigrants and refugees need to acquire knowledge related to a wide range of topics. These include the U.S. health care system (e.g., types of health-care providers and insurance options); money and family finance issues (e.g., building a credit history, paying taxes, and asset-building strategies); and how to navigate early childhood, K-12, and postsecondary education systems in order to guide their family's and their own success. Beyond studying to meet citizenship requirements, many immigrants also seek to continue advancing their English literacy, educational attainment, and workforce skills, given the relationships between these assets and their earning potential and ability to better support their family.

For the past 50 years, English for Speakers of Other Languages (ESOL) classes provided via state adult education systems have been the default mechanism to meet immigrants' English acquisition—and, to a limited extent, integration—needs. However, this federal-state partnership system suffers from both a crisis of scale (adult education programs meet less than 4 percent of need nationally) and from serious flaws in the nature and design of instruction when viewed through an immigrant-integration lens. Leeway within the system to support successful integration has steadily narrowed in recent years through, for example, major reductions in support for English and family literacy programs that serve parents of young children.

This trend accelerated with passage in 2014 of the *Workforce Innovation and Opportunity Act* (WIOA)—the federal law governing both workforce and adult education programs. While federal adult education provisions formerly allowed a more balanced approach to teaching English and meeting learners' needs in their roles as parents, workers, and citizens, WIOA instituted mandatory performance measures that focus mainly on employment outcomes and the attainment of postsecondary credentials, placing no value on other

## *English Plus Integration: Shifting the Instructional Paradigm for Immigrant Adult Learners to Support Integration Success*

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This policy brief proposes a new instructional model to complement the existing adult education system: English Plus Integration. This approach maintains a central focus on English acquisition while also building the critical skills and systems knowledge that are important for long-term integration success.

<http://bit.ly/englishplusintegration>

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# English Plus Integration (EPI) Initiative Background

- Long-term civic, economic, and linguistic integration is critical for immigrants and receiving communities:
  - Anti-poverty/economic inclusion
  - Two-generation success
  - Build and maintain confidence in immigration and refugee policies
  
- Leverages years of MPI work on integration, including the cradle-to-career education pipeline, two-generation programming, adult education (AE) need, and implementation of the *Workforce Innovation and Opportunity Act (WIOA)*



# English Plus Integration (EPI) Initiative Background

- AE is the primary system relied upon to support immigrant integration.
- Set out to articulate a new AE program model that:
  - supports long-term civic, economic, and linguistic integration;
  - incorporates lessons and innovations of recent years from multiple fields; and
  - can better respond to learner needs and the demand that could be touched off by potential immigration reform measures.



# Catrina Doxsee



**Catrina Doxsee** is a Research Assistant at the Migration Policy Institute's National Center on Immigrant Integration Policy. She conducts research and policy analysis to promote the successful long-term civic, economic, and linguistic integration of immigrants and refugees, with a focus on adult education and workforce development policy.

Previously, she served in Compass AmeriCorps for two years as a Refugee Caseworker and Volunteer Coordinator at Jewish Family and Children's Service of Pittsburgh, where she provided case management services to newly arrived refugee families. She has also worked as a Research Assistant at the Philip Merrill Center for Strategic Studies, interned in the U.S. Treasury Department's Middle East and North Africa Office, and worked on several youth education initiatives in Chicago.

Ms. Doxsee holds an MA in strategic studies and international economics from Johns Hopkins University's School of Advanced International Studies and a BA in history from the University of Chicago.



# AE System is Not Designed to Promote Integration

- Civic, economic, and linguistic integration are vital for immigrants, but integration-focused topics are not a program focus or outcome
- Persistence through multi-year, multi-level ESOL and Adult Basic Education (ABE) class sequence is not possible for most
- Digital literacy and other self-study skills assigned no value, yet they are essential to support integration trajectories
- Limited system capacity overall



# WIOA Makes It More Difficult to Serve Key Immigrant Subgroups

- Significant changes under 2014 *Workforce Innovation and Opportunity Act* (WIOA)
- Workforce performance measures applied on a mandatory basis to adult education programs
  - Performance measures exacerbate program “creaming” and “crowding out” effects
  - Those pursuing citizenship preparation, family literacy/parent engagement, or other non-employment goals are extremely risky to serve
  - ELs and individuals with low levels of formal education are particularly at risk in systems requiring career pursuit and as college and career readiness (CCR) assessments are implemented



# New Model Urgently Needed: English Plus Integration (EPI)

- Challenge: Address integration needs and persistence barriers while overcoming WIOA's access and equity barriers
  
- EPI Solutions:
  - Provide contextualized English acquisition support
  - Impart knowledge/skills on integration topics
  - Impart digital literacy and self study skills
  - Support development of individual and family success plans



# Implementation Opportunities

- Most immediate option in many states: reduce state overmatch of federal funds and repurpose to implement new model
- Public or private support for piloting at county or city levels
  - Good fit for “literacy zone,” Promise Neighborhood, or other collective impact models
  - Braid with large-scale citizenship promotion and/or immigration legal services initiatives
  - Use as a central element of equity-focused initiatives to provide on-ramps to career pathway models



# Alison Ascher Webber

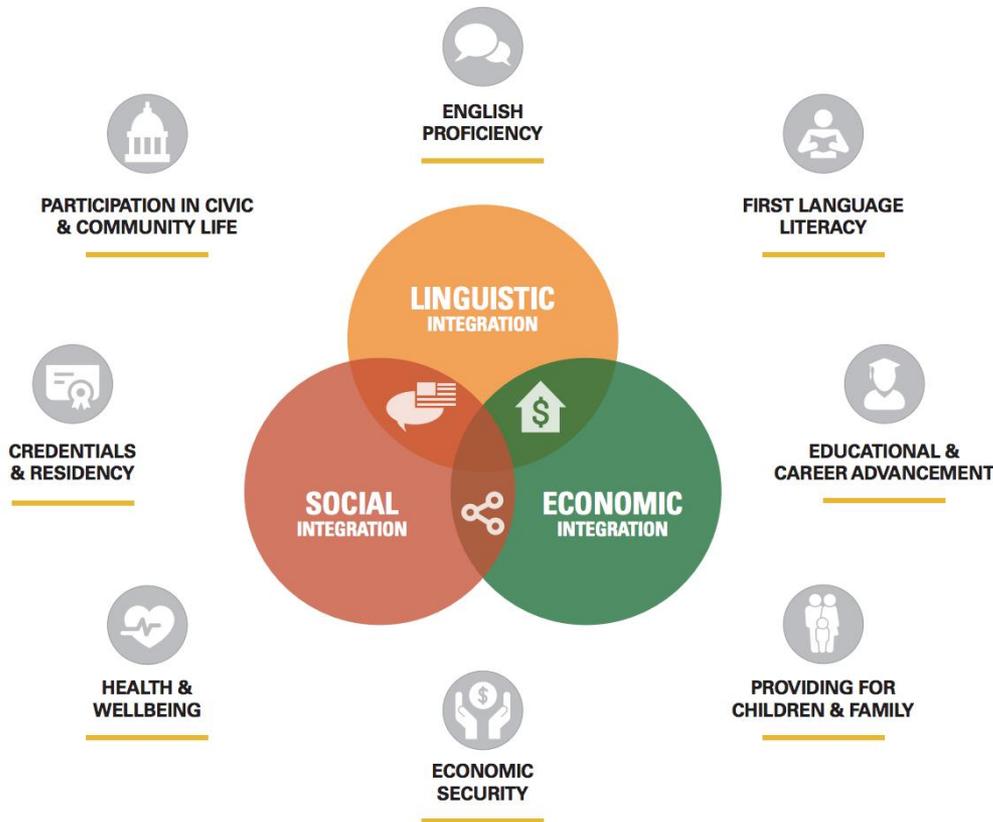


**Alison Ascher Webber** is Director of Strategic Initiatives for the EdTech Center at World Education, where she develops innovative projects that leverage technology to increase the reach and outcomes of education, workforce, and community development initiatives. Ms. Ascher Webber helped grow the mobile learning company Cell-Ed as its first Education Director, bringing anytime, anywhere access to education for migrant workers and other adults unable to attend in person classes.

Previously, as Director of the Leadership, Training and Education Fund, she helped Service Employees International Union-United Service Workers West (SEIU-USWW) and responsible building-service employers collaborate to expand training to janitors and other immigrant service workers across Northern California and form the statewide Building Skills Partnership. She serves on the steering committee for the Applied Technology Center of international public health provider John Snow, Inc., on the Advisory Board of the Employment Technology Fund investing in increasing mobility for low-income adults, and as a Board member for Building Skills Partnership.

She holds a Masters in Education from UC Berkeley and has taught English as a Second or Other Language (ESOL) and digital literacy in the San Francisco Bay Area and in Latin America.

# EPI: Holistic, Lifewide & Learner-Centered



} *Digital Literacy Critical in all of These*

- Motivation
- Practice Engagement Theory - We Learn by Doing
- Develop Transferable Skills - Problem Solving in Technology-Rich Environments ([PS-TRE](#))
- Lifelong Learning Skills - Empowered Learner

# Technology to Better Meet Needs

## Blended & Distance Instruction

- Expand Reach
- Extend Learning
- Expand Learning
- Differentiate & Personalize Learning
- Develop Lifelong, Self-Directed Learners



## Customized Coaching & Advising



- Level
- Demographic
- Needs
- Goals
- Career goals
- Native language



<https://edtech.worlded.org/>



# Art Ellison



**Art Ellison** is the former Administrator of the New Hampshire Bureau of Adult Education and the former Policy Committee Chair for the National Council of State Directors of Adult Education. As the long time Policy Chair for the National Council of State Directors of Adult Education, he coordinated the organization's efforts in Washington, DC. He helped to create and manage the National Single Point of Contact Network, which was established by the council to build support for adult education funding and policy at the national level.

Dr. Ellison has a long history of managing advocacy campaigns for adult education on the state level and has trained thousands of state-level adult education advocates. He was awarded the Political Action Award from SEIU Local 1984 for his political work over the years, and he received the Literacy Leadership Award from the National Coalition for Literacy for his work in restoring \$363 million in federal funding to adult education programs in 2005.

As the New Hampshire State Adult Education Director, Dr. Ellison worked with the executive and legislative branches of government while administering the statewide network of adult education services for 7,000 students annually. He served on the Board of Directors of the Highlander Center – an adult education program known for its work training union organizers, civil rights workers, and local community activists throughout the southern United States.

Dr. Ellison received a BA from Earlham College, a MAT from Northwestern University and an EdD in adult and community education from the University of Massachusetts. He is currently a candidate for a seat in the New Hampshire House of Representatives.

# Adult Education Challenges under WIOA

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- Effects of WIOA's mandatory performance measures on states/programs
- State powers to continue supporting adult education's broader purposes under the law
- Continued challenges ahead with the implementation of College and Career Readiness (CCR) standards



# Charles Kamasaki



**Charles Kamasaki** is Senior Cabinet Adviser for UnidosUS. In this capacity he serves as a senior member of the management team of UnidosUS, the nation's largest Hispanic civil-rights and advocacy organization, representing nearly 300 affiliated community-based organizations that serve millions of Hispanic Americans annually. He is also a Resident Fellow at the Migration Policy Institute, where he is working on a book about the Immigration Reform and Control Act, while on partial sabbatical from UnidosUS.

Mr. Kamasaki previously managed UnidosUS's research, policy analysis, and advocacy activity on civil rights, education, economic mobility, housing and community development, immigration, health, and other issues.

He has authored, co-authored, and supervised the preparation of dozens of policy and research reports, journal articles, and editorials, testified frequently at congressional and administrative hearings, coordinated pro bono litigation and legal analysis, and represented UnidosUS at research and policy conferences and symposia. He has served on numerous nonprofit boards of directors, advisory committees, and task forces.

Mr. Kamasaki was educated at Baylor University and Pan American University.

# Implications under Immigration Reform

- Previous advances occurred by happenstance:
  - IRCA – 1986
  - EL-Civics – 1999
  - State-local programs
- As a result, the policies failed to fulfill their potential
- Having a “north star” will promote a more aligned, coherent field



# Q & A

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