

Date of Hearing: July 16, 2025

ASSEMBLY COMMITTEE ON EDUCATION  
Al Muratsuchi, Chair  
SB 670 (Cervantes) – As Amended April 10, 2025

**SENATE VOTE:**

**SUBJECT:** Adult Education Program: immigrant integration

**SUMMARY:** Defines “immigrant integration” for the purposes of the Adult Education Program. Specifically, **this bill**:

- 1) Defines “immigrant integration” within the Adult Education Program as a two-way process in which immigrants and the receiving society work together to build secure, thriving, cohesive, and inclusive communities. In the process, immigrants are embraced and welcomed by the receiving society with effective, culturally relevant, and linguistically accessible programs and services that facilitate their linguistic, economic, civic, and social integration and provide upward social and economic mobility, increased civic participation, and multigenerational integration, and service providers encourage immigrants to maximize their contributions to the economic and civic life of their communities.

**EXISTING LAW:**

- 1) Establishes the Adult Education Program under the administration of the Chancellor of the California Community Colleges (Chancellor) and the Superintendent of Public Instruction (SPI). (Education Code (EC) 84900)
- 2) Requires the Chancellor and the SPI, with the advice of the executive director of the State Board of Education (SBE), to divide the state into adult education regions and approve one adult education consortium in each adult education region. (EC 84903 and 84904)
- 3) Requires the Chancellor and the SPI to determine the amount to be allocated to each consortium based on specified criteria. (EC 84909)
- 4) Requires the Chancellor and the SPI to determine the need for adult education, to consider, at a minimum, measures related to adult population, employment, immigration, educational attainment, and adult literacy. (EC 84911)
- 5) Requires that funds apportioned for the Adult Education Program to be used only for support of the following:
  - a) Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate;
  - b) Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation;

- c) Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce;
  - d) Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school;
  - e) Programs for adults with disabilities;
  - f) Programs in career technical education that are short term in nature and have high employment potential;
  - g) Programs offering pre-apprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area; and
  - h) Indirect costs of the program's consortium members, as specified. (EC 84913)
- 6) Requires the Chancellor and the SPI to inform actions taken by the Governor and the Legislature related to adult education, to report to the Director of Finance, the Statewide Director of Immigrant Integration, the SBE, and the Legislature about:
- a) The use of the funds available to the members of the consortium, entities that provide education and workforce services to adults in the region, and entities that are impacted by, or that have a fundamental interest in, the provision of those services; and
  - b) Outcomes for adults statewide and in each adult education region. (EC 84917)
- 7) Requires each report to be based on all data available at the time of its submission, and include, among other things, any recommendations related to delivery of education, immigrant integration, and workforce services for adults, including recommendations related to improved alignment of state programs. (EC 84917)
- 8) Requires the chancellor and the SPI, with input from the Statewide Director of Immigrant Integration and adult education program providers, to identify common measures consistent with, but not limited to, the English literacy and civics education program's Civic Objectives and Additional Assessment Plans under Title II of the federal Workforce Innovation and Opportunity Act for meeting the needs of immigrant and refugee adults seeking integration. (EC 84920)
- 9) Requires the chancellor and the SPI, with input from the Statewide Director of Immigrant Integration, to accomplish both of the following:
- a) Define the specific data each consortium may collect; and
  - b) 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. (EC 84920)

- 10) Establishes the position of Statewide Director of Immigrant Integration, appointed by the Governor, to serve as the statewide lead for the planning and coordination of immigrant services and policies in California. (Government (GOV) Code 65050)
- 11) Requires the Statewide Director of Immigrant Integration to develop a comprehensive statewide report on programs and services that serve immigrants, develop an online clearinghouse of immigrant services, resources, and programs, and monitor the implementation of statewide laws and regulations that service immigrants. (GOV 65050)

**FISCAL EFFECT:** According to the Senate Appropriations Committee, pursuant to Senate Rule 28.8, negligible state costs.

**COMMENTS:**

***Need for the bill.*** According to the author, “California is home to a vibrant and diverse population of over 10.6 million immigrants, representing 22% of the nation’s foreign-born residents. Despite their significant presence, many immigrant adults encounter a range of complex and interrelated challenges that hinder their economic advancement and integration into the fabric of our state and country. These challenges often include limited proficiency in English, which can restrict job opportunities and social interactions. Many find themselves trapped in low-wage employment, struggling to make ends meet, while others lack permanent legal status, leaving them vulnerable and without access to certain benefits and protections. Additionally, low levels of formal education can further impede their ability to secure higher-paying jobs, and a lack of familiarity with American culture, societal norms, and institutions can create barriers to navigating everyday life. To combat these issues, adult skills programs operating within workforce development and adult education systems strive to provide essential services aimed at reducing these barriers and facilitating integration. However, the policies and program designs that underpin these initiatives frequently fail to recognize the distinct needs and characteristics of immigrant populations compared to their U.S.-born counterparts. This oversight can lead to a mismatch between available resources and the actual needs of immigrant adults, resulting in programming that is neither effective nor equitable in helping them achieve their goals.

SB 670 seeks to establish a clear definition of immigrant integration in order to enhance both the effectiveness and equity of adult skills programs. The legislation recognizes that successful integration depends not only on English proficiency but also on civic participation and economic inclusion. These elements are vital for the success of immigrants, their families, and the communities they choose to call home. By focusing on creating more responsive and integration-centered programming, SB 670 aims to offer support that helps via its integrated definition the ability to navigate the complex landscape of services available to them. This includes providing accessible pathways that enable them to engage with other important resources, such as education, job training, and community services. Given that immigrants often constitute a significant demographic within adult skills systems—frequently making up a large minority or even the majority of individuals enrolled in programs, especially those lacking a high school diploma or its equivalent—this initiative is especially important. Enhancing these programs to better cater to the needs and experiences of immigrants will ultimately strengthen the fabric of our communities and promote a more inclusive society.”

***Defining immigrant integration.*** In 2015, SB 84 (Committee on Budget and Fiscal Review), Chapter 25, Statutes of 2015, established the position of Statewide Director of Immigrant

Integration to serve as the statewide lead for the planning and coordination of immigrant services and policies. In 2018, AB 2098 (McCarty) Chapter 751, Statutes of 2018, required the Chancellor and the SPI, with input from the Statewide Director of Immigration Integration and adult education program providers, to identify common measures for meeting the needs of immigrant and refugee adults seeking integration, and to identify measures for assessing the effectiveness of adult education consortia providing immigrant integration.

A workgroup resulting from AB 2098 issued recommendations in 2019 to "... promote California's civic and economic health by developing coordinated statewide immigrant integration policies and initiatives." The workgroup offered a definition of immigrant integration that is similar to the definition in this bill. However, as noted by the California Council for Adult Education and the California Adult Education Administrators Association, the Networks for Integrating New Americans (NINA) released a framework regarding adult education and immigration integration that includes a definition of "immigrant integration" that addresses the engagement, contributions, expectations and responsibilities of immigrants. Further, that definition is carried forward into the Alliance for Language Learners' Integration, Education and Success "Immigrant Integration Framework from English Learning to Full Participation."

The definition of "immigrant integration" contained in this bill blends the definitions from the AB 2098 workgroup and the NINA framework.

**Background on Adult Education.** Adult education in California is part of a large, complex, and diverse multi-provider system. It is a vital and integral part of the larger educational system that provides adults with the skills and education that enable them to earn a high school diploma or a general educational development certificate, become United States citizens, acquire specific job skills, learn English, and/or become independent and productive parents and members of their community. Enabling adults to acquire English skills also help parents to be more involved in their children's education. Adult education is provided by a number of delivery systems, but the two main providers are school districts and the California Community Colleges (CCCs).

**California Adult Education Program.** The Fiscal Year 2015-16 Budget provided \$500 million for the Adult Education Block Grant Program, enacted through the education budget trailer bill, AB 104 (Committee on Budget), Chapter 13, Statutes of 2015. The program is built upon 71 regional consortia. Beginning in 2016-17, funds are distributed to each consortium by the SPI and the chancellor, with the advice of the Executive Director of the State Board of Education, based on 1) the amount of funds apportioned in the previous year; 2) a consortium's share of the statewide need for adult education; and 3) the consortium's effectiveness in meeting the educational needs of adults in the region based on available data. Funds are allocated according to a plan developed by each consortium to provide the following services:

- Adult Basic and Secondary Education: programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency;
- English as a Second Language and Citizenship: programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation;

- Career Technical Education: a variety of career training programs that deliver customized curriculum needed to meet the diverse training and development needs of businesses, promote a skilled workforce with high growth and high wage employment potential, leading to industry certifications or meeting the required prerequisites and foundations for advanced career pathways;
- Workforce Reentry: programs for adults, including, but not limited to, older adults, that are primarily related to entry or re-entry into the workforce;
- Training to Support Child School Success: programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school;
- Programs for Adults with Disabilities: programs for individuals with physical, cognitive, mental, sensory, or other medical disabilities who may need special education assistance, or who require a modified program; and
- Pre-Apprenticeship: programs offering training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.

**Arguments in support.** According to the California Adult Education Administrators Association, “Adult education is a public education program offering free to low-cost classes for adults 18 and older. Students can gain high school equivalency, learn to read, write and speak English, develop the skills to become a U.S. citizen, and obtain short term career training.

We appreciate the fact that SB 670 rightly defines immigrant integration as a two-way process that not only describes the role of the receiving community (embracing and welcoming immigrants) but also solidifies the importance of active engagement, contributions, expectations and responsibilities of immigrants. Literature emphasizes the importance of collaboration and co-creation of cohesive communities by both immigrants and the established community as a dynamic process. Further, the inclusion of multigenerational integration is of great value given its alignment with the California Adult Education program area of parents supporting K-12 success.”

**Related legislation.** SB 12 (Gonzalez) of the 2025-26 Session would have established the Office of Immigrant and Refugee Affairs within a newly created Immigrant and Refugee Affairs Agency. The bill would also have established the duties and responsibilities of the Agency and the Office, including, among other duties, establishing a permanent structure within the state to serve immigrants and refugees, and assisting other state agencies in evaluating programs for accessibility and effectiveness in providing services to immigrants and refugees. This bill was held in the Senate Appropriations Committee.

AB 2098 (McCarty) Chapter 751, Statutes of 2018, requires the Chancellor of the California Community Colleges and the SPI, with input from the Statewide Director of Immigration Integration and adult education providers, to identify common measures for meeting the needs of immigrant and refugee adults seeking integration, and to identify common measures for assessing the effectiveness of adult education consortia providing immigrant integration.

SB 84 (Committee on Budget and Fiscal Review) Chapter 25, Statutes of 2015, establishes the position of Statewide Director of Immigrant Integration to serve as the statewide lead for the planning and coordination of immigrant services and policies.

**REGISTERED SUPPORT / OPPOSITION:****Support**

Association of California School Administrators  
Association of Community and Continuing Education  
California Adult Education Administrators Association  
California Charter Schools Association  
California Council for Adult Education

**Opposition**

None on file

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