

## CONCURRENCE IN SENATE AMENDMENTS

AB 2098 (McCarty and Thurmond)

As Amended August 17, 2018

Majority vote

ASSEMBLY:

SENATE:

Original Committee Reference: **ED.**

**SUMMARY:** Requires the Chancellor of the California Community Colleges (chancellor) and the Superintendent of Public Instruction (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.

**The Senate amendments** delete the Assembly version of this bill and instead:

- 1) Require the chancellor and the SPI, with input from the Statewide Director of Immigrant Integration and adult education providers, to identify common measures for meeting the needs of immigrant and refugee adults seeking integration.
- 2) Specify that the common measures be consistent with, but not limited to, the English literacy and civics (EL Civics) education program's Civic Objectives and Additional Assessment Plans under Title II of the federal Workforce Innovation and Opportunity Act (WIOA).
- 3) Require, at a minimum, the SPI and the chancellor to:
  - a) Define the specific data each consortium may collect.
  - 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 the providers in assessing those needs.
- 4) Extend the deadline to July 1, 2019 for the chancellor and the SPI to identify the measures for assessing the effectiveness of consortia.
- 5) Requires the measures in (4) above to include immigrant integration in areas, consistent with but not limited to, those already identified for English literacy and civics under Title II of the federal WIOA, including increased participation in civic and community life.
- 6) Other technical and clarifying changes.

**EXISTING LAW:**

- 1) Authorizes both the California Community College and K-12 systems to offer and receive state funding for adult education courses.
- 2) Authorizes adult education programs for immigrant eligible for educational services in citizenship, English as a second language, and workforce preparation classes in the basic

skills of speaking, listening, reading, writing, mathematics, decision-making and problem solving skills, and other classes required for preparation to participate in job specific technical training, to be offered by the school districts and county superintendent of schools for apportionment purposes from the adult education fund and prohibits state apportionment to be made for any course or class not specified in law.

- 3) Establishes the Adult Education Block Grant (AEBG) Program under the administration of the chancellor and the SPI and delineates the responsibilities of the chancellor and SPI in overseeing the Program. Tasks the chancellor and the SPI, with the advice of the Executive Director of the State Board of Education (SBE) to divide the state into regions that will best address the educational needs of adults in all regions of the state, specifying that there shall be only one adult education consortium in each region. Requires the chancellor and the SPI to approve, with the advice of the Executive Director of the SBE, for each consortium, rules and procedures, as specified.

**FISCAL EFFECT:** According to the Senate Appropriations Committee:

- 1) The Chancellor's Office estimates General Fund costs of up to \$100,000 for various administrative activities to comply with this measure, including the cost to align current El Civics assessments and applications with the new immigrant integration measures. The California Department of Education may also incur additional General Fund costs, likely to be minor, to provide technical assistance and provide data for reporting.
- 2) While the Adult Education Block Grant has received over \$500 million in ongoing Proposition 98 funding each year since it was created in 2015 (\$526.6 million for 2018-19), this bill could create pressure to expand services for this target population which could then lead to additional pressure for the state to increase funding for the block grant.

**COMMENTS:** According to the author,

“The adult education program framework fails to account for the needs and outcomes of immigrant and refugee students who may not yet measure up against the program's current academic literacy and career progress metrics. Serving immigrant and refugee adults in need of English language skills has been at the core of the K-12 adult education mission since its inception. They come to adult schools to develop literacy, and in doing so, gain cultural competency and literacy more broadly defined as health, financial, digital literacy, parenting and family literacy, and civic engagement, all also critical to successful transition to college and careers.

Unfortunately, the statute and overall adult education program framework does not explicitly provide for these types of immigrant integration metrics relative to demonstrating outcomes and accountability for student success. In this regard, we are concerned that immigrant and refugee students who may not yet have the skills to demonstrate outcomes on the current statutory spectrum that focuses solely on academic literacy and career progress will be left behind as adult education program entities seek to focus on programming for those students for which clear outcomes and progress can be measured and for which funding may eventually be prioritized.”

***Adult Education Block Grant (AEBG) Background.*** The California Community College Chancellor's Office and the California Department of Education work in partnership to implement the AEBG. The AEBG appropriates funds provided through the annual state budget process to regional consortia consisting of community college districts, school districts and county offices of education to implement regional plans to better serve the needs of adults. The purpose of the AEBG Program and regional consortia is to have adult education providers work collaboratively; coming to consensus on their own, meeting the needs of their region.

Formal membership in consortia is limited to school and community college districts, county offices of education, and joint power agencies. Each formal member is represented by a designee of its governing board and each consortium determines its governance structure and submits its plan to the Chancellor of the California Community Colleges and the California Department of Education for approval.

***What is meant by Immigrant Integration?*** According to The Alliance for Language Learners' Integration, Education and Success (ALLIES), "immigrant integration means people are able to succeed in American society through progress in three overall areas: linguistic integration, economic integration, and social integration."

Clearly, immigrants make up a growing segment of the population of both California and the U.S. as a whole, and as such, are vital to the nation's economic future and social success. In March of 2016, Governor Brown appointed a Director of Immigrant Integration, within his office, to coordinate a wide range of state initiatives.

The Alliance for Language Learners' Integration, Education, and Success (ALLIES) organization has created a framework of support for a two-way integration process, one that provides mutual benefit to both immigrants and the receiving community, and which includes the following eight goal areas:

- Economic security
- English proficiency
- Credentials and residency
- Health and well-being
- Educational and career advancement
- First language literacy
- Providing for children and family
- Participation in civic and community life.

**SUPPORT:**

California Council for Adult Education (Sponsor)  
California Adult Education Administrators Association (Sponsor)  
Alliance for Language Learners' Integration, Education, and Success

Association of Community and Continuing Education  
San Jose Evergreen Community College District  
San Mateo Federation of Teachers Local 4681

**OPPOSITION:**

None on file.

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