

# ***Improving Access to WIOA Title I Services for California's Immigrants and Refugees***

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# MPI National Center on Immigrant Integration Policy

## ***Primary Areas of Work:***

- *Education and Training:*
  - *Early Childhood*
  - *K-16*
  - *Adult Education and Workforce Development*
- *Language Access and Other Benefits*
- *Governance of Integration Policy*

[www.migrationpolicy.org/integration](http://www.migrationpolicy.org/integration)



# Roadmap

- ***Population and system service basics***
- ***Select challenges, opportunities under WIOA***
- ***Current policy, practice constraints***
- ***Key equity and access strategies***



# California's Immigrants and Refugees

***The foreign-born are:***

- ***1/3 of total population ages 16+ (nearly 10 million individuals)***
- ***More than 1/3 of California's workforce (6.5 million individuals)***
- ***53% from Latin America; 36% from Asia; 7% from Europe***
- ***More than 1/4 unauthorized (ages 16+)***



# Equity and Access Under WIA

- ***Extent of service access for foreign-born impossible to know; race/ethnicity not an appropriate proxy***
- ***However:***
  - ***Only 3.7% of exiters in T1 adult intensive and training services were LEP (PY 2014)***
  - ***Only 10.3% of exiters across all T1 adult services had less than a high school diploma/equivalent (PY 2014)***

Social Policy Research Associates, *PY 2014 WIASRD Data Book: California* (Washington, DC: U.S. Department of Labor, Employment and Training Administration, 2015) ,

<https://www.doleta.gov/performance/results/WIASRD/PY2014/PY2014%20WIASRD%20State%20Data%20Book-CA.pdf>.



# Equity and Access Under WIOA: Challenges and Opportunities

- ***Unified Accountability System:***
  - *performance penalties*
  - *measures are poor fit for many T2 learners*
  - *harder to serve unauthorized in T2*
- ***Regression analysis: data limitations may undercut success***
- ***Automatic POS: systemic approach needed to realize its promise***
- ***New anti-discrimination guidance: likely helpful though more clarity needed***



# The Challenges: Small Numbers/Shares of “Priority” Clients Served

- **36% of foreign born (3.4 million) ages 19+ lack HSD/E; 9% of native born (1.6 million)**
  - *10.3% of exiters in T1 adult services lacked HSD/E (3,541 individuals)*
- **Nearly 60% of foreign born ages 19+ are LEP (5.7 million); 2% of native born (450,000)**
  - *3.7% of exiters in T1 adult intensive and training services are LEP (908 individuals)*



# The Challenges: Even Smaller Numbers of “Hardest to Serve” Served

- ***3.1 million California adults ages 19+ are LEP and lack a HSD/E (62% of the state’s low-educated adults are also LEP)***
  - *Less than 300 exiters in T1 adult intensive and training services were both LEP and had no HSD/E*





# **Weakened Adult Education System Faces Historic Challenges**

- ***WIOA codifies yet systematically thwarts T2 purposes***
- ***CA state funding and ESL, CTE program seats roughly halved in recent years***
- ***Federal and state “reforms” pose serious equity concerns for CA adult learners without an employment goal and lower-level learners more generally***



# Barriers to Expanding Access to Foreign-born Residents

- *T1 programs' historic reliance on English and HSD/E pre-requisites*
- *Reliance on ITAs/community colleges and referrals from UI and social services for program clients*
- *Lack of realistic pricing structure and performance timelines for programs serving clients with multiple needs*
- *Federal/state expectations re earning levels*



# Advancing Equity and Complying With WIOA

- ***Set equity expectations based on objective data***
- ***Provide funding and TA for equity improvements***
- ***Prepare to shape federal regression analysis: improve and use program participant data; test barriers using program data***
- ***Redefine other federal expectations: e.g. earning gains***
- ***Reduce T2 MOE and preserve for other state priorities***



***Thank you—let's stay in touch!***

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