

ELL Co-Enrollment Pilot Program Quarterly Stakeholders Brief

June – September 2019

ELLs in California

- California is home to more immigrants than any other state in the US
- Over 11 million individuals, or 27% of CA's population, are foreign born
- CA's ELLs speak Spanish as their primary language followed distantly by Vietnamese (2.2%) and Chinese (1.8%)*

Where They Are

Grantee sites represent different areas of California. See below for their locations.



Welcome

Welcome to the first Quarterly Stakeholders Brief. Each quarter the TA and evaluation teams will share a brief that includes project updates, showcasing of key learnings, performance data and customer profiles, among other highlights. This quarter, covering June through September of 2019, we will showcase each of the grantee site teams and their projects. While all projects are aimed at improving support to ELL populations in their respective areas, each team is approaching this target a bit differently by leveraging their specific strengths. Additionally, all site teams have a rich network of collaborating partners engaging in work that will bring unique community connections to each project. In this quarterly brief you will see further details about each site as well as a bit about each team's expected project outcomes.



Pilot Project Goals

- Expand existing ELL Navigator models
- Establish or enhance strong partnerships with CBOs and WIOA Unified Plan partners to strategically co-enroll participants
- Improve labor market and skills outcomes for ELL participants
- Leverage resources and programs to improve ELL services
- Create new models for service delivery and funding alignment
- Match state award with funding from industry, labor, the public and community partners

Quarter 2 Upcoming TA



November, 2019
Online Webinar on
Immigration Related
Challenges Facing
Grantees



Launch of Project
Web Portal



Los Angeles &
Richmond Site Visits



Grantee Convening
November 21st, 2019

Meet the Grantees

The Los Angeles Pomona Puente Collaborative will support Spanish speaking ELLs with a diverse set of services aimed at helping clients to earn in-demand industry credentials, complete short term work experiences and gain sustained employment. Client services include tailored bilingual vocational trainings, customized IEPs, credential certification training opportunities, and referrals to partner agencies to access supportive services including housing support, uniforms and tools required by certain employers. The team will target Spanish speaking ELL job seekers using an authentic grassroots approach that leverages the unique community connections of local CBOs.

Project IMPACTO in Richmond implements a navigator model of services that support ELL clients who have traditionally encountered challenges navigating the workforce development system. Navigators, who are linguistically and culturally fluent in the communities they work, are located in the Richmond AJCC however they spend a majority of their time working in partnership with local CBOs. This relationship allows for strong and effective handoffs of clients between partners. As part of each service, clients are directed into training, credentials and employment opportunities that align with career pathway programming.

The Tulare ELL Co-Enrollment Pilot Project team aims to increase and strengthen their work with ELL populations in several local communities. ELL job seekers in these areas will have access to services provided by a diverse set of partners aimed at upskilling job seekers. Training opportunities will promote career pathways in advanced manufacturing, construction, healthcare, energy, agriculture, transportation and logistics. The team will establish a new co-enrollment process that supports the co-case management of clients and collaboration between the Tulare WIB and the project's WIOA Title II Adult Education partners. Increasing this alignment among service providers in the local area will allow the team to expand their service infrastructure and increase the resources available to co-enrolled clients.

In collaboration with their partners, **the VECES project** aims to expand the Verdugo Workforce Development Board's process of strategic co-enrollments for the English Language Learner (ELL) population. Once onboard, individuals will be guided through a variety of services by their student success team. Service options will include VESL classes, career pathway programs and trainings, immigration support, career counseling, opportunities to enroll in public assistance programs, and access to supportive services such as transportation and childcare.

Evaluation Activities At-A-Glance

The California Workforce Association (CWA) and Social Policy Research Associates (SPR) are excited to lead the evaluation efforts of the English Language Learner Co-enrollment Pilot Program. The main objectives of our evaluation are to: a) describe how pilots implement their programs, provide services, and engage with their partners to better serve the population of English Learners in their areas, b) describe the outputs and early outcomes that pilots and the ELLs they serve achieve; and c) to engage with pilot teams to promote continuous shared learning across all pilot stakeholders which include pilot teams, the TA team, and state leadership through the sharing of evaluation findings.

Both evaluation study components, the implementation and emerging outcomes, will be guided by a set of research questions. The answers to these questions will help telling a story of how each of the grantees carried out their efforts during the grant period and will provide various opportunities to lift lessons learned as pilots implement co-enrollment practices, leverage their partnerships in the provision of services, and address challenges.

To answer the research questions, we will engage in several data collection activities throughout the duration of the grant. The implementation study activities will include gathering pilots' documents and holding conversations with pilot team staff and their partners (Q1 2020) and conducting site visits to each of the pilot sites (Q3 2020). A member of the evaluation team will reach out to the grantees to coordinate at least a month in advance and provide more details about the content of the activities.

The emerging outcomes study will rely primarily on data that pilot team staff enter into CalJOBS and TopsPro Enterprise, the two main databases where grantees will be recording participants' demographic characteristics, services received, and outcomes. For this reason, entering data into both systems as accurately and timely as possible, is of great importance. Both the evaluation and TA teams are looking forward to supporting grantee efforts in this and other areas as grant activities ramp up.

Spotlight on Co-Case Management – Convening #1

Three convening will take place over the course of grant period with the first scheduled on November 21st, 2019 in Sacramento. TA at the first convening will focus on Co-Case Management best practices. Specific topics will include joint intake processes, data and knowledge sharing, as well as CBO partner engagement throughout the program process.

Site teams, along with their partners, will be invited to attend and will work together on project improvements and learning.



Implementation Study

- How do the pilots design and implement co-enrollment practices to expand access to services and improve outcomes of ELL participants?
- What are the characteristics of strong pilot partnerships that provide effective and efficient services to ELLs?
- What lasting or systemic changes to partner program practices result from pilot program activities?
- What lessons can be learned from the implementation of the pilots that can help to increase ELL co-enrollment across California?

Emerging Participant Outcomes Study

- Who are the ELLs that participate in each of the pilots? What types of individual-level barriers do they face?
- What services do ELLs enrolled in the pilots receive? How do these differ across pilots?
- How many pilot participants are co-enrolled in WIOA Title I, II, III, and other WIOA Unified Plan partner programs?
- What measurable skills gains – including advancement in educational functioning levels – do pilot participants achieve?

Resource Link Library

Pathways to Services, Referral, and Enrollment – This policy document provides guidance to service providers by establishing the procedures regarding verifying work authorization and making services accessible to all populations in California. View this document [here](#) or by clicking the link below.

https://www.edd.ca.gov/jobs_and_training/pubs/wsd18-03.pdf

English Language Learners Navigator Initiative – A collection of resources developed by local partnerships serving English learners, including outreach materials in multiple languages, program flow charts, and lessons from the first round of ELL Co-Enrollment pilots are available on the CA WDB website [here](#) or by clicking the link below.

<https://cwdb.ca.gov/initiatives/english-language-learners-navigator-initiatives/>

Opening Doors of Opportunity – The full evaluation of the ELL Co-Enrollment Navigator Pilot of 2017-2018 can be found [here](#) or by clicking the link below. This report details the site teams and their programs while highlighting best practices from the implementation teams and suggestions for the future.

<https://cwdb.ca.gov/wp-content/uploads/sites/43/2019/06/ELL-Navigator-Final-Evaluation-May-2019.pdf>

A new **report by the National Skills Coalition** helps make the case for changing policy and building partnerships to serve English learners. The report explores racial and ethnic disparities in attainment and access; systemic barriers to equitable workforce training and quality employment, and why advancing equity is a moral imperative. To learn more, read NSC's new publication, "[The Roadmap for Racial Equity: An imperative for workforce development advocates.](#)"

In September, ELL Co-Enrollment grantees and their partners were invited to a **Data Training Webinar** that provided a framework for understanding WIOA adult education and workforce development outcomes in a co-enrollment program model as well as specific guidance on data entry and reporting practices. Shared [here](#) as well as in the link below is the first slide deck that covers the overview and TE data entry training. Shared [here](#) as well as below is the second slide deck that covers the CalJOBS data training.

Slide deck 1 - <https://edd.connectsolutions.com/p1310iq08qw/>

Slide deck 2 - <https://edd.connectsolutions.com/p775jzcf2l2/>