ELL Co-Enrollment Pilot Program
Quarterly Stakeholders Brief
January – March 2020

Quarter Three Activities At-A-Glance

ELL Co-Enrollment project teams spent time this quarter engaging with their partners to strengthen site team relationships and continue providing quality services to their clients. Highlights include the following:

- With support from state partners, IRC led the ELL Co-Enrollment Pilot’s first Community of Practice call focused on data. On this call the TA team and state partners answered specific grantee questions on capturing co-enrollment data, CalJOBS codes and functionality, and who to reach out to with specific data questions moving forward. To support grantees, the TA team and state partners created a Frequently Asked Questions: Data Protocols document which answers common data-related questions for grantees.

- TA site visits to Verdugo and Tulare provided time for targeted and collaborative engagement with each site’s partnership team. The Verdugo site visit focused on facilitating the development of an apprenticeship program inclusive of ELLs. In Tulare, the visit focused on engaging both current partners and additional new partners, including community based organizations. Site visits to all four grantee sites are now complete.

- The Verdugo, Tulare, and Los Angeles grantees sites were engaged through Virtual Coaching. These calls focused on continuing the work begun during site visits including conversations about data sharing, common referral forms, and maintaining a client centered approach to collaboration between service providers. Due to the Bay Area’s shelter in place order, Richmond’s Virtual Coaching session has been postponed.
The first site visit of 2020 took place in Tulare on January 21st, 2020. This visit engaged multiple stakeholders from 15 different organizations including the official ELL Co-Enrollment partnership team as well as other community based organizations operating in the Tulare County service area. Based on ongoing conversations with the Tulare team, the site visit was designed to:

- **Build knowledge among partner organizations of the services offered by the Tulare ELL Co-Enrollment Pilot** and of referral processes, including the roll out of a new common referral form.
- **Introduce additional ELL serving CBO’s operating in Tulare’s target geographic area to the Tulare partnership’s resources** with the goal of expanding the pilot’s referral base.
- Further **develop the data sharing system** of the Tulare ELL Co-Enrollment Partnership Team.
- **Identify a system of collaborative client co-case management** aligned with the needs and context of the Tulare team and determine the next steps to begin implementation of this service model.

The site visit included a robust partner information and engagement session co-led by IRC Technical Advisor Amber Shevin, Tulare Site Lead Blanca Bonilla, and Tulare ELL Navigators Saul Magaña and Luz Ramirez. This information session was followed by facilitated team discussions on data sharing and collaborative approaches to co-case management.

During the site visit, the group identified several challenges and proposed solutions, as summarized below:

- **Challenge**: Lack of engagement with local area residents who are both authorized to work and interested in accessing services through a co-enrollment model.
  **Proposed Solution**: Deeper partnership engagement by ELL Navigators with both ELL-Co-Enrollment Pilot project partners and hyper-local CBOs in the Tulare service area regarding services offered and referral procedures, leveraging the value of hyper-local connections.

- **Challenge**: The team had received, and was continuing to receive, a large number of referrals of clients that had not been screened for basic program eligibility.
  **Proposed Solution**: Create and roll out a streamlined referral process supported by a common referral form that can be used through both a paper based and online system. Include on the common referral form questions related to a client’s work authorization status.

- **Challenge**: Proposed data sharing plans include a double data entry component for the organization that completes the initial intake.
  **Proposed Solution**: Explore opportunities for partners to engage with each other’s data management systems and/or adopt a navigator-centered data management approach and continue to analyze how double data entry by partners can improve the client experience by reducing unique data collection points for clients.

*Figure 1: Tulare ELL Co-Enrollment partners brainstorm on data collection processes during their technical site visit.*
As the Tulare team continues to move their work forward their focus will be on strengthening their partnership through **solidifying a data management process, implementing a system of collaborative case management, and more deeply engaging with hyper-local CBOs** in their service area in order to most effectively target potential clients for the Tulare ELL Co-Enrollment Pilot.

**Building Partnerships and Recruitment in Rural Settings – The Case of Leticia Flores**

In September 2019, Leticia Flores relocated from Los Angeles to the rural community of Alpaugh, CA where the population is less than 2,000 people. While on an errand to the Alpaugh post office, an ELL program flyer caught Leticia’s attention. She took the information and went to the Tulare Employment Connection Center and met with Tulare ELL Navigator, Saul Magaña. Leticia shared with Saul that she has been working seasonal farm labor jobs in the fields and needed full-time year-round employment to support her two children.

Before moving to Alpaugh from Los Angeles, Leticia had completed a Home Health Aide Certification program and had earned her GED while attending ESL classes. The move to Alpaugh was making it difficult for Leticia find employment as Home Health Aide. Although she was eager to use her certificate and skills, she quickly became discouraged when she could not get a job due to her limited ability to speak English. The ELL Coordinator helped Leticia prepare a job search plan and resume and provided interview prep and coaching to build her skills on confidence. Saul also helped Leticia with an online job application for a Nursing Assistant position at a local hospital. A few days later, she got an interview for the job. Although she was excited for the opportunity, she was concerned with her ability to answer interview questions in English. To her surprise, the interview was conducted in English and Spanish, and she effortlessly talked about her skills and abilities.

A few days after her interview, Leticia got the exciting news that she got the job as a Nursing Assistant at the North Kern South Tulare Hospital District earning $13.60 per hour. The position is full-time, provides full benefits, and is year-round work. Leticia no longer needs to rely on seasonal work in the heat of summer or cold winter days. Leticia expressed her appreciation for the services and support she received through the ELL program and from Saul Magaña, ELL Coordinator. She feels happy to be able to provide for her kids and has regained her confidence. Now, she plans to continue her Citizenship classes at the Tulare Adult School, as well as her education for future career opportunities.

![Figure 2: Tulare ELL Co-Enrollment Pilot Client Leticia Flores](image)

*The story of Leticia Flores demonstrates the outcome of the Tulare team’s partnership engagement and recruitment strategy. By collaborating with numerous hyper-local organizations in the small communities they serve, the Tulare team was able to ensure that ELL Co-Enrollment program information was accessible to community members. In this case a client who was both interested and eligible for services was recruited.*
Carlos Ponce was born and raised in Mexico City. He received his education in law from The National Autonomous University of Mexico, one of the largest and most prestigious universities in the world. Carlos arrived in the United States in 2017 and settled in Richmond, California. Upon arrival some of the immediate challenges he faced included a limited level of English, non-permanent residency status, and unemployment. Despite these barriers Carlos was determined to overcome the challenges in order to support his family.

Education had always been important to Carlos and one of the first things he did upon arrival in the United States was search for a program where he could learn English and obtain a GED. Through his search he came across the Literacy for Every Adult Program (LEAP) in his community and enrolled. LEAP is a part of the Project IMPACTO team and as such, they assessed Carlos and referred him to RichmondWORKS to participate in Richmond’s ELL Co-Enrollment Pilot Program’s services. Although interested in this program, Carlos was initially nervous about accessing additional services due to the Trump Administration’s updated public charge ruling. Public charge is the federal rule by which individuals can be denied permanent resident status if they are determined to be likely to be dependent on the government for support in the future. The Trump Administration’s update to the public charge rule greatly expands the types of public benefits that count against immigrants in this assessment. To ease Carlos’s concerns, the Richmond ELL Navigators provided accurate and detailed information on the public charge rule to explain specifically which public programs will and will not have repercussions on an individual’s future application(s) to adjust immigration status. Richmond Navigators took their time to gain Carlos’s trust, understand his concerns and ensure that he felt comfortable and invested in the programs they were proposing. Carlos was then successfully co-enrolled into LEAP and RichmondWORKS services. By taking this time to breakdown misinformation and support Carlos’s understanding of the updated public charge rule, the ELL Navigators were able to deepen Carlos’s commitment to the program.

To date, Carlos has taken ESL classes at LEAP and, within four months, received his GED. Through Project IMPACTO, Carlos has also participated in the Accelerating Careers through Essential Skills (ACES) Academy, a 32-hour Personal and Professional Development program. This course has helped him to have a clearer vision for his career and personal goals. Additionally, Carlos enrolled in and completed the “Bread Project” program, a four-week, 120-hour baking boot camp that includes a Food Handlers certification. Most exciting is that as of September of 2019, Carlos has become a U.S. permanent resident, and recently, Carlos has obtained employment with a maintenance company.

Although he continues to face challenges, Carlos has flourished in everything he applies himself to. He is resolute to become proficient in English and would like to work in a career that matches his education. Carlos’s
current goals are to take an advanced ESL course, obtain a driver's license, and further his occupational skills by co-enrolling in WIOA Title I funding. Finally, Carlos wrote an article featured in LEAP’s November 2019 newsletter on Education and Adult Immigrants and in his words: “Education is essential for the formation of a good citizen.”

From the Evaluation Team: Upcoming Activities

Dear Grantees,

In the past couple months the evaluation team has reviewed the most recent data from CalJOBS and TOPSPro and overall, activities for the grant are well underway across all pilots. One of the main objectives of the evaluation is to describe how the pilots implement grant activities and learn about any common barriers and promising strategies that teams have implemented to overcome those barriers. In the next few weeks, the evaluation team will be in touch with grant coordinators and key partners to schedule brief (30-60 minute) phone interviews. During these calls, the evaluation team will be asking grantees for more details about the services provided and about partners work together to co-enroll grant participants into local Title I formula programs, Title II/CAEP, and other WIOA unified plan partner programs. The evaluation team looks forward to learn from all the grantees and sharing out these learnings in the months ahead.

Any questions about the evaluation activities can be directed towards: Mahika Rangnekar (Mahika_Rangnekar@spra.com), Kate Dunham (kate_dunham@spra.com), and Renatta DeFever (renatta_defever@spra.com)

COVID-19 Response – Spotlight on Tulare Adult School

Amid COVID-19 response efforts, the Tulare Adult School, a member of the Tulare ELL Co-Enrollment Pilot Program team, has made a rapid shift to online and distance learning.

During Tulare’s recent Virtual Coaching call, Tulare Adult School Director, Larriann Torrez shared that although the school is closed to students, a skeleton team of administrative staff were able to safely produce and distribute distance learning materials to students for numerous classes, including ESL. Although the current COVID-19 health crises and its effects on our daily life and work continues to rapidly evolve, the Tulare Adult School has demonstrated both flexibility and resolve in adapting learning materials and delivery for their students.

As the Tulare team undergoes the transition to remote work and learning, ELL Navigators are hopeful that individuals who previously did not have time or an interest in classes may now be ready to engage in distance learning. Their thinking is that individuals who are now at home may have extra time and be interested in educational opportunities.

The Tulare Adult School response demonstrates one possible avenue adult schools can take when appropriate and safe to continue to engage learners during this time of uncertainty.
With a renewed focus on data this quarter, we are re-sharing the ELL Co-Enrollment data training webinar including overall guidance inclusive of specific guidance for TOPSpro and CalJOBS. Additionally we are again sharing guidance for using the ELL Co-Enrollment Designation in CalJOBS. As a reminder these resources are also housed on CWA’s ELL Co-Enrollment Pilot Grantee portal here.

The California Strategic Co-Enrollment Directive provides guidance on specific policies and practices that the state has identified as fostering demand driven skill attainment, enabling the upward mobility of Californians, and aligning and coordinating integrated programs and services.

Created as part of Q3’s Community of Practice call on data, this FAQ document provides guidance on many frequently asked questions related to co-enrollment and data management.

The new version of the public charge rule took effect on February 24th, 2020. This guidance, provided by the National Skills Coalition, outlines the specific rules changes as well as identifies key points that workforce development advocates should know about the rule.