

# ELL Co-Enrollment Pilot Program Quarterly Stakeholders Brief

October - December 2020

## Quarter 7 Upcoming TA



Sustainability CoP  
for Grantees and  
Partners, January 19<sup>th</sup>,  
2021 2-3pm



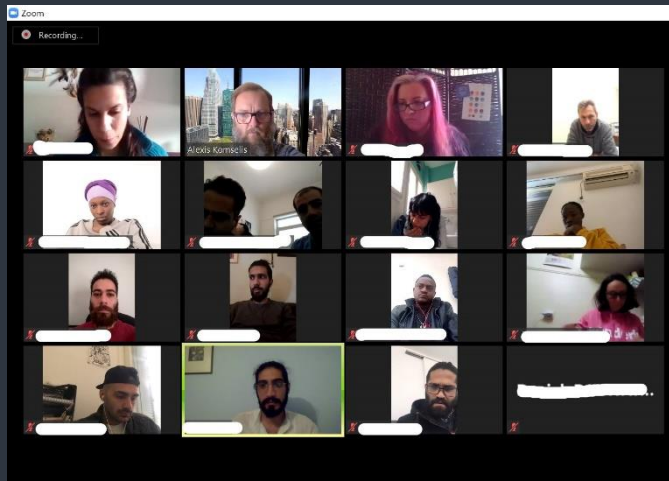
State Partners  
Share Workplace Health  
& Safety resources,  
January 2021



Grant Capstone  
Webinar, February 2021



Publish Serving  
Immigrant and ELL  
Individuals in a Co-  
Enrollment Model: A  
Toolkit for Practitioners,  
March 2021



## Quarter Six Activities At-A-Glance

ELL Co-Enrollment grantees continued in Q6 with providing tailored COVID-19 response services to their ELL clients even as COVID cases in some areas surged, causing the shutdown of some grantee and partner offices. One central focus of this quarter was providing grantees with additional workplace health and safety and workers' rights tools to use to support their clients. With many immigrant and ELL clients choosing to work in frontline and essential service roles through the pandemic across California, emphasis was placed on providing them with the knowledge and resources need to stay safe at work. Highlights of Q6 include the following.

- In October **grantees met with Sebastian Sanchez, Associate Secretary for Farmwork Liaison and Immigrant Services at CLWDA** to discuss existing and forthcoming resources on the topic of workers' rights and workplace health and safety during COVID. During the call, grantees also shared the work they were already doing in this space and how they might leverage the resources presented. The resources shared during this presentation can be found on the CoP slide deck [here](#).
- **The Evaluation Team presented their preliminary findings to the ELL Co-Enrollment Pilot Project participants.** Grantees had the opportunity to ask questions, verify data, and hear about the upcoming plans to complete the evaluation over the final quarter and project extension period.
- Tulare, the TA team, CWA, and EDD **engaged with Cell-Ed** to plan towards implementing their training services in the Tulare service area. Conversations centered on data sharing between Cell-Ed and CASAS as well as on rolling out the service with Tulare clients.

- **The TA Team will share a review copy of the ELL Co-Enrollment Sustainability Toolkit** to grantees and project partners. This Toolkit provides guidance to grantees on how to plan for post-award sustainability and includes guidance on effective sustainability planning, strategies for sustainability, and key assets that teams can develop to ensure program sustainability. The Toolkit will be discussed in a CoP in January 2021 to gather feedback then posted to the ELL Co-Enrollment grantee portal.

## CAEP Summit Panel Presentation

The Tulare and Verdugo pilots and TA and Evaluation project team presented a panel at the California Adult Education Program Summit in October. The session, titled *English Learner Navigation and Co-Enrollment Pilots: Building Blocks for IET*, reviewed goals of and promising practices from the ELL Navigator and Co-enrollment pilot and possible intersections with IET. MaryAnn Pranke and John Werner represented the Verdugo and Tulare pilots and shared key features of their program design, current challenges in the context of COVID, "work in progress" program adaptations, and views on sustainability linkages with IET. Materials from the session are available on [the project portal](#).

## Verdugo Client on the Front Lines

**Hripsime Khachatryan** was in the process of getting her life on track. As an Armenian immigrant with two children to support, Hripsime had received her diploma in her home country and had enrolled in CalWORKs to increase her readiness for work and self-sufficiency in her new home. Through the Verdugo Jobs Center (VJC) Hripsime was able to enter a Transitional Subsidized Employment (TSE) program where she could gain skills and work experience. In the TSE program, she was placed at the American Red Cross and worked full-time as an Office Assistant, learning the skills needed to work in an office environment. Hripsime's goal was to work towards a permanent, unsubsidized, full-time job to support her family.



*The Verdugo Jobs Center in Glendale, CA*

To do this, the Verdugo team supported Hripsime in co-enrolling in an ESL course at Glendale Community College Continuing and Community Education (GCC), the adult education campus, to improve her English skills. Unfortunately in March, Hripsime was laid off from her TSE due to the COVID-19 pandemic and the subsequent Safer at Home Executive Order instituted from Governor Newsom which closed thousands of organizations and businesses. She was very disillusioned, having come to rely on the extra income from her TSE. After a month of unemployment, she was beginning to lose hope and the bills were piling up. Finally she was relieved when her VJC Case Manager advised her that she was eligible for a National Dislocated Worker Grant awarded to VJC, and she could receive supportive services to assist her with living expenses. Through this Hripsime was able to receive \$3,000 in supportive services that covered her rent, utilities, and other expenses for a short time. With counseling and guidance from her Case Manager, she refocused on recovery, investing in her education and began her job search again. She continued her ESL courses and was also co-enrolled in office skills courses at GCC to continue developing her

skills while she looked for an unsubsidized job. With her Case Manager sending her jobs via email, and her new positive outlook, Hripsime is confident she will be back at work soon.

Hripsime's story is representative of so many immigrants who have been disproportionately impacted by the pandemic in California. Like many other service providers during this time, VJC worked to provide an additional level of support in order to help Hripsime make ends meet while she continues to search for job and navigate the additional challenges posed by the pandemic.

# Sustainability Toolkit

With the ELL Co-Enrollment Pilot Project nearing the end of its current grant period focus has begun to shift towards ensuring that grantee teams have the tools and resources necessary to carry forward their delivery of high-quality workforce services to ELLs. To support this effort the TA team delivered the Sustainability Toolkit to grantees at the end of Quarter 6 with the intention of continuing the conversation on sustainability in a CoP scheduled for January 19<sup>th</sup>, 2021 from 2-3pm. The Sustainability Toolkit includes the following key components:

- **“Working with Your Project Team”** reviews strategies and best practices to bring together project teams to support sustainability planning including which stakeholder(s) to include, pre-reads and resources that can support effective conversations. It also includes tips for handling common challenges that arise when planning for sustainability and deliverables that the project team might consider producing to support sustainability planning.
- **“Institutionalizing Effective Practices”** as a strategy for sustainability covers how to identify “low hanging fruit” from the ELL Co-Enrollment pilot project that can be institutionalized at low/no-cost to the partners. These practices and resources include a focus on digital/remote service delivery, data sharing, and co-case management.
- **“Leveraging Ongoing Funding Streams”** provides overview information on 5 specific funding streams that make up a large part of the funding landscape for ELL Co-enrollment partners. These funding streams include WIOA Title I, WIOA Title II, SNAP E&T, TANF and RSS.
- **“Collaborating to Secure Additional Funding”** presents 3 steps pilot project partners can take to continue to collaborate post-grant period on joint fundraising.
- **“Key Assets for Sustainability”** reviews central components necessary for any grant application including a needs statement, program model and outcome and impact data.

Together this Toolkit and Sustainability CoP aim to support grantees in planning to resource their ongoing work in support of ELLs in their regions.

## Adapting to the “New Normal:” Promising Practices from Grantee Pilots

As we move into the tenth month of COVID-19 shelter-in-place (SIP) order, grantees continue to adjust and modify their remote and virtual service delivery processes to ensure ELL participants have access to education, training, and job search opportunities. Over this time, grant teams have adopted new technology, infrastructure, and policies to learn what works well for staff and participants alike. Although some challenges remain, such as the digital literacy gap and job and economic uncertainties, during our conversations with grantees we learned several promising practices that have emerged to better support participants.



- **Supplying ELL participants with devices and internet access points has been key.** Ensuring participants are able to access online resources has been a high priority for grantees since the beginning of COVID-19/SIP and since then most have purchased additional equipment for their participants and are offering related supports as well, such as Wi-Fi hot spots. Reflecting the potential of partnerships to provide better services to participants, we learned that one school district opened a district-wide call center for anyone who needs technical support—it is available five days a week from 7am to 7pm. In addition, the adult school partner in that district is planning to set up a “Parent University” to provide technical support for parents who are supporting their kids with distance learning.
- **Offering ELL participants different ways to connect to staff and services is key to engage participants.** In addition to accessing content remotely or virtually, participants across pilots can schedule in-person meetings with staff, including ELL Navigators, ESL instructors, and AJC Case Managers, on a case-by-case basis. In addition, at least one adult school partner holds a weekly drive-through so students who have little or no access to the school’s online platform can pick up hard copies of the course material. Several adult schools are also able to offer in-person instruction for CTE classes and allow students to come to campus for pre- and post-tests or to meet with their instructors. ELL Navigators continue to reach out to participants via phone, text, and in-person.
- **Conducting targeted outreach and recruitment is effective to engage new participants.** Office walk-ins and referrals from community events were a significant part of grantees’ recruitment and enrollment strategies, however since COVID-19 SIP pilot programs can no longer rely on these strategies alone. Demonstrating again how partners contribute to the overall effort, one adult school partner mentioned they are now taking an active approach to recruitment by reaching out to students who were previously enrolled in their ESL or Spanish GED classes to check in on their educational goals and ideally re-enroll them. In some cases, they found that students only need a handful of credits to graduate and are encouraging them to take advantage of this time to complete their education.
- **Finding innovative ways to enhance ELL participants engaged is necessary.** A challenge with remote and virtual instruction is making sure participants remain interested and involved in the material being presented. Several grantees have creatively adapted their virtual content to encourage participation. For example, one grantee shifted their job training services to Zoom and now offer small, interactive workshops with an AJCC facilitator who helps participants work on interview skills and build their resume. Adult school partners are also enhancing curriculum with content of interest. For example, one adult school is now conducting a virtual nutrition unit to its ESL classes, where its culinary program packs and delivers all the ingredients students will need to cook a healthy meal together during class.
- **Providing co-location for members of the grant team has deepened collaboration.** Sharing space with other grant team partners has been instrumental for one grantee’s pilot program, whose ELL Navigator now works out of the local adult school office. The key benefits of co-location include stronger relationships with partner staff, more frequent touchpoints with ELL participants—which has been crucial during the pandemic—, and increased efficiency in providing participants with timely referrals to other programs and supportive services.

## Upcoming Evaluation Team Activities

Thank you so much for those who took time to connect with us, we learned so much! Our current plans are to finalize virtual site visits interviews during the month of January. After this, we will begin the final analysis phase which has two parts, an in-depth look at all the conversations we had with you and your partners to lift up promising themes and a thorough review of CalJOBS and TE data for each pilot to take a look at enrollment, demographics, and preliminary outcomes. We expect to be in touch early in the year to talk about your data, until then please feel free to email us with any questions: [renatta\\_defever@spra.com](mailto:renatta_defever@spra.com), [mahika\\_rangnekar@spra.com](mailto:mahika_rangnekar@spra.com), [kate\\_dunham@spra.com](mailto:kate_dunham@spra.com)

## Resource Link Library

The National Skills Coalition's new brief, [Four Ways to Promote Digital Inclusion for California's Workers](#), provides concrete steps service providers and policy leaders can take to invest in building the digital skills needed for many of today's quality jobs.

[Skills for an Inclusive Economic Recovery](#), by the National Skills Coalition, provides guidance on how policy makers and practitioners can play a role in supporting a recovery that is inclusive and equitable to all workers.

Skills for California's Webinar "[COVID-19's Impact on California's Workers](#)" shares stories from across the state on how service providers are adjusting skills trainings to better support workers and small businesses in our current pandemic environment.

IRC's [Digital Tools List](#) is an overview of effective resources and tools to incorporate into virtual client engagements to keep online trainings and sessions with clients engaging and interactive across the digital divide.