



# English Language Learner Co-Enrollment Pilot Project

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GRANTEE CONVENING

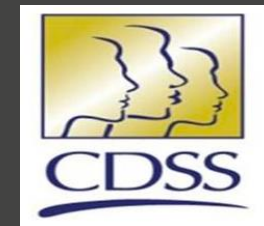
NOVEMBER 21, 2019

# Welcome!

- **Agenda Review, Introductions**
- **Opening Remarks:** Gina DaSilva,  
Senior Policy Advisor for Immigration,  
Office of the Governor
- **Strategic Co-Enrollment  
Developments and Opportunities:**  
Marcela Ruiz, Immigration Branch  
Chief, California Department of Social  
Services

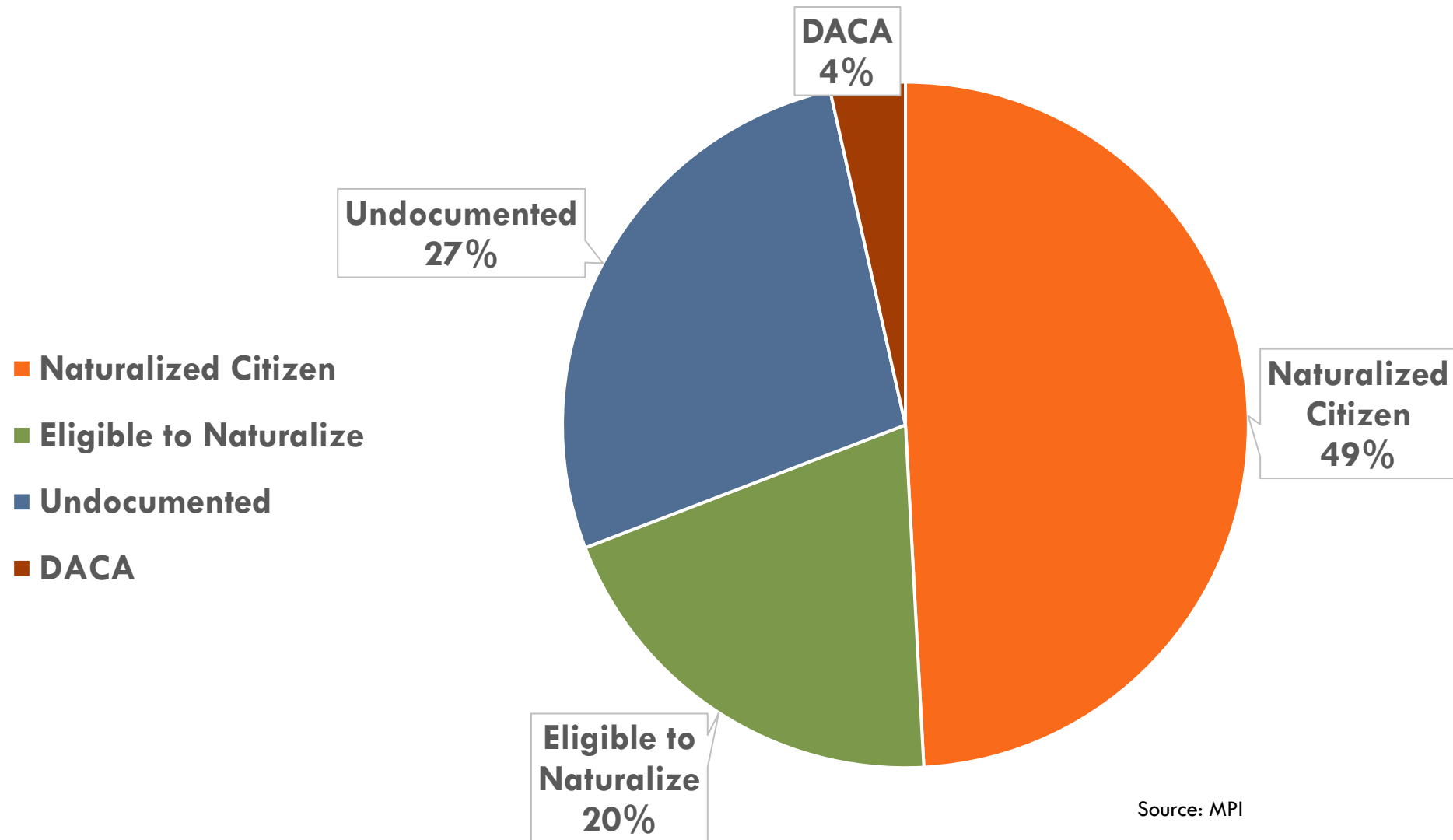
**California Department of Social Services**

# IMMIGRANT INTEGRATION POLICY & FEDERAL IMMIGRATION POLICY



November 20, 2019

# California's Immigrant Population

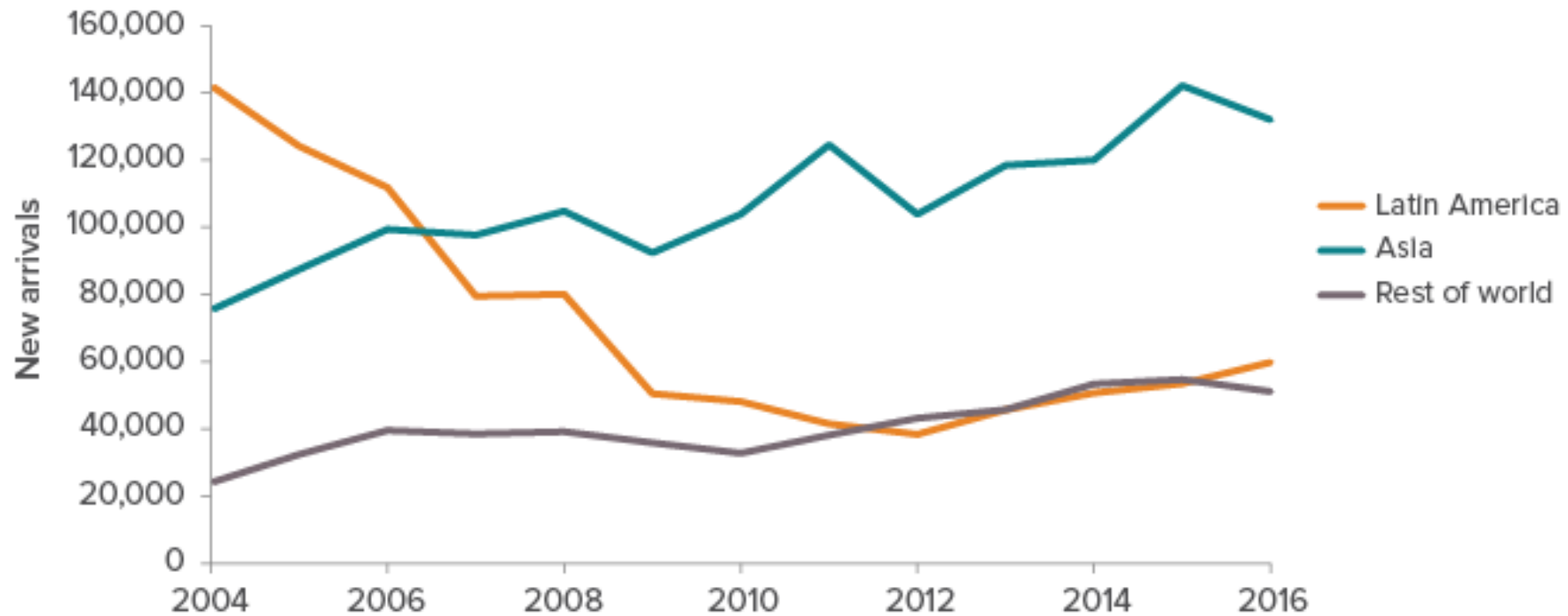


# Foreign Born Population by County

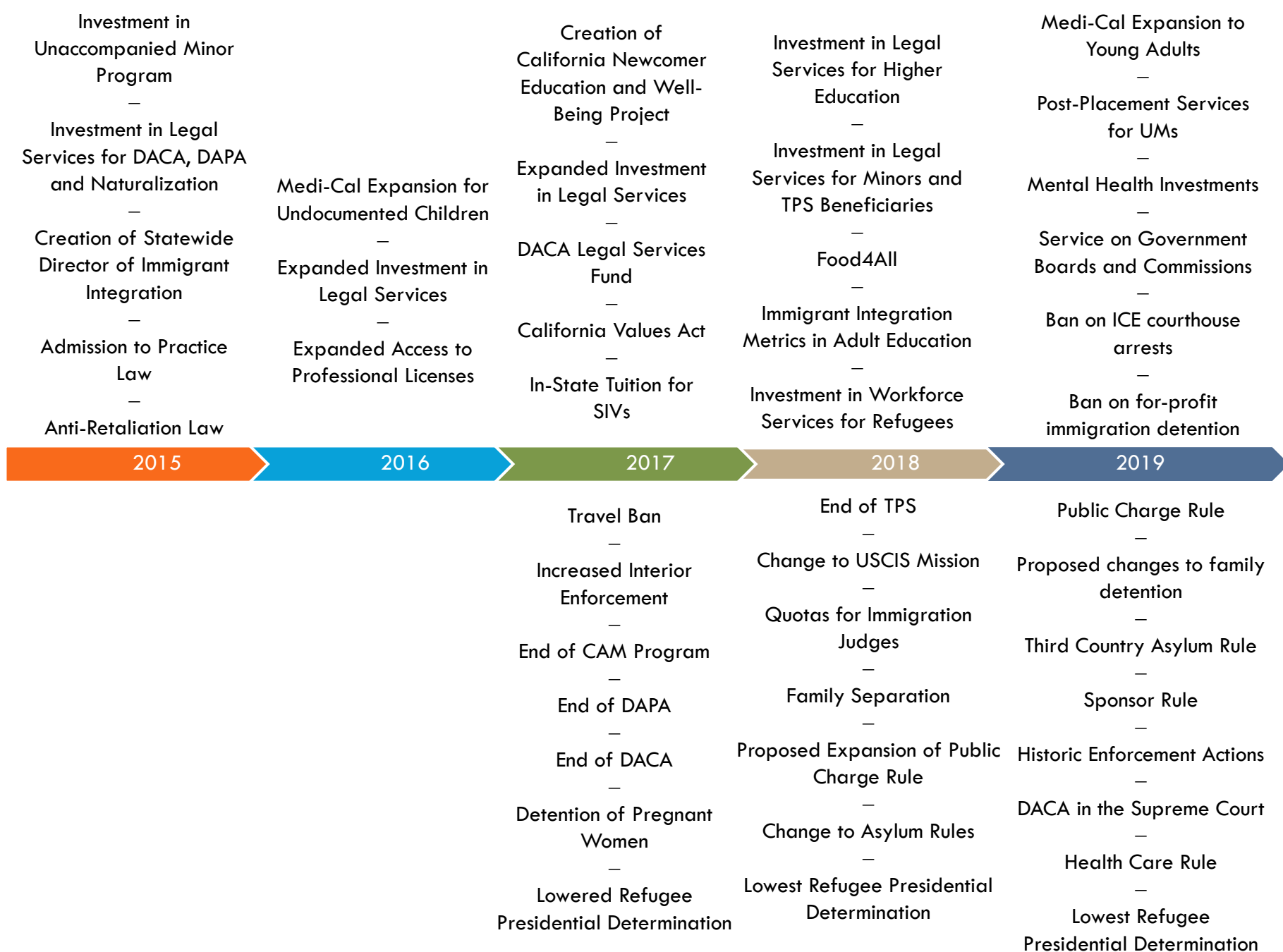
	Total Population	Immigrant Population	%
Santa Clara County	1,938,153	738,436	38.6%
San Francisco County	884,363	308,643	34.8%
Los Angeles County	10,163,507	3,506,410	34.4%
San Mateo County	771,410	266,136	34.7%
Alameda County	1,663,753	535,771	32.1%
Imperial County	182,830	58,140	31.7%
Orange County	3,190,400	969,882	30.3%
Monterey County	437,907	131,372	29.8%

Source: United States Census Bureau, Quick Facts

# Recent Immigrant Arrivals in California



Source: Public Policy Institute



# Federal Immigration Policy Trends

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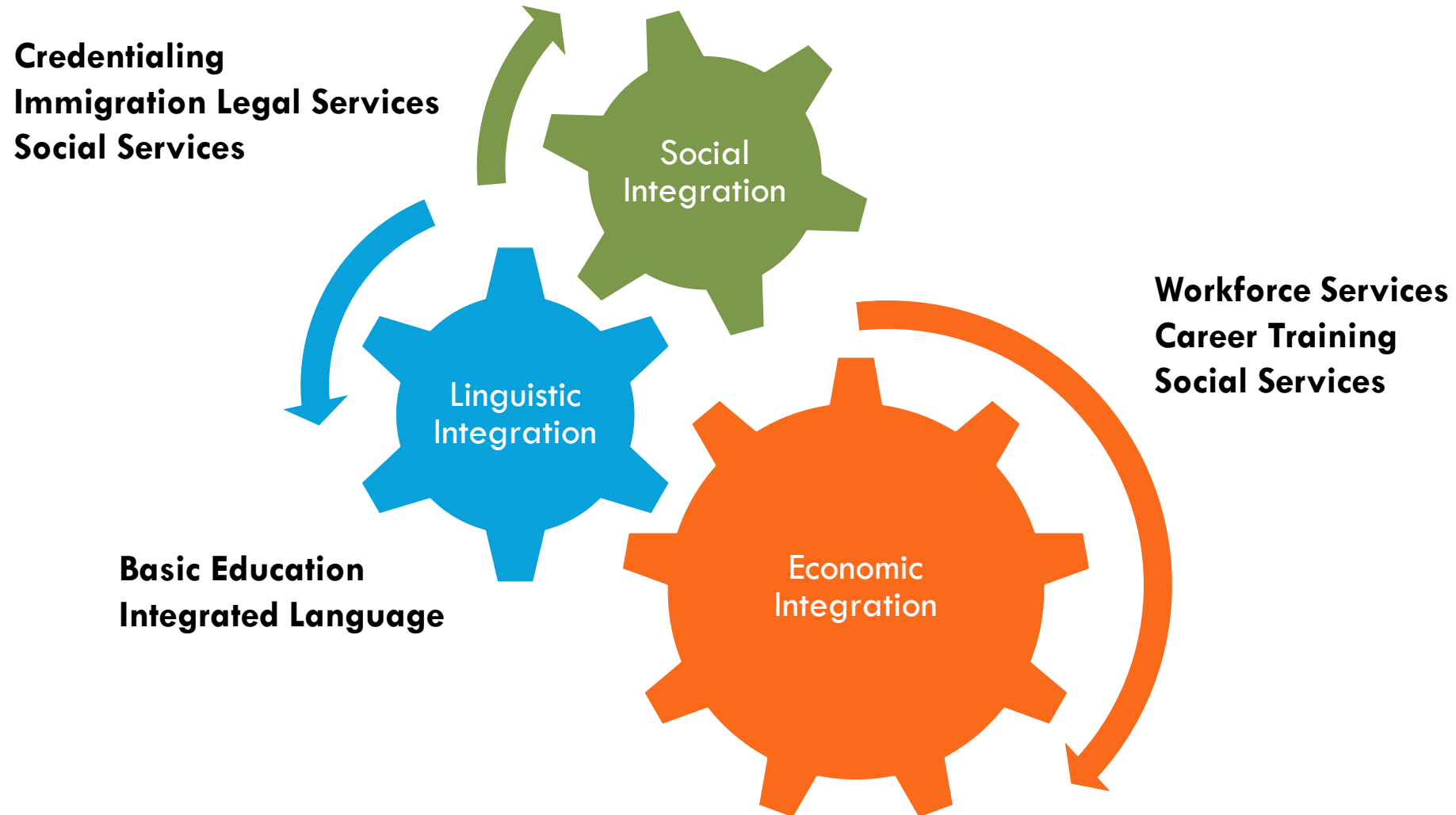




# Fear and Chilling Effect



# Immigrant Integration



# Federal Policy and Services

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- Inadmissibility on Public Charge Grounds (8/14/19)
- Presidential Proclamation on the Suspension of Entry of Immigrants Who Will Financially Burden the United States Healthcare System (10/24/19)
- Deportability on Public Charge Grounds (*reportedly pending*)

# Public Charge Inadmissibility

## □ Key Dates:

- ▣ Published: August 14, 2019
- ▣ Proposed Effective Date: October 15, 2019
  - SF and Santa Clara Counties File Suit: August 14, 2019
  - Multi-State Suit Led by WA is Filed: August 15, 2019
  - California AG Files Second Multi-state Suit: August 16, 2019
  - Advocacy Organizations File Suit: August 16, 2019
  - Five Injunctions Issued: October 2019
- ▣ Rule's Current Status: **Enjoined**

# What is Public Charge?

- Test for non–U.S. citizens who apply for a visa to enter the U.S. or for lawful permanent resident status (to get a “green card”), to see if the person is likely to become dependent on government.
- Immigration determination
  - not a benefits eligibility determination

# Public Charge Inadmissibility

## Current Rule

- Public charge test based on likelihood of becoming **primarily dependent** on the government for subsistence as demonstrated by use of:
  - **Cash assistance**, such as Supplemental Security Income (SSI), Temporary Assistance for Needy Families (TANF), and comparable state or local programs.
  - Government-funded **long-term institutional care**.

## Proposed Rule

- Public charge is non-citizen who receives one or more public benefits, for more than 12 months in the aggregate.
- **Public benefits** are defined to include:
  - Cash Aid (CalWORKs, GR, SSI, etc.)
  - Medicaid
  - SNAP
  - HUD Section 8 rental subsidy
  - Medicare prescription subsidy
- **Totality of circumstances:** financial status, education and skills (English proficiency), etc.



# When is Public Charge applied?



## Admission

Applying for admission to the United States. This may be an application for a non-immigrant visa or for lawful permanent residence. This often takes place at a consulate but may occur at a border or airport (point of entry) at entry or re-entry.



## Adjustment of Status ("green card")

Applying to become a Lawful Permanent Resident (LPR). LPRs are provided with "green cards" as a form of I.D.

**NOTE:** LPRs may be subject to admission again if they leave the country for longer than 6 months.

# Who is **NOT** subject to Public Charge?

- LPRs applying for Citizenship (Naturalization)
- Certain Humanitarian Visa Applicants and Holders are exempt.  
Examples:
  - ▣ Asylees & Refugees
  - ▣ Special Immigrant Juveniles
  - ▣ T-Visa & U-Visa Holders
  - ▣ VAWA Self-Petitioner
- Individuals Applying for or Renewing Deferred Action for Childhood Arrivals (DACA)



# Programs **NOT** considered

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- ❑ Education Programs
- ❑ Job Training Programs\*
- ❑ State and Locally Funded Programs\*



## CALIFORNIA HEALTH AND HUMAN SERVICES AGENCY PUBLIC CHARGE GUIDE

October 2019

**UPDATE: New federal policy did NOT go into effect on October 15, 2019.**

As of October 11, 2019, multiple federal courts have preliminarily prevented this new federal policy change from going into effect nationwide. No final decision has been made about if or when the federal policy goes into effect. In the meantime, the current public charge policy stands.

### **Every family is different, reach out for legal advice.**

It is important to have accurate information so you can make the right choice for the health and well-being of your family. If you have questions about your specific situation, an immigration or public benefits attorney can give you advice based on your specific situation. You can find a list of legal services providers on the California Department of Social Services [website](#).

### **NOT all immigrants are subject to a public charge.**

Lawful permanent residents (green card holders) who apply for citizenship, Refugees, Asylees, Special Immigrant Juveniles, certain trafficking victims, certain victims of qualifying criminal activity, or certain victims of domestic violence, among others are **NOT** subject to the public charge determination.

Different rules apply to immigrants applying to enter the United States from outside the country. Please consult an immigration attorney if your family plans to apply for a green card or visa from outside of the United States.

### **NOT all programs are subject to a public charge.**

If it is eventually implemented, the new federal policy will not change eligibility for any public benefits. While there are many circumstances that go into determining whether an individual is a public charge, the following events alone do not impact a person's public charge status under the current public charge policy or the new policy that was preliminarily stopped by the courts:

- ✓ If your child who is a United States Citizen uses a public program they are **NOT** impacted.
- ✓ If you are only receiving nutrition benefits through the Women, Infants, and Children Program or WIC, your WIC benefits are **NOT** impacted.
- ✓ If you are under the age of 21 and only receiving Medi-Cal benefits, your benefits are **NOT** impacted.

### **Public Charge Determinations**

Under longstanding federal policy, the Federal Government can deny an individual entry into the United States, or adjustment to lawful permanent resident status (a green card), if he or she is determined likely to become a public charge. Legal permanent residents, returning to the United States after more than 180 days abroad, are subject to a public charge determination.

Public charge is a term used in immigration law to refer to a person who is primarily dependent on the government for subsistence.

Application for or use of certain public benefits is just one factor of many that is considered in determining if a person is likely to become a public charge. Cash assistance and long-term care services are counted.

### **Public Charge Context**

In August of 2019, the Federal Government released a new public charge policy in an attempt to redefine the term broadly.

Under the new federal policy, a public charge would have been redefined as an immigrant who receives one or more public benefits for more than 12 months over a 36-month period.

Previously excluded Medi-Cal and CalFresh benefit programs would have counted towards a public charge determination, with certain exceptions.

*Need More*  
**INFORMATION?**

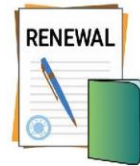


<https://immigrantguide.ca.gov>



**Are you and your family members U.S. Citizens?**

Public charge does NOT apply to you. You should continue to enroll in programs you are eligible for.



**Do you and your family members already have green cards?**

Public charge and any changes under new rules rule WILL NOT impact you when you renew your green card or apply to become a U.S. Citizen. However, if you plan to leave the country for more than 6 months, it is a good idea to talk with an immigration attorney.



**Are you applying for or have one of the following statuses?**

***TPS, U or T Visa, Asylum or Refugee status, or Special Immigrant Juvenile Status?*** The public charge test does NOT apply to all immigrants, including the categories listed here. If you already have or are in the process of applying for one of these immigration statuses, you can continue to use any government programs that you qualify for.



**Does your family plan to apply for a green card or visa from inside the United States?** Right now, changes to public charge rules only apply to immigrants who have applications processed outside the United States. For those applying inside the United States, only the use of cash assistance and long term care programs will be considered in your public charge test. You should continue to use the health, housing and nutrition programs you are eligible for.



**Does your family plan to apply for a green card or visa from outside the United States?** If you or a family member will have a visa or green card application processed abroad, new rules may apply to you. You should talk with an expert for advice on your case before making any decisions. For free or low-cost options in your area, go to: <https://www.immigrationadvocates.org/nonprofit/legaldirectory/>



**KNOW YOUR RIGHTS!**

FOR MORE RESOURCES GO TO [WWW.PROTECTINGIMMIGRANTFAMILIES.ORG](http://WWW.PROTECTINGIMMIGRANTFAMILIES.ORG)

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NEWS > SKILLS BLOG

## New fact sheets will help education and skills advocates prepare for immigration “public charge” rule

Oct 11, 2019 · By Amanda Bergson-Shilcock, [Twitter](#) @AmandaWorking

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National Skills Coalition is releasing two new fact sheets to assist [adult education](#), [community college](#), and other skills advocates in preparing for the imminent implementation of the immigration “public charge” rule. The US Department of Homeland Security (DHS) recently [finalized this rule](#), which will make it significantly harder for millions of immigrants who are here legally to stay in the country.

Under the rule, US officials will deny green cards to individuals who are deemed likely to be dependent on the government for support. Officials will weigh a long list of positive and negative factors via a *totality of circumstances* test to make this determination. These include an immigrant’s age, income, English skills, educational credentials, and use of certain public benefits, among other factors.

In addition, a narrower version of the test, focusing just on public benefits usage, will be applied to non-immigrants who are living in the U.S. and seeking to extend or change their visa type (e.g. from a student visa to an employment visa).

The rule was due to take effect on **October 15, 2019**, although a New York federal judge [has put the rule on hold](#).

NSC opposed this rule, which hurts our nation's efforts to build a skilled workforce. (See [our public comment against the rule](#) from December 2018.) With record low unemployment, businesses are struggling to fill open positions, particularly for middle-skill jobs. Immigrants, who account for one in six U.S. workers, are essential to closing this skill gap. But the rule will undercut immigrants’ ability to access training for middle-skill jobs. The rule will also create substantial additional burdens on adult education and workforce training providers trying to help their participants comply with its provisions.



# Tools and Resources

- ❑ CDSS List of Immigration Attorneys  
<https://www.cdss.ca.gov/Benefits-Services/More-Services/Immigration-Services/Immigration-Services-Contractors/Public-Charge-Contact-List>
- ❑ CHHS Public Charge Guide  
<https://www.chhs.ca.gov/wp-content/uploads2019/09/CHHS-Public-Charge-Guide-FINAL-9.10.2019-Accessible-Version.pdf>
- ❑ CWDA Immigrant Resource Tool  
<https://www.cwda.org/post/immigration-resources>
- ❑ ILRC Public Charge Resources  
<https://www.ilrc.org/public-charge>
- ❑ Protecting Immigrant Families  
<https://protectingimmigrantfamilies.org/>
- ❑ California Immigrant Resource Guide  
<http://www.immigrantguide.ca.gov/en/publiccharge/>
- ❑ California Nonprofits and the Public Workforce System  
<https://www.rescue.org/sites/default/files/document/2928/usp1806communityengagementguideweb.pdf>
- ❑ The Roadmap for Racial Equity  
<https://www.nationalskillscoalition.org/news/blog/nscs-new-report-explores-the-imperative-of-racial-equity-in-workforce-development>



# THANK YOU



# Co-Enrollment Pilots: Creating a Framework for Success

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- **Grantee Presentations, Questions, & Discussion**
- **Common Threads: Themes, Challenges & Innovations**
- **Partnerships, Co-Enrollment and Sharing a Foundation for Success**



# Project IMPACTO

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ELL NAVIGATORS & RICHMONDWORKS/AMERICA'S JOB CENTER OF CALIFORNIA (AJCC) – SITE TEAM

LITERACY FOR EVERY ADULT PROGRAM (LEAP) – PARTNER

WEIGH OF LIFE – PARTNER

WEST CONTRA COSTA ADULT EDUCATION (WCCAE)– PARTNER

DESTINY WOMEN GLOBAL – PARTNER (DWG)(NON-FUNDED THROUGH GRANT)



# CONTEXT: Problem Analysis

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## □ Systematic Issues

- Lack of direction and support for ELL and Immigrant populations seeking out services that help them thrive and become economically self-sufficient
- Fear, trust and unfamiliarity with how government, community and social service system's work

## □ Target Population

- Richmond California is home to 34% foreign born with Spanish being the most predominate language
- Immigrants, refugees and English Language Learners

## □ Resulting Challenge

- Equitable access and opportunities (Immigrants are being left behind in accessing/receiving services that are available to help them)
- Public Charge rule that adds restrictions on legal immigration thereby increasing fear and trust amongst immigrants to seek out any type of service

# PROJECT: Inputs

**ELL Project IMPACTO**

**\$300,000**

**6/1/19 to 12/31/20**

PROJECT TEAM	EXPERTISE/EXPERIENCE	STAFFING STRATEGIES
ELL Navigators	Reside in the Richmond community with experience (personal and professional) in working with ELL and immigrants	Outreach, Intake, CalJOBS, assessment, coaching, referrals & case management (Liaison's between all partners)
RichmondWORKS AJCC	Workforce Innovation Opportunity Act (WIOA Title I), Career Planning/training & job placement assistance	Career Planning, assessment, skills training & job placement (case management)
Weigh of Life	Serving immigrants/ELL - provides classes on health, exercise, childcare & social support	Outreach, coaching, social support, childcare for participants & referrals
LEAP	Serving immigrants/ELL - provides Literacy, ESL, GED, & tutoring, (WIOA Title II)	Outreach, assessment, ESL, GED, tutoring, basic skills, case management & referrals
WCCAE	Serving immigrants/ELL - provides ESL, GED, citizenship classes, (WIOA Title II) plus Career and Technical Education	Outreach, assessment, ESL, GED, basic skills, citizenship, case management & referrals
DWG	Life coaching - professional/personal development	Outreach, essential skills classes & coaching

# PROJECT: Inputs

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## **Co-Enrollment Strategies**

- Intakes (Navigators) take place at RichmondWORKS/AJCC and sometimes done jointly at partner's site
- A referral process and form are utilized and shared between partners
- Project IMPACTO team communicates on a regular basis to share info on shared participants
- Co-case management meetings take place between the Navigators and the case managers (Title I and Title II); Navigators are in constant communication with the team partners
- Data is collected from the intake forms, CalJOBS, one-on-one interviews and put into a an Excel spreadsheet and is shared between partners
- Navigators present at partners' sites on Project IMPACTO and also meet with clients at partner's location
- Recruitment orientations, immigration and other supportive service workshops are held at partners' location

# PROJET: Key Activities

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## **Program Events and Strategies**

- Joint recruitment involves all partners conducting outreach
- Orientations/info sessions at partner locations
- Navigators are the main point of contact to conduct intakes, CalJOBS registration, referrals, coaching and basic job search assistance as well as career services
- Accelerating Careers through Essential Skills (ACES) workshops in English and in Spanish on personal and professional development (coaching, goal setting, confidence building, job preparation)
- Workshops and info sessions focused on immigration, skills training and other supportive services
- Co-Enrollment into Title II for ESL and GED as well as Title I for employment and training

## **Activities Aligned with Problem Analysis**

- Navigators and partners work together to help build trust amongst participants by providing a team support system
- Navigators guide, and direct participants to the services that they need based upon a thorough empathetic intake and the Family/Self-career-Employment-Education Assessment that leads to an Action Plan and referrals to partners and other support services

# Project IMPACTO

## Project IMPACTO Service Flow Chart



# Assessment/Action and Referral Forms

## Assessment/Action Plan

ELL – Project IMPACTO

-Family/Self-Career-Employment-Education ACTION PLAN



Date: \_\_\_\_\_ Navigator: \_\_\_\_\_ Client: \_\_\_\_\_

Long Term Career Goals: \_\_\_\_\_

Family/Self Development	Health/Wellness Services	Immigration Assistance	Housing Assistance	Financial Services	Childcare or Youth (16-24) Services
Career Planning	CaJOBS/AJCC	Career Exploration (Understanding career options)	Aptitude Assessment	Interest Assessment	Career Coaching
Education/Skills Training	English (ESL Classes)	Tutoring	GED/High School Diploma	Basic Computer Training	Occupational Skills Training (WIOA)
Employment Preparation	Job Readiness: Interview Clothing Transportation Email Sign-up Understanding of different job cultures	Resume	Interview Practice	Job Search Assistance	Accelerating Careers Through Essential Skills (ACES) Classes

Other: \_\_\_\_\_

## Referral/Action Plan

ELL – Project IMPACTO

Family/Self-Career-Employment-Education ACTION PLAN



Date: \_\_\_\_\_ Navigator: \_\_\_\_\_ Client: \_\_\_\_\_

Long Term Career Goals: \_\_\_\_\_

Referrals and Action Plan	
Life/Self Development	
Career Planning	
Education/Skills Training	
Employment Preparation	



# PROJECT IMPACTO PHOTOS



Orientation/Recruitment



ACES Class



Goals  
Presentation



ACES Graduation



Immigration Services Workshop

# PROJECT: Outputs

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## **Key activities - Results**

- Creation of infrastructure to support Co-Enrollment activities between WIOA partners
- Strengthening (seamless) partnerships, practices and shared data tracking including all activities related to Title I and Title II
- Participants will have clear goals and a plan to execute those goals
- Skills upgrading including, English and/or occupational training
- Citizenship or “Right to Work” documents
- Employment

## **Measurable Results**

- Creation of procedures/Policies/Forms for referrals and co-enrollment activities
- Shared tracking mechanisms
- Participants will have created either a vision board or a written plan of their goals and how they intend to accomplish their goals
- Skills gain, employment and credentials



# IMPACT: Outcomes

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## ☐ Success Outcome

- An established co-enrollment model between Title I and Title II (medium term)
- Navigation, guidance and referral process providing equitable opportunities for ELL and immigrant population (medium term)
- Enhanced collaboration between community partners with processes and systems in place to better serve the ELL and immigrant population (longer term)

## ☐ Project Goals

- Enroll 90 participants into the ELL grant who will receive basic career services and referrals
- Develop essential skills workshops, immigration, DACA and citizen workshops
- Co-enroll 60 participants in Title II (30 with LEAP and 30 with the WCCAE)
- Co-enroll 30 participants in Title I (RichmondWORKS/AJCC)
- 50 participants (entered employment)
- Develop sustainability plan

# IMPACT: Impact

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## **Ultimate Changes Resulting from ELL Project IMPACTO**

- Equitable access for ELL and immigrant population
- Better understanding of Team partner's processes (eligibility, program services, data tracking, outcomes)
- Improvement of CalJOBS system to allow undocumented participants to register for services
- Co-enrollment process with shared data tracking and shared co-enrollment of participant
- Navigation process that becomes one of the main access points for ELL and immigrants
- Stronger partnerships including processes for referrals and shared communication
- Equitable opportunities for education, training and employment for ELL and immigrant population
- Co-location of services between team partners
- Built trust within the community and better understanding of the services offered

# Question & Answer

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# English Language Learner Co-enrollment Pilot Program

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**TULARE COUNTY**

WORKFORCE INVESTMENT BOARD, TULARE ADULT SCHOOL,  
COMMUNITY SERVICES EMPLOYMENT TRAINING, PROTEUS.

# CONTEXT: Problem Analysis

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- ❑ Systematic issues:
  - ❑ Immigration Climate
  - ❑ Cultural Barriers
  - ❑ Data Sharing: Title I/Title II programs
- ❑ Target population:
  - ❑ English Language Learners - Spanish Speakers
  - ❑ Seasonal Farmworkers – Agriculture Industry
- ❑ Service areas – rural communities in Tulare County:
  - ❑ North County: Cutler/Orosi - 37% foreign-born, 72% primarily Spanish Speaking
  - ❑ South County: Earlimart/Pixley/Tipton - 41% foreign-born, 72% primarily Spanish Speaking)
- ❑ Resulting challenge – How to **effectively communicate and serve** ELL individuals embracing their culture, addressing their needs and barriers through the ELL Program.

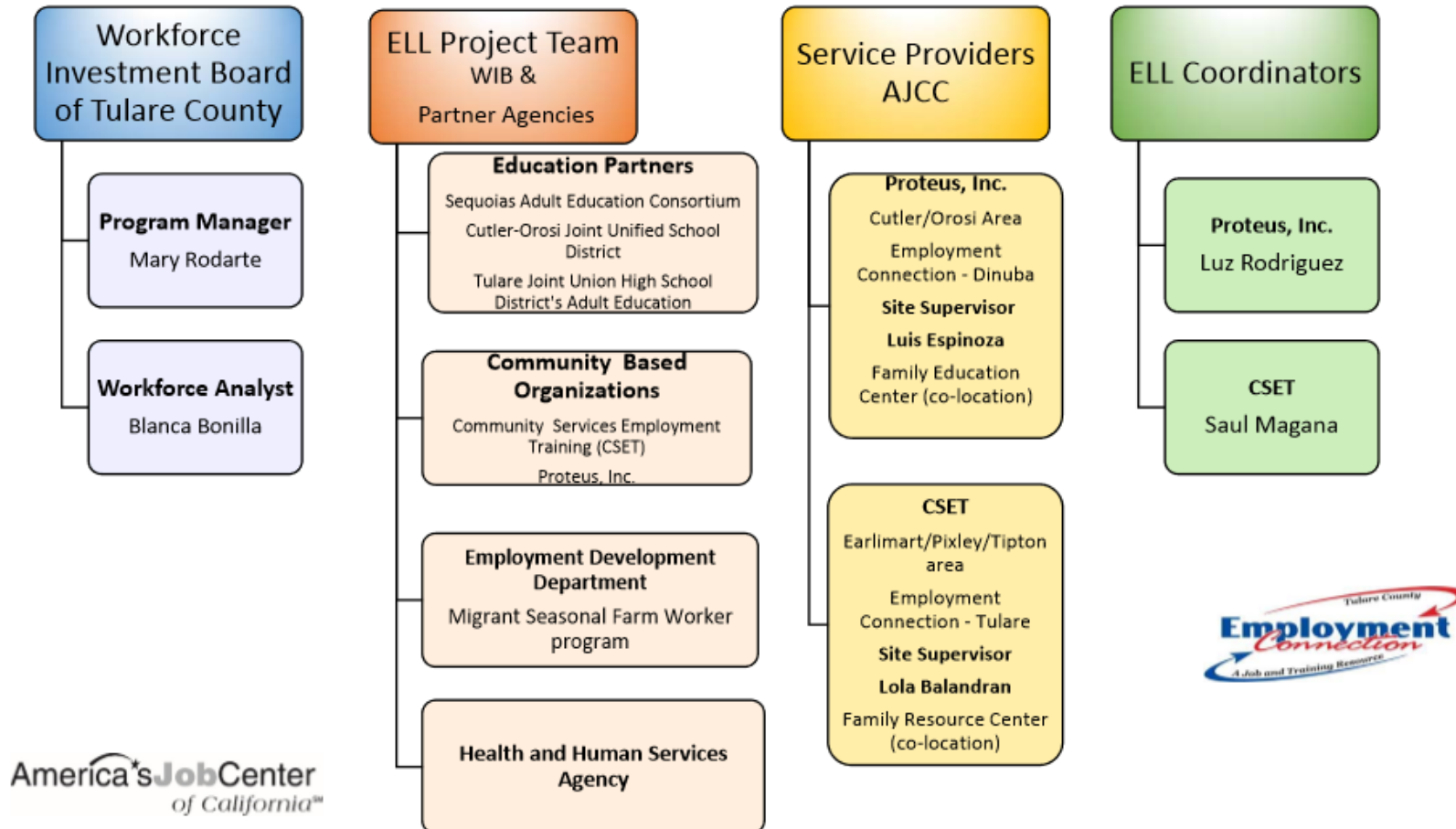
# PROJECT: Inputs

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- ❑ Project funding: \$300,000
- ❑ Grant duration: June 1, 2019 – December 31, 2020
- ❑ Leverage funds: \$374,456
- ❑ ELL Project Team:
  - ❑ Workforce Investment Board
  - ❑ Tulare Joint Union High School District (TJUHSD) Adult Education
  - ❑ Cutler-Orosi Joint Unified School District (COJUSD)
  - ❑ Sequoias Adult Education Consortium (SAEC)
  - ❑ Employment Development Department
  - ❑ Community Services Employment Training (CSET)
  - ❑ Proteus, Inc.
  - ❑ Tulare County Health and Human Services Agency



# PROJECT: Program Organizational Chart



# PROJECT: Inputs

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- ❑ Staffing: Two ELL Coordinators
- ❑ The Workforce Investment Board of Tulare County has extensive experience implementing special projects:
  - ❑ Re-entry population
  - ❑ Welfare-to-Work participants
  - ❑ Homeless Individuals
  - ❑ Dislocated Worker Additional Assistance Grants
- ❑ Strong working relationships with project partners
- ❑ Co-enrollment strategies:
  - ❑ Co-location of ELL Coordinators
  - ❑ Coordinate with SAEC Navigators
  - ❑ Data sharing

# PROJET: Key Activities

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- ❑ Partner with COMMUNITY & FAITH BASED ORGANIZATIONS trusted by the ELL population.
- ❑ Conduct Targeted Outreach Plan
  - ❑ Orientations during Adult Education classes
  - ❑ Outreach where ELL individuals congregate and socialize
  - ❑ Attend community resource meetings
  - ❑ Outreach through media outlets
- ❑ Expand Employment Connection Partner Guide
- ❑ Conduct a Survey to ELL individuals to determine needs
- ❑ Collaboration with the SAEC Navigators

# PROJET: Key Activities

## PARTICIPANT FLOW CHART English Language Learner (ELL) Co-Enrollment Pilot Program Workforce Investment Board OF TULARE COUNTY

### 1. Referrals

Partner Agencies  
refer ELL individuals  
by completing  
**REFERRAL FORM**

**PROGRAM  
REFERRALS**

ELL Individuals are referred  
through **OUTREACH  
ACTIVITIES, COMMUNITY  
AGENCIES, OR WALK-INS**

### 2. Assessment

ELL Coordinator conducts an  
**ORIENTATION** on available services  
and conducts an **ASSESSMENT** to  
determine appropriate services

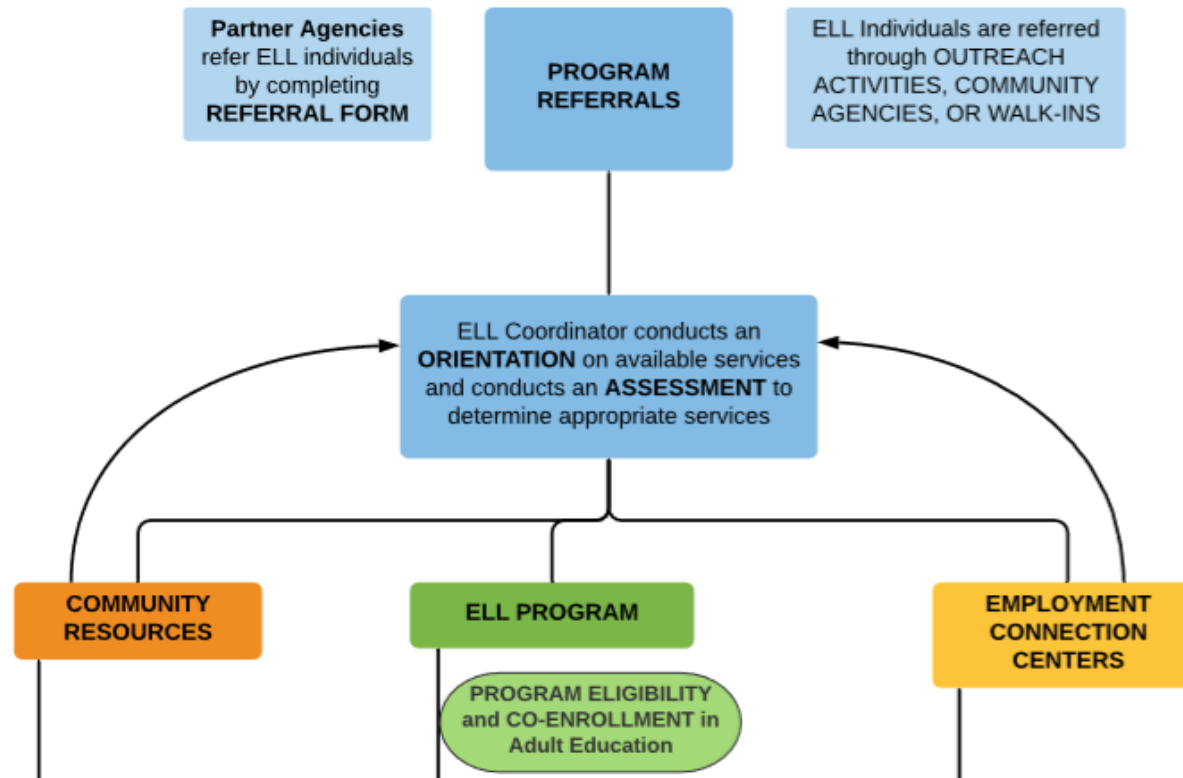
### 3. Services

**COMMUNITY  
RESOURCES**

**ELL PROGRAM**

PROGRAM ELIGIBILITY  
and CO-ENROLLMENT in  
Adult Education

**EMPLOYMENT  
CONNECTION  
CENTERS**



# PROJECT: Outputs

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- ❑ ELL Coordinators will be fully embedded in the community
  - ❑ Recruiting ELL individuals
  - ❑ Provide Resources & Referrals
  - ❑ Become a trusted source
- ❑ Measurable outputs:
  - ❑ 150 ELL Individuals will be served
  - ❑ 100 ELL Individuals will be Co-enrolled
  - ❑ 60% of Co-enrolled participant will enroll/advance in Education or Training Programs
  - ❑ 40% of Co-enrolled participants will gain an employment measure
- ❑ Add 5 new agencies to the Employment Connection Partner Guide

# IMPACT: Outcomes

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## Program Goals

- ❑ Increase awareness among the ELL population on services available in their area, community resources, immigration assistance.
- ❑ Increase retention, and completions of ELL participants in Title II programs.
- ❑ Enhance ELL participants job readiness skills..
- ❑ Expand Network of agencies to offer wrap around services to ELL population
  - ❑ “No Wrong Door” approach.



# IMPACT: Impact

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- ❑ **A well-informed ELL population** in order to access the services they need.
- ❑ **A strong Network of Agencies** in the service communities for ELL individuals to be referred to services regardless of which door they access.
- ❑ Increase the number of ELL individuals who **improve their English and job skills** and secure year-round employment with self-sustaining wages.
- ❑ Program Sustainability
  - ❑ Strong partnerships
  - ❑ Leveraged resources
- ❑ Gain the Trust of the ELL population



# Question & Answer

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# Verdugo ELL Co-Enrollment System (VECES)

Verdugo Workforce Development Board

Verdugo Jobs Center

GlendaleLEARNS

Glendale Community College

International Rescue Committee

JVS SoCal

Armenian Relief Society

Glendale Library Arts & Culture

# Verdugo Workforce Area



**Burbank**



**Glendale**



**La Cañada Flintridge**



## Context: Problem Analysis



**45%**

**Foreign Born**



**27%**

**Speak English  
“Less than very well”**



**83%**

**At or above  
poverty level**



**17%**

**Less than high  
school  
graduation  
(25 yrs & over)**



**74%**

**Adult Ed students  
enrolled in ESL**



**6%**

**Speak English  
“Less than very well”  
are enrolled in ESL**



# Local Plan Modification & CA Adult Ed Program 3-Year Plan

## Stakeholder Forums

**Partners identified  
other barriers and  
needs for ELL  
population in Verdugo  
communities**



**Secondary education  
for diploma or  
equivalent**



**Basic education to  
address literacy gaps**



**Credentials/licensures  
not recognized by USA  
employers**



# Resulting Challenge

**Innovative approach to address barriers of ELL & link to a comprehensive career pathway strategy.**



# Project Inputs

**Funding**



**\$100,000**

**Grant  
Duration**



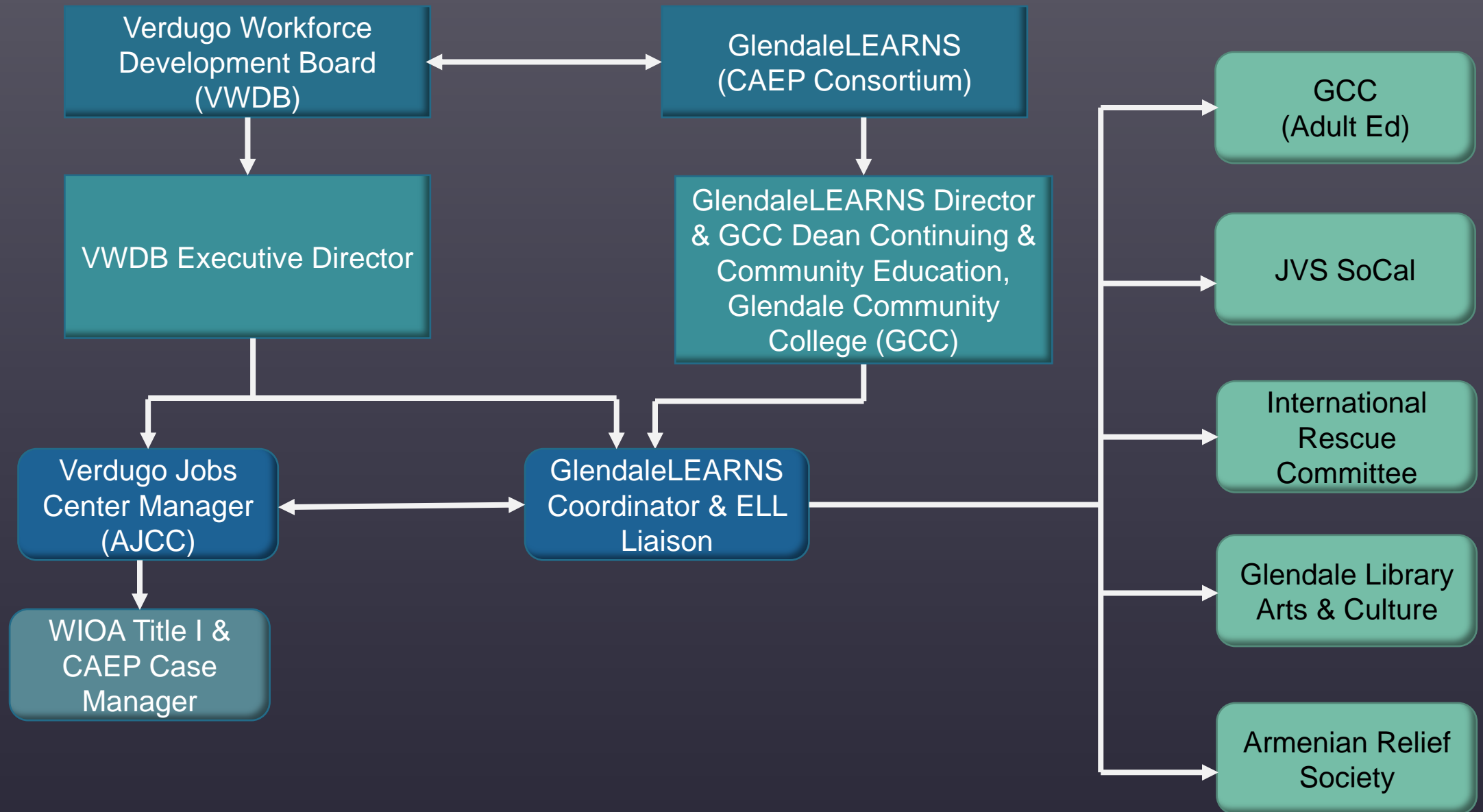
**6/1/19 – 12/31/20**

**Leverage**



**WIOA I & II  
CAEP  
City of Glendale  
Apportionment**

# Staffing Strategy





# Experience



**Strategic Co-  
Enrolling for  
3+ Years**



**Integrated  
Workforce &  
Education**



**Co-Located  
Partners**



**Integrated Data  
Entry & Access**

# Co-Enrollment Strategies



**Multiple Access  
Points for ESL**



**Customized  
Common Intake  
Form**



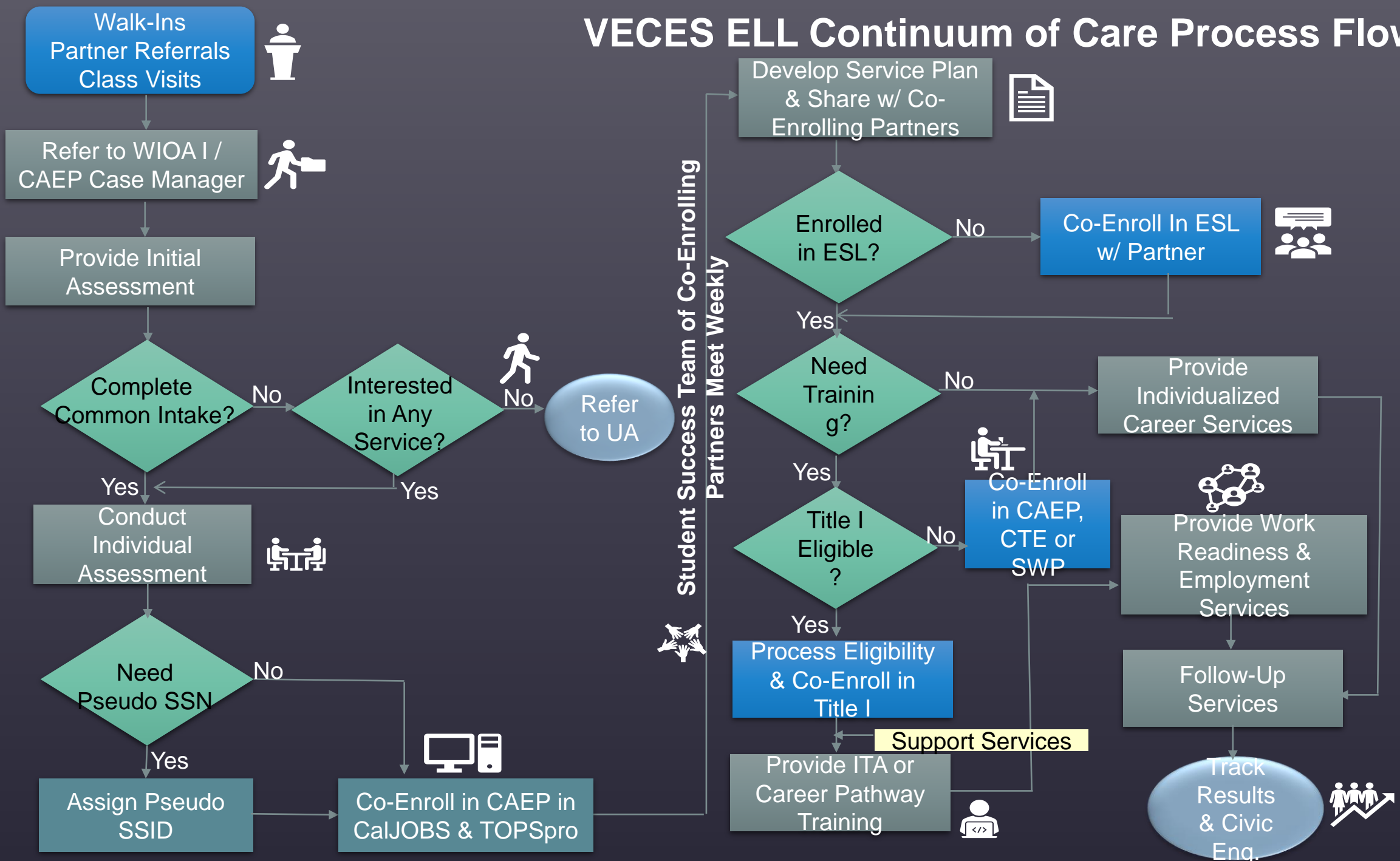
**Co-Case  
Management  
with Primary Case  
Manager**



**NHOAA  
“No Hand Offs  
At All”**



# VECES ELL Continuum of Care Process Flow





# Project: Key Activities



Expanded  
strategic co-  
enrollment system

Customized  
common intake  
form

Added persistence measures  
to data sharing



Revised &  
simplified FERPA  
form



# Project: Outputs



**Increase the  
number of ELL  
co-enrollments**



**Increase the  
number of ELL  
who enter career  
pathways**



**Increase the  
number of ELL  
who enter work-  
based learning**





**GLENDALE COMMUNITY COLLEGE**  
**Garfield Campus**

**BECOME A MEDICAL ASSISTANT IN 9 MONTHS!**

**AND THE CLASSES ARE FREE!**

Interested in learning more about our program? Come to our Informational meeting on Wednesday, January 15, 2020 from 12-1PM at our Garfield Campus, Mariposa Building, Room 304. Hope to see you there!

Glendale Community College just started a brand new program at its Garfield Campus (1122 E Garfield Ave. Glendale) as part of its Short Term Vocation classes offered. *The class and textbooks are offered at no cost.* In the Spring and Summer sessions, students will study administrative medical assisting, and in the fall, students will learn clinical medical assisting by practicing skills needed for the job.

Classes will be held 8:30am-12:30pm Monday-Thursday. All students must begin the first day of the spring semester, Tuesday February 18, 2020. Students must be able to read, write, and speak in English.

Interested? Contact Yazz at 818-240-1000 Ext. 5690 to find out how to register starting January 27.

Our classes are limited to 25 students only, so register starting January 27, 2020 to ensure your space.

# Impact: Outcomes

## Customized Career Pathway

- Incorporates ESL
- Adds Work Based Learning Earn/Learn

# Impact: Other Outcomes to Demonstrate Success



**Pilot system  
with 20 ELL**



**100% trainees  
earn credential**



**80% Job  
Placement**

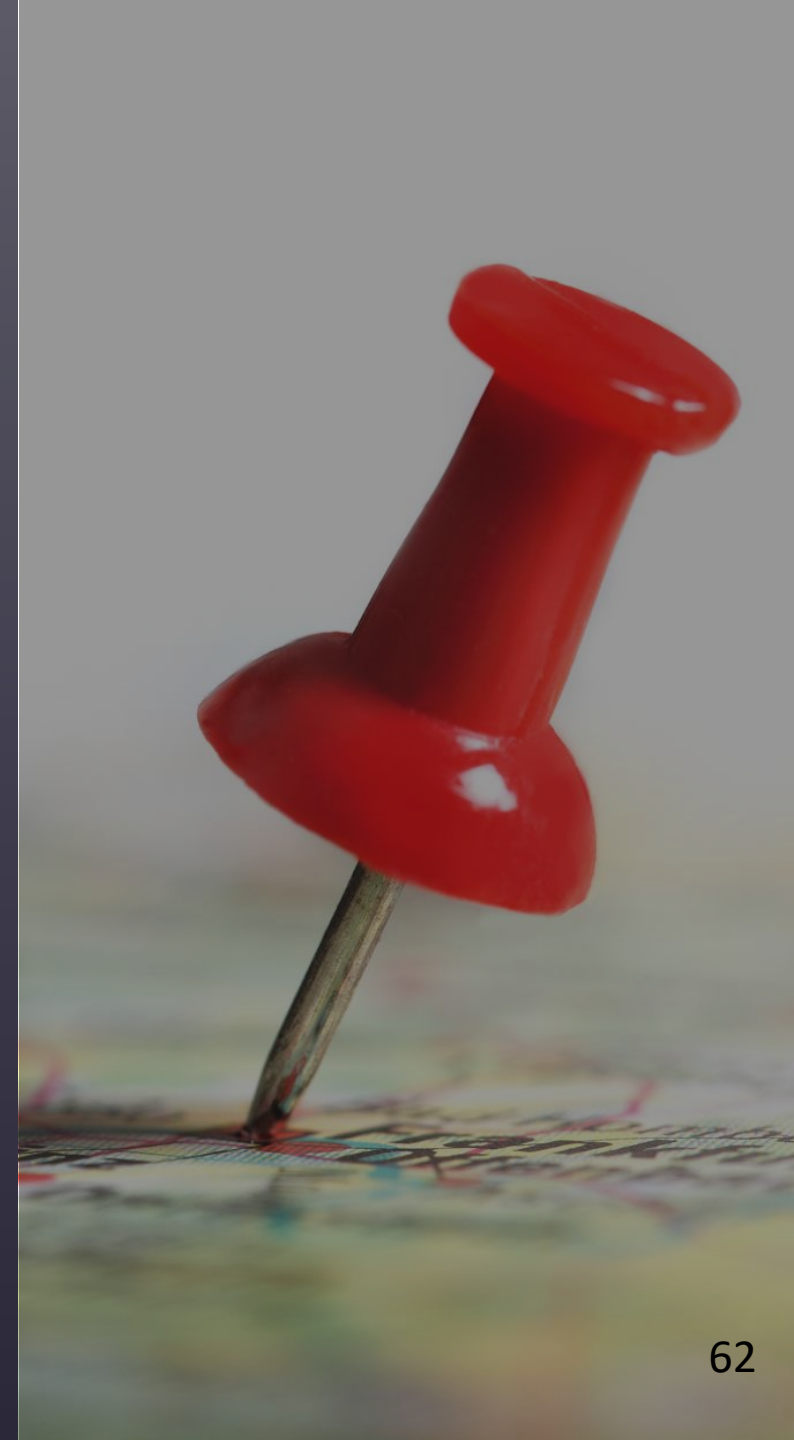


## **Impact**

**System level change through an expanded strategic co-enrollment system that increases number of ELL partners (includes resettlement agencies). System transitions students to customized career pathways that integrate work-based learning.**



# What questions can we answer for you?





# Pomona Puente Collaborative

LA COUNTY WORKFORCE DEVELOPMENT AGING AND COMMUNITY SERVICES (WDACS), POMONA VALLEY AMERICA'S JOB CENTER OF CALIFORNIA (AJCC) AND MANAGED CAREER SOLUTIONS (MCS)



# Problem Analysis: Systemic Issues

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Systematic issue(s)

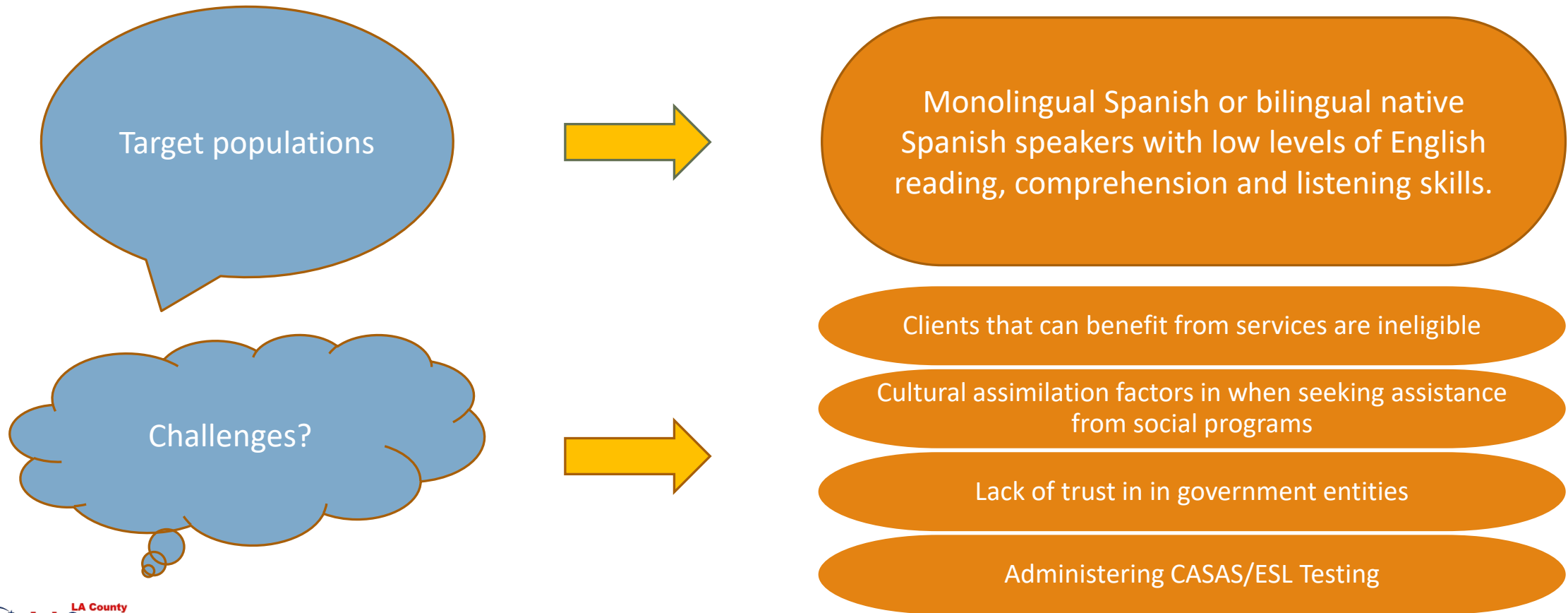
Pomona Puente Collaborative has consistently faced systemic issues with ELL client eligibility.

Most of our Immigrant/Spanish speaking customers seeking services do not have right to work documentation.

For many male clients selective service registration is an issue



# Problem Analysis: Target Population & Challenges



# Inputs: Funding, Grant Duration, and Staffing

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Funding is \$300,000



ELL Pilot Program subcontracted to Pomona Valley AJCC from August 2019 – July 30, 2020



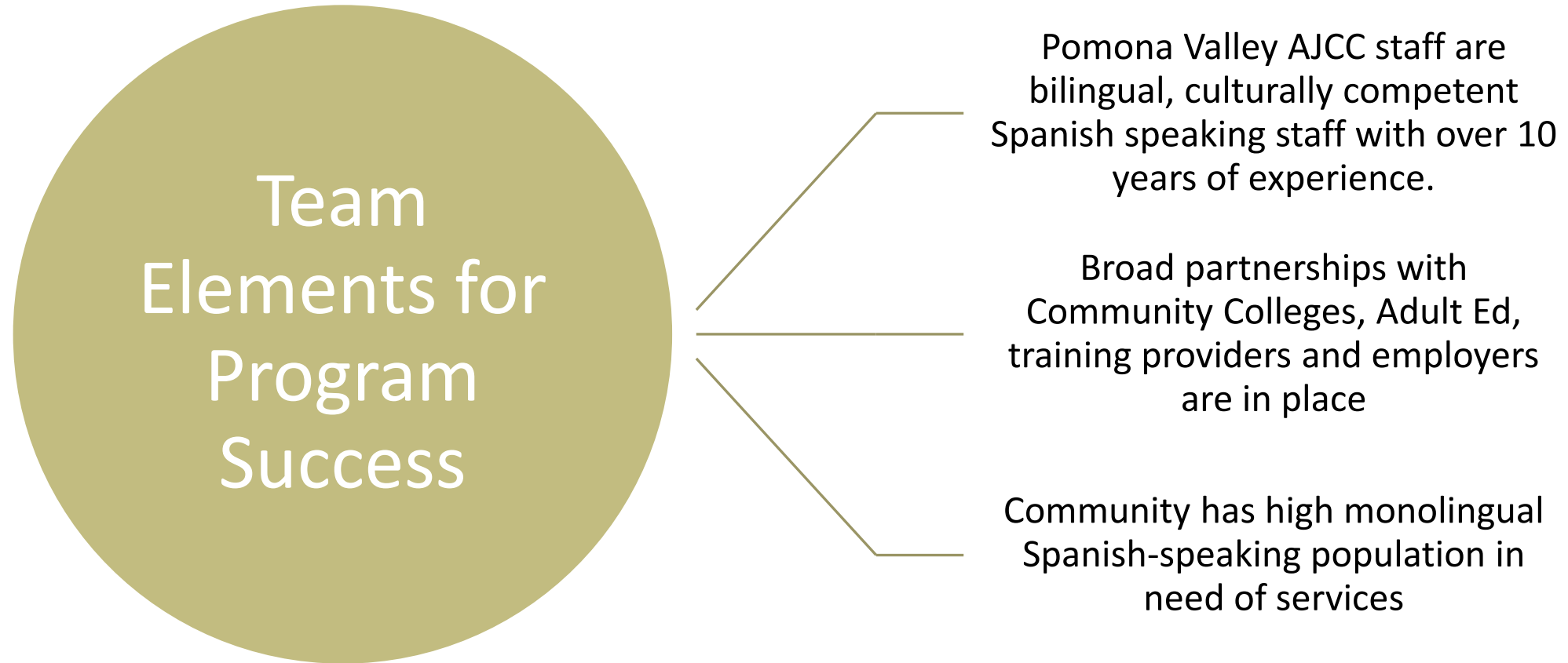
Staffing strategy includes two fully bilingual culturally competent ELL Program Navigators



Administrative oversight is provided through WDACS and also through Pomona Valley AJCC's Program Director.

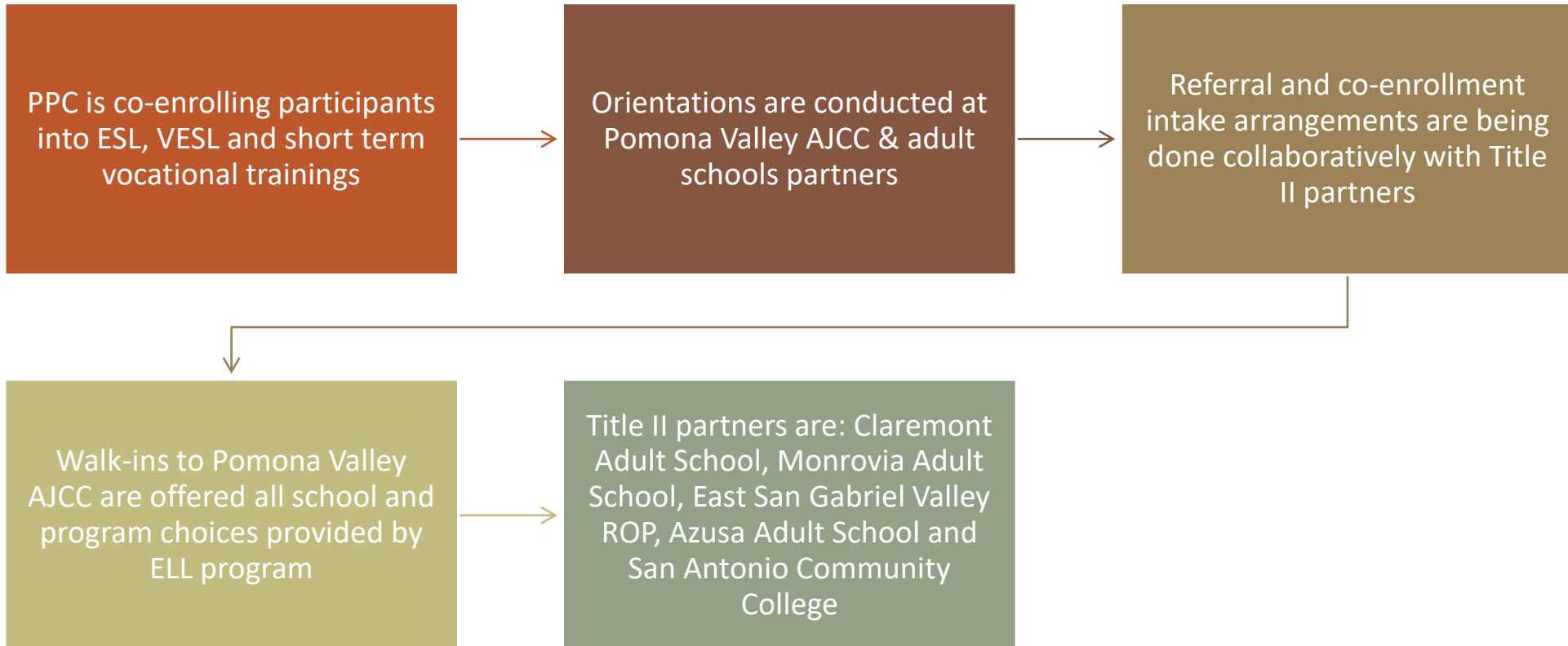
# Inputs: Team Expertise/Experience & Success Factors

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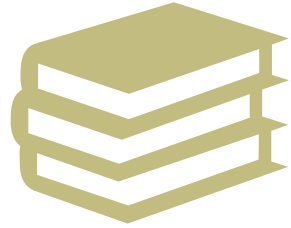
# Inputs: Co-enrollment strategies

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# Activities: Program events and strategies

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## Current:

ELL Special recruitments for the following High Growth Training Sectors:

- Home Health Aid Certified Nurses
- Assistance English for Restaurant and Hotel Industry Personal
- Caregiver/IHSS- ESL
- Accounting for Intermediate English Learners
- Accounting/QuickBooks for English Learners



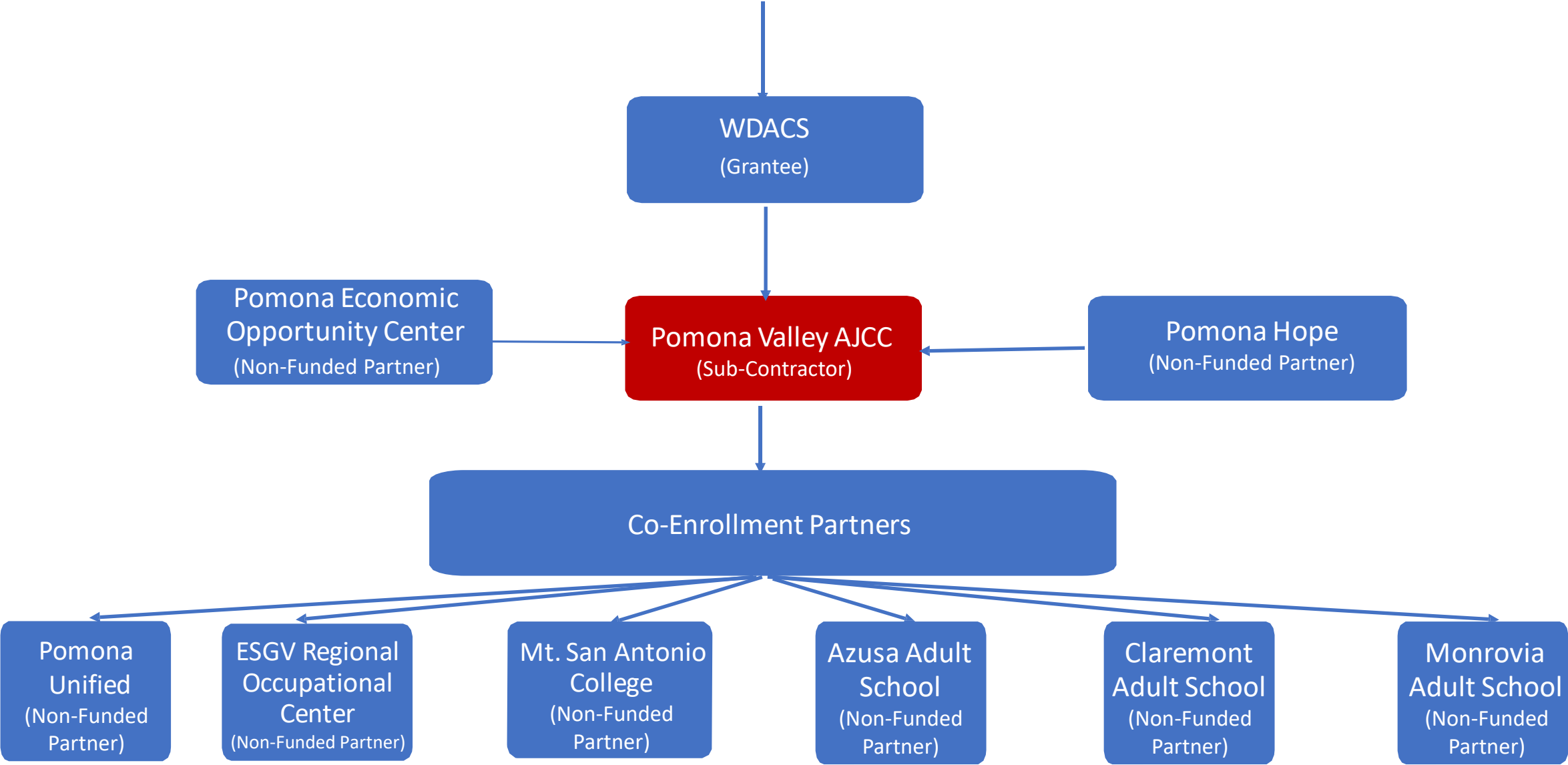
## Planned:

Outreach to local employers:

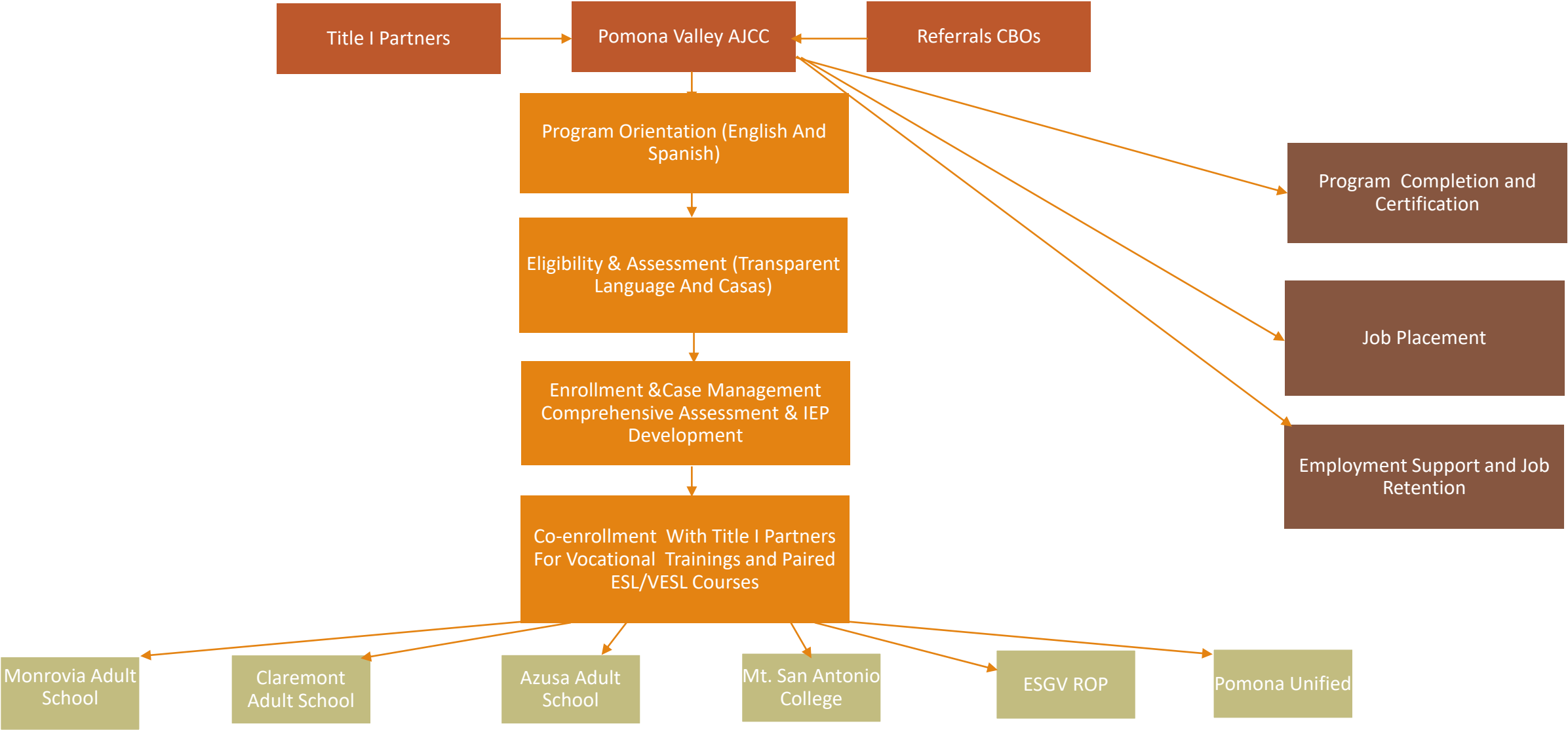
- For entry median wage jobs in High Growth Sectors
- To conduct on-site employer recruitments,
- Develop On-the-Job training opportunities
- For direct hire long term job opportunities suitable for clients based on linguistic abilities and recent training program

Program actives listed do not address systemic issue regarding program eligibility for target population

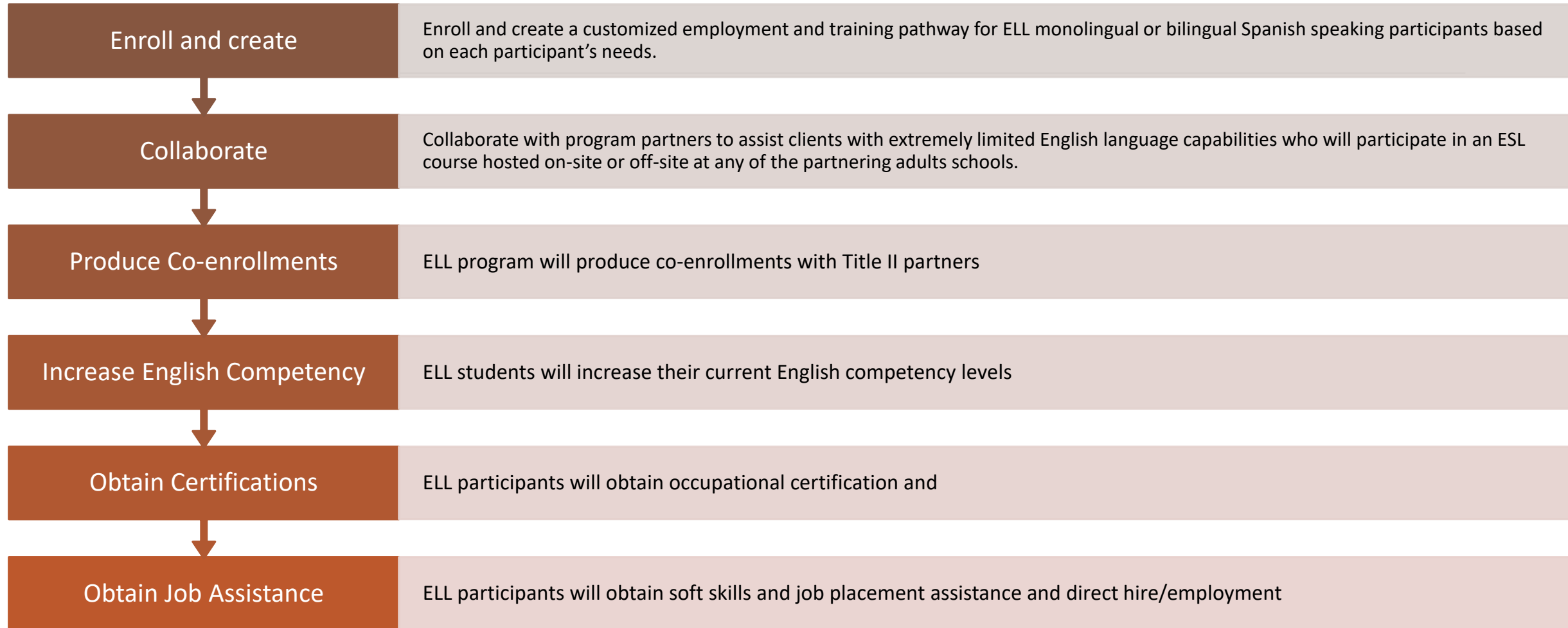
CA WDB ELL Grantee Organizational Chart:  
Pomona Puente Collaborative



# ELL PROGRAM FLOWCHART: POMONA PUENTE COLLABORATIVE



# Outputs: Work Produced by Project Activities





# Outcomes: What Success Looks Like



Participants gain greater English speaking, reading and comprehension skills.



Educational attainment for participants increases through certification and vocational credentials in high growth sectors.



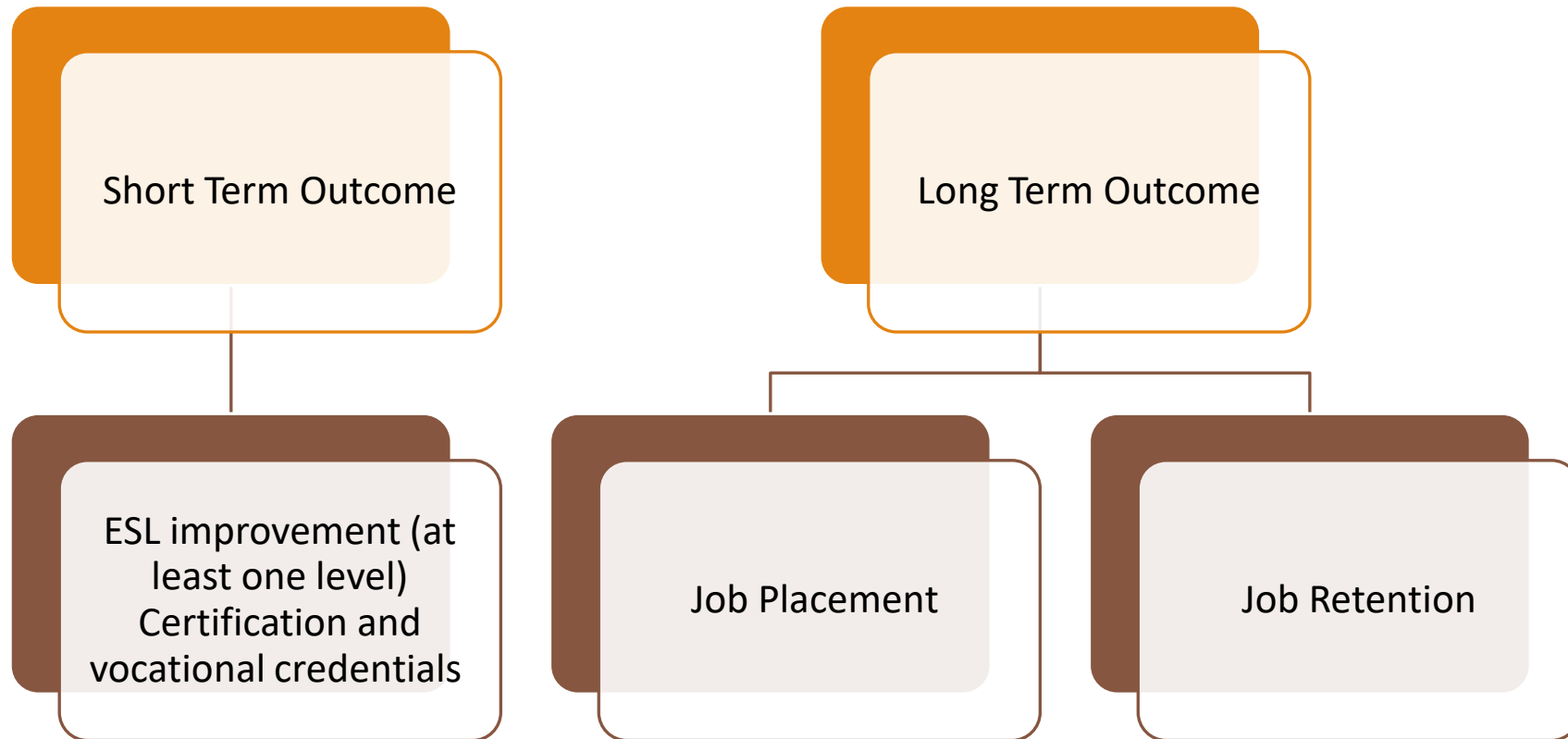
Participants go to increased number of job interviews as confidence in their interviewing skills increases.



Participants gain full time employment and long term jobs with benefits.

# Outcomes: Short & Long Term

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# Outcomes: PPC Goals Overview

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ENROLLMENTS -50



VESL/ESL TRAINING - 42



OCCUPATIONAL TRAINING  
COMPLETIONS - 38



JOB PLACEMENTS - 35



RETENTION:  
2<sup>ND</sup> QTR - 35  
4<sup>TH</sup> QTR - 30

# Impact: Expected Program Results

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Improved English language competency for participants.



Vocational training completions that lead to increased labor market engagement/participation.



Job retention for Spanish speaking job seekers in high growth sectors.



Continued collaboration between Title I and Title II partners



# Question & Answer

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# Discussion: Connections and the Way Forward

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- ❖ **Common Threads: Themes, Challenges, and Innovations**
- ❖ **Partnerships, Co-Enrollment and Sharing a Foundation for Success**

# Partnerships, Co-Enrollment and Sharing a Foundation for Success

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What specific challenges has your team faced in recruiting participants who are eligible and interested in following through with co-enrollment?

What are some strategies or innovations your team has taken or plans to take to both better target eligible clients and to support clients through the co-enrollment process?



# Partnerships, Co-Enrollment and Sharing a Foundation for Success

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One goal of the ELL Co-Enrollment Pilot is to “create partnership strategies that bridge WIOA workforce system gaps.” Which system gaps does your partnership currently fill? What gaps still remain?

What additional tools, resources, or collaboration would you need in order to work towards filling these remaining gaps?