# Strategic Co-Enrollment & English Language Learners: A Practitioners Toolkit

**January 2021**

# Table of Contents

# I.    Introduction

In recent years, California's Workforce Development Board (CWDB) and Employment Development Department (EDD) have invested in programming designed to improve services for English Language Learners (ELLs) accessing workforce services (for an overview, see here). Beginning in 2016, this initiative has supported an array of projects across the state. Through these projects, stakeholders have been learning the strategies and approaches that work best to support ELLs in accessing and succeeding within the state's public workforce system.

In 2019-2020, the state launched the ELL Co-Enrollment Pilot Program, resourcing four project teams to work together to develop, implement, and strengthen their efforts to serve ELLs through co-enrollment.  Strategic co-enrollment builds upon aligning, coordinating, and integrating programs and services, where it makes sense for the participant to help all Californians obtain jobs that ensure both long-term economic self-sufficiency and economic security.[1]  The 2019-2020 ELL Co-Enrollment Pilot Program projects brought together partners including adult education providers, local Workforce Development Boards (WDBs), community-based organizations (CBOs), and industries to deliver collaborative services to the target population.  In the context of this work, the ELL Co-Enrollment Pilot Program technical assistance team has developed this ELL Co-Enrollment Toolkit for Practitioners.  The goal of this toolkit is to provide practitioners across the state – including adult education providers, WDBs, CBOs, industry, and others – with information, guidance, and resources that can support effective co-enrollment strategies for ELLs in any California community.

The toolkit is divided into two primary sections – service planning and service implementation.  It is recommended that readers review both sections thoroughly.  The service planning section is designed to be especially helpful to regions where there is currently limited or ad hoc co-enrollment for ELLs and is a critical phase to ensure that implementation activities are effective for the target population.  Throughout the toolkit, there are real-world examples drawn from the 2019-2020 ELL Co-Enrollment Pilot Program grantees' experiences.  These examples are utilized to bring to life both the challenges and opportunities of building out co-enrollment strategies for ELLs in the community.



*Strategic co-enrollment can help all Californians – and especially ELLs – achieve economic opportunity and security.*

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[1] https://edd.ca.gov/Jobs_and_Training/pubs/wsd19-09.pdf

## II.     Service Planning

Strategic co-enrollment begins with intentional, inclusive service planning conversations.  These conversations form the foundation of a well-planned service delivery model that incorporates best practices.  They also serve to build consensus among partners and nurture the relationships, rapport, and trust that will carry high-impact co-enrollment work forward.  Whether a region has already engaged in some co-enrollment activities or not, launching or a periodic revisiting of the planning phase can be helpful for all partners.

### II.a     Partnerships

Fundamentally, successful co-enrollment strategies require strong partnerships.  These strong partnerships both enhance any one organization's experience of co-enrollment practices and improve participants' experience as they benefit from a coordinated, seamless, responsive set of programs and services.  This section reviews how to identify the right partners, strategies for maintaining and strengthening partnerships, and the unique role of ELL Navigators as connectors between partners and participants.

**Identifying the right partners.**  To support co-enrollment for ELLs, a community should plan to bring together the following local partners: 1) adult education providers; 2) other vocational and occupational training providers; 3) program staff from the local WDB; 4) program staff from the local American Job Center (AJC); 5) CBOs that serve the target population; and 6) representatives from key local industries.  Additionally, a community might want to include workers' centers, faith-based organizations, and apprenticeship programs in some cases.  A range of organization types can facilitate the initial identification of partners. However, in many cases, leadership from the local WDB and/or a regionally significant adult education provider, such as an Adult Education Consortium, would be beneficial.  In cases where the convening organization does not know specific organization(s) that meet these criteria, it is vital to invest time in identifying these partners and



*AJCs are important co-enrollment partners*

ensuring that all partners are included. For a complete list of WIOA Unified Plan Partners, please see the Appendix.

**Strategies for maintaining and strengthening partnerships.**  Partnerships are most robust when all partners have a clear and shared understanding of co-enrollment goals for ELLs.  In instances where this is not the case at the beginning of planning activities, the group should take time to dialogue and build consensus on the goal of co-enrollment in their community. Given the number of partners, it can be challenging to sustain a functioning partnership structure to carry forward co-enrollment planning and implementation efforts.  When possible, applying for dedicated grant funding to support this work in the initial 1-3 years can ensure that all partners are resourced for their engagement in this collaborative work.  Another approach is to integrate this partnership into existing local structures and processes.  For example, a WDB might decide to create a committee on co-enrollment and have this committee include representatives from the afore-mentioned partner organizations.  Another strategy might be to integrate a series of co-enrollment-focused meetings into local or regional WIOA planning activities.  Finally, identifying a person (often from the convening partner(s)) that can take responsibility for maintaining a baseline of communication between partners can help strengthen and maintain partnerships.  This person's responsibilities could include sending monthly updates on co-enrollment-related information, activities, and opportunities, hosting quarterly meetings, and sharing relevant resources.

**Investing in ELL Navigators.** Much of California's work to strengthen services for ELLs has been oriented around an ELL Navigator. ELL Navigators are direct service professionals who provide individualized support to participants, identifying what service(s) they need, connecting them directly to those services, and providing ongoing case management to support the participants while they are engaged in services. These ELL Navigators play a special role in strengthening and maintaining partnerships that support co-enrollment strategies. Often, they are the most proactive in keeping abreast of services and supports available at partner organizations, informally share observations and ideas amongst partners, have direct and regular engagement with the target population, and share emerging trends and needs among ELLs in the community. Investing in hiring, training, and supporting an excellent ELL Navigator can serve as a critical investment in the health of the community's overall co-enrollment partnership.

## II.b    Data Sharing

Co-enrollment requires being able to see – through assessment, service, and outcome data – participants' progress across various programs and services. As such, a local co-enrollment strategy must incorporate an intentional, planned data sharing strategy. In particular, this can help:

- Support a streamlined experience for participants by minimizing the need to provide very similar information to multiple organizations
- Support referrals and early identification of opportunities for co-enrollment by making information about the target population visible across systems
- Enable effective co-case management when relevant information is available to staff across partners
- Facilitate shared credit for outcomes
- Enable the local team to evaluate the effectiveness of programming and co-enrollment, specifically on participant outcomes

This section identifies key data that should be shared to support effective co-enrollment, planning for roles and responsibilities related to data, the special role of the ELL Navigator in data sharing, data sharing options, and finally, provides resources to support these conversations locally.

**Key data to share.** *Table 1* below identifies the key types of data that local co-enrollment partners should consider sharing and why it is helpful to share that data.

*Table 1 – Key Data to Share for Strategic Co-Enrollment*

| Type of Data | Why it is Helpful to Share |
|---|---|
| Participant personal information | • Decreases repetitive intake processes for the participant who is accessing services across multiple partners |
| Participant education and career goals/planning documents/intake forms | • Decreases repetitive intake processes for the participant who is accessing services across multiple partners<br>• Querying this information can support proactive outreach for relevant education and career programs and services<br>• Supports future program development targeting the interests and goals of the local ELL population |
| All Participant assessment(s) | • Decreases repetitive intake processes for the participant who is accessing services across multiple partners<br>• Enables targeted recruitment for programs and services that have pre-requisites of specific skill level(s)<br>• Supports future program development targeting the right skill level of local ELL populations |

| Participant service(s) received | • Facilitates co-case management<br>• Decreases likelihood of duplication of services which may support compliance with funder requirements<br>• Supports evaluation of what specific service combination(s) result in the strongest outcome(s) for the target population |
|---|---|
| Participant outcome(s) | • Supports evaluation of what specific service combination(s) result in the strongest outcome(s) for the target population<br>• Facilitates shared credit for common outcomes<br>• Querying this information can support proactive outreach for relevant "next step" education and career programming |

**Data roles and responsibilities.** High-quality data requires identifying the people responsible for collecting, entering, reviewing, validating, troubleshooting, providing data training to new staff/system changes, and reporting on data. There is no one-size-fits-all approach to these roles and responsibilities. However, the information presented in *Table 2* below provides an example of a common approach to identifying these data roles and responsibilities among staff at three types of organizations that play a significant role in co-enrollment efforts.

*Table 2 – Data Roles and Responsibilities (Example)*

| Data Task | AJC | Adult Education Provider | CBO |
|---|---|---|---|
| Collecting data | ELL Navigator | Instructor | Case Manager |
| Entering data | ELL Navigator | Administrative/Program Assistant | Case Manager |
| Reviewing (QA) data | ELL Navigator<br>Supervisor | Supervisor | Case Manager<br>Supervisor |
| Troubleshooting data | AJC Data Specialist<br>EDD Data Specialist | Supervisor<br>CASAS Data Specialist | Supervisor |
| Training on data | Supervisor<br>EDD Data Specialist | Supervisor<br>CASAS Data Specialist | Supervisor |
| Reporting data | ELL Navigator<br>Supervisor | Instructor<br>Supervisor | Case Manager<br>Supervisor |

In many instances, the ELL Navigator is the person most commonly seeing and using data across systems. As such, they have a special role in monitoring data quality and sharing that data effectively across systems. In some cases, co-enrollment partners may decide that the ELL Navigator should have primary responsibility for data entry across all systems, resulting in a somewhat different model of data roles and responsibilities.

In addition, local co-enrollment teams will need to identify people responsible for a series of one-time/start-up tasks related to data. These include identifying relevant data privacy and protection policies and developing data sharing agreement(s) among partners. The right staff from each organization must participate in these conversations. Typically, that will mean staff that are deeply familiar with the data system(s) from a technical perspective and legal personnel who can review any proposed data-sharing agreements to ensure they comply with the program, state, and federal data-sharing laws.

**Options for data sharing.** There are several options for sharing data across systems, and the approach that a local group of partners working to advance co-enrollment takes will vary. Broadly speaking, there are two approaches to data sharing. The first is an integrated systems type approach. In this approach, local partners develop a shared system – either interface(s) between different systems or a new, shared-use system – to track data. This type of approach

minimizes double data entry, often supports more real-time data sharing, and can facilitate turnkey reporting that clearly captures the co-enrollment model.  This approach, however, can also present real challenges as there are often significant technical barriers to integrating existing systems.  Additionally, partners may be reticent to use a new shared system if they also have to keep using a proprietary system unique to their organization.  Notably, California has made some progress in recognizing the need to facilitate an interface between two central data systems relevant to co-

enrollment (CalJOBS and TOPSpro Enterprise).  This advancement includes the creation of a data field in TOPSpro wherein a unique participant identifier, the CalJOBS ID, can be entered so that the participant can be identified as co-enrolled.  The second approach relies on a more basic strategy of simply reporting out or sharing information across organizations through emails, meetings, and/or sharing of reports.  For this multi-faceted information to get into one system, a designated staff person (e.g., the ELL Navigator) must gather it and enter it.  The benefits of this type of approach are that there are generally fewer technical hurdles.  However, the main drawback is that it often results in the designated staff person spending much time on potentially redundant data entry and of course, there are opportunities for error and missing data. The sharing of Personally Identifiable Information (PII) should never be done via email or any other unsecured method. Data sharing agreements and plans should account for how client's PII will be appropriately secured.

## CONSIDERATIONS FOR CREATING A DATA SHARING AGREEMENT

When creating a data sharing agreement with your program partners, consider the following items:

- **Client privacy** and what information must be shared across partners. Considering client privacy includes both what information is shared and how that information is shared between partners as well as who at each partner organization has access to shared data.
- **How often will data be shared?** You may design your agreement to allow for partner organization to access data directly from each other's data bases or at a pre-determined frequency through other means. Planning and agreeing upon this frequency in advance and aligning it with your program model and services may be codified in your data sharing agreement.
- **Navigating different data systems.** Partners may find that their organizations use different, non-

**Resources.**  The 2019-2020 ELL Co-Enrollment Pilot Program developed several resources specifically on data and data sharing.  These resources can be found here and include training resources on how to use the data field that can flag participants in TOPSpro Enterprise and guidance on good practices for entering and using data related to co-enrollment.

## II.c    Outcomes

Co-enrollment is a strategy designed to improve outcomes for the target population.  As such, it is important to identify common outcome(s) that are meaningful across partners.  During co-enrollment planning conversations, it is helpful to have partners share the outcome(s) that are most important from their perspective.  These might include outcome(s)

mandated by the specific funding streams they use to resource their work, specific outcomes that the target population has voiced as important or broader outcomes related to participant or community well-being.  Below are some examples of outcomes that might be important for partners on co-enrollment in their community:

- Basic skills gains, especially English language skills
- Attainment of a GED or high school diploma
- Attainment of an industry-recognized credential
- Employment
- Career advancement
- Wage increases and/or a target wage level
- Improvements in job quality
- Employment in growing industries/sectors
- Equity at the community level for the outcomes identified above

Local partners – especially in regions with limited intentional co-enrollment work happening – should consider identifying baseline outcome(s) for ELL individuals accessing services so that the community is well-positioned to see change over time.  Local partners should also consider reviewing the type(s) of outcome(s) that regions that have invested significantly in targeted co-enrollment programming are seeing for ELL populations. These might provide helpful benchmarks or goals for the community.

Finally, it is important to note that early conversations about co-enrollment and outcomes often raise concerns that different organizations or institutions will "take credit" for outcomes that another organization or institution was a part of.  While this is understandable given the historical nature of how many adult education, workforce development, and community programs have been funded and evaluated, it is critical to note that reauthorization of the Workforce Innovation and Opportunity Act (WIOA) directly encourages co-enrollment across Title I and Title II services. California has strongly embraced this approach of recognizing shared credit for enrollments and outcomes achieved across systems.[2]

## III.    Service Implementation

Implementing services in a strategic co-enrollment model requires that partners bring the collaborative spirit engaged during planning into action. The following sections provide guidance on outreach and recruitment, enrollment and intake, service delivery coordination, including training and case management, and the provision of employment services and job placement assistance.

### III.a    Outreach and Recruitment

Outreach and recruitment efforts must reach the target population, interest them in the programs and services offered, and provide a bridge to formal enrollment in programming.  The section below details partner roles in these activities, the special role of CBOs and community voices in outreach and recruitment, effective tactics, and the importance of culturally and linguistically responsive messaging.



*There are 10 million immigrants in California and many are ELLs*

**Partner roles.**  All partners have a role to play in outreach and recruitment in part because in most communities, a potential participant really could walk in

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[2] https://edd.ca.gov/Jobs_and_Training/pubs/wsd19-09.pdf

through any door – physical or virtual.  As such, all partners should have on hand and regularly advertise information about programs and services relevant to the education and career advancement of ELLs.  It is essential to ensure that front-line staff – ESL instructors, community-based case managers, receptionists in AJCs, and others – have this information. They will often be the ones having initial conversations about the educational and career goals of ELLs and the service(s) they are seeking. Additionally, they should be prepared to share this information in a culturally and linguistically accessible manner. Partner organizations unfamiliar with serving ELLs may consider training their front-line staff on best practices for engaging with and serving this population. Managers and supervisors in these organizations should ensure that their team has updated information at their fingertips and should clearly articulate to these staff that helping individuals learn about relevant programs and services both within their organization and with partner organizations is part of their job.

**Special role of CBOs and community voices in outreach and recruitment.**  More than 90% of ELLs in California are immigrants. Especially for these newcomers, grassroots CBOs serving these populations with a bevy of neighborhood-based multi-lingual services are often particularly critical in getting the word out about programs and services for ELLs. These organizations tend to be trusted by local immigrant and ELL residents and are often a "first stop" for individuals struggling with their current skills and employment situation and looking for something better.  In addition, because these organizations typically have several multi-lingual staff, these staff are able to provide more information about local programs and services for ELLs, including asking questions that individuals might be hesitant to ask others (e.g., whether the program will ask for immigration documents or if the fact that they are pre-literate in their own language will be a barrier).  Similarly, once ELL community members begin to access a particular program or service at a co-enrollment partner organization, word of mouth can be a powerful outreach and recruitment tool.  Hearing about a positive experience from a family, friend, or neighbor will often carry significant weight.  It is important to note that if local co-enrollment partners are planning to rely on CBOs and/or community champions to conduct outreach and recruitment in a significant way, these activities should be financially resourced.  Outreach and recruitment take time and effort and are just as critical to co-enrollment success as other services such as skills training.

**Tactics.**  As noted above, CBOs and community champions can be a particularly effective tactic in engaging ELLs in programs and services.  Strategic co-enrollment partners should also develop a multi-faceted approach to outreach and recruitment that meets the ELL population where they are.  Some ideas to consider include:

- SMS-based outreach, especially when leveraging existing text/WhatsApp group(s) within target communities
- Social media platforms such as Facebook, especially when due diligence has been done to identify relevant platforms and groups
- Flyers posted at key local locations such as ethnic grocers, laundromats, area elementary schools or childcare providers, religious institutions, libraries, and worker centers
- Radio ads, especially if there are popular in-language radio stations in the region
- Guest speakers/program alumni presenting in ESL and/or GED classes

For additional information about best practices to reach this population, see Full Capacity Marketing's "Targeted English Language Learner Recruitment: *Pivoting Strategies amid COVID-19"* webinar and resource collection. Co-enrollment partners should consider tracking how enrolled participants heard about the program to help identify which tactics are most effective for the community's target population.

**Culturally and linguistically responsive approaches.**  Outreach and recruitment efforts must be culturally and linguistically responsive to local communities.  Most basically, this includes translating outreach and recruitment materials into relevant local languages.  It may also involve paying particular attention to outreach and recruitment materials that individuals can understand with limited or no literacy in their own language (e.g., radio ads, video-based text messages).  Whenever possible, materials should be translated or interpreted by a high-quality, professional

translator instead of merely relying on bilingual staff.  In addition to ensuring that materials are in the relevant languages, it is helpful to speak with CBOs, community members, and others with significant experience with the target population(s) to understand what kind of messaging will resonate best.  For example, does the target community place great significance on education and the concept of college and certificates?  Is there significant interest among the target community in entering a specific occupation or industry, and they want information about how specifically to do that?  Would it be effective to try and target non-primary wage earners with focused messaging?  Taking the time to learn the nuances of what outreach and recruitment messaging will work best can help co-enrollment partners be most effective in engaging ELLs in their community.

## OUTREACH AND RECRUITMENT DONE RIGHT - LETICIA'S STORY

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 to 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 confidence skills.  Saul also helped Leticia with an on-line 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 about 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 Saul Magaña, ELL Coordinator. She feels happy to be able to provide for her kids and has regained her confidence.  She plans to continue her Citizenship classes at the Tulare Adult School, as well as her education for future career.

## III.b    Enrollment and Intake

Enrollment and intake is the process by which an individual becomes a formal participant in at least one program or service provided by the co-enrollment partners.  The sections below detail approaches to designing a no-wrong-door approach that leads to co-enrollment and tools that can be used for enrollment and intake.

**No-wrong-door and Pathways to Service, Referral, and Co-Enrollment.**  Core to a strategic co-enrollment model is the idea that participants who will ultimately be co-enrolled in multiple services may start off in any number of places.  As such, each partner's enrollment and intake process must be aligned with the idea that the participant may immediately – or eventually – also enroll in other programs as services.  This means that the enrollment and intake process should

- Record common data that is useful across co-enrollment partners

- Be prepared to refer the participant to other services immediately – either as a precursor to accessing the service(s) the participant showed up for or in tandem
- Be attuned to the way in which work authorization status impacts enrollment in services

In order to implement a high-quality and consistent no-wrong-door policy that smoothly connects participants to the programs and services they need, it is essential that staff conducting enrollment and intake have up-to-date information on programs and services along with their eligibility requirements and take the time to do personal, warm handoffs to other programs and services.  ELL Navigators can be an excellent resource in this regard as assessing and connecting ELLs to the specific services and programs they need is a core function of their role.

See the Workforce Services Information Notice (WSIN) provided by California's EDD on Pathways to Services, Referral, and Co-Enrollment for additional information and guidance.

**Tools for Enrollment and Intake.**  *Appendix A* provides an example of a Common Intake Form, and *Appendix B* provides an example of a Referral Form that could be used between co-enrollment partners. Both template forms can be customized to align with specific partners and services.

## III.c    Coordinate Service Delivery: Training and Case Management

In a co-enrollment model, participants are likely accessing services from multiple partners at once.  For this reason, programs and services must be well-coordinated at the organizational level. California's investment in ELL Navigator and co-enrollment programming for ELLs has helped identify the following best practices to support synergistic training and case management activities.

**Use effective co-case management.**  Co-case management refers to staff from two or more partners coordinating their support of a participant.  There are several ways in which this can be done.  One option is to host regular case management meetings among partners.  At these meetings, staff from across partner organizations can review the caseload of co-enrolled participants and discuss any emerging needs, challenges, or opportunities for each participant. Another option is a triage approach wherein focused conversations happen when a participant faces a significant barrier.  For this method to work, staff at partner organizations must be committed to regularly attending these meetings and coming prepared to discuss their caseloads.  This might include when a participant stops attending a training program, reports to a case manager that he/she is facing eviction, or has a health issue arise within the family that is impacting their participation in services or short-term education and career goals.  While this method is less effective at proactively supporting a participant, it can effectively ensure that the response to a crisis is coordinated and bringing all possible resources to bear in the participant's situation.  In both strategies, it helps identify a case management point of contact for all organizations providing this type of individualized support to participants.

**Data sharing.**  As noted in *Section II*, data sharing is essential for the success of strategic co-enrollment.  In the context of coordinating services such as training and case management, timely sharing of assessment information, education and career goals, and services provided is especially important.  Data sharing ensures that the right people have the right information when they need it.  For example, suppose a community-based case manager creates a personal and family plan with a participant and refers them to a local adult school to explore vocational ESL options. In that case, it is helpful for the adult school to have already been given access to information about the participant's career goals. This will make for a timelier, streamlined process.  Similarly, if an adult school has a vocational ESL and Certified Nursing Assistant (CNA) class about to graduate, ensuring that this information reaches the AJC business services team in advance can shorten the time to job placement for participants.

**Pacing enrollment in programs and services.**  Each co-enrollment partner will have varying capacities to serve participants.  The co-enrollment partners must stay aware of capacity limits and, whenever possible, pace activities accordingly.  In some cases, dialogue about anticipated spikes in demand for services and programming might enable

the partner to expand capacity. If not, it at least allows for intentional pacing and an opportunity to manage the expectations of participants interested in specific programs and services.  Paying attention to the pacing of enrollments can also ensure that critical supports - community-based childcare services, access to donated digital devices, and other items – are available when needed. These supports make sure participants are not faced with a frustrating experience where they feel ill-equipped to succeed.  Finally, through regular communication, co-enrollment partners can stay abreast of one-off events or circumstances that might impact programs and services – this could include anything from a short-term leave of a key staff who brings critical language skills to building renovations that will mean a temporary pause in specific classes or services – and coordinate on planned enrollment in programming and services accordingly.

## COORDINATING SERVICES THROUGH DATA SHARING – SANDRA'S STORY

Sandra, a Los Angeles Pomona Puente Collaborative client, had been unsuccessfully job searching for over two years. She visited Pomona Valley AJCC for the first time, hoping to find support in both securing a job and working towards her longer-term career goals. At the time of her visit, she was identified as an ELL and shared with her case manager that she felt that the central point of her unemployment challenge had been her education and language barriers. She also shared that she had been struggling with maintaining secure housing and domestic violence.

Based on a timely sharing of Sandra's intake and assessment data, she was referred to several different partners within the Pomona Puente Collaborative. Today Sandra has a secure roof over her head and receives counseling services through Volunteers of America. She started training to become a Certified Nursing Assistant, an in-demand job that also provides a career pathway to achieve her longer-term aspirations. Sandra also enrolled in English as a Second Language classes. She was given the option of attending classes at either Monrovia Adult School or Mt. San Antonia College, depending on what worked best for her.

Sandra's case manager from the Los Angeles team continues to work closely with her and looks forward to supporting her on her journey of completing her training and securing a full-time job.

## III.d    Employment Services

Strategic co-enrollment has an end goal of improved economic opportunity and security for all Californians. Employment services are critical to realizing this goal.  The sections below detail how partners should approach maximizing employer engagement, investing in employer relationships with ELL-friendly employers, and collaboration in providing individual job placement assistance to all participants.

**Maximizing employer engagement.**  Workforce development programs often focus on employer engagement primarily in the context of direct job placement assistance (i.e., engaging employers when trying to identify good, open job leads). This is, of course, an important tactic, but strategic co-enrollment partners should consider engaging employer partners in other ways as well.  See *Table 3* below for suggested ways to maximize employer engagement.

*Table 3 – Employer Engagement Strategies*

| Employer Engagement Strategy | Partner(s) Involved | When |
| --- | --- | --- |
| Training Program Advisory Council | Adult education providers Vocational/occupational training providers | Pre-planning stages of education and training class development |
| Directly investing in programming | All partners | Seed funding for a pilot Replication/scaling after a successful pilot |
| Preparing participants for success on the job market (e.g., mock interview event) | All partners | During program and service delivery |
| Labor market analysis | WDB | Ongoing, but especially as strategic co-enrollment partners are in the planning stage |

**Investing in relationships with ELL-friendly employers.** Co-enrollment partners – especially business services teams at AJCs – should be intentional in identifying ELL-friendly employers and building relationships with them. While it is true that participants in co-enrollment programming are strengthening their English skills, there will always be a broad continuum of English language skills among participants who are eager for work. As such, a well-positioned group of co-enrollment partners will have good relationships with employers with positions accessible to English language learners and, potentially, the infrastructure to support these workers with bilingual HR and supervisory staff.



*All co-enrollment participants should receive personalized assistance finding a job*

This might require engaging with new industries and/or industries that do not fall within the local WIOA plan priority sector(s). These employers may not be familiar with the business resources available in the community, including through AJCs and other partners. Like most industry relationships, these efforts may take time to reach fruition but being intentional in genuinely engaging these employers (e.g., showing responsiveness to their needs) can serve as a significant asset in a region's co-enrollment strategy.

**Collaborating on job placement assistance.** Co-enrollment partners should recognize that participants can and will find employment in many different ways. Some will participate in training programs that provide a direct pipeline to employment. Others will be placed directly in a job by a CBO that has a track record of hiring directly from a specific immigrant community. Still, others will receive support from an AJC staff member to find work. Co-enrollment partners should develop a strategy to ensure that all participants have the option of getting direct job placement assistance support. One strategy to do this is to develop a matrix identifying different participant type(s) and the specific way in which they will get this individualized support. See *Figure 1* below for an example.

*Figure 1 – Example of Co-Enrollment Partner Job Placement Assistance Plan*
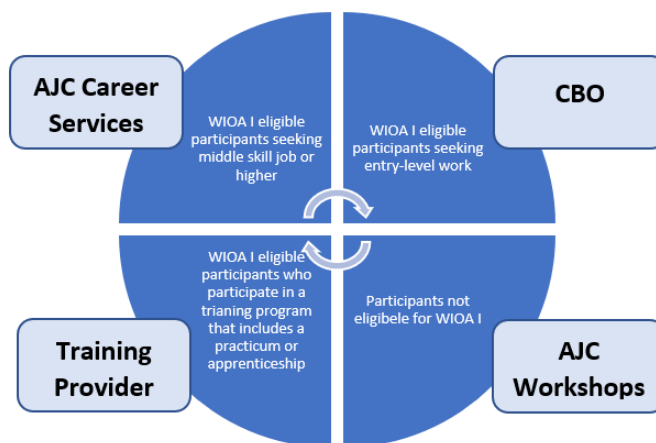


Whatever the specific arrangement is that co-enrollment partners identify, it is vital to make sure that safeguards are in place to ensure that participants do not "fall through the cracks" in being connected to individual job placement services and further, that all partner(s) that are performing this work are resourced to do so.

# IV.   Conclusion

California has been a pioneer in changing the paradigm for how ELLs are served. Co-enrollment strategies represent a commitment to creative, innovative, and intentional efforts to bring together the diverse systems, programs, services, and expertise that exist throughout a community to help people achieve economic opportunity and security more effectively. California is home to more ELLs than any other state, and key industries from agriculture to healthcare, technology to green manufacturing depend upon this population of workers. It is incumbent upon all practitioners to build their capacity to serve this community in an effective, equitable manner for the benefit of diverse people and a vibrant economy.

While this toolkit has focused on planning for and delivering services to ELLs in a co-enrollment model, it is essential to recognize that in addition to the change delivered for participants through this work, also important is the change to systems.  Through conversation and practice, partners and systems can shape the very way in which they do work – how people and communities experience them – and the impact they have in their region.  Strategic co-enrollment partners should celebrate both the individual lives that are changed when strategic co-enrollment works well along with the systems that become more responsive and nimble in California's increasingly dynamic and diverse economy.



*California's ELL are critical to the state's vibrant, growing economy*

# V.    Appendix A

**Common Intake Form Template for Co-Enrollment Projects Serving ELLs**

| | |
|---|---|
| **Today's date** | |
| **Client First & Last Name** | |
| **Family size** | |
| **Other Family Members** | |
| **Date of Arrival in the US** | |
| **Alien Number** | |
| **SSN** | |
| **Current Address (Street, City, State, Zip)** | |
| **Phone Number** | |
| **Email** | |
| **What is the best way to reach you?** | |
| **Country of Birth** | |
| **Preferred Language** | |

**Employment Status**: ☐ Employed    ☐ Unemployed    Name & Address of Employer: ▭

**Shift:**    ☐ Morning    ☐ Afternoon    ☐ Evening    ☐ Variable

**Receiving Cash Assistance:**    ☐ TANF    ☐ SSI    ☐ OTHER▭

**Education Enrollment Status:** ☐ Currently Enrolled Full-Time  ☐ Currently Enrolled Part –time ☐ Not enrolled

**Highest Education Level Attained:** ▭

**English Ability:**

| | | | | |
|---|---|---|---|---|
| Understand: | ☐ None | ☐ Basic conversation | ☐ Medium conversation | ☐ Advance conversation |
| Speak: | ☐ None | ☐ Basic conversation | ☐ Medium conversation | ☐ Advance conversation |
| Read/ Write: | ☐ None | ☐ Beginner | ☐ Intermediate | ☐ Advanced |

**Services Requested:**

| | | | | | |
|---|---|---|---|---|---|
| | Case Management | | Employment Services | | Financial Coaching |
| | English Language Instruction | | Public Benefit Enrollment | | Digital Literacy |
| | EAD or SSN | | Credential Attainment | | Housing |
| | Immigration Services | | Medical Needs | | Youth program |

**Please explain any other services you are looking for or needs you may have:**

_____
_____
_____
_____

# VI.    Appendix B

**Referral Form Template for Co-Enrollment Projects Serving ELLs**

## Referral Guidelines

1. Eligible Participants: Individuals who are English Language Learners, defined as a person who has limited ability in speaking, reading, writing, or understanding the English language and also meets at least one of the following two conditions:
   a. The individuals native language is a language other than English, or
   b. The individual lives in a family or community environment where a language other than English is the dominant language.
2. Interested in program services (adult education and employment services).
3. Individuals will be pre-screened to determine program enrollment criteria.

## Referral Information

Client Name:

Phone #:

Last 4 SSN #:

Referring Agency:

Referring Individual:

Referring Individual Phone #:

Referring Individual Email:

Referral Date:

Work Authorization Status:

List services the client is currently receiving from your agency:

## Referral Process

To refer a participant, please complete the referral information selection and submit form via email to [*ELL Navigator Email*] .If you have any questions regarding referred individuals or program enrollment criteria you can contact [*ELL Navigator Phone Number*].

# VII.   Appendix C

**ELL Co-Enrollment Resource Library**

*The **Pathways to Services, Referral, and Enrollment*** policy document provides guidance to service providers by establishing the procedures regarding verifying work authorization and making services accessible to all populations in California.

**Opening Doors of Opportunity** is the full evaluation of the ELL Co-Enrollment Navigator Pilot of 2017-2018. This report details the site teams and their programs while highlighting best practices from the implementation teams and suggestions for the future.

A draft of a **Strategic Co-Enrollment Directive issued by the California Workforce Development Board** can be found here.

**Pathway to Recovery Resources** **by Workforce GPS** is a resource library that includes a variety of tools for workforce development professionals on remote service delivery, supporting front-line workers, online learning resources and more.

**The National Skills Coalition brief "Amplifying Impact: How policies that combine investment in English language skills with digital learning pay off for workers and businesses**" explores several innovative approaches to English language learning.

**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.

The **CWA ELL Portal** contains information about California's Immigrant and English Language Learner Piot Programs, effective practices and policies, and tools and resources for practitioners.

# VIII.  Appendix D

**Developing Partners Resource List**

Appendix D lists WIOA Unified Plan Partners, Public Assistance Programs, Refugee Resettlement Agencies, and others actively working with ELLs in California that can be considered for partnership opportunities.

- California Workforce Development Board
- Local Workforce Development Boards
- California Employment Development Department
- California Community Colleges
- California Department of Corrections and Rehabilitation
- California Prison Industry Authority
- California Department of Education
- Department of Social Services
- CalWORKs
- CalFRESH Employment & Training
- Department of Industrial Relations Division of Apprenticeship Standards
- Department of Child Support Services
- Senior Community Service Employment Program
- Job Corps
- Refugee Resettlement Organizations
- Immigration Service Providers