# Thank you for participating in our virtual site visits and providing us with the information we needed. This handout accompanies the Capstone presentation and covers three areas: Enrollment and co-enrollment data from both CalJOBS and TOPSpro, a summary of key findings, and emerging promising strategies. We hope these are useful for you and your teams.

# DATA: AT-A-GLANCE

#  ***Source****: CalJOBS report TOPSpro Enterprise Data (July 2019- January 2021).*

# KEY TAKEAWAYS

1. Navigators played a key role in providing increased access for ELLs. They do so by:
	1. Overcoming issues of trust during outreach.
	2. Their ability to engage directly with participants at crucial connection points (education/employment).
	3. Their knowledge of resources and opportunities and their lived experiences as ELLs and immigrants themselves.
2. ELLs preferred to meet in-person; to use online services and activities, they required targeted support.
	1. Additional hands-on support in using technology.
	2. Supporting materials, such as computers and WiFi hotspots.
3. Employment-related services and ESL classes were the most common services.
	1. Employment services included job search assistance; help with resume preparation, and supportive services.
	2. ESL classes were viewed by many participants as critical for overcoming their key barrier of limited English proficiency.
	3. Training was uncommon among participants for several reasons:
		1. A lack of training available in languages other than English, so participants needed to increase their English proficiency via ESL before moving on to other learning/training (e.g., in only a few cases could participants study for their GED in Spanish while also working on their English in ESL classes).
		2. Participants could not participate in training because they needed to get back into the labor market as soon as possible to have income to meet basic needs (housing, food) or they needed to stay home to care for children at home.
		3. Pilot staff needed to meet participants where they were, literally and figuratively, and most participants were not ready for--or were unable to participate in--training.
4. Supportive services were critical for successfully engaging with—and assisting—ELLs.
	1. Supportive services such as rental assistance and grocery gift cards were critical tools for engaging with participants.
	2. The availability of such supportive services provided key opportunities to initiate word-of-mouth referrals (and possible new enrollments).
5. Pilots faced many challenges in co-enrolling participants in WIOA Title II/CAEP.
	1. Needing to reach out to multiple adult education providers and identify key staff at those organizations, including those who can access systems of record to enter data on co-enrollment.
	2. Needing to know how to disaggregate data to detect issues.
	3. Different systems of record that do not communicate.

# PROMISING STRATEGIES

1. Pursuing new venues for outreach and recruitment
* Strengthening social media presence (and other means of communication, such as radio).
* Looking for opportunities to leverage word-of-mouth.
* Overcoming issues of trust; continuing in-person meetings when possible.
1. Leveraging pilot partnerships to increase referrals and enrollments
* Re-engaging partners: Facilitating meetings involving all partners to discuss how to increase referrals and enrollment.
* Engaging new partners to generate additional referrals: Leveraging personal connections.
* Using English classes/teachers to make recruitment announcements about the ELL grant.
1. Using various strategies to re-engage participants.
* Engaging participants in a variety of ways (phone, text, in-person, and virtual meetings, social media.)
* Offering key supportive services, including those that many workforce development programs don't typically offer (e.g., rent and energy assistance, food assistance)
* Providing support to participants in dealing with job loss.
1. Ensuring staff are knowledgeable about resources and opportunities appropriate for ELLs at every level of English proficiency.
* Hiring Navigators whose backgrounds and lived experiences that can help them to know how to advise participants.
* Ensuring that Navigators were knowledgeable about resources and opportunities that were appropriate for ELL participants with various levels of English proficiency, skills, goals.
* Anticipating and mitigating barriers participants experienced in progressing towards their goals.
1. Facilitating organizational structures and processes that enhance service delivery.
* Provide opportunities for staff to debrief about processes for serving ELLs w/ grant coordinators and other grantee staff on a regular basis.
* Collaborate with other grantee staff about how to correctly use data systems, such as CalJOBS.
* Take advantage of opportunities for co-location.
1. Enhancing aspects of the pilot programs that participants value
* Learning about opportunities participants did not know exist.
* Expanding choices participant can access.
* Offering supportive services when they are most needed.
* Connecting adults to peer supports via participation in adult education classes.