



# **English Learner Navigation and Co- Enrollment Pilots: Building Blocks for IET**

**CAEP Summit**

**October 29, 2020**

# PANEL

- Ursula Bischoff, for CA Workforce Association
- Renatta DeFever, Senior Research Associate, Social Policy Research Associates
- John Werner, Executive Director, Sequoias Adult Education Consortium
- MaryAnn Pranke, GlendaleLEARNS Coordinator



# AGENDA

## ELL Navigator and Co-Enrollment Pilot Programs

- Goals
- Intersections with IET
- Successful Practices
- Challenges

## Tulare and Verdugo Co-Enrollment Pilots

- Key features of pilot program design
- Current challenges in the context of COVID; "work in progress" program adaptations
- Sustainability plans and possible intersections with IET

# Pilot Goals: Increase Collaboration among WIOA Core Programs

- **WIOA Title I:** Adult, Dislocated Worker, and Youth
- **WIOA Title II:** Adult Education and Literacy (AEFLA)
- **WIOA Title III:** Wagner-Peyser/One-Stops
- **WIOA Title IV:** Vocational Rehabilitation

## The Four Titles of WIOA Each Authorize Different Programs:

### TITLE I

Helps jobseekers with career counseling, job search assistance, and job training.



### TITLE II

Helps adults who lack basic skills. Services assist with improving reading, writing, math, and English proficiency; attaining a high school diploma or equivalent; and transition to employment or postsecondary education/training.



### TITLE III

Helps jobseekers, including those getting unemployment benefits. Services assist jobseekers in finding work and help employers with recruiting.



### TITLE IV

Helps individuals with disabilities maximize their employability, independence, and integration into the workplace and society. Programs offer comprehensive and individualized services including vocational rehabilitation, occupational training, and assistive technologies.



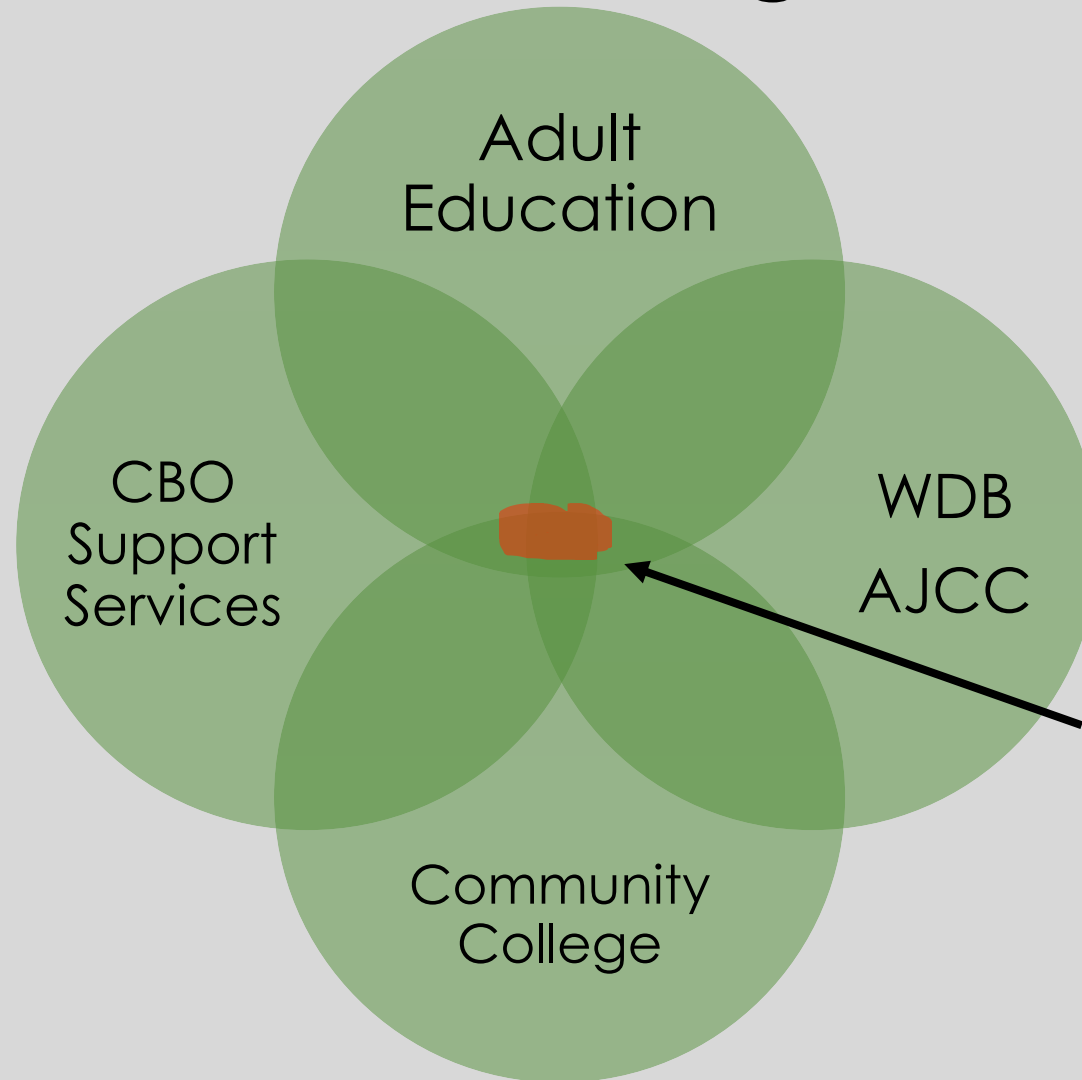
# Pilot Goals: Implement Navigation and Co-enrollment Strategies

- **Increase Access** – ensure individuals with barriers to employment can access partner programs, services, and activities where they're eligible, including physical and programmatic access
- **Continuous Improvement** – create a delivery system that is focused on process improvement and challenges the status quo.
- **Partnership** – align goals, outcomes, and resources with all local partners in the AJCC system to leverage resources to provide a higher quality and level of services.

# Pilot Goal: Increasing Collaboration Between Titles I and II

- WIOA removes barriers to collaboration across Titles by creating common definitions
- Most definitions are the same in Title I and II – laying the foundation for a common intake procedure and shared learning objectives
- Barriers to employment may be new to Title II, but are key to Title I
- Title I and Title II programs now support participants **concurrently**
  - Access to career and support services is more integral to Title II
  - Attendance, retention and educational gains in Title II are critical to success in Title I

# Key Features of Navigator Models



**Navigators work in this space to:**

- **Conduct Outreach**
- **Identify and Cultivate Partnerships**
- **Facilitate Referrals/Transitions**
- **Mentor/Support Customers**

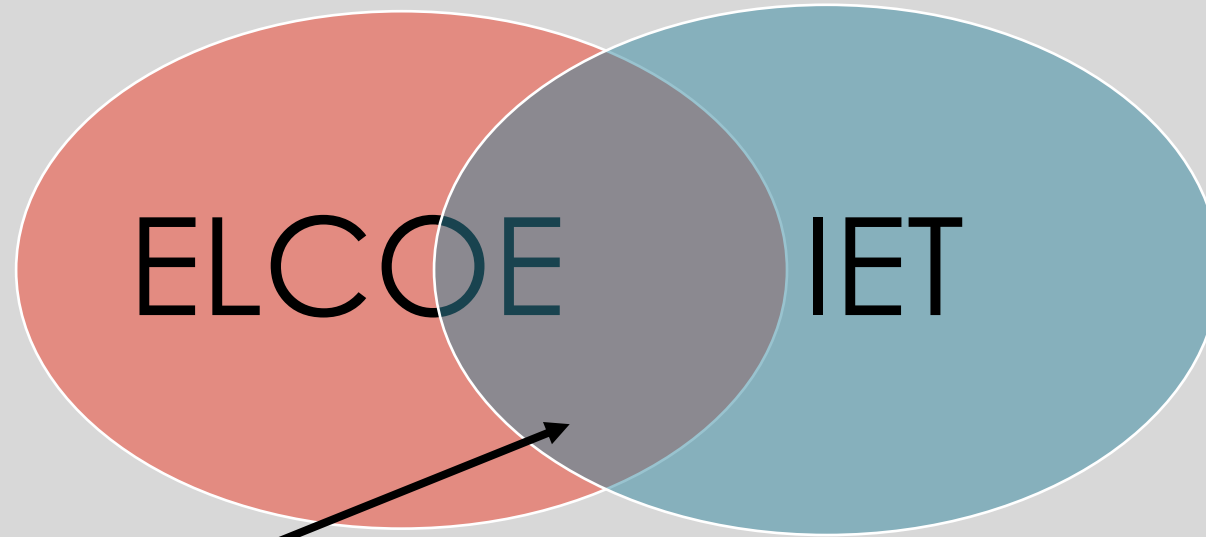
# Key Features of Co-Enrollment Models

- ✓ AJCC as all-inclusive point of access to education, training and support services
- ✓ Outreach tailored to customers with complex needs
- ✓ Partnerships that align goals, outcomes and resources to leverage resources, provide higher quality and levels of service, and share data
- ✓ Common intake process
- ✓ Shared case management
- ✓ Cross-trained staff





# Intersections: EL Co-Enrollment and IET

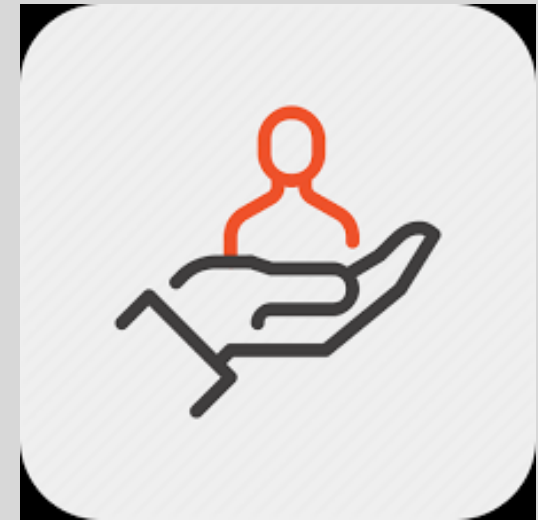


## **EL Co Enrollment AND IET:**

- Students in both ELCOE and IET are at least in some way simultaneously involved with both English literacy, workforce preparation, and workforce training.
- Enrolled in WIOA II programs
- Enrolled in ESL specifically

# Promising Practices: Navigation

- Navigation support for participants at key points of transition, warm hand-offs, opportunities for shared case management to enhance services.
- No-wrong-door to access services, co-located staff to facilitate co-enrollment in WIOA Title I and II programs.
- Strengthened coordination among partners to generate customized education and employment opportunities for participants.



# Challenges: Navigation

- Staff training for all partners to better understand program eligibility, service and outcome requirements from different systems.
- Professional development for navigators on WIOA to support stronger partnerships that can potentially enhance participant outcomes.
- Additional information about administrative funding sources that can be tapped to support navigation staff at the local level.



# Promising Practices: Co-Enrollment

- Support participants **concurrently**, with access to career and support services more integral to Title II, and assessment and educational gains to Title I
- Increased agency coordination and capacity to provide enhanced service delivery.
- Strengthened coordination among partners to create customized education and employment opportunities for participants.



# Challenges: Co-Enrollment

- Requires knowledge of differing eligibility and regulatory requirements. Requires multiple eligibility documents and paperwork.
- Hinges on functional partnerships with mechanisms to share timely participant information.
- Overcoming challenges posed by different case management systems of record (CalJOBS; TE).
- Requires understanding of different assessment systems.





# TULARE/SEQUOIAS ELL CO-ENROLLMENT PILOT PROJECT





# ELL Co-Enrollment Pilot Program Design



## Co-Enrollment

WIOA Title I/Title II  
Special Grants  
Partner Programs



## Pathways

Job Readiness  
Transitional Jobs/On-  
the-Job Training  
Direct Placement



## ELL Coordinator

Case Manager  
Develop a plan  
and Address their  
needs  
Foster  
Partnerships

**Continuous support and wrap around services for ELLS**





# ELL CO-ENROLLMENT PILOT PROGRAM

## CHALLENGES WITH COVID-19

### Program Enrollments

School closures  
Cancelled community events  
Technology

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### Partnerships

Partners priorities changed  
Site Closures / limited access to services  
Cancelled networking meetings

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### Adaptations

Virtual Services  
Technology  
Case Management (PPE /Social Distancing)

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# ELL CO-ENROLLMENT PILOT PROGRAM SUSTAINABILITY

## Program Education Partners

- Tulare Adult School, Cutler-Orosi Joint Unified School District, Sequoias Adult Education Consortium
- Co-located Staff
- Direct Referrals

## Employment Connection System Partners

- Partner Referral Guide
- Common referral form
- Designated contact person
- Leverage resources

## Integrated Education and Training

- Collaboration with Sequoias Adult Education Consortium
- Engage Education and Industry Partners
- WIOA ETPL
- Assist with marketing & recruitment





## WORKFORCE INVESTMENT BOARD OF TULARE COUNTY

**Blanca Bonilla**, Workforce Analyst

[bebonilla@tularewib.org](mailto:bebonilla@tularewib.org)

(559) 713-5230



## SEQUOIAS ADULT EDUCATION CONSORTIUM

**John Werner**, Executive Director

[sequoiasadulreddirector@gmail.com](mailto:sequoiasadulreddirector@gmail.com)

(559) 730-7347





# **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**

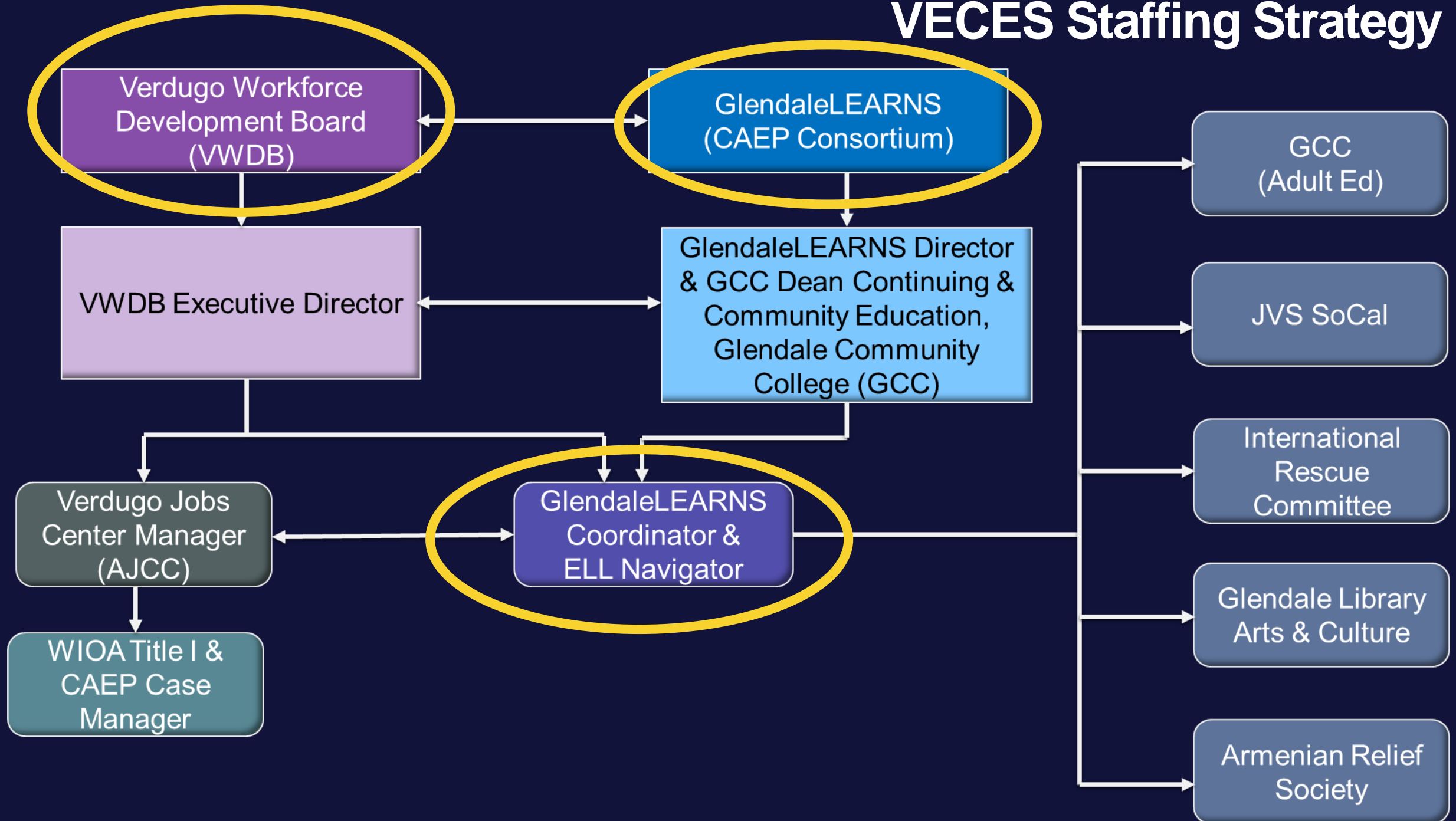


**La Cañada Flintridge**






# VECES Staffing Strategy



# Experience




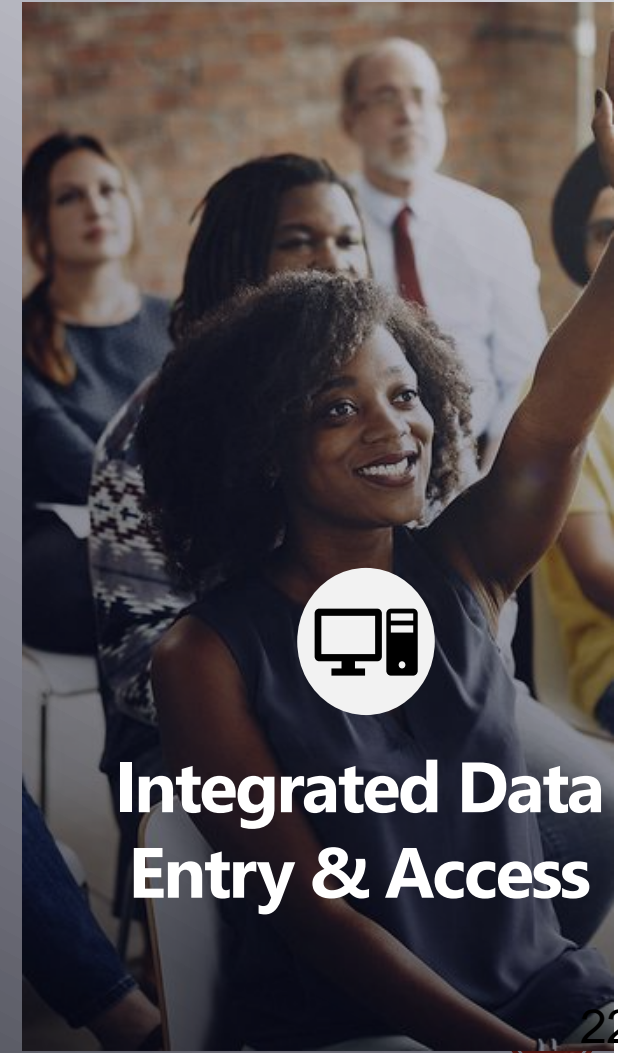
**Strategic Co-Enrolling for 5+ Years**



**Integrated Workforce & Education**

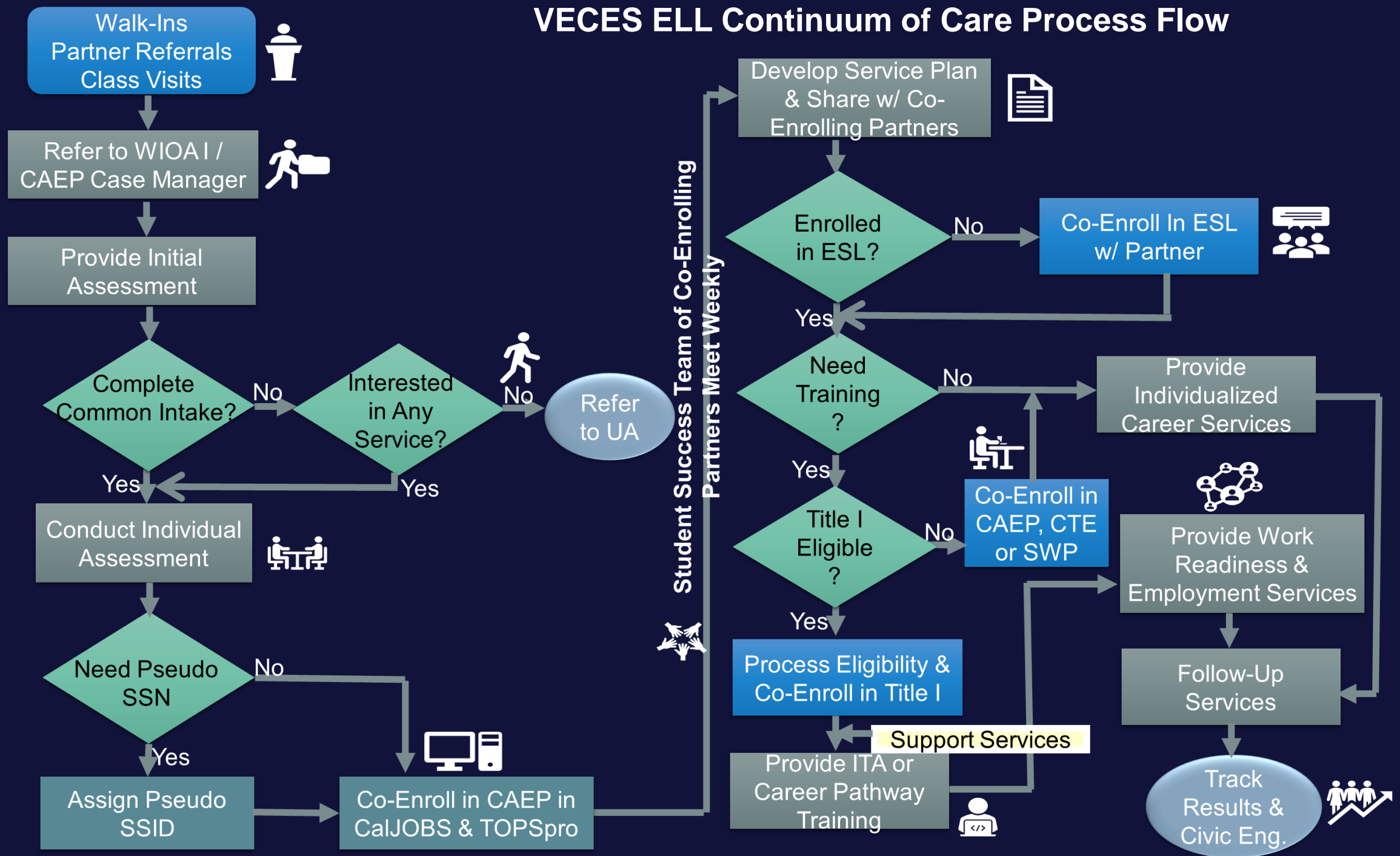


**Co-Located Partners**



**Integrated Data Entry & Access**

# VECES ELL Continuum of Care Process Flow





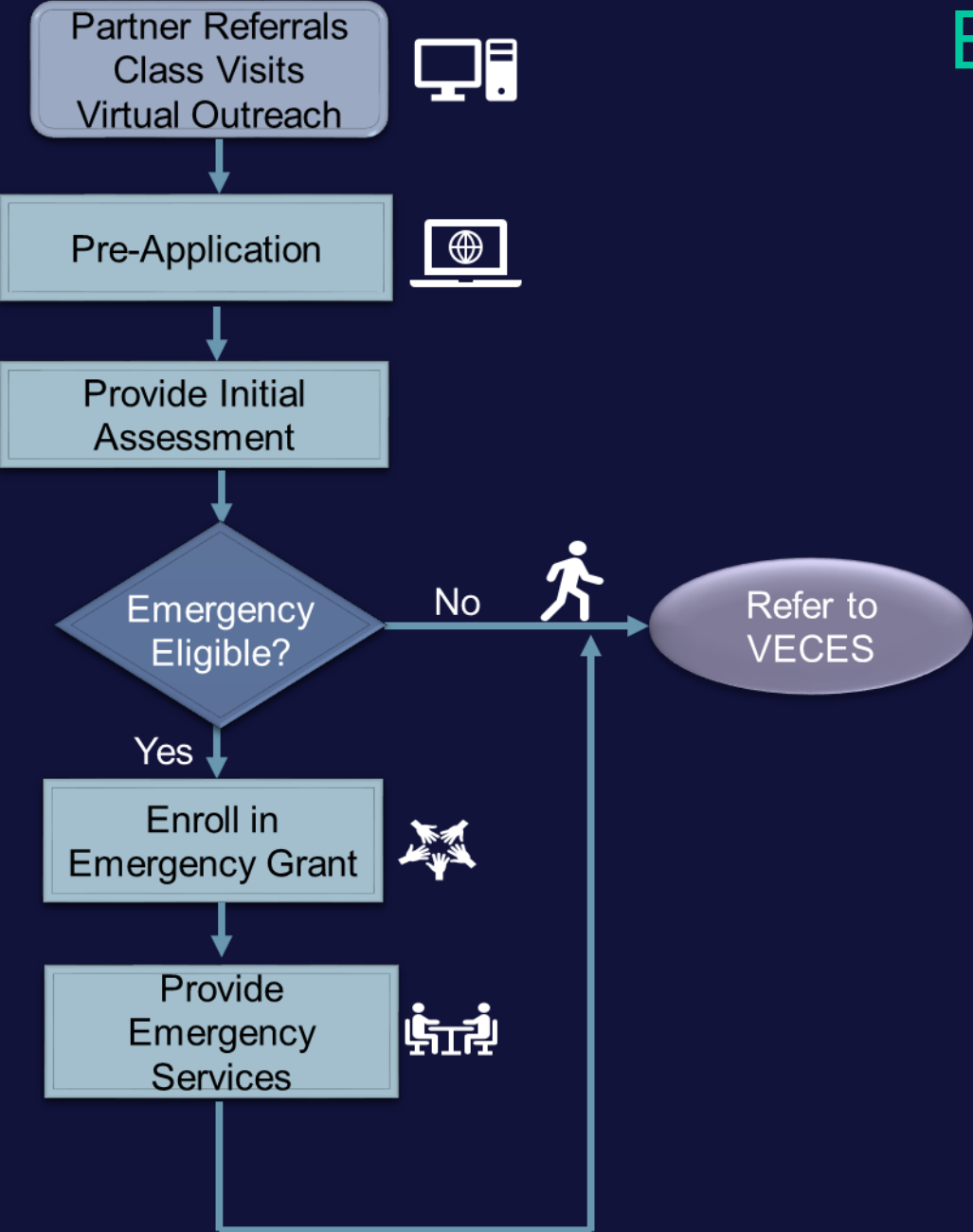


## Impact of a Pandemic

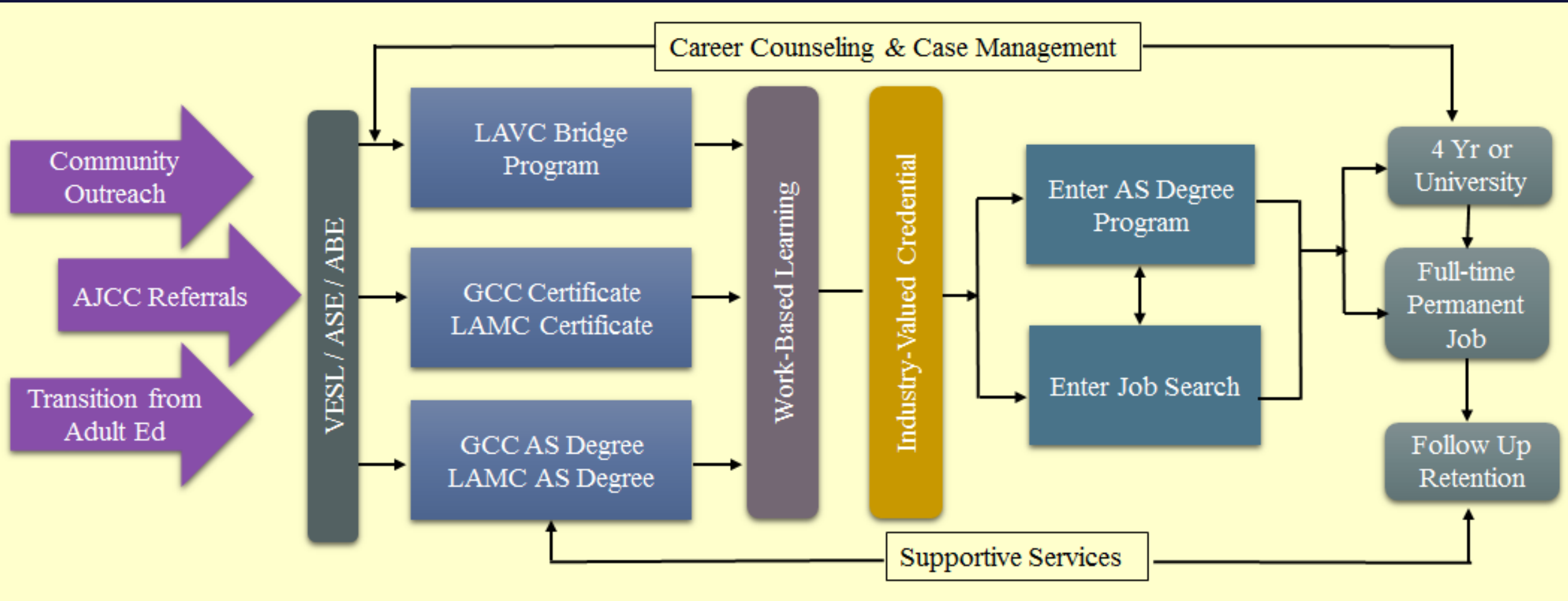
- VJC closed to the public
- Services converted to virtual
- Partners closed
- Some partners resumed virtually
- ESL converted to distance learning
- Re-engineered intake, eligibility, enrollment process
- Accessed emergency funds for career and supportive services
- Access point for technology
- Case Managers became digital literacy instructors and IT support
- VJC became UI call center
- Became intervention counselors



# Emergency Detour Before VECES



# “Complete” Career Pathway: BioScience Academy





**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.

## Customized Career Pathway

- Administrative Medical Assistant
- Clinical Medical Assistant
- Incorporates VESL
- Adds Work Based Learning Earn/Learn
- Adds Case Management & Job Development
- Provides supportive services

**For more info on VECES:**

**MaryAnn Pranke**

**[mpranke@glendaleca.gov](mailto:mpranke@glendaleca.gov)**

**Phone: (310) 714-7872**

