Student support coordinators can review this list to determine which strategies they are currently using and develop a plan for incorporating new strategies that support English language learner retention in adult education programming. Add your personal notes in the appropriate column. You will find blank spaces in the bottom rows where you can add your own strategies.

| **Strategy** | **Questions to Consider** | **Resources** | **Personal Notes** |
| --- | --- | --- | --- |
| 1. Provide access to translation services. | What translation services (language line, texting, apps) are provided by your agency or local partners? | Customized technical assistance with Alexis  [Amv6178@psu.edu](mailto:Amv6178@psu.edu) |  |
| 2. Meet with learners to develop an initial plan for the future. | * What is the learner’s six-month goal? * What is the learner’s one-year goal? * What action steps can the learner take in the next month? | [Materials to support SMART goal setting](https://wakelet.com/wake/rM3ShWd4G08CWlIYTpXdH) |  |
| 3. Guide the learner in exploring career pathways and choosing one that aligns to their skills, interests, and values. | * What are the economic, geographic, and demographics of your area? * What are the high priority occupations in your local workforce development area? * What licensure is required in PA for certain occupations? * What are the health and background requirements for the occupation? * What cultural views and work values does the learner have? * What non-degree credentials (certificates, apprenticeship, industry certification, licenses) does the learner currently have or can obtain? | Customized technical assistance with Alexis - [Amv6178@psu.edu](mailto:Amv6178@psu.edu)  [County Profiles](https://www.workstats.dli.pa.gov/Products/CountyProfiles/Pages/default.aspx)  [Living wage calculator](https://livingwage.mit.edu/states/42/locations)  [High Priority occupations](https://www.workstats.dli.pa.gov/Products/HPOs/Pages/default.aspx)  N[on-degree credentials](https://strategies.workforcegps.org/announcements/2024/02/28/20/00/Announcement)  [O\*net Interest Profiler](https://www.onetonline.org/) |  |
| 4. Reduce duplication of services and use partner resources to assist the learner in overcoming barriers. | * What formal or informal assessments can I use to identify barriers to participation in adult education programming? * What is the referral process for the local county assistance office? * Who can provide support with college planning and financial aid? * What support is available to learners that may be waiting to start adult education classes? | [Contact county assistance office](https://www.dhs.pa.gov/Services/Assistance/Pages/CAO-Contact.aspx) (CAO)  [PHEAA representatives](https://www.pheaa.org/about/contact-us/pa-school-services.shtml) |  |
| 5. Identify foreign degrees and credentials the learner has and how they can or can't be used in the United States. | * What foreign degrees and credentials has the learner obtained? * What credential translation or verification requirements do local employers or postsecondary institutions require? * What resources are available for translation of degrees and credentials? * What licensing requirements are required for their target occupation? | [“Advising Students with Foreign Degrees and Credentials”](https://www.collegetransition.org/career-pathways/publications/advising-students-with-foreign-degrees-and-credentials/)  [“Toolkit for ESOL Practitioners”](https://knowledge.wes.org/GlobalTalentBridge-Toolkit-Supporting-Skilled-Immigrants-A-Toolkit-for-ESL-Practitioners.html) and collaborate with instructors to identify how to support learners inside and outside the classroom |  |
| 6. Inform ELLs about different systems in the United States. | * What social services (general assistance programs, health and nutrition programs, employment benefits, education, housing, driver’s licenses) may the learner need? * What barriers and federal restrictions on immigrants may impact a learner’s access to benefits? * Does the learner know what resources are available in their area based on zip code? | Customized technical assistance with Alexis - [Amv6178@psu.edu](mailto:Amv6178@psu.edu) |  |
| 7. Explain which local services might provide support for the whole family. | * Does the family understand the U.S. school system? * Does the family have access to health and human services? | [Understanding the U.S. School system](https://ncela.ed.gov/educator-support/toolkits/family-toolkit)  [Pennie](https://pennie.com/) for uninsured learners  [COMPASS](https://www.dhs.pa.gov/Services/Assistance/Pages/Medical-Assistance.aspx) (Medicaid/ Medical Assistance) |  |
| 8. Encourage co-enrollment with WIOA core partners (Title I, Title III, and Title IV). | * Which WIOA core partners might be able to co-enroll the learner? * Are you aware of all the PA CareerLink® locations in the local area and who can be a reliable point of contact at each location? * Is there an established referral process with your WIOA core partners? * What barrier support can each partner provide? * How can a multigenerational or a whole-family approach be used by all WIOA core partners? | [Understanding WIOA Partners](https://www.workforcestafftraining.com/)  [Understanding the poverty line for some program eligibility](https://aspe.hhs.gov/topics/poverty-economic-mobility/poverty-guidelines) |  |
| 9. Connect the learner with resources that can reduce or eliminate technology barriers. | * How does the learner’s location affect their access to technology? * Does the learner have access to a computer, laptop, or tablet? If so, how many people share the device? * Does the learner have access to a reliable source of internet? * What resources are available to provide learners with free devices, internet service, or hot spots? | [Find internet providers in the area](https://broadbandmap.fcc.gov/home) |  |
| 10. Revisit the learner’s goal plan and determine additional supports the learner will need to be successful with transition to employment or postsecondary education and training. | * Does the learner need to apply for a social security number? * Does the learner need to apply for or renew a driver’s license? * What new barriers may arise when the learner transitions out of the adult education program? | [Popular topics for new immigrants](https://www.uscis.gov/citizenship/civic-integration/settling-in-the-us/popular-topics-for-new-immigrants) |  |
| Other Strategy: |  |  |  |
| Other Strategy: |  |  |  |