



English Language Learner Workforce Navigator Community of Practice

SUSTAINABILITY AND KNOWLEDGE TRANSFER

AUGUST 17, 2018 10:30 AM – 12:00 PM

AGENDA

Meeting Hosts:

Crystal Gunter, Hisham Saleh, SDWP, Mitch Johnson, Shukran Shamkhi, IRC

- | | | |
|----|-------------------------------------------------------------|------------|
| 1. | Welcome | 5 minutes |
| 2. | Grantee Presentations: Continuing Services/Applying Lessons | 45 minutes |
| 3. | Grantee Discussion, Q&A | 15 minutes |
| 4. | Upcoming TA Activities: Data TA, Evaluation, Convening | 15 minutes |
| 5. | Future Focus | 10 minutes |

Meeting Themes:

Strategies to continuing serving English Learners after the grant and apply lessons from the navigator model:

- How did the design of your model work? Did it change over time?
- What lessons are the most important to share (i.e., get to the heart of working your model successfully) on these navigation practices:
- How might you replicate/scale?
- How might you apply navigation practices to inform co-enrollment across other programs/populations?

Grantee Presentations

- San Diego
- Orange County
- Madera/Fresno
- Sacramento



ELL – What's Next?

**STRATEGIES TO CONTINUE SERVING
ENGLISH LANGUAGE LEARNERS AFTER
GRANT END & APPLYING LESSONS
LEARNED FROM THE NAVIGATOR MODEL**

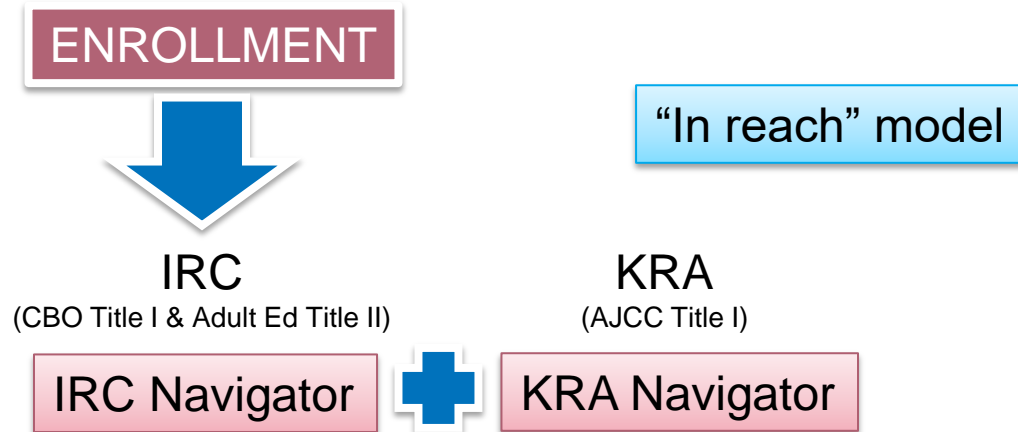
SAN DIEGO
WORKFORCE

PARTNERSHIP®

PHOTOGRAPHY BY MICHAEL SCHUERMAN

www.workforce.org

DIEGO ELL NAVIGATOR PROGRAM



Both navigators attend participant orientation and use a multi-agency approach to addressing barriers. They provide full access and knowledge of all program components and requirements from the beginning.

Lessons learned:

- Understanding roles
- Maintaining communication
- Weekly check-ins





QUARTERLY REPORT

Metric	Total This Reporting Period	Cumulative Total to Date
Total Planned Participants	--	100
Enrollments	45	109
Total Actual to Planned Participants (Percent)	--	109.0%
Co-enrollment	13	88
Co-enrollment (Percent)	--	88%
Program Completion Rate	--	*19%
Exits	6	19
Entered Employment Rate	--	31.6%
Collaboration and Partnerships	6	21
New Partnerships	2	17

REFERRALS

- Reverse referrals from AJCC to IRC
- Word-of-mouth / customer satisfaction
- 27 co-enrolled in Title I & Title II
- 88 dual-enrolled in Title I CBO & Title I AJCC

Lessons learned:

- Work with ethnic serving CBO's
- Not knowledgeable about what a "career center" is
- Create signage in Arabic
- Hire staff who speak the language / use technology as resource



PROGRAM DESIGN

WIOA II English
Learner Civics
Program

Adult
Education

Occupational
Skills Training

vESL

Supportive
Services

Financial
Coaching

Mental/
Behavioral
Health

Immigration
Services

Job Training

Credential
Attainment

Job
Placement



REPLICATION / SCALE

- Promote dual enrollments between youth and adult programs
 - ELL is also a youth barrier
 - Other barriers: justice involved, homeless
- Replicate in other regions for Spanish speakers



ELL Workforce Navigator Community of Practice Meeting: Strategies for Continuing Services

Orange County

Implementation of Navigator Model

Centralized Service Delivery

Colocation of service delivery providers in AJCC/Adult School



Individualized Case Management

Focus on specialized skills and unique barriers

Tailoring services to meet the unique navigational needs of each individual



Leveraging Resources

Focus on co-enrollment

Utilization of training opportunities to develop career pathway projects



Strengthening Partnerships

Focus on community-based organizations & employers willing to work with ELL population & develop career pathway opportunities

Lessons Learned

- **Working in partnership:** Value in sharing resources and co-enrollment to offer wraparound style services.
- **Outreach:** Clearly identify your target population when working with partner referrals and ensure outreach materials are suitable for those populations
- **Staff Training:** Invest in staff development to ensure they have the resources and tools available to meet the service demand of diverse populations with diverse needs
- **Partner Training:** Prepare to train and assist partners in staff development to help serve diverse populations

Successes



- Co-enrollment with our CalWORKs Welfare-to-Work programs continues to demonstrate successful outcomes.
 - Encouraging participants to take advantage of paid work experience opportunities and working with our employers to foster mentorship opportunities.
 - Co-enrollment is easier to track and services are easier to access when service delivery is centralized.
- Centralized service delivery for our model focuses on co-location of service providers within the One-Stop Centers and co-location of ELL Navigators at Adult Education sites.

Future Application

- The Navigator Pilot Program has opened the door for immigrants and refugees to receive services in an environment that is culturally capable to address the unique needs of the community.
- We plan to continue our work and the Navigator model in our service delivery strategy for other specialized populations.
- OCAPICA continues to be vocal in identifying the need (and increasing demand) to serve the ELL population in Orange County. As our local Refugee Resettlement agencies face funding deficits, service needs will continue to grow.



Strategies to Continuing Serving English Language Learners After the Grant

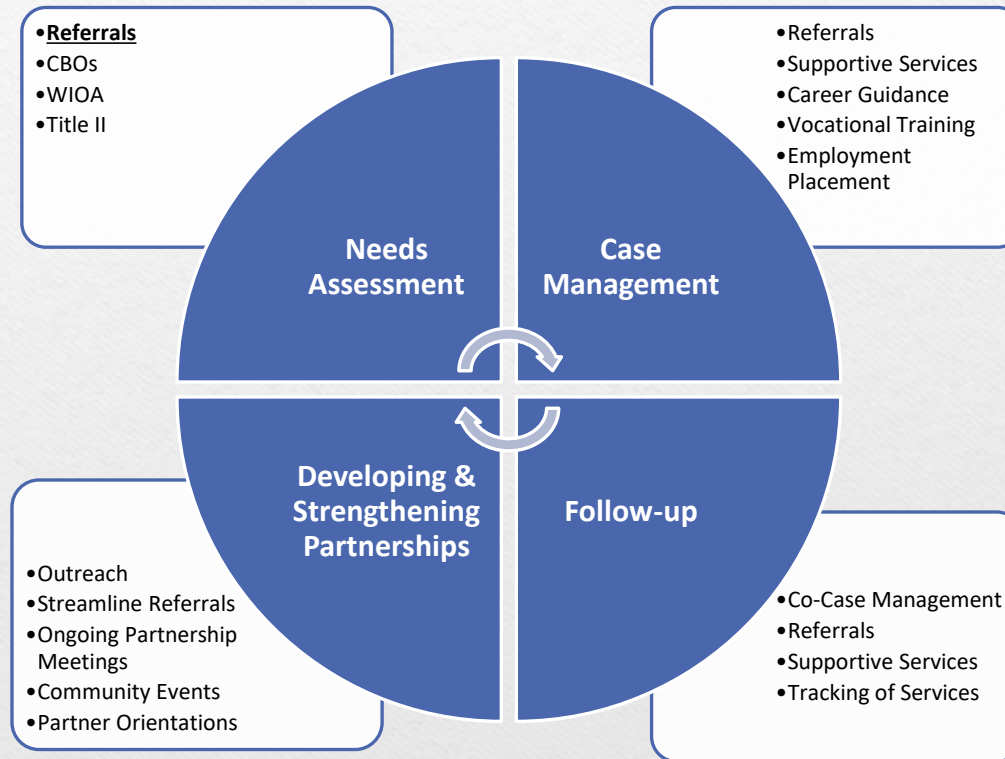
LESSONS FROM THE
Navigator model



Navigator Model

-
- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Identified & designated skilled staff as point of contact, including Transition Specialist and Navigator<ul style="list-style-type: none">• Helped to nurture the relationship between customers and Workforce staff• Established a strong/er alignment between Title I Title II programs<ul style="list-style-type: none">• Transitions Specialists• Established/enhanced collaboration with CBOs, specifically nontraditional partners (IRC, CVIIC, PRCs)<ul style="list-style-type: none">• Scheduled one-on-one partner meetings & follow-ups• Shared information/resources | <ul style="list-style-type: none">• Madera identified and on-boarded ELL Case Manager in August 2017• Fresno hired the 2nd Navigator in January 2018• Madera's Navigator was assigned a small caseload in May 2018 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Design of Model



Lessons Learned

- Public Education System
- Establish true & valuable partnerships
 - Broaden services, trainings and opportunities for target populations (open-entry/open-exit Fall, Spring, and Summer HiSET and ESL class)
- *Targeted outreach
- The length of the grant is too short
 - Not enough time to overcome barriers
- Collaborative referral process between Title I and Title II programs & Title I and partner agencies – [CommunityPro](#)

Workforce

```
graph TD; A([Workforce]) --> B[Strategies to Scale]; B --> C[Partnership/collaboration]; B --> D[Targeted Outreach]; B --> E[Advocacy]; B --> F[Organizational Processes]; B --> G[Monitoring & Evaluation];
```

Strategies to Scale

Partnership/
collaboration

Targeted
Outreach

Advocacy

Organizational
Processes

Monitoring
&
Evaluation

Navigation Practices

- Continue to enhance collaboration with CBOs and other partners - different or no eligibility requirements
 - Strengthen service quality
 - ELL Resource Directory
- Increase services and partners, particularly nontraditional partners and services
- Continue to conduct **targeted** outreach
- Continue to advocate for all underserved populations
- Continue one-on-one partner meetings
 - It is important to remind people about our agency/services; furthermore, get them excited and engaged in the work that we are doing.



Sacramento Works ELL Workforce Navigator Pilot Program



Folsom Cordova

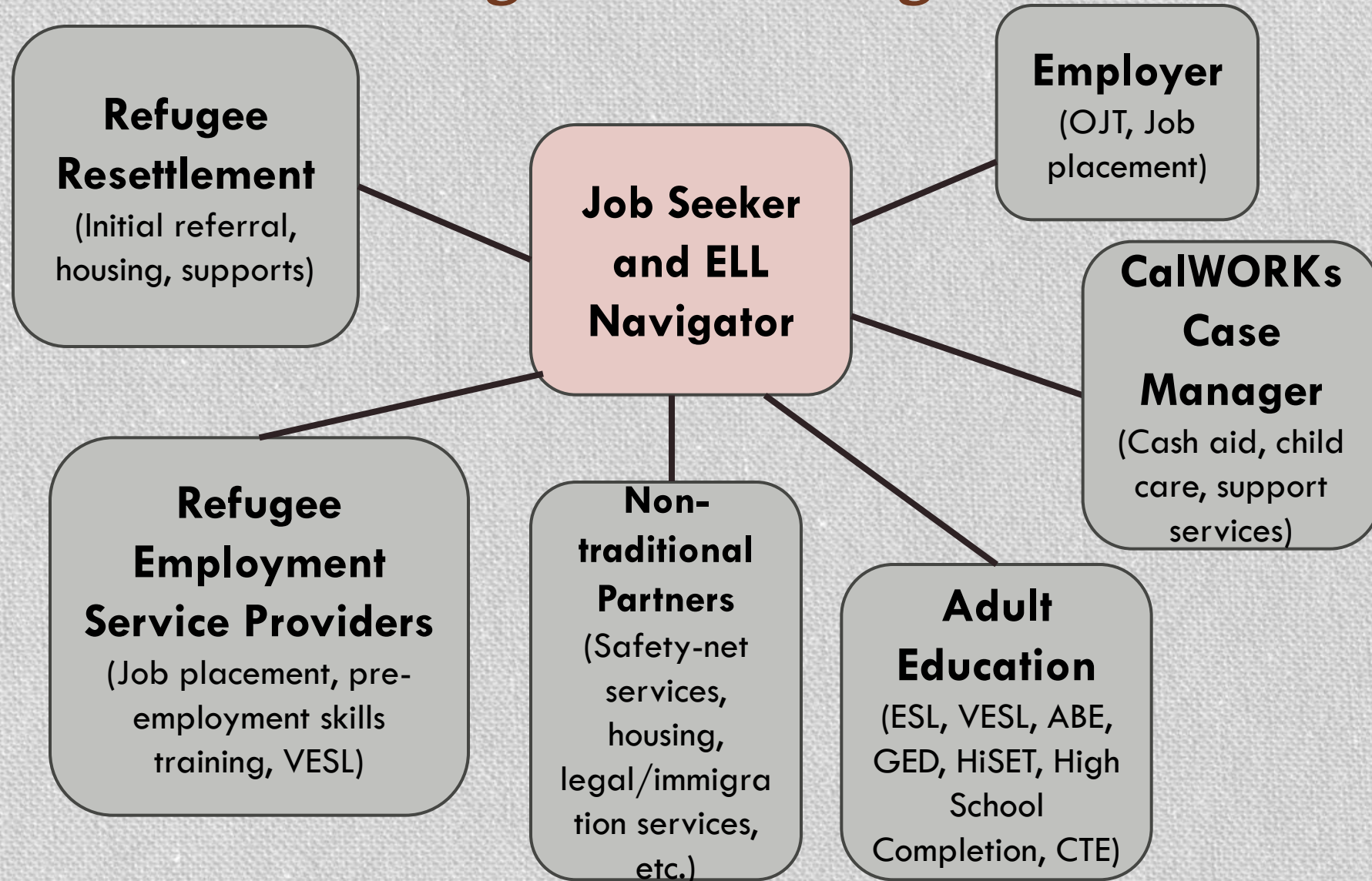
PILOT DESIGN

- **Established 4 ELL Navigators throughout Workforce Area**
- **Partnered with Adult Education**
- **Adult Education hosted Sacramento Works America's Job Centers (SWAJCC)**
- **Co-location of Adult Education in SWAJCC**
- **Co-location of Refugee Social Services (RSS) funded Refugee Employment Services programs at Adult Ed hosted SWAJCCs**
- **Long term case management from ABE/ESL through VESL/job readiness/vocational training/CTE all the way to job placement and retention**

LESSONS LEARNED

- **Establishing ELL Workforce Navigators**
- **Increasing Alignment and Co-enrollment in Title II Adult Education**
- **Integrated Resource Teams (IRTs) and Wrap Around Services**
- **Building or enhancing existing collaborations with the Sacramento Works America's Job Centers of California, County of Sacramento—DHA, Refugee Resettlement Agencies, Refugee Employment Service Providers, and other Community Based Organizations (CBOs)**
- **Integrated Education and Training (IET) opportunities promoting accelerated success**

SAMPLE IRT – English Language Learner Navigator Pilot Program



APPLYING ELL STRATEGIES SYSTEM-WIDE

- **ELL Pilot and Disability Employment Initiative/Accelerator grants utilized the Integrated Resource Team (IRT) strategy, that is now being implemented system-wide through SETA created IRT Training curriculum**
- **Expansion of IET opportunities**
- **Continuation and expansion of staff and partner (local and regional) development in the provision of services to the ELL population**

Future Focus

Self-Evaluation Summary Report

Evaluation Launch:

- ✓ Review Evaluation Plan: August 2018
- ✓ Document Review: September 2018
- ✓ Site Visits: October 2018

Data TA Webinar: Tuesday, October 15, 2018, 1:00 – 2:30 pm

Convening: November 13, 14 Sacramento, CA