

Closing Plenary: Leveraging Non-WIOA Resources to Serve Your Customers

Presenters

- Bob Lanter, CWA
- Doris Foster, Stanislaus County Workforce
- Branka Marceta, CAERC

Facilitator

- Robin Purdy, CWA

How you leverage WIOA and non-WIOA funds to build the infrastructure to continue providing the kinds of services that the ELL Navigator Pilot has been provided. We will hear from two regional consortia (Branka Marceta, Doris) and hear a state perspective from Bob Lanter.

I will ask everyone to talk about how collaboration worked for them in their areas.

Robin: Can each of you share a little bit about why reaching out beyond your silos was important and how you made those connections? For the two of you who are doing the work at the regional or local level, can you talk about the funding structure of that?

Branka (CAERC):

- We have a variety of members from K-12 and present a variety of services. After being on this job for 13 months and having a history of service primarily Title II – what I hear from our members is that we talk a lot about how as a consortium we have become more effective as providers (given the circumstances – Sac City Adult Ed program used to be funded at \$15M alone in 2006-07... now we have less funding).
- One of the examples is that because there is not enough funding to fund all seven program areas, so we specialize as members.
- For example, Sac City Unified does not have a HSD program anymore. People coming into their program are sent to Folsom Cordova (or another school).
- We also collaborate and meet monthly.

Doris (Stanislaus County Workforce):

- 24 years ago when I first started with workforce development, we tried a lot of things but were mostly in our silos.
- More recently, we've partnered with different agencies. One of the largest partners is social services. We receive funding from social services to hire 40 individuals. These individuals work with our social services participants and put them through a training and look at the barriers to employment. A lot of times there will be someone that is not ready for self-sufficiency to find a job. Thus, we contract out to other agencies to pay for GED, single fatherhood, ELL. After the three-week class we enroll them in the WIOA

system and are able to provide them with a variety of services. We talk about how do we really engage these participants to get from point A to point B where we can refer them to jobs.

- We work with juveniles and assist them. We've hired two people to work just with juveniles and help them skill up (soft skills).
- We have noticed a big difference in the people we have placed. Before: silos. Now: we come in and provide that service while the participant is there. Handholding.
- The individual is not continuously completing enrollment forms. We have one form and then share that information with one another so we can feel like we are providing good services.

Bob Lanter:

- CWA, nonprofit state organization that looks to advance local and regional workforce opportunities
- I'm often asked, "hey, what is the workforce development system." It is a system. All of us in the room. Title I, II, III, IV... CBOs, local boards, all of us working together. We are a team. When you are on a team, people need different roles. Everyone has a role to play. In breaking down the silos, we need to look for the experts in the room.
- Story: Veteran's job fair, one of the employers was Disneyland. Disneyland has a huge veteran's hiring program. The guy from Disney said he has 45 job openings to hire veterans for entry-level mechanics jobs, however I won't use the public workforce system because no one will work together and I don't know where to access the system. If everyone could work together, then I would use the public workforce system. – There was a break and everyone was saying I have veterans for hire.
 - We should work together to provide a unified front to job seekers and job providers

Robin: We are further along with having a unified front with our job seeking population than with the job providers. Bob's point is a good one. How do we cross-train with social services/adult ed/WIOA title I. How do all the staff learn to work together and work along the same pathways.

Branka

- Need someone who can understand CalJOBS. We give training so workforce can work with us on that end.
- Our members at consortium level set aside a certain amount of money for every year. Every year the goal is to build a network of specialists. We are educating and training folks in the adult workforce system and post-secondary system.
- We are now asking someone who is a HSD teacher or an adult ed teacher to understand (missed the rest of this comment)
- Co-funding between WIOA funding and adult education funding. Our members set aside a certain amount of money and invest. SETA invests for their initiatives and some of the discretionary dollars.

Doris

- For us it starts at the top and defining what are our expectations. We determine where the funding should go. Our funding is 30% of the funding we receive. 30% from community colleges, etc. Once we have assessed – we pass that additional funding onto experts in the field. They are really interested in WPR. We have to make sure that we build that into what we do. Once we work with a participant, they have a C4 system. We go into their system and enter in information. For example, we have community colleges or ELLs and contract that out. Instead of them completing all of that work, we allow them to go into our system and access our notes. We work together to gather information about what everyone needs so we are not going to the participant over and over again. The objective is that we work closely together to gather all that information on the participant.
- There is a trust factor. All the information is going through one person which helps build trust. For example, if an individual was previously incarcerated, they may have trust issues with providing information to many different people. We do a lot of things behind the scenes.
- We do a training that is two days long and everyone is required to participate and do a slide show and talk about what they do... then we condense that information and show the participant everyone's role. A lot of times the individual has no idea how it is funded (often the staff also does not know how it is funded) – everyone is focused on how to provide the best services possible to the individual.

Bob

- Our programs are funded very specifically for a specific purpose. Attached to it are funding guidelines and outcomes. When we come together as a system it's like a puzzle and you have to see how the puzzle pieces fit. The management may understand, but the staff who is doing the case management, or navigator, or outreach may not understand how the pieces fit. This is critical to allow navigators to work for the job seekers that they are trying to serve. **useful for public charge comments
- Workforce system, over 50% of the funding that has come to CA in the last 15 years has been cut. People have to do more work with less funding.
- This is how the system works. The CBOs have the cultural competency to reach out to the communities where the immigrant populations live, so that they can begin to provide services to individuals who can learn English and gain skills. They come into adult education and community colleges.
- The CWA, with support for the CWDA and the CCCOC, have been putting meetings together about social mobility. This is primarily to get stakeholders in a room together to talk about what they are working on. A lot of time people do not realize what each other are working on and how they can connect. The first one was about regional planning efforts and how regional planning efforts should be aligned (CBOs have to connect to CCCOC, adult ed, community college ... madness for CBOs). Third one, how adult ed can link to people who are not currently enrolled in education.

Robin: All three of you have given really good examples about how you are leveraging funds. Tell me about your pain points?

Branka

- Most of our members are K-12 districts. K-12 have a set of rules and issues that adult ed usually have to report to. CCC partners are wonderful and at the table, but very busy themselves with restructuring their system. Workforce system has it's own process. Having the time to learn about each other and learn in the most effective way is one of the biggest challenges. We are all learning individually, as individuals. Unless we learn about it, we disappear. It is all about relationships. How do we become more of a system that does not rely so heavily on just relationships?

Doris

- When we are dealing with different partners, everyone feels that their job is the most needed. The biggest struggle has been education: believing that they know this is the right thing to do and then businesses say that that is not what we need. It has been painful to watch businesses say to education, we don't need that type of training, we want something different for our community.
- Example: I have met regularly with a hospital in the area. The CCC said we are going to get more LVNs. The hospital said LVNs are not working for us. The CCC said you need to reconsider how you are using your nursing staff. The hospital said ok I will find someone else who can train the workforce that we need. She went to CSU Stanislaus. CSU Stanislaus said yes, we will train them up. Now Doris is trying to feed CCC into CSU Stanislaus to get the hospitals what they need. Sometimes people do not listen enough. The best analogy that Doris gives is that they need employers in the horseshoe and then need education around that can provide the employers what they need.
- We pulled another workgroup together, something simple that they could manage that just hired people out of college that were doing bodywork: employers were vocal saying you are not training people on x and y. Education needs to listen. We all need to listen to what industry wants. Get labor in the room and talk about what they are needing to have successful skilled labor.
- We did a project this summer. Hired students and paid their wages. Employers were asked to give their feedback. Biggest complaint: participants did not know how to set up voicemail. Employer would call them and they would not get the voicemail because voicemail was not set up. Student would text back to a desk phone. They have 77 participants. Did a class on what voicemail is. This is how you use it.

Bob

- Data comes in silos too, silo-ed to programs
- Find a way to share how many industry credential achieving in a region
- State workforce board is looking at projects dealing with data, telling the data story as well
- Stories are more powerful when there is data to back them out

- Need to find examples of where people are having full collaboration and use this as a roadmap for other people to follow
- Where regions are being held accountable for placement, versus accountable for teaching... how can we make this work?
- There are so many meetings going on and so many planning efforts, I don't have an answer about all the meetings.

Robin: please give 90 seconds of your vision of success

Branka

- Adult member walks in to whatever door, they are warmly welcomed, asked what they need, they are sent to the correct place, and they are supported throughout their journey

Doris

- Very similar. Braiding of the funds and the services and the data collection. Working behind the scenes and providing the level of trust so people have what they need. Listen to what employers are looking for and helping them find their ideal hire. It is also understanding that people have challenges and barriers. Sometimes they are not ready. Follow-up and stay with them. We look at statistics in the 2nd and 4th quarter – if they are not employed, usually that is because life has happened and they no longer have childcare. It is working with kids who are still in HS or CCC and helping them understand what workforce expectations are.

Bob

- A day where business and industry view their workforce as their talent and their assets, rather than their means to profit. We are able to help anyone achieve economic self-sufficiency regardless of where they started.

Questions and Answers

Michelle O'Camb: (Comment) you mentioned how to train staff to understand the navigation role – we recognized this early on in our pilot and the challenges to understand the referral cycle (refer out and do not know the result or if the individual even made it there) – through discussions of the challenges, we brainstormed the idea of training for integrated resources. Integrated resource teams were created, we are looking at refining the curriculum (six hours) talks about mapping out services and resources. We'd love to have input on the curriculum/resources that were developed. We will be rolling this out (it can be used with all different populations – reentry, disabilities, immigrants, etc)

Comment: the curriculum (or the powerpoint?) is in a password protected area of the website.

Ursula: Soon, by March if not earlier, we will have a start-up toolkit (and upcoming evaluation report) that will make resources available for you.