

# Making Service Integration Work for Bridges

---

FEBRUARY 12, 2019

LISC FAMILY INCOME AND WEALTH BUILDING



# House Keeping

---

This webinar is being recorded.

Copy of the slide deck will be available on our FOC website (<http://www.FOC-Network.com/>)

All lines have been muted to reduce background noise.

We will take questions at the end. Please write in questions into the chat box.

Please send any unanswered questions to your local program officer.



# Agenda

---

## **Brighton Center**

- Melissa Sommer, Senior Director of Family Economic Success

## **District 1199C Training & Upgrading Fund**

- Mark Karcz, Career Coach/Program Coordinator

## **Genesis Center**

- Shannon Carroll, Executive Director

## **International Rescue Committee**

- Mitch Johnson, Senior Program Manager

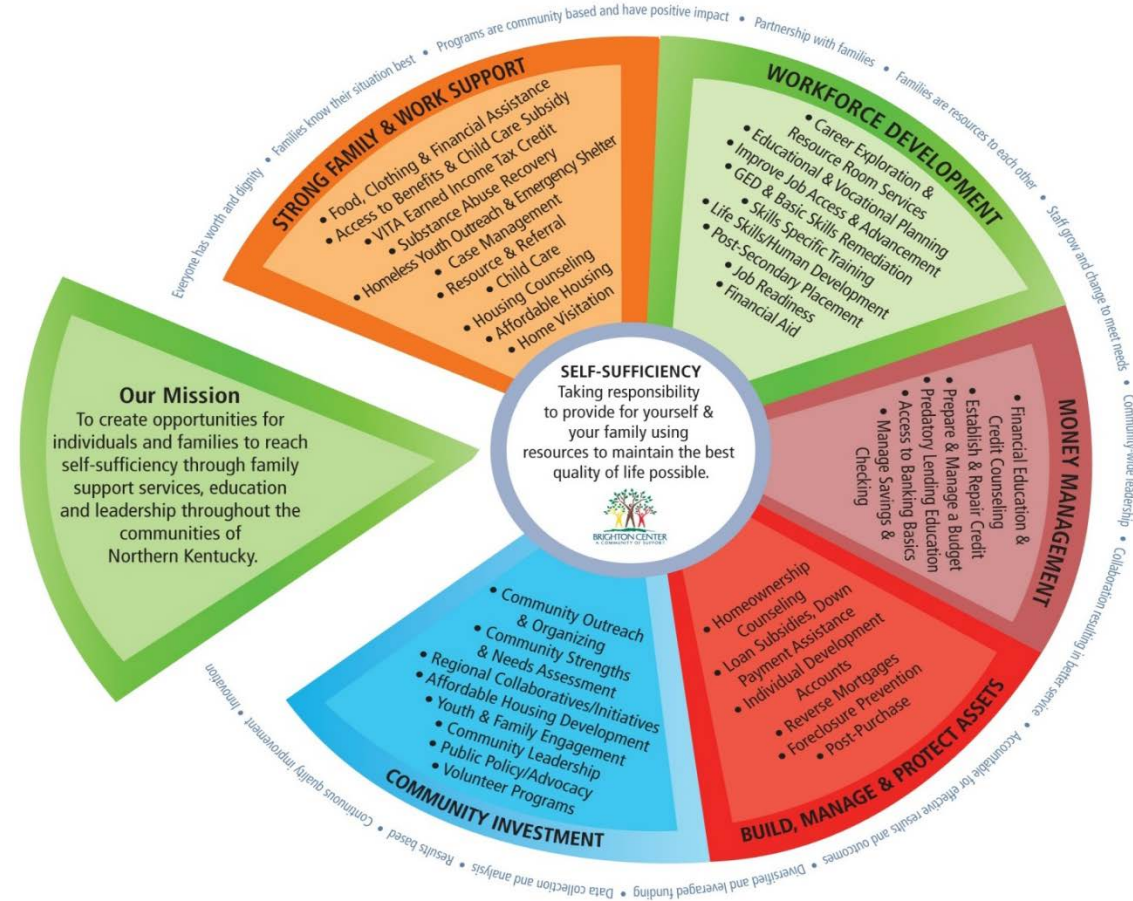


---

# Brighton Center

- Melissa Sommer, Senior Director of Family Economic Success

# Brighton Center's Story of Best Practice Integration



LISC

# Building Self-Sufficiency

---

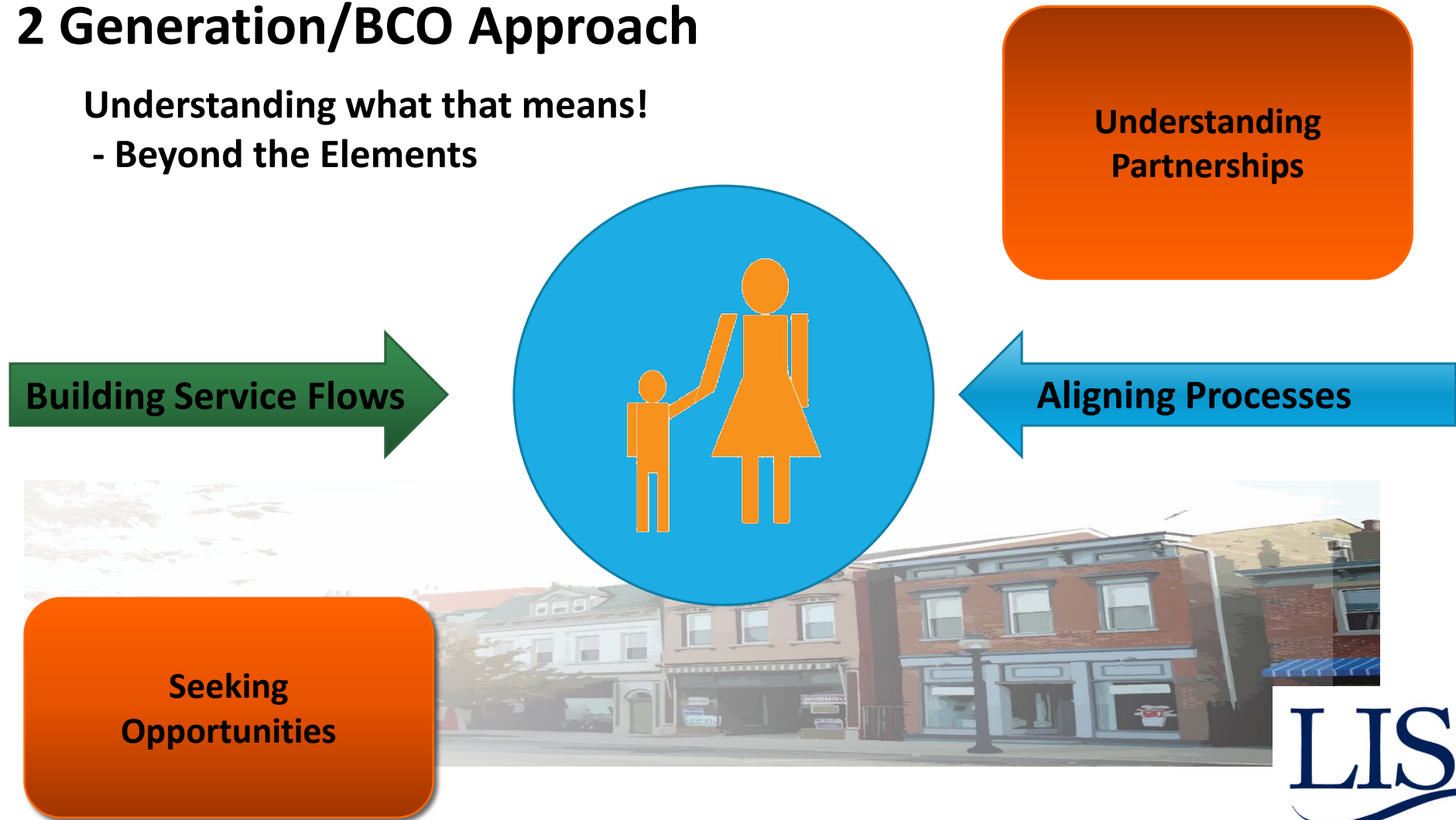


LISC

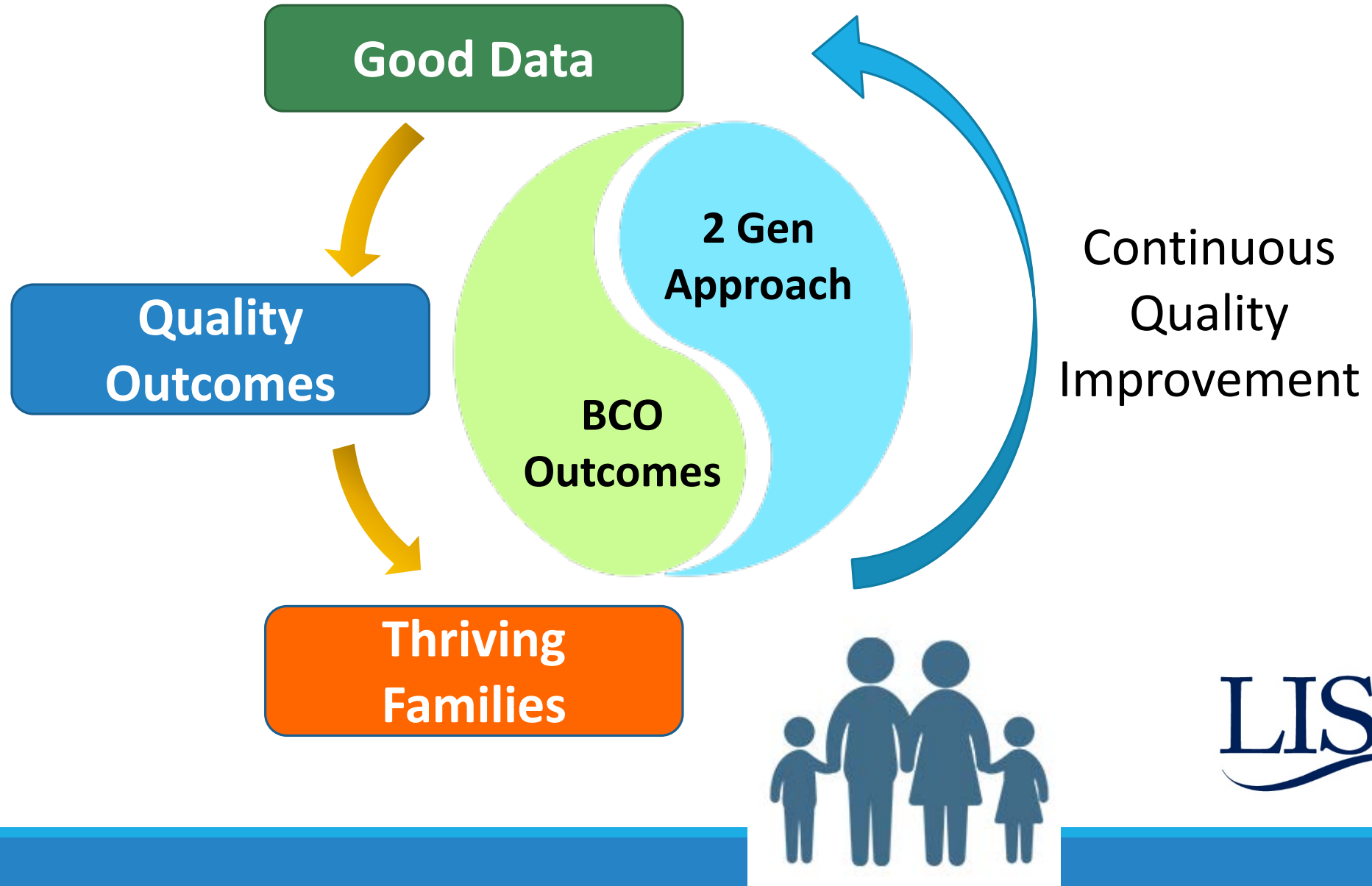
# Intentionality

## 2 Generation/BCO Approach

Understanding what that means!  
- Beyond the Elements



# Validating Best Practices Through Data Integrity and Outcomes





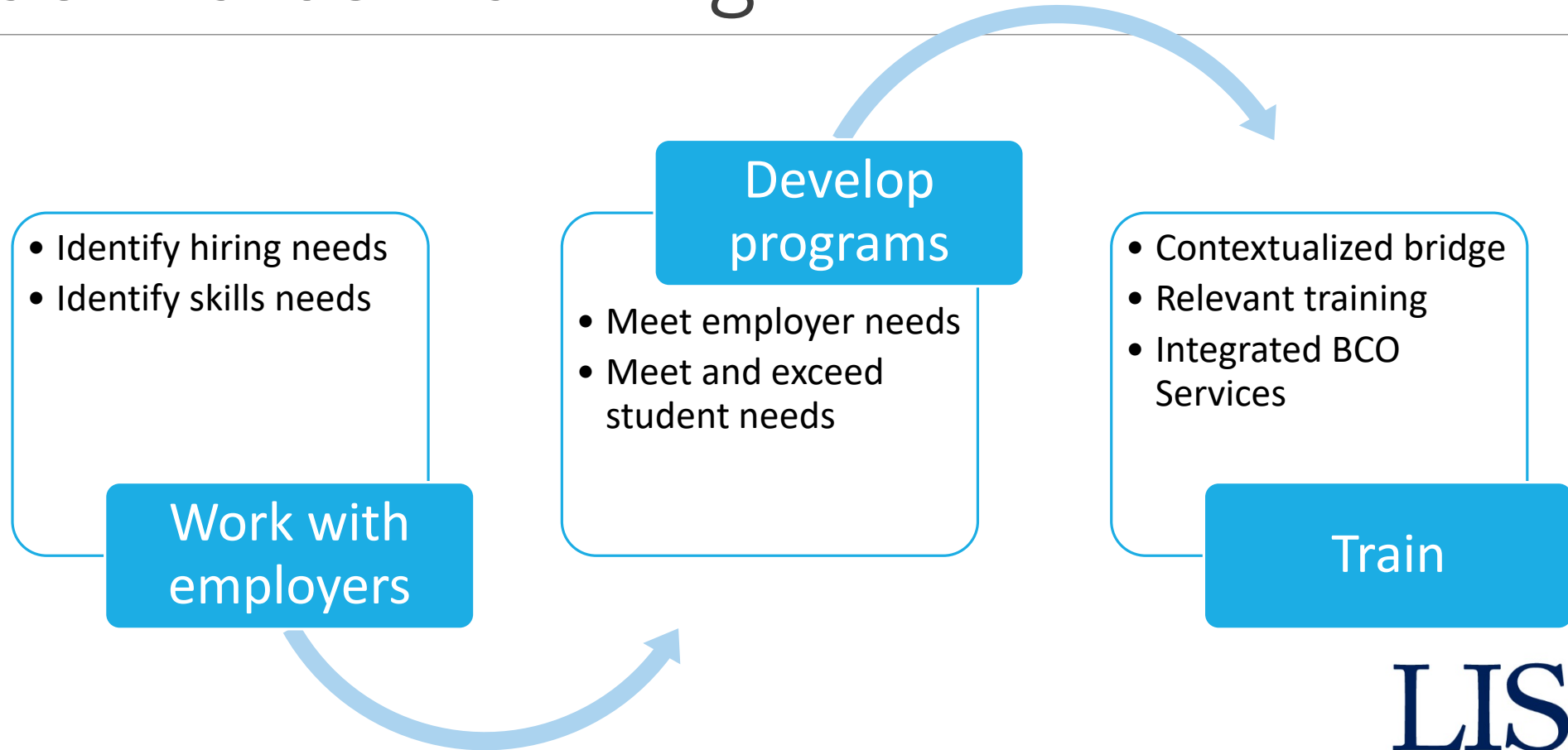
---

# District 1199C Training & Upgrading Fund

○ Mark Karcz, Career Coach/Program Coordinator

# Backwards Planning

---



# Integrated Model

---

**One program: Occupational training, Adult Basic Education and BCO services**



Expectations from day one:

- All components are equally important

- Bridge coursework is contextualized and in line with workforce development

- Book-end the program with career and financial workshops

- Individual meetings in between career and financial coaching sessions

**LISC**

# Contextualized Bridge

---

What is Contextualized Bridge: ABE coursework that is designed for specific courses and career paths.

Driven by Outcomes: Occupational Training Completion; EFL Gains; Employment in Industry Focus; increase in Financial Capabilities

Examples: Early Childhood Education students - learning math, to create lesson plans for teaching young children; CNA – math and literacy for observing, recording and reporting patient needs; Culinary – unit conversions, recipe adjustments.



LISC

# IET: Integrated Education and Training Model

---

What is an IET: Occupational Training and ABE instruction occur concurrent



Driven by Outcomes: ABE skills consistently support occupational training needs, giving students confidence to grow and succeed in all components

Examples: ESL HHA students – listening, speaking and reading English using the healthcare vocabulary

**LISC**

# Challenges & Mitigation

---

## CHALLENGES

Students don't sign up for Bridge classes, they just want occupational training and a job.

Students have seriously differentiated abilities and skills.

Buy in from all internal partners

Buy in from external partners

## MITIGATION

Make instruction aligned with real work and contextualized to be meaningful

Give students additional work to support lower and higher skill abilities; tutors

Meet with all partners before and during the class, use student and evidence to drive needs

Stress the importance of retention and successes of holistic programming and supports



---

# Genesis Center

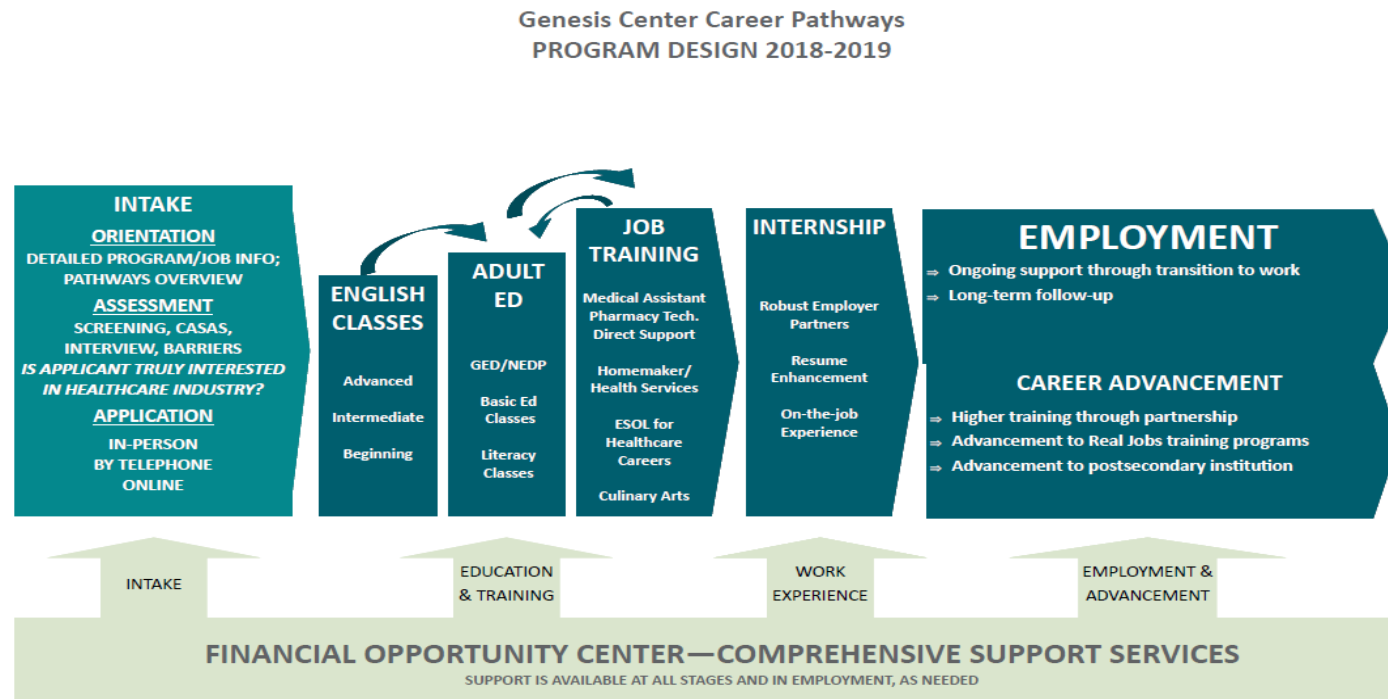
- Shannon Carroll, Executive Director



# Bridges to Career Opportunities

## Integrated Program Design

TRAINING for **high-demand jobs** with integrated **basic education**, **support services**, and **clear pathways** helps low-skilled adults **bridge the skills gap** and **overcome economic barriers**.







# Financial Opportunity Center – Supports

The Financial Opportunity Center supports trainees by helping them achieve stability and overcome barriers during training; learn employment skills to get a job; and participate in financial coaching as they work toward economic independence. Intensive FOC supports are integrated into all job training programs.



# Before & After BCO

---

## Before BCO:

- Integrated Program Platform, but programs not strategically connected to Financial Opportunity Center.
- “Bridges” not fully developed from adult education to occupational training.
- Pathways offered: Health Career Orientation, Homemaker, Culinary Arts

## After BCO

- Expanded Pathways including Contextualized ESOL to connect to career trainings and connections to higher education (RI-BEST model).
- More training options, including Medical Assistant, Direct Support Professional, and Pharmacy Technician Pre-Apprenticeship Training.
- More partnerships with funders, government, and employers.
- Better outcomes.

# BCO Program Data

BCO Program Data	2015	2018	Difference
Completion Rate	79%	85%	6% increase
Employment Rate	74%	93%	19% increase
Average Starting Wage	\$10.50	\$12.96	23% increase*
Net Income Increase	32%	57%	25% increase
Net Worth Increase	15%	90%	75% increase
Credit Score Increase	14%	87%	74% increase
*RI Minimum Wage increased 5.2% in the same time frame.			

# Lessons Learned

- 
- **Integration** works but it takes time and needs buy-in from staff (**paradigm shifts are difficult!**)
  - Support services need to be fully integrated along with the educational components (**no silos!**)
  - Professional development is necessary to ensure cooperation among ABE instructors and Workforce instructors (**HOW do we do this?!?!)**
  - “**De-siloing**” has benefits not only in program design but also promotes funding flexibility.
  - **EMPLOYERS** need to be on board so pathways can be fully realized.
  - Positive outcomes lead to **more funding** that allows for program expansion and growth of pathways.
  - A **strong enrollment system** is critical to ensure persistence and success.
  - Developing the pathways **requires flexibility** and being responsive to changing workforce needs.
  - **Retention** tracking is consistently a challenge.

---

# International Rescue Committee

- Mitch Johnson, Senior Program Manager

# IRC San Diego

---

The International Rescue Committee (IRC) in San Diego, through its offices in the impoverished communities of El Cajon and City Heights, serves over 8,000 clients per year, more than 79% of whom had an annual household income of less than \$18,000 in 2018.

The IRC San Diego adopted the Annie E. Casey Center for Working Families (CWF) model in 2009, which is an evidence-based model that is focused on providing comprehensive, “bundled” services to low-income families with a goal of helping them climb—and stay—out of poverty. This model emphasizes three core principles, helping individuals “earn it, keep it, and grow it.”

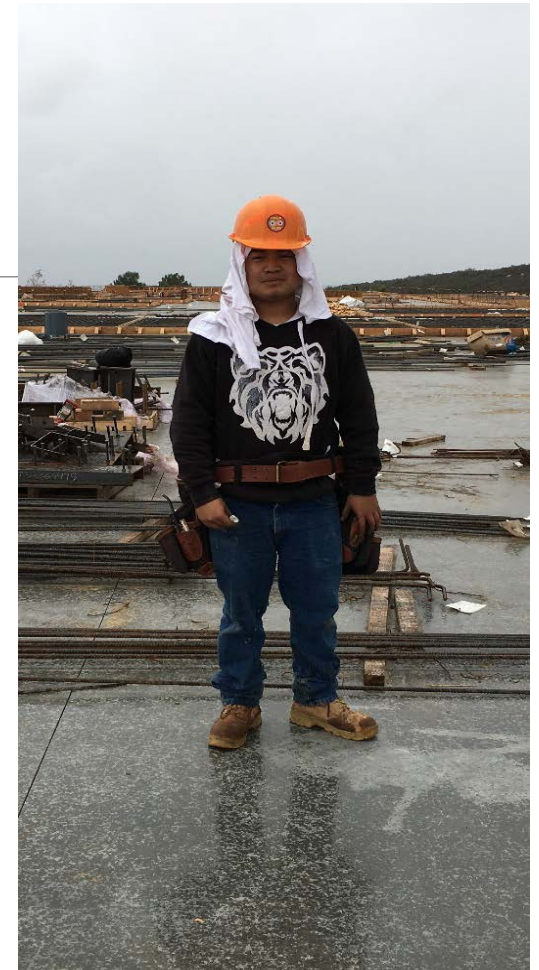


# BCO Programming

---

The IRC San Diego's Career Development bridge programming has been in place since 2009 with a focus on the healthcare sector that served over 400 clients through 2014. Since 2015, the IRC has focused on three sectors in the B2C program: **Building Trades, Healthcare, and Advanced Customer Service/Tourism and Hospitality** to helping over 200 clients

The IRC's Bridge2Careers Program has selected to add a new bridge model focused on the **Solar Construction Industry**. This sector in San Diego includes a wide range of semi-skilled and skilled positions and is supported by an employment growth rate nine times faster than the 1.76% annual growth of the U.S. economy.



LISC

# FOC and BCO

---



The key services – helping people find work and advance their careers; providing financial coaching and education; and improving access to public benefits – are coordinated and offered in one location making these resources more accessible to individuals and families needing assistance.

The IRC San Diego incorporates financial coaching, employment coaching, and income supports into bridge programming. At the beginning of classroom training component of each bridge program, the IRC financial counselors co-present with the instructional and career development team.

**LISC**



# FOC and BCO

---

This serves to introduce these staff and their role to the clients and also allows them to set a time for a 1:1 appointment which includes benefits screening, budgeting, a discussion of credit, and an introduction to the additional available financial education classes

This is particularly important for individuals who enter a program relying on public benefits; the transition to work and earned income can be concerning for these individuals as they have valid concerns about losing key benefits such as housing or childcare subsidies.



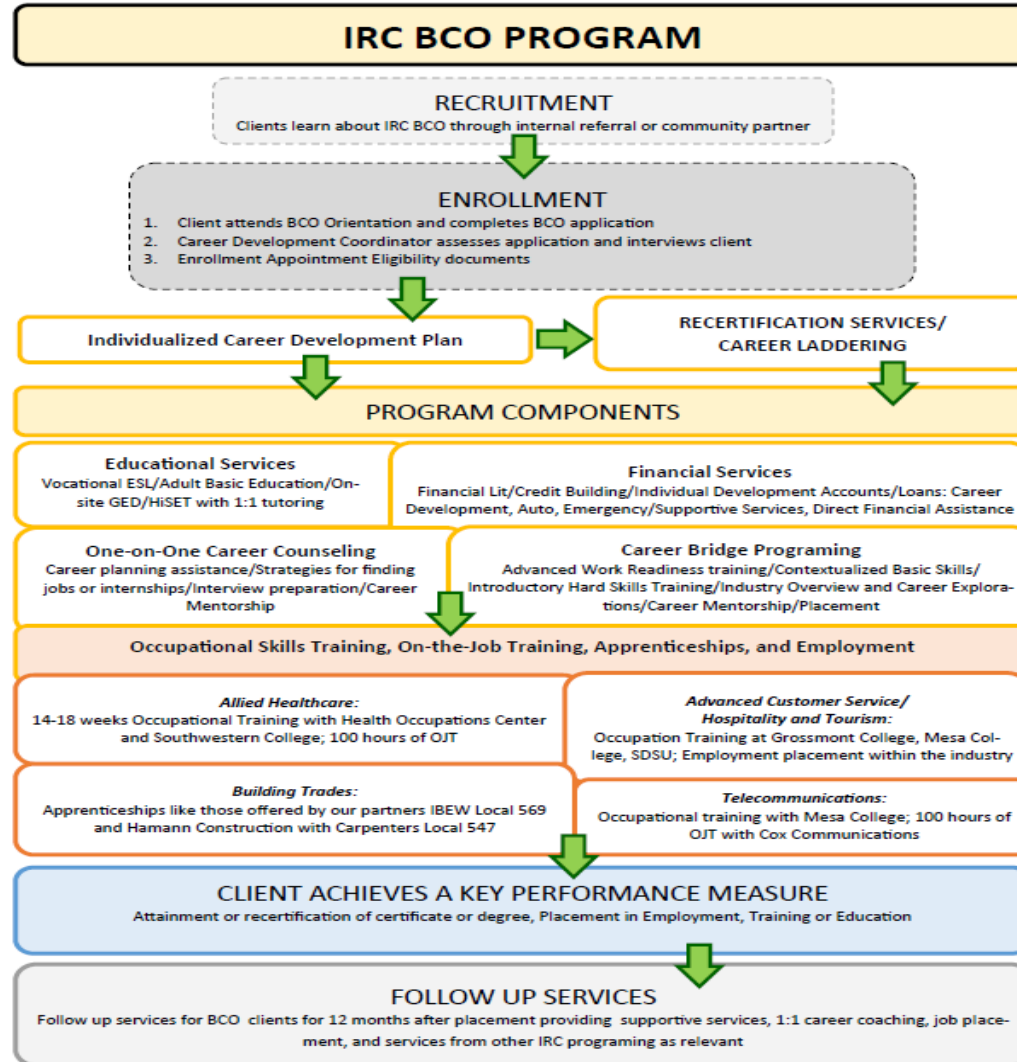
# FOC and BCO



Individual career coaching is also “built in” to the program, as the career development coaches are typically the first point of contact for any client interested in career development programs – not only do they provide career coaching throughout but they also teach the advanced work readiness classes that are a part of the bridge program and as such, are able to really get to know the strengths, weaknesses, goals, and fears of their clients which informs coaching.

Career development coaches can also make referrals to other IRC departments and external agencies to address non-economic barriers to success, such as mental health services or legal support.





# Challenges

---

- Retention following initial job placement
- Clients understanding that FOC is intended to be concurrent to BCO
- Supportive Services: Creating the need
- BCO is based on *our* schedule; FOC is based on *their* schedule
- “I cannot risk my benefits”
- **Net Worth** and **Credit Score** not always rising



# Questions?

---

LISC