SkillUp
WASHINGTON

Guide and Tools for Navigators

2015

SkillUp
WASHINGTON

Table of Contents

GUIDE AND TOOLS FOR NAVIGATORS

I. Background

SkillUp Washington has funded Navigators through the College for Working Adults and Skill Link projects since 2009. We have reviewed our student assessment and performance data, college faculty, student and employer interviews and other evaluation materials to develop the materials presented in this guide. This extensive review revealed the pivotal role that Navigators play in supporting the college and career access of students engaged in career sector pathways.

We have seen firsthand how Navigators advise and coach students, by incorporating teachable moments into their interactions with students. As coaches (rather than case managers), Navigators provide students with information and self-advocacy support needed to persist in school and transition into the workplace.

As members of teams comprised of students, college faculty, employers and community-based organizations, Navigators are uniquely equipped to advise and recommend ways where the work of system partners can be better coordinated.

> "Navigators make a huge difference. Instructors can't do it all. Together we can work to increase student persistence and success."
>
> **– COLLEGE FOR WORKING ADULTS INSTRUCTOR**

The guidelines and tools presented in this guide are meant to strengthen existing navigation systems and equip Navigators to document and use what they learn to inform, coordinate and influence the work of system partners. Please use and adapt these tools as needed, crediting SkillUp Washington. Electronic versions of these tools can be found on our website: http://skillupwa.org.

II. Overview

The **Guide and Tools for Navigators is for Navigators** who are supporting the college and career success of students.

The guide is intended for Navigators who are working on-site at college campuses or from other non-campus sites or program locations. These materials are designed with the intent that Navigators:

■ Work as members of teams, which at minimum include the Navigator, student, college faculty, college staff, employers and community partners;

■ Meet regularly with the team members to discuss student progress, persistence, and eventual employment.

"The Navigator helped me get a reduced cost laptop and apply for financial aid. They also got me into a study group with other students and connected me to a community based organization that has transitional affordable housing. Basically they help me put the pieces together so I could earn technology certificates and soon get a job that will support me and my three year old."

– STUDENT

The ability to share data between partners is essential, and should be addressed in the design and development of career pathway programs. This guide is particularly useful for cross campus collaborations, where multiple Navigators are focused on coordinating career pathway programs that are focused on the same occupational area or sector, such as manufacturing or business.

The Guide and Tools for Navigators describe the Navigator definition, standards of practice, guiding principles and key functions. It can be used by the organization/institution employing the Navigator to create job descriptions and to help guide Navigators as they implement their work. It is intended as a tool for all partners to help position Navigators in strategic ways that promote cross-system collaboration. This guide includes specific tools, including:

■ Navigator Environmental Scan (Attachment 1)

■ Early Alert Tool (Attachment 2)

■ Career Development Tool (Attachment 3)

■ Student Life Domain Tool (Attachment 4)

■ Student Tracking Tool (Attachment 5)

■ Employer Involvement Tool (Attachment 6)

■ Navigator Progress Report (Attachment 7)

III. The Definition of a Navigator

A Navigator is an education and career specialist who assists, coaches and empowers students to develop and pursue post-secondary, career pathway goals and employment.

IV. Navigator Guidelines

To be optimally effective, Navigators commit to:

■ Supporting the post-secondary persistence and career pathway development needs of students

■ Coaching the student to independently and strategically negotiate community, education, and employment resources that support their college and career access and success

■ Increasing the involvement of the student and other influential and subject matter experts, including employers, in the students' education and career decisions

■ Minimizing fragmentation and streamlining resources to support student college and career access and success

■ Using evidence-based guidelines in the areas of college and career persistence in the daily practice of navigation

■ Supporting student transitions to new educational and career settings by increasing students' knowledge, successful use and access to tuition assistance, financial management resources and tools

> "It is so important to intervene early when a student is having trouble. Ongoing communication is important. Students do better in our program because the Navigators work in partnership with the teachers. We work as a team to ensure students get connected to the type of school or community based supports they need."
>
> **– NAVIGATOR**

■ Improving student persistence and career outcomes by utilizing standardized tools and mutually agreed upon "alert" measures to track student progress, and ensure timely interventions to address roadblocks

■ Promoting student success by participating in an interdisciplinary team that may include students, family members, employers, college and community based staff

■ Expanding the Navigator role to collaborate within the community, making timely referrals to community and governmental resources

■ Engaging employers, acting as a liaison among the student, class and employment resources, and garnering feedback necessary to improve student career development outcomes

■ Documenting the college and career practices, policies and resources necessary to strengthen college and career access, building a navigation system, and participating in timely continuous improvement efforts

V. Navigator Guiding Principles

All Navigators should:

■ Use a collaborative and asset-based approach

■ Facilitate student self-advocacy

■ Practice cultural competency

■ Use evidence-based practices

■ Promote integration of college and employ-ment access and success principles and shared decision-making

■ Facilitate student and employer feedback loops to improve student college and career access and success

■ Help navigate college and workforce systems, prioritizing support during transitions

■ Promote outcome measurement and quality outcomes

> "When we work with students
> we build their self-advocacy
> and self-efficacy skills, and always
> encourage them to help other peers.
> That way, students get a chance
> to apply and hone their skills."
>
> **– NAVIGATOR**

VI. Navigator Functions

Navigators are responsible for:

■ Conducting an environmental scan of the college to identify current provider systems supporting students

■ Ensuring that scarce Navigator resources are strategically applied and coordinated

■ Developing an agreed upon methodology for identifying students who would most benefit from access to Navigator resources

■ Assisting with program recruitment goals, as defined by sector team partners

■ Initial and ongoing assessments, including completing student early alert, life domain and tracking tools, and progress reports

■ Student college and career plan development

■ Using an asset-based approach to identify and cultivate student leaders, including roles such as peer tutors and/or class champions

> "The Navigator helped me to get involved in a peer learning community group and the college tutoring program. She also helped me apply for tuition assistance and a childcare subsidy."
>
> **– STUDENT**

■ Integrating and coordinating key college and career access and persistence resources, including the provision of support services, when available

■ Evaluating student goals and outcomes

■ Developing ongoing college and career status and closure reports to identify the status of student progress

■ Supporting social networking and learning communities amongst students and connecting them with affinity groups

■ Sharing of student progress towards barrier mitigation and progress towards career and college goals with sector pathway team members

■ Coaching the student to explore options and make alternative plans necessary to achieve cost-effective desired education and career outcomes

■ Incorporating student and employer feedback loops to improve college and career success of students, including the retention of newly hired students

■ Playing a critical role as a member of the sector team in the following areas:

☐ Start-Up Planning
☐ Evaluation
☐ Curricula Design
☐ Recruitment
☐ Student Persistence
☐ Employer Engagement
☐ Marketing
☐ Sustainability

(Please refer to Attachment 8, the Sector Pathway Planning and Implementation Checklist, which SkillUp has devised in partnership with other Sector Pathway partners to guide the launching and implementation of sector pathway partnerships).

VII. Navigator Data Collection Tools

The **Navigator Environmental Scan** is divided into two parts: the **College Resources Scan** and the **Certificate/Degree/Training Program Scan (Attachment 1).** The Navigator completes these materials with the input of college faculty and staff prior to the launch of a program. These tools are designed to position SkillUp and other partners to be better informed about where to apply and leverage resources, given the information gleaned through the college and labor market scans. They are intended as tools for all partners to use to more effectively coordinate and deploy resources.

The **Student Early Alert Tool (Attachment 2)** is completed by the Navigator with the engagement and input of numerous college and/or community-based staff, including those focused on tutoring, financial assistance, academic and career advising. This tool is used to identify students who need specialized supports (academic, employment, advocacy, referrals) as soon as possible so that timely interventions occur. At a minimum, these tools are administered prior to enrollment, mid-course and at the end of the program.

The **Career Development Tool (Attachment 3)** is completed by the Navigator and used to identify the career development needs of students. The Navigator documents interventions, and/or referrals made to promote the job readiness skills of students. These tools are administered prior to enrollment, mid-course and at the end of the program.

The **Student Life Domain Tool (Attachment 4)** is completed by the Navigator in partnership with the student and used to assess student vulnerability in different areas such as educational resources, housing, transportation, financial management, work history and marketable skills, childcare,

heath care access, mental health, life skills managment (setting goals & resourcefulness) and support systems that may influence student persistence and career success. Navigators use this information to document and provide direct interventions and referrals. Navigators may also use this information to develop a student demand-driven electronically accessible resource guide. This tool is completed prior to program start-up, and updated on a quarterly basis, or more often, as needed to reflect students' changing circumstances.

The **Student Tracking Tool (Attachment 5)** helps Navigators document the academic, support service and employer engagement services students received, in tandem with the major outcomes they achieved. This information is used to reflect on what worked/did not work for students in light of their outcomes, and to develop next step continuous improvements in the program, and/or partnerships. The Navigator completes this form each quarter or semester, depending on the design and length of the certificates or course.

The **Employer Involvement Tool (Attachment 6)** is used to document the nature and extent of employer engagement in different courses, certificates and career pathways. The Navigator completes this tool, using input from the student, faculty, employers and other community partners. This tool is particularly helpful in cross sector pathway partnerships to ensure that employer engagement strategies are streamlined and efficient for employers, students and college faculty.

The **Navigator Progress Report (Attachment 7)** is used to identify how the Navigator is supporting student recruitment, course persistence and employer engagement. The information is used to celebrate program strengths and brainstorm next step solutions to address program weaknesses and challenges.

TOOLS FOR NAVIGATORS
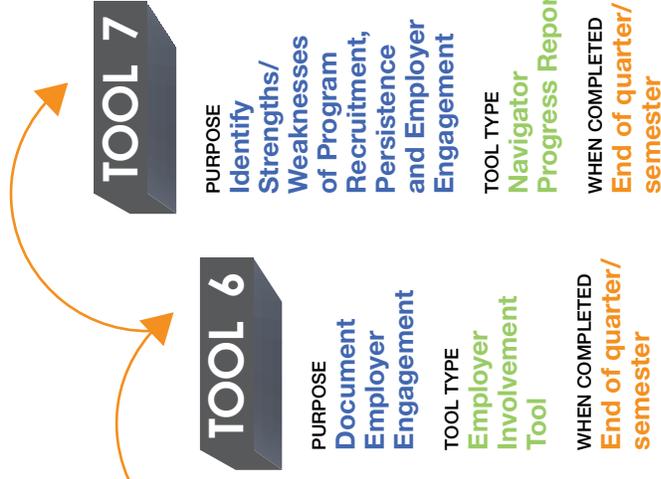
TOOL 1
PURPOSE
Get to know the College

TOOL TYPE
Environmental Scan

WHEN COMPLETED
During the planning phase, update regularly

TOOL 2
PURPOSE
Target Student Intervention

TOOL TYPE
Student Early Alert

WHEN COMPLETED
Prior to Enrollment; end of quarter/ semester

TOOL 3
PURPOSE
Promote Student Career Pathways

TOOL TYPE
Career Development Tool

WHEN COMPLETED
Prior to Enrollment; end of quarter/ semester

TOOL 4
PURPOSE
Connect Student to Community Resources

TOOL TYPE
Student Life Domain Tool

WHEN COMPLETED
Prior to Enrollment; end of quarter/ semester

TOOL 5
PURPOSE
Review Student Academic and Employment Outcomes

TOOL TYPE
Student Tracking Tool

WHEN COMPLETED
End of quarter/ semester

TOOL 6
PURPOSE
Document Employer Engagement

TOOL TYPE
Employer Involvement Tool

WHEN COMPLETED
End of quarter/ semester

TOOL 7
PURPOSE
Identify Strengths/ Weaknesses of Program Recruitment, Persistence and Employer Engagement

TOOL TYPE
Navigator Progress Report

WHEN COMPLETED
End of quarter/ semester
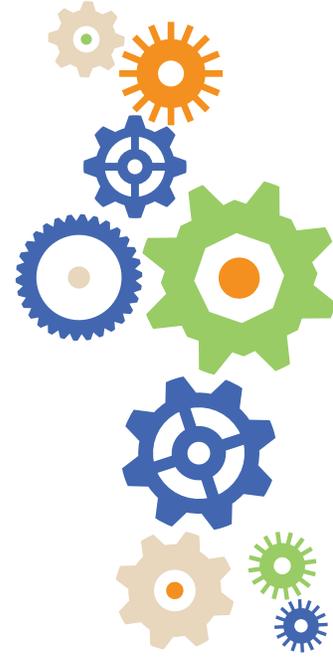
ATTACHMENT 1

SKILLUP WASHINGTON ENVIRONMENTAL SCAN

SkillUp Washington, as part of its quality management and learning organization approach, is continually striving to identify the best fit between our organization and the external environment. As part of this work, SkillUp documents emerging issues, situations, potential challenges or pitfalls that may affect the quality performance or sustainability of our investments.

The information we gather about education, labor market, college and community partners is analyzed, shared and used to guide planning and implementation. It also serves as a tool for partners to respond in a strategically effective and agile manner to external information.

The attached Environmental Scan tool is completed by the Navigator with the input of college faculty and staff during the planning phase of the program and updated continually.

The Environmental Scan is divided into two parts: **Part One: The College Resources Scan and Part Two: The Certificate/Degree/Training Program Scan.** The results are shared with program and system partners. This tool is designed to position SkillUp and partners to:

- Be better informed about where to apply and place SkillUp Washington and other partner resources;

- Be more responsive to the college environment and labor market; and

- Understand the environment in which SkillUp is operating in order to more effectively utilize, coordinate and deploy resources for the launch of the program.

SKILLUP WASHINGTON ENVIRONMENTAL SCAN (CONTINUED)

Part One: The College Resource Scan provides information about the resources which the student is likely to be able to qualify for and access. Most of these resources will be external to a specific certificate/degree/training program, though a few (such as career advising and internships) may be customized specifically for the program.

Part One: College Resource Scan

Status of College Resources/Accessible to Students in Class/Training	Fully Accessible*	Partially Accessible	Not at all Accessible	Comments
Self-Serve Career Center				
General Career Advising				
Program-Specific Career Advising				
Student Advising				
Financial Aid Office				
WorkSource/WIA				
Supplemental Food Employment and Training				
Worker Retraining				
Opportunity Grants				
Work Study				
Specialized Supports (explain)				
Other: explain				
Other: explain				
Other: explain				

Accessibility refers to hours of operation and eligibility requirements

SKILLUP WASHINGTON ENVIRONMENTAL SCAN (CONTINUED)

Part Two - **The Certificate/Degree/Training Scan** provides information about specific aspects of the training program and/or other partner resources and programs available to students. Answers will help navigators and other system partners understand how to strategically leverage and align resources to support student transitions, minimize service duplication and promote sustainability planning.

Part Two: Certificate / Degree / Training Program Scan

1. College name

2. Specific certificate/degree/training program name

3. Instructor name, status (FTE, contract employee, etc.) and affiliation

4. Roles, names and affiliations of other key faculty/staff (including recruiters, lab assistants, navigators, evaluators, etc.)

5. Class names and start and end dates of all classes (current and future) associated with the certificate, degree and training program

6. Certificate/degree/training program mode of instruction: (e.g. hybrid, online, compressed, stackable certificates for each course, etc.)

7. Cohort status, if applicable (e.g. open cohort, closed cohort)

8. Targeted demographics of students

9. Special assistance and/or resources available to student population

_____

10. Certificate/degree/training outcomes: (e.g.; enrollment, persistence, training-related placements, system reform outcomes, number of credits; specific names and order of certificates received, etc.)

_____

11. SkillUp Washington and other funding sources for the certificate/degree/training

_____

12. Gaps which certificate/degree/training funding does not address

_____

13. Proposed methods to address gaps described above

_____

14. Expected types of employment resulting from certificate/degree/training

_____

15. Labor market demand data for the above occupations

_____

16. Names and roles of employer/labor partners

_____

17. Business and labor associations/listservs etc. connected to this certificate/degree/training program

_____

18. Types and amounts of supportive services (bus tickets, etc.) available to students; and eligibility requirements

_____

19. Books/materials/special equipment assistance available to students

_____

20. Free/reduced rate laptops provided to students

_____

21. Technology troubleshooting resources available to students

_____

_____

_____

ATTACHMENT 1: PART TWO

22. Time and type of tutoring resources available to students

_____

23. Are there other similar certificate/degree/training programs offered in the community?

_____

24. How does this program dovetail/complement/duplicate and coordinate with these other programs?

_____

25. If applicable, what programs feed into this certificate/degree/training program?

_____

26. If applicable, how does this certificate/degree/training program feed into other next step education
    or training opportunities?

_____

27. Is childcare available during class hours/times students need to be on campus?

_____

28. Are computer labs accessible to students during class hours/times students will be on campus?

_____

29. Is the library open to students during class hours/times students will be on campus?

_____

30. Is the cafeteria open to students during class hours/times students will be on campus?

_____

31. What do you consider to be the level of institutional, employer/labor, public and political will for this
    certificate/degree/training program?

_____

32. What do you consider to be the most significant strengths that this program offers?

_____

33. What do you consider to be the most significant challenges that this program may encounter?

_____

34. What do you consider to be the institutional, employer/labor; public and political will to sustain the program
    after funding ends?

_____

_____

ATTACHMENT 2

STUDENT EARLY ALERT TOOL

The Early Alert Tool is completed by Navigators, with the input of college and/or community-based staff, including those focused on tutoring, financial assistance, academic and career advising. This tool is used to identify students who need specialized supports (academic, employment, advocacy and referral) as soon as possible. If certain risk factors are indicated an intervention plan is put in place.

This tool is completed by the Navigator prior to enrollment and at the end of the quarter/semester.

Early Alert Risk Categories	Check if applicable	Intervention Plan (briefly describe Navigator interventions or referrals)
Student has training-related incomplete courses on their transcript		
Student needs temporary job and/or extensive advocacy or social service supports to be able to attend class		
Student midway through program but lacks financial assistance needed to complete		
Student needs intensive job placement support to successfully engage in job search		
Student overall self-advocacy skills low		
Student needs academic assistance but is not accessing tutoring and/or participating in study groups		

Early Alert Risk Categories	Check if applicable	Intervention Plan (briefly describe Navigator interventions or referrals)
Student needs additional training for basic computing (e.g. Word, Power Point, Excel)		
Student needs access to reliable technology and/or internet		
Student lacks connections with other peers or affinity groups		
Student attendance erratic		
Student academic performance poor		
Student failure to meet internship/ special project requirements		
Student completed class but is repeatedly applying for and not getting hired to jobs		
Other: e.g. student faces other challenges (limited English, lack of contact with training related employers, etc.) that potentially jeopardize their course or career success		

This early alert system will also be used to identify students who are successful and may be interested in serving as peer tutors, leaders, or class spokespersons. Navigators continually use strength-based approaches to: (1) coach and motivate students; (2) promote student self-advocacy skills; and (3) create connections to education and employment resources.

ATTACHMENT 3

CAREER DEVELOPMENT TOOL

Navigators, in partnership with instructors and/or other workforce development staff, complete the following checklist as part of the career assessment and planning process for each student.

This tool is completed by the Navigator prior to enrollment and at the end of the quarter/semester.

If certain needs are indicated, an intervention plan is put in place.

Student needs assistance and/or referrals to:	Check if applicable	Intervention Plan (by Navigator or referral)
Develop career plan		
Complete online career interest surveys (e.g. WOIS or MapYour Career.org)		
Complete competency/ strength-based assessment (e.g. Dependable Strengths)		
Complete self-sufficiency calculator		
Enroll in Workforce Investment Act case management/services		
Attend an orientation to local WorkSource office		
Develop a resume		
Develop a cover letter		
Complete a job application		

Student needs assistance and/or referrals to:	Check if applicable	Intervention Plan (by Navigator or referral)
Develop online job search portfolios		
Complete mock interviews		
Complete informational interviews		
Attend a job fair		
Meet/connect with a career mentor		
Work experience through volunteering		
Work experience through job shadows		
Work experience through unpaid internships		
Work experience through paid internships		
Find part-time employment		
Find full-time employment		
Retain part- or full-time employment		
Move into higher wage job		
Other: e.g. student might need an accommodation or other types of specialized support		

STUDENT LIFE DOMAIN TOOL

SKILL LINK LIFE DOMAIN MATRIX

Introduction

The Life Domain Matrix is a tool to help case managers, Navigators, and Skill Link program staff identify student barriers to program persistence. The results of this assessment help guide student referrals to community and school based resources. Pre/post assessments of these tools provide insight into how students are progressing on different life domains that potentially influence their ability to persist in Skill Link and thrive when they exit the program.

Sites are encouraged to select the life domains they plan to track. If there is an interest in selecting a life domain that is not included in the attached examples or to tailor domains for specific populations, please contact SkillUp Washington, as there may be additional examples of other life domains.

Ten life domains are outlined in the following document, including educational resources, housing, transportation, financial management, work history and marketable skills, childcare, heath care access, mental health, life skills managment and support systems.

Why use the Life Domain Matrix?

The Life Domain Matrix:

- Tracks the needs and over time status of students on multiple life domains and/or work;

- Allows students and case managers to set goals to promote student progress on selected life domains;

- Informs referrals to services in different domains;

- Serves as a communication tool for case managers to use with referral partners;

- Informs strategies to address student barriers;

- Offers students an opportunity to celebrate their progress and see how their work in one domain influences their progress in others; and

- Provides "need" data that can be used for case making for flex/support funds and/or developing new strategies and partnerships.

STUDENT LIFE DOMAIN TOOL

How do you use the matrix?

At intake, during the program on a quarterly or semester basis, and before a student exits the program the Life Domain matrix should be administered to reflect the over time status of students in different domains. When using the matrix, staff may want to consider three questions:

1. If a student measures below the "prevention line," what available interventions do we have to provide the student?

2. Do we have gaps in our partnership's ability to promote student progress in different domains? If yes, how do we plan to address these gaps?

3. Do the life domain barriers make sense? What, if anything, would we recommend changing in the future?

Examples of the Life Domains follow. When a student receives a 1 or 2 rating they are considered in crisis or vulnerable, signaling that they are in immediate need of help. Students who receive higher ratings are identified as safe, stable or thriving.

EDUCATIONAL RESOURCES

THRIVING	STABLE	SAFE	VULNERABLE	IN-CRISIS
5	4	3	2	1

Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	Always able to independently pursue tuition assistance or other college resource options
Stable (4)	Pursues tuition assistance/other college resource options most of the time
Safe (3)	Knows where to turn for tuition assistance or other college resources; needs help to pursue resources
PREVENTION LINE	
Vulnerable (2)	Has limited knowledge of tuition assistance or other college resources; can identify areas of assistance but needs help to follow through
In-Crisis (1)	Has no knowledge of tuition assistance or other college resources

HOUSING

THRIVING **5**	STABLE **4**	SAFE **3**	VULNERABLE **2**	IN-CRISIS **1**

Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	Living in unsubsidized housing
Stable (4)	Living in subsidized housing for longer than the next twelve months
Safe (3)	Living in subsidized housing sustainable for at least the next twelve months
PREVENTION LINE	
Vulnerable (2)	Living in substandard housing; transitional/time limited housing; subsidized housing at risk of losing due to noncompliance with program rules
In-Crisis (1)	Living in emergency shelter, the street, or other place not meant for human habitation; served with eviction notice; at risk of losing housing within two weeks and have no other place to go

TRANSPORTATION

THRIVING **5**	STABLE **4**	SAFE **3**	VULNERABLE **2**	IN-CRISIS **1**

Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	Always has transportation needs met through public transportation, a car, or a regular ride
Stable (4)	Has most transportation needs met
Safe (3)	Has some transportation needs met
PREVENTION LINE	
Vulnerable (2)	Rarely has transportation needs met
In-Crisis (1)	Does not have transportation needs met and has no available public transportation, a car or a regular ride

FINANCIAL MANAGEMENT SKILLS

THRIVING 5	STABLE 4	SAFE 3	VULNERABLE 2	IN-CRISIS 1

Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	Sticks to a budget; has access to checking and savings accounts
Stable (4)	Uses budgeting skills; has access to checking and savings accounts
Safe (3)	Knowledge of budgeting skills; has access to checking account
PREVENTION LINE	
Vulnerable (2)	No or limited budgeting skills; reliant on predatory banking institutions
In-Crisis (1)	No budgeting skills or knowledge; no access to banking institutions

WORK HISTORY AND MARKETABLE SKILLS

THRIVING 5	STABLE 4	SAFE 3	VULNERABLE 2	IN-CRISIS 1

Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	Work history of a year or longer; demonstrated significant marketable skills
Stable (4)	Work history of six months to a year; demonstrated some marketable skills
Safe (3)	Limited but consistent work history; possesses some marketable skills
PREVENTION LINE	
Vulnerable (2)	Limited and/or inconsistent work history; limited marketable skills
In-Crisis (1)	No work history and/or negative work history; no marketable job skills

CHILDCARE

THRIVING **5**	STABLE **4**	SAFE **3**	VULNERABLE **2**	IN-CRISIS **1**

Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	Ample resources to support choice of licensed childcare or dependable friends/family options that provide safe settings with adequate supervision
Stable (4)	Sufficient resources to support limited choice of licensed childcare or dependable friends/family option that provide safe settings with adequate supervision
Safe (3)	Limited resources to support narrow choice of licensed childcare or dependable friends/family option that provide safe settings with adequate supervision
PREVENTION LINE	
Vulnerable (2)	Insufficient resources. Qualifies for subsidized childcare that provides safe settings with adequate supervision. Insufficient resources, barriers exist
In-Crisis (1)	No access to childcare. Child has minimal supervision. Child is unsupervised and unsafe.

NOTES:

HEALTH CARE ACCESS

THRIVING	STABLE	SAFE	VULNERABLE	IN-CRISIS
5	4	3	2	1

Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	All family members have broad access to medical/dental services; no member of household requires treatment and/or current insurance provides full coverage for required treatment and follow-up care; all family members have choice of providers for both medical and dental services
Stable (4)	All family members have adequate access to medical/dental services; no member of household requires treatment and/or current insurance provides full coverage for required treatment and follow-up care; some family members have choice of providers for either medical and/or dental services
Safe (3)	All family members have partial/limited access to medical/dental services; current insurance provides full coverage for required treatment; adequate coverage but restricted in choice of provider
PREVENTION LINE	
Vulnerable (2)	Medical benefits available but not accessed; requires medical/dental treatment but coverage does not fully cover; relies upon urgent care centers (not emergency departments) for primary care; have subsidized health insurance but is inadequate for regular exams/check-ups
In-Crisis (1)	Requires immediate medical/dental treatment with no means to pay; relies upon emergency department as primary source of medical/dental care; not able to pay for medical/dental treatment and not eligible for benefits

NOTES:

_____

_____

_____

_____

MENTAL HEALTH

| | THRIVING 5 | STABLE 4 | SAFE 3 | VULNERABLE 2 | IN-CRISIS 1 |

Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	No problems in school, work, social settings
Stable (4)	No or minimal problems in school, work, or social settings
Safe (3)	Mild to occasional problems with school, work, or social settings
PREVENTION LINE	
Vulnerable (2)	Has great difficulty caring for self or others; significant problems with school, work, or social settings
In-Crisis (1)	Cannot care for self or family; at clear risk of harm to self or others

LIFE SKILLS (SETTING GOALS AND RESOURCEFULNESS)

| | THRIVING 5 | STABLE 4 | SAFE 3 | VULNERABLE 2 | IN-CRISIS 1 |

Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	Always able to set goals and be resourceful
Stable (4)	Frequently able to set goals and be resourceful
Safe (3)	Usually able to set goals and be resourceful
PREVENTION LINE	
Vulnerable (2)	Understands how to but seldom sets goals or is resourceful
In-Crisis (1)	Has not learned how to set goals and be resourceful

SUPPORT SYSTEM

THRIVING **5**	STABLE **4**	SAFE **3**	VULNERABLE **2**	IN-CRISIS **1**

Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	Is able to give support as well as receive support; always has support
Stable (4)	Has a healthy support system most of the time
Safe (3)	Has a healthy support system only in times of crisis
PREVENTION LINE	
Vulnerable (2)	Has a healthy support system but is unreliable; has a support system but it is unhealthy and limited
In-Crisis (1)	Does not have a support system

NOTES:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

ATTACHMENT 5

STUDENT TRACKING TOOL

The Student Tracking Tool provides an easy way for Navigators to review the academic, support service and employer engagement services students received, in tandem with the major outcomes they achieved. This information is used to reflect on what worked/what did not work for students in light of their outcomes, and to develop next-step continuous improvements in the program and/or partnerships.

The Navigator completes this form each quarter/semester, depending on the design and length of the certificates or course.

1. Student name

2. Training program name

3. Date student enrolled in training program

4. Date student enrolled in navigation/was assigned to a Navigator

5. Date student completed integrated career/education/ work plan

6. Type of academic course persistence support student received

7. Type of personal/life skills support student received

8. Type of employer engagement support student received

_____

_____

_____

9. Number and name of certificates student earned

_____

_____

_____

10. Number of credits student completed

_____

11. Date student completed training program

_____

12. Date and type of training/field of study student pursued

_____

13. Name and date of initial employer job placement

_____

14. Job title of initial employment

_____

15. Wage at placement of initial employer job placement

_____

16. Name and date of second employment site

_____

17. Name and data of second job title

_____

18. Name and data of second job wage

_____

19. Date of exit from program

_____

ATTACHMENT 6

EMPLOYER INVOLVEMENT TOOL

The Student Employer Involvement Tool is completed at the end of the semester/ quarter and used to document the nature and extent of employer engagement in different courses, certificates and career pathways.

The Navigator completes this tool, using input from the student, faculty, employers and other community partners at the end of each quarter/semester.

This tool helps streamline employer engagement activities, and is particularly useful in programs where multiple partners are focused on the same career pathway.

1. Name of course

_____

2. Name of college

_____

3. Name of Navigator

_____

4. Employer name

_____

5. Job title

_____

6. Company

_____

7. Contact information

_____

_____

8. Employer engaged as class speaker/presenter

_____

9. Employer engaged as career mentor

_____

10. Employer engaged in mock interviews

_____

11. Employer offered tour of worksite

_____

12. Employer donated supplies to class

_____

13. Employer engaged as internship/training site

_____

14. Employer provided job leads

_____

15. Employer hired graduate(s)

_____

16. Employer referred incumbent worker to class

_____

17. Employer paid tuition (full or partial) for incumbent worker

_____

18. Employer gave worker paid time off to take class

_____

Program partners may want to jointly develop a glossary to accompany this list to ensure that tracking processes are uniformly documented and understood.

ATTACHMENT 7

NAVIGATOR PROGRESS REPORT

Navigators complete progress reports at the end of the quarter/semester. The information on this report is used to identify program strengths and weaknesses in three areas: student recruitment, student course assistance and employer engagement. The results guide next step improvements in programs and partnerships.

College Name

_____

Date

_____

Navigator Name

_____

Student Recruitment

1A. Please briefly describe your recruitment efforts to date, including any partner agencies or other classes you worked with to enroll students in navigation services.

_____

_____

1B. What, if applicable, were your one or two most successful recruitment strategies?

_____

_____

1C. What, if applicable, were your one or two main challenges to successful recruitment?

_____

_____

_____

Student Course Persistence

2A. Please briefly describe the types of course persistence assistance you provided students.

_____

_____

2B. What, if applicable, were your one or two most successful course persistence strategies?

_____

_____

2C. What, if applicable, were the one or two main course persistence challenges students' encountered?

_____

_____

2D. Are students choosing to pursue advanced training? Why or why not?

_____

_____

_____

Employer Engagement

3A. Please briefly describe the employer engagement strategies you used this quarter.

_____

_____

3B. What, if applicable, were your one or two most successful employer engagement strategies?

_____

_____

3C. What, if applicable, were the one or two main employer engagement challenges you encountered?

_____

_____

3D. Are students getting hired to training related jobs? Why or why not?

_____

_____

Employer Engagement (continued)

3E. Have you received any feedback from employers or students about how students are doing after entering
employment? Please explain.

_____

_____

_____

_____

Resource/Training Needs

4A. Are there any resources or training that would help you in your job?

_____

_____

_____

_____

_____

_____

_____

ATTACHMENT 8

SECTOR PATHWAY PLANNING AND IMPLEMENTATION CHECKLIST

A review of SkillUp's previous sector pathway training experiences to date suggests that the following elements need to be in place to support successful cross-campus and cross-system implementation.

Start-up Planning

- ☐ MOUs/Partnership agreements
- ☐ Fiscal agreements
- ☐ Data agreements
- ☐ Schedule ongoing cross-college/partner meetings
- ☐ Sector team faculty and staff (instructors, curricula development, workforce development, financial aid, institutional researchers, financial aid, students services, etc.), workforce investment act partners, community based organizations and Navigators to inform the design of project goals, objectives and outcomes
- ☐ System partner buy-in to project goals, objectives and outcomes
- ☐ Staff training and orientation to model goals, objectives and outcomes
- ☐ Realistic Work Plan and Project Timeline
- ☐ Coordination of campus course offerings to reach a broader audience
- ☐ Analysis of the target population composition on cohort management, service delivery and partnerships
- ☐ Completion of Navigators Environmental Scan

Evaluation

- ☐ Theory of Change outlined with clear assumptions, activities and outcomes
- ☐ Evaluation training for all staff and partners
- ☐ Front-end evaluation plan in place, followed by regular time to review evaluation findings and make mid-course changes as needed to improve services
- ☐ Stakeholder (faculty, student, employer, staff) surveys, interview instruments developed, piloted and refined as needed

Evaluation (continued)

- ☐ Confidentiality tools, consent forms and protocols in place, and included in evaluation training
- ☐ Evaluation findings disseminated to partners, current and prospective partners
- ☐ Establishment of a closed network or other vehicle for sharing effective and evidence-based research among college partners to promote continuous learning and program/system improvement
- ☐ Ongoing journaling of key events, milestones and reasons for changes and next steps

Curricula Design

- ☐ Systematic utilization of student, faculty, staff, employer feedback, course persistence and evaluation data for course planning and continuous improvement
- ☐ Incorporation of previous graduate feedback to improve course design
- ☐ Utilization of labor market data to inform curriculum design
- ☐ Contextualized Math and English
- ☐ Inclusion of opportunities for contextualized workplace experiences (e.g. job shadows, internships, capstone projects, etc.)
- ☐ Inclusion of opportunities for students to develop career plans, portfolios containing samples of their work product in course syllabus
- ☐ Prior Learning Assessment
- ☐ Opportunities for ongoing faculty development

Recruitment

- ☐ Front end and ongoing recruitment to ensure full course enrollment
- ☐ Timely provision of financial assistance and pre-enrollment coaching to prep students for the course
- ☐ Recruitment goals that anticipate and plan for attrition at every stage
- ☐ Opportunities for potential candidates to see a class in person or on video
- ☐ "Student-friendly" handouts and informational materials that present a crosswalk between labor market demands, course competencies, career access and advancement
- ☐ Identification of "anchor recruiters" including previous graduates, employers and CBO partners
- ☐ Use of social media and Twitter to recruit students
- ☐ Outreach to previous dropouts to see if they are ready to re-enroll
- ☐ Automatic pre-registration for students enrolled in multiple courses to promote continued engagement
- ☐ Continued coordination of campus offerings to ensure timely and ongoing recruitment efforts

Student Persistence

- ☐ Holistic "early alert" system tools and strategies to identify student academic and life circumstance persistence barriers

- ☐ Ongoing communication among Navigator, instructor and student

- ☐ Opportunities for ongoing career development and exploration activities

- ☐ Guidelines for students to form and manage peer learning groups

- ☐ Qualified and timely tutoring assistance

- ☐ Access to working and fully operational computers, internet and technology troubleshooting

- ☐ Resources to cover course books and materials

- ☐ Attainment Fund and/or referrals to closely aligned community partners who have emergency resources to support student persistence barriers (e.g. transportation, energy assistance, housing assistance)

- ☐ Connection to work study and/or income earning opportunities necessary to support the student while in school

- ☐ Tuition/Financial Aid Assistance

- ☐ Incentives (e.g. recognition, leadership opportunities) to promote and reward student success

- ☐ End of course transition plans that articulate next step career/education goals of students

Employer Engagement

- ☐ Involvement of employers in identifying their labor market, hiring, course content, recruitment, marketing and career mentoring needs

- ☐ Identification of employer opportunities to offer advancement training and/or paid or unpaid work release for incumbent workers to take courses

- ☐ Identification of employer research and capstone project needs

- ☐ Employer Engagement Tracking System

- ☐ Engagement of employers in developing career pathway lattices and ladders that show the types of jobs graduates may be positioned to pursue and the competencies needed to advance from these careers

- ☐ Aligned efforts across sector partners to reduce duplication and expand the employer network

- ☐ Identification of on ramp to work opportunities that may include On-Job-Training, pre-apprenticeship, temporary employment, or other approaches

- ☐ Connect course students and graduates to WIA/WorkSource, Industry Associations, and/or apprenticeship opportunities as appropriate for career exposure and employment

- ☐ Single point of contact at each college to build and maintain meaningful relationships with employers, coordinated across District

- ☐ On-boarding process in place for employers to sign up for internships, mock interviews, and other engagement opportunities

Marketing

- ☐ Marketing plan in place and updated regularly
- ☐ Consistent use of cross college marketing and messaging about the class
- ☐ Ongoing incorporation of evaluation findings in marketing updates to funders and policymakers
- ☐ Research, publication and conference presentation strategy in place
- ☐ Use of social media and Twitter to market courses
- ☐ Ongoing collection of photographs/course materials that depict the course approach, content, career path, etc. and can be used in presentations and reports

Sustainability

- ☐ Sustainability plan in place and updated regularly
- ☐ Dissemination plan in place and updated regularly
- ☐ Dissemination of project reports and findings to past, current and prospective funders
- ☐ Continued scan of the funding landscape to determine ongoing opportunities to align, coordinate, leverage or apply for funding
- ☐ Continued scan of the employment success of graduates in tandem with labor market scans to look at program performance measures in tandem with labor market data.
- ☐ Develop cost analysis of project implementation
- ☐ Develop a return on investment case for the project to use in case making
- ☐ Identify policy or funding levers that may be manipulated to sustain or draw new funding

SkillUp
WASHINGTON

For questions about the Guide and Tools for Navigators or to request additional Life Domains, please contact SkillUp Washington at skillup@skillupwa.org.

To access electronic versions of the Tools for Navigators presented in this guide, please visit: http://skillupwa.org.