

Opportunities and Challenges in Nonprofit-Community College Partnerships

June 14th, 2011

Webinar for The Sector Skills Academy



Session Objectives

- Learn about different partnership models and some of the latest research into nonprofit-community college partnerships
- Hear from two SSA Alumni about their experiences and lessons learned from partnerships they are involved in
- Share your questions, experiences, and lessons learned about these partnerships

Presenters and Technical Assistance

- Tom Dubois, Director of New Initiatives at Instituto del Latino Progreso in Chicago
- Lauren O'Brien, Director of Planning and Program Development with Goodwill Industries in Seattle
- Jackie Orwick, Director of Information Systems, AspenWSI, JackieO@aspeninst.org

Introductions

- Name
- Position and Organization
- Location
- Sector
- Are you involved in a nonprofit-community college partnership?
- What is one thing you would like to discuss on today's webinar?

Adult Learner Context

- Working
 - Often at jobs with irregular schedules or far from campus
- Unfamiliar with college systems
 - 1st generation students, foreign born
- Lack knowledge of labor market opportunities/realities
 - Current networks/social connections limited
- Not ready academically
 - Out of school for a while, HS education insufficient
- Family/household responsibilities (childcare, transportation, housing, food, healthcare, etc...)

Supporting student success goes beyond the college and beyond one institution.

Courses to Employment

- Learning demonstration involving 6 community college-non-profit program collaborations
- Based on premise that “non-traditional” students can be served through the coordinated work of community institutions.
- 6 Partnerships selected competitively—from 89 applications received in 2007
- Research and learning agenda, conducted 2008-2011
- Funded by the Charles Stewart Mott Foundation

Fairfax, VA: Northern Virginia Family Service and Northern Virginia Community College

Austin: Capital IDEA & Austin Community College

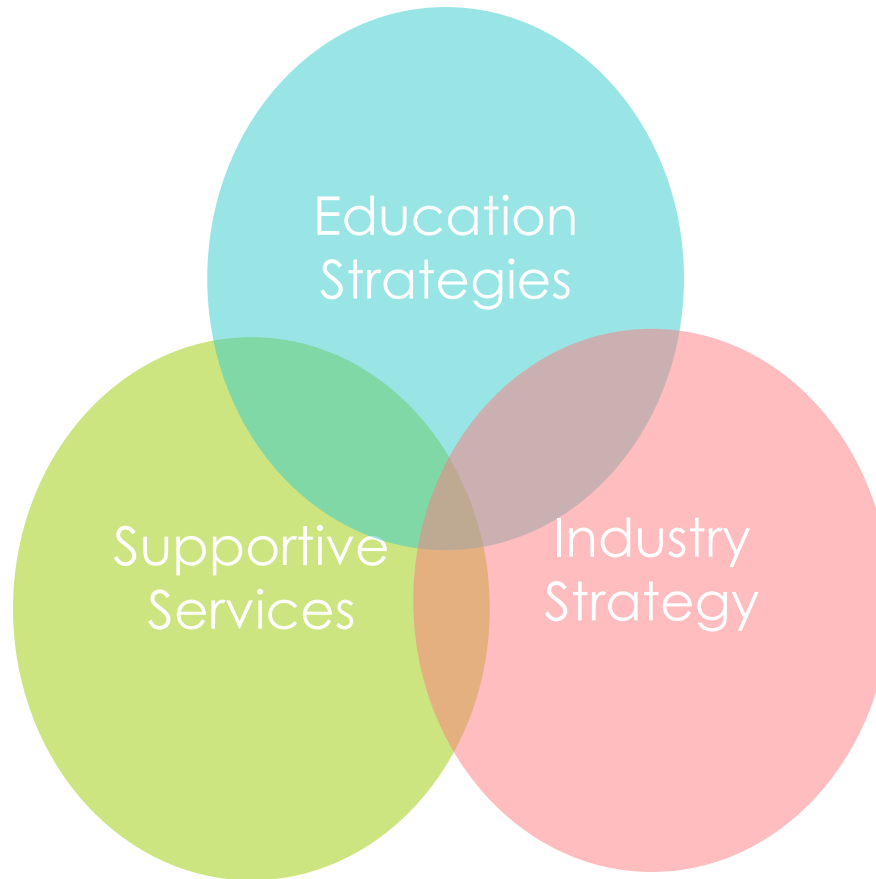
Seattle: Workforce Development Council of Seattle-King County & Shoreline Community College

Chicago: Instituto del Progreso Latino & Wright College’s Humboldt Park Vocational Education Center

Los Angeles: Community Career Development, Inc., LA Valley College, East LA College & LA City College

Flint, MI: Mott Community College & Flint STRIVE

Nonprofit-Community College – Partnerships



A Few Notes from CTE

- There are many different partnership designs and models. (roles and responsibilities of partners vary, short vs long term, credit vs non-credit, sector, depth and level of collaboration, curricula, support services, etc..)
 - Drivers of design include policy/funding environment, student needs, business needs, and institutional characteristics/capacities)
- Career and college navigation are key
- Support services (including motivational supports) are also an integral part in many models
- Data collection and management is challenging
- Participant outcomes are encouraging

A Few Partnership Challenges

- Different cultures, different goals
- Data sharing and management (Participant data collection and tracking across institutions)
- Resources for planning
- Systems change (college bureaucracy, funding, etc..)
- Scale

Career Pathways Program: Seattle Goodwill- Community College Partnership

Lauren O'Brien

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Impetus for Partnership

- Seattle Goodwill's focus is providing education & training to adults w/ significant barriers to employment and economic opportunity
- Programs are primarily “on ramps” – preparing participants for entry-level employment
- But, ultimate goal for participants is of course middle-wage jobs, which typically require post-secondary education/credential
- So – how to open up the path to college attainment for those who want to pursue it?

Partnership Development: Phase 1

- **Getting leadership and Board buy-in** that a college transition program was necessary and mission-appropriate through data
- **Understanding the local college context:** Strong state CC system (11 in King County) that provides the majority of basic skills education, did the initial “tipping point” research, developed the IBEST model, utilizes BFET extensively, is over-enrolled, has a unionized faculty, etc.
- **Examining models for college access and success:** for-credit classes at CBOs, sector- or school-specific bridge programs, contracted cohorts, general readiness workshops, mentoring, accelerated Dev. Ed., etc.
- **Gathering stakeholder input:**
 - Goodwill Participants: Surveys and focus groups on college interest, knowledge, concerns, experience, etc.
 - Colleges: What students need to come with to be successful, options within the system

Partnership Development: Phase II

- Important factors in model decisions:
 - Strong participant interest in going to college – but wide range of current skills levels and career goals
 - Not wanting to duplicate existing offerings, nor to create “special” programs
 - Desire to be student-focused
 - Need for program to be an optional path without shifting the mission
- Funders Collaborative (now SkillUpWA) led to building of College/CBO “Peer Learning” group
- Additional surveys and focus groups following initial pilots to refine model

Program Structure

- Community College 101 class
 - Simulate some college expectations, increases success in college
 - Career pathways, funding resources, student skills, etc.
- Individual Navigation
 - Help planning and getting into college
 - Prof/Tech program, short-term or 2-year, public college
 - One year 1:1 support once enrolled
- Partnerships with colleges to prepare students, facilitate enrollment, resolve issues, leverage funding resources, etc.
- Funds to cover college costs initially if financial aid doesn't
- Originally for SGI participants only; now open to community

College Partnerships

- Started with 3 that had good histories of serving non-traditional students and working with CBOs – and that spanned the county
 - South Seattle CC, Shoreline CC, Renton Technical
 - Created MOUs – which at core are about communication
 - Additional partnerships –MOUs haven't been needed as contacts gradually built as students enrolled at more schools
- College staff are CC101 guest presenters, lead campus tours
- College staff assist with registration, funding, student services issues
- Specialized release forms for student records
- Voucher/invoice systems for tuition, fees, books, transportation
- On-campus CC101 – for those getting to campus but too late and unprepared to get in; also as another way to increase the college's basic skills to college transition rate

Curriculum

- Career exploration & career pathways – labor market projections, jobs, wages, training required, etc.
- College vocab and navigation – “doors,” registration process, services available, sample documents (e.g. catalogue, transcript)
- Funding – FAFSA, WorkFirst, BFET, WIA, WR, grants, etc.
- Placement test prep – CASAS, COMPASS
- Student skills – study skills, reading texts, note taking, online classes, time management
- College budget planning, financial literacy
- Self-advocacy
- Job search after completion (and while in school)

Navigation

- Different than case management and college advising
- Individual Education Plans – program, classes, barriers, timeline, steps
- Getting Enrolled – help with application, financial aid, testing, course selection, advising, registration, wait lists, books
- Goodwill Funding – financial aid delays and “holes” – up to 2 quarters of tuition, fees, books, transportation, and supplies; then 2 more of books, transportation, and supplies
- Once Classes Start – regular check-ins, problem solving and advocacy; then repeat registration process each qtr
 - First 2 quarters are “heavy touch,” next 2 are “light touch,” and then transition to self-navigation

Community Partnerships

- Referrals – Of other CBO's clients who want to go to college
- CC101 classes for clients of other agencies – e.g. Seattle Housing Authority, WorkSource (OneStop)
- Train-the-trainer / Demonstration CC101 class
- Sharing curriculum & forms – modular, adaptable, free
- Basic college overview workshops for other staff, clients
- Navigator Group – Now 5 other organizations across the county have added Navigators – Building capacity and a community of practice

Next Steps

- Physical service integration in new “Opportunity Center” – colleges, funding sources, WorkSource, DSHS, WDC, CBOs
- Additional partnerships to reach more people
- Shared triage with other CBO navigators who have program or college restrictions
- Additional SGI navigators to serve other parts of our territory
- Continued refinement of the CC101 curriculum

Comments and Q & A for Lauren

Instituto's Career Path Partnership Programs: Manufacturing , Healthcare, & Green Jobs

Wilbur Wright College –

Humboldt Park Vocational Education Center

Instituto del Progreso Latino

Tom DuBois

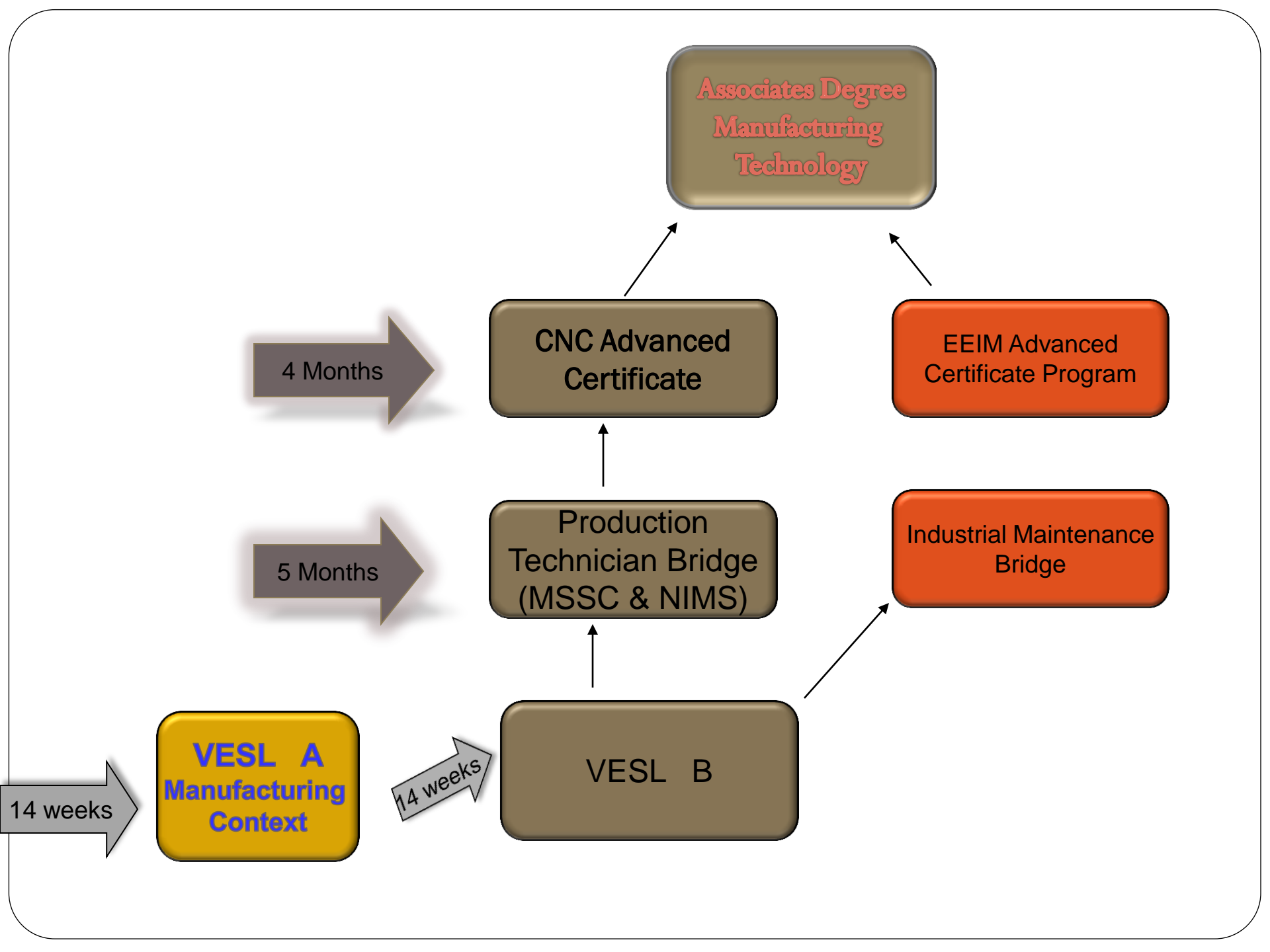
Instituto del Progreso Latino

Director of New Initiatives

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IDPL Approach: Partnerships By Design

- Applied academics of English, Math, and computer skills contextualized for each career pathway.
- Technical specialty – CNC Machining, Building Energy Technology, CNA/LPN.
- Partnerships (High School/Community College – CBO/Community College
- Placements – Employer partnerships



**Associates Degree
Manufacturing
Technology**

**CNC Advanced
Certificate**

**EEIM Advanced
Certificate Program**

**Production
Technician Bridge
(MSSC & NIMS)**

**Industrial Maintenance
Bridge**

**VESL A
Manufacturing
Context**

VESL B

4 Months

5 Months

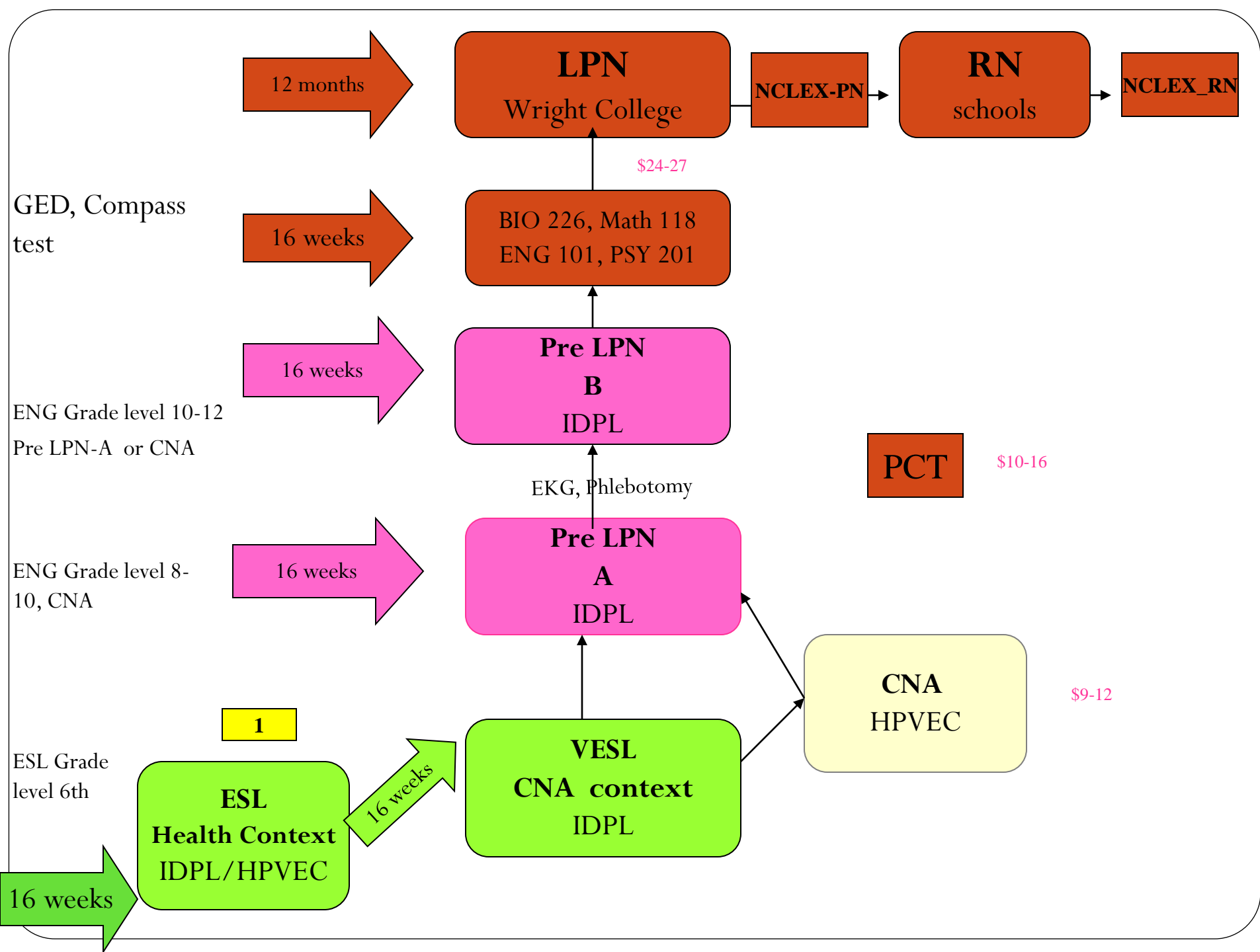
14 weeks

14 weeks

Carreras en Salud: A Chicago Bilingual Health Care Partnership

- Association House of Chicago
- Humboldt Park Vocational Education Center *Of Wilbur Wright College, One of the City Colleges of Chicago*
- Instituto del Progreso Latino
- National Council of La Raza





Contextualization

- From general workforce and introduction of concepts, e.g. safety
- More specific manufacturing e.g. machine guarding. Enhancement and reinforcement of prior learning
- Integration of English, Math, and Computers



Role of Community Based Organizations and Educational Partners

CBOs

- **Non-traditional Teaching of English**
- **Recruitment and Placement**
- **Flexibility in Scheduling Class and Services**
- **Non-Traditional Data Collection**
- **Case Management:**
 - childcare
 - shelter and food assistance
 - transportation assistance
 - social and psychological assistance and/or referrals
 - domestic abuse and other prevention assistance

Educational Partners

- **Provide curriculums** that are customized to the needs of the non-traditional low skill student.
- **Provide educational resources and support to students** such as computer labs and programs that help the students improve their basic skills at their own pace, tutoring and technical assistance, financial aid and career planning.
- **Schedule classes at times convenient to the non-traditional low skill students;** provide assistance to adult educators to contextualized curriculums based on the adult learner's basic skills levels.
- **Articulate basic skill and contextualized courses with technical certificates and occupational degree programs** with input from employers and industries in the field.
- **Develop advisory council committees for vocational and occupational certificate and degree offerings** in which CBOs and local employers are included

Role of Employers

- ◆ Curriculum Review
- ◆ Workplace Learning
- ◆ Tours, job shadowing, internships, employment
- ◆ Support in Career Advancement



“Win-Win Partnerships”

- Must “work” for each partner – mutually beneficial – meet each other’s needs.
- Integrity – make and keep commitments to ourselves and others.
- Abundance Mentality – Share recognition and credit, e.g. with media, funders, etc.
- Trust – Build the relationship. Be open.
- Communicate – Regular meetings, mediate conflict.
- Agreements – articulation, etc. revise when needed.

Comments and Q & A for Tom

Your Experiences and Lessons Learned from Partnerships

CTE Resources and Publications

- Sector Initiatives and Community Colleges: Working Together to Provide Education for Low-Wage Working Adults
- Beyond Graduation: Promoting Post-Program Engagement and Advancement
- Putting Adult Learners on the Road to Success (short film from WSI illustrating the importance of community college-nonprofit partnerships)
- Seven Participant Data Studies
- The Price of Persistence: How Nonprofit – Community College Partnerships Manage and Blend Diverse Funding Streams
- More to come...