



Courses to Employment Demonstration Project: Sectoral Approaches to Community College-Nonprofit Partnerships

Models for Providing and Paying for Participant Academic and Non-Academic Supports
Monday, October 19, 2009, 11:15-12:15, Blakeley Level 3

Presenters:

Robert Matthews

Dean of Workforce and Community Development
Mott Community College
rmatthews@mcc.edu

Karla Turner

Workforce Development Coordinator
Mott Community College
kturner@mcc.edu

Peter Cavanaugh

Project Manager
Workforce Development Council of Seattle-King County
pcavanaugh@seakingwdc.org

Susan Hoyne

Dean of Science
Shoreline Community College
shoyne@shoreline.edu

Amy Blair

Senior Consultant, Courses to Employment
The Aspen Institute, Workforce Strategies Initiative
amy_blair@comcast.net

Session Goals

- Learn about how Shoreline Community College and Mott Community College have incorporated different models for providing and paying for academic and non-academic supports to disadvantaged adult learners.
- Learn about AspenWSI's learning demonstration, Courses to Employment, which is supporting, researching and documenting collaborative strategies

Courses to Employment

- ❖ Learning demonstration involving six community college-non-profit program collaborations 2008-2010
- ❖ Participants were selected competitively—from 89 applications
- ❖ Substantial learning & research agenda
- ❖ Funded by the Charles Stewart Mott Foundation

Capacities needed to effectively serve low-income adults with education barriers

- ❖ Strong focus on a defined industry sector and/or set of related occupations to identify employment opportunity and develop appropriate education services
- ❖ High quality education and training that BOTH meets industry-identified skill needs and is appropriate and accessible to adults with education and financial barriers
- ❖ Support services (academic & non-academic) that meet special needs of low-income adults to learn successfully and progress to jobs that pay self-sufficiency wages
- ❖ Shared vision about the need to develop new ways of operating and ability to communicate this effectively to support innovation and institutional changes, as needed

Why we all think collaboration is important and why Mott funded the CTE learning project

- ❖ With rare exception, neither colleges nor non-profits have the resources needed to serve low-income adult learners effectively—especially in long-term programs
- ❖ Inspired by outcomes and possibilities we've seen in collaborative work between community colleges and non-profits
- ❖ Huge response to solicitation for Letters of Interest in 2007. And since then there's been even more movement toward collaborative efforts

Questions that Courses to Employment will Inform

- ❖ What **specific services** are provided? By which institution? Why? Which ones seem most important?
- ❖ **Outcomes** for participants? Compared to?
- ❖ Engagement and **role of business** in the initiative?
- ❖ Factors of **successful collaboration**? Policies, funding, governing and capacity issues?
- ❖ What does collaborative service delivery **cost**? How is it financed?

Learn Along with Us!

- ❖ Join our e-mail list by registering at www.aspenwsi.org.
- ❖ Receive information about publications available for download & other learning opportunities.

**Career Advancement Navigator
General Service Technician (GST) Certificate Program
Shoreline College & Workforce Development Council of Seattle-King County**

The Career Navigator position was established to provide outreach to former and current students, for the purpose of identifying and linking them to opportunities for employment and post secondary education in their sector-related field. The Navigator works with students, Workforce Development Council staff, Shoreline College faculty and staff and Seattle automobile repair employers.

Education

- Assist students in the enrollment and registration process at the College
- Provide outreach to GST graduates and former students for connecting to skills upgrades training and certificate/degree programs
- Develop and strengthen relationships between community service providers, Community College staff and local employers
- Use comprehensive assessment for the development of individual career and training plans

Leveraging of Financial Resources

- Assist students with Financial Aid application (FAFSA), Washington State Opportunity Grant, and access to other grants and scholarships
- Provide assessment and referrals to WIA, ARRA, BFET, Worker Retraining, and local job initiative programs and other sources of support
- Work with College and service provider staff to develop funding plans that use multiple sources of funds

Supportive Services

- Help with emergency supportive services
- Identify resources for Healthcare, Childcare, Housing, Food, Transportation
- Provide referrals to local community- based organizations and government resources
- Assist with Driver and Professional license renewal/reinstatement programs

Employment and Retention

- Identify and develop internships and employment opportunities
- Help students to obtain industry- specific training and certifications
- Work toward wage progression, retention, and career advancement
- Build relationships with employers. Answer the “What’s in for me?” question
- Provide technical assistance to engaged employers with Work Opportunity Tax Credit and bonding

For more information contact:

Peter Cavanaugh, Project Manager
Workforce Development Council of Seattle-King County
PCavanaugh@seakingwdc.org

Andrew Ang, Career Advancement Navigator
Automotive Career Pathways Project
aang@pacassoc.com

Workforce Development Council of Seattle-King County

Automotive Career Pathways Project Interim report 8/31/2009

Aspen Institute Workforce Strategies Institute

Courses To Employment Demonstration Project

I. Introduction

The Workforce Development Council of Seattle –King County and Shoreline Community College were selected to participate in a three-year national demonstration designed to support, strengthen and evaluate our efforts to help low-income adults achieve greater success in higher education and, ultimately, the workforce. Funded by the Charles Stewart Mott Foundation and managed by the Aspen Institute’s Workforce Strategies Initiative, the demonstration will track six partnerships between community colleges and nonprofits across the country. The project period is from February 2008 to February 2010.

The demonstration focuses on the success of students and graduates of Shoreline’s General Service Technician (GST) automotive training program. An Advancement Navigator helps develop career advancement pathways in the automotive industry, including coordinating post-employment training options to keep graduates current in their skills and moving up.

The Automotive Career Pathways Project (1) trains adult basic education and English-as-a-Second Language learners for entry level employment as Automotive Service Technicians, and (2) provides further career advancement assistance to program graduates and entry-level incumbent workers seeking to access high wage jobs working for dealerships or in other auto service occupations. In so doing, the partners also help the local automotive service and repair industry to develop the workforce it needs to serve an increasingly multi-cultural customer base.

The project will help 120 incumbent workers over three years to improve retention and gain career and wage advancement through exposure to and coordination of post-employment training options. Shoreline has integrated the advancement navigator into the current GST curriculum, ensuring that future graduates are aware of advancement options within the automotive sector and have a personal connection with the grant-funded advancement navigator prior to graduation. The advancement navigator can utilize a flexible funding account to help entry-level employees reduce barriers to advancement.

The partnership serves a racially and ethnically diverse mix of low-income adults, mostly

male, including adults with low basic skills and non-native English speakers. Students’ ages range from 19-45.

The General Service Technician program address the needs of its trainees for intensive academic supports by integrating basic skills/ESL instruction and life and employability skills training into the skills training model. Utilizing Washington State's Integrated Basic Education Skills Training or "I-BEST" model, courses are team taught by a technical instructor and an ESL/ABE instructor. Both instructors are full time faculty at the college. This combines the resources of the occupational skills instructor with additional services to meet the needs of the students. They can complete skills training in a shorter time as a result.

WDC and Shoreline currently are working to strengthen the Automotive Career Pathways Project by adding a career navigation component modeled on recent and similar work by the WDC with incumbent entry-level health care workers.

The demonstration focuses on the success of students and graduates of Shoreline's General Service Technician (GST) automotive training program. An Advancement Navigator helps develop career advancement pathways in the automotive industry, including coordinating post-employment training options to keep graduates current in their skills and moving up.

The Navigator:

- Assists the participants in accessing education and training by helping them move through the enrolment and registration process at Community Colleges.
- Helps leverage financial resources through the College, the WorkSource system and WIA service providers.
- An important element has been a flexible fund that the Navigator can use to fill the gaps for support services and training costs that are not met from other resources.
- Connects participants with wrap -around services available through CBOS.
- Works with employers to develop a value proposition that encourages them to allow the workers to access further skills training. A relationship with an employer that is founded on appreciation of their business needs and an ability to develop solutions is helpful.

For More information contact:

Peter Cavanaugh

Project Manager

Workforce Development Council of Seattle -King County

2003 Western Avenue Suite 250

Seattle ,WA 98121-2162

206-448-0474 ext. 3026 www.seakingwdc.org

Our Workforce, Our Future

