



COMMUNITY COLLEGE/CAREER COLLABORATION

Overview and Comparison of Partnership Models

For more information:

Jennifer Davis

Senior Director of Mission Systems

Goodwill Industries International
Jennifer.davis@goodwill.org
(800) 741-0197, ext. 5283

Mary Moorhouse

C⁴ Program Manager
American Association of Community Colleges
m Moorhouse@verizon.net
(215) 242-2635

Goodwill Industries International

(800) GOODWILL
www.goodwill.org

Goodwill C⁴ Clearinghouse

<http://c4.goodwill.org>

AACC C⁴ Website

www.aacc.nche.edu/Resources/aaccprograms/cwed/Pages/goodwill.aspx

Goodwill Industries International, Inc.

Published: August 11, 2014

Version: 1.0

The **Community College/Career Collaboration (C⁴)** initiative seeks to increase college and career success for adults with low incomes through documenting, promoting and replicating Goodwill[®]—community college partnership models. Goodwill Industries International has identified several models of partnership between its membership and community colleges, which are summarized in this document and detailed in each C⁴ toolkit.

This document lays out the defining characteristics of each approach to facilitate cross-model comparison and discusses some of the primary factors and conditions that have resulted in each distinct design.

The information contained in this document represents the current view of Goodwill Industries International on the issues discussed as of the date of publication. This document is for informational purposes only. Goodwill Industries International makes no warranties, express or implied, in this document.

Goodwill[®] and Goodwill Industries[®] are registered trademarks. Other product and company names mentioned herein may be the trademarks of their respective owners.

*Goodwill Industries International • 15810 Indianola Drive •
Rockville, MD 20855 • USA*

Table of Contents

| | |
|--|----|
| Overview of Models | 4 |
| Shared Assets Model (Winston-Salem, NC) | 4 |
| Co-enrollment Revenue-Sharing Model (Northern Virginia) | 5 |
| Revenue Sharing–Alternative Career School Model (San Antonio, TX)..... | 5 |
| Career Pathways Navigation Model (Seattle, WA) | 5 |
| Co-enrollment Revenue-Sharing Model (Huntington, WV) | 6 |
| Distance Learning Theater (Tacoma, WA)..... | 6 |
| REACH Center (Tacoma, WA)..... | 7 |
| Blended Learning Model (Wichita, KS) | 7 |
| Community Navigation Model (Flagstaff, AZ) | 8 |
| Factors and Conditions Supporting Each Model | 9 |
| Using Available Resources | 9 |
| Addressing Critical Needs and Concerns of College Partners | 10 |
| Meeting Employers’ Needs | 11 |
| Engaging Leadership | 11 |

Overview of Models

Goodwill Industries International has collected nine models of Community College/Career Collaboration (C⁴) in which our members engage.

The following models are summarized here and detailed further in the C⁴ toolkits:

1. **Shared Assets Model**, developed in Winston-Salem, NC
2. **Co-enrollment Revenue-Sharing Model**, developed in Northern Virginia
3. **Revenue-sharing—Alternative Career School Model**, developed in San Antonio, TX
4. **Career Pathways Navigation Model**, developed in Seattle, WA
5. **Co-enrollment Revenue-Sharing Model**, developed in Huntington, WV
6. **Distance Learning Theater**, developed in Tacoma, WA
7. **Resources for Education and Career Help (REACH) Center**, developed in Tacoma, WA
8. **Blended Learning Model**, developed in Wichita, KS
9. **Community Navigation Model**, developed in Flagstaff, AZ

Shared Assets Model (Winston-Salem, NC)

In a shared assets model—developed by **Goodwill Industries of Northwest North Carolina** and **Forsyth Technical Community College**—the Goodwill and the community college each contribute assets and competencies to provide stackable college continuing education classes to job seekers who are unemployed or underemployed. The Goodwill provides training sites, supportive services (assessment, case management, job search and placement assistance and access to additional support resources) and labor market research/business engagement services. The college provides curricula and instruction and awards continuing education credentials to students. Both partners conduct marketing and contribute training equipment and supplies.

For a majority of students, there is no transfer of funds between Goodwill and the college. They enroll through normal college procedures and pay tuition directly to the college. Many qualify for tuition waivers under a program of the North Carolina higher education system. A smaller number of students come to these courses through Goodwill programs that include financial support for training from public welfare or vocational rehabilitation agencies. In these cases, funding passes through the Goodwill to the college to support tuition and fees.

Since the program's inception more than 20 years ago, the Goodwill has expanded the scope of its training programs by replicating this model with six additional colleges in the region.

Co-enrollment Revenue-Sharing Model (Northern Virginia)

In the co-enrollment revenue-sharing model—developed by **Goodwill of Greater Washington (DC)** and **Northern Virginia Community College (NOVA)**—credit-bearing college courses are taught at Goodwill and led by Goodwill instructors who are credentialed by the college as adjunct professors. The college works closely with Goodwill to register students, who are co-enrolled at Goodwill and the college, and to assist them as they apply for and receive financial aid. This aid, mostly in the form of Pell Grants, goes toward college tuition and fees. Through a contractual arrangement based on accrued tuition revenue, the college reimburses Goodwill for the costs of instructors and facilities. In addition, Goodwill relies upon retail earnings and external fundraising to provide job readiness training, wraparound support services and job placement services to the students.

NOVA pioneered this co-enrollment model with several nonprofit providers in its suburban Washington, DC, service area. Goodwill of Greater Washington and NOVA are currently developing a co-enrollment model focused on protective services occupations.

Revenue Sharing–Alternative Career School Model (San Antonio, TX)

The alternative career school model—developed via Good Careers Academy through a partnership between **Goodwill Industries of San Antonio (TX)** and **Alamo Colleges**—offers affordable, short-term occupational training that is competitive with for-profit trade schools. College continuing education classes related to high-demand, entry-level careers are held in Goodwill classrooms located within Goodwill stores.

Courses are bundled together into short-term occupational programs that result in industry certification, college certificates and, in some cases, contact hours that can later be converted into college credits. Goodwill provides case management, wraparound services, job readiness training, and placement and retention services to the students. Goodwill also procures the instruction and curricula from the colleges for a per-course fee. In turn, students pay tuition to Goodwill at rates that are far lower than those of other proprietary schools in the region. Tuition is subsidized by retail store revenue and other funding sources.

The San Antonio Goodwill is pursuing national trade school accreditation, which would enable the agency to assist students in applying for and receiving federal financial aid for Good Careers Academy classes.

Career Pathways Navigation Model (Seattle, WA)

The Career Pathways program at **Seattle Goodwill Industries (WA)** uses a “student-centered” approach, helping participants identify the career path and related training program that best meets their needs. Students enroll in a wide range of programs—from one-quarter certificates to two-year degrees—in a variety of industries (e.g., health care, accounting, automotive) across all the local community colleges. The program has two main components—

college readiness and college navigation. The Community College 101 (CC101) class addresses non-academic readiness topics, such as career exploration, goal setting, college vocabulary and navigating college, financial aid and other funding, placement test preparation, student skills (studying, note taking, etc.), budgeting for going to school and self-advocacy.

Toward the end of the CC101 class, students enter the second phase of the program—individual navigation. This takes students from enrollment through completion of their fourth quarter (or certificate if in a shorter program). College navigators meet with students individually to develop their individual education plans. This support is “high touch” in the first two quarters and then lighter touch in quarters three and four as students’ transition to self-navigation. Navigators assist students in solving problems that arise (e.g., what funding should they be getting, why they got dropped, how to talk to an instructor, when/how to get tutoring) and act as mentors and supporters.

Co-enrollment Revenue-Sharing Model (Huntington, WV)

This model, delivered by **Goodwill Industries of KYOWVA Area (Huntington, WV)** and **Mountwest Community Technical College (MCTC)**, is based on the model offered in Northern Virginia and is designed to provide students with intimate class sizes, wrap-around supports, job readiness training and job placement assistance onsite at the Goodwill.

The curriculum aligns with MCTC courses to qualify for credits so that program graduates earn college certificates and have the opportunity to receive college credits for a variety of occupations (Certified Medical Administrative Assistant, Microsoft Office Specialist and ServSafe Food Protection Manager). The partnership also offers a revenue-sharing opportunity, with the Goodwill employing program instructors who apply to be credentialed adjunct faculty with MCTC. The Goodwill then invoices MCTC per student at the end of each semester. The Goodwill helps students apply for Free Application for Federal Student Aid (FAFSA), and the students are then responsible for paying the remaining balance of their tuition to MCTC.

Distance Learning Theater (Tacoma, WA)

Since 2009, **Tacoma Goodwill Industries (WA)** has provided an entry-level warehouse, transportation and logistics job training course in Tacoma, Longview and Yakima. Rather than hiring instructors for all three sites, the Goodwill broadcasts training live from its distance learning theatre to the satellite SMART rooms at its Work Opportunity Centers in Longview and Yakima. SMART rooms are technology enhanced classrooms that have been augmented with a variety of technological tools that can enhance the learning environment. The Tacoma classroom seats 24, and the Longview and Yakima classrooms each seat eight students. The agency also has a portable SMART classroom setup available for youth in the Resource for Education and Career Help (REACH) Center or other offsite classrooms.

Tacoma Community College (TCC) instructors work as a team and teach consistent curricula of business math, basic computer skills, customer service, job readiness, resume development, personal growth and logistics. The Goodwill contracts with Invista Performance Solutions, the local consortia of community college professional and continuing education providers, for instructional coordination and quality assurance.

Goodwill case managers recruit students and provide them with daily support to ensure course completion, removal of employment barriers and job placement. Instructors and case managers identify unpaid internship sites in each community and match them with work-ready students near the end of the instructional cycle. All students take a one-day field trip to a facility with large warehouse and logistics operations in their region, and the Goodwill and TCC staff a business advisory council that updates employers on program activities and solicits feedback and entry-level opportunities for past or current students.

REACH Center (Tacoma, WA)

In late 2009, **Tacoma Goodwill Industries (WA)**, along with its partner organizations, opened the Resources for Education and Career Help (REACH) Center, an innovative young adult one-stop center. The intentional collaboration is committed to creating educational, workforce training and career opportunities for 16 to 24 year olds in the South Puget Sound region who are at risk and have low incomes. The REACH Center partners with 40 community- and faith-based agencies, the Pierce County workforce development entity (WorkForce Central), all of the local community and technical colleges, Tacoma Public Schools, and other small and large organizations.

Housed at the Goodwill's Work Opportunity Center, the integrated career and workforce development one-stop model offers multiple pathways to remediate barriers and reconnect participants to education and employment opportunities. Specifically, REACH offers credit retrieval, dropout prevention and re-engagement, workforce development services, and life skills and support services. Twelve of the partners co-locate their services on site and contribute operating cash, in-kind support and governance.

Blended Learning Model (Wichita, KS)

To reduce duplicative efforts and expand their service offerings, **Goodwill Industries of Kansas (Wichita)** and Wichita Area Technical College (WATC) joined forces to offer general educational development (GED) classes and certification. Previously, WATC had a very structured classroom program with day and evening classes, whereas the Goodwill had a more flexible program where students received assignments from counselors and studied independently. Through the collaboration, the pair developed a single entrance point, directing students to the program that best suited them, and added a third option—distance learning.

In July 2012, as the WATC program director retired and the Goodwill purchased a building less than a mile from the college, the partnership became a full joint venture. One director now serves both programs as the head of adult

basic education. When the new facility opens, she will oversee both programs under one roof, promoting efficiency and open communication.

Additionally, WATC became a subgrantee for an Accelerating Opportunities grant, which aims to move GED students into post-secondary credentialing. Now, when students enter the WATC/Goodwill GED program, they are led on a pathway to careers with stackable curriculum and credentialing. Some students can even take college courses while working on their GED. This enables them to take credentialing exams shortly after earning their GED, getting them into careers more quickly. The pair has teamed up with the local workforce alliance to connect students with funding for transitional technical programs.

Community Navigation Model (Flagstaff, AZ)

In 2012, Goodwill Industries of Northern Arizona (Flagstaff) and Coconino Community College's Community and Corporate Learning Division conceived their partnership by capturing ideas on a napkin. Today, this partnership has evolved into a five-pronged program that contributes to good jobs and the development of human capital in the region. The five programs address youth employment, leadership training for Goodwill employees, job training with a local grocery store chain, people coming out of prison and adult learners.

The college offers both credit-bearing and non-credit training programs that include certificates of completion. It provides classrooms and connects navigators with college departments and financial services and support.

The Goodwill provides wraparound services, case management and job search assistance. Employment specialists connect participants with needed community and Goodwill resources as well as funding for the attainment of employment and educational goals, GED test preparation and other necessities. It funds instructor fees and some classroom and computer lab fees and also teaches a variety of free classes on computer skills, English for speakers of other languages, financial literacy and orientation to Goodwill.

Factors and Conditions Supporting Each Model

Each approach responds to opportunities and challenges pertinent to the unique communities in which they operate. Organizations considering adoption of elements from any of these models might take these distinctive factors and conditions into consideration.

Some of the most noteworthy characteristics of each context fall into the following categories:

1. Availability of resources
2. Critical need/concern of college partner
3. Employer needs
4. Leadership

Using Available Resources

In each model, the Goodwill augments a community college's ability to provide credentialed training by offering its expertise in addressing a range of barriers faced by students with low incomes. In turn, the college partners bring instructional competencies and/or credentialing to the table. The Goodwill agencies and colleges created collaborative program designs influenced by the additional resources available in each context.

For example, the resource-sharing model that was developed in Winston-Salem depended heavily upon the Goodwill's large vacant facility that was formerly used as a dormitory. The agency also had uncommitted dollars generated by high-performing retail operations. These resources could be deployed to address the local colleges' need for training facilities to meet the high demand for occupational training and education courses. In addition, state funding accessible by the colleges for continuing education provided the Goodwill with a resource to make training courses free to many students.

Food for Thought

Welding students at the Winston-Salem Goodwill get hands-on experience while repairing donated goods. For example, some students salvaged broken chairs and turned them into functional classroom furniture.

As you design your program, look broadly at the resources available in your community.

Ask yourself these questions:

- Does your Goodwill have space that sits unused during parts of the week?
- Could space be converted into classroom space?
- Does the college have unused equipment or classroom furniture that could be loaned to a satellite campus?
- What other resources might be repositioned or acquired through partnership?

Addressing Critical Needs and Concerns of College Partners

Each partnership model fills a critical need or concern of the college partner. As mentioned previously, the lack of classroom space was a driver for college partners in Northwest North Carolina. In San Antonio, the college system was particularly concerned with the rapid expansion of for-profit proprietary schools that compete for students by offering flexible schedules and occupationally focused programs, albeit at high tuition rates.

More and more commonly, vulnerable individuals emerge from some of these schools saddled with paralyzing personal debt and no real employment. The San Antonio Goodwill is working with Alamo Colleges to operate the Good Careers Academy as an alternative to these trade schools, thus acting as a valued partner to address a core concern of the colleges.

In Northern Virginia, the college needed to improve its ability to enroll and retain low-income working adults who might not otherwise access post-secondary education. The partnerships it has forged with local community-based organizations are designed specifically to extend its reach, improve student success and enable continued study after short-term occupational programs have been completed.

In Seattle, Washington, the college realized its need to better prepare and create access for participants whose academic skills are not yet fully at a college level. Through the career pathways navigation model, participants learn to navigate the “regular” college system themselves with the assistance of Seattle Goodwill Industries College Navigator. Seattle Goodwill Industries provides the college navigators who teach CC101 and ongoing individual navigation. In some cases, the Goodwill provides space for CC101 and funding for students to access credit-bearing courses.

Remember...

Partnerships work best when there is a clear value to each party.

Example: When replicating its model to new communities across its region, the Winston-Salem Goodwill first conducts a community needs assessment that involves conversations with college leaders to fully understand issues that are a concern to them. Goodwill is then able to develop programs that complement rather than compete with the colleges' efforts.

Meeting Employers' Needs

Effective training programs must always be aligned with local labor market needs. All of the included examples have developed models that are responsive to the business needs in their communities. Through industry advisory councils and one-on-one relationship building, these organizations assess labor market opportunities and challenges and respond with solutions. As a result, each intervention looks slightly different—with training classes of varying lengths, training facilities configured in unique forms, work experience components and more.

Goodwill Industries of KYOWVA Area worked with Mountwest Community and Technical College to determine the needs of local employers and launched three certificate programs to train workers for in-demand positions. Upon earning certificates, graduates can find meaningful, sustainable employment in the community or continue their education to earn a degree.

Tip: Labor market assessments must be repeated over time to understand constantly evolving conditions and opportunities. It is helpful to look at aggregate labor market data, but it's also essential to get real-time information at the local level.

Example: Goodwill Industries of San Antonio, Goodwill Industries of Northwest North Carolina and Goodwill Industries of KYOWVA Area have created business advisory groups that are organized by industry sector. Engaging these groups of business leaders allows for a more meaningful discussion of shared concerns and opportunities, as well as deeper involvement in program/curriculum design and implementation.

Engaging Leadership

Perhaps one of the most important factors influencing the development of these models has been the role of champions within the Goodwill agencies and community college systems. In Northern Virginia and in San Antonio, visionary community college leaders (President Robert Templin Jr. at Northern Virginia Community College and Vice Chancellor Federico Zaragoza at Alamo Colleges) have made this work a priority for their institutions and have dedicated resources accordingly. These leaders are matched by Goodwill CEOs and executive-level staff who are leading dedicated teams to make this difficult work come to life in their communities.

COMMUNITY COLLEGE/CAREER COLLABORATION (C4)

Comparison of Key Strategy and Design Elements

The following matrix highlights the similarities and differences among the eight approaches.

| | Shared Assets Model | Co-enrollment Revenue-Sharing Model | Revenue-Sharing – Alternative Career School Model | Credit-Bearing College Prep Program | Distance Learning Theater | REACH Center | Blended Learning Model | Careers Through Community Navigation Model |
|---------------------------|---|--|---|---|---|--|---|---|
| Partners | Goodwill Industries of Northwest North Carolina and 7 colleges | NOVA and 7 CBOs, including Goodwill of Greater Washington | Good Careers Academy: Goodwill of San Antonio and Alamo Colleges | Seattle Goodwill Industries , North Seattle Community College; South Seattle Community College; and less formal partnerships with other colleges and training institutes | Tacoma Goodwill Industries and Invista Performs, representing the community colleges | Tacoma Goodwill Industries , all community colleges in Pierce County and multiple public and not-for-profit partners | Goodwill Industries of Kansas , Wichita Area Technical College (WATC) and Workforce Alliance of South Central Kansas | Goodwill Industries of Northern Arizona and Coconino Community College |
| Credentials Earned | Transferrable continuing education credits, certificates | Academic credits | Continuing education contact hours (some convertible to credits upon further study), certificates | College-level credits, certificates, degrees | Certified logistics associate (optional), customer service certificate, work readiness certificate, general Warehouse clerk certificate, forklift certification | General educational development (GED) certificate | Transferrable continuing education credits, certificates, GED (Kansas High School Diploma) | Credits, certificates, Prior Learning, GED |
| Training Site(s) | Goodwill (7 sites) | Goodwill | Goodwill (4+ sites) | Goodwill and community colleges | Tacoma, Yakima, Longview and mobile site | A one-stop center located at the Goodwill's Work Opportunity Center for youth ages 16 to 24 who need education, training and employment assistance | Goodwill (NexStep Alliance) | Goodwill (two sites) |

| | Shared Assets Model | Co-enrollment Revenue-Sharing Model | Revenue-Sharing – Alternative Career School Model | Credit-Bearing College Prep Program | Distance Learning Theater | REACH Center | Blended Learning Model | Careers Through Community Navigation Model |
|---------------------------------|--|--|--|---|---|---|--|---|
| Technology and Equipment | Provided by Goodwill and the college partners | Provided by Goodwill, but the college may purchase classroom computer equipment | Provided by Goodwill; health care programs use college's training center for some instruction | Goodwill provides for CC101; colleges provide once enrolled | Initially purchased with grant funds and housed at Goodwill. Instructors teach via videoconferencing broadcast at three sites simultaneously. | Goodwill provides access to computers for education and employment; Distance Learning mobile unit can hook into logistics classes | Provided by Goodwill and WATC | Provided by Goodwill and college partners |
| Instructors | Faculty employed by colleges | Instructors employed by Goodwill apply to be credentialed as adjunct faculty at NOVA | College instructors provide skills training/education; Goodwill staff teach job readiness training units | Goodwill staff teach CC101, other basic education classes; college faculty teach basic courses to enrolled students | Faculty employed by Tacoma Community College (Invista manages contracts); case managers employed by Goodwill | GED instructors provided by Bates Technical College; high school completion and associate degrees offered by Bates and Tacoma Community College | Faculty employed by college and/or Goodwill | Goodwill faculty employed by college |
| Curricula | New courses developed together by college and Goodwill; other courses use existing college curricula | Existing CBO curriculum generally adapted to qualify for college credits; for some partnerships, new curricula are developed or existing college curricula are adopted | Technical components developed by college; job readiness components developed by Goodwill | CC101 developed by Goodwill with input from colleges; after completing CC101, students may enroll in credit-bearing professional/technical programs and basic skills (non-credit) or developmental education (credit) courses as needed | New courses developed together by college, Goodwill and business advisory council | | GED prep program; other courses use existing college curricula | New courses developed together by the college and the Goodwill (LDP and BUS 298); other courses use existing college curricula, some are from Nationally Accredited Associations—Certificate for Apartment Maintenance Technician (CAMT) and re-entry |

| | Shared Assets Model | Co-enrollment Revenue-Sharing Model | Revenue-Sharing – Alternative Career School Model | Credit-Bearing College Prep Program | Distance Learning Theater | REACH Center | Blended Learning Model | Careers Through Community Navigation Model |
|-----------------------------------|---|---|---|--|---|--|--|--|
| College Enrollment Process | Most students enroll at admissions office on campus or via telephone; Goodwill program participants may enroll as part of a cadre | College sends liaison to Goodwill for off-campus enrollment, financial aid, English placement testing and other college navigational support services | College sends liaison to Goodwill for off-campus enrollment | CC101 helps students better understand how to navigate the community college system; Goodwill College Navigator assists students through enrollment, funding, testing and registration; Goodwill pays application fees and such if needed | Goodwill assists students wanting to continue their education following completion of logistics course work | One of the REACH Center partners, Educational Opportunity Center (EOC), co-locates staff at the REACH Center and all community colleges to assist participants with enrollment and financial aid | Most students enroll at NexStep Alliance admissions office for GED or at WATC for college credit courses; local agencies also refer some participants | Most students enroll, at the Goodwill’s community and corporate learning department; participants of special Goodwill programs may be enrolled by the Goodwill |
| Assessments/ Screening | Conducted by Goodwill; includes Test of Adult Basic Education (TABE) as well as vocational assessments and career advising | No Goodwill assessments are planned at this time; college placement exams are required for programs offering 15+ credits | TABE testing conducted by Goodwill; students asked to self-report criminal background history; drug screening on case-by-case basis | Comprehensive Adult Student Assessment Systems (CASAS) appraisals to enroll in CC101 (80) and as a part of CC101 to gauge likely program eligibility/timelines (130); most programs require COMPASS college placement (proctored at the college; paid by Goodwill); CC101 includes test prep | Conducted by Goodwill; includes CASAS, verification of high school diploma or GED certificate, vocational assessments and career advising; criminal background (including sex offenders) reviewed on a case-by-case basis | The Goodwill conducts vocational assessments and career advising as well as Accuplacer testing, which is used by some of the colleges, at no cost | Conducted by NexStep Alliance; includes CASAS and Official Practice Test (OPT) as well as GED testing at the Goodwill’s Pearson Vue Testing Center Vocational; Workforce Alliance conducts assessments and career advising | Conducted at the Goodwill; includes TABE test as well as vocational assessments and career advising, case management and wraparound services |

| | Shared Assets Model | Co-enrollment Revenue-Sharing Model | Revenue-Sharing – Alternative Career School Model | Credit-Bearing College Prep Program | Distance Learning Theater | REACH Center | Blended Learning Model | Careers Through Community Navigation Model |
|---|---|--|---|---|--|--|---|---|
| Job Readiness/ Soft Skills Training | Conducted by Goodwill as a prerequisite program for scholarship recipients and students enrolled through sponsored programs | Conducted by Goodwill, combined with Career Navigation training | Conducted by Goodwill upon completion of occupational program skills training | CC101 includes soft skills such as self-advocacy, goal setting, time management, study skills; some job search readiness in CC101; students can work with Goodwill employment specialist as program completion approaches | Conducted by Goodwill as a service for students enrolled | The Goodwill offers job search workshops and soft skills training regularly | Conducted by Workforce Alliance | Conducted by the Goodwill as a required course that must be completed first before continuing on to any other trainings or class enrollment—the first step in the community college process |
| Supportive/ Wrap-Around Services | Counseling/case management, access to clothing closet, referrals provided by Goodwill; intensity of service varies | Counseling/case management, clothing vouchers and referrals provided by Goodwill | Case management and financial strengthening courses provided by Goodwill; referrals to additional sources of support for a variety of needs | College Navigation and case management provided by Goodwill; various other supports (housing, health, transportation, educational needs) may be provided as needed | Counseling/case management, access to clothing vouchers, referrals provided by Goodwill; intensity of service varies | Partners offer on-site mental health counseling and drug/alcohol assessment as well as food, access to housing, clothing and transportation assistance | Counseling/case management, access to clothing closet, referrals provided by Workforce Alliance and Goodwill; intensity of service varies | Case management, access to Dress for Success and Good Samaritan Vouchers, scholarships and funding subsidized by Goodwill, Workforce Investment Act, CCC and grants |
| Job Search Assistance/ Job Placement | Provided by Goodwill | Provided by Goodwill | Provided by Goodwill | Provided by Goodwill and college (and sometimes other partner CBOs, WorkSource, etc.) | Goodwill assists with job leads and internship development in conjunction with instructors; curriculum covers resume and interview preparedness; mock interviews scheduled by course end | The REACH Center hosts job fairs along with regular job search classes and placement assistance | Provided by Workforce Alliance | Provided by the Goodwill |

| | Shared Assets Model | Co-enrollment Revenue-Sharing Model | Revenue-Sharing – Alternative Career School Model | Credit-Bearing College Prep Program | Distance Learning Theater | REACH Center | Blended Learning Model | Careers Through Community Navigation Model |
|--|--|--|---|--|--|--|---|--|
| Experiential/ Work-Based Learning | College faculty organize clinical placements for nursing students | Goodwill program includes learning at an employer’s facility, job shadowing opportunities, and/or hands-on workshops | Internships provided by Goodwill for a number of technology and health care occupational tracks | Internship placement is dependent on course of study; College Navigator will assist | One-day field trip to local warehouse and distribution sites; forklift certification eight hours off site; Goodwill and instructor match most job-ready students with internships at end of course | High school students can participate in work experience opportunities; the REACH Center offers limited summer employment opportunities to participants enrolled through the Workforce Investment Act | College faculty organize clinical placements for nursing students; WATC offers work/study programs | CAMT—provided by community college in most instances |
| Primary Department within College | Continuing education | CBO office/provost | Department of economic and workforce development (continuing education) | Varies depending on location, but includes professional/technical education, workforce education, academic department, basic skills department, students services | Continuing education | Workforce development | Adult literacy | Community and corporate learning, and career and technical education |
| Tuition | \$68–178 per course; many qualify for full tuition and fee waiver from the state; public-sector contracts cover tuition costs for Goodwill participants referred by those agencies | Courses offered by Goodwill at no cost to students | \$500 – 3,500 | Total amount varies by number of classes or program (and resident status) ranging from \$20 – 200 per quarter for tuition; books, supplies, tools and uniforms range from \$50 – 1,000 per quarter | No cost to student; some students partially funded by state’s Basic Food and Employment Training (BFET) program; students who sit for certified logistics associate (CLA) exam pay half of exam cost (\$57.50) and Goodwill scholarship fund pays half (\$57.50) | No cost to students for services/classes offered at the REACH Center | \$50/year for GED including everything except GED test; tuition for credentialed courses vary, from \$500 and up; scholarships are available; every GED graduate receives a \$500 scholarship from Goodwill, courtesy of AT&T | Tuition costs for Goodwill participants in intensive programs are completely covered by those public-sector contracts. Other tuition varies—CAMT—\$65 – 1,600 |

| | Shared Assets Model | Co-enrollment Revenue-Sharing Model | Revenue-Sharing – Alternative Career School Model | Credit-Bearing College Prep Program | Distance Learning Theater | REACH Center | Blended Learning Model | Careers Through Community Navigation Model |
|---|---|--|--|--|--|---|--|---|
| Access to Federal Financial Aid | No | Pell Grants; college liaison helps to facilitate and monitor application process | GCA is working to obtain accreditation, which would enable students to apply for aid | Students in developmental education and professional/technical classes are eligible for federal and state aid (Pell/FAFSA) | No | Yes as mentioned through EOC | Not until GED is obtained; Pell Grants; transition coordinator and financial aid personnel at WATC work with students to apply for financial aid | Yes—depending on the program and training offered and what the student enrolls in |
| Other Sources of Tuition Support | Scholarships (funds raised by Goodwill and partnering colleges) | Goodwill will seek grants and additional sources of funding | Grants, scholarships, work–study placement in Goodwill stores, business support | Eligibility for other funding varies by source (WIA, WorkFirst, BFET/ SNAP E&T, state grants, etc.); Goodwill pays tuition/fees/books/ etc. for first two quarters if needed and fees/books/transport (but not tuition) for 3–4 quarters if needed | Scholarships (funds raised by Goodwill), and grants from foundations) help underwrite cost of program; remainder funded by Goodwill retail; other third-party sources (vocational rehabilitation, veterans' programs) may be tapped at times | Students can take GED classes for free but must pay the \$30 test fee | Scholarships (funds raised by Goodwill), Workforce Alliance federal grants and agency referrals | Scholarships (funds raised by the Goodwill and partnering college) |

| | Shared Assets Model | Co-enrollment Revenue-Sharing Model | Revenue-Sharing – Alternative Career School Model | Credit-Bearing College Prep Program | Distance Learning Theater | REACH Center | Blended Learning Model | Careers Through Community Navigation Model |
|---|--|--|---|--|--|--|--|--|
| Exchange of Money between Partners | No exchange between partners for most students; students either receive tuition waivers or pay the college directly; for students enrolled in publicly supported Goodwill programs, there may be a pass-through of public monies for training from the Goodwill to the college | College compensates Goodwill for faculty and training site expenses based on a percentage of tuition revenue earned by the college; contracts and memorandums of understanding (MOUs) were adapted from college/high school dual enrollment models | Goodwill pays the college a per-course fee for continuing education courses offered at Goodwill sites | North Seattle Community College compensates Goodwill from a grant for its onsite College Navigator, CC101 and other college readiness courses; most of its college partners consider Goodwill a third-party vendor; Goodwill provides students with “vouchers” and is then billed by the college | Invista Performs bills Goodwill quarterly for instructor costs, forklift contract costs and CLA costs. | Each partner has either a cash contribution or in-kind resources that are need to operate the center | WATC contributes \$3,000/month to overhead at NexStep; WATC reimburses Goodwill 40 percent of director’s salary and benefits | The Goodwill pays the college per course, at a discounted rate for various courses offered at the Goodwill and at the college; the college compensates the Goodwill for faculty training and instruction |

| | Shared Assets Model | Co-enrollment Revenue-Sharing Model | Revenue-Sharing – Alternative Career School Model | Credit-Bearing College Prep Program | Distance Learning Theater | REACH Center | Blended Learning Model | Careers Through Community Navigation Model |
|----------------------------------|---|-------------------------------------|--|---|---|---|--|--|
| Business Engagement Model | Business advisory councils (BACs) in each location; BACs established for specific industry sectors at largest training site | BACs | Goodwill has developed industry-specific Industry Alliance Councils and engages regularly with employers that participate in the training and provide externships/clinical | College-run BACs for professional/technical programs; Goodwill BAC for retail-sector training | Goodwill has industry BACs and gives members tours and briefings; asks for business volunteerism (internship site, mock interviewers, etc.); UPS displays and demonstrates its proprietary WorldShip database one day a quarter for free; on average 10 employers in Tacoma and three to five each at the satellite sites offer internships | Partners direct and govern the center director and set policy; Goodwill serves as the REACH Center landlord, and another not-for-profit agency serves as the fiscal agent | Business advisory councils established by WATC for specific industry sectors | The Goodwill has developed BACs focused on specific industries |

For more information:

Wendi Copeland

Vice President of Mission Advancement
Goodwill Industries International
Wendi.copeland@goodwill.org
(800)741-0197, ext. 5399

Jennifer Davis

Senior Director of Mission Systems
Goodwill Industries International
jennifer.davis@goodwill.org
(800)741-0197, ext. 5283