**COMMUNITY COLLEGE/CAREER COLLABORATION**

*Revenue Sharing – Alternative Career School Model*

**Toolkit Guide**

This toolkit includes a number of documents and worksheets intended to facilitate the adoption of a revenue-sharing model by community colleges and local Goodwill® agencies. Some of the content is descriptive, providing information about how Goodwill Industries of San Antonio and Alamo Colleges have partnered to operate the Good Careers Academy. Other tools are blank worksheets meant to help the user think through the application of the model in his or her location.

In using these tools, it is important to recognize that any approach must be adapted to fit the market’s unique needs. Factors influencing the customization of the model will include, but are not limited to, institutional capacity, history and culture of the partners, leadership, available resources and assets, funding opportunities, accreditation requirements, and labor market needs.

This toolkit may be used in conjunction with similar tools modeled after Goodwill Industries® partnerships involving Goodwill Industries of Northwest North Carolina (Winston-Salem) and Goodwill of Greater Washington (DC).

**For more information:**

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Director of Workforce Development  
Goodwill Industries International  
brad.turner-little@goodwill.org
This toolkit includes:

1. **Subject Brief: Good Careers Academy (GCA) Profile**
   This brief provides a general description of the co-enrollment revenue-sharing model used by Goodwill Industries of San Antonio and Alamo Colleges. GCA was developed as a people-centered alternative to for-profit proprietary schools. The subject brief describes the revenue-sharing strategy, its origins and the workings of the partnership between these two institutions.

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   This diagram depicts the flow of services provided to each GCA student, including enrollment, training, supportive services and job placement.

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   Primary cost categories and sources of funding to support the academy are described.

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   - Understanding the Situation and Agreeing On Shared Goals
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   - Roles and Responsibilities
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   This simple logic model diagram provides a quick glance at the strategic partnership between the San Antonio Goodwill and Alamo Colleges. The logic model lays out the primary cost categories accrued by each partner, sources of funding, the joint strategy, shared goals and outcomes, and influencing contextual factors. Organizations working to develop their own initiative based on this model might find it useful to adapt this diagram format to their own specific situation.
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   It is essential that both partners reap value from these partnerships and that they are able to articulate that value to internal and external audiences. This tool was developed to help organizations consider and present this mutual benefit. It includes the GCA example, as well as a guided tool for developing win-win propositions for new initiatives.

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The Good Careers Academy (GCA) was launched by Goodwill Industries of San Antonio in collaboration with Alamo Colleges to provide occupational training and certification that leads to improved employment opportunities for people in the community. The Good Careers Academy is structured to provide college courses with intimate class sizes, wrap-around support services, job readiness training and job placement assistance at four Goodwill® locations.

To access college instructors, curricula and expertise, Goodwill Industries® purchases the continuing education/workforce development courses from Alamo Colleges through contractual agreements. For Alamo Colleges, the relationship provides both a revenue source and an opportunity to extend the reach of the college system to additional communities within its very large service area.

GCA graduates earn college certificates and the opportunity to receive credits for a variety of occupations in the fields of information technology, medical and business administration, medical assisting, and logistics, as well as for careers as pharmacy technicians and nursing assistants. The academy is positioned to compete as a student-centered provider in the rapidly expanding for-profit career school market.
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Course Offerings

Goodwill Industries of San Antonio created the **Good Careers Academy (GCA)** in collaboration with Alamo Colleges to help community members access training that leads to improved employment opportunities. Courses are taught by college instructors in classrooms that are located within Goodwill stores as well as at the Goodwill distribution center. Graduates earn certificates from one of the five colleges in the Alamo Colleges system. GCA students also receive case management, job readiness training, job placement assistance, externships/clinical placements, and access to a range of additional wrap-around services.

Courses currently offered include:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>REQUIREMENTS FOR ADMISSION</th>
<th>CERTIFICATIONS AWARDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certified Nursing Aide (CNA)</td>
<td>High school diploma or GED, TABE reading score of 6.0 or 10 college credits. Criminal background check and drug screening.</td>
<td>Prepares students to take state certification exam. College and GCA Certificates of Completion awarded.</td>
</tr>
<tr>
<td>Medical Front Office/ Medical Coding</td>
<td>High school diploma or GED, minimum TABE reading score of 8.0 or 10 college credits. Criminal background check and drug screening.</td>
<td>Grants a San Antonio College and a GCA Certificate of Completion and prepares students to take industry certification exam</td>
</tr>
<tr>
<td>Clinical and Administrative Medical Assistant</td>
<td>High school diploma or GED,</td>
<td>College and GCA Certificates of Completion awarded.</td>
</tr>
<tr>
<td>Pharmacy Technician Program</td>
<td>High school diploma or GED, Accuplacer: min. reading score of 78 and min. math score of 63 (or 10 college credits). Criminal background check and drug screening.</td>
<td>Grants a PharmTech Certificate from San Antonio College, a GCA Certificate of Completion, and prepares students to take the industry certification exam.</td>
</tr>
<tr>
<td>Computer Support Specialist</td>
<td>High school diploma or GED, minimum TABE reading score of 9.0 or 10 college credits. Criminal background check and drug screening.</td>
<td>Students earn a CompTIA A+ and/or Network certification. College and GCA Certificates of Completion awarded.</td>
</tr>
<tr>
<td>Accounting Payroll Clerk</td>
<td>Ninth-grade reading level or above</td>
<td>College and GCA Certificates of Completion awarded.</td>
</tr>
<tr>
<td>Supply Chain Management</td>
<td>None</td>
<td>College and GCA Certificates of Completion awarded.</td>
</tr>
<tr>
<td>Supply Chain Associate</td>
<td>None</td>
<td>College and GCA Certificate of Completion awarded.</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>In development. Collaboration with Laredo Community College will launch fall 2012.</td>
<td>College and GCA Certificates of Completion awarded.</td>
</tr>
</tbody>
</table>
Operations

**Recruitment and Admissions** for GCA is conducted by a team of three GCA Goodwill staff members: an admissions manager and two admissions specialists. Fliers advertising courses are circulated at Goodwill stores and career exploration centers. Alamo Colleges assists by providing names of individuals on its waiting lists. The GCA team also conducts outreach by attending community events and reaching out to Goodwill employees. Some employers refer their incumbent workers to GCA; in these cases, the employers may agree to pay student tuition directly to GCA or through tuition reimbursement programs.

Admission to the courses is conducted on a first-come, first-served basis. For most courses, a high school diploma or GED, criminal background check and drug testing are required. Criminal history poses a challenge for many of the occupations, but admission for people with these histories is considered on a case-by-case basis. In 2010, GCA launched a new warehouse logistics program targeted specifically to formerly incarcerated individuals who are excluded from many other occupations by law or employer policy. Students are also required by the colleges to take reading and math assessments for most of the courses. Goodwill uses the Test of Adult Basic Education (TABE) for all but the pharmacy technician programs. College personnel conduct admission and registration on-site at Goodwill. Each student is then co-enrolled at one of five colleges in the Alamo Colleges system.

GCA courses carry an average tuition of $1,000 per course. Although scholarships are generally unavailable, the admissions staff members work with applicants on budgeting and financial planning. Goodwill also offers a limited number of transitional work-study positions. Work-study participants earn minimum wage for 32 hours per week working at Goodwill stores while in training.

**Case Management** services are an integral part of the GCA programs. Once admitted to the program, each student is assigned to one of GCA’s workforce development managers or workforce development associates for case management. These staff members coordinate wrap-around services designed to support student retention and completion. They meet with students regularly to provide encouragement, discuss personal matters and assist with any issues that might impede their ability to succeed in the training. The managers and associates communicate with instructors regarding student progress and closely monitor student attendance and grades. They will intervene at the first sign that a student is struggling with the program. In some cases, the case management staff can provide immediate assistance in the form of bus passes or clothing vouchers. They can also help students access a wide range of other services available through Goodwill and its partners to address issues related to housing, utilities, child care, debt, transportation and more.
GCA started as a small-scale program. Initially, workforce development staff had to wear a number of hats. In addition to the traditional case management role, they also oversaw instructors, set up assessment and certification testing, monitored work-study assignments and student tuition accounts, and made off-site visits to externship and clinical sites. As GCA grows and moves towards accreditation (see next page), it is revising its staffing structure to divert some of these tasks to other personnel.

For Goodwill, the primary goal of the GCA is to help individuals secure family-sustaining employment. GCA supplements the college classes with intensive Job Readiness and Job Placement services. Through its efforts, is has been able to sustain placement rates exceeding 84 percent, even during the Great Recession. GCA staff includes a business relations manager and a placement coordinator who work in tandem to build employer relationships, develop work experience opportunities (internships, externships and clinical placements), deliver job readiness training, and assist students to secure employment. A job-readiness training unit is included in each GCA course of study. The job-readiness curriculum, which is taught by Goodwill staff, covers résumé and cover letter development, job search tactics, and interviewing skills. Employers from relevant industry sectors come to the training sites to speak to students about employer expectations and to give job search tips. During the first two years of the GCA, the job readiness program has consisted of one day of training at the end of each occupational training program. As Goodwill moves forward, it plans to extend the training to one week.

Many of the GCA programs include a form of work experience. This might include clinical assignments for health-related occupations or externships. San Antonio College requires that CNA students complete eight hours of clinical training, but most employers tell GCA’s business relations manager that such a short a placement is a burden that offers no value to the business. Furthermore, employers have told Goodwill that they prefer to hire individuals with 160–180 hours of clinical training. GCA responded to this employer demand by developing longer-term placements for many of its programs. Not only does this provide an improved service to the employer, it also makes for a more robust training experience for the students. The work experience opportunities often lead to full-time employment; for example, 47 percent of medical assistant students were hired by the sponsor of their externship upon graduation.
Business Engagement

To ensure that its graduates are prepared for quality career opportunities, the San Antonio Goodwill works to align GCA with local business needs. Through analysis of labor market data (U.S. Bureau of Labor Statistics, Texas Workforce Commission statistics, and other local data sources) and direct consultation with local business leaders, GCA has identified industries and occupations that pose opportunities for its students. This research reveals that a number of San Antonio-based industries are struggling to fill vacancies because they cannot identify individuals with the appropriate skill sets. These are industries that offer jobs requiring short-term occupational training and certification. With the right assistance, these jobs could become accessible to Goodwill constituents.

GCA’s Industry Alliance Councils (IACs) are the primary mechanism through which the academy engages business partners. Each IAC is organized around a particular industry sector — health care, information technology and logistics — and includes 15 to 20 business representatives. The IACs meet quarterly to update GCA staff on the sector’s human resources needs, provide feedback and suggestions for GCA programming, and review GCA outcomes reports. GCA’s business relations manager convenes and facilitates the IAC meetings. In developing new councils, GCA staff first look to existing employer associations. For example, after becoming a member of local health care employer association that was organized around non-HR issues, GCA was able to invite members to form an IAC to explore solutions to their recruitment and skills upgrading needs.

But the interaction with employer partners does not end with the IAC meetings. In fact, employer engagement throughout the year is intense. The business relations manager conducts ongoing outreach to more than 500 business contacts. She regularly calls upon these contacts to speak to students during job readiness seminars, to participate in job fairs, to sponsor externships and externships, to enroll incumbent workers in GCA classes, and to hire GCA graduates.

Employers participate with GCA for a variety of reasons. Many of the employers involved in the IACs have long-term relationships with the San Antonio Goodwill and its staff. For some, it is a commitment to community service that drives a working relationship with Goodwill. For others, GCA provides a true solution to business issues such as closing turnover and skills gaps. In recent months, employers in the sizeable San Antonio call center industry voiced a need for customer service training. In response, GCA is working to develop a program that will address this skill shortage.

GCA also benefits from employer relationships that have been developed by Alamo Colleges and its instructors. For example, San Antonio College had an existing relationship with HEB and CVs pharmacies to provide internships to pharmacy technician students. It was able to share these relationships with Goodwill to extend opportunities to GCA students.
Evolution of Partnership with Alamo Colleges

The relationship between the San Antonio Goodwill and Alamo Colleges’ economic and workforce development division predates the creation of GCA. As is true for many nonprofit–community college partnerships, the relationship began with a personal interaction between two visionary leaders. Dr. Federico Zaragoza, vice-chancellor of economic and workforce development, first collaborated with Goodwill while working to advance career development programs in Wisconsin. When Dr. Zaragoza moved to Texas and came on board with Alamo Colleges, he reached out to Goodwill to explore a partnership that might help both institutions better serve workers who earned low wages and local businesses. At that time, the San Antonio Goodwill was not appropriately positioned to respond to his overture.

Then, in 2008, Goodwill President and CEO Bob Dugas embarked upon a strategic planning process to set the direction for the organization’s workforce programming. He convened a “Think Tank” made up of influential local business leaders and invited Dr. Zaragoza to participate. The Think Tank met several times over a few months with the sole purpose of identifying more efficient and effective ways to address the needs of community members. Ultimately, the group delivered a very potent recommendation: Goodwill should upgrade its training programs to provide industry-recognized certifications and access to skilled occupations, and it should achieve this by aligning itself with Alamo Colleges. Shortly thereafter, GCA was born, with classes offered at a first location starting in fall of 2009. In May of 2010, GCA opened a second site and, in January 2011, extended the training to a third location. Further expansion is in progress at the time of this writing.

Today, the partnership between the San Antonio Goodwill and Alamo Colleges is a mutually beneficial relationship, enabling each partner to further extend its reach and breadth of service. For Goodwill, the partnership enhances the organization’s ability to provide quality training that is recognized by industry, bears certification and provides students with access to college credits. The access to a sizeable pool of skilled and vetted instructors is of tremendous value to Goodwill. The partnership also grants Goodwill access to additional resources such as the college system’s state-of-the-art nursing training center utilized by the academy’s CNA program. For Alamo Colleges, the relationship provides satellite training sites that extend the system’s reach within its massive 11-county service area. Moreover, the partnership is a revenue generator — the colleges collect payments from Goodwill for instruction and earn continuing education contact hours that, in turn, generate additional state matching funds. Both partners benefit from the shared branding of GCA — Alamo Colleges are known for providing quality credentialed training, while Goodwill is known for its service and commitment to aiding families with low incomes.

Despite the mutual benefit, operationalizing this partnership between a large and bureaucratic college system and a community-based service provider represented challenges. The partners have bumped up against hurdles caused by inherent structural differences. One source of friction is a difference related to time sensitivity. GCA operates with a sense of immediacy as it works to respond rapidly to industry, student and funder demands.
But the college system is slow moving, requiring advance notification of new courses and approvals by multiple departments to make and enact decisions. A related hurdle is caused by the differences in organizational structure. The Goodwill team assigned to the GCA is small in numbers, and management decisions demand the attention of few individuals. By contrast, the college system has many layers of managers and administrators — Alamo Colleges includes five community colleges, each with its own set of deans and departmental heads. The complex and hierarchical nature of the system has made coordination a time-consuming activity for Goodwill staff.

To overcome these hurdles, the Goodwill and Alamo Colleges are in the process of appointing a new staff person who will act as corporate liaison for Alamo Colleges. Stationed in the economic and workforce development division of Alamo Colleges, the corporate liaison will act as a single point of contact between the colleges and the San Antonio Goodwill. Goodwill staff will communicate instructional needs to the corporate liaison, who will then manage all internal coordination with the appropriate deans, departmental directors, administrative personnel and instructors within the five-college system. Though employed by Alamo Colleges, 50 percent of the individual's salary will be paid by Goodwill. The partners expect that this staffing innovation will greatly enhance the relationship by alleviating confusion and systematizing processes in a more efficient way.

**Competing with Proprietary Career Schools**

Alamos Colleges and the San Antonio Goodwill are united in their concern about the growing role that for-profit career schools play in their region. These schools have been successful in competing with community colleges because they typically focus on short-term occupational training, have less stringent admissions standards than community colleges, and offer open-entry/open-exit courses and more flexible class schedules. The proprietary schools invest heavily in aggressive marketing, and thus can generate strong applicant volume. However, mounting evidence shows that many proprietary schools engage in practices that can be very damaging to students with low incomes. Such practices include charging excessive tuition rates and saddling students with unregulated private student loans with high default rates, high costs, and predatory terms.

In response to this expanding problem, the San Antonio Goodwill and Alamo Colleges have positioned GCA to compete in the career school market. In its strategic plan for 2010–2013, GCA reports that there are more than 29 career schools doing business in San Antonio with a combined enrollment of more than 11,000 students; and that the proprietary schools are growing at a rate of 35 percent per year.

The strategic plan goes on to note that the average tuition for these schools is $11,000, generating an estimated $126 million in annual revenue for the proprietary school sector. In keeping with its spirit of social enterprise, the San Antonio Goodwill is seizing upon the opportunity to compete for a share of this market. But Goodwill's venture into this arena goes beyond the notion of responding to a business growth opportunity; it is also about helping
people with low incomes avoid paying unduly high tuition rates or falling prey to predatory lending practiced by a number of these schools. GCA provides an alternative by offering tuition rates that are significantly lower for training in high-demand occupations and providing a range of wrap-around and job placement services that enhance the potential of training to lead to sustainable employment.

To further enhance its ability to compete effectively within this market, GCA is seeking national accreditation as a career and technical school from the Council of Occupational Education. With the council’s accreditation, GCA will be able to access federal financial aid (Pell grants) on behalf of its students, further reducing tuition costs for many. Though onerous, the accreditation application process is helpful to GCA in that it is prompting further review, formalization and advancement of processes and curricula. The Goodwill expects this to result in meaningful program quality improvements. One major change in progress at GCA is the extension of course lengths and further enhancement of the career development curriculum. Another modification will be the modularization of courses to enable a sort of open-entry/open-exit model for the academy. This model has the potential for making training more accessible to the community and better aligned with business need while generating higher revenues for Goodwill.

The learning curve for launching GCA as an effective alternative to the proprietary schools has been steep, but is being navigated by dedicated and tenacious staff. The San Antonio Goodwill’s vice president of people services and the director of people services are the lead personnel responsible for its development and implementation. To assist with the accreditation application, they have brought on a consultant with a background in the proprietary career school industry.

**Future Growth**

Following on the accreditation process, the San Antonio Goodwill has ambitious plans for the future expansion of the GCA. This includes establishing a new GCA campus at the corporate headquarters and launching a distance learning strategy to extend training opportunities to rural communities. The distance learning and videoconferencing project will capitalize on the existing communications and data transfer technologies already utilized by the Goodwill to manage regional retail operations.
Tools for Replication

More information about the Goodwill Industries of San Antonio/Alamo Colleges partnership is available as part of a replication toolkit developed for the Community College/Career Collaboration (C₄) project. Materials included in the Revenue Sharing – Alternative Career School Model toolkit include the following:

- GCA costs and funding sources description
- GCA service flow diagram
- Revenue-sharing planning tool
- Logic model
- Win-win proposition
- Asset-sharing checklist
- Organizational chart and descriptions of staffing functions
- GCA operational procedures manual
- Sample Goodwill/College contract for training services
- Sample internship/externship materials (worksite agreement, participant agreement, evaluation forms)
**COMMUNITY COLLEGE/CAREER COLLABORATION**

*Revenue Sharing – Alternative Career School Model*

**Good Careers Academy Staffing Model**

Personnel at the partnering institutions interact at a number of levels. Diagramming these relationships can help identify appropriate communications channels and procedures for decision-making.

### Goodwill of San Antonio

- **President/CEO**
  - Provide vision for investment in partnership.
  - Advocate for partnership and for replication within the community and across the region.

### Alamo Colleges

- **Vice Chancellor of Economic and Workforce Development**

### Goodwill of San Antonio Staffing Model

- **Vice President of People Services**
  - Provide overall direction and leadership for the partnership.

### Alamo Colleges Staffing Model

- **Director of Continuing Education**

### Goodwill of San Antonio and Alamo Colleges

- **GCA Campus Director / Director of People Services**
  - Operational excellence director for GCA. Supervises operations team.

### Goodwill of San Antonio Operations Team

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions Manager and Admissions Specialists</td>
<td>Conduct recruitment screening and enrollment of GCA students</td>
</tr>
<tr>
<td>Operations Manager, WFD Managers and Associates</td>
<td>Provide case management, wrap-around services, job readiness training and work-study placements</td>
</tr>
<tr>
<td>Business Relations Manager and Job Placement Coordinators</td>
<td>Conduct employer outreach and engagement, labor market research, job placement/internships and retention services</td>
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</tbody>
</table>
**Good Careers Academy Organizational Chart**

As the Good Careers Academy (GCA) has grown, the San Antonio Goodwill has invested in developing a robust staff. As GCA proceeds through the trade school accreditation process, some changes to the division of roles and responsibilities may become necessary for compliance. The GCA organizational chart below includes many of the positions described in the profile included in this toolkit.
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GOOD CAREERS ACADEMY: PROCESS FLOW CHART

C4 Initiative: Revenue Sharing - Alternative Career School Model Toolkit

**ENROLLMENT**
- Walk-in and referral applicants are greeted and given basic program information
- ADMISSIONS GCA Admissions Specialists conduct pre-enrollment screening (legal and academic requirements). Applicants for some programs sent to college to take Accuplacer exams as needed.

**INTAKE**
- Prospective students complete Student Profile form and present required documentation

**ENROLLMENT**
- Completion of drug and alcohol screening, criminal background check, enrollment agreement and tuition payment plan.

**ASSESSMENT**
- TABE test administered.

**WRAP-AROUND SUPPORTS**
- Student is assigned to a Workforce Development Manager for case management services.
- Referrals to other Goodwill resources or external service providers on an as-needed basis.

**TRAINING**
- Workforce Development Manager monitors student's grades and overall academic progress through ongoing communication with instructors.
- WDA delivers Job Readiness Training and coordinates transitional employment.
- Training is conducted by Alamo Colleges Continuing Education Instructors.
- Students are referred to a Business Relations Manager for internships or clinical assignments.
- Student takes required certification exams.

**JOB PLACEMENT**
- Program completers receive job search assistance.
- Upon course completion, students receive Certificates from GCA and corresponding college. Credentials are awarded and documented.
- Business Relations staff contact students 60-days after placement to monitor and record retention.
- Students are referred to a Business Relations Manager for internships or clinical assignments.
COMMUNITY COLLEGE/CAREER COLLABORATION

Win-Win Proposition: Goodwill Industries of San Antonio and Alamo Colleges

The Good Careers Academy (GCA), an initiative of Goodwill Industries of San Antonio in collaboration with Alamo Colleges, offers affordable training and certification, supportive services and job placement assistance that lead to successful course completion and improved employment opportunity for San Antonio area residents. Both Goodwill® and Alamo Colleges reap tremendous value from the partnership.

<table>
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<th>VALUE TO ALAMO COLLEGES</th>
</tr>
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<tr>
<td>MISSION ADVANCEMENT: The partnership with Alamo Colleges helps Goodwill of San Antonio work towards its mission of “changing lives through the power of work” by providing high-quality, low-cost training that results in transferrable credentials.</td>
<td>MISSION ADVANCEMENT: The partnership with Goodwill assists Alamo Colleges to achieve its objectives of engagement in regional economic development through a commitment “to train a new workforce and to assist incumbent workers with education and training that promotes job mobility and the acquisition of advanced job skills.”</td>
</tr>
<tr>
<td>CREDENTIALS: GCA students are co-enrolled in continuing education courses at Alamo Colleges. They receive college certificates for successful completion of courses. Contact hours may be converted into academic credits for students that wish to continue their education. The college certificates make GCA graduates more competitive in the job market.</td>
<td>EXTENDED OUTREACH: Goodwill of San Antonio provides Alamo Colleges with new satellite locations, broadening the college system’s reach across its large service area and to a hard-to-serve population.</td>
</tr>
<tr>
<td>CREDIBILITY: The Alamo Colleges system has a reputation as a reliable provider of industry-recognized training. The affiliation with Alamo Colleges lends greater credibility to the San Antonio Goodwill as it markets GCA to the general public.</td>
<td>REVENUES: Goodwill purchases courses from the colleges, generating direct tuition revenues and state FTE match draw-down.</td>
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<td>EXPANDED STUDENT SERVICES: Students have access to a range of additional services provided by Goodwill, including case management, financial planning, job search assistance, and referrals to a range of wrap-around supports.</td>
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<tr>
<td>VALUE TO GOODWILL INDUSTRIES OF SAN ANTONIO</td>
<td>VALUE TO ALAMO COLLEGES</td>
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<tr>
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<tr>
<td>INSTRUCTORS: Alamo Colleges provide access to a large pool of credentialed and vetted instructors. The colleges recruit and manage the instructional staff.</td>
<td>SPACE: The satellite classrooms help Alamo Colleges address shortages of available classroom space.</td>
</tr>
<tr>
<td>ADDITIONAL RESOURCES: Goodwill is able to utilize college assets such as its state-of-the-art nurse training facility.</td>
<td>COMMUNITY RELATIONS: The reputation of the college system is enhanced by its partnership with this leading community actor.</td>
</tr>
<tr>
<td>NEW EMPLOYER RELATIONSHIPS: The colleges’ relationships with employers expand Goodwill’s ability of offer externship experiences and employment leads.</td>
<td>EMPLOYER ENGAGEMENT: Training programs are informed and supported by Goodwill’s active employer engagement efforts.</td>
</tr>
</tbody>
</table>
VALUE PROPOSITION: Goodwill Industries® and [Community College] will be able to [improve what, for whom, and by how much] as a result of this shared-asset strategy.

VALUE OF THE PARTNERSHIP

<table>
<thead>
<tr>
<th>VALUE TO GOODWILL INDUSTRIES®</th>
<th>VALUE TO [COMMUNITY COLLEGE]</th>
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</thead>
<tbody>
<tr>
<td>MISSION ADVANCEMENT: How will the activities of this partnership support your mission?</td>
<td>MISSION ADVANCEMENT: How will the activities of this partnership support the college’s mission?</td>
</tr>
<tr>
<td>EXPANDED OUTREACH: Will this partnership help you serve more or additional groups of individuals?</td>
<td>EXPANDED OUTREACH: Will this partnership help the college to serve more or additional groups of individuals?</td>
</tr>
<tr>
<td>EDUCATIONAL QUALITY: Do you expect this partnership to add to the quality of your skills training programs?</td>
<td>SPACE: Will the partnership help the college to address a shortage of training space?</td>
</tr>
<tr>
<td>CREDENTIALS: Will students participating in this program receive industry-recognized credentials (certificates, degrees, credits, etc.)? Will these credentials help individuals to pursue additional post-secondary education and training?</td>
<td>REVENUES: Will this partnership bring additional revenues to the college? How can this be quantified?</td>
</tr>
<tr>
<td>CREDIBILITY: Will a partnership with the college(s) enhance Goodwill’s ability to market training services to students and employers?</td>
<td>EXPANDED STUDENT SERVICES: Will the partnership with Goodwill augment the college’s capacity to address the special needs of students? Is it expected that this will lead to improved student outcomes?</td>
</tr>
<tr>
<td>ASSETS/RESOURCES: Does the college have access to resources (such as instructors, curricula, facilities, equipment) that can enhance your training?</td>
<td>COMMUNITY RELATIONS: How might a partnership with Goodwill enhance the college’s relationship with communities in its service area?</td>
</tr>
<tr>
<td>OTHER: What additional value do you expect your organization to gain from this partnership?</td>
<td>EMPLOYER ENGAGEMENT: Will the partnership with Goodwill help the college to leverage new or expanded relationships with employers?</td>
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<td></td>
<td>OTHER: What additional value do you expect the college to gain from this partnership?</td>
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</tbody>
</table>
### REVENUE SHARING - ALTERNATIVE CAREER SCHOOL MODEL: CAPACITY / ASSET CHECKLIST

What capacities and assets will your Goodwill® and its partners contribute to a revenue-sharing model? Check all that apply.

<table>
<thead>
<tr>
<th>Resources That Are Available to the Partnership</th>
<th>Goodwill® Industries</th>
<th>College</th>
<th>Other Community Partner</th>
<th>Partners Do Not Currently Have This Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment of under-served students (as defined by geography, barriers to education, income, race, disability, etc.)</td>
<td>✓</td>
<td>☐</td>
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<tr>
<td>Ability to award employer-recognized educational and employment credentials</td>
<td>☐</td>
<td>✓</td>
<td>☐</td>
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<tr>
<td>Knowledge of post-secondary training compliance/regulations</td>
<td>✓</td>
<td>✓</td>
<td>☐</td>
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<tr>
<td>Assessment and counseling</td>
<td>✓</td>
<td>☐</td>
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<tr>
<td>Intensive supportive services (assessment, case management, referrals to other services)</td>
<td>✓</td>
<td>☐</td>
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<tr>
<td>Classrooms</td>
<td>✓</td>
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<tr>
<td>Specialized nursing training laboratory</td>
<td>☐</td>
<td>✓</td>
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<td>Approved testing facilities (A+, CNA, etc.)</td>
<td>✓</td>
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<tr>
<td>Ability to purchase/secure instructional equipment</td>
<td>✓</td>
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<tr>
<td>Ability to purchase/secure instructional supplies</td>
<td>✓</td>
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<tr>
<td>Ability to arrange internships, externships and clinicals</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Administrative support</td>
<td>✓</td>
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<tr>
<td>Access to marketing and outreach channels and resources</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Employer engagement/labor market research</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Community outreach/needs assessment</td>
<td>✓</td>
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<td>Job development/placement services</td>
<td>✓</td>
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<tr>
<td>Ability to connect students to financial aid (Goodwill's ability to access Title IV aid is pending approval of accreditation application.)</td>
<td>☐</td>
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<tr>
<td>Unrestricted funding (such as retail sales revenues)</td>
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<td>Access to other external grants and community funding streams</td>
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<tr>
<td>Student scholarship/work-study funds</td>
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</table>
Recruitment of under-served students (as defined by geography, barriers to education, income, race, disability, etc.)

Ability to award employer-recognized educational and employment credentials

Knowledge of post-secondary training compliance/regulations

Assessment and counseling

Intensive supportive services (assessment, case management, referrals to other services)

Classrooms

Specialized nursing training laboratory

Approved testing facilities (A+, CNA, etc.)

Ability to purchase/secure instructional equipment

Ability to purchase/secure instructional supplies

Ability to arrange internships, externships and clinicals

Administrative support

Access to marketing and outreach channels and resources

Employer engagement/labor market research

Community outreach/needs assessment

Job development/placement services

Ability to connect students to financial aid
<table>
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<th>Funding Type</th>
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<tr>
<td>Unrestricted funding (such as retail sales revenues)</td>
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<tr>
<td>Access to other external grants and community funding streams</td>
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<td>Student scholarship/work-study funds</td>
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</table>
CAPACITY / ASSET CHECKLIST

Revenue-sharing model? Check all that apply.

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<tr>
<th>RESOURCES THAT ARE AVAILABLE TO THE PARTNERSHIP</th>
<th>GOODWILL INDUSTRIES ®</th>
<th>COLLEGE</th>
<th>OTHER COMMUNITY PARTNER</th>
<th>PARTNERS DO NOT CURRENTLY HAVE THIS CAPACITY</th>
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COMMUNITY COLLEGE/CAREER COLLABORATION

Revenue Sharing – Alternative Career School Model

Good Careers Academy Staffing Model

COSTS AND FUNDING SOURCES

COSTS

According to Goodwill Industries of San Antonio (TX), recurring annual direct costs to Goodwill® for the Good Careers Academy (GCA) total approximately $250,000 (not inclusive of program management and partnership development costs). The largest single cost category is Case Management at 28 percent. Combined, the staffed functions of case management, job development and employer relations account for 52 percent of the annual direct operations budget. Building maintenance, rent and mortgage payments, and utilities together represent 40 percent of the annual direct operations costs for GCA.
GCA estimates that start-up costs borne by Goodwill per site are in the range of $87,000. These costs are primarily related to the build-out or renovation of space. GCA classes are held in classrooms at Goodwill stores and in the distribution center. Not included in this figure are costs related to strategic planning and partnership development.
FUNDING SOURCES
The GCA is funded by Goodwill through four primary sources: revenues from retail stores (40%), United Way funds (40%), public sector grants and contracts (10%) and student tuition payment (10%). It is expected that the portion of the GCA budget covered by tuition payments will rise once the GCA is accredited and eligible for federal financial aid support.
OPERATIONAL PROCEDURES

UNIT: WORKFORCE DEVELOPMENT
SUBJECT: Operational Procedures    ORIGIN DATE: 4/1/10
PREPARED BY: Mark Milton      APPROVED BY: Donna Lazzari

1.0 STANDARD
The following procedures will detail the services provided to students or prospective students of Good Careers Academy

2.0 SCOPE
Workforce Development

3.0 GENERAL AUTHORITY AND RESPONSIBILITY
The Vice President of People Services has the authority and responsibility to resolve all situations not addressed by this procedure.
4.0 REFERENCE DOCUMENTS
Good Careers Academy Handbook

5.0 RECORDS
Participant Referral Form (FM 700-22)
GCA Student Profile Form (FM 750-01)
GCA Monthly/Weekly Tuition Installment Form (FM 750-02)
GCA Tuition Payment Receipt Form (FM 750-03)
GCA Enrollment Agreement Form (FM 750-04)
GCA Receipt of Drug and Alcohol Testing (FM 750-07)
GCA Case File Management (FM 750-10)

6.0 PROCEDURES

6.1 Receiving Students

A. Referrals – Students who are referred from Workforce Development Managers (WDMs) from other Goodwill Job Help Centers or from Managers from other lines of business will be received with Participant Referral Forms (FM 700-22). The Workforce Development Associate (WDA) of Good Careers Academy will complete the document and submit back to the appropriate manager within 2 business days. It is the responsibility of the WDA to ensure that each prospective student is then referred to the Good Careers Academy Admissions Specialist.

B. Prospective Student Walk-Ins – Prospective students who enter Good Careers Academy will be greeted and given basic information and an overview of GCA programs by the Admissions Specialist or Workforce Development Associate (WDA). The Admissions Specialist will provide more information for each program to include additional enrollment requirements specific to the course of study (i.e. immunizations, academic skills, etc.). Students will have the opportunity to observe classrooms and meet with staff that is available to discuss the advantages of attending Good Careers Academy. Admissions Specialist will prescreen individuals for prospective program opportunities and/or enrollment.

6.2 Enrollment Process
There are seven stages to the enrollment process: 1.) Pre-enrollment screening; 2.) Scheduling of enrollment; 3.) Intake; 4.) TABE Assessment; 5.) Payment process; 6.) Creating the case folder.
1. **Pre-Enrollment Screening:** Prior to enrollment the Admissions Specialist will pre-screen the potential student to ensure they meet the legal requirements, academic requirements, the State of Texas requirements and/or other relevant course requirements (i.e. disqualifying factors).

- **Legal Requirements:** For certain medical course, a student can not have anything that involves theft or drug related misdemeanors/felonies or they may be disqualified to take various medical course. The Admissions Specialist will ask the prospective student if they have a misdemeanor that involves theft or drug related misdemeanors or felonies.

- **Academic Requirements:** Good Careers Academy contracts with various colleges and those colleges may require the student to complete the ACCUPLACER exam for various courses such as:
  
  A Reading Test (with a 78 or higher) and  
  A Math Test (with a 63 or higher)

  The ACCUPLACER can be taken at San Antonio College Campus (210-486-0444) at the Test Assessment center in the Admin Building on the 1st floor. The student must bear the cost.

  If the student has 10 or more college credits the ACCUPLACER may be waived. A copy of the college transcript will be required.

- **Other relevant course requirements:** Malpractice Insurance may be required for certain courses prior to attending their Clinical. The Malpractice Insurance can be obtained at San Antonio Community College. The student must bear the cost.

  The Admissions Specialist will also make the prospective student aware of:
  - The cost of the course.
  - Any Good Careers Academy discount for which they may potentially be eligible.
  - The required non-refundable fee to reserve their seat.

  If the prospective student meets the initial requirements the Admissions Specialist will schedule the student for an intake and an appointment to enroll.
2. **Scheduling of Enrollment**: The Admissions Specialist will schedule an appointment with the prospective student once the student has met the above requirements. The Admissions Specialist will advise the student to bring the following to the scheduled appointment:

- Texas Drivers License or a Texas State picture ID
- Their Social Security Card
- The Non-refundable fee to reserve their seat.
- The Discount document (if applicable)
- If applicable, the ACCUPLACER exam results (Math 63 or higher and Reading 78 or higher) or a copy of their transcript showing 10 College credit hours (will waive the need to take the ACCUPLACER).
- If applicable, must show proof of TB Check with negative results (can not be longer than a year) prior to enrollment.
- If applicable, must have 1st Series of Hepatitis B Immunization Series prior to enrollment.

3. **Intake**: The prospective student will fill out the Student Profile Form (FM 750-01) provided by the Workforce Development Associate (WDA). The WDA will enter all information from the Student Profile form into the appropriate data management system. A copy of the valid Student’s Texas Drivers License or a Texas State picture ID and Social Security Card will be made by the WDA. The WDA will also make a copy of the discount document (if applicable).

4. **Enrollment**: The Admission Specialist will meet with the potential student and ensure the following is available prior to proceeding with the enrollment:

- Student Profile Form (focus on disqualifying factors for the prospective program the student is interested in taking.)
- Driver’s License with Picture ID
- Social Security Card
- Deposit (non-refundable fee to reserve the seat).
- Discount Document (if applicable).
- If applicable, the ACCUPLACER Exam (Math 63 or higher and Reading 78 or higher) or 10 College will waive the need to take the ACCUPLACER exam.
- If applicable, must show proof of TB Check with negative results (can’t be longer than a year).
- Must have 1st Series of Hepatitis B Immunization Series prior to enrollment (if applicable).

If the student is missing one of the above, the enrollment process may need to be rescheduled.
After reviewing the above documents the Admissions Specialist will provide the prospective student the following forms for review, completion and obtain the signatures:

- Drug and Alcohol Testing Policy Form (FM 750-07)
- Criminal Waiver (FM-750-11)
- Background Record Check Authorization Form
- Tuition Payment Receipt (FM 750-03) is used to record the non-refundable deposit, discount, cost of course, installment payment plan or payroll deduction and the Good Careers Receipt number of the deposit received.
- A Student is issued a Student ID Label which will identify the student and the course for accounting purposes. One label is placed on the Student ID card and the second is placed on the Tuition Payment Receipt form.
- The Monthly/Weekly Tuition Installment Agreement (FM 750-02) provides the student the option of making monthly or weekly tuition payments based on the length of the course and the students needs.
- The Payroll Deduction Authorization (If applicable) is used for students who are Goodwill Team Members or on the Transition Program and will allow them to have a payroll deduction to make their tuition payment.
- Enrollment Agreement (FM 750-04) is used to signify they have been given all the necessary information and their tuition plan is in place.

5. **Assessment.** After completing the required documents, the Admissions Specialist will schedule the student for the TABE (Test of Adult Basic Education) assessment per the TABE Online User’s Guide. The TABE assessment is an entrance test required for Good Careers Academy. The purpose of this test is to help us determine the current level of academic skills. If the test results indicate that the student will need to improve their skills in order to start one of the programs, the student will meet with the Admissions Specialist for further assessment. The Admissions Specialist will schedule and provide the student with the date and time of the exam.

Upon completion of any assessment, the Admissions Specialist will enter the results into the data management system. A case note is added with the assessment results for each individual.

If the student has previously completed the ACCUPLACER required by the contracted college the TABE Assessment is not required.
6. **Payment Process**: Once the student has completed and signed all the required forms the Admissions Specialist will explain the payment process and take the student to the cashier to make payment using the Good Careers Academy School Bar Code. The student will be advised to see the Admissions Specialist, the Workforce Development Manager or the Workforce Development Associate prior to making future payments in order to ensure all parties receive a receipt.

At the register, the cashier will print three receipts. One for the Student, one for the GCA records and one for the Retail store. The Admissions Specialist will complete the Good Careers Academy Daily Deposit Log and fax it to Accounting and file the Daily Deposit Log Form.

At initial payment for the student, the Tuition Payment Receipt form and the Daily Deposit Log are faxed to accounting.

7. **Case Folder**: Upon completion of the assessment and enrollment, the Admissions Specialist will document the information on each student’s case file. It will be the responsibility of the Admissions Specialist to review the results of each assessment with the prospective student and file the information per the Case Folder Form (FM-750-10).

### 6.3 Case Management

A. The WDM will review the case file for accuracy and ensure that all preliminary steps were successfully completed prior to acceptance of the case file.

B. The WDM will review the Student Profile form for immediate barriers that need to be addressed with the student. Case management services will be ongoing for all students actively enrolled in a GCA class.

C. After the student is enrolled in the appropriate field of study, the WDM will enter a case note into the data management system and an active case is created. WDM will use the SOAP note style format when appropriate.

D. Case management services will vary in intensity depending on the individual needs to the student. The case management team will be available to address all concerns that students may have that are related to ensuring successful completion of the course of study.
6.4 Training

A. Each program of study will have a syllabus for specifics regarding the training. Instructors from their respective partnering Alamo College are responsible for providing students with the appropriate syllabus for the course study. In most cases, the syllabus should include but not be limited to:

- Length of course
- Topics to be covered
- Grading requirements
- Attendance
- Grievance procedures
- Textbooks utilized

B. All students will be given a survey of the programs effectiveness prior to and during their course of instruction. Survey results will be recorded and utilized to make improvements to

- The overall delivery of the course curriculum;
- Instruction;
- Case management and support, and;
- Facilities lay out of GCA.

C. WDM will be onsite and available to assist all students who require support services (mentoring, etc.) while enrolled in a course of study. WDM services may include by not be limited to:

- Case management;
- Mentoring;
- Supportive services (bus passes, child care referrals, textbooks, uniforms, etc.)
- Transitional Employment
- Job Readiness Preparation

D. Instructors are required to take attendance on each student daily. Attendance records are submitted to the GCA staff who will review and file in the student's case file.

E. If there are attendance issues for a student, the student will meet with the WDM for a case management session to determine the cause of the issue. Any supportive services that are allowable that the student is eligible for will be provided while the student is currently enrolled in the program of study. Case managers will utilize external resources when appropriate when issuing or referring for supportive services.
6.5 Course Completion/Employment

A. Upon successful completion of the course, the WDM will enter the case note into the data management system that the student has completed the course successfully. Students may receive one or more of the following upon completion of the course:

- Certificate of Completion from the corresponding community college providing the training;
- Certificate of Completion from GCA for programs unrelated to the community college.
- Certification of mastery from the appropriate governing entity for a particular program of study. *(For example: students who successfully pass the Certified Nurses Aide program through the state of Texas will receive a certification from the state.)*
- Credentials will be awarded and documented in the appropriate data management system for course completion and certification received.
- A copy will be placed in the student case file.

B. WDA will open the job search component for all students who have successfully completed the course.

C. Upon successful completion of the course, students will be referred to the Business Relations Manager (BRM) for job placement assistance. The BRM will be responsible for introducing themselves to the class prior to the last day of classes. The BRM will provide the student with the following criteria:

- Introduction and overview to the BRM function and role;
- Contact information of the BRM for maintaining regular contact with the GCA staff for job referrals and leads;
- Information regarding the fact that placement is not guaranteed, but that job leads will be available as students progress in their job search efforts.
- Updated information on job readiness training and tips for securing employment in the field of study.

D. If a student has been previously employed while attending GCA, the WDM will enter a positive change for skills enhancement within the data management system.

E. Current and former students are provided job leads throughout the duration of the time that they are enrolled at GCA. It is the responsibility of the student to secure employment and maintain contact with the BRM at all times. Job leads in the field of study will be provided to the students via the various forms:

- Email and phone contact with the BRM and or designee;
- Updated postings displayed in the GCA resource area;
- Word of mouth referrals from the BRM to the student.
F. The BRM will secure internship opportunities for students who are both actively enrolled in their course of study and those that have successfully completed. The BRM will utilize the Worksite Agreement when establishing all internship and clinical opportunities for GCA students. The BRM will also be responsible for conducting regular site visits with all participating employers.

G. After the student has gained employment, the placement information will be recorded and documented in the appropriate data management system by the GCA staff and the student will be given an opportunity to continuing education with GCA.

H. GCA Staff will monitor and record retention upon completion of 60 days of employment for GCA students. Case notes will be added to all student records in the appropriate data management system by GCA staff.

I. Upon completion of the 60 days, the students case filed will be closed out and filed within GCA. Students will have the option to re-enroll into additional training programs if they so chose in the future.
COMMUNITY COLLEGE/CAREER COLLABORATION
Revenue Sharing – Alternative Career School Model:
Sample Educational Services Agreement

Mission Advancement

Note: This document is a sample of an agreement between Goodwill Industries of San Antonio and its community college partners. In this model, Goodwill® procures packages of courses from the colleges’ workforce and economic development departments to complete a certificate program. Each agreement pertains to a single training cohort. This sample is for an IT Support Technician Certification Training program involving three continuing education courses.

EDUCATIONAL SERVICES AGREEMENT
Between

ALAMO COMMUNITY COLLEGE DISTRICT ON BEHALF OF

Northeast Lakeview College / Workforce Development and
Community Education
(CAMPUS / DEPARTMENT)

And

Goodwill Industries, San Antonio, Texas
(INSTITUTION)

This Agreement is made by and between the Alamo Community College District on behalf of Northeast Lakeview College / Workforce Development and Community Education (hereinafter referred to as “Alamo Colleges”) and Goodwill Industries, San Antonio, Texas (hereinafter referred to as “INSTITUTION”), collectively referred to herein as “the Parties.”
In consideration of the premises and of the mutual covenants and agreements herein contained, the parties hereby enter into this Agreement for the limited purposes and upon the terms, provisions, and conditions set forth.

1. SCOPE OF AGREEMENT AND LIMITATIONS OF AUTHORITY

1.1 The purpose of this Agreement is to retain the services of Alamo Colleges to provide educational training to INSTITUTION employees in various areas of concentration.

1.2 In the performance of the work, duties and obligations hereunder, it is mutually understood and agreed that Alamo Colleges shall not be considered an employee or partner of INSTITUTION. INSTITUTION shall not have control, direction and/or dominion over Alamo Colleges other than the terms of this Agreement.

1.3 Neither Alamo Colleges nor INSTITUTION has the authority to act for or on behalf of each other except as provided for in this Agreement and no other authority, power or use is granted or implied.

1.4 Alamo Colleges may not incur any debt, obligation, expense, or liability of any kind on behalf of INSTITUTION without said party's expressed written permission.

2. TERM AND TERMINATION

2.1 The term of this Agreement shall be from July 6, 2010 to December 31, 2010 for a total of 192 hours, unless terminated sooner as provided in Section 2.2 herein.

2.2 This Agreement may be terminated by either: (1) written agreement of both parties; or (2) by unilateral written notice of termination at least 30 days prior to the beginning of any scheduled course.

2.3 Should termination occur, both parties shall be relieved of any further liabilities and rights under this Agreement, except for payment of fees accrued through date of termination.

3. DUTIES AND OBLIGATIONS

3.1 Alamo Colleges agrees to provide INSTITUTION with the following services as described:

a) Customized CompTia A+ and Network + certification training as described on Exhibit no. 1 which is attached hereto and made a part of this Agreement;

b) Provide coordination of all courses;

c) Co-development and delivery of curriculum and materials, including testing development, administration, and scoring in order to enable the INSTITUTION to determine the necessity and effectiveness of the training provided by Alamo Colleges;

d) Instruction for all courses;

e) Daily sign-in sheet for each day class is held; and

f) Certificates of completion for each course.
3.2 Enrollment Requirements:

a) Each class in this training sequence is provided a flat rate and there is no minimum number of students required.

b) Maximum number of 20 students may be enrolled in each course.

c) Open entry – open exit is not permitted. If a student is dropped from a course, that student may not be replaced by another student.

3.3 Alamo Colleges agrees to hold classes as requested by INSTITUTION in accordance with Sections 3.1 and 3.2 herein, and if this Agreement is terminated pursuant to Section 2.2 herein classes may be subject to cancellation.

4. PAYMENT TERMS

4.1 Alamo Colleges shall be paid for the customized training provided to INSTITUTION at the rate(s) described in Exhibit 1 which is attached hereto and made a part of this Agreement.

4.2 The cost of each course, described in Exhibit 1, includes instruction and administrative/indirect costs.

4.3 Alamo Colleges will invoice INSTITUTION within thirty (30) days of the commencement of the course.

4.4 Alamo Colleges must receive payment in full within thirty (30) days of receipt of the invoice.

4.5 Payment does not include the cost of textbooks or reference books.

4.6 Alamo Colleges will send all invoices to INSTITUTION at the following address:

   Name: Donna Lazzari
   Company: Goodwill Industries, San Antonio
   Address: 12332 – I-10 West at De Zavala
   City/State: San Antonio, TX
   Zip: 78207
   Telephone: 210-924-8581
   Email: dlazzari@goodwillsa.org

5. INSURANCE

Alamo Colleges maintains insurance coverage for claims or causes of action brought for which immunity has been waived under the provisions of the Texas Tort Claims Act. If services are to be performed on INSTITUTION’S premises and as partial consideration for the performance of the services, INSTITUTION shall maintain comprehensive general liability insurance in the minimum amount of $1,000,000 for each claim and $2,000,000 aggregate, during the period of performance of this Agreement.
6. **CHOICE OF LAW**

This Agreement will be interpreted according to the Constitution and laws of the State of Texas. Venue of any court action brought directly or indirectly by reasons of this agreement shall be in Bexar County, Texas. This Agreement is made and is to be performed in Bexar County, Texas, and is governed by the Constitution and the laws of the State of Texas.

7. **NOTICES**

All notices given pursuant to this Agreement shall be in writing and shall either be mailed by first class mail, postage prepaid, registered or certified with return receipt requested, or delivered in person to the intended addressee, or sent by fax or overnight delivery service. Notice mailed shall be effective on mailing. Notice given in any other manner shall be effective on receipt. For purposes of notice, the addresses of the Parties shall be as stated under their names as set forth herein, provided, however, that each Party shall have the right to change its address for notice hereunder to any other location by the giving of 10 days notice to the other Party in the manner set forth above. Notices shall be given to the following:

**INSTITUTION:**

________________________________________
________________________________________
________________________________________

**ALAMO COLLEGES:**

________________________________________
________________________________________
________________________________________

Authorized signatures below constitute acceptance of the terms and conditions set forth in this Agreement.

**INSTITUTION:**

By: ________________________________

Print name: __________________________

Title: ______________________________

Date: ______________________________

**ALAMO COMMUNITY COLLEGE DISTRICT:**

(Alamo Colleges)

By: ________________________________

Print Name: _________________________

Title: ______________________________

Date: ______________________________

**Approved As to Form Only:**

By: ________________________________

Alamo Colleges Legal Services

Date: ______________________________


EDUCATIONAL SERVICES AGREEMENT
Between

ALAMO COMMUNITY COLLEGE DISTRICT ON BEHALF OF
Northeast Lakeview College / Workforce Development and Community Education
(CAMPUS / DEPARTMENT)

And
Goodwill Industries, San Antonio, Texas
(INSTITUTION)

EXHIBIT 1

COURSE OUTLINE

The IT Support Technician Certification Training program is designed to prepare students for CompTia A+ and Network + certification and consists of three (3) continuing education classes: Introduction to Computers (ITSC 1001, CompTia A+ (ITSC 1025), and CompTia Network + (ITNW 1025). Each class in the series is provided at a flat rate of $2,500.00 for a total of $7,500.00 for all three classes.
## REVENUE SHARING - ALTERNATIVE CAREER SCHOOL MODEL: GOODWILL® STAFFING CHECKLIST

As you plan to replicate, consider the following functions, and indicate the individual or position within your organization who will perform each role.

<table>
<thead>
<tr>
<th>ROLE</th>
<th>INDIVIDUALS OR POSITIONS WITH PRIMARY RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENERAL PLANNING</strong></td>
<td></td>
</tr>
<tr>
<td>Works with Goodwill staff to establish goals and measurable objectives for workforce development programming.</td>
<td></td>
</tr>
<tr>
<td>Reviews recommendations from business advisory councils and other sources to identify and develop training classes that support business needs and enhance participant careers.</td>
<td></td>
</tr>
<tr>
<td>Identifies target programs/classes/populations.</td>
<td></td>
</tr>
<tr>
<td>Develops data collection and monitoring systems to ensure that program is achieving desired outcomes.</td>
<td></td>
</tr>
<tr>
<td>Oversees training budget and directs supplemental fundraising.</td>
<td></td>
</tr>
<tr>
<td>Responsible for managing accreditation application process (if applying for national proprietary trade school accreditation) as well as ongoing compliance with accreditation standards.</td>
<td></td>
</tr>
<tr>
<td><strong>PARTNERING</strong></td>
<td></td>
</tr>
<tr>
<td>Develops and maintains relationship with college leadership — typically at president level — to grow institutional buy-in for collaboration.</td>
<td>This function is typically carried out by the Goodwill CEO.</td>
</tr>
<tr>
<td>Serves as primary liaison with Vice President of Continuing Education (or equivalent position) to guide overall direction of partnership.</td>
<td></td>
</tr>
<tr>
<td>Serves as liaison to deans/directors/coordinators of targeted occupational/educational areas to plan and operate joint training.</td>
<td></td>
</tr>
<tr>
<td>Resolves issues between participants, college and instructors.</td>
<td></td>
</tr>
<tr>
<td>Works with community college and Goodwill marketing department for grand openings and advertising of new classes.</td>
<td></td>
</tr>
<tr>
<td>Works with college admissions/Registrar’s office to coordinate enrollment of students into college system.</td>
<td></td>
</tr>
<tr>
<td>Maintains contact with community college instructors to identify needed program materials.</td>
<td></td>
</tr>
</tbody>
</table>
### BUSINESS ENGAGEMENT

- Leads business advisory councils, arranging for and conducting meetings and gathering ideas for program enhancement/expansion. When applicable, develops new sector-based councils.
- Maintains ongoing relationships with business contacts and develops new relationships that result in job placements and active participation by employers in training-related activities.
- Participates in networking events/business groups to enhance connections and increase potential placement sites.
- Conducts ongoing local labor market research to inform program development/management.
- Develops internship/clinical training opportunities and Goodwill work-study opportunities.

### STUDENT SERVICES

- Conducts initial student intake.
- Works with prospective participants to assess eligibility/fit for programs and directs them as appropriate to needs/aptitude/preparedness.
- Conducts enrollment process.
- Assists students with financial aid application process and maintains student financial aid files.
- Conducts student orientations.
- Provides counseling, referrals, case management.
- Oversees/conducts testing/assessments (or works with college to set up testing as needed.)
- Monitors student attendance and performance.
- Coordinates/provides supplementary instruction (job readiness/soft skills, basic education instruction, tutoring, etc)
- Coaches students on job search, including resume-writing assistance, career counseling, access to computers and high-speed Internet, help with interviewing skills and placement services.
- Coordinates placement of students in internships/clinical training, as well as work-study opportunities at Goodwill.
- Liaisons with referral agencies on behalf of students.

### ADMINISTRATION
<table>
<thead>
<tr>
<th>Task Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Creates and maintains participant files.</td>
<td></td>
</tr>
<tr>
<td>Collects and maintains participant enrollment data in MIS system. Data entry.</td>
<td></td>
</tr>
<tr>
<td>Records participant case management notes/referrals to supportive services.</td>
<td></td>
</tr>
<tr>
<td>Collects and maintains participant employment/retention data in MIS system. Data entry.</td>
<td></td>
</tr>
<tr>
<td>Provides overall content and technical oversight of MIS system.</td>
<td></td>
</tr>
<tr>
<td>Coordinates registration and course/cohort payments with college.</td>
<td></td>
</tr>
<tr>
<td>Prepares reports as needed: goal sheets, participant progress reports, information about agency billings, etc.</td>
<td></td>
</tr>
<tr>
<td>Maintains financial aid files and accounting. Processes scholarship or other grant applications.</td>
<td></td>
</tr>
<tr>
<td>Collects and processes tuition payments.</td>
<td></td>
</tr>
</tbody>
</table>

**CLASSROOM FACILITIES**

<table>
<thead>
<tr>
<th>Task Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinates build-out/repurposing of Goodwill space.</td>
<td></td>
</tr>
<tr>
<td>Locates donated equipment and instructional supplies.</td>
<td></td>
</tr>
<tr>
<td>Works with facilities services to ensure classroom needs are met, including special electrical/equipment needs.</td>
<td></td>
</tr>
<tr>
<td>Works with college to ensure that certifications, licenses or other requirements for use of Goodwill space before specific training programs are secured.</td>
<td></td>
</tr>
<tr>
<td>Maintains vocational training labs and equipment.</td>
<td></td>
</tr>
<tr>
<td>Maintains computer labs and provides technical support.</td>
<td></td>
</tr>
<tr>
<td>Responsible for classroom scheduling.</td>
<td></td>
</tr>
</tbody>
</table>
Work experience placements are an important component of the Good Careers Academy (GCA) approach. As students approach the end of the classroom training required for each program, GCA staff work with them to find internship/externship or clinical work placements. GCA staff use the sample documents herein to manage this element of the program. These include:

1. Worksite Agreement Template
2. Participation Agreement/Student Acknowledgement Form
3. Performance Evaluation Forms (Medical Assistant example)
1. WORKSITE AGREEMENT

Worksite Agreement
PY 2010 – 2011
Intern/Externship Program

Program Administered by:

Goodwill Industries® – Good Careers Academy

A. Parties to the Agreement

SERVICE PROVIDER: Goodwill Industries of San Antonio – Good Careers Academy
SERVICE PROVIDER’S ADDRESS: 12332 IH-10 West
CITY/STATE: San Antonio, Texas    ZIP: 78230    PHONE: (210) 924-8581

WORKSITE: ________________________________________________________
WORKSITE ADDRESS: ______________________________
CITY/STATE: ______________    ZIP: ______    PHONE: ___________________

EFFECTIVE DATES OF THE AGREEMENT:   _____________
NUMBER OF SCHEDULED PARTICIPANTS: _____________

This agreement is made between Goodwill Industries of San Antonio; hereafter referred to as “Service Provider” and ___________________; hereafter referred to as the “Worksite”, for the provision of services to students of Good Careers Academy (GCA) to ensure effective and meaningful employment opportunities.

B. Purpose of the Program

The purpose of the Good Careers Academy internship program is as follows:
1. To provide eligible students with connections to employers.
2. To provide meaningful, quality employment opportunities to eligible GCA students.
3. To gain meaningful work experience and increase the skill levels of eligible GCA students.
4. To provide opportunities for training to eligible GCA students.
5. To provide opportunities in activities related to leadership development, decision-making and team building.
C. **Coordination of Services**

The Service Provider will coordinate services and assist students in achieving employability development objectives. Good Careers Academy staff will provide technical assistance to Service Providers to coordinate overall service delivery and ensure compliance with program objectives.

D. **Worksite Conditions and Requirements**

All Worksites must indicate a willingness to work with students and accept the following responsibilities of this agreement.

1. Outline the students’ job duties and responsibilities by providing a written job description and instructing the participants on the expected performance.
2. Provide students(s) with proper supervision.
3. Ensure that the student does not exceed authorized working hours and in no instance work more than 40 hours per week.
4. Ensure that the students’ work time is accurately reported and timesheets are signed by both the student and supervisor. The timesheet that is provided by the Service Provider should be used to collect and report the participant’s hours of work.
5. Ensure that the participant’s training is meaningful and consistent with the job description.
6. Contact the Good Careers Academy Business Relations Manager (BRM) when personal or training related problems occur.
7. In the event the supervisor will be absent, procedures have been established to continue supervision/training of the student by another supervisor and the student is made aware of these procedures.
8. Indemnify and hold GCA and the Service Provider harmless from any damages or liabilities caused by the participants.
9. Be a public or private organization.
10. Comply with federal policies prohibiting the assignment of participants to Worksites which (a) engage in political patronage, lobbying or other political activities; or (b) are a religious or anti-religious facility.
12. Must comply with the American Disabilities Act of 1990 (ADA).
14. The hiring of students must not result in the displacement of currently employed workers, including partial displacement, such as reduction in hours, overtime, wages or employment benefits.
15. Instruct the student(s) regarding the Worksite policies.
16. The worksite supervisor must receive an employer orientation for the GCA internship program.
17. Be willing to consider to hire the student for an open position, providing they completed the designated time period successfully and their final performance was evaluation at a good level or above.
18. Worksite should be willing to have a GCA staff person monitor and inspect worksite without prior notification for safety issues.
19. It is the worksite’s responsibility to provide a safe working environment for the students/interns.
E. **Service Provider Responsibilities**

The Service Provider will:

1. Ensure timesheets for are submitted to student Case Manager weekly, and report any changes in students productivity.
2. Maintain open and regular communication with the Worksite through the Business Relations Manager (ESL). The BRM will provide an orientation to all Worksite supervisors who are working with the program participants. The BRM will review and address issues to include, but not limited to, the participants performance of his/her duties as outlined in the job description and the progress of the training and other related activities at the Worksite.
3. Counsel, mentor, and assist the student in adjusting to a working environment.
4. Engage with the student(s) regarding any program activities.
5. Instruct the student(s) to the Worksite and provide objectives of the employment activity.

F. **Termination of Participants**

A Worksite may request that a student be reassigned to another Worksite, if the individual is not performing in a satisfactory manner. Service Provider staff should be contacted to discuss the problem. If the problem cannot be resolved to the satisfaction of the Worksite, then action will be taken by the Service Provider to either transfer the participant to another Worksite or terminate the participant from the activity.

G. **Accidents (Worker's Compensation)**

The Service Provider ensures that the student is covered by worker's compensation insurance in the event an accident happens at the Worksite. In case of an accident, the Worksite representative must contact the individuals on the student's emergency contact list and take the individual to his/her doctor, hospital, or clinic as soon as possible, and immediately contact the Service Provider for further instructions. Record the details of how the accident occurred, when and where it happened and the names of witnesses. This information should be submitted to the Service Provider.

H. **Monitoring Activities**

Monitoring of the Worksite shall include, but not be restricted to, compliance with this agreement and the terms and conditions of the Service Provider’s contract. Specific monitoring activities shall include:

- Value and quality of the training provided to students as it relates to work experience and career development.
- Procedures and/or controls employed to record and maintain accurate time and attendance records.
- Evaluation of the students and performance on tasks and duties as assigned.
- The general condition of the Worksite (safety, sanitary, etc.)
- Status of the Worksite as an Equal Employment Opportunity Employer and compliance with ADA regulations.
I. Student’s Progress Report

A progress report should be provided for each student assigned at the Worksite. It is important to provide a progress report so that strengths and weaknesses, in the areas of basic work competencies and discipline, can be evaluated. These areas will include completing assignments as directed by the Worksite supervisor, showing up for work regularly and on time, having a positive attitude, working as a member of a team, demonstrating sound reasoning abilities, and exercising independent judgment are documented and discussed with the participant. It is the Worksite supervisor’s responsibility to provide feedback on the progress report.

Procedures for the progress report:

- A progress report should be completed on all students.
- The Worksite supervisor will report the student’s progress on the Timesheet and Progress Report form that is provided by the Service Provider.
- The timesheet will be submitted to the Service Provider on a weekly basis and the student’s progress should be reported as frequently as deemed appropriate by the Worksite supervisor, but at a minimum, at the midway point of the contract and at the end of the contract.

J. Attachments

a. Time Sheets

K. Termination of Agreement

The work site may terminate this non-financial agreement upon written notification to the Service Provider. The Service Provider reserves the right to terminate with just cause which shall include, but not limited to:

a. Violations of the Worksite Agreement
b. Failure to take corrective action
c. Unsafe and unsanitary working conditions

L. Signature Sheet

The undersigned parties agree to comply with the GCA Internship Worksite Agreement and the specific sections as outlined:

a. Parties to the Agreement
b. Purpose of Program
c. Coordination of Services
d. Worksite Conditions and Requirements
e. Service Provider Responsibilities
f. Termination of Students
g. Accidents (Worker’s Compensation)
h. Monitoring Activities
i. Student’s Progress Report
j. Attachments
k. Termination of Agreement
l. Signature Sheet

________________________________________
Worksite Name

________________________________________
Authorized Representative of Worksite
(Type/Print Name)

________________________________________
Authorized Representative of Worksite
(Signature)

________________________________________
Date Signed

Goodwill Industries

________________________________________
Service Provider Name

Mark Milton, Director of People Service

________________________________________
Authorized Representative of
Service Provider (Type/Print)

________________________________________
Authorized Representative of
Service Provider (Signature)

________________________________________
Date Signed
Practicum/Externship is the final phase of the _______________________ Program. The practicum is a vital part of a student's training and is required for graduation. No amount of classroom instruction can replace the experience of working in a health care facility.

The practicum is a mutual arrangement between the school and the clinic or doctor. The doctor provides the office facilities and staff's time to help train the extern in the practical application of the instruction received in the classroom. The doctor's staff evaluates the student’s performance during this period and sends the evaluation to the school.

**General Policy Regarding Practicum**

All students are required to serve a minimum of ________ hours in the office of a licensed physician to meet the requirements established by San Antonio College, Good Careers Academy, and the partnering agency. Students will be required to serve additional hours or days on their externship for absences incurred while attending school. (Minimum hours to be determined by extern site)

**Externship Participation Procedures**

The following is required of each student participating in the program:

1. The student must have approval from instructor & GCA.
2. The student will need to pass Clinical Competencies designated by instructor ensuring basic skills are acquired prior to participating in the program.

**Student Placement Procedure**

1. Student will select 3 locations from the “Program Participation List”, listing the locations in order of preference.
2. Good Careers Academy will coordinate placing the student at one of the 3 locations. If there are no available positions at any of the 3 locations selected the student will be notified to select an alternate location.
3. Should the student not agree to minimum extern/intern hours set by the partnering facilities, the student shall obtain an extern site independently and will be give all appropriate documents for externship tracking.
While Participating in the Program

- Intern/externship is a minimum of 4 to 8 hours per day per student as desired by the site, until the required 180 hours are achieved. *Minimum hours are determined by site.
- What are students expected to learn?
- Students are to utilize all resources available at the facility to become proficient in the ____________________ aspects of the curriculum.
- Student Responsibility:
  - Class Assignments
  - Weekly Timesheets – Required in order to receive credit for course hours
  - Daily Logs – Provide a brief description of each day / experiences
  - Students may coordinate externship hours to their schedule; the facility must agree to the schedule (Recommended to accumulate externship hours outside of class time). If the student chooses to accumulate hours during class time, the student is still responsible for all assignments.
- Who would manage the externship hours (logging and supervising)
  Program: ________________, Instructor
  Duties:
  - Instructor is the point of contact for any questions regarding course material covered / student's skill level.
  - Instructor will visit and call the facility to perform a clinical competency review of the student.

  ________________, Business Relations Manager – Human Resources Liaison
  Duties:
  - BRM will be the point of contact for any issues regarding the student's performance, attendance, etc.

*Occasionally, students prefer to arrange their own externship with a physician. The student must notify the instructor and BRM in advance of this intention and will be given all appropriate documents for tracking and skills survey.

I, ________________, Program___________________ have read and agree to abide by the Student Externship Procedures. The instructor has explained and answered questions with regard to the Externship program. I understand that placement with a facility on the provided list is subject to availability & there is no guarantee of being placed.

☐ I choose to participate in the Externship program and have listed my preferences for externship below:

  First Preference:  _____________________________________________

  Second Preference: ___________________________________________

  Third Preference:  _____________________________________________
☐ I elect to opt-out of selecting from the provided list of participating facilities and choose to coordinate my own site for externship. I will inform the instructor of the facility I have contacted (facility must agree to participate).

The following information is needed:
Name of Facility, Contact Name & Phone Number

I understand participation guidelines and I am committing to ________ number of externship hours. I understand that if I do not complete my externship I will not receive a certificate of completion for this course from San Antonio College. (Minimum extern hours determined by extern site)

__________________________________________________________________________________________

Student Signature

Date
### Weekly Externship Log – Fax by Friday, 5 p.m. to (___) _____-______

**Program:**

**Instructor:**

---

**Student Name:**

**Week Of:**

---

**Date:**

---

**Skills Learned / Performed Today:**

---

**Date:**

---

**Skills Learned / Performed Today:**

---

**Date:**

---

**Skills Learned / Performed Today:**

---

---

---
3. PERFORMANCE EVALUATION

Student Name: ____________________________ Date: ____________________

Program:_________________________________

Dear Employer,

Good Careers would like to “Thank you” for offering an externship site for our

Good Careers Academy student: ________________________________.

We are committed to a follow-up process for continual improvement. This process assists the Career Services Department in identifying any problems or concerns that a graduate might have. Our mission is to help students reach their educational and career goals.

Please complete the enclosed questionnaire and return it in the stamped, self-addressed envelope provided for your convenience. You feedback is greatly appreciated.

Sincerely,

Business Relations Manager
Goodwill Ind. /Good Careers Academy
(210) 924-8581
Student Name:____________________________
Program:______________________________

**Graduate Knowledge and Skills**

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral communication</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>Written communication</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>Knowledge of their discipline</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>Appropriate skills</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>Critical thinking and problem solving skills</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>Potential to advance beyond their current positions</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
</tbody>
</table>

Comments: Please elaborate on your responses to our graduate’s knowledge and skills.

**Graduate Personal Work Qualities**

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to take direction</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>Ability to work effectively in a team environment</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>Ability to make sound ethical decisions</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>Dependability</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td></td>
</tr>
</tbody>
</table>

Comments: Please elaborate on your responses to our graduate’s personal work qualities.
Summary Questions about Graduates

Rating Scale
5  4  3  2  1  N/A

Overall, quality of our graduates applying to your organization
☐ ☐ ☐ ☐ ☐

Overall, how would you rate our graduates compared to other job applicants/employees
☐ ☐ ☐ ☐ ☐

Comment: Please elaborate on your overall impression of our graduates.

How could our school better service your employment needs?

What additional educational programs or skills sets would you like to see as you move your business forward in the future?
**Skills and Competencies Evaluation**

**MEDICAL ASSISTANCE**

Student Name: ____________________________  
Program: ____________________________

**Note to Site Supervisor:** Using the list below please provide training opportunities for the student to perform each skill until they can demonstrate a satisfactory level of competence. The student must perform at least 75% (26 of 34) of the skills at the facility. If there are certain skills that your facility will not allow a student to perform, it is acceptable for them to observe the skill being performed by an employee and then critique the performance so you know that the student has a solid understanding of the procedures involved. Next to each competency, please mark “P” for performance, “O” for observed. For those schools that assign letter grades, please use the following scale:  
4 = Very Confident  3 = Confident  2= Needs more Practice  1= Needs Training

### PRACTICAL/ PROCEDURAL/ OFFICE SKILLS

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venipuncture/Capillary Puncture</td>
<td></td>
<td></td>
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<tr>
<td>Asepsis Technique</td>
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<td>Medical Record Charting</td>
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<td>Respond to Verbal Communication</td>
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<td>Respond to Non-Verbal Communication</td>
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<td>Instruct Patient With Special Needs</td>
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<td>Instruct Patient on Specimen Collection</td>
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<td>Prepare/Maintain Exam/Treatment Area(s)</td>
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<td>Assist with Exams or Minor Surgery</td>
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<td>HIPPA Understanding/Confidentiality</td>
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<td>Autoclaving/Sterilization Procedures</td>
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<td>Measuring Vital Signs</td>
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<td>Patient Care</td>
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<td>Perform Respiratory Testing</td>
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<td>Perform Hand Washing</td>
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<td>Perform Urinalysis Testing</td>
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<td>Apply Pharmacology Principles</td>
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<td>Complete Insurance Claim Forms</td>
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<td>Perform Electrocardiograms</td>
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<td>Dispose of Biohazardous Waste</td>
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<td>Process Insurance Claims</td>
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<td>Perform Microbiological Testing</td>
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<td>Practice Standard Precautions</td>
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<td>Organize &amp; File Patient Records</td>
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<td>ICD-9 and CPT Coding</td>
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<td>Perform Accounts Receivable Procedure</td>
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<td>Telephone Technique/Mgmt</td>
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<td>Use Office Machines</td>
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<tr>
<td>Schedule Inpatient/Outpatient Procedures</td>
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<td>Perform Billing/Collection Procedures</td>
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<td>Post Entries to Day Sheet</td>
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<td>Perform Inventory of Supplies</td>
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<td>Apply Managed Care Policies/Procedures</td>
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<tr>
<td>Scheduling Appointments</td>
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PROFESSIONAL Attributes

- Attendance/Punctuality
- Cooperation
- Creativity
- Appearance
- Assumes Responsibility
- Leadership
- Communication Skills
- Follows Instructions
- Accuracy
- Teamwork
- Attention to Detail
- Professional Demeanor
- Work Habits
- Initiative
- Judgment

Overall comments to assist the instructor in assigning the final grade:

Would you hire this student now or in the future?  __Yes  __No

___________________________________________  ___________________
Site Supervisor’s Signature                      Date
COMMUNITY COLLEGE/CAREER COLLABORATION

Revenue Sharing – Alternative Career School Model: Planning Tool

Workers who earn low wages need technical and hard skills to advance into family sustaining careers. Many of them have been unsuccessful in accessing and completing industry-recognized credentialing or certification options due to a variety of access barriers. Goodwill Industries® is uniquely positioned to alleviate barriers to successful community college engagement through its workforce development expertise and family strengthening approach.

This planning tool was designed to assist you in your efforts to initiate a co-enrollment/revenue-sharing model for community college partnering. It includes a series of questions for organizations and their partners to consider as they design new approaches or prepare to augment existing programs. These questions are meant to provoke thought, discussion and additional research where needed for effective planning. The tool is organized into the following six sections:

I. Understanding the Situation/Agreeing On Shared Goals
II. Inventory Your Assets and Resources: What Assets and Resources Do You and Your Potential Partner Have to Contribute?
III. Target Population(s)
IV. Business Engagement
V. Roles and Responsibilities
VI. Facilities and Equipment Assessment

In a number of these sections, the user is directed toward a corresponding document or worksheet. These can be found in the portfolio of replication resources.

For more information:
Brad Turner-Little
Director of Workforce Development
Goodwill Industries International
brad.turner-little@goodwill.org
I. Understanding the Situation/Agreeing on Shared Goals

a. What is the underlying problem or issue in your community that this partnership will address?

b. What do you know about the problem?
   - Are there skills gaps in the region? If so, in which industries and occupations?
   - What certifications or licenses are required for occupations in these fields?
   - Are there certain groups of individuals who have difficulties accessing particular in-demand jobs? What are the challenges they face?
   - What are the demographics of these populations?
   - Does existing training capacity meet labor market needs?
   - Is current training accessible to target populations (location, time, cost, entrance requirements)?

c. What additional research do you need to conduct to understand these needs? Who will conduct this research? What primary and secondary sources will inform these questions?

d. How does the development of a partnership fit with your organization’s (Goodwill® or community college) strategic goals and mission?

e. What is the value proposition of the partnership?
   Goodwill Industries and [community college] will be able to [improve what, for whom, and by how much] as a result of this shared revenue strategy.

f. Develop a Win-Win Proposition. Refer to the GCA WIN-WIN PROPOSITION for an example. See the WIN-WIN PROPOSITION WORKSHEET to develop one for your partnership.
II. Inventory Your Assets and Resources: What Assets and Resources Do You and Your Potential Partner Have to Contribute?

Typically, Goodwills and community colleges possess the following assets and resources that could contribute to a partnership.

**Community College:**
- Instructional capacity and academic standards (instructors, curriculum)
- Ability to award recognized educational and employment credentials
- Access to post-secondary funding, financial aid and other grants
- Ability to comply with regulations
- Instructional equipment
- Ability to arrange clinicals (health career pathways)
- Administrative support
- Marketing and outreach channels

**Goodwill:**
- Relationships with under-served and non-traditional students
- Supportive services (assessment, case management, job placement, referrals to other services)
- Facilities
- Equipment
- Retail sales revenues
- Access to other external grants and community funding streams
- Marketing and outreach channels

What assets and resources do you and your potential partner have to contribute? Use the **ASSET-SHARING RESOURCE CHECKLIST** to identify the resources that you and your partner can share.

III. Target Populations(s)

a. What populations do you intend to serve? (example: specific groups of dislocated workers, individuals with criminal backgrounds, people with disabilities, out-of-school youth, immigrants)

b. Barriers. Do any of the following barriers serve as significant obstacles to education and employment for the individuals you intend to serve?

- Limited basic educational skills
- Limited English language skills
- Lack of reliable and/or accessible transportation to training and work sites
- Inadequate housing
- Lack of quality child care
- Other personal and family physical and mental health issues
Learning disabilities
Interpersonal and emotional issues
Criminal or arrest records
Financial/credit history, debt
Barriers to college enrollment due to past poor academic performance, fines or overdue fees
(academic probationary status)
Geographic isolation
Domestic violence
Other barriers to participating in and completing training: ________________________________
Other barriers to obtaining and retaining employment: ________________________________
Other barriers to advancement: ___________________________________________________

c. Which services and resources does your Goodwill and its current mix of partners have available that will help students deal with these barriers?

d. Do you plan to enroll participants of other programs housed at Goodwill such as a Work First program, Project Re-entry, etc.? If so, what program supports are available to these individuals? What requirements must be met in order for them to participate in skills training?

e. What additional services or resources do you need to develop in order to address these barriers?

f. What is the fit between the individuals you intend to serve and the occupations in demand in your community? Consider the following:

- *What are the education and skills requirements for entry into employment? (What are the required reading and math levels? Is a high school diploma or GED required?)*

- *What are the requirements for entry into credit-bearing courses at the community college? What assistance/preparation do participants require?*

- *What special barriers or opportunities exist for individuals with criminal backgrounds?*

- *Do employers require drug testing?*

- *What are the pay and benefit rates for these occupations? Is employment generally full time, part time, seasonal or temporary?*

- *What special aptitudes or interests are important to specific occupations? How do these fit with potential students?*

- *What are the opportunities for advancement in select occupations? Are there established career pathways? Do current college offerings match industry career ladders? As you think about the barriers your constituency faces, what barriers have prevented them from advancing into better jobs in the industry?*
g. Will these considerations impact your recruitment and assessment strategies? What steps will you take to ensure that you are reaching out to and enrolling individuals who fit with your program offerings?

h. What are the implications of these factors for your program design?

IV. Business Engagement

An effective business engagement strategy is essential to the success of any skills training program. Some important points to keep in mind follow.

a. It's critical to understand the ever-changing labor market of the local economy so that course offerings can be tailored to local needs. Getting an accurate picture of occupational demand and opportunity requires **iterative research based on labor market data as well as individual employer input**.

b. When developing programming, it’s important to **first ask employers what they need**, and then design the curriculum based on these needs. Walking into an employer to “sell” an existing program or curriculum usually proves ineffective.

c. Large meetings with employers can be very useful when well run, but there are times when it is more effective to schedule one-on-one conversations with business leaders, especially when you are building new relationships.

Goodwill Industries International has developed tools to help you set up and operate effective Business Advisory Councils (BACs). Goodwill members may click [here](http://www.goodwill.org/group/workforcedevelopment) for a direct link to BAC training materials or go to [www.goodwill.org/group/workforcedevelopment](http://www.goodwill.org/group/workforcedevelopment).

V. Roles and Responsibilities

Consider the many functions involved in operationalizing a partnership. What roles will each partner play? Specifically, which individuals or positions will fill these roles?

Develop a plan for how you will staff your partnership. The **GOOD CAREERS ACADMEY STAFFING MODEL** provides a diagram depicting the points of contact between various Goodwill and college staff involved in the partnership, as well as an organization chart for the GCA. In this model, Alamo Colleges has created the position of corporate liaison to serve as a primary point of contact between the institutions. The addition of this position, which
is partially funded by Goodwill, greatly simplifies collaboration by eliminating the need for Goodwill staff to coordinate with numerous college personnel at multiple campuses.

a. Develop a plan for how you will staff your partnership. Use the **STAFFING CHECKLIST** to identify the range of functions and to assign staff accordingly.

b. It is important to understand your college partner’s staffing plan for this partnership.

- **Who are the key personnel with whom you will work at the college?**
- **What are their titles and roles?**
- **To whom do they report?**
- **What types of decisions are they authorized to make? What types of decisions require approval from a supervisor or another approval process?**
- **Have any of these individuals worked with Goodwill in the past? What was their experience like?**
- **Who is the appropriate counterpart to this person within your organizational structure?**

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**VI. Facilities and Equipment Assessment**

As a part of the revenue-sharing model, your Goodwill may be in a position to contribute training facilities. As you plan to utilize existing space, or to prepare new facilities, consider the following questions. Also, you may find it useful to review the **TEN TIPS FOR REPURPOSING OR BUILDING OUT NEW SPACE**.

a. What physical space does your Goodwill occupy? How is it currently being used? Do you feel that you are getting optimal use of the facilities?

- **Is space under-utilized in the evenings? At other times during the day? On weekends or on particular days of the week?**
- **Is premium space being used for activities that could more efficiently be located elsewhere (such as warehousing)?**
- **Do you have space dedicated to activities that are no longer of strategic importance to your operations?**

b. What is the total square footage of space that could be used or repurposed for classroom training?

c. What special wiring, plumbing, equipment or special classroom configurations will be necessary to train for the occupations and skills in demand in your community?
d. What is required by state higher education, licensing and accrediting bodies with regard to the configuration and outfitting of classroom or lab space for specific types of courses?

e. What certifications or approvals do you need to meet in your state in order to hold certificate-granting courses and conduct on-site GED or licensing testing? What is the process, cost and timeline for gaining any necessary approvals?

f. What is the minimum number of student enrollments per course as required by local community colleges? Do your classrooms and laboratories (current or planned) accommodate this number of students?

g. Is your organization in a position to consider constructing or acquiring new space? What is your budget and timeline?

h. How accessible is your existing or planned space to potential students? Where is it located? Is public transportation available? Does your space meet ADA requirements?

i. When is existing or planned space available? (Are there specific times of day when it can or cannot be used?)

j. Do you have equipment that could be used for training purposes (for example, computer labs, skilled trades related equipment, etc.)?

k. Does the appearance and outfitting of existing or planned space reflect the academic and occupational standards you expect from your students? Does it convey the level of respect that your organization has for these individuals as college students? Does it promote aspirational thinking about educational advancement and career pathways?

l. Is or will your space be flexible and functional for multiple purposes, enabling you to adapt programming to changing labor market/industry demands?