The Career Pathways Navigation (CPN) model is student centered. It provides a continuum of education, guidance and assistance leading to college access and ongoing support to a customer base that typically has not pursued college or industry credentials as a means to advancing their careers. Through CPN, Seattle Goodwill Industries (SGI) also serves clients referred from other community-based organizations as part of a broader navigation model.

There are two segments to the CPN model. The first is a six-week college readiness course called Community College 101, (CC101), which encompasses career exploration, goal setting, college vocabulary and navigation, financial aid, preparation for placement tests, course of study selection, and other campus and classroom survival and success skills. The second segment includes ongoing individualized navigation support services that begin with college enrollment and continue through students’ completion of their fourth quarter or skills training certificate. The CPN model is designed to help students enroll and succeed in a wide variety of credit-bearing professional/technical college programs. Shorter programs often serve as a stepping stone to longer-term training and college completion.

The heart of the Career Pathways Navigation Model is the college navigator who teaches CC101 and provides the wraparound and college readiness services noted above. In partnership with designated college liaisons and advocates, the navigator develops an individualized financial package for tuition and ancillary costs for each student, pairing Goodwill and college aid. College navigators know the wide range of college programs available and which colleges offer them. Navigators make referrals both internally and externally to ensure students have the necessary resources to be successful. Referrals for school-related supports can include tutoring, disability services and computer access. Non-school related referrals can include housing, legal services, food, clothing and health-related services.
**Partners and Their Roles**

Through its partnership with King County Community Colleges System, SGI works with a number of community colleges in the Seattle metropolitan area. SGI provides on-campus CC101 classes. These include North Seattle Community College’s Opportunity Center for Employment and Education and South Seattle Community College. SGI also provides CC101 classes for students of Seattle Central Community College, Renton Technical College, Shoreline Community College, Highline Community College, Bellevue Community College, Everett Community College and Edmonds Community College. SGI also provides onsite CC101 classes at Seattle Vocational Institute.

The roles of the partners are outlined below, although they vary slightly by college.

<table>
<thead>
<tr>
<th>Colleges</th>
<th>Seattle Goodwill Industries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleges offer credit-bearing training programs and employer advisory boards.</td>
<td>College navigators teach CC101 and provide non-academic navigation and individual assistance to prepare students for college program completion.</td>
</tr>
<tr>
<td>Liaisons work with navigators and provide assistance, direction and support in working with college departments and financial services.</td>
<td>SGI offers services including wraparound, case management and job search assistance.</td>
</tr>
<tr>
<td>Colleges provide classroom for CC101 course delivery.</td>
<td>SGI funds up to two quarters of tuition and fees and four quarters of required textbooks, equipment, uniforms, transportation, application fees and other school-related costs based on grade point average.</td>
</tr>
<tr>
<td>Colleges help bring students’ academics up to college level with basic skills programs such as Integrated Basic Education and Skills Training.</td>
<td>Successful students can earn quarterly merit scholarships from SGI during the first two quarters of college.</td>
</tr>
<tr>
<td>Colleges connect students with available funds such as Pell Grants, Workforce Investment Act, Benefits Food, Education and Training, Opportunity Grants, and other resources.</td>
<td>SGI teaches free classes on topics including computer skills, general educational development test preparation, English for Speakers of Other Languages, and retail and customer service training.</td>
</tr>
</tbody>
</table>
Community College 101 and Wraparound Services

The six-week CC101 course is delivered in 16 modules. It addresses a full scope of activities for college readiness, retention and success. These include such areas as being academically prepared to pass entrance exams, understanding and making choices about career interests, navigating the enrollment and financial aid processes, understanding and managing a program schedule and tending to life challenges that could be a barrier to school completion. During the course, students also take college campus tours to become familiar with buildings, people and the avenues for support. As importantly, students learn where to go for specific kinds of assistance – both on campus and from Goodwill® – which provides an important level of confidence and empowerment that they have what they need to be successful.

Resources and “Braided Funding”

The total program operations cost is about $370,000 per year, with grants making up approximately 40 percent. The key to successful funding sustainability for this program and for student college costs is the “braided funding” strategy, where funds come from multiple sources. Over the course of the four to five quarters of assistance, SGI typically provides more initial resources to cover costs beyond college sources, as well as paying for books, transportation and other incidentals. It also provides a voucher for students and is then invoiced by the college for these costs. Over time, this proportion shifts to a majority of college assistance funds, and in rare cases, student funds as students stabilize and become more integrated into the college systems. Broken down, SGI pays about one-third of the costs and the college pays about two-thirds. Designated college offices and staff working with the program are more likely to successfully advocate for students to get funds. The Goodwill does not fund students beyond their first four quarters.

Enrollment and Outcomes

The CPN model serves about 12 to 17 participants in each of its three CC101 classes per quarter at each location. College navigators may each carry a caseload of 45 to 50 students, although as students progress, they rely less and less on the navigator. Thus far, of the students who started CC101, 70 percent have completed it; 70 percent have gone on to credit-bearing college programs; and 70 percent of them have completed successfully transitioned to self-navigation for their fifth quarter. Metrics for the navigation model include all student progress in attendance, grades, courses taken and completed, and braided funding results.
The Community College/Career Collaboration (C4) initiative seeks to increase college and career success for adults with low incomes through documenting, promoting and replicating Goodwill®–community college partnership models. For this work, Goodwill Industries International has identified four models of partnership between its membership and community colleges:

1. **Shared Assets Model**, developed in Winston-Salem, NC
2. **Co-enrollment Revenue-sharing Model**, developed in Northern Virginia
3. **Revenue Sharing – Alternative Career School Model**, developed in San Antonio, TX
4. **Career Pathways Navigation Model**, developed in Seattle, WA

This document lays out the defining characteristics of each approach to facilitate cross-model comparison and discusses some of the primary factors and conditions that have resulted in each distinct design.
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Goodwill Industries International • 15810 Indianola Drive • Rockville, MD 20855 • USA
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Overview of Models

Shared Assets Model (Winston-Salem, NC)

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

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

Since its inception in <add date>, the Goodwill expanded the scope of its training programs by replicating this model with six additional colleges in its region.

Co-enrollment Revenue-sharing Model (Northern Virginia)

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

NOVA pioneered this co-enrollment model with several nonprofit providers in its suburban Washington, DC, service area. Goodwill of Greater Washington and NOVA are currently developing a co-enrollment model focused on protective services occupations.
Revenue Sharing – Alternative Career School Model (San Antonio, TX)

Goodwill Industries of San Antonio (TX) and Alamo Colleges developed the Good Careers Academy to offer affordable, short-term occupational training that is competitive with for-profit trade schools. College continuing education classes related to high-demand, entry-level careers are held in Goodwill classrooms located within Goodwill stores.

Courses are bundled together into short-term occupational programs that result in industry certification, college certificates and, in some cases, contact hours that can later be converted into college credits. The Goodwill provides case management, wrap-around services, job readiness training, and placement and retention services to the students. It also procures the instruction and curricula from the colleges for a per-course fee. In turn, students pay tuition to Goodwill at rates that are far lower than those of other proprietary schools in the region. Their tuition is subsidized by retail store revenue and other funding sources. The San Antonio Goodwill is pursuing national trade school accreditation, which would enable the Goodwill to assist students in applying for and receiving federal financial aid for Good Careers Academy classes.

Career Pathways Navigation Model (Seattle, WA)

The Career Pathways program uses a “student-centered” approach, helping participants identify the career path and related training program that best meets their needs. Students enroll in a wide range of programs – from one-quarter certificates to two-year degrees – in a variety of industries (e.g., health care, accounting, automotive) across all the local community colleges. The program has two main components – college readiness and college navigation. The Community College 101 (CC101) class addresses non-academic readiness topics, such as career exploration, goal setting, college vocabulary and navigating college, financial aid and other funding, placement test preparation, student skills (studying, note taking, etc.), budgeting for going to school and self-advocacy.

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

The following matrix further highlights the similarities and differences among the four approaches.

<table>
<thead>
<tr>
<th>Key Partners</th>
<th>Shared Assets Model</th>
<th>Co-enrollment Revenue-sharing Model</th>
<th>Revenue Sharing – Alternative Career School Model</th>
<th>Career Pathways Navigation Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodwill Industries of Northwest North Carolina and seven colleges</td>
<td>NOVA and 7 community-based organizations, including Goodwill of Greater Washington</td>
<td>Good Careers Academy: Goodwill Industries of San Antonio and Alamo Colleges</td>
<td>Seattle Goodwill Industries, Inc., North Seattle Community College's Opportunity Center for Employment and Education; South Seattle Community College</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credentials Earned</th>
<th>Transferrable continuing education credits, certificates</th>
<th>Academic credits</th>
<th>Continuing education contact hours (some convertible to credits upon further study), certificates</th>
<th>College-level credits, certificates, degrees</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Training Site(s)</th>
<th>Goodwill (seven sites)</th>
<th>Goodwill</th>
<th>Goodwill (more than four sites)</th>
<th>“Community College 101” readiness class taught at Goodwill or college; all other classes at colleges; so far, students have attended 13 local community colleges.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Technology and Equipment</th>
<th>Provided by Goodwill and college partners</th>
<th>Provided by Goodwill, but the college may purchase classroom computer equipment, if needed</th>
<th>Provided by Goodwill; health care programs use college’s training center for some instruction</th>
<th>Goodwill provides for CC101, colleges provide once enrolled</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Instructors</th>
<th>Faculty employed by colleges</th>
<th>Instructors employed by Goodwill apply to be credentialed as adjunct faculty by NOVA</th>
<th>College continuing education instructors provide skills training/education; job readiness training units are taught by Goodwill staff</th>
<th>Goodwill staff teach CC101 (and other basic education classes); college faculty teach basic courses once students are enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricula</td>
<td>Co-enrollment Revenue-sharing Model</td>
<td>Revenue Sharing – Alternative Career School Model</td>
<td>Career Pathways Navigation Model</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>New courses developed together by college and Goodwill; other courses use existing college curricula</td>
<td>In most cases, existing community-based organization curriculum is adapted to qualify for college credits; for some partnerships, new curricula are developed specifically for the partnership or existing college curricula are adopted</td>
<td>Technical components developed by college; job readiness components developed by Goodwill</td>
<td>CC101 developed by Goodwill with input from colleges; after CC101, students enroll in credit-bearing professional/technical programs; students can co-enroll in basic skills (non-credit) and/or developmental education (credit) courses; some students may have to participate in developmental education courses prior to enrollment in more technical courses</td>
<td></td>
</tr>
</tbody>
</table>

| College Enrollment Process | College sends liaison to Goodwill for off-campus enrollment, financial aid, English placement testing and other college navigational support services | College sends liaison to Goodwill for off-campus enrollment | CC101 helps students better understand how to navigate the community college system; college navigators assist students through the enrollment/funding/testing/registration processes. |

<p>| Most students enroll at admissions office on campus or via telephone; participants of special Goodwill programs may be enrolled by Goodwill as part of a cadre | College sends liaison to Goodwill for off-campus enrollment | College sends liaison to Goodwill for off-campus enrollment | CC101 helps students better understand how to navigate the community college system; college navigators assist students through the enrollment/funding/testing/registration processes. |</p>
<table>
<thead>
<tr>
<th>Shared Assets Model</th>
<th>Co-enrollment Revenue-sharing Model</th>
<th>Revenue Sharing – Alternative Career School Model</th>
<th>Career Pathways Navigation Model</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessments/Screening</strong></td>
<td>Conducted by Goodwill; includes Test for Adult Basic Education (TABE) as well as vocational assessments and career advising</td>
<td>The Goodwill protective services program is still in development and no assessments are planned at this time (college placement exams are required for programs offering 15+ credits)</td>
<td>Students take a Comprehensive Adult Student Assessment Systems (CASAS) appraisal to enroll in CC101 and a higher-level CASAS appraisal to gauge likely program eligibility/timelines; for most programs, COMPASS is required and proctored at the college (paid by Goodwill); CC101 includes test prep for CASAS and COMPASS.</td>
</tr>
<tr>
<td><strong>Job Readiness/Soft-Skills Training</strong></td>
<td>Conducted by Goodwill as a prerequisite program for scholarship recipients and students enrolled through sponsored programs</td>
<td>Conducted by Goodwill; career navigation training is folded into course curriculum</td>
<td>Some soft-skills components in CC101 class; very small amount of job search readiness in CC101, but students can work with Goodwill employment specialist as program completion approaches.</td>
</tr>
<tr>
<td><strong>Supportive/Wrap-Around Services</strong></td>
<td>Counseling/case management, access to clothing closet, referrals provided by Goodwill; intensity of service varies</td>
<td>Counseling/case management, clothing vouchers and referrals provided by Goodwill</td>
<td>College navigation and case management provided by Goodwill; students may also receive housing, vision, health, transportation, books, uniform, required school supplies, testing fees, employment-related licensing fees, etc., as needed</td>
</tr>
</tbody>
</table>

**Notes:**
- TABE: Test for Adult Basic Education
- COMPASS: Comprehensive Adult Student Assessment Systems
<table>
<thead>
<tr>
<th></th>
<th>Shared Assets Model</th>
<th>Co-enrollment Revenue-sharing Model</th>
<th>Revenue Sharing – Alternative Career School Model</th>
<th>Career Pathways Navigation Model</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job Search Assistance/Job Placement</strong></td>
<td>Provided by Goodwill</td>
<td>Provided by Goodwill</td>
<td>Provided by Goodwill</td>
<td>Provided by Goodwill and college (and sometimes other partners, WorkSource, etc.)</td>
</tr>
<tr>
<td><strong>Experiential/Work-Based Learning</strong></td>
<td>Clinical placements for nursing students are organized by college faculty</td>
<td>Goodwill program to include: short stints at an employer partner, job shadowing opportunities, and/or hands-on workshops</td>
<td>Internships provided by Goodwill for a number of technology and health care occupational tracks</td>
<td>Internship placement depends on course of study; college navigator will assist with placement</td>
</tr>
<tr>
<td><strong>Primary Department within College</strong></td>
<td>Continuing education</td>
<td>Community-based organizations office/provost</td>
<td>Department of economic and workforce development (continuing education)</td>
<td>There are several departments dependent on the site location.</td>
</tr>
<tr>
<td><strong>Tuition</strong></td>
<td>$68–$178 per course; many courses qualify for a full tuition and fee waiver through a state post-secondary education support program; tuition costs for Goodwill participants enrolled through Department of Social Services and Vocational Rehabilitation programs are completely covered by those public-sector contracts</td>
<td>Courses to be offered by Goodwill at no cost to students</td>
<td>$500 – $3,500</td>
<td>Total amount varies by number of classes or program (and resident status); approximately $20 – $200/quarter. This does not include required books, supplies, tools or uniforms, which can range from $50-$1,000 per quarter</td>
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</tr>
<tr>
<td>No</td>
<td>Yes, Pell Grants; college liaison works with the organizations and students to facilitate and monitor the application process</td>
<td>Goodwill Careers Academy is working to obtain accreditation; once obtained, students may qualify for financial aid</td>
<td>Students in developmental education and professional/technical classes are eligible for federal and state aid (Pell/Free Application for Federal Student Aid)</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Other Sources of Tuition Support | Scholarships (funds raised by Goodwill and partnering colleges) | Goodwill will seek grants and additional sources of funding | Grants, scholarships, work-study placement in Goodwill stores and business support | Workforce Investment Act, WorkFirst, Basic Food and Employment Training/Supplemental Nutrition Assistance Program Employment and Training) if eligible; Opportunity Grant (state-specific), Worker Retraining, etc.; Goodwill pays tuition/fees/books/etc. for first two quarters if needed, as well as fees/books/transport but not tuition – for third and fourth quarters if needed. |</p>
<table>
<thead>
<tr>
<th>Exchange of Money Between Partners</th>
<th>Shared Asset Model</th>
<th>Co-enrollment Revenue-sharing Model</th>
<th>Revenue Sharing – Alternative Career School Model</th>
<th>Career Pathways Navigation Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most students either receive tuition waivers or make tuition payments directly to the college; students enrolled through Goodwill programs are supported by public agencies – for these students, there may be a pass-through of public monies for training through the Goodwill to the college</td>
<td>The college compensates the Goodwill for faculty and training site expenses; the contract guiding this compensation is based on a percentage of tuition revenue earned by the college; contracts and MOUs between Goodwill and the college were adapted from college/high school dual enrollment models</td>
<td>The Goodwill pays the college a per-course fee for continuing education courses offered at Goodwill sites</td>
<td>The college compensates the Goodwill for its on-site college navigator, CC101 and other college readiness courses; this is directly tied to a grant awarded to the college; the Goodwill is a third-party vendor in most of the college’s accounting systems; it provide “vouchers” for student tuition/books/etc. and is then billed by the college</td>
<td></td>
</tr>
<tr>
<td>Business Engagement Model</td>
<td>Business Advisory Councils (BACs) in each location; separate BACs have been set up for specific industry sectors at largest training site in Winston-Salem</td>
<td>BACs</td>
<td>Goodwill has developed industry-specific Industry Alliance Councils and engages regularly with individual employers that participate in the training and provide externships/clinicals</td>
<td>The colleges maintain BACs for all professional/technical programs, and Goodwill maintains a BAC for its retail sector training</td>
</tr>
</tbody>
</table>
Factors and Conditions Supporting Each Model

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

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

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

Using Available of Resources

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

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

Food for Thought

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

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

Ask yourself these questions:

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

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

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

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

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

Remember…
Partnerships work best when there is a clear value to each party.
Example: When replicating its model to new communities across its region, the Winston-Salem Goodwill first conducts a community needs assessment that involves conversations with college leaders to fully understand issues that are a concern to them. Goodwill is then able to develop programs that complement rather than compete with the colleges’ efforts.
**Meeting Employers’ Needs**

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

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

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

**Engaging Leadership**

Perhaps one of the most important factors influencing the development of these models has been the role of champions within the Goodwill agencies and community college systems. In Northern Virginia and in San Antonio, visionary community college leaders (President Robert Templin Jr. at Northern Virginia Community College and Vice Chancellor Federico Zaragoza at Alamo Colleges) have made this work a priority for their institutions and have dedicated resources accordingly. These leaders are matched by Goodwill CEOs and executive-level staff who are leading dedicated teams to make this difficult work come to life in their communities.
The success of Seattle Goodwill Industries’ (SGI) approach to community college partnerships rests in its ability to identify opportunities for each partner to gain value. It is the WIN–WIN nature of these partnerships that drives ongoing collaboration. The ability of stakeholders to articulate this value to internal and external audiences has been essential for replication and expansion purposes.

### VALUE OF THE PARTNERSHIP

<table>
<thead>
<tr>
<th><strong>VALUE TO GOODWILL INDUSTRIES®</strong></th>
<th><strong>VALUE TO KING COUNTY COMMUNITY COLLEGE SYSTEM</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>MISSION ADVANCEMENT: The collaboration enables SGI to expand its training and educational offerings to individuals with significant economic and employment barriers.</td>
<td>MISSION ADVANCEMENT: The partnership aligns with the King County Community College System’s mission to assist students as they “achieve greater independence and discover the power of their choices.” It helps the college to address issues of student access, readiness and retention.</td>
</tr>
<tr>
<td>EXPANDED OUTREACH: The Career Pathways Navigation Model assists students enrolled in a wide variety of credit-bearing, professional/technical college programs. The collaboration creates lifelong learning potential and promotes success within the community college setting.</td>
<td>EXPANDED OUTREACH: SGI recruits and helps to enroll and support non-traditional students who might not otherwise enroll in college programs, including people who are immigrants or refugees from other countries and youth and adults with low incomes and low skills. SGI college navigators are located both on site at SGI and on site at select community colleges. The navigator rotates throughout the 11 community colleges, facilitating CC101 college readiness courses, which are promoted throughout the community college network and by SGI.</td>
</tr>
<tr>
<td>SPACE: The colleges provide classroom facilities and work areas for Community College 101 (CC101) and one-on-one student counseling and mentoring.</td>
<td>EDUCATIONAL: Of CC101 enrollees, 70 to 75 percent complete it successfully, and 70 to 75 percent go on to enroll in the community college system. About 80 to 85 percent of those students earn college-level credits toward a certificate or degree.</td>
</tr>
<tr>
<td>COST SAVINGS: The colleges provide the training programs, space, curricula, equipment, employer advisory boards and faculty. In one instance, a portion of the college navigator’s role is shared between SGI and the college. SGI and community colleges braid funding to cover the cost of student tuition (e.g., Pell, Basic Food, Employment and Training/Supplemental Nutrition Assistance Program, Employment and Training, Opportunity Grants, Workforce Investment Act, WorkFirst, Worker Retraining, State Need, foundational scholarships).</td>
<td>COST SAVINGS: SGI covers the cost of the college navigator and CC101. SGI also shares the cost of student training using a variety of braided funding sources.</td>
</tr>
<tr>
<td>CREDENTIALS: Upon completion of courses, students are awarded college credits.</td>
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</tbody>
</table>

**Win–Win Proposition Worksheet**

**Goodwill®–Community College Partnership: Career Pathways Navigation Model**
<table>
<thead>
<tr>
<th>VALUE TO KING COUNTY COMMUNITY COLLEGE SYSTEM (CONTINUED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ EXPANDED STUDENT SERVICES: Students have access to a range of additional services and programs provided by SGI, including college navigation, case management, financial assistance, job search assistance, English for Speakers of Other Languages, computer skills, General Educational Development test preparation and referrals to additional resources.</td>
</tr>
<tr>
<td>A significant benefit to students is career pathway flexibility. SGI does not operate sector-based programs, enabling it to connect students to a variety of career paths that fit their skills/interest/goals.</td>
</tr>
</tbody>
</table>
COMMUNITY COLLEGE/CAREER COLLABORATION

Career Pathways (CP) Navigation Model

COSTS AND FUNDING SOURCES

COSTS

Start-up Costs
Initial start-up costs include staff time for program and curriculum development, including significant time for relationship building within the community college system and nonprofit arena. Both Seattle Goodwill Industries (SGI) and its community college partners use existing classroom space and technology infrastructure to facilitate Community College 101 (CC101) and other program offerings.

Annual Operating Costs – SGI
About $220,000 per year
- College navigator (salary, benefits, office supplies) x 2 staff members (about $50,000 each)
- College cost support for participants (tuition, fees, books, etc.) (about $65,000)
- Case management support for students (transportation, health care, utilities, etc.) (about $13,000) + portion of case manager’s salary (about $18,000)
- Portion of director of planning and program development’s time (about $8,000)
- Rent of workspace at North Seattle Community College Opportunity Center for Employment and Education (OCE&E) for one full-time navigator (includes equipment, supplies, printing, front desk assistance, etc.) (about $13,000 – currently covered by sub-grant from college)

Annual Operating Costs – Colleges
About $150,000 per year
Career Pathways participants are integrated into existing programs within the network of community colleges. Therefore, the program cost varies across programs and schools, making it difficult to estimate. The cost to provide programs (faculty, facilities, etc.) is not covered by student tuition, but by state funding in the form of full-time equivalent dollars and other funds and grants.

A conservative estimate of twice the current tuition/fee amount per participant would cover faculty; training facilities and equipment; financial aid, workforce funding, assessment, tutoring, disability services staff, advising, etc.; and a sub-grant to SGI for OCE&E rental.
FUNDING

Funding Division

- SGI pays for the college navigators, case management and a portion of school costs for the first year (gaps in coverage for tuition, fees, books, required materials, transportation for the first two quarters, then gaps in coverage for books, required materials, transportation for third and fourth quarters).

- Colleges pay for training facilities, faculty and various student services staff. Their accreditation status and the credit-bearing nature of the programs enable students to access a number of different funding sources to pay for tuition/fees/books costs.

- The goal is for students to focus on their participation in the program and less on the cost of enrollment in college. A student’s income level determines whether or not they pay a minimal portion of cost (e.g., transportation) in their second year and beyond.

The portion of tuition, fees and books covered by SGI and the colleges has evolved over time due to increased participation and the experience of navigators in leveraging funds for students.
SGI covers more of the tuition/fees/books costs for students when they first enroll, as the navigators help them access funds for which they are eligible, ultimately transitioning them off Goodwill® funding for their fifth quarter.

**Funding Sources – SGI**

Seattle Goodwill Industries funds the majority of its mission services with revenue from its retail operations. The focus for grant writing shifts from year to year, often focusing on start-up costs for new programs or costs to improve and expand existing programs. Although not noted in the graphs, private donations support SGI’s mission services and offsets the store revenue percentage.
Grant funders of the program have included:

- Wells Fargo,
- JPMorgan Chase Foundation,
- Employees Community Fund of the Boeing Company,
- Boeing Company Charitable Trust,
- Union Pacific Railroad and
- Seattle Foundation.

MOUs and contracts supporting the program have included:

- Seattle Jobs Initiative,
- Seattle Housing Authority,
- North Seattle Community College (College Spark Foundation sub) and
- Basic Food Employment and Training (BFET – SNAP Employment and Training elsewhere), Department of Social and Health Services.

In addition, SGI holds an annual fundraiser in November as part of its individual fundraising efforts. In 2011, this event primarily benefitted Career Pathways Navigation Model and netted approximately $190,000.

**Funding Sources – Colleges**
**COMMUNITY COLLEGE/CAREER COLLABORATION**

**Seattle Goodwill Industries Logic Model**

<table>
<thead>
<tr>
<th>RESOURCES CONTRIBUTED</th>
<th>COST AREAS</th>
<th>SOURCES</th>
<th>WHAT WE DO COLLABORATIVELY</th>
<th>TOGETHER WE SERVE...</th>
<th>IMMEDIATE/SHORT-TERM RESULTS</th>
<th>LONG-TERM OBJECTIVES</th>
<th>ULTIMATE GOALS</th>
</tr>
</thead>
</table>
| **Goodwill Industries®** | • College navigators  
• Facilities and supplies for Community College 101 (CC101) classes  
• Financial assistance with tuition, fees, books  
• Case management services  
• Outreach and other administrative costs | • Store revenue  
• Grants and contracts (foundation, corporate, government)  
• Private donations | • Refer/recruit people for Career Pathways program  
• Teach CC101 to build college readiness  
• Offer and enroll people in basic skills classes, if needed  
• Offer and enroll people in professional/technical training programs tied to good labor market prospects  
• Help students succeed in programs  
• Help students navigate college, secure funding and advocate for themselves | Adults and older youth facing barriers to economic opportunity (people with low incomes, lower skills or a lack of prior education; people who are immigrants, refugees, first-generation college students or high school graduates; people with limited or no work history, conviction history, disabilities or chemical dependency) | • Knowledge of professional/technical community college programs  
• Knowledge of connection between education and earnings and current job trends  
• Knowledge of how to enroll in and navigate community college  
• “Student skills” needed to be successful in programs  
• Enrollment in professional/technical programs (Access) | • Progress along certificate and degree paths (credits, momentum points)  
• Ability to self-navigate community college system  
• Professional/technical credential attainment (certificates and degrees) (Self-Efficacy and Completion) | • Employment in middle-skill/middle-wage jobs  
• Income and self-sufficiency  
• Ability to help family and friends navigate college and encourage enrollment (Opportunity, Poverty Reduction, Family Stability) |
<table>
<thead>
<tr>
<th><strong>Community Colleges</strong></th>
<th><strong>External Factors</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Faculty&lt;br&gt;• Training facilities &amp; equipment (basic skills, prof/tech, and some CC101)&lt;br&gt;• Advisors&lt;br&gt;• Financial Aid&lt;br&gt;• Workforce Development funding&lt;br&gt;• Assessment Center&lt;br&gt;• Tutoring&lt;br&gt;• Disability services&lt;br&gt;• Basic Studies</td>
<td><strong>Community-based organizations</strong>&lt;br&gt;<strong>Grants, donations</strong>&lt;br&gt;Refer clients to Career Pathways program, colleges</td>
</tr>
<tr>
<td>• State FTE dollars&lt;br&gt;• Pell&lt;br&gt;• Perkins&lt;br&gt;• BFET (DSHS)&lt;br&gt;• WorkFirst&lt;br&gt;• Opportunity Grant (state)&lt;br&gt;• Worker Retraining&lt;br&gt;• Tuition &amp; fees&lt;br&gt;• Other state and federal funds&lt;br&gt;• Grants</td>
<td><strong>Clients have a way to connect to college training</strong>&lt;br&gt;<strong>Clients complete college training</strong>&lt;br&gt;<strong>Clients’ employment and income improves</strong></td>
</tr>
</tbody>
</table>
| • Support students in finding employment upon completing training<br>• Seek funds to support efforts | **Enrollment of students from under-represented communities**<br>**Community knowledge of programs.**<br>**Student learning and achievement**<br>**Community and business partnerships**<br>**Innovation and organizational effectiveness**<br>**Education in community for future work and life demands**<br>**Skilled regional workforce**<br>**Lifelong learning**
As you plan to replicate, consider the following functions, and indicate the individual or position within your organization to who you will assign each role.

<table>
<thead>
<tr>
<th>ROLE</th>
<th>INDIVIDUAL(S) OR POSITION(S) WITH PRIMARY RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL PLANNING</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 to identify and develop training classes which support business needs and enhance participant careers. SGI primarily consults with colleges to determine how best to prepare and support students. SGI also consults with other CBOs who were working collaboratively w/colleges on joint programs.</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>PARTNERING</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><em>This function is typically carried out by the Goodwill CEO.</em></td>
</tr>
<tr>
<td>Serves as primary liaison with Deans or Executive Deans, and Directors -- of multiple departments/divisions.</td>
<td></td>
</tr>
<tr>
<td>Serves as liaison to deans/directors/coordinators of occupational/educational areas to plan and ensure SGI is aware of new programming, or changes to current offering. SGI also coordinates on the CC101 schedule and joint tours.</td>
<td></td>
</tr>
<tr>
<td>Resolves issues between participants, college, and instructors.</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Works with community college and Goodwill for advertising availability of CP program as well as readiness workshops. Instrumental in establishing and maintaining referral relationships so that basic skills and student services/financial aid and workforce development staff refer appropriate candidates to College Navigators.</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.

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.

**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 student orientations.

Provides counseling, referrals, case management.

Identify and secure funding.

Oversees/conducts testing/assessments (or works with college to set up testing as needed.)
<table>
<thead>
<tr>
<th><strong>Monitors student attendance and performance.</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Coach’s students on job search, including resume-writing assistance, career counseling, access to computers and high-speed internet, help with interviewing skills and placement services.</strong></th>
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</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Instruction of Community College 101</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>ADMINISTRATION</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Creates and maintains participant files.</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Collects and maintains participant data in MIS system. Data entry.</th>
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</table>

<table>
<thead>
<tr>
<th>Prepares billings and collects payments</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Coordinates registration and tuition payments with college.</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Prepares reports as needed: goal sheets, participant progress reports, information about agency billings, etc.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Processes applications for scholarships.</th>
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</table>

<table>
<thead>
<tr>
<th>Liaisons with community college on behalf of students.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Maintain Financial Files</th>
</tr>
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<table>
<thead>
<tr>
<th><strong>CLASSROOM FACILITIES</strong></th>
</tr>
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<table>
<thead>
<tr>
<th>Coordinates build-out/repurposing of Goodwill space.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Locates donated equipment and instructional supplies.</th>
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</table>

<table>
<thead>
<tr>
<th>Works with facilities services to ensure classroom needs are met, including special electrical/equipment needs.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Works with college to ensure that certifications, licenses or other requirements for use of Goodwill space for specific training programs are secured.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Maintains vocational training labs and equipment.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Maintains computer labs and provides technical support.</th>
</tr>
</thead>
</table>
## Sample FAFSA Applicant Document Checklist

<table>
<thead>
<tr>
<th>Checklist Item</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your <strong>social security number</strong>. Be sure it is correct!</td>
<td></td>
</tr>
<tr>
<td>Your <strong>driver’s license</strong> (if any).</td>
<td></td>
</tr>
<tr>
<td>Your <strong>2009 W-2 forms</strong> (and your spouse’s, if you are married).</td>
<td></td>
</tr>
</tbody>
</table>
| **Your 2009 Federal Income Tax Return** (and your spouse’s, if you are married), if you and/or your spouse worked. | - Internal Revenue Service 1040, 1040A, 1040 EZ  
- Foreign tax return, or tax return for Puerto Rico, Guam, American Samoa, the U.S. Virgin Islands, the Marshall Islands, the Federal States of Micronesia or Palau |
| Your parents’ **2009 Federal Income Tax Return** (if you are a dependent student) |                                                                                                                                                    |
| Your **2009 untaxed income records**.                                        | - Veterans non-education benefit records  
- Statement of child support received  
- Worker’s compensation document                                                                 |
| Other **sources and amounts of income**.                                     | - Unemployment compensation statement  
- Disability or supplemental security income statement  
- Alimony statement or legal document  
- Bills paid for you: food, clothing, housing, child care, transportation (will need statements or letters from assistance providers)  
- Public assistance that includes housing, utilities, food stamps, etc. |
| Your current **bank statements**.                                            |                                                                                                                                                    |
| Your current business and investment mortgage information, business and farm records, stock, bond, and other investment records. |                                                                                                                                                    |
| Your **alien registration** or **permanent resident card** (if you are not a U.S. citizen). |                                                                                                                                                    |
| **Males:** For **selective services verification**: VISA if foreign-born.     | Document with date of birth if born in the United States.                                                                                         |
| **Foreign-born students who are **naturalized citizens**: Naturalized citizenship document. |                                                                                                                                                    |
| **An e-mail address.** If you do not have one, please create a free account through gmail, Yahoo, etc. before coming to your appointment. |                                                                                                                                                    |
Documents Needed for FAFSA

- **If you have changed your name**, you will be required to show a legal document such as a:
  - Social security card with your new name.
  - Court document.

- **Are you a degreed student** from a foreign country?
  - You will need to bring your transcripts that have been evaluated for equivalency.

- **May need to provide proof of in-state residency.**
  - Virginia income tax return
  - Virginia drivers license that has been valid for one year from the Northern Virginia Community College (NOVA) application submission, date back one year
  - One year’s worth of paystubs from the NOVA application submission, date back one year

- **Default student loan:** If you have had a student loan and it has gone into default due to lack of payment, you will be required to bring the following:
  - A default status letter from the institution to which you owe the debt.
Seattle Goodwill Industries
Career Pathways Program

Permission to Release Educational Records

Requested by (student):

Last Name

First Name

Date of Birth

Student ID#  

Release to (agency):

Last Name

First Name

Organization Name

Address

I give permission for ________________________________ [school name] to release the specified information to the recipient listed above.

Education Records Information to be released:

☐ Transcript
☐ Grades
☐ Financial Aid Status
☐ Enrollment Information (status, classes enrolled in, wait list info)
☐ COMPASS/CASAS/other placement test scores
☐ Other (Specify: ____________________________)

Purpose of release: To confirm satisfactory progress for participation in the Seattle Goodwill Career Pathways program.

This release will be in effect while I am a participant in the Career Pathways Program. I have the right to invalidate this release at any time, but must do so in writing.

__________________________________________  __________________________
Student Signature                        Date
Title: College Navigator
Pay Range: DOE
Overtime Category: Exempt
Department: JTE
Reports To: Director of Planning and Development

Job Summary
The College Navigator will be primarily responsible for the implementation of Seattle Goodwill Industries’ Career Pathways program. He or she will support Goodwill® students in their transition to, and completion of, post-secondary job training through a combination of instruction, college advising and support service provision.

Essential Functions
- Work with instructors and case managers to recruit Goodwill students into the Career Pathways program.
- Teach “Community College 101” classes to Goodwill students (content includes college terminology, goal setting, financial aid, student success skills and more).
- Produce instructional materials to support the Community College 101 curriculum.
- Develop individual Career Pathways employment and training plans with Goodwill students.
- Provide advising and support services to students interested in pursuing job training beyond Goodwill’s offerings – including enrollment, testing, financial aid, barrier removal, classroom success and the transition to employment after training. (This support will be provided both at Goodwill and on site at area community colleges after students enroll.)
- Coordinate with case managers to ensure that students’ non-college support service needs are met.
- Learn the program offerings, enrollment processes and funding options for area community colleges and other post-secondary training opportunities (e.g., apprenticeships).
- Serve as a liaison between Goodwill and area community colleges, building and maintaining relationships with key individuals in instruction, student services, registration and financial aid.
- Participate in collaborative meetings and task forces with community agencies and colleges to further regional career pathways efforts.
- Track Career Pathways program enrollments and outcomes.
- Follow changes in college program offerings, the labor market, financial aid eligibility and career pathways best practices.
- Continue developing and improving the Career Pathways program and curriculum to meet or exceed program targets.
- Perform other duties as assigned.
Minimum Job Requirements

**Education:** Bachelor's degree in a related field plus 2 years related work experience or master's degree in a related field.

**Experience**
- Minimum 1 year related work experience; or an equivalent combination of experience and education
- Experience with the community college system
- Experience working with diverse populations, including people with low incomes, and providing case management, advising, support services or information/referral services
- Experience teaching, training, facilitating or tutoring
- Experience building and maintaining relationships across departments or organizations, including situations with multiple stakeholders who have divergent priorities
- Experience developing classroom or resource materials for students or clients
- Experience tracking program outcome information

**Specific Skills/Knowledge/Licenses**
- Proficiency in Microsoft Office
- Interest and knowledge of workforce development and adult education
- Ability to research and analyze information on workforce development and higher education programs and policies
- Ability to navigate complex systems, learn large quantities of nuanced information quickly and work within external deadlines
- Ability to communicate effectively, verbally and in writing, with individuals and groups ranging from students with limited English skills to individuals in leadership positions at colleges and partner organizations
- Ability to simplify and communicate complex ideas and tasks
- Desire to implement a new program, as well as the flexibility, desire to innovate and orientation toward continuous improvement necessary to do so
- Ability to work effectively as part of a team

**Essential Physical Abilities**
Able to safely lift/push/pull up to 10 pounds; grasp, handle, finger and manipulate items; perform repetitive fine motor functions with fingers, wrists and arms. Able to traverse a wide variety of physical environments without assistance including uneven surfaces and stairs. Able to communicate with others effectively, verbally and in writing, including people with limited English skills, large and small groups, and individuals. Able to use standard office equipment without assistance. Able to maintain reliable attendance.
Essential Mental/Sensory Abilities

- Strong written and verbal communication skills
- Strong listening skills
- Instructing
- Multi-tasking
- Time management
- Problem solving
- Organizational skills
- Internal/external customer service skills

Working Conditions

Office environment, moderate noise level. Ability to travel to several King County locations weekly (in personal or Goodwill vehicle).

Proficiency with Experience

Each job classification requires various levels of proficiency and experience, which provides guidance for compensation within one classification, thereby eliminating the need for levels (i.e., I, II, III).

1. Willing (little or no experience required)
2. Developing (demonstrates some knowledge and skills of duties, with at least 6 months of experience)
3. Skilled (demonstrates ample knowledge and skills of duties, with 1–3 years of experience)
4. Expert (demonstrates exceptional knowledge and skills of duties and excellence in all areas)

Nothing in this job description restricts management’s right to assign or reassign duties and responsibilities to this job at any time.

____________________________________  ________________________  ________________
Employee Name (Print)                  Signature                        Date
COMMUNITY COLLEGE/CAREER COLLABORATION

Joint Planning Tool Sample: Career Pathways Navigation Model

Purpose
The Career Pathways Navigation Model provides an avenue for Goodwill® students and community members to obtain high-demand training to secure family-sustaining middle-skills/middle-wage jobs. Seattle Goodwill Industries (SGI) employs a student-centered approach that builds the student’s ability to effectively navigate the community college system. The career pathways navigation model focuses on credit-bearing professional/technical programs that offer stackable credentials that lead to degrees. Participants select a career path based on an understanding of the labor market (in-demand jobs, typical wages, training required) as well as their personal skills, interests and current life situation. The model is designed to capitalize on existing industry-respected programs offered by the colleges, which include bridge and IBEST programs that support lower-skilled students entering pathways sooner.

Target Outcomes — FY 2012

<table>
<thead>
<tr>
<th></th>
<th>Summer Quarter*</th>
<th>Fall Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enroll in CC101</td>
<td>15</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>135</td>
</tr>
<tr>
<td>Complete CC101</td>
<td>11</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>101</td>
</tr>
<tr>
<td>Enroll in college</td>
<td>8</td>
<td>23</td>
<td>23</td>
<td>23</td>
<td>77</td>
</tr>
<tr>
<td>Successful college progress</td>
<td>6</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>60</td>
</tr>
<tr>
<td>(complete certificate, employed in field, and/or still enrolled beyond fourth quarter)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*CC101 schedule is aligned with the community college calendar.
<table>
<thead>
<tr>
<th>Item #</th>
<th>Major Activities/Action Steps</th>
<th>Timeline</th>
<th>Institutional Lead</th>
<th>Individual Accountabilities/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Schedule CC101 - dates, time, location, room</td>
<td>CC101 ends five to six weeks prior to the start of the next quarter – these dates should be scheduled one year in advance, with flexibility to adjust as needed.</td>
<td>Goodwill</td>
<td>Goodwill aligns with college schedule; Considerations should be made for high enrollments in the fall semesters; CC101 should complete with enough time for students to enroll for the fall semester</td>
</tr>
<tr>
<td>2.</td>
<td>Recruit students to program</td>
<td>Ongoing</td>
<td>Goodwill</td>
<td>College (basic skills, workforce development and student services staff) refers students and/or coordinates opportunities in basic skills classes and staff meetings for the college navigator to recruit</td>
</tr>
<tr>
<td>3.</td>
<td>Intake/accept students</td>
<td>Ongoing, with more emphasis one month prior to start of CC101</td>
<td>Goodwill</td>
<td>College navigator does reading-level assessment, interviews and selection</td>
</tr>
<tr>
<td>4.</td>
<td>Enter student data into Goodwill database</td>
<td>When intake/acceptance complete</td>
<td>Goodwill</td>
<td>Administrative staff and college navigator</td>
</tr>
<tr>
<td>5.</td>
<td>Finalize syllabus for CC101</td>
<td>One week prior to start of CC101</td>
<td>Goodwill</td>
<td>College navigator – arranges schedules and tours (adjustments made for holidays)</td>
</tr>
<tr>
<td>6.</td>
<td>Print, assemble materials for CC101</td>
<td>At least two weeks prior to start of CC101</td>
<td>Goodwill</td>
<td>Administrative staff is responsible for participant handbook duplication while college navigator assembles final binder</td>
</tr>
<tr>
<td></td>
<td>Activity Description</td>
<td>Details</td>
<td>Responsible Party</td>
<td>Notes</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>7.</td>
<td>Teach CC101</td>
<td>Six weeks – three 90-minute classes per week covering career exploration, college navigation, funding, student skills, budgeting, test taking, employment, goal setting, etc.</td>
<td>Goodwill</td>
<td>College Navigator – plus guest speaker(s) from college on funding and/or workforce programs, tour guide from college, Goodwill Employment Specialist, former students speaker, etc.</td>
</tr>
<tr>
<td>8.</td>
<td>College guest speakers for CC101</td>
<td>During the first week of CC101; flexibility needs to be built in due to scheduling conflicts</td>
<td>Goodwill and colleges</td>
<td>College navigator coordinates college staff as guest speakers on funding resources, programs</td>
</tr>
<tr>
<td>9.</td>
<td>Campus tours for CC101</td>
<td>Tentative dates are scheduled prior to the beginning of CC101; campuses selected based on student input</td>
<td>Goodwill and colleges</td>
<td>College navigator coordinates with college staff to lead custom tour</td>
</tr>
<tr>
<td>10.</td>
<td>Administer student evaluation for CC101</td>
<td>Final week or two weeks prior to end of CC101</td>
<td>Goodwill</td>
<td>Department assistant proctors evaluation; college navigator should not be present</td>
</tr>
<tr>
<td>11.</td>
<td>Coordinate with case manager to develop barrier removal plans for participants</td>
<td>Process begins week before CC101 or first week of CC101; initial assessment may take a week or two; subsequent appointments are scheduled during this time by student and case manager</td>
<td>Goodwill</td>
<td>Case manager has an opportunity to introduce self and service offerings to CC101 class; student meetings are scheduled individually</td>
</tr>
<tr>
<td>12.</td>
<td>Provide wrap-around support services/case management</td>
<td>Ongoing</td>
<td>Goodwill</td>
<td>Case manager</td>
</tr>
<tr>
<td>13.</td>
<td>Develop individual college education plans with students</td>
<td>As the classes reach the close of the session; for students who are undecided on a career/pathway, the process can begin earlier or extend past the end of CC101</td>
<td>Goodwill</td>
<td>College navigator – individually with students, meetings scheduled outside of CC101 class time</td>
</tr>
<tr>
<td>14.</td>
<td>Assist students with admissions applications</td>
<td>Takes place during the final week of CC101 or after if necessary</td>
<td>Goodwill</td>
<td>College navigator</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
| 15. | Provide checks for COMPASS tests as needed | Occurs toward the end of CC101; can extend after end of session (depending on accounting department) | Goodwill College
Navigator submits check request to accounting; accounting delivers processed check to the college navigator or mails check directly to the student |
| 16. | Administer COMPASS placement tests | Ongoing; COMPASS placement tests are conducted toward the end of CC101 | College
Due to the fear students experience when taking the COMPASS, many extend the registration time to a later date |
| 17. | Review COMPASS scores and adjust education plan accordingly | At or after end of CC101 | Goodwill
Student shares scores with college navigator; thresholds for college classes are set by the college (with faculty discretion in some cases) |
| 18. | Process admissions applications, enter students into college database | As students apply – toward the end of CC101 or shortly after for students who are still undecided on community college | College
Student services staff |
| 19. | Provide program and/or workforce orientations | Depending on program; process may be several months or a week before start of quarter | College
Program coordinators, workforce development staff, etc., depending on college/program |
| 20. | Assist students with funding eligibility “triage” and applications | From mid-CC101 to shortly after end of CC101 | Goodwill College
Navigator in partnership with student |
| 21. | Process student funding applications and award aid | To be completed by the end of CC101 or a few weeks after the session ends | College
Student services and workforce development staff (depending on types of funding applied for) |
| 22. | Receive documentation of registration | After CC101 ends, but prior to the beginning of the semester | College
Student delivers copy of registration to college navigator |
| 23. | Identify any education expenses not covered by funding from school | After CC101 ends, but prior to the beginning of the semester | Goodwill College
Navigator in consultation with college staff |
| 24. | Issue vouchers and/or provide checks for tuition, required books/materials, transportation and fees as needed | After CC101 ends, but prior to the beginning of the semester | Goodwill College
Navigator in conjunction with accounting department |
<table>
<thead>
<tr>
<th></th>
<th>Task Description</th>
<th>Timeframe</th>
<th>Responsible Party</th>
<th>Supporting Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.</td>
<td>Enter student funding info into case management database</td>
<td>By start of semester</td>
<td>Goodwill</td>
<td>College navigator</td>
</tr>
<tr>
<td>26.</td>
<td>Code student funding in college database, financial aid database</td>
<td>As awarded</td>
<td>College</td>
<td>Student services and/or workforce development staff, depending on funding type(s)</td>
</tr>
<tr>
<td>27.</td>
<td>Place holds (&quot;don’t drop&quot;) on student registrations in college database if needed</td>
<td>Shortly before or after start of semester</td>
<td>College</td>
<td>Workforce development or student services staff; college navigator coaches students to request this; if issues arise, college navigator may need to request of college directly</td>
</tr>
<tr>
<td>28.</td>
<td>Ensure that classrooms and technology are in place and functional</td>
<td>Ongoing, with emphasis before start of semester</td>
<td>College</td>
<td>Professional/technical faculty and staff, facilities staff, IT staff, etc.</td>
</tr>
<tr>
<td>29.</td>
<td>Teach variety of professional/technical programs – for credit, certificate and degree</td>
<td>Full semester (11 weeks)</td>
<td>College</td>
<td>College Faculty</td>
</tr>
<tr>
<td>30.</td>
<td>Teach basic skills and developmental education classes</td>
<td>Full semester (11 weeks) at college; 8 weeks at Goodwill (only basic skills)</td>
<td>College (and Goodwill)</td>
<td>Basic skills taken prior to or during C101 are held at the Goodwill; basic skills or developmental education needed after CC101 are offered by and held at the college</td>
</tr>
<tr>
<td>31.</td>
<td>Check in with students regularly to support progress, help resolve issues</td>
<td>Ongoing – from start of CC101 through end of fourth quarter</td>
<td>Goodwill</td>
<td>College navigator – more intensive/frequent support pre-enrollment and first two quarters; consultation is provided as needed as the student nears the end of the program; the navigator’s responsibilities gradually transition to students as their capacity and experience builds</td>
</tr>
<tr>
<td>32.</td>
<td>Administer student evaluations for college classes</td>
<td>Close to end of quarter</td>
<td>College</td>
<td>Faculty</td>
</tr>
<tr>
<td>Step</td>
<td>Task Description</td>
<td>Timeframe</td>
<td>Responsible Party</td>
<td></td>
</tr>
<tr>
<td>------</td>
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<td>-----------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>Enter grades into college database</td>
<td>After semester ends (usually within one to two weeks)</td>
<td>College, Faculty</td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>Review student transcripts for progress</td>
<td>After grades are entered, prior to start of next semester</td>
<td>Goodwill, Student shares with college navigator</td>
<td></td>
</tr>
<tr>
<td>35.</td>
<td>Adjust education plan as needed and register for classes for upcoming quarter</td>
<td>Toward end of semester prior to start of new session</td>
<td>Goodwill and college, Student registers based on advice of college navigator and college; college processes registration</td>
<td></td>
</tr>
<tr>
<td>36.</td>
<td>Enter student progress data into case management database</td>
<td>Between end of quarter and start of next quarter</td>
<td>Goodwill, College navigator</td>
<td></td>
</tr>
<tr>
<td>37.</td>
<td>Hold between-quarter networking/celebration for alumni</td>
<td>Between end of quarter and start of next quarter</td>
<td>Goodwill, College navigator organizes – optional for students</td>
<td></td>
</tr>
<tr>
<td>38.</td>
<td>Coordinate topics, days and times of college readiness workshops for the upcoming quarter</td>
<td>Mid-quarter decisions for the following quarter; workshop schedule aligns with college orientations, transition fairs, financial aid deadlines, etc.</td>
<td>College and Goodwill, College navigator works with workforce dean, basic skills transitions group to determine topics and days/times; room scheduling staff set location</td>
<td></td>
</tr>
<tr>
<td>39.</td>
<td>Recruit participants for college readiness workshops</td>
<td>Ongoing</td>
<td>College and Goodwill, College navigator, college workforce assistance (assigned to grant), workforce development staff, other partners, WorkSource staff, etc.</td>
<td></td>
</tr>
<tr>
<td>40.</td>
<td>Teach college readiness workshops</td>
<td>12 two-hour workshops during quarter, often heavier around mid-quarter</td>
<td>Goodwill, College navigator</td>
<td></td>
</tr>
<tr>
<td>41.</td>
<td>Invoice Goodwill for vouchers as needed</td>
<td>Toward end of quarter</td>
<td>College, Accounting staff</td>
<td></td>
</tr>
<tr>
<td>42.</td>
<td>Make payments to college on invoices</td>
<td>Within 30 days of receipt</td>
<td>Goodwill, Accounting staff sends invoice to college navigator for approval paperwork, then processes</td>
<td></td>
</tr>
<tr>
<td>43.</td>
<td>Depending on partnership type (e.g., if joint funding), provide data on students served in eligible classes and workshops</td>
<td>Every six months (July, January)</td>
<td>Goodwill and college</td>
<td>Director of planning and program development provides raw data to college; assists with portion of funder report; college takes lead on reporting as primary grant recipient</td>
</tr>
<tr>
<td>44.</td>
<td>Analyze and report on CC101 and college progress outcomes</td>
<td>In the month following each Goodwill session (five sessions per year)</td>
<td>Goodwill</td>
<td>Program analyst and director of planning and program development</td>
</tr>
<tr>
<td>45.</td>
<td>Meet to review any program, funding, policy changes, room availability (for on-campus CC101), etc.</td>
<td>Quarterly, typically toward end of quarter</td>
<td>Goodwill and college</td>
<td>Program analyst and director of planning and program development</td>
</tr>
<tr>
<td>46.</td>
<td>Participate in regional community-based organization-College “Peer Learning” group</td>
<td>Quarterly (monthly for first year)</td>
<td>Goodwill and College</td>
<td>Coordinated by a local workforce intermediary CBO – for bigger-picture policy issues, best practices development, funder guidance</td>
</tr>
</tbody>
</table>
Memorandum of Understanding:
Between North Seattle Community College
And
Seattle Goodwill Industries

This MOU documents a work agreement between North Seattle Community College and Seattle Goodwill Industries governed by a grant awarded to North Seattle Community College from the College Spark Foundation.

I: MOU Designees

Agency Officers:
Goodwill Industries: Ken Colling, President and CEO
North Seattle Community College: Orestes Monterecy (Monte) Interim Vice President for Administrative Services

Project contacts:
Goodwill Industries, Seattle: Lauren O’Brien, Director of Planning & Program Development
North Seattle Community College: Tracy Woodman, Director of Grants Administrative contact
North Seattle Community College: John Bowers, Director of Workforce Education Programmatic contact

II: Effective Dates

8/1/2011 thru 6/30/2013

III: Funding Amount
North Seattle Community College will award $14,400 as an up-front lump-sum to Goodwill Industries for the first year of the project. Payment to Goodwill will be provided within 30 days of North Seattle Community College’s receipt of first-year funding from The College Spark Foundation.

Provided all previous year’s work requirements have been met and College Spark continues funding North Seattle Community College for a second year, North Seattle Community College will pay $14,400 as an up-front, lump-sum to Goodwill Industries for the second year of the project. The second year’s payment to Goodwill will be provided within 30 days of North Seattle Community College’s receipt of second year funding from The College Spark Foundation.

If the terms of the grant agreement are not met by Goodwill Industries and/or if North Seattle Community College does not receive funding from College Spark for the grant’s second year of implementation, the terms of this agreement will be immediately null and void. Refer to section VII for additional termination clauses.

IV: Background
Starting August 1, 2011, Goodwill Industries will occupy a space within the Opportunity Center for Employment and Education (OCE&E) and participate fully as a partner within the building. A separate resource sharing agreement will be signed by Goodwill Industries and North Seattle Community College to document the terms of the space rental agreement. This MOU pertains to additional services to be provided by Goodwill Industries under the College Spark grant project implementation plan (see Attachment A for Grant Agreement between College Spark and North Seattle Community College).

V: Agreement

The parties named above are in agreement that:

**Goodwill Industries will:**
- Install a full time College Navigator in the OCE&E for the duration of the grant period. A separate resource sharing agreement between Goodwill and the OCE&E will govern the terms of the lease agreement.
- Deliver 24 hours of college readiness workshops to targeted campus students and OCE&E clients each quarter for the duration of the grant period.
- Offer the Goodwill Career Pathways program, including the Community College 101 curriculum, once per quarter during the grant period and recruit participants from qualifying North Seattle Community College students, Seattle Central Community College students, OCE&E clients, Goodwill students, and other community members.
- Share Career Pathways participant information on a quarterly basis for tracking purposes as outlined in the College Spark grant agreement:
  - Community College 101 enrollment and completion, including participant name, date of birth, and last four digits of social security number
  - COMPASS scores if taken out of district, if known
  - WorkFirst, BFET, Worker Retraining, and Basic Skills student status if out of district, if known
  - College enrollment (at least quarters 1, 2 and 3) if out of district, including courses/level and if credit was earned, if known
  - College program completion, if out of district, if known
- Goodwill Industries will collect and share all participant information for all college readiness workshops conducted by their employee during the duration of the grant using an intake form to be mutually agreed upon to meet College Spark and Goodwill reporting needs (including at least name, date of birth, and last four digits of social security number).
- Participate as an active part of the college planning team (led by the Director of Workforce Education) to develop a calendar of appropriate workshop topics quarterly.
- Participate in the curriculum development for the college readiness workshops, drawing from the content currently used in their Community College 101 program.

**North Seattle Community College will:**
- Coordinate the room locations and outreach process for all college-readiness workshops, including targeted recruitment of qualifying students.
- Clearly communicate with Goodwill on an ongoing basis to ensure workshops are well attended and reaching the intended audience.
• Direct and be responsible for the data analysis and reporting process to remain in compliance with all College Spark grant requirements, including looking up all required testing, funding, enrollment and completion information for Career Pathways participants that enroll within the Seattle Community College District.

• Provide access to all project evaluation reports and data so Goodwill can use the information collected for their own internal reporting requirements and impact analysis.

• Provide overall leadership for a coherent execution of the College Spark project at both North Seattle Community College and Seattle Central Community College.

VI: MOU Amendments
The Officers identified on page 1 section I, shall be the officers designated by each party to execute any amendment to this agreement. No amendment shall be valid unless signed by the designated parties.

VII: Termination
Either partner may terminate this Agreement at a date prior to the date specified in this Agreement, by giving sixty (60) days’ written notice to the other partner. In the event of early termination of this Agreement, any balance of funds for the monthly seat-cost in the OCE&E that have been paid upfront to Goodwill Industries will be returned to NSCC.

Termination Due to Change in Funding. If the funds NSCC relied upon to establish this Agreement are withdrawn or reduced, or if additional or modified conditions are placed on such funding, NSCC may immediately terminate this Agreement by providing written notice to the Partner. The termination shall be effective on the date specified in the notice of termination.

VIII: Hold Harmless and Indemnification
• In providing services under this Agreement, Partner is an independent entity, and neither it nor its officers, agents, or employees are employees of NSCC for any purpose. The Partner shall be responsible for all federal and/or state tax, industrial insurance, and Social Security liability that may result from the performance of and compensation for these services and shall make no claim of career service or civil service rights which may accrue to a NSCC employee under state or local law.

• NSCC assumes no responsibility for the payment of any compensation, wages, benefits, or taxes, by, or on behalf of Partner, its employees, and/or others by reason of this Agreement. Partner shall protect, indemnify, and save harmless NSCC, its officers, agents, and employees from and against any and all claims, costs, and/or losses whatsoever occurring or resulting from (1) Partner’s failure to pay any such compensation, wages, benefits, or taxes, and/or (2) the supplying to Partner of work, services, materials, or supplies by Partner employees or other suppliers in connection with or support of the performance of this Agreement.

• The Partner to this Agreement shall defend, indemnify and hold harmless NSCC and all of its officials, employees, principals and agents from and to the extent of all claims, demands, suits, actions, and liability of any kind whatsoever which arise out of, are connected with, or are incident
to any errors, omissions, or intentional or negligent acts of the indemnifying Partner, its contractors, and/or employees, agents, representatives and/or invitees in performing their obligations under this Agreement. The Partner agrees that its obligations under this paragraph extend to claims made by the partner’s own employees against NSCC. In the event either the Partner or NSCC incurs attorney's fees, costs or other legal expenses to enforce the provisions of this section against the other party, all such reasonable fees, costs and expenses shall be recoverable by the prevailing Partner or NSCC.

IX: Order of Precedence

In the event of an inconsistency in this agreement, unless otherwise provided herein, the inconsistency shall be resolved by giving precedence in the following order:

1. Applicable Federal and State Statutes and Regulations
2. Policies as approved by the OCE&E Policy Committee
3. Terms and Conditions as set forth in the body of the Agreement

X: Entire Agreement

This Agreement, including all attachments hereto, sets forth the entire relationship of the parties to the subject matter hereof, and any other agreement, representation, or understanding, verbal or otherwise, dealing in any manner with the subject matter of this Agreement is hereby deemed to be null and void and of no force and effect whatsoever.

If any provisions of this Agreement shall be deemed in conflict with any statute or rule of law, such provision shall be deemed modified to be in conformance with said statute or rule of law.

XI: Assurances

Both parties agree that all activity pursuant to this agreement will be in accordance with all the applicable current federal, state, and local laws, rules, and regulations.

XII: Records Maintenance

Goodwill will collect identifying demographic and other information on participants in the college readiness workshops and Career Pathways program so that they may be enrolled as Goodwill JTE participants. Each participant’s information will be kept confidential by Goodwill and only shared with those for whom the participant has given express permission.

Records and other documents, in any medium, furnished by one party to this agreement to the other party, will remain the property of the furnishing party, unless otherwise agreed. The receiving party will not disclose or make available this material to any third parties without first giving notice to the furnishing party and giving it a reasonable opportunity to respond. Each party will utilize reasonable security procedures and protections to assure that records and documents provided by the other party are not erroneously disclosed to third parties.

XIV: Publicity
Either party shall be allowed to take photographs of this partnership, with student permission, for publicity purposes. Goodwill and NSCC may each publicize this partnership to third parties and the general public, so long as the publicizing party has given notice to the other party and given them a reasonable opportunity to respond.

XV: Independent Capacity

The employees or agents of each party who are engaged in the performance of this Agreement shall continue to be employees or agents of that party and shall not be considered for any purpose to be employees or agents of the other party.

IN WITNESS HERETO, Goodwill Industries, Seattle and North Seattle Community College, have executed this Agreement as of the dates written below:

Signed:

________________________________________________________________________________
Orestes Monterecy (Monte), VP Administrative Services

____________________________________________________________________________
Ken Colling, President and CEO

attachments
ATTACHMENT A

This Attachment A is an attachment to the Grant Agreement between North Seattle Community College ("Grantee") and College Spark Washington (College Spark) dated June 6, 2011.

Grant Period: grant funds may be used from the date of this Grant Agreement until June 30, 2013.

Disbursement Schedule:

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Disbursement Month</th>
<th>Amount</th>
<th>Contingencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>July</td>
<td>$79,505</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>July</td>
<td>$79,505</td>
<td>Satisfactory completion of year one objectives. Report due 7/15/12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>$159,010</td>
<td></td>
</tr>
</tbody>
</table>

Grantee's Measurable Objectives for use of Grant funds:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Quantity and/or Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What activities or services will take place during grant period?)</td>
<td>(when will activities take place and/or how many will participate in the activity?)</td>
</tr>
<tr>
<td>Hire project coordinator</td>
<td>Completed by 8/15/2011</td>
</tr>
<tr>
<td>Establish contract with Goodwill</td>
<td>Completed by 8/15/2011</td>
</tr>
<tr>
<td>Identify PT faculty leads and revise Workforce Education Orientation curriculum.</td>
<td>Completed by 9/30/2011</td>
</tr>
<tr>
<td>Complete Introduction to College curriculum in consultation with Goodwill.</td>
<td>Completed by 9/30/2011</td>
</tr>
<tr>
<td>Establish data tracking procedures, develop participant intake form to verify income status, verify outcome reporting baseline measures.</td>
<td>Completed by 9/30/2011</td>
</tr>
<tr>
<td>Ensure Readiness Counts! goals, objectives, and evaluation plan are well integrated with the overall student success initiatives at each campus. Continually report on project progress at regular bi-monthly Student Success Committee meetings on each campus. Solicit feedback on any performance issues to drive ongoing improvement.</td>
<td>Ongoing, quarterly activity – begins Fall 2011 and continues over life of project.</td>
</tr>
<tr>
<td>Provide new enhanced curriculum in Workforce Education Orientation Sessions – 9 sessions per campus, average of 15 students per session</td>
<td>Ongoing, quarterly activity – begins Fall 2011 and continues over life of project.</td>
</tr>
<tr>
<td>Offer Introduction to College workshops – 2 sessions per campus, average of 20 students per session</td>
<td>Ongoing, quarterly activity – begins Fall 2011 and continues over life of project.</td>
</tr>
<tr>
<td>Refer and enroll participants in Goodwill Career Pathways program -- 1</td>
<td>Ongoing, quarterly activity –</td>
</tr>
<tr>
<td>Activity</td>
<td>Completion Date</td>
</tr>
<tr>
<td>----------</td>
<td>----------------</td>
</tr>
<tr>
<td>Create ongoing workshop schedule and develop marketing materials for recruitment</td>
<td>Completed by 11/15/2011</td>
</tr>
<tr>
<td>Design simple “readiness assessment” tool for use with prospective students</td>
<td>Completed by 11/15/2011</td>
</tr>
<tr>
<td>Administer online survey for participant feedback on quality of services and career motivation questions.</td>
<td>Ongoing, quarterly activity – begins Fall 2011 and continues over life of project.</td>
</tr>
<tr>
<td>Compile and analyze participant data, calculate outcome measures to-date, and submit project report to College Spark</td>
<td>Ongoing, quarterly activity – begins Fall 2011 and continues over life of project. Reports submitted semi-annually.</td>
</tr>
<tr>
<td>Participate in SBCTC annual College-Readiness retreat with cross-campus team from Readiness Counts! to share lessons learned and garner new information from state-wide colleagues.</td>
<td>Completed by 03/30/2012 and repeated by 03/30/2013</td>
</tr>
<tr>
<td>Complete Year One project review and plan for sustainability.</td>
<td>Completed by 6/30/2012</td>
</tr>
<tr>
<td>- Identify aligned efforts across the colleges that will assist in ongoing delivery of services.</td>
<td></td>
</tr>
<tr>
<td>- Identify specific funding to expand successful components initiated by the project to reach beyond the College Spark target low-income population.</td>
<td></td>
</tr>
<tr>
<td>Share Year-One leanings with SCCD’s District-wide Student Success Committee, led by Vice Chancellor of Student Success.</td>
<td>Ongoing semi-annual activity. Begins Spring quarter 2012, repeats Winter 2013 and Spring 2013</td>
</tr>
<tr>
<td>As appropriate, send a Readiness Counts! team and share year-one leanings at annual Washington State Student Services Commission State-wide Conference</td>
<td>Completed by 06/30/2012 or 06/30/2013 (depending on state schedule)</td>
</tr>
<tr>
<td>Complete additional sustainability review.</td>
<td>Completed by 3/30/2013</td>
</tr>
<tr>
<td>- Document all expanded efforts and their funding sources that have already helped to scale-up successful project components.</td>
<td></td>
</tr>
<tr>
<td>- Secure funding commitments (District initiative $, SAI funds, other grants, etc.) to ensure ongoing delivery of successful project components upon project completion.</td>
<td></td>
</tr>
<tr>
<td>Compile participant data, calculate outcome measures, and submit post completion annual project report to College Spark.</td>
<td>Completed by 10/30/2014 And repeated by 10/30/2015</td>
</tr>
<tr>
<td>Disseminate report to District-wide Student Success Committee</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Project Outcome (what will be different for students, families, schools/organizations because of the activities listed above?) | Measurement Method (How will you know if these outcomes are achieved?) | Targeted Completion Date (at what points during the grant period will you measure this outcome?) |</p>
<table>
<thead>
<tr>
<th>(1) Higher placements scores on COMPASS. PERFORMANCE TARGET:</th>
<th>COMPASS placement data are tracked in the Student Management System at all colleges (for those who enroll). Because of the nature of the target population, the comparison baseline for COMPASS interventions is drawn from the historic placement patterns of the WorkFirst and Worker Retraining sub-populations at our colleges. These baseline averages are: 59% placement into Dev English and 83% placement into Dev Math. See Attachment A for comparison chart.</th>
<th>Quarterly collection of COMPASS data documenting the scores for those who participate in Readiness Counts! Services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2) Higher transition rate from basic skills to college-level classes within one year. PERFORMANCE TARGET:</td>
<td>Credit-bearing course enrollment for basic skills students is tracked using data from our student management system. The baseline transition rate for upper-level basic skills students (the target population in this project) is 21% within a one-year time frame. See Attachment A for comparison chart.</td>
<td>Quarterly college enrollment data will be pulled for Introduction to College workshop participants who are basic skills students. Follow-up reporting one year after project completion will be provided.</td>
</tr>
<tr>
<td>(3) Higher Persistence rates for those who enroll. PERFORMANCE TARGET:</td>
<td>Collect ongoing enrollment and retention data for participants. Compare to baseline averages of 52% retention Q1 to Q2 and 33% retention Q1 to Q3. (Seattle District Data Warehouse study, 2008-2010 averages) See Attachment A for comparison chart.</td>
<td>Quarterly tracking of participants. Report on Q1 to Q2 retention for all participants and Q1 to Q3 retention for those who intend to stay at least one year. Follow up reporting one year after project completion will be provided.</td>
</tr>
<tr>
<td>(4) Higher program completion rates for those who enroll. PERFORMANCE TARGET:</td>
<td>Collect program completion data for project participants. Compare to baseline of 29% completion rate within 3 years (Seattle District Data Warehouse)</td>
<td>Quarterly collection of program completion data for all college-enrolled participants. Follow-up reporting one, two &amp; three years after project.</td>
</tr>
</tbody>
</table>
baseline average by 20%.

study, Worker Retraining and Workfirst completions within 3 years 2006-2008 starts)
See Attachment A for completion will be provided.

comparison chart.

<table>
<thead>
<tr>
<th>Report Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim progress reports are due approximately every six months as follows:</td>
</tr>
<tr>
<td>The final report is due:</td>
</tr>
<tr>
<td>August 29, 2013 [sixty days after the end of the Grant Period].</td>
</tr>
<tr>
<td>Follow up reports due:</td>
</tr>
<tr>
<td>September 1, 2014</td>
</tr>
<tr>
<td>September 1, 2015</td>
</tr>
</tbody>
</table>
RESOURCE SHARING AGREEMENT
BETWEEN
NORTH SEATTLE COMMUNITY COLLEGE AND SEATTLE GOODWILL INDUSTRIES

THIS RESOURCE SHARING AGREEMENT entered into by and between Seattle Goodwill Industries, a non-profit organization providing basic education and job training services, hereinafter referred to as "Partner," and North Seattle Community College, a unit of Seattle Community Colleges District VI, agencies of the State of Washington, hereinafter referred to as “NSCC.”

THE PURPOSE OF THIS AGREEMENT is to provide a cooperative working environment for the Partner and NSCC to better serve mutual customers, job seekers, students, graduates, community members and employers, through an integrated service delivery system and; to authorize the sharing of services and payment of costs associated with the use of allocated workstations at the Opportunity Center for Employment and Education (OCE&E) located at 9600 College Way North, Seattle WA. 98103.

WHEREAS, the State of Washington has established the OPPORTUNITY CENTER FOR EMPLOYMENT AND EDUCATION under SHB 2864, effective 6/10/10, and;

WHEREAS, NSCC has been designated the site administrator for the OCE&E, and;

WHEREAS, Partner wishes to utilize space at the OCE&E on the campus of NSCC;

NOW THEREFORE, in consideration of the covenants herein, it is mutually agreed to as follows:

I. MUTUAL GOALS

   To implement an effective resource to provide integrated employment, education, training and social services within the OCE&E by:

   A. Ensuring universal access to services for all customers;
   B. Ensuring accountability in performance and in customer satisfaction;
   C. Increasing customer choice in service and service delivery;
   D. Creating effective integration of service delivery; and
   E. Sustaining the OCE&E and the WorkSource as an on-going collaborative means of service delivery.

II. OCE&E STANDARDS

   A. All services, policies and actions shall reflect the highest possible level of customer service and shall be continually measured for high customer satisfaction;
   B. All services, policies and actions shall be designed to include customer choice whenever possible;
   C. All customers shall be served comprehensively in a seamless system which addresses their needs, merges common services across programs, and minimizes duplication;
D. Decisions affecting customer services shall be based on the best available information, will be participatory and inclusive of all partners, and will focus on what is best for the customer;

E. An impartial approach to customer service delivery, neutral broker referral and equitable treatment of all customers is fundamental to the success of the partner relationships and is the basis for high quality customer service in a one-stop environment;

F. Contributions and successes of each partner are recognized as important and valuable to the whole;

G. Commitment to work in a team environment with each agency’s organizational structures and to equitable treatment of all staff regardless of program or agency; and

H. Working in a manner which supports and enhances the Partner, employees and customers of the OCE&E and North Seattle Community College.

III. **PARTNER RESPONSIBILITIES**

A. Partner agrees to pay NSCC for shared costs associated with the operation of the OCE&E. Payments are due at the beginning of each period as described in Attachment A, which by reference is an integral part of this agreement.

Partner shall make checks payable to North Seattle Community College and send them to:

North Seattle Community College
Opportunity Center Administration
9600 College Way North
Seattle, WA 98103
Attn: Business Office

B. Partner staff shall provide integrated services in the OCE&E, including core services with the WorkSource as negotiated in the site contribution agreements as applicable.

C. Partner agrees to fulfill the following responsibilities as a partner at OCE&E:

1. Meet regularly to implement, maintain and evaluate against the core principles;

2. Participate in continuous quality improvement activities with the goal of achieving high customer satisfaction as measured and defined by the OCE&E, Seattle King County Operator Consortium and the Workforce Development Council (WDC);

3. Participate in a staff training system that offers on-going training to staff on the concepts of the OCE&E, Continuous Quality Improvement and the unique features, expectations and services of the integrated site. Staff training also will include keeping abreast of new technologies and service strategies;

4. Share best practices and innovative strategies with new partners;

5. Maintain security of the building, staff, customer, and equipment;

6. Discuss staffing or services changes which affect the OCE&E with the OCE&E Leadership Team;

7. Discuss any proposed changes to this Agreement with the OCE&E Leadership Team;
8. Submit data as directed and agreed upon to the OCE&E Leadership Team, and the Seattle King County Operator Consortium, on services provided, customers served, and outcomes obtained through the OCE&E;

9. Contribute in a positive manner to the performance measures as established by the OCE&E Policy Committee, the Seattle King County Operator Consortium, the WDC, and/or respective partner-funding agency(ies);

10. As negotiated and appropriate, register their customers in SKIES for Job Matching services, and input services in at least the Service Participation section of SKIES, and to comply with Title 38 USC per SKIES agreement (veteran’s preference);

11. Follow North Seattle Community College policies and procedures as well as the OCE&E policies, procedures and protocols agreed upon by the OCE&E Leadership Team;

12. Work with all new partners and assist in the development of their partnering skills for the benefit of the OCE&E and its customers;

13. Consider additional partnership arrangements based on the needs of the customers and the financial stability of OCE&E;

14. Adhere to all federal, state and local guidelines regarding OCE&E operations; and

15. Signage: Partner agrees that all signs and other advertising desired to be placed at the OCE&E, inside or outside, is subject to the prior written approval of NSCC and shall conform to the signage standards and posting procedures established for the OCE&E building.

16. Parking: Employees of Partner are counted in the Transportation Management Program (TMP) requirements by the City of Seattle. As such they are included in the rights and responsibilities of the program, including purchasing parking passes, discount bus passes, and information sharing on area traffic conditions. Customers of Partner are not included in the TMP requirements and have free parking privileges in the OCE&E Customer parking lot.

IV. NSCC RESPONSIBILITIES WITHIN THE OCE&E

NSCC agrees to provide:

A. Office access, basic office equipment (computer, desk, chair, side chair, telephone), and desk top supplies for the work station(s) occupied by Partner staff;

B. Facility and work spaces that meet standards for universal accessibility;

C. Internet, scheduling and e-mail access to all Partner staff;

D. Mail delivery service to and from general work area;

E. Participation in an integrated front end services delivery system, that includes greeting, navigation, initial referral, and consultation;

F. Telephone services, that include voice mail and local calls;
G. Review and approve Improvements to the facility as proposed by the OCE&E Leadership Team;

H. Educational Resource Center computer applications and other materials current with industry standards, including the use of electronic portals;

I. Coordinate facility space, materials, and integrated workshops including room scheduling, OCE&E marketing, and integration with the NSCC campus;

J. Arrangements for technical support for computer equipment in accordance with Partner agreements and requirements;

K. OCE&E operation under the guidance and leadership of North Seattle Community College;

L. On-site leadership for all staff to promote and support the goals of all partners; and,

M. Utilities including natural gas, electricity, water and sewer, solid waste disposal including recycle. Building maintenance labor, materials and supplies. Lock shop labor and materials to keep access control systems functioning. Custodial and grounds staff labor, equipment and supplies. Security and basic IT support.

N. As a partner in the OCE&E, employees of the Partner have full rights and responsibilities of access to the NSCC campus facilities - including membership in Wellness Center, food services, library, bookstore, renting or reserving college facilities, college activities - and compliance with NSCC’s standards of conduct.

V. SPECIAL PROVISIONS

A. ASSIGNMENT/SUBCONTRACTING

Partner shall not assign or subcontract any portion of this Agreement or transfer or assign any claim arising pursuant to this Agreement without prior written consent of NSCC. Said consent must be sought in writing by Partner not less than fifteen (15) days prior to the date of any proposed assignment or transfer. "Subcontract" shall mean any agreement between Partner and a subcontractor or subcontractors that is based on this Agreement, provided that the term "subcontract" does not include the purchase of (i) support services not related to the subject matter of this Agreement, or (ii) supplies.

B. TERMINATION

1. Either partner may terminate this Agreement at a date prior to the date specified in this Agreement, by giving sixty (60) days’ written notice to the other partner. In the event of termination of this Agreement, Partner shall be liable for payment for services rendered prior to the effective date of termination.

2. Termination Due to Change in Funding. If the funds NSCC relied upon to establish this Agreement are withdrawn or reduced, or if additional or modified conditions are placed on such funding, NSCC may immediately terminate this Agreement by providing written notice to the Partner. The termination shall be effective on the date specified in the notice of termination.

C. RENEWAL
Partner may renew this agreement upon mutual consent of Partner and NSCC.

D. HOLD HARMLESS AND INDEMNIFICATION

1. In providing services under this Agreement, Partner is an independent entity, and neither it nor its officers, agents, or employees are employees of NSCC for any purpose. The Partner shall be responsible for all federal and/or state tax, industrial insurance, and Social Security liability that may result from the performance of and compensation for these services and shall make no claim of career service or civil service rights which may accrue to a NSCC employee under state or local law.

NSCC assumes no responsibility for the payment of any compensation, wages, benefits, or taxes, by, or on behalf of Partner, its employees, and/or others by reason of this Agreement. Partner shall protect, indemnify, and save harmless NSCC, its officers, agents, and employees from and against any and all claims, costs, and/or losses whatsoever occurring or resulting from (1) Partner's failure to pay any such compensation, wages, benefits, or taxes, and/or (2) the supplying to Partner of work, services, materials, or supplies by Partner employees or other suppliers in connection with or support of the performance of this Agreement.

2. The Partner to this Agreement shall defend, indemnify and hold harmless NSCC and all of its officials, employees, principals and agents from and to the extent of all claims, demands, suits, actions, and liability of any kind whatsoever which arise out of, are connected with, or are incident to any errors, omissions, or intentional or negligent acts of the indemnifying Partner, its contractors, and/or employees, agents, representatives and/or invitees in performing their obligations under this Agreement. The Partner agrees that its obligations under this paragraph extend to claims made by the partner's own employees against NSCC. For this purpose, the Partner, by mutual negotiation, hereby waive, as respects the NSCC only, any immunity that would otherwise be available against such claims under the industrial insurance provisions of RCW Title 51. In the event either the Partner or NSCC incurs attorney's fees, costs or other legal expenses to enforce the provisions of this section against the other party, all such fees, costs and expenses shall be recoverable by the prevailing Partner or NSCC.

E. INSURANCE

By the date of execution of this Agreement, Partner shall, for the duration of this Agreement, procure, maintain and provide evidence of coverage including the additional insured endorsement, for the applicable insurance required as outlined below:

General Liability: Coverage shall be at least as broad as Insurance Services Office form number (CG 00 01 Ed. 11-88) Commercial General Liability, in the amount of at least $1,000,000 combined single limit per occurrence by bodily injury, and property damage, and for those policies with aggregate limits, a $2,000,000 aggregate limit.

Automobile Insurance: In the event the performance of this Agreement requires the use of an automobile, automobile liability coverage in compliance with the statutory requirements of the State of Washington is required.

Workers' Compensation Coverage: When applicable, evidence of Workers' Compensation coverage in compliance with the statutory requirements of the State of Washington shall be provided.
Stop Gap/Employers Liability: Coverage shall be at least as broad as the protection provided by the Workers’ Compensation policy Part 2 (Employers Liability) or, in states with monopolistic state funds, the protection provided by the “Stop Gap” endorsement to the general liability policy. Minimum Limit $1,000,000.

Professional Liability: Errors, and Omissions coverage. In the event that services delivered pursuant to this Agreement either directly or indirectly involve or require professional services, Professional Liability, Errors, and Omissions coverage shall be provided by the Partner. “Professional Services”, for the purpose of this Agreement section, shall mean those services that require a professional standard of care. Minimum Limit: $1,000,000 per claim and in the aggregate.

Acceptability of Insurers: Insurance is to be placed with insurers with a Bests’ rating of no less than A: VIII, or, if not rated with Bests, with minimum surpluses the equivalent of Bests’ surplus size VIII. Professional Liability, Errors and Omissions insurance may be placed with insurers with a Bests’ rating of B+VII. Any exception must be approved by NSCC.

By requiring such minimum insurance, NSCC shall not be deemed or construed to have assessed the risks that may be applicable to Partner under this Agreement. Partner shall assess its own risks and, if it deems appropriate and/or prudent, maintain greater limits and/or broader coverage.

If the Partner is a Municipal Corporation or an Agency of the State of Washington and is self-insured for any of the above insurance requirements, a certification of self-insurance shall be incorporated by reference and shall constitute compliance with this Section.

Such insurance policies shall name Seattle Community Colleges District VI, an Agency of the State of Washington, as additionally insured and shall not be reduced or canceled without sixty (60) days prior written notice. Written proof of such insurance shall be provided upon request.

F. AMERICANS WITH DISABILITIES ACT

Partner shall comply with Public Law 101-36, the Americans with Disabilities Act of 1990, with regard to Employment, Public Services, Public Accommodations and Services, Telecommunications, et cetera as defined in the Act.

G. CONFIDENTIALITY

Partner shall instruct its employees to hold and maintain as confidential, all information concerning its relation with its clientele and its employees, as well as any other information which may specifically be classified as confidential by OCE&E. In the same manner, OCE&E shall hold and maintain all information, which the Partner regards as confidential. Partner shall inform its employees to that effect; provided, however, that the foregoing shall not apply to: (a) information which OCE&E has waived in writing from being maintained in confidence; and (b) information which at the time of disclosure is in the public domain. Partner and NSCC agree to adhere to local, state and federal data sharing agreements.

H. NONDISCRIMINATION

During the performance of this Agreement, neither Partner nor any party subcontracting under the authority of this Agreement shall discriminate or tolerate harassment on the basis of race, creed, color, sex, religion, veteran status, national origin, marital status,
sexual orientation, age, or the presence of any sensory, mental, or physical disability in the employment or application for employment or in the administration or delivery of services or any other benefits under this Agreement, provided that the prohibition against discrimination in employment because of handicap shall not apply if the particular disability prevents the proper performance of the particular work involved.

In the event that one of the partners hereto refuses to comply with the above provisions, this Agreement may be canceled, terminated, or suspended in whole or in part by the other party.

I. PROPRIETARY RIGHTS

The partners to this Agreement hereby mutually agree that if any patentable or copyrightable material should result from work described herein, all rights accruing from such material or article shall be assigned to and be the sole property of NSCC.

J. RECORDS MAINTENANCE

Partner shall maintain, as are necessary, books, records, documents, and other evidence and accounting procedures and practices, which sufficiently and properly reflect all direct and indirect costs, expended by either party in the performance of the services described herein. These records shall be subject at all reasonable times for inspection, review, or audit by NSCC personnel and other personnel duly authorized by NSCC, the Office of State Auditor, and Federal officials so authorized by law. Partner shall retain all books, records, documents, and other material relevant to this agreement for five years after settlements, and the Office of the State Auditor, Federal auditors, and any persons duly authorized by the agencies shall have full access to and the right to examine any of these materials during this period.

K. DISPUTES

Nothing in this Agreement shall preclude the partners from working to problem-solve issues that arise regarding this Agreement. Either partner can request a meeting to address problems and identify remedies consistent with this Agreement.

L. ORDER OF PRECEDENCE

In the event of an inconsistency in this agreement, unless otherwise provided herein, the inconsistency shall be resolved by giving precedence in the following order:

1. Applicable Federal and State Statutes and Regulations
2. Policies as approved by the OCE&E Policy Committee
3. Terms and Conditions as set forth in the body of the Agreement

M. INDEPENDENT CONTRACTOR

The parties intend that an independent contractor relationship will be created by this contract. The Partner and his or her employees or agents performing under this contract are not employees or agents of NSCC. The Partner will not hold itself out as nor claim to be an officer or employee of NSCC or of the State of Washington by reason hereof, nor will the Partner make any claim of right, privilege or benefit which would accrue to such employee under law. Conduct and control of the work will be solely with the Partner.
N. ENTIRE AGREEMENT

This Agreement, including all attachments hereto, sets forth the entire relationship of the parties to the subject matter hereof, and any other agreement, representation, or understanding, verbal or otherwise, dealing in any manner with the subject matter of this Agreement is hereby deemed to be null and void and of no force and effect whatsoever.

If any provisions of this Agreement shall be deemed in conflict with any statute or rule of law, such provision shall be deemed modified to be in conformance with said statute or rule of law.

O. TERM

This contract shall commence and terminate as per Attachment A unless extended or terminated earlier, pursuant to the terms and conditions of this Agreement.

IN WITNESS HERETO, Partner and North Seattle Community College, have executed this Agreement as of the dates written below:

SEATTLE GOODWILL

Ken Colling
President and CEO

Date

NORTH SEATTLE COMMUNITY COLLEGE

Mark Mitsui
President

Date
Memorandum of Understanding
between
Seattle Goodwill Industries
and
South Seattle Community College

THIS AGREEMENT is made and entered into by and between the Seattle Goodwill Industries, hereinafter referred to as the “Goodwill,” and South Seattle Community College, herein referred to as “South”.

SCOPE AND OBJECTIVES

Through partnerships with South Seattle Community College, Renton Technical College, and Shoreline Community College, Goodwill will provide access to postsecondary education and training and develop career pathways for participants in its Adult Basic Education and Retail & Customer Service programs. The overall goal of Goodwill’s career pathways work is to increase access to and improve persistence in postsecondary training and education programs at local community colleges. As a result of completing training, Goodwill expects that students will be able to improve their earnings by securing employment in good paying jobs and take the first, or next step, in advancing along a career ladder.

Students interested in pursuing additional education and training will receive case management and support services coupled with college preparation and navigation assistance from Goodwill. A career pathways navigator (navigator) will work closely with students in taking all the necessary steps to enroll in community college programs and will continue to serve as a resource for students while in training. The navigator will teach a college preparation course that will take place twice per week and cover a range of topics, including career exploration, assessment and enrollment in college programs, financial aid, and study skills, among others. As part of this course, students will be assessed using the CASAS test and will receive COMPASS test preparation. The navigator will also assist students in developing an education plan and with completing the FAFSA form and other funding applications, to ensure that students are prepared to enroll at the college. Additionally, the navigator will serve as a point of contact with college staff and maintain a presence on the campus to check-in with students and address their needs and issues as they arise.

College partners will be invited to review and provide feedback on the college preparation curriculum and will also be asked to participate as guest speakers during specific modules e.g. "Understanding Financial Aid".

TERMS OF AGREEMENT

1. Goodwill will assist students with college preparation, including assessment testing and completion of all relevant paperwork required for registration, enrollment, and financial aid.

2. Goodwill will refer students to South’s education and training programs and provide wrap around case management and support services during the first two quarters of training.

3. Goodwill’s career pathways navigator will participate in initial advising sessions, financial aid discussions, and meetings with other college staff as needed or required by the Goodwill student.

4. Goodwill will meet with students on campus to conduct check-ins and address student issues. No office space is required.
5. South and Goodwill will commit to open lines of communication and identify appropriate points of contact to discuss any issues related to student success.

6. South and Goodwill will conduct tours four times per year for Goodwill students participating in the college preparation course.

7. Goodwill and South will hold partnership meetings at least four times per year, prior to the start of the academic quarter, to discuss the partnership, program and funding changes, and other issues as they arise.

8. South staff members will participate as guest speakers at least twice per year during Goodwill’s college preparation course.

This Agreement shall be between Seattle Goodwill and South Seattle Community College from July 1, 2009 through June 30, 2010 and shall be renewed on an annual basis, unless either party elects to terminate the agreement. Either party may terminate this agreement by providing written notification at least one (1) quarter prior to such termination.

**PAYMENT**

There shall be no transfer of funds associated with this Agreement.
PUBLICITY

Either party shall be allowed to take photographs of this partnership, with student permission, for publicity purposes. Goodwill and South may each publicize this partnership to third parties and the general public, so long as the publicizing party has given notice to the other party and given them a reasonable opportunity to respond.

RECORDS MAINTENANCE

Goodwill will collect identifying, demographic, and skill-level information on Goodwill JTE participants. Each participant’s information will be kept confidential by Goodwill and only shared with those for whom the participant has given express permission.

Records and other documents, in any medium, furnished by one party to this agreement to the other party, will remain the property of the furnishing party, unless otherwise agreed. The receiving party will not disclose or make available this material to any third parties without written permission from the furnishing party and giving it a reasonable opportunity to respond. Each party will utilize reasonable security procedures and protections to assure that records and documents provided by the other party are not erroneously disclosed to third parties.

IDENTITY OF PROGRAM PARTICIPANTS/BENEFITS RECIPIENTS

Except as required by applicable law, the use or disclosure by the receiving party of any identifying information concerning the identity of any participant in the program(s) or any of the services or benefits provided under this agreement for any purpose not directly connected with the administration of the receiving party’s or the furnishing party’s responsibilities with respect to services provided under this agreement is prohibited except on written consent of the participant or recipient or client, his or her attorney, or responsible parent or guardian.

RELEASE OF INFORMATION

Each party agrees to exchange signed Releases of Information (ROI) for students involved in the career pathways program. At a minimum, the ROI will grant permission to share information related to enrollment, assessment test scores, student progress, and financial support to cover the costs of the student’s education. The information collected will be used by Goodwill to provide support to students and will also be used to evaluate the effectiveness of the program. Such an evaluation may be conducted by Goodwill and/or by consultants designated by Goodwill who will be required to sign a confidentiality agreement before engaging in any research. No names or individual information will ever be used in any research reports. All participants will sign the ROI before any information is shared between Goodwill and South.

INDEPENDENT CAPACITY

The employees or agents of each party who are engaged in the performance of this Agreement shall continue to be employees or agents of that party and shall not be considered for any purpose to be employees or agents of the other party.

AGREEMENT ALTERATIONS AND AMENDMENTS

This Agreement may be amended by mutual agreement of the parties. Such amendments shall not be binding unless they are in writing and signed by personnel authorized to bind each of the parties.

GOVERNANCE
This Agreement is entered into pursuant to and under the authority granted by the laws of the state of Washington and any applicable federal laws. The provisions of this Agreement shall be construed to conform to those laws.

**ALL WRITINGS CONTAINED HEREIN**

This Agreement contains all the terms and conditions agreed upon by the parties. No other understandings, oral or otherwise, regarding the subject matter of this Agreement shall be deemed to exist or to bind any of the parties hereto.

**CONTRACT MANAGEMENT**

Each of the parties shall designate a person to be the contact person and responsible for all communications regarding the performance of this Agreement.

<table>
<thead>
<tr>
<th>Contract Manager for Goodwill is:</th>
<th>Contract Manager for South is:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong> Lauren O'Brien</td>
<td><strong>Name:</strong></td>
</tr>
<tr>
<td><strong>Address:</strong> 1400 South Lane Street</td>
<td><strong>Address:</strong></td>
</tr>
<tr>
<td><strong>City, ST, Zip:</strong> Seattle, WA 98117</td>
<td><strong>City, ST, Zip:</strong></td>
</tr>
<tr>
<td><strong>Phone:</strong> 206-880-5755</td>
<td><strong>Phone:</strong></td>
</tr>
<tr>
<td><strong>Fax:</strong> 206-352-9845</td>
<td><strong>Fax:</strong></td>
</tr>
<tr>
<td><strong>Email:</strong> <a href="mailto:lauren.obrien@seattlegoodwill.org">lauren.obrien@seattlegoodwill.org</a></td>
<td><strong>Email:</strong></td>
</tr>
</tbody>
</table>

**IN WITNESS WHEREOF**, the parties have executed this Agreement.

Seattle Goodwill Industries  
1400 South Lane St.  
Seattle, WA 98144

South Seattle Community College  
6000 16th Ave SW  
Seattle, WA 98106

[Signature] 7/9/09  
Barbara Nabors-Glass, J.D.  
Vice President, Job Training and Education

[Signature] 7/1/09  
South signatory name—Gary Oertli  
Interim President
Memorandum of Understanding
between
Seattle Goodwill Industries and Seattle Housing Authority and Seattle Jobs Initiative

THIS AGREEMENT is made and entered into by and between the Seattle Goodwill Industries, hereinafter referred to as the "Goodwill," the Seattle Housing Authority herein referred to as “SHA,” and Seattle Jobs Initiative herein referred to as “SJI.”

SCOPE AND OBJECTIVES
Goodwill’s Job Training and Education department will offer Career Pathways program services to SHA residents, including pre-transition preparation in the Community College 101 (CC101) class, navigation support to help participants enroll in college, and navigation support post-enrollment. Goodwill will also provide non-housing support services and supplemental job placement assistance to participants. Specifically:

- CC101 classes will be offered (at least) four times per year onsite at Goodwill, coordinated with the college’s quarter system.
- Target completion rate for CC101 class is 70% (of participants that show up for class).
- Students referred to the Career Pathways program by SHA whose skill level is below that necessary to enroll in CC101 will be referred to skill-building classes at Goodwill and reconsidered for entry into the program when ready.
- The Navigator will develop individual education plans with each program participant and assist with all enrollment steps.
- Navigation support will be “heavy touch” during the first two quarters (e.g. weekly check-ins and some financial assistance with school costs such as tuition, fees, books, and transportation in amounts determined at the discretion of Goodwill) and “light touch” (e.g. couple check-ins per quarter) during the third and fourth quarters, if the student is enrolled that long.
- Goodwill Case Manager will provide support services and referrals for non-housing, non-education related needs through end of navigation year.
- Target college program completion rate is 70% (of CC101 completers that enroll in community or technical college).
- Goodwill Employment Specialists will support participant post-training job search, in coordination with SHA staff, by opening job club and job lead email lists to participants.
- Goodwill Navigator will provide Job Connections staff with progress updates on participants on a weekly basis.
- Goodwill will report on program participants and outcomes as part of our existing Session Report schedule (January, April, July, September, November) and share the Career Pathways section of those reports with SHA and SJI. Goodwill will provide a final project report by January 31, 2011. See attached for example session report.
- Goodwill will facilitate the evaluation process by providing SJI with disaggregated, de-identified data and access to program participants, as necessary.
- Goodwill will seek informed consent from all program participants in order to facilitate information gathering during the evaluation process.

SHA’s Job Connection team will recruit and screen residents for entry into the Career Pathways program, and provide housing-related case management as well as job placement services to program participants. Specifically:

- Job Connection staff will refer their clients to the program if they are interested in attending a community college and their English proficiency level is near or above the level necessary to get into an IBEST program or above (high-intermediate, ~215+ CASAS, ~6th grade, high level 4 in community college ESL).
- SHA will conduct outreach for the Career Pathways program with the Family Self-Sufficiency (FSS), Tenant Trust Account (TTA), and Asset Building programs. Outreach will include mailings, making
copies of flyers available, and presenting information about the program at meetings and events. Goodwill may assist with this outreach, and may do door-to-door outreach if they desire.

- The target number of appropriate SHA enrollments for each CC101 class is 10.
- SHA residents who are interested in other classes/programs offered by Goodwill should be referred to Goodwill for the regular registration week that precedes each session. Class offerings include ESOL, writing, math, high school completion, computers, cashiering, and retail/customer service.
- SHA outreach for the program will include both SHA residents and Section 8 holders. Non-SHA residents that case managers work with can also be referred to either Career Pathways or any other Goodwill program.
- Job Connection staff will provide housing-related support and case management to participants in the program.
- Job Connection employment staff will start working with career pathways participants on their post-training job search approximately one month before their scheduled graduation date. Support will include developing a job search plan with each participant, providing job leads, and assisting with search activities as needed.
- Job placement target for participants completing their college program is 70%. Placements will be made within six months from the date of graduation. The average hourly wage for all placements will be at least 20% above minimum wage.
- The Goodwill Navigator will refer any Job Connection client who drops from the Career Pathways program back to The Job Connection for job placement services. The Job Connection staff will track placement and wage progression for all placements made from this group.
- Job Connection staff will update Goodwill Navigator on participant status changes weekly (e.g. changes to housing situation, employment status, etc.)
- SHA will facilitate the evaluation process by providing SJI with disaggregated, de-identified data and access to program participants, as necessary to supplement the core data provided by Goodwill.
- SHA will seek informed consent from program participants who will participate in the evaluation process.

SJI has served as a neutral agent in connecting Goodwill and SHA for this Career Pathways collaboration. SJI staff will assist with the evaluation of the program and partnership at the end of the Agreement period. Evaluation assistance will include:

- Joint decision making with SHA and Goodwill on components of evaluation
- Contextualization and comparison of this partnership/program’s structure, services, participants, and outcomes to other similar efforts locally and nationally as well as this effort through its different phases
- Analysis of data provided by Goodwill and SHA
- Conducting focus groups and/or stakeholder interviews
- Write-up of evaluation results and sharing of that write-up with SHA and Goodwill

SJI will also:

- Support Goodwill’s fundraising efforts for the Career Pathways program
- Invite or otherwise include Goodwill and SHA in the local and national discussions and forums around career pathways, college attainment, and college-CBO partnerships.

Goodwill and SHA staff (Navigator, Case Managers, Employment staff) will meet twice a month, once at Goodwill (time TBD) and once at High Point (prior to Job Connection meeting) to discuss participant progress, potential participants, and general program operation. Participant contact information and program status will be maintained on a confidential shared spreadsheet.

Goodwill, SHA, and SJI will meet quarterly to review partnership and program status. Participant data shared with SJI will be de-identified and disaggregated for evaluation purposes. This quarterly meeting will take place as part of one of the regular bi-weekly Goodwill-SHA meetings. SJI staff will facilitate scheduling these quarterly meetings.

**TERMS OF AGREEMENT**

This Agreement shall cover the period between January 1, 2010 and December 31, 2010. Should a continued partnership between any or all of the parties be decided upon, an additional agreement will be entered into by those parties. Any party may terminate this agreement by providing thirty (30) days notice in writing of such termination.
PAYMENT
SJI will provide Goodwill with $7,500 to support their provision of Career Pathways services to SHA residents. SJI will disburse funds upon receipt of an invoice from Goodwill. SJI may grant Goodwill additional funds, up to $24,000 total, dependent upon program expansion.

SHA will provide a grant of $1,500 to Goodwill to be used to pay for college-related expenses for SHA residents. Goodwill will invoice SHA quarterly for these funds, with invoices to include a breakdown by type of expense (e.g. tuition, books, etc.). Goodwill will maintain records of program expenditures invoiced to SHA, which SHA may review upon request.

Goodwill will utilize funds from several grants funding their Career Pathways program to help pay for some of the college-related costs and education-facilitating support services costs for SHA participants not covered by financial aid or other funding sources. This support will be on a case-by-case basis and may include tuition, fees, books, transportation, and other case management needs in amounts determined at the discretion of Goodwill.

PUBLICITY
Photographing students is prohibited without the express permission of the student. It is understood that Goodwill, SHA, and SJI may each publicize this partnership to third parties and the general public, without notice, so long as the publicity is consistent with the terms of this partnership.

RECORDS MAINTENANCE
Goodwill will collect identifying demographic, and skill-level information on the SHA residents that participate in the program, so that they may be enrolled as Goodwill JTE participants. Each participant’s information will be kept confidential by Goodwill and only shared with those for whom the participant has given express permission.

Records and other documents, in any medium, furnished by one party to this agreement to the other party, will remain the property of the furnishing party, unless otherwise agreed. The receiving party will not disclose or make available this material to any third parties without first giving notice to the furnishing party and giving it a reasonable opportunity to respond. Each party will utilize reasonable security procedures and protections to assure that records and documents provided by the other party are not erroneously disclosed to third parties.

SHA will have participants sign Consent forms that indicate information can be shared with Goodwill and SJI, and will provide copies of those consent forms to Goodwill. Goodwill will have all participants sign their existing Release form, which covers the sharing of information with SHA and SJI. Goodwill will provide SHA copies of the signed releases.

Participant and outcome data shared with SJI for reporting and evaluation purposes will be de-identified and disaggregated.

INDEPENDENT CAPACITY
The employees or agents of each party who are engaged in the performance of this Agreement shall continue to be employees or agents of that party and shall not be considered for any purpose to be employees or agents of the other party.

INDEMNIFICATION
Each party agrees to indemnify and hold the other party, and its employees, agents, and directors, harmless from all suits, claims, costs, expenses, or liabilities of any sort arising from or related to activities or obligations under this agreement, but only to the extent that the suits, claims, costs, expenses or liabilities result from or are attributable to the negligent or intentional acts of the indemnifying party.

AGREEMENT ALTERATIONS AND AMENDMENTS
This Agreement may be amended by mutual agreement of the parties. Such amendments shall not be binding unless they are in writing and signed by personnel authorized to bind each of the parties.

GOVERNANCE
This Agreement is entered into pursuant to and under the authority granted by the laws of the state of Washington and any applicable federal laws. The provisions of this Agreement shall be construed to conform to those laws.

ALL WRITINGS CONTAINED HEREIN
This Agreement contains all the terms and conditions agreed upon by the parties. No other understandings, oral or otherwise, regarding the subject matter of this Agreement shall be deemed to exist or to bind any of the parties hereto.

MEMORANDUM MANAGEMENT
Each of the parties shall designate a person to be the contact person and responsible for all communications regarding the performance of this Agreement.

<table>
<thead>
<tr>
<th>MOU Manager for Seattle Goodwill Industries is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Lauren O’Brien</td>
</tr>
<tr>
<td>Address: 1400 South Lane Street</td>
</tr>
<tr>
<td>City, ST, Zip: Seattle, WA 98144</td>
</tr>
<tr>
<td>Phone: 206-860-5755</td>
</tr>
<tr>
<td>Fax: 206-325-9845</td>
</tr>
<tr>
<td>Email: <a href="mailto:lauren.obrien@seattlegoodwill.org">lauren.obrien@seattlegoodwill.org</a></td>
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<thead>
<tr>
<th>MOU Manager for Seattle Housing Authority is:</th>
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<tbody>
<tr>
<td>Name: Samuel Pierce</td>
</tr>
<tr>
<td>Address: 4410 29th Ave. S.</td>
</tr>
<tr>
<td>City, ST, Zip: Seattle, WA 98108</td>
</tr>
<tr>
<td>Phone: 206-722-4020, ext. 3</td>
</tr>
<tr>
<td>Fax:</td>
</tr>
<tr>
<td>Email: <a href="mailto:spierce@seattlehousing.org">spierce@seattlehousing.org</a></td>
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<tr>
<th>MOU Manager for Seattle Jobs Initiative is:</th>
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<tbody>
<tr>
<td>Name: Rosanna Stephens</td>
</tr>
<tr>
<td>Address: 330 Sixth Avenue North, Suite 301</td>
</tr>
<tr>
<td>City, ST, Zip: Seattle, WA 98109-4613</td>
</tr>
<tr>
<td>Phone: 206-628-6969</td>
</tr>
<tr>
<td>Fax: 206-628-6986</td>
</tr>
<tr>
<td>Email: <a href="mailto:rstephens@seattlejobsinit.com">rstephens@seattlejobsinit.com</a></td>
</tr>
</tbody>
</table>

RETROACTIVE RATIFICATION
In such case that the agreement is signed by all parties after the agreement’s stated effective date, it is to be understood by all parties that by signing this agreement all performance and activities under this agreement are retroactively approved and authorized pursuant to the date that performance commenced.

IN WITNESS WHEREOF, the parties have executed this Agreement.

Seattle Goodwill Industries  
1400 South Lane Street  
Seattle, WA 98144

________________________________________________________________________  __________
Signature                          Date

Barbara “b.g.” Nabors-Glass  
Vice President, Job Training & Education

Seattle Housing Authority  
120 Sixth Avenue North  
P.O. Box 19028  
Seattle, WA 98109-1028

________________________________________________________________________  __________
Signature                          Date

Thomas M. Tierney  
Executive Director

Seattle Jobs Initiative  
330 6th Avenue North, Suite 301  
Seattle, WA 98109

________________________________________________________________________  __________
Signature                          Date

Anne Keeney  
Executive Director
Memorandum of Understanding
Between
Seattle Goodwill Industries and
Seattle Vocational Institute

THIS AGREEMENT is made and entered into by and between the Seattle Goodwill Industries, Job Training and Education Department, hereinafter referred to as the "Goodwill," and Seattle Vocational Institute, herein referred to as "SVI".

SCOPE OF WORK
Goodwill and SVI are partnering to connect adults interested in enrolling in community college Professional/Technical programs with college navigation and support services designed to help them enter and succeed in such programs, and ultimately enter employment.

Goodwill will provide the following services and resources:
- Recruit and screen participants for entry into the “Community College 101” class and the Career Pathways Program of which it is a part.
- Teach the CC101 class on-site at SVI beginning April 9, 2012. The class will take place three mornings per week for 90 minutes for six weeks. Topics will include career exploration, goal setting, college navigation, financial aid and other funding sources, student skills and related soft skills, placement test preparation, budgeting, and self-advocacy.
- Provide individualized college navigation to participants, including the development of an education plan; assistance with college, financial aid, and other funding applications; and help in handling school-related challenges that may arise. Navigation will extend form the CC101 class through four quarters of enrollment (higher intensity for the first two quarters, then lower intensity for the last two), contingent upon participant’s good standing in the program.
- Provide support services to participants on a case-by-case basis to help students overcome potential barriers to college success (e.g. assistance with, or connection to resources for, transportation, vision, housing, etc.). Support service provision is contingent upon participant’s good standing in the program.
- Provide financial assistance for some college-related expenses to program participants that successfully complete CC101 and remain in good standing. Financial assistance is intended to fill “holes” not covered by other available funding sources, is provided on a case-by-case basis, and may include support for tuition and fees (first two quarters only) as well as other required costs such as books, materials, uniforms, tests, etc.

Goodwill shall own all right, title, and interest in and to the college readiness and navigation curriculum materials in whatever stage of completion, including without limitation all copyright and other intellectual property and proprietary rights therein.

SVI will provide the following services and resources:
- Classroom space (with a computer/projector set-up and internet access) for the CC101 class as well as access to a computer lab for several class activities.
- Space on campus for Goodwill’s College Navigator to work with participants before and/or after class.
- Provide opportunities for Goodwill’s Navigator to share information about the program with SVI faculty and staff (Student Services, Workforce, and Basic Skills), so that SVI faculty and staff can share that information with students and potential students. This may include presentations at staff meetings, emails, etc.
- Provide space on campus for Goodwill to post or distribute information about the program – such as flyers, brief in-class presentations, etc.
- Refer community members and students to Goodwill’s College Navigator as appropriate
- A campus tour for the CC101 class and a staff or faculty member able to talk with the class one class period about funding resources and/or other SVI college information.
- Identify the appropriate “point people” the Goodwill Navigator can communicate with should issues arise for participants around registration, testing, funding, tutoring, etc.
A Third Party Payer or vendor-type account so that Goodwill can provide documentation of commitment to pay for student costs (tuition, fees, books), and SVI (or Seattle Central or the Seattle Community College District) will credit the student’s account and later invoice Goodwill for the expenses incurred.

**TERMS OF AGREEMENT**
This agreement shall cover the period between April 1, 2012 and June 30, 2012. Goodwill and SVI agree to review and/or renegotiate the terms of this agreement shortly before the conclusion of Spring Quarter. Either party may terminate this agreement by providing thirty (30) days notice in writing of such termination.

In such case that the agreement is signed by all parties after the agreement’s stated effective date, it is to be understood by all parties that by signing this agreement all performance and activities under this agreement are retroactively approved and authorized pursuant to the date that performance commenced.

**PAYMENT**
There shall be no transfer of funds associated with this Agreement.

**PUBLICITY**
Photographing students is prohibited without the express permission of the student. It is understood that Goodwill and SVI may each publicize this partnership to third parties and the general public, so long as the publicizing party has given notice to the other party and given them a reasonable opportunity to respond.

**RECORDS MAINTENANCE**
Goodwill will collect identifying demographic and skill-level information from the individuals participating in the Community College 101 class so that they may be enrolled as Goodwill JTE students. Each student’s information will be kept confidential by Goodwill and only shared with those for whom the student has given express permission.

Records and other documents, in any medium, furnished by one party to this agreement to the other party, will remain the property of the furnishing party, unless otherwise agreed. The receiving party will not disclose or make available this material to any third parties without first giving notice to the furnishing party and giving it a reasonable opportunity to respond. Each party will utilize reasonable security procedures and protections to assure that records and documents provided by the other party are not erroneously disclosed to third parties.

**INDEPENDENT CAPACITY**
The employees or agents of each party who are engaged in the performance of this Agreement shall continue to be employees or agents of that party and shall not be considered for any purpose to be employees or agents of the other party.

**INDEMNIFICATION**
Each party agrees to during the duration of this agreement indemnify and hold the other party, and its employees, agents, and directors, harmless from all suits, claims, costs, expenses, or liabilities of any sort arising from or related to activities or obligations under this agreement, but only to the extent that the suits, claims, costs, expenses or liabilities result from or are attributable to the negligent or intentional acts of the indemnifying party.

**NONDESCRIMINATION**
It is agreed by both parties that no person shall, on the grounds of age, race, creed, color, sex, national origin, handicap or sexual orientation be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under this contract or in any project, program or activity supported by this contract.

**AGREEMENT ALTERATIONS AND AMENDMENTS**
This Agreement may be amended by mutual agreement of the parties. Such amendments shall not be binding unless they are in writing and signed by personnel authorized to bind each of the parties.

**GOVERNANCE**
This Agreement is entered into pursuant to and under the authority granted by the laws of the state of Washington and any applicable federal laws. The provisions of this Agreement shall be construed to conform to those laws.
ALL WRITINGS CONTAINED HEREIN
This Agreement contains all the terms and conditions agreed upon by the parties. No other understandings, oral or otherwise, regarding the subject matter of this Agreement shall be deemed to exist or to bind any of the parties hereto.

MEMORANDUM MANAGEMENT
Each of the parties shall designate a person to be the contact person and responsible for all communications regarding the performance of this Agreement.

MOU Manager for Goodwill is:
- Name: Lauren O’Brien
- Address: 1400 S. Lane St.
- City, ST, Zip: Seattle, WA 98144
- Phone: (206) 860-5755
- Fax: (206)
- Email: lauren.obrien@seattlegoodwill.org

MOU Manager for SVI is:
- Name: David Gourd
- Address: 2120 South Jackson Street
- City, ST, Zip: Seattle, WA 98144
- Phone: (206) 934-3198
- Fax: (206) 934-4949
- Email: david.gourd@seattlecolleges.edu

IN WITNESS WHEREOF, the parties have executed this Agreement.

Barbara Nabors-Glass
Vice President, Job Training and Education
Seattle Goodwill Industries
1400 South Lane Street
Seattle, WA 98144

AL Griswold
Interim Executive Dean
Seattle Vocational Institute
2120 South Jackson Street
Seattle, WA 98144

Signature ____________________________ Date ____________