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COMMUNITY COLLEGE/CAREER COLLABORATION

Overview and Comparison of Partnership Models

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

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

Goodwill Industries International has collected nine models of Community College/Career Collaboration ($C^4$) in which our members engage.

The following models are summarized here and detailed further in the $C^4$ toolkits:

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

### Shared Assets Model (Winston-Salem, NC)

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

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

Since the program’s inception more than 20 years ago, the Goodwill has expanded the scope of its training programs by replicating this model with six additional colleges in the region.
Co-enrollment Revenue-Sharing Model (Northern Virginia)

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

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

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

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

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

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

Career Pathways Navigation Model (Seattle, WA)

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

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

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

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

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

**Distance Learning Theater (Tacoma, WA)**

Since 2009, Tacoma Goodwill Industries (WA) has provided an entry-level warehouse, transportation and logistics job training course in Tacoma, Longview and Yakima. Rather than hiring instructors for all three sites, the Goodwill broadcasts training live from its distance learning theatre to the satellite SMART rooms at its Work Opportunity Centers in Longview and Yakima. SMART rooms are technology enhanced classrooms that have been augmented with a variety of technological tools that can enhance the learning environment. The Tacoma classroom seats 24, and the Longview and Yakima classrooms each seat eight students. The agency also has a portable SMART classroom setup available for youth in the Resource for Education and Career Help (REACH) Center or other offsite classrooms.
Tacoma Community College (TCC) instructors work as a team and teach consistent curricula of business math, basic computer skills, customer service, job readiness, resume development, personal growth and logistics. The Goodwill contracts with Invista Performance Solutions, the local consortia of community college professional and continuing education providers, for instructional coordination and quality assurance.

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

**REACH Center (Tacoma, WA)**

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

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

**Blended Learning Model (Wichita, KS)**

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

In July 2012, as the WATC program director retired and the Goodwill purchased a building less than a mile from the college, the partnership became a full joint venture. One director now serves both programs as the head of adult
basic education. When the new facility opens, she will oversee both programs under one roof, promoting efficiency and open communication.

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

**Community Navigation Model (Flagstaff, AZ)**

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

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

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

**Prior Learning Credit Model (St. Paul, MN)**

Goodwill-Easter Seals Minnesota (St. Paul) employment training and education program is licensed by the Minnesota Office of Higher Education as a post-secondary school and is also a Workforce Investment Act (WIA) certified training provider. Its sector-based training programs prepare people for employment in the automotive, construction, contact center, financial services, health care and retail industries. Upon successful completion of a training course, participants receive a recognized credential, as well as prior learning credits toward a college certificate or degree. The program employs a career pathway model connecting participants to a variety of options, including short-term training, continued education, stackable credentials, job placement and advancement in high-demand occupations.
Center to the model is the role of career navigators, available through Goodwill-Easter Seals. They guide and support participants through their individualized career pathway, connecting them to needed resources to successfully transition and complete college credentials. Supports include one-to-one assistance with enrollment, the financial aid process and registration and connecting students to available financial aid, housing, transportation, professional clothing and child care resources as needed.

Goodwill-Easter Seals has aligned the model and positioned it well with the state’s largest higher-education provider’s—Minnesota State Colleges and Universities—framework and strategies to increase adult learner options, accelerate college completion and expand its college partner base.
Factors and Conditions Supporting Each Model

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

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

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

Using Available Resources

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

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

Food for Thought

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

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

Ask yourself these questions:

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

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

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

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

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

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

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

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

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

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

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

**Engaging Leadership**

Perhaps one of the most important factors influencing the development of these models has been the role of champions within the Goodwill agencies and community college systems. In Northern Virginia and in San Antonio, visionary community college leaders (President Robert Templin Jr. at Northern Virginia Community College and Vice Chancellor Federico Zaragoza at Alamo Colleges) have made this work a priority for their institutions and have dedicated resources accordingly. These leaders are matched by Goodwill CEOs and executive-level staff who are leading dedicated teams to make this difficult work come to life in their communities.
# Community College/Career Collaboration (C4)

## Comparison of Key Strategy and Design Elements

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

<table>
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<tr>
<th>Partners</th>
<th>Shared Assets Model</th>
<th>Co-enrollment Revenue-Sharing Model</th>
<th>Revenue-Sharing - Alternative Career School Model</th>
<th>Credit-Bearing College Prep Program</th>
<th>Distance Learning Theater</th>
<th>Blended Learning Model</th>
<th>Careers Through Community Navigation Model</th>
<th>Prior Learning Credit Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodwill Industries of Northwest North Carolina and 7 colleges</td>
<td>NOVA and 7 CBOs, including Goodwill of Greater Washington</td>
<td>Good Careers Academy: Goodwill of San Antonio and Alamo Colleges</td>
<td>Seattle Goodwill Industries, North Seattle Community College; South Seattle Community College; and less formal partnerships with other colleges and training institutes</td>
<td>Tacoma Goodwill Industries and Invista Performs, representing the community colleges</td>
<td>Goodwill Industries of Kansas, Wichita Area Technical College (WATC) and Workforce Alliance of South Central Kansas</td>
<td>Goodwill Industries of Northern Arizona and Coconino Community College</td>
<td>Goodwill-Easter Seals Minnesota, Inver Hills Community College and Dakota County Technical College</td>
<td></td>
</tr>
<tr>
<td>Credentials Earned</td>
<td>Transferrable continuing education credits, certificates</td>
<td>Academic credits</td>
<td>Continuing education contact hours (some convertible to credits upon further study), certificates</td>
<td>College-level credits, certificates, degrees</td>
<td>Certified logistics associate (optional), customer service certificate, work readiness certificate, general Warehouse clerk certificate, forklift certification</td>
<td>Transferrable continuing education credits, certificates, GED (Kansas High School Diploma)</td>
<td>Credits, certificates, Prior Learning, GED</td>
<td>Employer-recognized certificates, industry recognized credentials such as lead abatement worker certification and college-level credits, certificates and degrees</td>
</tr>
<tr>
<td>Training Site(s)</td>
<td>Goodwill (7 sites)</td>
<td>Goodwill</td>
<td>Goodwill (4+ sites)</td>
<td>Goodwill and community colleges</td>
<td>Tacoma, Yakima, Longview and mobile site</td>
<td>Goodwill (NexStep Alliance)</td>
<td>Goodwill (two sites)</td>
<td>Goodwill-Easter Seals (five sites); college classes held on campus</td>
</tr>
<tr>
<td>Technology and Equipment</td>
<td>Provided by Goodwill and the college partners</td>
<td>Provided by Goodwill, but the college may purchase classroom computer equipment</td>
<td>Provided by Goodwill; health care programs use college’s training center for some instruction</td>
<td>Goodwill provides for CC101; colleges provide once enrolled</td>
<td>Initially purchased with grant funds and housed at Goodwill. Instructors teach via videoconferencing broadcast at three sites simultaneously.</td>
<td>Provided by Goodwill and WATC</td>
<td>Provided by Goodwill and college partners</td>
<td>Provided by Goodwill-Easter Seals and college partners</td>
</tr>
<tr>
<td>Instructors</td>
<td>College Enrollment Process</td>
<td>Co-enrollment – Alternative Career School Model</td>
<td>Revenue-Sharing Model</td>
<td>Credit-Bearing College Prep Program</td>
<td>Distance Learning Theater</td>
<td>Blended Learning Model</td>
<td>Careers Through Community Navigation Model</td>
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<tr>
<td>Faculty employed by colleges</td>
<td>Most students enroll at admissions office on campus or via telephone; Goodwill program participants may enroll as part of a cadre</td>
<td>College sends liaison to Goodwill for off-campus enrollment, financial aid, English placement testing and other college navigational support services</td>
<td>College sends liaison to Goodwill for off-campus enrollment</td>
<td>CC101 helps students better understand how to navigate the community college system; Goodwill College Navigator assists students through enrollment, funding, testing and registration; Goodwill pays application fees and such if needed</td>
<td>Goodwill assists students wanting to continue their education following completion of logistics course work</td>
<td>Most students enroll at NexStep Alliance admissions office for GED or at WATC for college credit courses; local agencies also refer some participants</td>
<td>Most students enroll, at the Goodwill’s community and corporate learning department; participants of special Goodwill programs may be enrolled by the Goodwill</td>
<td>Goodwill-Easter Seals trainers instruct short-term sector training courses, employment support consultants teach employment readiness training and college faculty teach courses to enrolled students</td>
</tr>
<tr>
<td>New courses developed together by college and Goodwill; other courses use existing college curricula</td>
<td>Existing CBO curriculum generally adapted to qualify for college credits; for some partnerships, new curricula are developed 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 completing CC101, students may enroll in credit-bearing professional/technical programs and basic skills (non-credit) or developmental education (credit) courses as needed</td>
<td>New courses developed together by college, Goodwill and business advisory council</td>
<td>GED prep program; other courses use existing college curricula</td>
<td>New courses developed together by the college and the Goodwill (LDP and BUS 298); other courses use existing college curricula, some are from Nationally Accredited Associations—Certificate for Apartment Maintenance Technician (CAMT) and re-entry</td>
<td>Sector training curriculum is developed by Goodwill-Easter Seals MN and industry partners, along with college input continuing to credit-bearing college courses</td>
<td></td>
</tr>
<tr>
<td>Assessments/Screening</td>
<td>Co-enrollment Revenue-Sharing Model</td>
<td>Revenue-Sharing – Alternative Career School Model</td>
<td>Credit-Bearing College Prep Program</td>
<td>Distance Learning Theater</td>
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<tr>
<td><strong>Assessments/Screening</strong></td>
<td>Conducted by Goodwill; includes Test of Adult Basic Education (TABE) as well as vocational assessments and career advising</td>
<td>No Goodwill assessments are planned at this time; college placement exams are required for programs offering 15+ credits</td>
<td>TABE testing conducted by Goodwill; students asked to self-report criminal background history; drug screening on case-by-case basis</td>
<td>Comprehensive Adult Student Assessment Systems (CASAS) appraisals to enroll in CC101 (80) and as a part of CC101 to gauge likely program eligibility/timelines (130); most programs require COMPASS college placement (proctored at the college); paid by Goodwill; CC101 includes test prep</td>
<td>Conducted by Goodwill; includes CASAS, verification of high school diploma or GED certificate, vocational assessments and career advising; criminal background (including sex offenders) reviewed on a case-by-case basis</td>
<td>Conducted by Goodwill; includes TABE test as well as vocational assessments and career advising, case management and wraparound services</td>
<td>Goodwill-Easter Seals administers TABE test, typing test and criminal background check for students in health care and financial services sector training; colleges administer the Accuplacer and technical assessments based on the industry</td>
<td></td>
</tr>
<tr>
<td><strong>Job Readiness/Soft Skills Training</strong></td>
<td>Conducted by Goodwill, combined with Career Navigation training</td>
<td>Conducted by Goodwill upon completion of occupational program skills training</td>
<td>CC101 includes soft skills such as self-advocacy, goal setting, time management, study skills; some job search readiness in CC101; students can work with Goodwill employment specialist as program completion approaches</td>
<td>Conducted by Goodwill as a service for students enrolled</td>
<td>Conducted by Workforce Alliance</td>
<td>Conducted by the Goodwill as a required course that must be completed first before continuing on to any other trainings or class enrollment—the first step in the community college process</td>
<td>Conducted by Goodwill-Easter Seals and integrated into training curriculum</td>
<td></td>
</tr>
<tr>
<td><strong>Supportive/Wraparound 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>Case management and financial strengthening courses provided by Goodwill; referrals to additional sources of support for a variety of needs</td>
<td>College Navigation and case management provided by Goodwill; various other supports (housing, health, transportation, educational needs) may be provided as needed</td>
<td>Counseling/case management, access to clothing vouchers, referrals provided by Goodwill; intensity of service varies</td>
<td>Case management, access to Dress for Success and Good Samaritan Vouchers, scholarships and funding subsidized by Goodwill, Workforce Investment Act, CCC and grants</td>
<td>Case management and career/college navigation provided by Goodwill-Easter Seals; the agency also assists with community resources, such as transportation, housing, child care, health, financial education, professional clothing or work-related clothes, tools, etc.</td>
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<td>Job Search Assistance/Job Placement</td>
<td>Provided by Goodwill</td>
<td>Provided by Goodwill</td>
<td>Provided by Goodwill and college (and sometimes other partner CBOs, WorkSource, etc.)</td>
<td>Goodwill assists with job leads and internship development in conjunction with instructors; curriculum covers resume and interview preparedness; mock interviews scheduled by course end</td>
<td>Provided by Workforce Alliance</td>
<td>Provided by the Goodwill - Easter Seals, colleges and Workforce Center</td>
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<tr>
<td>Experiential/Work-Based Learning</td>
<td>College faculty organize clinical placements for nursing students</td>
<td>Goodwill program includes learning at an employer’s facility, 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 is dependent on course of study; College Navigator will assist</td>
<td>One-day field trip to local warehouse and distribution sites; forklift certification eight hours off site; Goodwill and instructor match most job-ready students with internships at end of course</td>
<td>College faculty organize clinical placements for nursing students; WATC offers work/study programs</td>
<td>CAMT—provided by community college in most instances</td>
<td>IHCC and DCTC operate the Center for Experiential Learning, which is available to students at either college; several programs also require internships; Goodwill-Easter Seals provides construction trainees with six weeks of paid training on actual construction sites, rehabbing or building new homes; automotive services technician trainees earn training wages for shop time; and medical office trainees will soon have access to internships through the Working Well Health Clinic</td>
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<tr>
<td>Primary Department Within College</td>
<td>Continuing education</td>
<td>CBO office/provost</td>
<td>Department of economic and workforce development (continuing education)</td>
<td>Varies depending on location, but includes professional/technical education, workforce education, academic department, basic skills department, students services</td>
<td>Continuing education</td>
<td>Adult literacy</td>
<td>Community and corporate learning, and career and technical education</td>
<td>Student services and academic department</td>
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<td>Tuition</td>
<td>$68–178 per course; many qualify for full tuition and fee waiver from the state; public-sector contracts cover tuition costs for Goodwill participants referred by those agencies</td>
<td>Courses 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) ranging from $20 – 200 per quarter for tuition; books, supplies, tools and uniforms range from $50 – 1,000 per quarter</td>
<td>No cost to student; some students partially funded by state’s Basic Food and Employment Training (BFET) program; students who sit for certified logistics associate (CLA) exam pay half of exam cost ($57.50) and Goodwill scholarship fund pays half ($57.50)</td>
<td>$50/year for GED including everything except GED test; tuition for credentialed courses vary, from $500 and up; scholarships are available; every GED graduate receives a $500 scholarship from Goodwill, courtesy of AT&amp;T</td>
<td>Tuition costs for Goodwill participants in intensive programs are completely covered by those public-sector contracts. Other tuition varies—CAMT—$65 – 1,600</td>
<td>College tuition, fees, books and supplies vary by program and/or course; approximate tuition/fees per credit is $175–$200; books $100 new; Goodwill-Easter Seals cost per eight-week course is $2,500</td>
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<td>Access to Federal Financial Aid</td>
<td>No</td>
<td>Pell Grants; college liaison helps to facilitate and monitor application process</td>
<td>GCA is working to obtain accreditation, which would enable students to apply for aid</td>
<td>Students in developmental education and professional/technical classes are eligible for federal and state aid (Pell/FAFSA)</td>
<td>No</td>
<td>Not until GED is obtained; Pell Grants; transition coordinator and financial aid personnel at WATC work with students to apply for financial aid</td>
<td>Yes—depending on the program and training offered and what the student enrolls in</td>
<td>Yes—Pell Grants for college programs</td>
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<td>Other Sources of Tuition Support</td>
<td>Exchange of Money between Partners</td>
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<td>Scholarships (funds raised by Goodwill and partnering colleges)</td>
<td>No exchange between partners for most students; students either receive tuition waivers or pay the college directly; for students enrolled in publicly supported Goodwill programs, there may be a pass-through of public monies for training from the Goodwill to the college</td>
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<td>Goodwill will seek grants and additional sources of funding</td>
<td>College compensates Goodwill for faculty and training site expenses based on a percentage of tuition revenue earned by the college; contracts and memorandum of understanding (MOUs) were adapted from college/high school dual enrollment models</td>
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<td>Grants, scholarships, work–study placement in Goodwill stores, business support</td>
<td>Goodwill pays the college a per-course fee for continuing education courses offered at Goodwill sites</td>
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<td>Eligibility for other funding varies by source (WIA, WorkFirst, BFET, SNAP E&amp;T, state grants, etc.); Goodwill pays tuition/fees/books/etc. for first two quarters if needed and fees/books/transport (but not tuition) for 3–4 quarters if needed</td>
<td>North Seattle Community College compensates Goodwill from a grant for its onsite College Navigator, CC101 and other college readiness courses; most of its college partners consider Goodwill a third-party vendor; Goodwill provides students with “vouchers” and is then billed by the college</td>
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<td>Scholarships (funds raised by Goodwill), and grants from foundations help underwrite cost of program; remainder funded by Goodwill retail; other third-party sources (vocational rehabilitation, veterans’ programs) may be tapped at times</td>
<td>Invista Performs bills Goodwill quarterly for instructor costs, forklift contract costs and CLA costs.</td>
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<td>Scholarships (funds raised by Goodwill), Workforce Alliance federal grants and agency referrals</td>
<td>WATC contributes $3,000/month to overhead at NexStep; WATC reimburses Goodwill 40 percent of director’s salary and benefits</td>
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<td>Scholarships (funds raised by the Goodwill and partnering college)</td>
<td>The Goodwill pays the college per course, at a discounted rate for various courses offered at the Goodwill and at the college; the college compensates the Goodwill for faculty training and instruction</td>
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<td>Grants, scholarships, work–study programs, Goodwill-Easter Seals retail revenue</td>
<td>Most students enrolled in college make tuition payments through financial aid or directly to the college; students enrolled in Goodwill-Easter Seals sector-training courses are supported by third-party funding or receive scholarships through Goodwill-Easter Seals and usually do not make direct payments unless required by third-party funder</td>
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<td>Business Engagement Model</td>
<td>Business advisory councils (BACs) in each location; BACs established for specific industry sectors at largest training site</td>
<td>BACs</td>
<td>Goodwill has developed industry-specific Industry Alliance Councils and engages regularly with employers that participate in the training and provide externships/clinical</td>
<td>College-run BACs for professional/technical programs; Goodwill BAC for retail-sector training</td>
<td>Goodwill has industry BACs and gives members tours and briefings; asks for business volunteerism (internship site, mock interviewers, etc.); UPS displays and demonstrates its proprietary WorldShip database one day a quarter for free; on average 10 employers in Tacoma and three to five each at the satellite sites offer internships</td>
<td>Business advisory councils established by WATC for specific industry sectors</td>
<td>The Goodwill has developed BACs focused on specific industries</td>
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For more information:

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Goodwill Industries International
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**Jennifer Davis**
Senior Director of Mission Systems
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Colleges and Goodwill-Easter Seals maintain BACs for all programs to share industry trends, curricula and program development and enhancement, and internships and employment opportunities.
Goodwill Industries International, Inc.
&
The American Association of Community Colleges

2014 Promising Practice Learn & Lead lab

Prior Learning Credit (PLC) Model

Goodwill/Easter Seals Minnesota (St. Paul)
Inver Hills Community College
Dakota County Technical College
The Prior Learning Credit (PLC) Model provides individuals an opportunity to earn college credit for the knowledge and skills gained through their work, training and life experiences. It provides a continuum of training and education, assistance to college access, and ongoing support to pursue and complete credentials to advance in their careers.

**Sector Training**

Goodwill-Easter Seals Minnesota employment training and education program is licensed by the Minnesota Office of Higher Education as a post-secondary school and is also a Workforce Investment Act (WIA) certified training provider. Its sector-based training programs prepare people for employment in the automotive, construction, contact center, financial services, health care and retail industries. Upon successful completion of a training course, participants receive a recognized credential, as well as prior learning credits toward a college certificate or degree. The program employs a career pathway model connecting participants to a variety of options, including short-term training, continued education, stackable credentials, job placement and advancement in high-demand occupations. During 2013, the Goodwill provided employment training and education services to more than 500 participants.

**Business Partners**

Each training curricula was designed with and for employers through business advisory councils comprising employer and community members specific to the industry, including store managers, hiring managers, recruiters and owners, union representatives, Department of Employment and Economic Development, colleges and universities, and Adult Basic Education representatives. Councils meet quarterly and make recommendations on training content, materials, curricula alignment to post-secondary programs and methods of instruction and provide in-kind training space, interview skills training and employment opportunities.
College Partners
Forging partnerships with community-based organizations and using prior learning credits help colleges meet the unique needs of adult nontraditional students, a large proportion of the post-secondary student population. In partnership with Inver Hills Community College, Goodwill-Easter Seals contact center and banking and finance training graduates earn prior learning college credits equivalent to the Principles of Customer Service three-credit course, leading to a Customer Service Certificate or Associate of Science degree; medical office training graduates earn prior learning credits equivalent to the Medical Terminology two-credit course, leading to a Medical Office Certificate or associate degree; and automotive service technician training graduates earn three credits toward the Automotive Technician Program at Dakota County Technical College.

Center to the PLC model is the role of career navigators available through Goodwill-Easter Seals. Career navigators guide and support participants through their individualized career pathway, connecting them to needed resources so they may successfully transition and complete college credentials. Supports include one-to-one assistance with enrollment, the financial aid process and registration and connecting students to available financial aid, housing, transportation, professional clothing or child care resources as needed. Career navigators for the PLC model are sustained with diverse funding streams, including private foundations; corporations; individuals; private trusts; local, state and federal government grants; earned income from Goodwill-Easter Seals retail stores and fee-for-service agreements.

Supporting and Influencing Systems Change
Minnesota State Colleges and Universities is the state’s largest higher education provider and one of the nation’s largest higher education systems. It includes 24 community and technical colleges and 7 state universities, operating on 54 campuses in 47 communities. Eighty-eight percent of students are residents, and 80 percent of graduates stay in Minnesota to pursue careers or continue their education. The report, “Charting the Future for a Prosperous Minnesota,” outlines a strategic framework for the provider to deliver on its commitment to students and Minnesota.

One of its six recommendations is, “Certify student competencies and capabilities, expand pathways to accelerate degree completion through credit for prior learning, and foster the award of competency-based credit and degrees.”

This is accomplished with four strategies:

- Broaden students’ opportunities to earn credit for prior learning by developing a statewide certification process to award transferable competency-based credit.
- Facilitate the transferability of courses and programs by defining shared learner outcomes and competencies within disciplines, departments and programs. Focus initially on developmental and gateway courses.
• Increase students’ applied learning opportunities aligned with industry-recognized standards, such as apprenticeships, work-related or on-the-job training, internships or dual training models.

• Promote the accountability of educational offerings by encouraging college and university participation in subject-specific accreditations and national measures that are benchmarked with peer institutions through partnerships with other colleges and universities or through third-party evaluation.

Goodwill-Easter Seals aligned and positioned the model with the Minnesota State Colleges and Universities’ framework and strategies with the goal of increasing adult learner options, accelerating college completion and expanding its college partner base.
GOODWILL-EASTER SEALS MINNESOTA (ST. PAUL)

Prior Learning Credit Model: Flow Chart

Start

G-ES Outreach/Recruitment

G-ES Information Sessions

G-ES Eligibility Assessments (TABE)

Student Meets Eligibility

Yes

Intake

No

ABE Prep Course

Employment & Career Advancement

Continue to 4 Year College

Associated (AA) Completion

Certificate Completion

G-ESM Trainings: Construction, Automotive Service Tech., Medical Office, Contact Center, Computer/IT, or Banking & Finance

Job Search/Employment

Enroll in College

Student Retention:
- College Career
- Navigation
- Student Advising

Start Class

New Student Orientation

Admissions:
- Registration
- PLC Transcripted
- Student Advisement
- Financial Aid/
  Books Scholarships
July 16, 2014

Dear C4 Colleagues,

Goodwill Industries International (GII) and the American Association of Community Colleges (AACC) welcome you to the Community College Career Collaboration (C4) Partnership Learn and Lead Lab hosted by Goodwill-Easter Seals Minnesota (St. Paul), Inver Hills Community College (IHCC) and Dakota County Technical College (DCTC).

We are very excited to share with you the Prior Learning Credit Model. This is the tenth promising practice model that is being showcased under two grant awards from the Lumina Foundation. You can review the others in the C4 Clearinghouse. They are Shared Asset Model (Winston-Salem, NC); Co-enrollment Revenue-Sharing Model (Northern, VA & Huntington, WV); Revenue Sharing - Alternative Career School Model (San Antonio, TX); Career Pathways Navigation Model (Seattle, WA); Distance Learning Theater and REACH Center Models (Tacoma, WA); the Blended Learning Model (Wichita, KS); and the Careers through Community Navigation Model (Flagstaff, AZ).

The Prior Learning Credit (PLC) Model provides individuals an opportunity to earn college credit for the knowledge and skills gained through their work, training and life experiences. The program employs a career pathway model connecting participants to a variety of options including short-term training, continued education, stackable credentials, job placement and advancement in high-demand occupations.

Today and tomorrow, you will learn about the benefits and operations of the Prior Learning Credit Model and have opportunities to explore and discuss adapting it for your partnerships. We encourage you to ask questions, follow-up with the contacts you make while participating in the Learn and Lead Lab, and share the successes you and your partners are achieving. When you return home, visit the C4 Clearinghouse for the electronic version of the toolkit. It fully outlines the processes and content of this model.

Thank you for your commitment to the career success of the people you serve. We hope this Learn and Lead Lab will advance your work and lead to more successful transitions to earned credentials and family sustaining careers.

Best regards,

Jennifer Davis, GII Senior Director, Mission Systems
Sonya Francis, GII Career Navigation Program Director
Dennis Nelson, GII Career Navigation Program Specialist
Mary Moorhouse, AACC C4 Program Manager
GOODWILL-EASTER SEALS MINNESOTA (ST. PAUL)

Prior Learning Credit Model: Win–Win Proposition

VALUE PROPOSITION: The success of Goodwill-Easter Seals Minnesota’s 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 TO GOODWILL-EASTER SEALS MINNESOTA

- MISSION ADVANCEMENT: The collaboration supports Goodwill-Easter Seals’ mission to eliminate barriers to work and independence by increasing college access, completion of credentials and career advancement.

- EXPANDED OUTREACH: The college partnerships expand the Goodwill’s outreach to individuals who may not have otherwise enrolled in training and/or college by offering credit-bearing courses, college credentials and navigation services.

- EDUCATIONAL QUALITY: The college partnerships add to the quality of Goodwill-Easter Seals training programs by aligning its curricula to college credit-bearing courses. This broadens students’ opportunities to earn credit.

- COST SAVINGS: Upon completion of Goodwill-Easter Seals training courses, students earn prior learning credits. This increases the value of courses and saves the student approximately $400–$600 in tuition cost.

- EMPLOYER ENGAGEMENT: College Partners have active industry advisory boards.

- SPACE: The colleges provide work areas for one-on-one student meetings with the college/career navigator.

- CREDENTIALS: The college partnerships provide opportunities for students to earn and increase employer and industry-recognized credentials through stackable credits, certificates and degrees.

VALUE TO COLLEGES

- MISSION ADVANCEMENT: The partnership aligns with the colleges’ missions to empower and inspire students and enhance their opportunities to build careers. It helps the colleges address issues of student access and retention.

- EXPANDED OUTREACH: The partnership allows for outreach to learners who are underserved and nontraditional at Goodwill-Easter Seals, workforce centers and adult basic education sites through the work of the college/career navigator. These are areas that may likely not get serviced through college employees.

- EDUCATIONAL QUALITY: Students are better prepared for classes, as they have completed Goodwill-Easter Seals training programs that provide introduction to credit-bearing career tracks and stackable program models. This gives students the opportunity to accelerate their degree program through prior learning assessment, which has a positive impact on retention and completion rates per national research on degree acceleration and prior learning assessment. Because of its newness, there is no retention and completion data on the program yet. The partnership facilitates advisory board growth and strength, positively impacting curriculum development.

- COST SAVINGS: Goodwill-Easter Seals covers the cost of training courses using a variety of braided funding sources. The college/career navigator also provides recruitment and support services, along with community support service dollars for transportation, housing, child care, etc.
| EMPLOYER ENGAGEMENT: Business advisory councils inform and support the Goodwill-Easter Seals training programs. College instructors are invited to attend meetings and network with employers. |
| EXPANDED STUDENT SERVICES: Students have access to the college/career navigator, who provides wraparound services for needs such as food, clothing, child care, transportation, and additional support and encouragement to successfully manage and understand college processes and procedures. In addition, students have access to a range of additional services and programs provided by Goodwill-Easter Seals, including employment training, individualized case management, assessment, community resources, mental health services and placement, retention and advancement services. |
Costs

Start-up Costs

Initial start-up costs include sector training, college/career navigation, curriculum development and significant time for relationship building between Goodwill-Easter Seals and community college partners. All partners use existing classroom and meeting space as well as current staffing and resources.

Annual Operating Costs—Goodwill-Easter Seals (for one sector program)

Approximately $250,000 per year

- Sector training (salary, fringe, information technology, office space) for trainer, employment support consultant, outreach coordinator, assessment and evaluation coordinator, intake coordinator, manager and director (approximately $170,000)
- Classroom supplies (computer lab, fees, training binders, printing) (approximately $12,000)
- In-kind rental space for sector training (approximately $10,000)
- College/career navigator (salary, fringe, information technology, office space) (approximately $55,000)
- Community support dollars (bus cards, child care, housing, professional clothing) (approximately $2,500)
Funding

Funding Sources—Goodwill-Easter Seals
Goodwill-Easter Seals sustains its programs and services with diverse funding streams, including private foundations, corporate and individual donors, private trusts, and local, state and federal government grants and earned income from its retail stores and fee-for-service agreements. In addition, its Annual Power of Work fundraising event benefits all of the agency’s services and programs. In 2014, the event brought in $205,000 from businesses and individuals, with $61,500 specifically designated for employment training and education programs.

The portion of tuition, fees and books covered by Goodwill-Easter Seals and the college has evolved over time due to increased participation and the experience of coordinators in leveraging funds for students.

Foundation and corporate support (2013–2014) include:

- Accenture Foundation
- Ameriprise Foundation
- Donaldson Foundation
- Ecolab Foundation
- Initiative Foundation
- Otto Bremer Foundation
- Walmart Foundation
- Wells Fargo Foundation
- Xcel Energy Foundation
- Fendler Patterson Construction

Contracts and memorandums of understanding support (2013–2014) include:

- Adult Workforce Development Grant, Minnesota Department of Employment and Economic Development
- Department of Labor, Returning Citizens Successful
- Department of Human Rights and Equal Economic Opportunity, City of Saint Paul
- Greater Twin Cities United Way
- Local Initiatives Support Corporation
- Minnesota FastTRAC Adult Career Pathways
- Minnesota Job Skills Partnership
- General Educational Development/Minnesota Family Investment Program Innovation Funds, Ramsey County Workforce Solutions
- RENEW, The City of Minneapolis Employment and Training Program
- Saint Paul Public Schools
• Vocational Rehabilitation Services
• Youth Competitive Grant Program

**Funding Sources—Colleges**
The partnering community colleges fund programs and build capacity by securing financial and other resources that further their mission, including partnerships with area high schools, businesses, community organizations and government agencies. Foundations provide financial support by helping students pay for tuition, books, transportation and unanticipated expenses.

Funding support (2013) includes:
- Tuition and fees
- State appropriation
- Federal grants
- Auxiliary enterprises
- State grants
- Foundation grant
- Businesses and corporations
- Individual giving
## Logic Model

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<th>RESOURCES CONTRIBUTED</th>
<th>JOINT STRATEGY</th>
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<td>College/career navigator, trainers, employment consultants</td>
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<td>Registrar/prior learning assessment tracking and transcription</td>
<td>Other state and federal funds</td>
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<td>Assessment/place ment testing</td>
<td>MJSP grants</td>
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<td>Training facilities, equipment and supplies</td>
<td>Minnesota FastTRAC Adult Career Pathways</td>
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<td>Marketing, outreach, other administrative costs</td>
<td>Private/foundation student scholarships</td>
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<td>Minnesota FastTRAC Adult Career Pathways</td>
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<td>RESOURCES CONTRIBUTED</td>
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GOODWILL-EASTER SEALS MINNESOTA (ST. PAUL), INVER HILLS COMMUNITY COLLEGE (IHCC) AND DAKOTA COUNTY TECHNICAL COLLEGE (DCTC)

Prior Learning Credit Model: Staffing Model

The Prior Learning Credit Model provides individuals with an opportunity to earn college credit for the knowledge and skills gained through their work, training and life experiences. It provides a continuum of training and education, assistance to college access, and ongoing supports to pursue and complete credentials to advance in their careers. Partnerships with community-based organizations and the use of prior learning credits help colleges meet the unique needs of adult nontraditional students, which make up a large proportion of the postsecondary student population. In accelerating college completion, the program employs a career pathways model, connecting participants to a variety of options, including short-term training, continued education, stackable credentials, job placement and advancement in high-demand occupations.

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<thead>
<tr>
<th>Institution</th>
<th>Staff Title</th>
<th>Role in Partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodwill-Easter Seals Minnesota</td>
<td>President and CEO</td>
<td>Partnership champion. Advocates for partnership and for replication across region and state.</td>
</tr>
<tr>
<td>IHCC and DCTC</td>
<td>President</td>
<td>Partnership champion. Advocates for partnership and for replication across region and state.</td>
</tr>
<tr>
<td>Goodwill-Easter Seals Minnesota</td>
<td>Chief Services and Programs Officer</td>
<td>Provides overall leadership and support for partnership.</td>
</tr>
<tr>
<td>IHCC and DCTC</td>
<td>Vice President(s)</td>
<td>Provide overall leadership and support for partnership.</td>
</tr>
<tr>
<td>IHCC and DCTC</td>
<td>Associate Vice President of Strategic Initiatives</td>
<td>Develops vision for initiative and start-up planning, initiates college relationship building and opportunities for replication, overall leadership. Promotes and supports grant opportunities.</td>
</tr>
<tr>
<td>Goodwill-Easter Seals Minnesota</td>
<td>Director(s) of Employment and Training</td>
<td>Provide leadership and oversee employment and training programs. Maintain/build college relationships, lead initial development of model, develop new partners and grant proposals, produce invoices and reports, participate in regional meetings of organizations/colleges focused on partnerships, advocate for replication across region and state.</td>
</tr>
<tr>
<td>IHCC and DCTC</td>
<td>Dean(s) of programs, student affairs</td>
<td>Provide leadership and oversight of programs and student services (financial aid, disability services, tutoring, tours, support services, etc.). Facilitate meetings to ensure faculty and staff understand the model, partnership and role of college/career navigator. Provide leadership of new program development and services to help with grant funding and improved programming for students.</td>
</tr>
<tr>
<td>Goodwill-Easter Seals Minnesota</td>
<td>Workforce Development Manager(s)</td>
<td>Provide supervision of the trainers, employment support consultants, college and career navigators, and admissions staff. Produce outcome reports. Update staff on partnerships/model developments.</td>
</tr>
<tr>
<td>IHCC and DCTC</td>
<td>Admissions: (Titles Vary by College) Director of Outreach and Recruitment, Enrollment Advisors, Financial Aid Specialists, Academic Advisors, Assessment Specialists</td>
<td>Provide outreach and recruitment, orientation, academic advising/planning/counseling. Administer placement exam, assist with financial aid and work with college/career navigator to facilitate the above services. Refer students to college/career navigator and provide conference room space as needed. Provide understanding and give direction to specific services such as veterans and nontraditional adult learner programming.</td>
</tr>
<tr>
<td>Goodwill-Easter Seals Minnesota</td>
<td>Admissions: Outreach Coordinator, Assessment and Evaluation Coordinator, Intake Coordinator</td>
<td>Coordinate outreach efforts, events, presentations and tours. Administer and score Test of Adult Basic Education for sector training eligibility. Provide intake services prior to enrollment. Communicate with partners and facilitate internal coordination among trainers, employment support consultants and college/career navigators.</td>
</tr>
<tr>
<td>IHCC and DCTC</td>
<td>Instructors</td>
<td>Work with business/industry advisory boards to develop curriculum and instruct credit-bearing classes. Meet with Goodwill-Easter Seals staff to align learner outcomes, promote partnership through presentations and refer students to college/career navigator. Facilitate prior learning assessments.</td>
</tr>
<tr>
<td>Goodwill-Easter Seals Minnesota</td>
<td>Trainers/Case Managers</td>
<td>Work with business, college instructors and adult basic education staff to identify current sector training needs, curriculum development, instruction and delivery of sector training. Coordinate support services for barriers that may impact success in completing training/college.</td>
</tr>
<tr>
<td>Goodwill-Easter Seals Minnesota</td>
<td>Employment Support Consultants</td>
<td>Provide employment readiness training, job search assistance, résumé development, interview skills training, and development of job placement and/or academic plan. Communicate with college/career navigator regarding college options and next steps.</td>
</tr>
<tr>
<td>Goodwill-Easter Seals Minnesota</td>
<td>College/Career Navigator</td>
<td>Provides outreach on career pathways/college options or academic coaching or refers students to Adult Basic Education partner. Provides case management, develops individual academic plans with students and guides them through the enrollment process: application, assessment, registration, books and financial aid. Role models self-advocacy skills to seek. Helps students access and manage existing resources at the college. Fosters relationships with college administration and staff to build program and resource awareness. Monitors student progress and provides motivation and support toward college persistence and completion.</td>
</tr>
<tr>
<td>Goodwill-Easter Seals Minnesota</td>
<td>Data Quality Specialist</td>
<td>Conducts data entry and produces reports.</td>
</tr>
<tr>
<td>Adult Basic Education</td>
<td>Director</td>
<td>Maintains partnership. Develops and provides bridge course–work opportunities, preparing students for career pathways. Attends partner meetings.</td>
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<tr>
<td>Organization</td>
<td>Role</td>
<td>Responsibilities</td>
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</tr>
<tr>
<td>Adult Basic Education</td>
<td>Teacher</td>
<td>Administers Test of Adult Basic Education. Provides academic and college prep, computer classes. Refers students to college/career navigator for training and/or college programs. Meets with partners to align and refine existing curricula.</td>
</tr>
<tr>
<td>Workforce Investment Board</td>
<td>Director</td>
<td>Provides labor market analysis, recruitment, outreach and referrals, and connection to employers. Promotes grant opportunities.</td>
</tr>
<tr>
<td>Goodwill-Easter Seals</td>
<td>Marketing Project Manager</td>
<td>Coordinates efforts to highlight partnership through news articles, press releases, annual reports and related marketing material.</td>
</tr>
<tr>
<td>IHCC and DCTC</td>
<td>Director of Marketing and Communication and Staff</td>
<td>Provide direction and support of articles for the website, print media and specific marketing pieces for recruitment.</td>
</tr>
</tbody>
</table>
Summary
The College and Career Navigator provides a full range of outreach, assessment, career counseling, academic coaching, case management and college transition services in order to support students in attaining post-secondary credentials and employment. The College and Career Navigator will function with internal and external stakeholders to deliver seamless services to students and ensure optimal education and employment outcomes for individuals served.

Outreach and Assessment → 15%
Coordinates and conducts outreach, assessment and intake services for individuals seeking career pathway options and college credentials.

- Interfaces with education and workforce partners to remain knowledgeable on current employment trends, college programs and eligibility requirements to optimize the referral process.
- Networks with adult basic education, colleges, community based organizations and workforce centers to coordinate recruitment and outreach activities.
- Schedules and conducts individual meetings with potential referrals to explore college and career options to include the use of career inventory assessments.
- Determines student academic skills and program eligibility by administering or coordinating appropriate assessments with education partners.
- Communicates assessment results to student and provides career pathway and education options.
- Provides comprehensive intake meeting with student to include the development of an Individualized Academic Program Plan.

College Navigator Services → 35%
Assists students who are pursuing and/or engaged in post-secondary programs to complete and attain credentials by providing college navigation and academic and career counseling.
• Implements the Individual Academic Program Plan with student and assists in selecting a college program and credential.
• Guides student through enrollment process by assisting with application, assessment, registration, books, and billing procedures.
• Coaches’ student on financial aid process by assisting with FAFSA, scholarship, and grant applications as well as financial aid maintenance responsibilities.
• Provides academic support strategies by connecting student to resources related to goal-setting, motivation, study skills, time management, tutoring services and mentoring opportunities.
• Teaches self-advocacy skill development by equipping student with the knowledge to seek, access, and manage processes/resources for themselves.
• Fosters relationships with college administration and staff to build program and resource awareness.
• Monitors student progress and provides motivation and support towards college persistence and completion.

Case Management → 15 %
Provides one point of contact to identify, access, and navigate services that support student goals.

• Facilitates the Individual Academic Program Plan with the student and identified stakeholders and coordinates all navigation services.
• Schedules and conducts meetings with student and stakeholders according to program specifications.
• Provides comprehensive updates and follow up with student and stakeholders (as required by funding source or program) regarding individual progress.
• Communicates promptly and consistently to requests from internal and external sources; refers to internal or external programs based on need and interest.
• Coordinates or refers for community resources/support services for barriers which may impact the individual’s success in completing college.

Documentation → 15 %
Maintains complete, accurate and timely documentation of individuals served by following established applicable procedures, guidelines and laws, as well as organize and report essential caseload information on a regular basis to support program and organizational goals.

• Maintains individual program files and completes program reports within established timelines in accordance with applicable procedures, policies, requirements and laws
• Accurately enters information into appropriate software, data base or web based system(s) as assigned or required for the program
• Documents and communicates pertinent program information and ancillary information with concerned parties within established timelines and program requirements
• Collects and disseminates individual feedback and/or satisfaction information and submits to appropriate reporting system.
• Utilizes tracking systems and maintains organized information regarding caseload or program outcomes, trends and other requested information for program success.
• Documents and submits information for billing to supervisor or manager within timelines.
• Submit expense reports by the end of the month or within finance division timelines.
• Maintains all fiscal reporting requirements to meet established grant and other deadlines.
Job Placement and Career Navigation  
Provides job placement assistance and career counseling resulting in optimal employment outcomes for individuals served.

- Connects with local businesses/industry to develop workplace touring and job shadowing opportunities for students as needed.
- Facilitates learning of job seeking skills to students including but not limited to resume and application development, identification of job leads, internship opportunities, interviewing skills and job offer negotiation.
- Guides students in their job search by providing an array of available resources such as job clubs, networking, workshops and classes at the college.
- Provides career advancement and job growth strategies.
- Facilitates follow up and retention activities including on-going career counseling.
- Coaches students and provides strategies on balancing work and college.

Other Duties as Assigned
Performs other additional responsibilities as needed by the organization.

Core Competencies
1. Choose an item.
2. Choose an item.
3. Choose an item.
4. Choose an item.
5. Choose an item.
6. Choose an item.
7. Choose an item.
8. Choose an item.
Physical Conditions

In an eight hour workday, the job category requires employees to:

<table>
<thead>
<tr>
<th>Physical Demands</th>
<th>Rare (0-5%)</th>
<th>Occasional (6-33%)</th>
<th>Frequent (34-66%)</th>
<th>Continuous (67-100%)</th>
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<tbody>
<tr>
<td>Sitting</td>
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<td>Standing</td>
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<td>Walking</td>
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<td>Kneeling</td>
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<td>Stairs</td>
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<td><strong>Lifting – Floor to Waist</strong></td>
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<td>0-15 lbs.</td>
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<td><strong>Lifting - Waist to Shoulder</strong></td>
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<td>0-15 lbs.</td>
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<td><strong>Carrying – Double Arm</strong></td>
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<td>0-15 lbs.</td>
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<td><strong>Carrying – Single Arm</strong></td>
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<td>0-15 lbs.</td>
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<td>Reaching Below Waist</td>
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<td>Reaching at Waist Height</td>
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<td>Reaching Above Shoulder Height</td>
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<td><strong>Push/Pull (At any position from waist to shoulder height)</strong></td>
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<td>0-15 lbs.</td>
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<td>16-100 lbs.</td>
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<td>Balancing</td>
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<td>Fine Hand Motor Skills and Grasps</td>
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<td>Static and Awkward Postures</td>
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<td>Repetitive Arm Motions</td>
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<td>Driving Vehicle (case managers)</td>
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It is Goodwill-Easter Seals’ philosophy to avoid lifting over 50 pounds. Every effort will be made to get additional help and/or use assistive devices to lift objects over 50 pounds.
This job description covers only the essential functions of the position. It in no way states or implies an all-encompassing list of skills, duties, and responsibilities associated with this job. Employees will be required to perform any other job-related duties requested by management.

Your signature indicates that you have read this position description and understand the essential functions of and qualifications for the job.

Employee Print Name

Employee Signature

Date

Hiring Manager Print Name

Hiring Manager Signature

Date
Job title
College and Career Navigator

Reports to
Workforce Development Manager

Exempt/Non-Exempt
Choose an item.

Division
Services and Programs

Department
Programs

Grade
7

Knowledge & Skills
• Knowledge of Adult Basic Education, College and Workforce systems and services
• Knowledge of academic requirements and financial aid processes
• Ability to develop new partnerships and strengthen existing relationships with multiple stakeholders
• Customer service and interpersonal skills
• Knowledge of Microsoft Windows, Microsoft Office Suite and database management
• Ability to work well with individuals with diverse backgrounds and across cultures
• Verbal and written communication skills
• Ability to work independently, multi-task and time management skills
• Experience with disadvantaged and non-traditional students (preferred)
• Valid driver’s license and ability to travel

Prior Experience
At least two years of advising, counseling or related experience and at least two years of experience in an academic or education environment.

Education
Bachelor’s degree in counseling, psychology, education or related field (preferred) Or, Associate’s Degree, or two years of college course work in a related field.
Purpose

This session will explore potential solutions and resources among partners engaged in increasing access, credentials and completions for those they serve. The Joint Action Planning Activity tool can assist partners in aligning their program management, resource deployment and assign accountabilities.

**Program Activities, Schedule and Accountabilities (Repeat Every Session)**

<table>
<thead>
<tr>
<th>Major Activities/Action Steps</th>
<th>Timeline</th>
<th>Institutional Lead</th>
<th>Individual Accountabilities/Notes</th>
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<td>Timeline</td>
<td>Institutional Lead</td>
<td>Individual Accountabilities/Notes</td>
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</table>
Goodwill/Easter Seals Minnesota offers Customer Service curriculum preparing participants for entry into the post-secondary Customer Service Certificate and/or Contemporary Business Practices program. Students who successfully complete the Customer Service curriculum will be offered the opportunity to transition into Career and Technical Education (CTE) programming offered by Inver Hills Community College.

Guidelines for developing a Career Pathway and Programs have been followed. Course materials/syllabi for the Customer Service curriculum and Customer Service Certificate/Contemporary Business Practices program curriculum have been reviewed by Goodwill/Easter Seals Minnesota trainers and college faculty and align with college curriculum content.

The goals of this agreement are to provide for prior learning assessment credits and to provide learners with a quality education that prepares them for successful integration into the workforce, create contributing members of society, and instill the need to be lifelong learners. In accomplishing these goals Goodwill/Easter Seals Minnesota and Inver Hills Community College will comply with federal and state legislation and guidelines including accreditation standards.

The partners to this agreement are as follows.

<table>
<thead>
<tr>
<th>Community Based Organization</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodwill/Easter Seals Minnesota</td>
<td>Inver Hills Community College</td>
</tr>
</tbody>
</table>

**Statement of Purpose**

This agreement has been entered into by Goodwill/Easter Seals Minnesota and Inver Hills Community College to grant prior learning assessment credits for the relevant curriculum to the Inver Hills Community College, Customer Service Certificate/A.S. Degree Program: Contemporary Business Practices. The purpose of this agreement is to facilitate the award of prior learning assessment credits and provide a smooth transition from one related education program to another. It is further recognized that the attached appendix shall describe the specific approved curriculum for prior learning assessment credits into the Inver Hills Community College CTE programs. This agreement identifies all required and equivalent courses at each institution in Appendix A: College/University Credit Equivalency Table.

**Terms and Conditions of Credit Transfer:**

The evaluation and transfer of earned college credits shall be in full compliance with Minnesota State Colleges and Universities policies and all other state and Federal education policies pertaining to
undergraduate credit transfer. Program specific requirements and/or required courses are listed for both (all) organizations and defined in Appendix A of this agreement.

**Criteria for Earning College/University Credit**

Students may earn college credits by successfully completing the Goodwill/Easter Seals Customer Service curriculum and passing appropriate examinations and assessments. Students who meet the following criteria are eligible to receive college credit for courses, as identified in the course equivalency table:

To receive college credit, Goodwill/Easter Seals Minnesota must:

- Submit a copy of the Customer Service curriculum and/or the Customer Service Call Center training program Certificate of Completion or the Banking and Finance training program Certificate of Completion to Enrollment Services personnel.
- Submit the roster of completed participants who intend to enroll in Inver Hills Community College. The roster shall include participant's first name, middle initial, and last name, mailing address, email address, phone number(s), and date of birth.

Upon submission of the documents and information to Inver Hills Community College Enrollment Services, a student record/transcript at the College will be created and the course(s) will be recorded on the student transcript as a pass grade, no letter grade such as A-D will be transcripted.
Institution: Inver Hills Community College  
Name of Program(s): Customer Service Certificate/Contemporary Business Practices

Appendix A: College/University Credit Equivalency Table

Students may elect to receive college credit for the training program if course completion requirements have been met as specified in the articulation agreement.

The college will record the college credit and provide a transcript. The Credit Equivalency Table identifies the credit that may be awarded.

<table>
<thead>
<tr>
<th>Community Based Organization</th>
<th>College/University Name</th>
<th>College/University Course Prefix</th>
<th>College/University Course Name</th>
<th>College/University Program/Degree Name</th>
<th>College or University Semester Credit Eligible</th>
</tr>
</thead>
</table>
Articulation Implementation and Agreement Review

The Chief Academic Officer or designee, College Faculty, and the Director of Skills Training or designee of the collaborating organizations, shall be responsible for implementing this agreement, for identifying and incorporating any changes into subsequent agreements, and for conducting a periodic review of this agreement.

This agreement becomes effective on July 1, 2012 and remains in effect until June 30, 2017 unless terminated or amended by either party with prior written notice.

This agreement will be reviewed for renewal at least six months prior to the expiration date.

Authorized Signatures:

Hamid H. Kazeroony
Faculty (Sign & Print Name)
Inver Hills Community College

Joan Kuzma Costello
Vice President for Academic Affairs/Chief Academic Officer (Sign & Print Name)
Inver Hills Community College

Becky Brink Ray
Director of Skills Training (Sign & Print Name)
Goodwill/Easter Seals Minnesota

Sheila Olson
Vice President, Mission Services (Sign & Print Name)
Goodwill/Easter Seals Minnesota

Michael Worth-Davis
President and CEO (Sign & Print Name)
Goodwill/Easter Seals Minnesota
Goodwill/Easter Seals Minnesota offers Medical Terminology curriculum preparing participants for entry into post-secondary health science career programs. Students who successfully complete the Medical Terminology curriculum will be offered the opportunity to transition into Career and Technical Education (CTE) programming offered by Inver Hills Community College.

Guidelines for developing a Career Pathway and Programs have been followed. Course materials/syllabi for the Medical Terminology curriculum and HCM 1111 Medical Terminology course curriculum have been reviewed by Goodwill/Easter Seals Minnesota trainers and the Inver Hills Dean of Allied Health Sciences and align with college curriculum content.

The goals of this agreement are to provide for prior learning assessment credits and to provide learners with a quality education that prepares them for successful integration into the workforce, create contributing members of society, and instill the need to be lifelong learners. In accomplishing these goals Goodwill/Easter Seals Minnesota and Inver Hills Community College will comply with federal and state legislation and guidelines including accreditation standards.

The partners to this agreement are as follows:

<table>
<thead>
<tr>
<th>Community Based Organization</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodwill/Easter Seals Minnesota</td>
<td>Inver Hills Community College</td>
</tr>
</tbody>
</table>

Statement of Purpose

This agreement has been entered into by Goodwill/Easter Seals Minnesota and Inver Hills Community College to grant prior learning assessment credits for the relevant curriculum to the Inver Hills Community College, Health Sciences Career Programs. The purpose of this agreement is to facilitate the award of prior learning assessment credits and provide a smooth transition from one related education program to another. It is further recognized that the attached appendix shall describe the specific approved curriculum for prior learning assessment credits into the Inver Hills Community College CTE programs. This agreement identifies all required and equivalent courses at each institution in Appendix A: College/University Credit Equivalency Table.

Terms and Conditions of Credit Transfer:

The evaluation and transfer of earned college credits shall be in full compliance with Minnesota State Colleges and Universities policies and all other state and Federal education policies pertaining to
undergraduate credit transfer. Program specific requirements and/or required courses are listed for both (all) organizations and defined in Appendix A of this agreement.

Criteria for Earning College/University Credit

Students may earn college credits by successfully completing the Goodwill/Easter Seals Medical Terminology curriculum and passing appropriate examinations and assessments. Students who meet the following criteria are eligible to receive college credit for courses, as identified in the course equivalency table:

To receive college credit, Goodwill/Easter Seals Minnesota must:

- Submit a copy of the Medical Terminology curriculum and/or the Medical Office Skills training program Certificate of Completion to Enrollment Services personnel.
- Submit the roster of completed participants who intend to enroll in Inver Hills Community College. The roster shall include participant’s first name, middle initial, and last name, mailing address, email address, phone number(s), and date of birth.

Upon submission of the documents and information to Inver Hills Community College Enrollment Services, a student record/transcript at the College will be created and the course(s) will be recorded on the student transcript as a pass grade, no letter grade such as A-D will be transcripted.
Institution: Inver Hills Community College     Name of Program(s): Health Sciences Career Programs

Appendix A: College/University Credit Equivalency Table

Students may elect to receive college credit for the training program if course completion requirements have been met as specified in the articulation agreement.

The college will record the college credit and provide a transcript. The Credit Equivalency Table identifies the credit that may be awarded.

<table>
<thead>
<tr>
<th>Community Based Organization</th>
<th>College/University Name</th>
<th>College/University Course Prefix</th>
<th>College/University Course Name</th>
<th>College/University Program/Degree Name</th>
<th>College or University Semester Credit Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodwill/Easter Seals</td>
<td>Inver Hills Community College</td>
<td>HCM 1111</td>
<td>Medical Terminology</td>
<td>Health Sciences Career Programs</td>
<td>2</td>
</tr>
</tbody>
</table>


Articulation Implementation and Agreement Review

The Chief Academic Officer or designee, Dean of Allied Health Sciences, and the Director of Skills Training or designee of the collaborating organizations, shall be responsible for implementing this agreement, for identifying and incorporating any changes into subsequent agreements, and for conducting a periodic review of this agreement.

This agreement becomes effective on July 1, 2012 and remains in effect until June 30, 2017 unless terminated or amended by either party with prior written notice.

This agreement will be reviewed for renewal at least six months prior to the expiration date.

Authorized Signatures:

Dean of Allied Health Sciences (Sign & Print Name)
Inver Hills Community College

Vice President for Academic Affairs/Chief Academic Officer (Sign & Print Name)
Inver Hills Community College

Director of Skills Training (Sign & Print Name)
Goodwill/Easter Seals Minnesota

Vice President, Mission Services (Sign & Print Name)
Goodwill/Easter Seals Minnesota

President and CEO (Sign & Print Name)
Goodwill/Easter Seals Minnesota
AGENDA

Goodwill/Easter Seals Minnesota
Inver Hills Community College
Dakota County Technical College

C4 Learn and Lead Lab
July 16, 2014 – July 17, 2014

JULY 16

GOODWILL/EASTERN SEALS MINNESOTA
553 Fairview Ave. N.
St. Paul

8:00 a.m.      Shuttle Pick-Up at Hotel(s)

8:45 a.m. - 9:00 a.m.          Welcome & Opening Remarks
• Michael Wirth-Davis, D.P.A., President and CEO, Goodwill/Easter Seals Minnesota

9:00 a.m. - 9:30 a.m.          Introductions/Activity
• Jennifer Davis, Senior Director, Mission Systems, GII

9:30 a.m. - 11:00 a.m.         Objectives/Setting the Expectations
• Mary Moorhouse, C4 Program Manager, AACC

Overview of Services and Programs
• Sheila Olson, Chief Services and Programs Officer, Goodwill/Easter Seals Minnesota

Tour of Goodwill/Easter Seals Minnesota

11:00 a.m. – 12:00 p.m.        Review of Business Model
• Becky Brink Ray, Director Employment Training and Education, Goodwill - Easter Seals Minnesota
• Ann T. Deiman-Thornton, Interim Dean of Business and Social Sciences, Inver Hills Community College
• Chad Sheets, Interim Dean of Transportation and Industry, Dakota County Technical College (DCTC)

12:00 p.m. – 1:00 p.m.          LUNCH/Networking
1:00 p.m. – 2:00 p.m.  Stakeholder Engagement (Panel Discussion) – Jennifer Davis
- Mary Rothchild, Senior System Director, Minnesota State Colleges and Universities
- Judy Mortrude, State Program Administrator Career Pathways, Department of Employment and Economic Development – Workforce Development Division
- Mark Jacobs, Director, Dakota-Scott Workforce Investment Board Workforce Development Director, Dakota County
- Russell Fraenkel, Regional Transition Coordinator, Adult Basic Education
- Marty Shimko, Vice President Government and Community Relations Community Affairs Manager - Community Outreach, U.S. Bank

2:00 p.m. – 2:45 p.m.  Implementation (Panel Discussion) – Mary Moorhouse
- Dr. Hamid Kazeroony, faculty Business Department Inver Hills Community College
- Paula Brugge, Director of Outreach & Recruitment Inver Hills Community College
- Julia Miller, College/Career Navigator Good-Easter Seals Minnesota
- Luca Bohn, Lead Trainer Good-Easter Seals Minnesota

2:45 p.m. – 3:15 p.m.  Student Perspectives

3:15 p.m. – 3:30 p.m.  Break

3:30 p.m. – 4:00 p.m.  Breakout Activity - Peer Discussions (Small Groups)

4:00 p.m. - 4:30 p.m.  Reflections (Larger Group)/Next Steps

4:30 p.m.  Shuttle to Hotel

6:00 p.m.  Meet at Pazzaluna for Dinner
Pazzaluna
360 St. Peters Street
St. Paul, MN 55102
JULY 17

INVER HILLS COMMUNITY COLLEGE
Heritage Hall (room 203)
2500 80th St E.
Inver Grove Heights

8:30 a.m.
Shuttle Pick-Up at Hotel(s)

9:00 a.m. – 10:00 a.m.
Tour of Inver Hills Community College

10:00 a.m. -11:30 a.m.
Action Planning Activity (Using the Toolkit and C⁴ Resources to Move Your Partnership Forward)

11:30 a.m. – 12:00 p.m.
WORKING LUNCH

12:00 p.m. – 12:30 p.m.
Closing Comments

12:30 p.m.
Shuttle to Goodwill for Program Showcase

1:00 p.m. – 3:00 p.m.
PROGRAM SHOWCASE

**Working Well Mental Health Clinic (Tour)** – Through its Working Well Mental Health Clinic (WWMHC), Goodwill/Easter Seals provides therapeutic and rehabilitative mental health services to people experiencing emotional disorders and/or mental illness. WWMHC staff use evidenced based practices such as Motivational Interviewing and Cognitive Behavioral and Dialectical Behavioral Therapy to foster clients’ recovery and self-sufficiency. A unique service of WWMHC is the use of the Individual Placement Support Model (IPS). IPS is an evidenced based approach to supported employment for people with mental illness. IPS supports people in their efforts to achieve steady employment in mainstream competitive jobs, either part-time or full-time.

**ReEntry** - Through our ReEntry Program, Goodwill/Easter Seals Minnesota offers a comprehensive array of case management, employment and wrap-around support services designed to help ex-offenders who are returning to the community prepare for and obtain competitive employment, receive training and advance in careers. Services are designed to reduce the likelihood that participants will return to prison. We work closely with the Minnesota Department of Corrections and accept referrals from Vocational Rehabilitation Services. Our ReEntry team led the development of the “STEP AHEAD Workbook” and assisted with refining the iSEEK.org ex-offender website, which is the first website available to incarcerated individuals within prison facilities. The workbook and website help prisoners develop their job search goals and skills prior to release and during their transition into the community. Our program has received several federal grants, including the current grant from the Department of Labor to serve 130 participants on Work Release over the next two years.
FATHER Project (Fostering Actions to Helps Earnings & Responsibility) - The FATHER Project started in 1999 and is an innovative program for low-income fathers which helps them become economically self-sufficient and improve their parenting skills. Services are individualized and may include GED tutoring, legal assistance, job skills training and placement, parenting skills classes, assistance in navigating child support issues, and leadership development. Through strong collaborative partnerships, the program has effectively engaged fathers from the Twin Cities’ diverse ethnic and cultural communities. In 2012, the FATHER Project built on the success of its Minneapolis location and began offering services in Greater Minnesota (St. Cloud, Rochester, and Park Rapids) as well as in St. Paul and surrounding metro communities. Funding is provided by the Department of Health and Human Services, Office of Family Assistance.

Automotive & Construction Training Facility (Tour) –

- **Automotive Service Technician Training** is a 150-hour, 8-week course designed to provide short term skill acquisition training and support in the areas of shop safety, engine lubrications, cooling systems, tire, belts, brakes, customer service, technical service information and 20-point inspection and maintenance. The course includes a combination of curriculum-based classroom instruction and hands on training in a 5,600 square foot four bay auto shop.

- **The Construction Training** is a 300-hour, 12-week course in construction fundamentals, including OSHA 10 certification, instrument and tool usage, math and measuring, blueprint reading, fabrication, framing, sheathing and finishing skills, installation of doors and windows, and Lead Abatement Worker certification. This course includes a combination of curriculum-based classroom instruction, construction shop work in a 2,500 square foot lab, and actual construction site work experience with paid training wages.

3:00 p.m. Shuttle to Airport