

**Community College-Nonprofit Partnerships  
Courses to Employment Workshop Sessions  
The Aspen Institute, Workforce Strategies Initiative  
2010 NCWE Conference  
October 16 – 19, 2010  
Hyatt Regency Washington**

**Partnerships between Community Colleges and Nonprofits—Why is the Partnership Approach Effective for Serving Disadvantaged Adult Students?**

(Maureen Conway, WSI; Bill Browning, Northern Virginia Community College; Sharon LeGrande, Northern Virginia Family Service)

***Sunday, October 17, 10:30 a.m. - 11:30 a.m. Concurrent Session A  
Session 6 (Glacier\*) – Community College-Nonprofit Partnerships***

This session draws on findings from the Aspen Institute’s *Courses to Employment* project funded by the Charles Stewart Mott Foundation. The session provides information on partnership approaches designed to address “traps” — the myriad institutional and cultural barriers that disadvantaged adult learners experience. These traps range from financial aid, to registration, to course sequencing, to navigating the parking lot. Working together these partners have found strategies to help students avoid these traps and succeed in college. This session will include a mini case example of Northern Virginia Community College and Northern Virginia Family Service’s formal collaboration model.

**Managing Data to Learn about Student Outcomes**

(Amy Blair, WSI; Ricardo Estrada, Instituto del Progreso Latino)

***Sunday, October 17, 1:15 p.m. - 2:15 p.m. Concurrent Session B  
Session 6 (Glacier\*) - Community College-Nonprofit Partnerships***

This session draws on findings from the Aspen Institute’s *Courses to Employment* project funded by the Charles Stewart Mott Foundation. Initiatives with both employment and education goals, using resources from more than one institution and operating over long periods of time, are challenging to monitor and evaluate. This session provides information about issues and challenges (and opportunities and solutions!) inherent in collaborative data studies. It will highlight the experiences of a Chicago healthcare partnership, Carreras en Salud, a collaboration between Instituto del Progreso Latino and Wright College.

## **Engaging with Employers on Behalf of Disadvantaged Adult Students**

(Amy Blair, WSI; Andrew Ang, Pacific Associates; Lennie Ciufu, Los Angeles Valley College; Gloria Moore, Community Career Development, Inc.)

**Monday, October 18, 10:00 a.m. - 11:00 a.m. Concurrent Session D**  
**Session 6 (Glacier) - Community College-Nonprofit Partnerships**

This session draws on findings from the Aspen Institute's *Courses to Employment* project funded by the Charles Stewart Mott Foundation. Sector workforce development leaders in community colleges and nonprofit organizations engage with employers in a wide variety of ways that go beyond either traditional industry advisory committees or "asks" for job placements for graduates. In this session panelists will describe how they work with business representatives to learn about specific employment opportunities and forecast employment demand, plan services, get input on curriculum, develop new resources, and provide learning opportunities for students and more.

## **Resources to Support Student Success**

(Maureen Conway, WSI; Peter Cavanaugh, Workforce Development Council of Seattle-King County; Robert Matthews, Mott Community College)

**Monday, October 18, 11:15 a.m. - 12:15 p.m. Concurrent Session E**  
**Session 6 (Glacier\*) - Community College-Nonprofit Partnerships**

This session draws on findings from the Aspen Institute's *Courses to Employment* project funded by the Charles Stewart Mott Foundation. A principle question investigated in *Courses to Employment* revolves around how participating colleges and nonprofit partnerships finance the range of academic and non-academic supports low-income adult students need to complete occupation-specific certificate and degree programs and enter employment. This session will describe different approaches to packaging and managing myriad funding streams, including cases highlighting the specific ways in which these resources support the success of individual students over time. Opportunities to leverage in-kind community resources will also be discussed.

## **Earning and Learning: Designing Programming to Achieve both Short-Term Workforce and Long-Term Educational Goals**

(Allison Gerber, WSI; Tom Dubois, Instituto del Progreso Latino; Madeleine Roman-Vargas, Wilbur Wright College; Susan Hoyne, Shoreline Community College)

**Monday, October 18, 2:00 p.m. - 3:00 p.m. Concurrent Session F**

**Session 4 (Congressional C/D\*) - Community College-Nonprofit Partnerships**

This session draws on findings from the Aspen Institute's *Courses to Employment* project funded by the Charles Stewart Mott Foundation. Low-income college students often have long-term education goals as well as immediate employment needs. Meeting and managing both sets of needs can present a variety of challenges. This session highlights the work of two partnerships (working in the automotive and health care sectors) that deliver short-term contextualized programs leading to immediate employment, college credit, and preparing students to continue their education once employed.

## **Innovative Approaches to Helping Adult Learners Enter and Succeed in College**

(Matt Helmer, WSI; Dazzie McKelvy, Capital IDEA; Susan Craver, Training Futures)

**Monday, October 18, 2:00 p.m. - 3:00 p.m. Concurrent Session F**

**Session 6 (Glacier\*) - Community College-Nonprofit Partnerships**

This session is based on findings from The Aspen Institute's *Courses to Employment* project funded by the Charles Stewart Mott Foundation. In this session, Aspen Institute staff will facilitate a discussion with representatives from Capital IDEA in Austin, TX and Training Futures in Northern Virginia. Panelists will discuss the unique approaches their organizations use to supplement more traditional supportive services and help disadvantaged adult students "re-envision" themselves as college students and professionals. These strategies include helping students to establish strong peer support groups and using an "imaginal" learning approach to foster students' self-motivation to succeed, among other approaches.