

## **Walmart Brighter Futures 2.0: College Sustainability Plan Delta College**

### **I. Best/promising practice(s) identified during the project.**

- A. Just-in-Time, Short-Term Training Programs - Development of short term training programs and support services aimed to meet the hiring needs of local employers and provide opportunities for participants to secure employment in middle-skill jobs. The programs resulted from partnerships of local employers, the Local Workforce Investment Board, and the community college working together to identify local workforce needs in middle-skill jobs, creating short-term training programs for individuals identified and recruited by the Workforce Investment Board.
- B. Leveraging Services of Local Workforce Investment Board - Our Local Workforce Investment Board provides the following services: intake, assessment and advising/counseling, basic skills and literacy training, job readiness and wraparound services. Leveraging these services already in place allows the community college to focus its efforts on identifying middle-skill employment opportunities in the district and on providing middle-skill job training.
- C. Program Evaluation and Continuous Improvement - All partners in these programs—employers, the Workforce Investment Board, and the community college—review the process and outcomes of all programs and made adjustments leading to better prepared individuals receiving and completing middle-skill job training leading to employment.
- D. Integrating Resume Writing and Interviewing Skills in Middle-Skill Training Programs - Participants were mentored on how to document and communicate the skills and abilities they have acquired in the middle-skills training programs and how these skills and abilities relate to the middle-skill jobs they are seeking.

### **II. Rationale for institutionalizing the best/promising practice(s) identified above.**

- A. Community colleges can assist with economic development in their communities by implementing programs which provide employers with the talent needed to grow their businesses and also provide individuals with middle-skill, middle-wage jobs leading to economic independence. Through employment from these programs, individuals are able to further develop their jobs skills and grow into higher-skill and higher-wage jobs.
- B. Building relationships with existing community partners (such as local workforce development boards) allows programs to leverage existing services, avoid duplication of services, and get programs up and running quickly.
- C. One important part of a community college's mission is to provide programs meeting the employment needs of its community. The Walmart Brighter Futures 2.0 Program provided additional opportunities for the community college to connect with local employers and implement programs which provide pools of qualified individuals for middle-skill, middle-wage jobs.

- D. Through continuous improvement analysis, these programs are constantly being reviewed to determine they are still relevant and meeting employer needs as well as leading to middle-skill, middle-wage jobs for participants.

### **III. Fiscal implication(s) for institutionalizing the best/promising practice(s) identified above.**

- A. The partnership between the community college and the Local Workforce Investment Board (WIB) has allowed the college to leverage many of the pre-training services that are already provided by the WIB. Our local WIB provides most intake, assessment, advising, counseling, basic skills and literacy training, job readiness, and wraparound services. There is no reason for the college to duplicate a system already in place and existing services saved the college substantial resources. As a result, we were able to allocate a high percentage of the Walmart Brighter Futures 2.0 funds to training stipends for participants.
- B. Focusing programs on areas of greatest need by employers who are hiring for middle-skill, middle-wage jobs allows participants a greater chance of hire at program completion. This has a positive economic impact on the community, both to employers and to new employees in the middle-skill jobs.
- C. The partnership between Delta College and employers has allowed us to adjust our programs as needed. Employers provide us feedback on performance of individuals who have completed a Walmart Brighter Futures 2.0 program, as well as other feedback they deem important for the program. We take this feedback and make adjustments to our curriculum and program to ensure we are providing employers with individuals who have the skills necessary to perform successfully on the job. Employers are able to grow when they have access to a workforce with the skill set they need and individuals are able to improve their economic circumstances with employment in middle-skill, middle-wage jobs.

### **IV. Partnerships/sponsorships established during the project that should be continued.**

Through this program, Delta College has been able to strengthen its relationship with its local workforce development board and local employers. This has resulted in all parties continuously accessing the employment needs in our region and attempting to meet these needs by preparing individuals for openings in middle-skill, middle-wage jobs that currently exist or will become available in the near future. The Walmart Brighter Futures 2.0 Program has reinforced the critical roles all partners play in growing the economic viability of our region.

### **V. Internal institutional collaboration during the project that should be continued.**

Featuring our middle-skill job training programs on the colleges' main Web page: This practice helps inform potential participants of the expectations of the middle-skill jobs and the training programs to help them qualify for those jobs. In addition, this practice also informs internal college employees that these programs are running and helps them to point potential participants to the correct office.

Collaboration with Career Services on resume writing and interviewing training: Our Career Services department has collaborated on resume writing and interviewing skills portions of the program. This

process has allowed Career Services to see how industry is using skills-based interviewing and to use this process with students from all our other programs.

Collaboration with faculty and labs: We leverage faculty and labs wherever we can as we realize we are all serving the same employers and jobs seekers in our community.

## **VI. Integration timeline for identified activities.**

Processes have been set up for all of the internal collaboration activities sited above. We need to implement each time it is determined that employers have hiring needs and we run a middle-skill training program to met their needs and the needs of the job seeker.