

# Moving Low-Income Individuals Into Middle-Skill Jobs

A REPORT OF THE WALMART BRIGHTER FUTURES 2.0 PROJECT



LEAGUE FOR INNOVATION IN THE COMMUNITY COLLEGE

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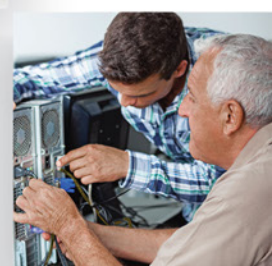
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For more information about the project, visit [www.league.org/wbf2](http://www.league.org/wbf2).

The tumultuous economic climate in the years since 2008 resulted in alarming unemployment statistics, with, for example, 14.8 million (9.6 percent) unemployed Americans in 2010 (Bureau of Labor Statistics, 2010). Although unemployment levels have declined during the more recent recovery—the total rate of unemployment had fallen to 5.3 percent by 2015 (Bureau of Labor Statistics, 2015)—economic uncertainty continues to impact employment. The volatile unemployment rates since the start of the Great Recession have provided a stark reminder of the connection between education level and career opportunity.

According to a 2016 Lumina Foundation report, slightly over 45 percent of Americans between 25 and 64 years of age had a high-quality postsecondary certificate, associate degree, or baccalaureate degree in 2014. At the same time, it is estimated that by 2020, 65 percent of jobs in the United States will require postsecondary education and training beyond high school (Carnevale, Smith, & Strohl, 2013). At the current rate of credential attainment, it is estimated that almost eleven million individuals will lack a credential by the year 2025 (Lumina Foundation, 2016).

By closing the education and training gap, there is a stronger likelihood that unemployment figures will move in a positive direction. Failure to close the education and training gap and, ultimately, the talent gap, will impede the efforts of individuals to achieve economic self-sufficiency. Furthermore, helping the underemployed move into more financially self-sufficient jobs requires additional education and training.





## WALMART BRIGHTER FUTURES 2.0 PROJECT

The Walmart Brighter Futures (WBF) 2.0 Project was a two and a half-year collaborative effort between the Walmart Foundation and a select group of the nation's community colleges led by the League for Innovation in the Community College.

The overarching goal of the project was to provide low-income adults and older youth the skills necessary to obtain middle-skill jobs, enabling them to become financially self-sufficient. In order to meet this challenge, these individuals needed programs in which to upgrade their skills and obtain credentials to match the skills required for 21<sup>st</sup> century jobs.

The twelve colleges selected to participate in the project provided services and programs to move low-skill, low-income individuals in their service areas into middle-skill jobs, thus helping to close the gaps described above. The six returning colleges (Central Piedmont Community College, Cuyahoga Community College, Miami Dade College, Moraine Valley Community College, Seattle Colleges, and Sinclair Community College) served in a mentor role to the six new colleges (Anne Arundel Community College, Delta College, El Centro College/Dallas County Community College District, Kirkwood Community College, Maricopa Community Colleges, and Santa Fe College).

The project was supported by a \$3.5 million grant from the Walmart Foundation, and was built on the success of the Walmart Brighter Futures 1.0 Project. Each participating college received financial support and technical assistance to develop a project that would address the needs of low-skilled, low-income individuals in its service area.





### *Partnerships With Local Agencies and Businesses*

In addition to the development and implementation of programs and services, each college reached out to local agencies and community-based organizations that served unemployed, underemployed, and other targeted populations. The colleges also networked with local public workforce operations to leverage the programs and services available and to offer more comprehensive interventions for program participants. The job readiness and wraparound support services provided by community partners were instrumental in the overall success of the project.

Employer engagement was also a critical dimension of the Walmart Brighter Futures 2.0 Project. College staff reached out to the business community to identify training programs that would lead to middle-skill jobs. Business contacts were asked to provide input into the design of these programs, and to serve as mentors to participants, providing shadowing experiences, mock interviews, and résumé reviews.

## PROJECT OUTCOMES

The 12 independent projects at the partner colleges collectively became part of the national project in which an anticipated total of 9,000 individuals would be served. Of the overall total, 4,000 would be enrolled in job training programs. Of those individuals, at least 80 percent ( $n=3,200$ ) would be awarded a credential upon completion and at least 50 percent ( $n=2,000$ ) would be employed in middle-skill jobs. It was anticipated that 45 percent ( $n=900$ ) of those entering middle-skill jobs would earn a wage increase. The colleges used existing and new strategies to meet the goals of their individual projects, and worked with local agencies and organizations to leverage additional resources to augment funding provided by the Walmart Foundation.





The Walmart Brighter Futures 2.0 Project exceeded projected outcomes for the initiative. Moreover, the participating colleges continue to offer successful services and programs beyond grant funding, demonstrating that the efforts are sustainable.

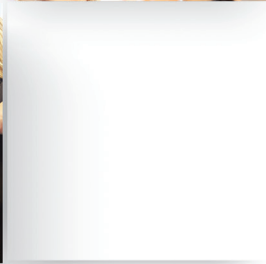
- 143 percent (12,889) of the targeted 9,000 individuals were served overall by the project
- 149 percent (5,954) of the targeted 4,000 individuals were enrolled in job training programs
- 285 percent (6,840) of the targeted 2,400 individuals were awarded a job-training and/or industry credential
- 142 percent (4,533) of the targeted 3,200 individuals completed middle-skill job training
- 110 percent (2,205) of the targeted 2,000 individuals were placed into employment
- 181 percent (1,629) of the targeted 900 individuals completed training and received a wage gain
- 358 percent (\$9,394,179) of the targeted \$2,625,000 (75 percent of the Walmart award allocation) was leveraged by the twelve partner colleges

## COLLEGE PERFORMANCE TO GRANT GOALS

	Intake	Basic Skills & Literacy	Job Readiness	Wrap Around	Middle-Skill Completion	Placement
Performance	12,889	4,663	6,041	9,363	4,533	2,205
Grant Goals	9,000	3,600	3,600	9,000	3,200	2,000
Performance to Grant Goals	143%	130%	168%	104%	142%	110%

## OUTPUTS AND OUTCOMES

	Intake	Middle-Skill Enrollment	Awarded Job-Training and/or Industry Credential	Middle-Skill Completion	Completed Training & Received Wage Gain	Placement
Performance	12,889	5,954	6,840	4,533	1,629	2,205
Grant Goals	9,000	4,000	2,400	3,200	900	2,000
Performance to Grant Goals	143%	149%	285%	142%	181%	110%



## INDIVIDUAL COLLEGE PROJECTS

The projects at the 12 Walmart Brighter Futures 2.0 Project colleges, while varied, all created and expanded upon opportunities for low-skill individuals to become successful in today's labor market. The next pages of this report provide insights into each college's efforts, including what worked in each locale to meet the overall project goals.

For detailed outcomes, successes, and resources from each participating college, visit <https://www.league.org/project-resource/walmart-brighter-futures-20-toolkit-and-resources>.

## RESOURCES

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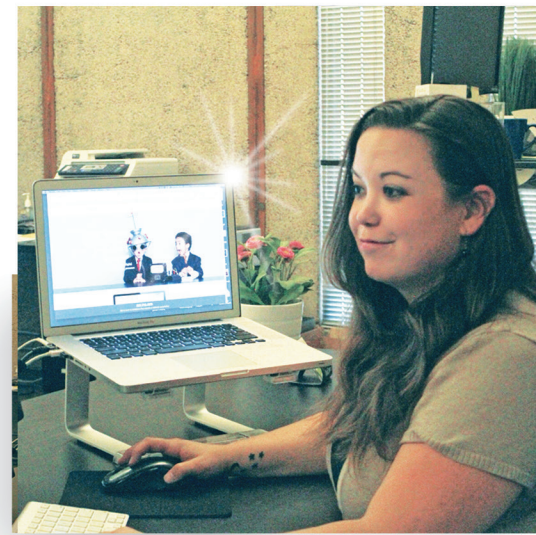
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## AMANDA (MARICOPA COMMUNITY COLLEGES)

*"Brighter Futures gave me an opportunity to pursue my dream of a career in the Web and graphic design industry. There were so many helpful resources available. Shortly after joining the program I was hired as an intern at ParaCore, a local Web development company. My internship has now turned into a full-time position as a project manager; a real career change! I am grateful for the opportunities given to me."*





*"Participating in the Walmart Brighter Futures 2.0 Project has allowed me the incredible opportunity to achieve the American dream. Working full-time as a casino dealer is a great job with a good salary. I am now a first-time home owner. Walmart Brighter Futures 2.0 opened my eyes to the advantages of life-long learning, and I successfully completed additional training classes that have further advanced my career. Thanks to the Walmart Foundation, my life has become one of achievement."*

– Pakkawadee

## ANNE ARUNDEL COMMUNITY COLLEGE

The mission of Anne Arundel Community College's (AACC) Walmart Brighter Futures 2.0 Project is to prepare low-skilled, low-income individuals for a high-demand, middle-income job with a defined career pathway. The project specifically provides accelerated casino dealer training combined with contextualized adult basic skills curriculum and wraparound student support services to increase student retention and success. As a new industry to the State of Maryland, casinos offer significant job opportunities. Multiple casinos have opened to date, and additional casino job opportunities exist in nearby states such as West Virginia, Connecticut, New Jersey, and Pennsylvania.

### PAKKAWADEE

Born in Thailand, Pakkawadee moved to the United States with her family at a young age. She struggled to learn English while attending high school. Upon graduation, Pakkawadee worked in a warehouse in Kentucky, a job that was not rewarding for her or career-focused. In 2014, she moved to Maryland to start a new life when she heard about the Walmart Brighter Futures 2.0 Project. After completing the casino dealer training at Anne Arundel Community College, Pakkawadee was hired as a table games dealer. Always setting new goals for herself, she took additional casino dealer training and has been promoted as a poker dealer in one of the largest casinos in the country. Now committed to life-long learning, Pakkawadee speaks three languages—Thai, Laotian, and English—and is enrolled in American Sign Language and Spanish language classes.





*"I am someone who decided to change careers after almost 30 years as an engine and electro-mechanical equipment supervisor. I enrolled at CPCC to pursue a degree in the computer technology industry. I found out the CPCC Career Professional center was available to guide me. The department was key in providing the structure I needed to gain employment in today's job market."*

– Judy

## CENTRAL PIEDMONT COMMUNITY COLLEGE

Central Piedmont Community College's (CPCC) STEM Career Connection initiative focuses on providing training that prepares students for middle-skill jobs in high-demand industries in the Charlotte region. CPCC offers two training programs as part of the Brighter Futures-funded STEM Career Connection initiative: CompTIA A+ Certification/Computer Technology Integration and Cisco Certified Network Administrator Certification/Computer Technology Integration. In addition to receiving middle-skill job training, students are provided a voucher to cover the exam cost for a national certification, have access to CPCC's many wraparound support services, and receive career services and job placement assistance. At CPCC, students have the opportunity to enroll in a workplace learning opportunity which provides them with hands-on, practical work experience.

### JUDY

Judy, a seven-year Army veteran, owned and operated a home appliance repair business in the Charlotte, NC, area while raising her children. Once the kids reached young adulthood in 2012, she began attending classes at CPCC as a dual associate candidate in IT Network Administration and IT Network Infrastructure. Judy's business contracts began to decline greatly in 2013 as a result of the economy. While attending classes, she discovered that volunteer time and certifications play a key role in obtaining a decent job in the IT field today. So, in the summer of 2014, Judy began CPCC's volunteer intern program in IT and signed up to take certification prep training. With the career center providing the payment she needed to take her certification tests, Judy was able to get CompTIA A+ and Cisco CCNA certifications. CPCC career professional center staff further assisted her with résumé formatting, interview questions, and interview answers for potential employers. In February 2016, Judy was offered and accepted an IT infrastructure Analyst II position at CPCC ITARS. She currently works solely in her new field and graduated in May 2016 with dual major degrees.





## CUYAHOGA COMMUNITY COLLEGE

Support from the Walmart Brighter Futures 2.0 initiative provided Cuyahoga Community College (Tri-C) with the resources necessary to implement basic skills and literacy services, job readiness assistance, support services, and middle-skills job training programs to transition individuals into well-paying jobs. Tri-C is able to continue enhancing its employer and partner engagement strategies, and program and competency development methodologies, and to facilitate the modification and sharing of the model nationally. The Tri-C WBF 2.0 program works with program managers to engage and enroll candidates in middle-skills work training programs in industries such as healthcare, manufacturing, welding, and information technology. Tri-C is also approved to utilize grant funds to award training scholarships and bus passes for middle-skills training participants. All of the training programs offer multiple industry-recognized certifications.

## EVONTE

Before Evonte enrolled in the Brighter Futures program, he was working long hours as a janitor and feeling directionless and purposeless. The resident of Cleveland knew he was meant for something greater, so he began thinking about what he wanted to do with his life. After exploring a variety of programs and job opportunities, Evonte learned about a program at Cuyahoga Community College that not only had great potential, but was free.

*"The Network Support Specialist program allowed me to earn several different certifications in IT and hands-on experience... I am just so happy that I grabbed ahold of one of the many opportunities that Tri-C has to offer," he says. "Now, a year later, my life is in a place I couldn't have ever imagined. I am an IT professional at a worldwide company, and I have been here for a year."*

Today, Evonte says he tells those searching for a new career path to never give up. "It may take months or years to find your niche, but never get discouraged."

## DELTA COLLEGE

Delta College works collaboratively with its local Workforce Investment Board—Great Lakes Bay Michigan Works!—and local employers Nexteer Automotive (automotive parts manufacturing); Morley Companies (customer service employer); and Dow Chemical Company, Dow Corning, and Hemlock Semiconductor (chemical industry) to design and implement short-term training programs to prepare low-wage, low-skill individuals for employment in middle-skill, middle-wage jobs. Delta's training programs, or Fast Start™, are designed with input from employers to meet the specific job requirements of each employer. In addition to teaching individuals the skills needed to be successful on the job, participants are taught how to write a résumé and how to communicate their skills in a job interview.

### JEFF

*"In February 2014, the automotive manufacturing plant I had worked at for seven years closed its doors permanently. For my family, it was the second time we had experienced this. With manufacturing being my only background, there didn't seem to be many opportunities for me to gain employment again to support my family.*

*That's when I found out about the Chemical Process Operator Fast Start program at Delta College. Being laid off, I had the opportunity to get into the program. However, if it weren't for the funding made available thru the Walmart Brighter Futures program, I may not have been able to attend.*

*Almost immediately after completion of the Chemical Fast Start program, I was offered and accepted a position at Dow Chemical as a Chemical Process Operator. This position has exceeded my previous compensation and has secured my and my family's future. I would hate to think how things would have been different if it were not for Delta's program and the funding I received from Walmart Brighter Futures."*





## EL CENTRO COLLEGE (DALLAS COUNTY COMMUNITY COLLEGE DISTRICT)

El Centro College's Walmart Brighter Futures 2.0 program focuses on training or retaining financially challenged individuals to improve their ability to thrive in the current workplace. El Centro has implemented assessment tools to emphasize participants' strengths and weaknesses. Instruction and learning tools are customized to accommodate participants' proficiency levels and strengthen those areas that pose challenges to content and skill mastery. The college also offers specialized courses that prepare participants for entering or reentering the workforce by simulating workplace scenarios and dissecting participants' actions and reactions to these topics. There are five primary career pathways offered with embedded stackable credentials that train participants in high demand occupation fields. During and after completion of the programs, El Centro offers resources to participants to assist in obtaining employment.

### YOTARA

*"Approximately two years ago I made up my mind to make a lifestyle change. I started thinking and searching for a path to build up my self-esteem and raise my family to have a better life. I came across a program that changed my entire life called the Walmart Brighter Futures program. It gave me hope.*

*Since participating in the program I have gained so much knowledge... The classes and instructors were so helpful. I was able to get a job that I know I would not have been able to qualify for before going through the BOSS program.*

*I graduated from the BOSS program and have received many certificates and hands-on training that helped me get ahead. I read and write better and I am able to use new technology. With the new skills and training, I am able to help my children and others with their education. Now I have so many opportunities and goals to look forward to. My future seems so bright now, and I am so thankful for the Walmart program."*



## KIRKWOOD COMMUNITY COLLEGE

Kirkwood Community College has implemented a career pathway system of training and support services through public and private partnerships. The system is designed to assist individuals to enter training in high-demand industries along a continuum of basic skills: high school equivalency diploma, industry-recognized credentials, short-term certificate training, one-year diplomas, and two-year degrees. For the purpose of this project, Kirkwood is primarily focusing on advanced manufacturing, health care, and information technology. The college manages Skills to Employment, which is co-located with IowaWORKS, the home of the regional workforce system, and operates with an integrated model emphasizing skill development needs of the available workforce. In addition, Kirkwood opened a Center for Lifelong Learning for students who need a high school equivalency diploma and bridge training to develop basic skills.

### CAROLINA

Carolina lives by the saying "People who are serious about success take charge instead of waiting for help to arrive." Carolina came to the United States in the early 1990s to create a life for her family. "I wanted to increase my skills. As an English language learner, I knew I needed additional training in order to find a better job." Carolina began a journey of learning English at local nonprofit organizations. She then proceeded to earn her high school diploma. During this time, Carolina worked multiple jobs to help provide for her family.

In March 2015, Carolina was working forty-plus hours a week in housekeeping and phlebotomy, earning a starting wage of \$11 an hour. She was in search of additional training to advance her skills and earn a higher wage. She enrolled in Kirkwood's Career Pathway Program, which offers basic skills bridge training and prepares students to be successful in short-term certificate training. Carolina enrolled in Office Professional Training and earned an Office Professional Certificate. She utilized career services on campus and developed her résumé along with an action plan to assist her in her job search. Upon completing training, Carolina obtained full-time employment at Toyota Financial Services earning \$16.50 an hour.

*"I worked hard to increase my English and through KPACE I found the computer skills training I needed and landed a job I am extremely proud of obtaining. I feel more confident and polished in my professional life. With the help of KPACE, I was able to find full-time employment at a place I wanted to work. I am happy I was chosen for this program and have developed positive relationships with both classmates and staff. The staff is always willing to help because they love what they do and it shows."*





*"I wanted more than a good job—I wanted a career."*

– Kevin

## MARICOPA COMMUNITY COLLEGES

The Walmart Brighter Futures Project at Maricopa Community Colleges provides financial resources for 16 different programs to cover tuition stipends and the cost of prep work and certification exams. Rio Salado College, Mesa Community College, the Maricopa Skill Center, and the Southwest Skill Center offer a wide variety of credit and noncredit training options—ranging from professional childcare to medical billing and coding to welding—to prepare students for middle-skill jobs. The grant project has helped individuals to obtain a High School Equivalency Diploma and to begin their college and career pathway by providing the opportunity to earn the following middle-skill certifications: National Career Readiness Certificate, Academic Certificate in Early Childhood Education, CompTIA certifications, and Cisco Certified Network Associate certifications.

### KEVIN

At age 52, Kevin was looking for something new. "I wanted more than a good job—I wanted a career," he says. Kevin's dad always told him that machinists had good, solid careers. So, after time in the military and as a military contractor, he contacted the Maricopa Skill Center at the Maricopa Community Colleges. He researched the Precision Machining program and enrolled with financial help from the VA.

After completing the program in machining and obtaining certifications from the National Institute for Metalworking Skills, with the support from Walmart Brighter Futures funding, Kevin began his new career at Hunter Douglas as a CNC molder operator. To land the job with this multinational window coverings company, Kevin says he demonstrated his natural ability as a problem solver as well as the skills he mastered during his training at the Maricopa Skill Center.



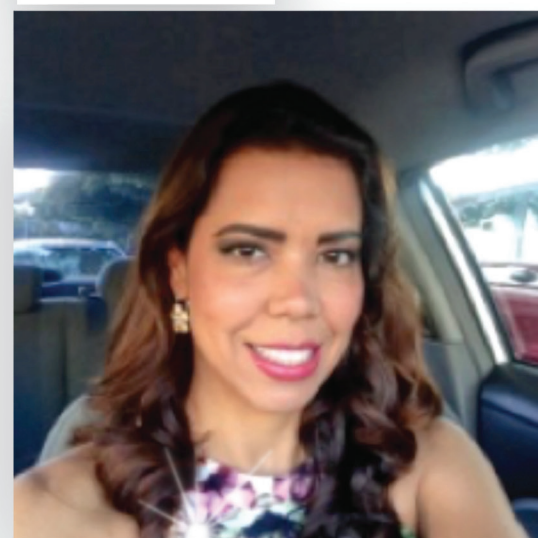


## MIAMI DADE COLLEGE

The Walmart Brighter Futures Project Back-to-Work Center at Miami Dade College's (MDC) Wolfson Campus is open to MDC students as well as potential students in the Miami-Dade County community living at or below 150 percent of the U.S. Federal Poverty Guidelines. Clients must complete a one-on-one interview with a Client Support Specialist to assess needs, experience and abilities, educational goals, and financial situation. Clients may complete a career interest assessment, the results of which are used to hone in on possible career options and possibilities, thus shaping individualized training plans. Clients may also apply for federal financial aid, register for GED training, take English classes, participate in résumé writing and interviewing skills training, and use the computer lab to search for a job.

## ZAYMAR

*"My special thanks to your team for the wonderful job you did on the Walmart Brighter Futures Project. I was delighted with the whole process: welcome, trainings, interaction with other students/professionals. I especially appreciated your guidance through the reemployment process when I needed it the most. The extra time and effort you put in were certainly worthwhile. It is a joy for me to work with such dedicated and talented Miami Dade College staff... During my experience with your project, I was able to improve my professional skills and, at the same time, I was continuously looking for a job. ...I also was able to continue my volunteer work with the Veteran Affairs Miami Healthcare System and I was recognized for that. Thank you again for giving me the opportunity to be one of the participants of your project... I certainly recommend this experience and I am proof of how successful you can be when you are motivated to achieve goals in life."*





*"I want a better opportunity to provide for my family. More education will help me find a higher paying job. I haven't done math in almost 30 years. I forgot some of this. My math skills are better. Now I can do math faster at work and help my children with their homework!"*

– Abdullah

## MORaine VALLEY COMMUNITY COLLEGE

Through the Walmart Brighter Futures 2.0 Project, and utilizing a case management approach and continuum of services, Moraine Valley Community College (MVCC) has been able to identify pathways for participants by providing career exploration opportunities, contextualized general education, scholarship awards, supportive services, and job-readiness training to prepare them for options they may never have considered. Strategic partnerships are cultivated both on campus and throughout the region with employers and social service agencies that offer resources to unemployed and underemployed individuals. WBF 2.0 Project participants are new and currently enrolled students who receive referrals to and from the Job Resource Center, BTW 50+, TRIO, WIA, and DOL grant-funded programs at MVCC, public libraries, community-based organizations, and the Illinois Department of Employment Security.

### ABDULLAH

Abdullah is a hardworking father of four who migrated to the U.S. from Jordan to provide a better life for his family. He is searching for a career that can afford him the income and lifestyle to meet the demands of a growing family.

Abdullah found an entry-level job as a mechanic and quickly learned of the difficulties associated with raising a family with limited resources. He enrolled in MVCC's WBF 2.0 contextualized math program to learn about manufacturing employment opportunities that can take him from a job to a career. Through the program, Abdullah refreshed his math skills, learned to use precision measurement instruments, and completed an ESL course. He is eager to work, learn, and help others. He is considering a career in welding or steel working as a result of the MVCC contextualized math program.





*"Because I always enjoyed working with my hands, the Air Conditioning, Refrigeration, and Heating Technology (HARV) Certification Program was just the program for me."*

– Thomas

## SANTA FE COLLEGE

The Walmart Brighter Futures 2.0 Project has given Santa Fe College the opportunity to help low-income individuals to complete certificate and industry credential programs, which lead to middle-skill jobs and further educational training. Participants who are concurrently enrolled in GED, ESOL, or college readiness classes are no longer waiting to begin the next phase of their lives, but working toward their long- and short-term goals simultaneously. Some have gone on to further educational training, while others have gone directly to work following the completion of their chosen certification program. Partnerships between Santa Fe College and community support agencies provide resources to help students eliminate barriers to program completion and success, including homeless services; food, utility, and child care assistance; and mental and physical health services.

## THOMAS

Thomas was in prison and close to his release date when he heard about the HARV program from a friend. As soon as he was released, he looked up the program at Santa Fe College. The program was intense; full days, four to five days a week. With this school schedule, he had to quit the roofing job he'd obtained on his release. He still had to work, so he got an evening job at a local seafood restaurant. Thomas put in long days working toward his dream. He started his day each morning by getting his daughter ready and taking her to school. He attended his HARV classes, worked at the restaurant in the evening, and went home to do his homework. Even with all of these responsibilities, he maintained a B+ average. A setback came in the nonnegotiable state requisite for Thomas to bring his literacy skills to the required level. Though his reading and math skills were fine, language was the difficult area. The Walmart Brighter Futures 2.0 Program provided support and individual tutoring for him to meet these goals. Thomas added the task of studying for his language test to his day. Through his hard work and tutoring assistance provided by the Walmart Brighter Futures 2.0 Program, he met this goal right before graduation.

Thomas now works full time with a commercial company in Atlanta. He is eligible for additional hours and overtime, and has full benefits, a 401K, and profit sharing in the company. Thomas said, "I love my job. I am up for my first year review soon, and I hope to get a raise." Thomas plans a trip to visit the current HARV students. He wants to inspire others—to let others know it's never too late.





## SEATTLE COLLEGES

The Seattle Colleges Walmart Brighter Futures 2.0 program focuses on infrastructure developments, curricular enhancements, and support services that help recruit, retain, and move low-income, low-skill individuals into middle-skill training and jobs. Enhancements have been made to the intake and onramp processes, to program offerings, particularly in health care and manufacturing, and to the job preparation and job seeking tools and strategies available to students. The Foundational Health Care Bridge Curriculum is an example of a cross-district curricular enhancement that will serve students well beyond the life of the grant. In addition, the Walmart Brighter Futures 2.0 Project allowed Seattle Colleges to build tools and supports for students exiting their programs, including a job seeking and recruitment tool.

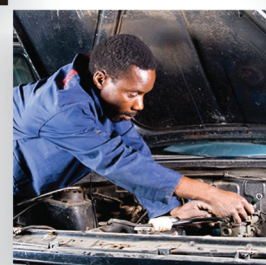
### PHUONG

*"I cannot fully express the despair I experienced during my job search after graduating with my bachelor's degree. Rejection after rejection really does tear a person down, both emotionally and even physically. That was me for four months after graduation. Today, I am the Marketing Coordinator for Hilton Worldwide. Every day I work an 8 to 5 shift, spending 8 hours a day doing what I've always wanted to do in a field I have always loved. This would not have been possible without the support I received from South Seattle College and the resources readily available to me—resources like CareerHub. I had the requirements and I had the experience. I just did not use the right resources. Fortunately, I found them just in time."*

*I came to South Seattle College as a Running Start student from Evergreen High School at the beginning of my junior year... I was told that it was nearly impossible for me to graduate on time, even with the extra credits from Running Start. This transition changed my life for the absolute best. At South, I found a community. I discovered my skills. I realized my dreams, built my ambitions, and gained my confidence. South was my second home—one that taught me how to be a better student, worker, and leader. Two years later, I attended two graduations and received two certificates: a high school diploma with my high school classmates and an Associate of Arts with my college classmates."*

*From the moment I stepped onto South's campus to the day I walked away from the University of Washington with my bachelor's, I worked part-time at South through various student leadership and success roles. This period was when I grew the most. This was also when I learned the most important skill I have learned so far: seeking the correct resources by navigating through the best network. This is why it is extremely important for resources such as CareerHub to exist and persist. They give you the credentials in the classroom, but you get the job through the resources."*





## SINCLAIR COMMUNITY COLLEGE

Through a close working relationship with the Contact Center Alliance, Sinclair Community College has addressed a need to increase the pipeline of viable entry-level employees in the high-demand occupation of call centers with Walmart Brighter Futures 2.0 grant funding. Call Center and Customer Service certificate programs were developed with support of an advisory group of subject matter experts within the call center industry. A focus of Sinclair's efforts has been supporting veteran programs within the region. Another important program success made possible by Walmart's investment was a blending of customized programs for incumbent and displaced or underemployed students in Sinclair's Workforce Development Division with a wide array of wraparound services at the college's Center for Student Success to maximize the success rates of program enrollees and completers.

### ALEX

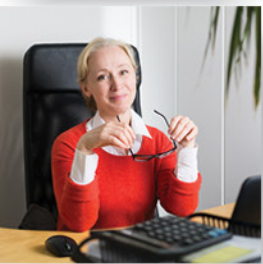
*"Through Brighter Futures funding, I was able to acquire additional, marketable skills that directly resulted in acquiring my new job as an Unmanned Aerial Systems Specialist. Thank you Sinclair and Walmart Brighter Futures for making this opportunity possible!"*

Alex has an A.A.S. in Aviation Technology and Unmanned Aerial Systems/ Geospatial Information Systems from Sinclair Community College. He began his studies in aviation in 2013 after changing his career goals. He has since earned his private pilot's license and is working toward his commercial flight rating. In addition to his new UAS Specialist position, Alex also works the flight line at Dayton International Airport.





**ASHLEY**  
(ANNE ARUNDEL COMMUNITY COLLEGE)  
*"Walmart has opened doors for me that I never knew existed and for that I'm eternally grateful and thankful. I now have skills that will allow me to work in a career I love at an income level that can support my family. Though life throws you obstacles, you got to keep reaching. Never be afraid to step into a new opportunity. You never know what the future holds until you try. Look at where I am by taking the opportunity with the Walmart Brighter Futures 2.0 Project."*



## ABOUT THE LEAGUE

The League for Innovation in the Community College (League) is an international nonprofit organization with a mission to cultivate innovation in the community college environment. The League hosts conferences and institutes, develops print and digital resources, and leads projects and initiatives with almost 500 member colleges, 100 corporate partners, and a host of other government and nonprofit agencies in a continuing effort to advance the community college field and make a positive difference for students and communities. Information about the League and its activities is available at [www.league.org](http://www.league.org).

## ABOUT PHILANTHROPY AT WALMART

By using our strengths to help others, Walmart and the Walmart Foundation create opportunities for people to live better every day. We have stores in 28 countries, employing more than 2.3 million associates and doing business with thousands of suppliers who, in turn, employ millions of people. We are helping people live better by accelerating upward job mobility and economic development for the retail workforce; addressing hunger and making healthier, more sustainably-grown food a reality; and building strong communities where we operate and inspire our associates to give back. Whether it is helping to lead the fight against hunger in the United States with \$2 billion in cash and in-kind donations or supporting women's economic empowerment through a series of grants totaling \$10 million to the Women in Factories training program in Bangladesh, China, India, and Central America, Walmart and the Walmart Foundation are not only working to tackle key social issues, we are also collaborating with others to inspire solutions for long-lasting systemic change. To learn more about Walmart's giving, visit [foundation.walmart.com](http://foundation.walmart.com).



The opinions expressed in this book are those of the contributors and do not necessarily reflect the views of the League for Innovation in the Community College or the Walmart Foundation.

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