



PROGRAM/PARTNER CHECKLIST

1. KNOW YOUR PROGRAM

- Instructor use differentiated instruction and /or contextualized lesson plans.
- Aligned with a Community college or Career Tech college.
- Operate with more than one grant.
- Provide transition services
- Pay for unreimbursed program cost (e.g. Equipment and faculty time for team teaching) not fully covered by tuition and institutional support.
- Provide job search and resume assistance

2. KNOW YOUR CUSTOMER/STUDENT

- Out of School Youth.
- Dislocated Workers
- Special Needs ... Categories _____
- Veterans
- Ex-offenders (Federal, County, State, City) or Court appointed programs _____
- Age ranges _____ to _____. Average age range _____
- ESOL _____
County/languages _____
- ABE _____ Boost/lift programs _____

3. KNOW YOUR PARTNERS

- One Stop Career Center _____
- Technical College/Career Center _____
- Community Colleges _____
- Non-Profit organizations associations _____
- Partner(s) that provides services for low-income _____
- Partner(s) that provides services for childcare _____
- Partner(s) that provides career/employment services _____
- Partner(s) that provides Food and Shelter _____
- Partner(s) that provides library, tutoring, computer services _____
- Partner(s) that provides transportation services _____
- Partner(s) that provides mental health services _____
- Partner(s) that provides services for ex-offenders _____
- Partner(s) that provides ESOL services _____

4. KNOW WIOA

- Business and Industry Engagement** – Identify sectors and employers within sectors that need skilled workers and offer employment opportunities at different levels.
- Job shadowing, internships, and work experience
- Program Innovation-** Define, with employer input, the steps leading to certificates , licenses or degrees, and relevant employment opportunities
- Create or re-write curricula for short-term credentials linked to jobs and imbedded in educational pathways.
- Create “Road Maps” – Visual representations of educational and employment pathways
- Combine basic skills with occupational training (in both developmental education and ABE/ESL) to enable low-skilled adults to enter and complete programs leading to credentials.
- Support Services and Success Services:** Provide career planning and assessment services
- Provide academic support and tutoring
- Provide supportive services such as childcare and transportation
- Provide academic support and tutoring

Activity #3 Worksheet on Symbiotic Relationships

Mutualism- a symbiotic relationship that benefits both organism involved

Commensalism- a symbiotic relationship that benefits one organism and the other is not helped or harmed

Parasitism- a symbiotic relationship that benefits one organism and the other is harmed

Place an 'M, C, or P' in the space provided.

Part 1

- 1. Barnacle/Whale- Barnacles create home sites by attaching themselves to whales. _____
- 2. Oxpecker/Rhinoceros- Oxpeckers feed on the ticks found on a rhinoceros. _____
- 3. Silverfish/Army ants- Silverfish live and hunt with army ants. They share the prey. _____
- 4. Mistletoe/Spruce tree- Mistletoe extracts water and nutrients from the spruce tree to the tree detriment. _____
- 5. Cowbirds/Buffalo- as buffalos walk through grass, insects become active and are seen and eaten by cowbirds. _____
- 6. Bees and Flowers. _____
- 7. Mouse and Flea. _____

Part 2

- 1. An instructor that uses contextualized lessons that align with local career programs. _____
- 2. A local library that offers free computer classes. ____
- 3. Food bank and/or church meal program that is available to the students. ____
- 4. Inviting Legal Aid to provide workshops for students. ____
- 5. Providing ESOL students information on community agencies ____
- 6. Align ABLE/GED program with a non-profit agency that provides life skills. ____
- 7. Having budget cut by the state. _____

Activity #1

What's My Line?

- Name/Title: _____
- Employer: _____
- Urban _____ Rural _____
- Program Size: Very large (2000 +) _____ Large (1000+) _____ Medium (500 +) _____
- Small (100 +) _____
- Number of locations programing is provided _____
- Staffing Size _____ FT- _____ PT _____ Volunteers _____ Instructors _____ Admin _____
- Who handles the transition of students to Post-secondary or employment?

- **Student profiles and populations served:** Special needs (includes deaf, blind, Dyslexic, low-IQ) _____ ESOL _____ Ex-offender ___ ages 16 + _____; no to low-income some lower middle class _____; veterans _____
- Others _____
- **Types of Partnership:** _____ Strategic Alliance, _____ Integrative, _____ Collaboration
List organizations?

- **Types of Symbiotic relationships:** _____ Mutualism _____ Commensalism _____ Parasitism _____

Resources available;

Technology/computers _____

Books Workbooks _____ Reading Books _____ Magazines _____ /All levels _____ Limited _____

Other _____

Wish List- Things that are needed to improve your program;

Organizations alignment that would strengthen your program:

Identifying and Developing Beneficial Community Partnerships and Symbiotic Relationships

Handout Resources

- Why Teaming Up Can Make Sense (article)
- Evaluating and Selecting a Strategic Partner (article)
- The Partnership Evaluation Framework: How to evaluate a potential partner's business model and identify areas for collaboration (form)
- Logic Model (sample)

Website/Resources

- Partnerships: Frameworks for Working Together
 - <http://www.acf.hhs.gov/sites/default/files/ocs/partnerships.pdf>
- Partnerships: A Workforce Development Practitioner's Guide (May 2013)
 - http://www.commcorp.org/resources/documents/Partnership_Guidebook_5_2013.pdf
- Opportunities for Partnerships (Workforce One)(WIOA)
 - <https://www.workforce3one.org/view/3001432333369774359>
- Logic Models (Workforce One)(WIOA)
 - <https://www.workforce3one.org/view/3001135636811349576>
- W.K. Kellogg Foundation Logic Model development Guide
 - <http://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>
- Indiana Department of Education College and Career Readiness Curriculum
 - <http://www.doe.in.gov/sites/default/files/cte/2014-2015pathwayassessmentguidancedocument-8-6-14.pdf>
- Symbiosis strategy – Creating the ultimate customer value proposition
 - <http://futurecmo.org/2012/11/01/symbiosis-strategy-creating-the-ultimate-value-proposition/>
- Collaboration is Dead – Long Live Symbiosis
 - <http://beyondphilosophy.com/collaboration-is-dead-long-live-symbiosis/>
- CLASP/Alliance for Quality Career Pathways (clasp.org)
 - Funding Career Pathways: A Federal Funding Toolkit for States - See more at: <http://www.clasp.org/issues/postsecondary/pages/funding-career-pathways-and-career-pathway-bridges-a-federal-funding-toolkit-for-states#sthash.YvRcv1Zt.dpuf>
- Tool Kit : *WIOA Low Income People: GAME PLAN*
 - <http://www.clasp.org/resources-and-publications/publication-1/Career-Pathways-Funding-Toolkit-2015-8.pdf>

