

COMMUNITY PARTNERSHIPS

**DES MOINES AREA COMMUNITY COLLEGE (DMACC),
K-12, AND BUSINESS CONNECTIVITY**



RANDY GABRIEL, DIRECTOR, PROGRAM DEVELOPMENT

- **MIDDLE SCHOOL MATH TEACHER – 5 YEARS**
- **MIDDLE SCHOOL PRINCIPAL – 7 YEARS**
- **CURRENT POSITION – 13 YEARS**

ABOUT DES MOINES AREA COMMUNITY COLLEGE

- **6 CAMPUSES AND 4 CAREER ACADEMY/CENTERS COVERING 9 CENTRAL IOWA COUNTIES**
- **APPROXIMATELY 36,000 CREDIT STUDENTS**
- **256 DEGREE, DIPLOMA, OR CERTIFICATE PROGRAMS**
- **CONCURRENT ENROLLMENT PROGRAM WITH 14,000 HIGH SCHOOL STUDENTS SERVED ANNUALLY ACCOUNTING FOR 130,000 CREDITS**
- **60 HIGH SCHOOL PARTNERS TEACHING DMACC CREDIT COURSES**
- **OFFER ON CAMPUS CAREER ACADEMY PROGRAMS AT 7 DMACC LOCATIONS, AND OFFER ONLINE OPTIONS**

THREE PROGRAM MODELS, DIFFERENT GOALS

- **EDUCATION BASED PROGRAMS**
- **BUSINESS/INDUSTRY BASED PROGRAMS**
- **TRAINING PROGRAMS**

EDUCATION BASED PROGRAMS

- **CAREER ACADEMY PROGRAMS**
- **BEGINNING OF THE COLLEGE DEGREE PROGRAM (2 YEAR DEGREE OR LESS)**
- **12 – 18 DMACC CREDITS**
- **PROGRAM CONSISTS 2 HOURS OF INSTRUCTION PER DAY, 5 DAYS A WEEK, FOR A FULL SCHOOL YEAR**
- **EXAMPLES OF CAREER ACADEMY PROGRAMS ARE: BUILDING TRADES, AUTO MECHANICS, CULINARY ARTS, CRIMINAL JUSTICE, HEALTH OCCUPATIONS/C./N.A. TRAINING, TEACHER ACADEMY (EDUCATION), GRAPHIC DESIGN, MOBILE APPLICATION DEVELOPMENT, WELDING, BUSINESS**
- **HIGH SCHOOLS IDENTIFY PROGRAMS TO BE OFFERED BY DMACC BASED ON STUDENT INTEREST AND OPPORTUNITY DEFICIENCY AT THE HIGH SCHOOL LEVEL, CURRICULUM DECIDED BY DMACC**

EDUCATION BASED PROGRAM GOALS

- **INTRODUCTION TO ENTRY LEVEL TECHNICAL SKILLS**
- **PROVIDE EMPLOYABLE TECHNICAL SKILLS FOR STUDENTS WISHING TO ENTER THE WORKFORCE DIRECTLY AFTER HIGH SCHOOL**
- **CAREER EXPLORATION**
- **HEAD START ON DEGREE PROGRAM**

EDUCATION BASED PROGRAMS – THE “HOW”

- **CLASSROOM/LAB INSTRUCTION : EXACT SAME AS FOR THOSE COLLEGE AGED, TUITION PAYING STUDENTS**
- **INDUSTRY STANDARD EQUIPMENT**
- **CONNECTIVITY TO BUSINESS – JOB SHADOWS, BUSINESS TOURS, GUEST SPEAKERS**
- **PRIMARY FOCUS IS ON ONE OCCUPATION AND THE TECHNICAL SKILLS NEEDED, WITH A SECONDARY FOCUS ON CAREER EXPLORATION AND “PROFESSIONAL (SOFT) SKILLS”**

BUSINESS/INDUSTRY BASED PROGRAMS

- **ACTIVE LEARNING PROGRAMS**
- **2 - 4 DMACC CREDITS**
- **PROGRAM CONSISTS 2 HOURS OF INSTRUCTION PER DAY, 5 DAYS A WEEK, FOR ONE SEMESTER**
- **EXAMPLES OF ACTIVE LEARNING PROGRAMS ARE: BUSINESS COMMUNICATION AND TECHNOLOGY, MULTI-DISCIPLINARY ENGINEERING, HEALTH AND HUMAN SERVICES, BIO-SCIENCES AND RENEWABLE ENERGY**
- **PROGRAMS TO BE OFFERED IDENTIFIED BY BUSINESS/INDUSTRY ADVISORY BOARD, TIED DIRECTLY TO LOCAL JOB MARKET OUTLOOK AND NEEDS ASSESSMENT, CURRICULUM DEVELOPED BY BUSINESS/INDUSTRY PARTNERS**

BUSINESS/INDUSTRY BASED PROGRAM GOALS

- **CAREER EXPLORATION – LEARN ALL ABOUT THE CAREER OPTIONS IN A CHOSEN FIELD**
- **PROFESSIONAL SKILLS – HOW TO BE A GOOD EMPLOYEE AND BE EMPLOYABLE**
- **BEGIN TO DEVELOP A PROFESSIONAL RESUME AND NETWORK**
- **ABILITY TO MAKE EDUCATED/INFORMED DECISION ABOUT PATH AFTER HIGH SCHOOL (WORKFORCE, 2 YEAR DEGREE PROGRAM, 4-6 YEAR PROGRAM)**

BUSINESS/INDUSTRY BASED PROGRAMS – THE “HOW”

- **IMMERSED IN PROFESSIONAL SETTING – CLASS HELD IN A BUSINESS**
- **LOTS AND LOTS OF CAREER EXPLORATION ACTIVITIES**
- **CONNECTIVITY TO BUSINESS – JOB SHADOWS, BUSINESS TOURS, GUEST SPEAKERS, REAL LIFE PROJECTS PROVIDED BY BUSINESS PARTNERS (SIMILAR TO INTERNSHIP MODEL WITH MORE INSTRUCTOR OVERSIGHT)**
- **PRIMARY FOCUS IS ON THE CAREERS WITHIN ONE BUSINESS SECTOR AND THE DEVELOPMENT OF THE APPROPRIATE “PROFESSIONAL (SOFT) SKILLS”, WITH A SECONDARY FOCUS ON TECHNICAL SKILLS**

TRAINING PROGRAMS

- **SIMILAR TO “PRE-APPRENTICESHIP” PROGRAMS**
- **DMACC CREDIT OR NON-CREDIT (CONTINUING EDUCATION)**
- **PROGRAM VARIES 2 - 4 HOURS OF INSTRUCTION PER DAY, 5 DAYS A WEEK, FOR ONE SEMESTER – ONE YEAR**
- **EXAMPLES OF TRAINING PROGRAMS ARE: WELDING ACADEMY (SELECT LOCATIONS), INDUSTRIAL MAINTENANCE**
- **PROGRAMS TO BE OFFERED IDENTIFIED BY A SINGLE BUSINESS OR GROUP WITHIN ONE SECTOR, WITH CURRICULUM DEVELOPED COOPERATIVELY BETWEEN BUSINESS AND DMACC**

TRAINING PROGRAM GOALS

- **TEACH THE TECHNICAL SKILLS NEEDED TO BE EMPLOYED BY A SPECIFIC EMPLOYER INTO A SPECIFIC JOB/CAREER**
- **ACCLIMATE STUDENTS TO THAT BUSINESSES CULTURE AND EXPECTATIONS**
- **BEGIN A CAREER IN A SPECIFIC AREA**

TRAINING PROGRAMS – THE “HOW”

- **CLASSROOM/LAB COMPONENT AND WORKPLACE COMPONENT**
- **CONNECTIVITY TO ONE BUSINESS/SECTOR – JOB SHADOWS, INTERNSHIPS, EMPLOYMENT**
- **PRIMARY FOCUS IS ON PREPARING THE STUDENT TO BE AN EMPLOYEE OF THAT ONE BUSINESS**

FUNDING MECHANISMS

CREDIT PROGRAMS

- **STATE OF IOWA, AS PART OF THEIR EDUCATIONAL FUNDING FORMULA, PROVIDES “SUPPLEMENTARY WEIGHTED FUNDING” ON A PER PUPIL BASIS FOR EACH K-12 STUDENT ENROLLED IN A COMMUNITY COLLEGE CREDIT COURSE**
- **FORMULA IS BASED ON THE TYPE OF COURSE IT IS AND THE AMOUNT OF INSTRUCTIONAL TIME PROVIDED**
- **CAREER AND TECHNICAL EDUCATION COURSES GENERALLY PROVIDE HIGHER LEVEL OF FUNDING THAN ARTS AND SCIENCE COURSES**
- **FUNDING IS PROVIDED TO K-12 SCHOOL DISTRICTS, NOT THE COMMUNITY COLLEGE DIRECTLY**

FUNDING MECHANISMS CREDIT PROGRAMS

- **IN GENERAL TERMS – 1 STUDENT IN A DMACC CREDIT COURSE FOR ONE PERIOD PER DAY FOR ONE SEMESTER WILL GENERATE \$180 (A/S COURSE) TO \$285 (CTE COURSE)**
- **DMACC BILLS THE SCHOOL DISTRICTS OF PARTICIPATING STUDENTS \$950 PER SEMESTER FOR A TWO HOUR PER DAY PROGRAM IF WE PROVIDE THE INSTRUCTOR**
- **DMACC BILLS THE SCHOOL DISTRICTS OF PARTICIPATING STUDENTS \$120 DMACC COURSE IF THE HIGH SCHOOL PROVIDES THE INSTRUCTOR**

FUNDING MECHANISMS

CREDIT PROGRAMS

- **CAREER ACADEMY PROGRAMS AND BUSINESS/INDUSTRY BASED PROGRAMS DO NOT PAY FOR THEMSELVES AT DMACC**
- **DMACC AND K-12 DISTRICTS BOTH HAVE OUT OF POCKET EXPENSES RELATED TO THESE PROGRAMS**

FUNDING MECHANISMS

CREDIT PROGRAMS

- **DMACC'S ANALYSIS (CONFIRMED BY SIMILAR PROGRAMS RUN BY OTHER COMMUNITY COLLEGES AROUND THE STATE OF IOWA) IS THAT IF WE BILL K-12 SCHOOL DISTRICTS AT THE RATE THAT WOULD BE NECESSARY TO COVER ALL OF DMACC'S COSTS, PARTICIPATION WOULD DROP AT A RATE THAT WOULD REDUCE STUDENT PARTICIPATION BELOW THE THRESHOLD THAT WE WOULD RUN THE PROGRAMS. THE PROGRAMS WOULD NOT BE VIABLE FROM A PARTICIPATION BASIS.**
- **HOW CAN DMACC MAKE IT WORK?**

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FUNDING MECHANISMS

CREDIT PROGRAMS

- **DMACC IS FINANCIALLY ABLE TO PROVIDE EDUCATION BASED PROGRAMS AND BUSINESS/INDUSTRY BASED PROGRAMS AS A PART OF ITS OVERALL PROGRAMMING FOR HIGH SCHOOL STUDENTS.**
- **CREDIT ISSUANCE WITHIN HIGH SCHOOLS GENERATES REVENUE TO OFFSET LOSSES FOR MORE COST-INTENSIVE PROGRAMS LIKE CAREER ACADEMY PROGRAMS AND BUSINESS/INDUSTRY BASED PROGRAMS**
- **CAREER ACADEMY AND BUSINESS/INDUSTRY BASED PROGRAMS ACCOUNT FOR ABOUT 10% OF OUR OVERALL ENROLLMENT FOR HIGH SCHOOL STUDENTS PARTICIPATING IN COLLEGE CREDIT PROGRAMMING**

FUNDING MECHANISMS TRAINING PROGRAMS

- **FUNDING COMES FROM THREE AREAS:**
 - **EDUCATION BASED GRANTS**
 - **WORKFORCE DEVELOPMENT BASED GRANTS AND PROGRAMS**
 - **FUNDING FROM EMPLOYERS**

FUNDING MECHANISMS TRAINING PROGRAMS

- **FACTORS TO CONSIDER:**
 - **CREDIT OR NON-CREDIT (MOST NON-CREDIT PROGRAMS DO NOT QUALIFY FOR EDUCATION GRANTS)**
 - **APPRENTICESHIP OR PRE-APPRENTICESHIP PROGRAM**
 - **DESIGNATED EMPLOYEE SHORTAGE AREAS**
 - **EMPLOYER PARTICIPATION**

COLLABORATION BETWEEN K-12 AND DMACC

- **DMACC AND K-12 DISTRICTS MEET ON A REGULAR BASIS IN REGIONAL GROUPS CENTERED AROUND CAREER ACADEMY PROGRAM LOCATIONS**
 - **DMACC ADMINISTRATORS AND K-12 SUPERINTENDENTS/CURRICULUM DIRECTORS**
 - **DMACC ADMINISTRATORS AND HIGH SCHOOL PRINCIPALS**
 - **DMACC ADMINISTRATORS, DMACC ADVISORS AND HIGH SCHOOL GUIDANCE COUNSELORS**

COLLABORATION BETWEEN PROGRAMS AND BUSINESS/INDUSTRY

- **CAREER ACADEMY PROGRAMS:**
 - **INSTRUCTOR HIRED FROM BUSINESS/INDUSTRY, PREDOMINATELY WITHIN THE AREA**
 - **CONNECTED TO INDUSTRY**
 - **INSTRUCTORS FACILITATE CONNECTIVITY FOR JOB SHADOWS, BUSINESS TOURS, GUEST SPEAKERS**

COLLABORATION BETWEEN PROGRAMS AND BUSINESS/INDUSTRY

- **BUSINESS/INDUSTRY BASED PROGRAMS**

- **RELIANCE ON CHAMBER OF COMMERCE, ECONOMIC DEVELOPMENT GROUPS TO FACILITATE**
- **INFORM THOSE GROUPS ON EDUCATIONAL INITIATIVES, WHO THEN SPREAD THE WORD AMONG THE BUSINESS SECTORS**
- **CONVENE GROUPS OF INTERESTED PARTIES AND POSSIBLE BUSINESS PARTNERS FROM THE PRIVATE SECTOR TO MEET WITH EDUCATIONAL LEADERS (DMACC AND K-12 GROUPS)**
- **IDENTIFY POINTS OF COMMON INTEREST**

COMMUNITY PARTNERSHIPS

- **COST INTENSIVE, LABOR INTENSIVE PROGRAMS – CANNOT HIDE FROM THAT FACT OR LET IT DETER YOU**
- **RELIANCE ON PARTNERSHIPS, CONSORTIUMS, SHARED GOALS OF EDUCATION AND BUSINESS/INDUSTRY**
- **SHARED LABOR, SHARED EXPENSE FOR THE BENEFIT OF STUDENTS**

COMMUNITY PARTNERSHIPS

EDUCATIONAL BEST PRACTICE WOULD SAY THAT THESE ARE THE TYPES OF EXPERIENCES THAT STUDENTS BEST LEARN FROM, AND ARE THE MOST BENEFICIAL TO THE LONG-TERM DECISION MAKING PROCESS OF STUDENTS

COMMUNITY PARTNERSHIPS

WHAT QUESTIONS DO YOU HAVE FOR ME?

