Community Colleges & SNAP E&T Third Party Partnerships Survey January 2022

Summary of Community College Responses[1]

This summary represents a snapshot of January 2022 Association of Community College Trustees (ACCT) members and SNAP E&T Third Party Partnerships

[1] These survey results are based on the responses of 17 community colleges representing 5 states. Community colleges may have skipped questions that did not apply. Community colleges were not included in final response calculations for questions that they did not answer.

Introduction

Community colleges serve as the nation's leading providers of affordable workforce education and, as of 2018, enroll over 5.7 million students. A key partner for this proposal, the Association of Community College Trustees (ACCT), represents over 1,200 community colleges across the country.

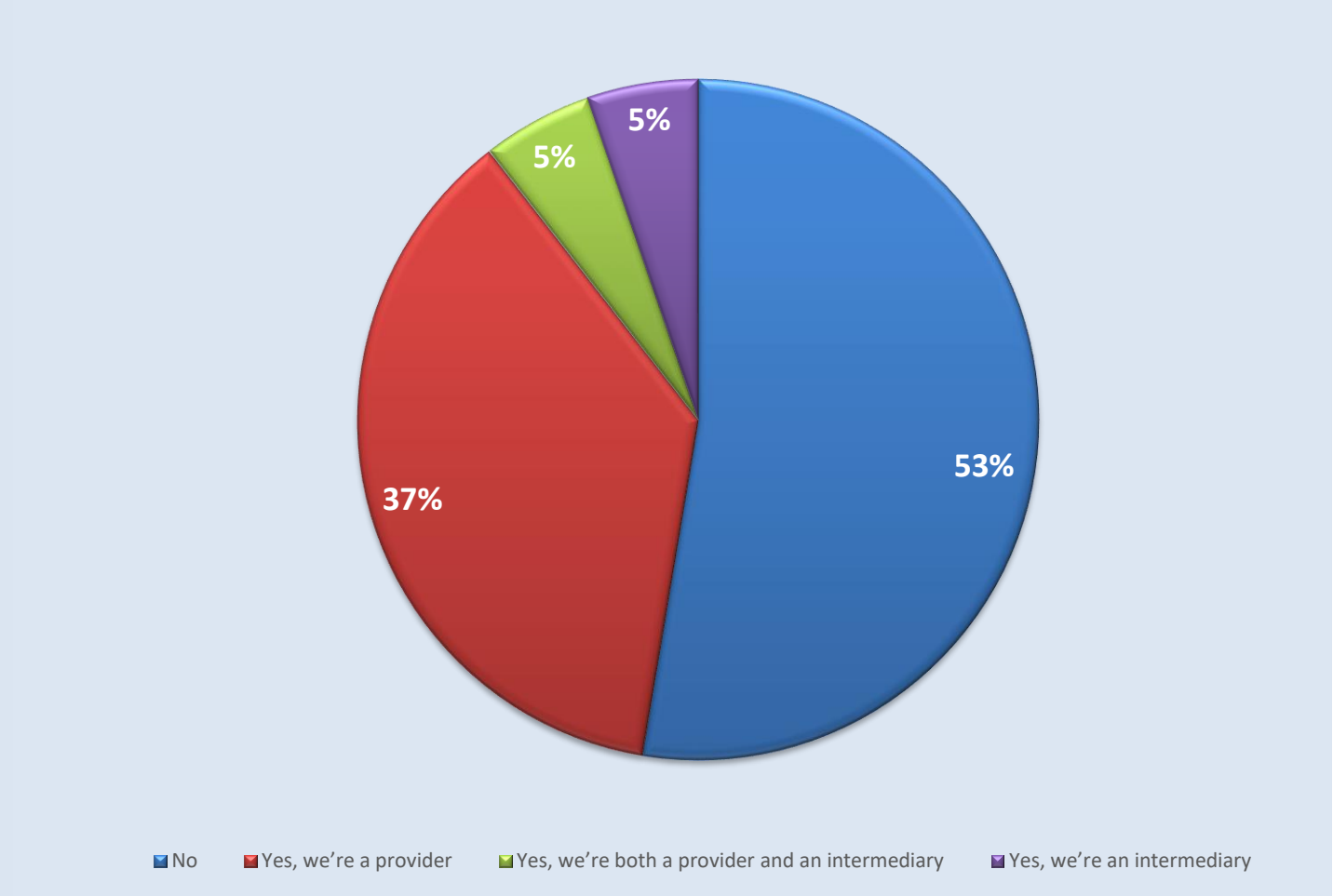
Community colleges' role as a leading open-access workforce education provider make the sector uniquely positioned to scale public benefits programs, such as SNAP E&T, by connecting low-income students to career and support services. Community colleges are core workforce training and supportive service providers in communities, deeply embedded in local and regional workforce systems through partnerships with local businesses and coordination with local workforce development boards and chambers of commerce. SNAP E&T and community college partnerships, representing 22.4% of all E&T partners, have proven to be scalable models for building short-term hard skills training programs that support the training and supportive service needs of SNAP customers through credit and non-credit occupational training, industry certification preparation, and apprenticeships. Several community colleges systems within ACCT's network have developed nationally recognized E&T programs in partnership with SNAP agencies, including community college systems in the states of Washington, Iowa, Oregon and California. For example, Washington State Community and Technical Colleges' Basic Food and Employment Training (BFET) program is recognized as a national model for SNAP and community college partnership.

In January 2021, in partnership with the American Public Human Services Association (APHSA), ACCT deployed a survey to community colleges to further explore existing and potential partnerships between SNAP E&T programs and community colleges. These survey results are based on the responses of 17 community colleges representing five states. While this survey does not represent every community college, the results indicated that of the 17 community colleges represented only 50% are currently third-party providers, indicating that there is room for growth. Many of the respondents indicated experience with matching funds and approximately 30% identified revenue streams outside of federal grants that they are currently utilizing.

Community colleges may have skipped questions that did not apply. Community colleges were not included in final response calculations for questions that they did not answer. The number of replies received for each question is indicated in each chart.

Organization Information & Knowledge

Table 1: Is your organization or college currently a SNAP E&T provider or intermediary?



Tables 2 through Table 5 represent answers from statewide higher education systems or associations.

Table 2: Are there colleges in your state that are SNAP E&T providers contracting with the State or County SNAP agency and drawing down reimbursement dollars?

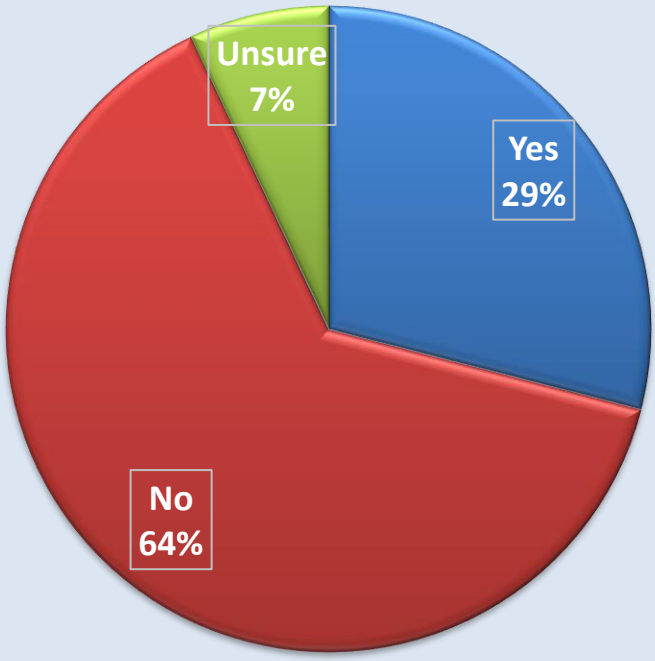


Table 3a: Are you aware of any State level policies or legislation intended to make all community and technical colleges SNAP E&T providers?

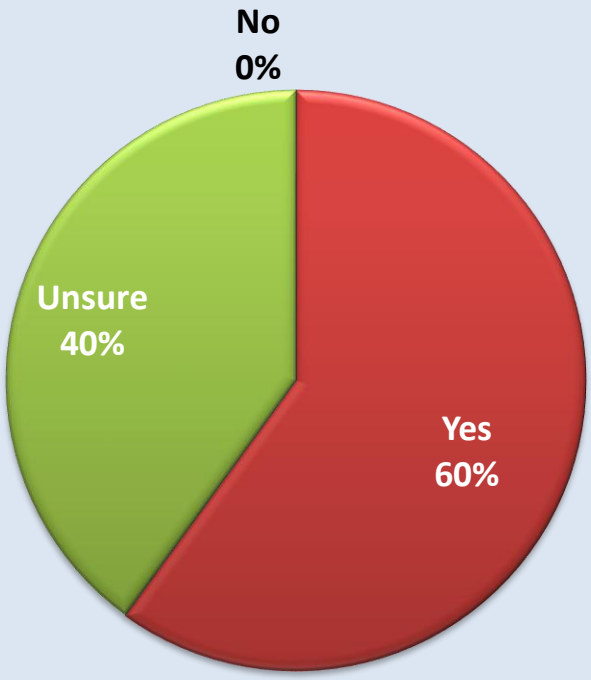


Table 3b: If you answered yes to Question 7, please explain.

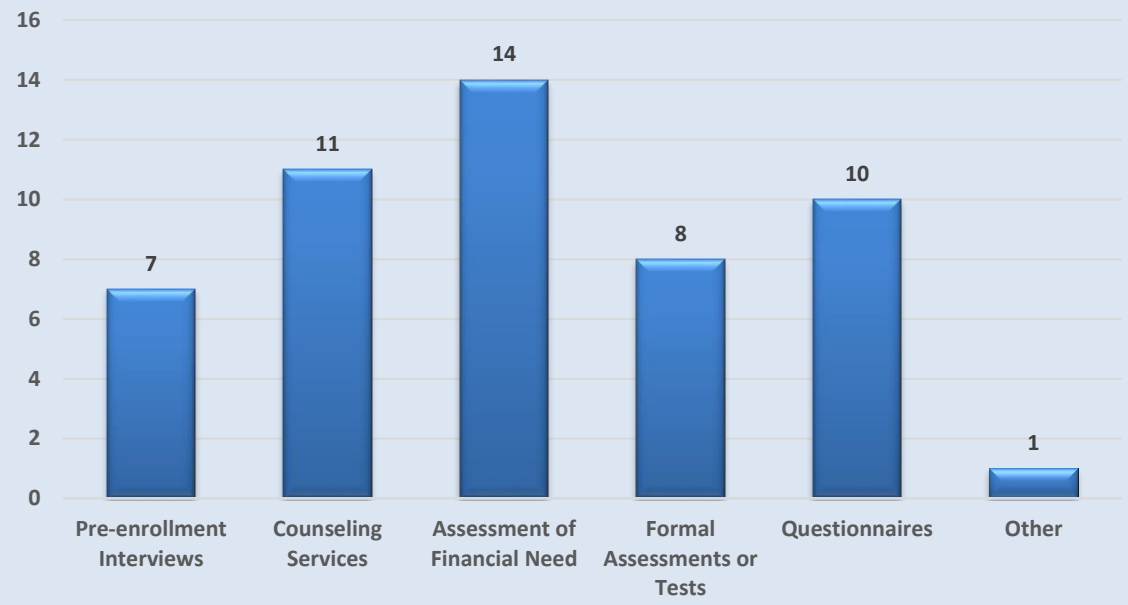
Five of Ohio's community colleges are piloting the Community College Acceleration Project (SNAP to Skills), with the intent to scale and inform policy that could impact at a state level.

Table 5: Describe your system or association's relationship with individual community and technical colleges in your state. In other words, how are you structured?

Several community colleges described themselves as independent, but operating within the state's Department of Higher Education and indicated that they are members of the state community college association.

One community college was described as decentralized.

Table 6: Describe how your college or colleges within your system or association assess students or prospective students for education barriers and financial need. Do you/they use any the following? (Select all that apply)



*Other: Federal Financial Aid Application (FAFSA)

Table 7: In addition to postsecondary degrees, does your college or do colleges within your system or association offer any of the following workforce programs, either at the college or through a third-party? Please indicate campus-based, third-party, or not offered for each of the following:

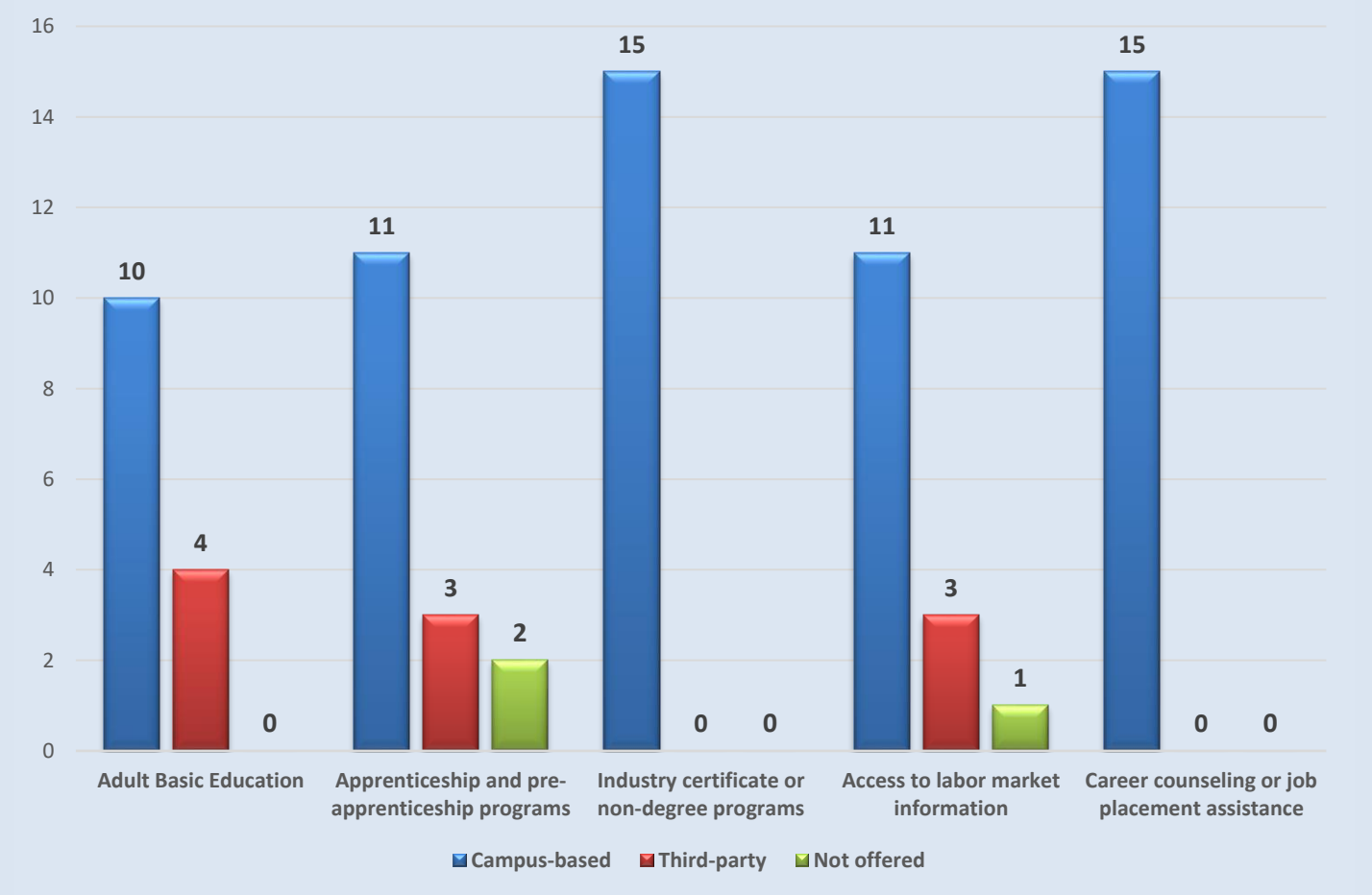
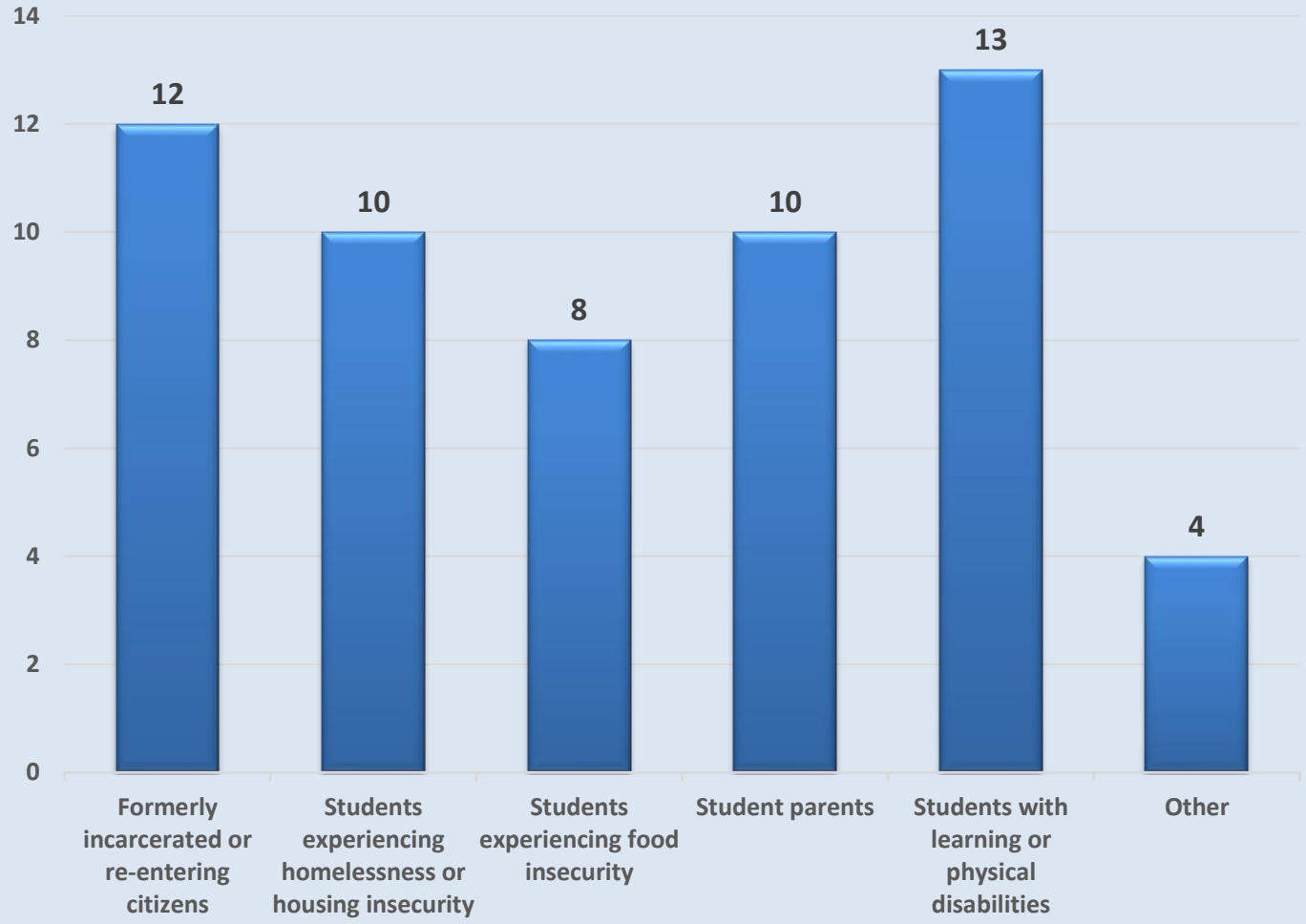


Table 8: Do any of the workforce programs offered at your college or colleges within your system or association target the following student populations?



*Other: One respondent indicated that while their programs don't specifically target the above populations, they are included in our outreach and supportive services offered. Another respondent indicated that they collaborate with a local workforce agency to identify students who may be receiving state assistance.

Table 9: Do you currently track how students are referred into your workforce programs?

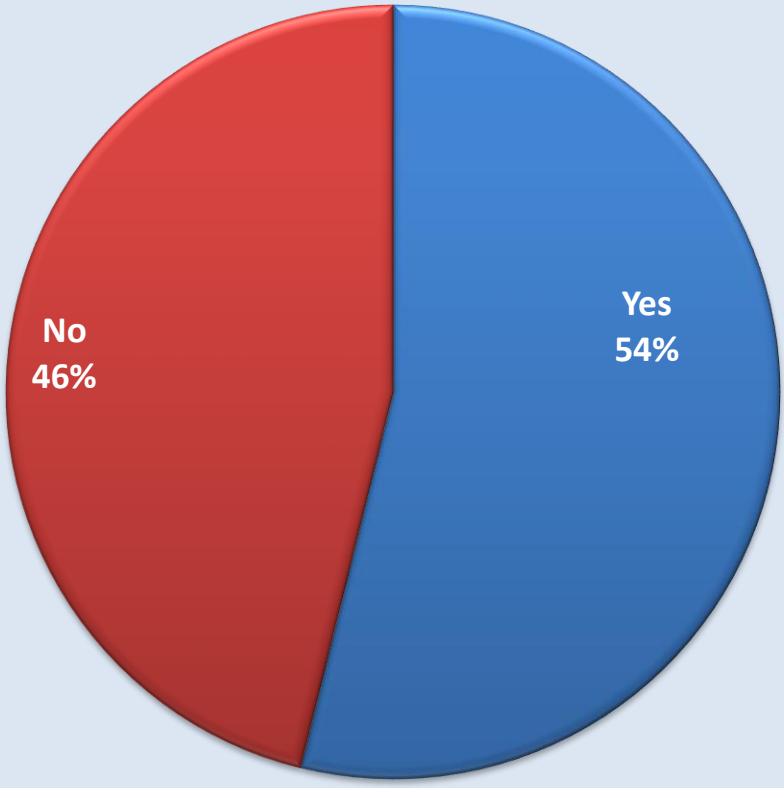
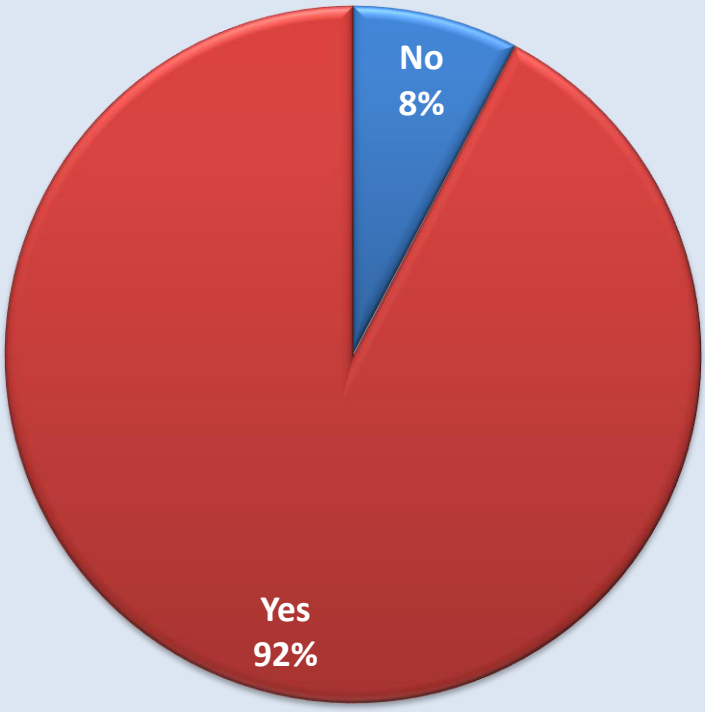


Table 10: Do you currently have any formal referral partnerships from community action agencies or other community-based organizations providing supportive services to students?



Box 1: Please describe your organization or college's strong employer and industry partnerships.

Respondents indicated strong relationships with employer and industry partners including: financial, manufacturing, health, energy, business, public safety, automotive, engineering, industrial maintenance, and mining. Several respondents indicated that they have customized training programs, internships, and strong apprenticeship programs.

Table 11: Does your college or do colleges within your system or association provide any of the following supportive services? Please indicate campus-based, third-party, or not provided for each of the following:

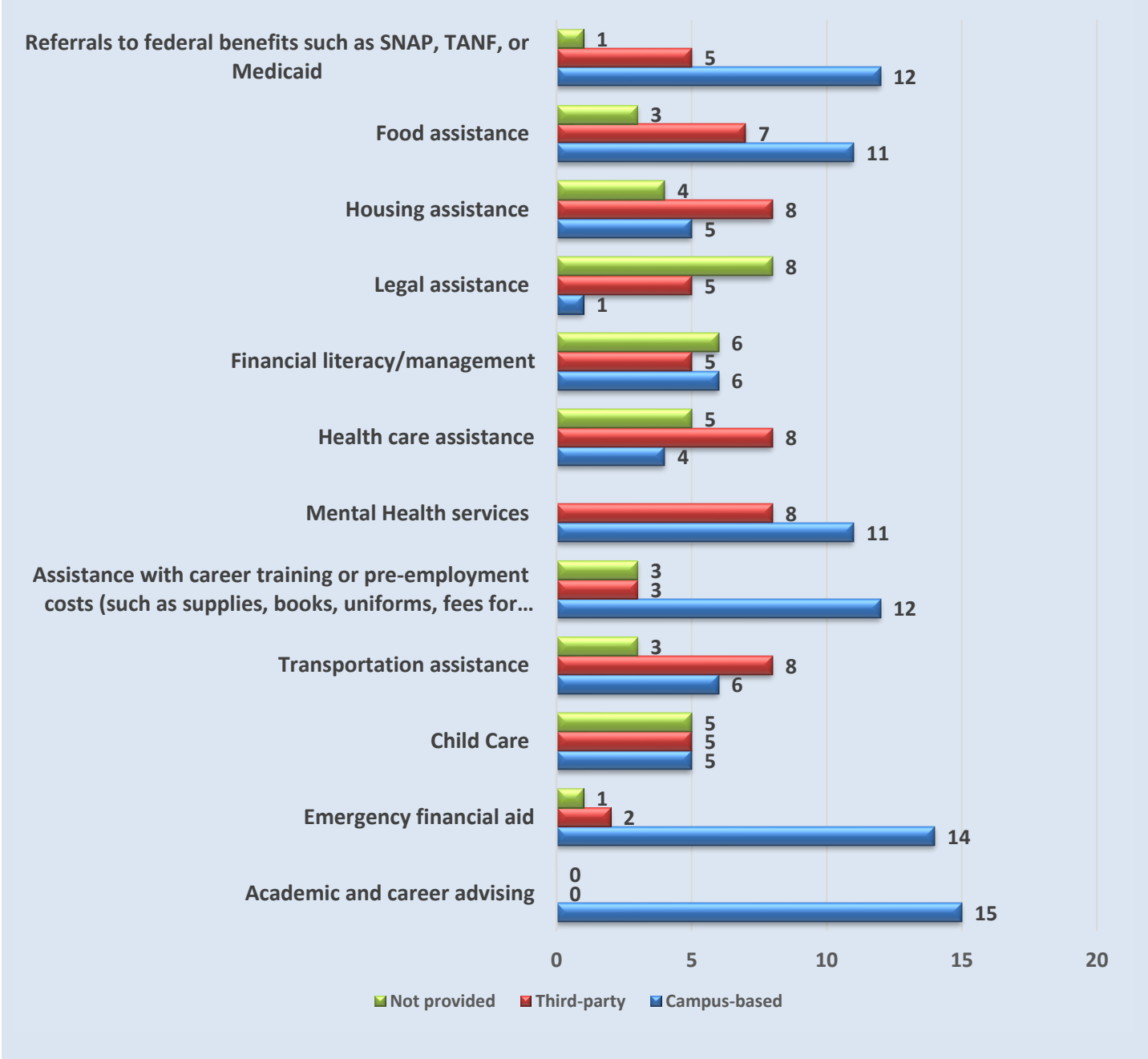
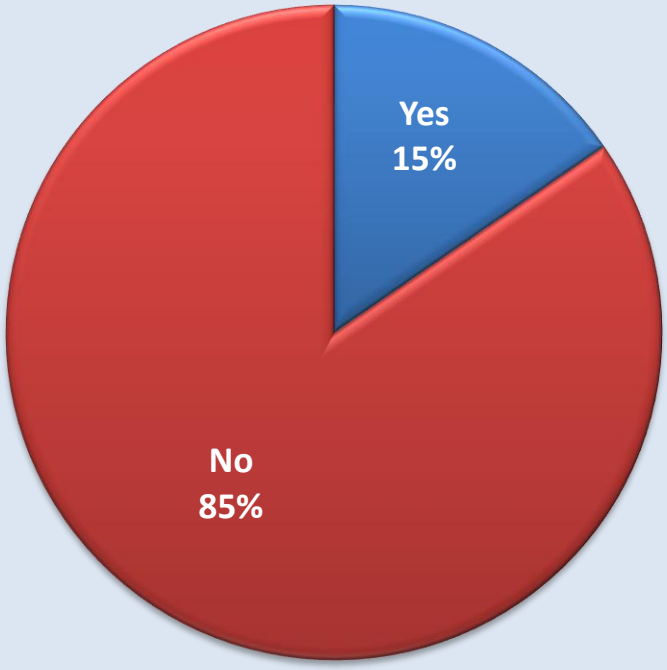


Table 12: Does your college or do colleges within your system or association have the ability to offer online support services beyond academic instruction?



Insights: Respondents that answered yes indicated a range of supportive service to assist students including online mental health services, Licensed Professional Counselors, tutoring, housing and transportation connections, Al-Anon support, health and dental care connections, financial aid, emergency book fund resource, and loaner technology program.

Service Population & Data Collection

Box 2: Of the students enrolled in workforce programs at your college or in your state, how many are low-income? What measure do you use to define low-income (for example Pell recipient, percent of poverty line, or income quartile)?

Most respondents indicated that more than half of their students enrolled in workforce programs have low-incomes. Respondents indicated that low-income determinations were made through receipt of Pell Grant, expected family contribution determinations, and eligibility to receive SNAP.

Table 13: Does your organization or college track the following data?

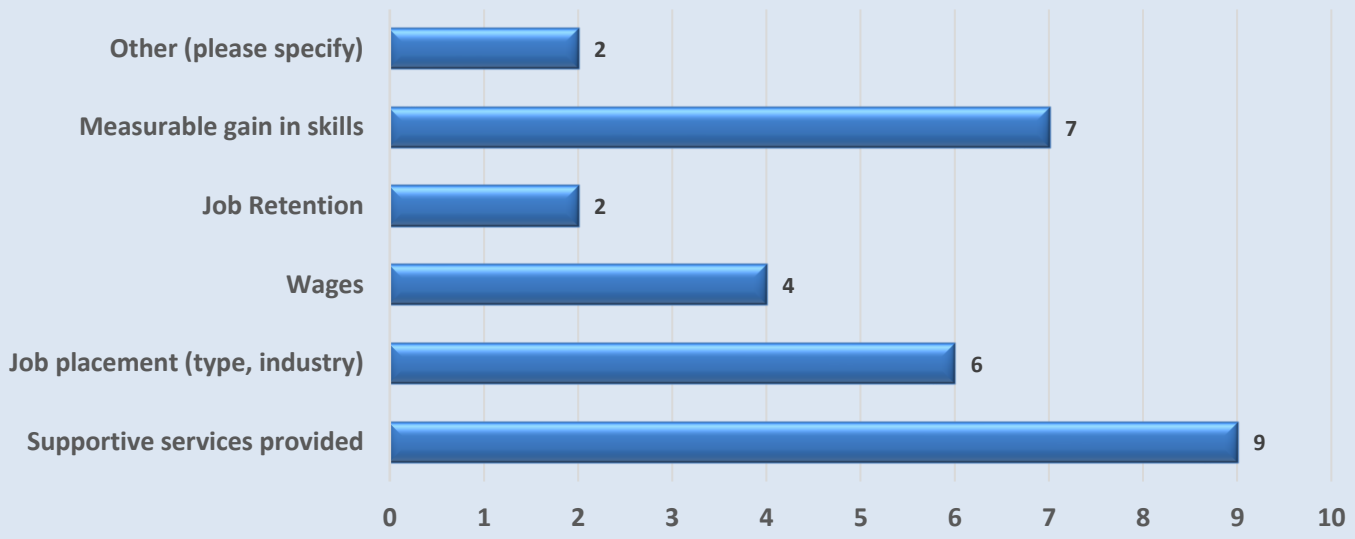
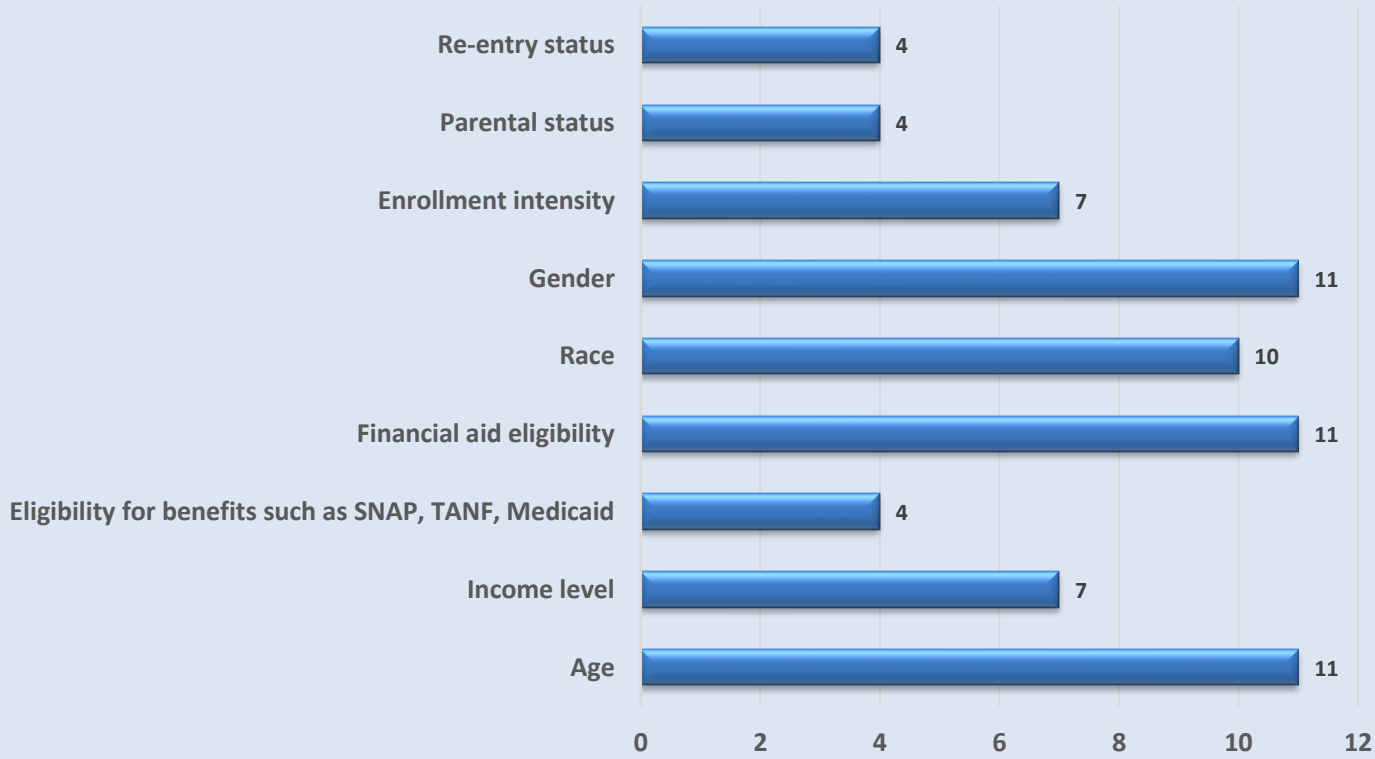


Table 14: Does your organization or college's database track the following types of demographic data about your students?



Box 3: Please describe your college and state postsecondary reporting requirements, and alignment with other data systems, such as the Unemployment Insurance (UI) data system. For information you are currently not collecting, please describe your capabilities to capture more data in the future.

Several respondents reported tracking data through local workforce agencies and the Office of Unemployment Insurance. Some respondents indicated that they have developed in-house forms and/or processes to collect information for SNAP E&T reporting. Several respondents indicated that they are in the process of identifying solutions to reporting requirements.

Partnerships

Table 15: Please list any partnerships your organization, or college has established for education, training, employment and support services.

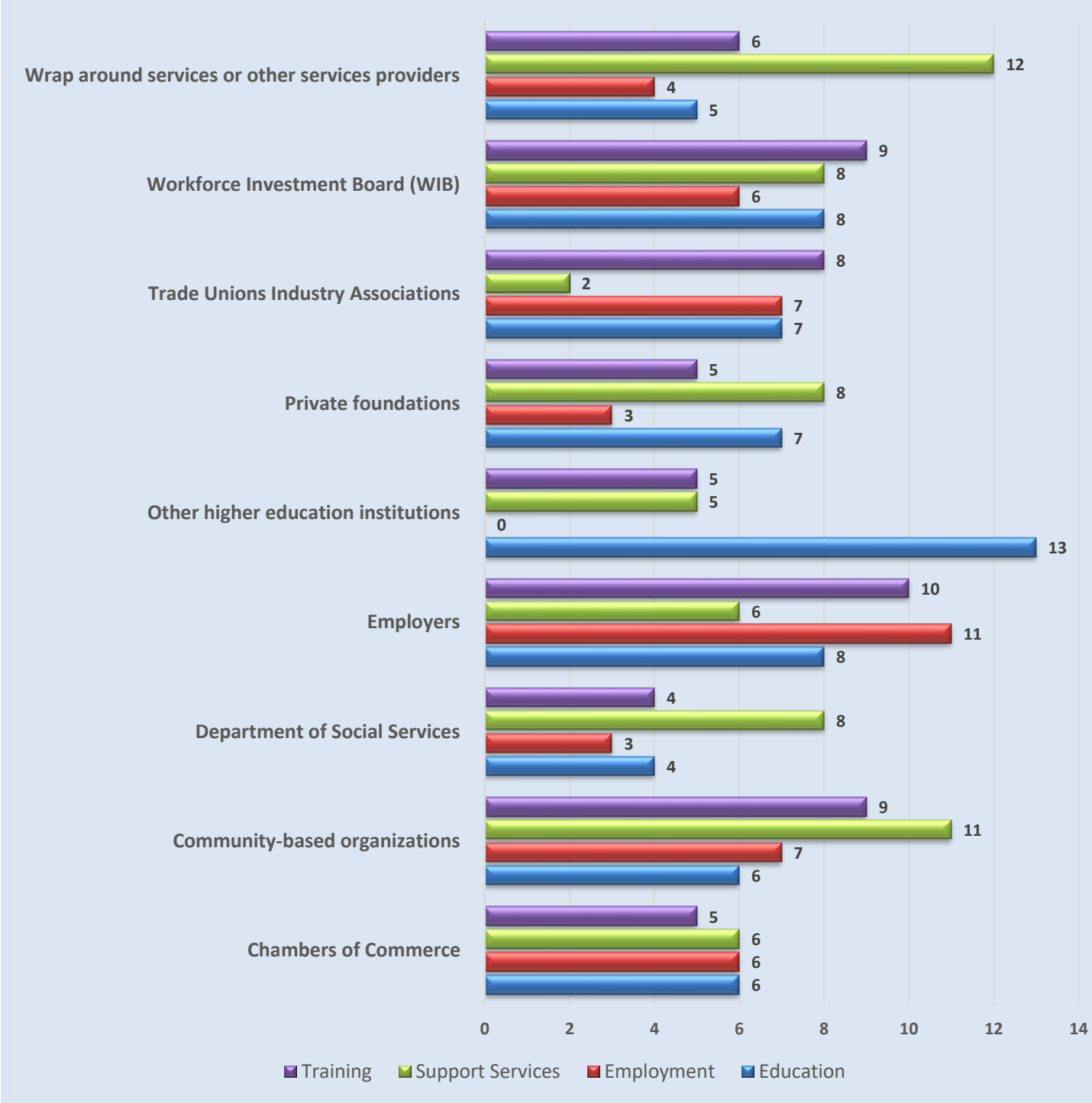
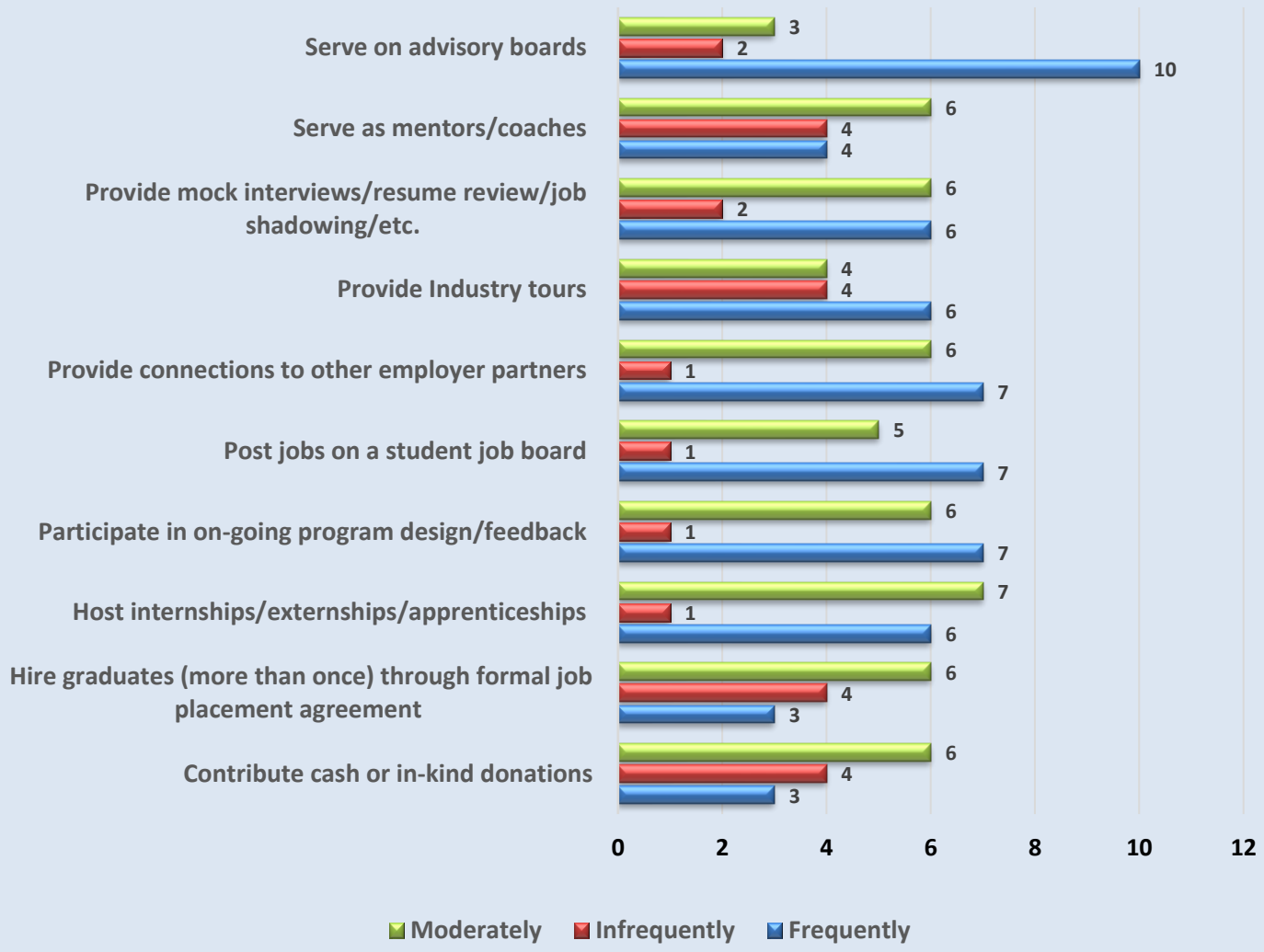


Table 16: How often do your employer partners engage in the following: infrequently; moderately; frequently.



Tracking and Allocating Costs & Funding

Box 4: What major private, federal or state grants has your college received over the past three fiscal years?

Respondents indicated donations from local industries, Federal TRIO, Title V, and CSN Foundation Student Emergency funds.

Table 17: Does your college have experience matching funds for federally funded programs?

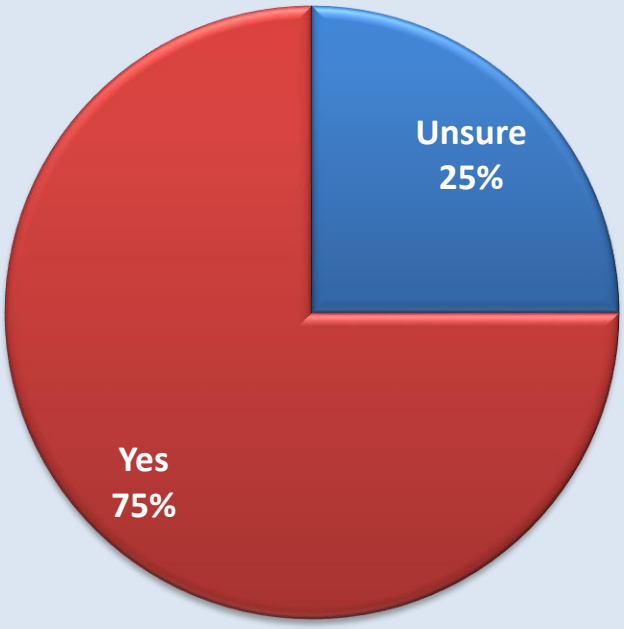


Table 18: What topics regarding SNAP E&T do you want to learn more about?

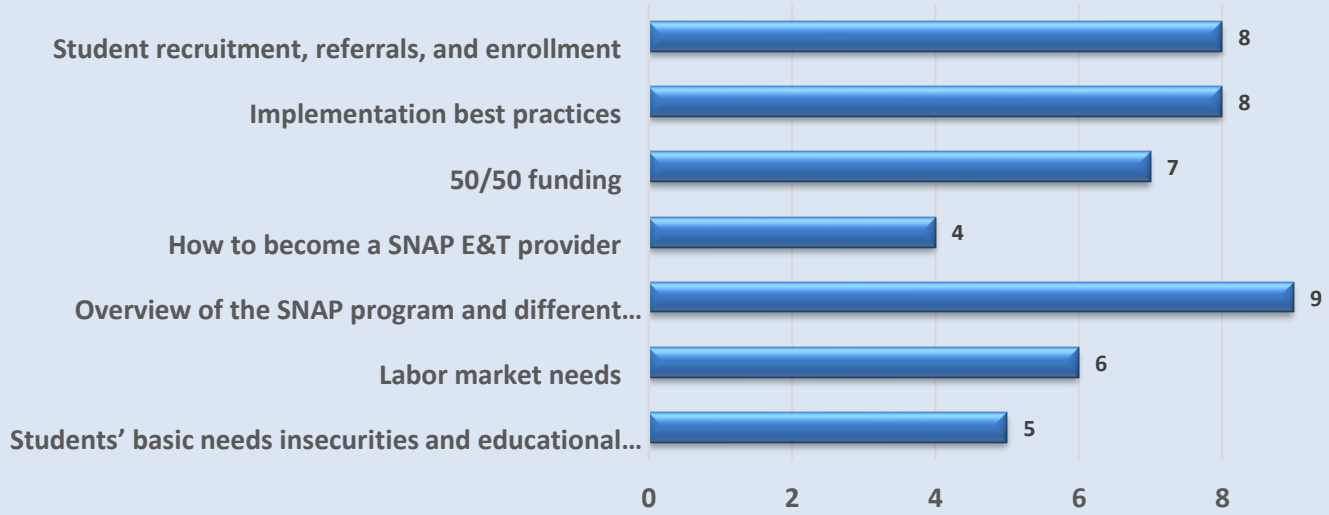
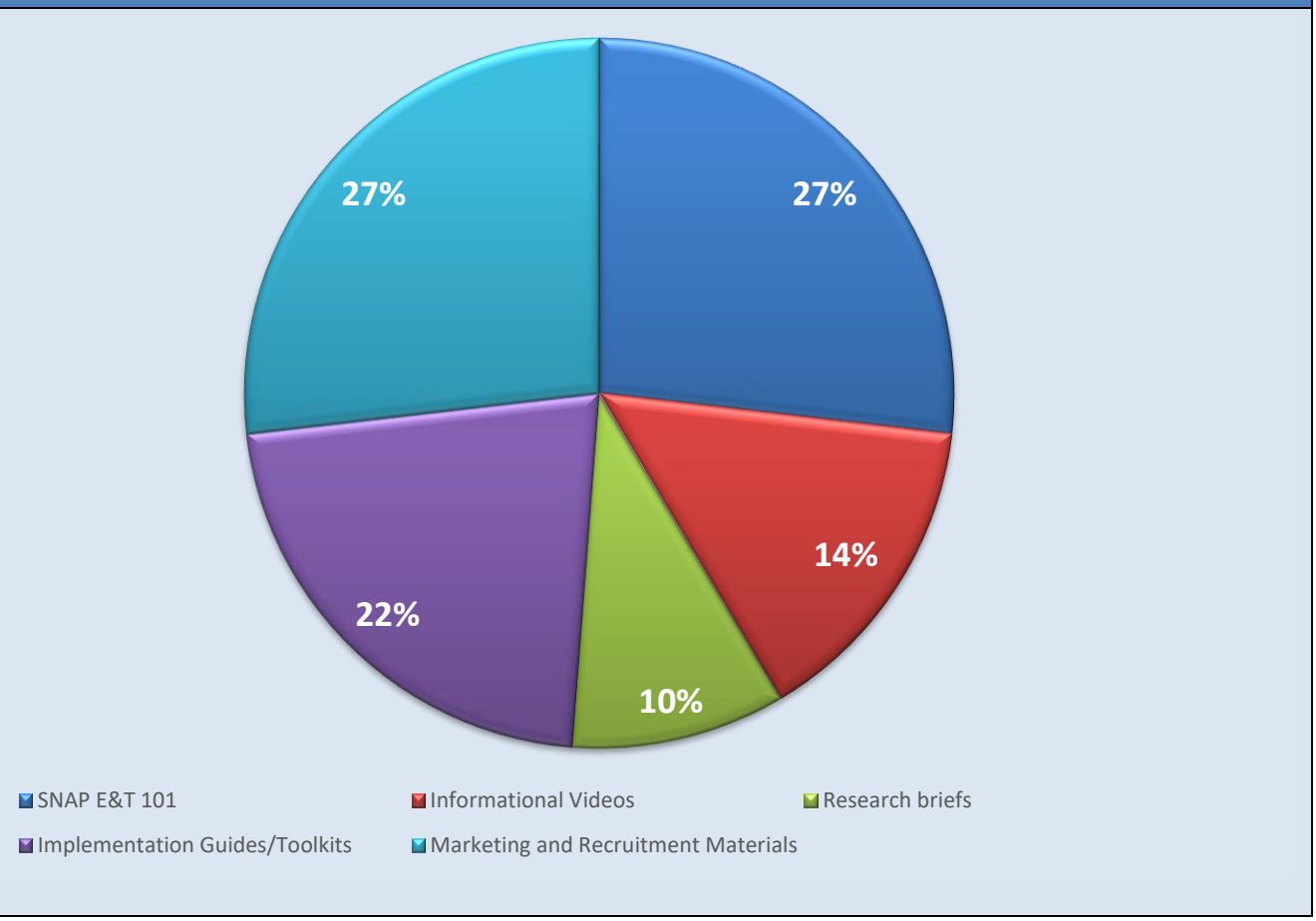


Table 19: What types of SNAP E&T educational materials would be most helpful to your organization or college?



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