**WorkforceGPS**

**Transcript of Webinar**

**Fall Round 3 TAACCCT Sustainability Virtual Institute Part 2 Webinar**

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LAURA CASERTANO: Again, I want to welcome everyone to today's "Fall Round 3 TAACCCT Sustainability Virtual Institute: Part 2 Webinar." And I'm going to turn things right over to today's moderator, Samantha Brown. She's a workforce analyst for TAACCCT grants. Samantha?

SAMANTHA BROWN: Thank you, Laura. Hello and welcome to part of the TAACCCT Sustainability Virtual Institute. We are really excited to be talking with you today about sustaining various aspects of your grant's programs.

On the screen you can see all of the groups that comprise the TAACCCT learning network. DOL offers many sources of TA to all of you, and today's content was developed by Jobs for the Future.

So now we're going to bring up three poll questions. A couple of them you just saw. So the first one is, "What is your current role in the grant?" And you have five choices there. Question two is, "Were you a part of the first Sustainability Virtual Institute launch webinar?" And the third question is, "If so, what did you find valuable from the first webinar?" So we'll give you a couple of minutes to fill in your answers there. (Pause.)

All right. Looks like everyone has made a choice, so thanks for your responses there.

And now I would like to introduce Erica Acevedo, senior program manager at Jobs for the Future. Erica, take it away.

ERICA ACEVEDO: Hi, everybody. Yes. Again, so this is Erica Acevedo and I'm a senior program manager at Jobs for the Future and also a part of the TAACCCT learning network, the team of folks that are putting together this virtual institute but also over the past couple of years have been developing and delivering technical assistance to all TAACCCT grantees.

I know that there was a question up here, "What did you find valuable from the first webinar?" So I saw that a couple of folks are typing and you can go ahead and keep typing that in there.

I also want to introduce Christian Lagarde, who is a project manager for workforce and economic development at the American Association of Community Colleges. And he will also be facilitating one of the breakout rooms that we're going to be having today. Christian, are you on the line?

CHRISTIAN LAGARDE: I am. Hello, everyone.

MS. ACEVEDO: Great. And so let me move over to the next slide so we can do a quick overview of the agenda for today.

So as Samantha said, this is part two of a three-series webinars for the Sustainability Virtual Institute. And I did make note that there are a couple of you that were not a part of the first webinar that happened about a week-and-a-half ago. And so Alicia Ross (sp) entered the link where you can access that and kind of listen to the recording of that and download the slides that were available during that first launch webinar.

And so just a quick general overview of what happened there, we introduced what the Sustainability Virtual Institute was, kind of shared some examples of grantees that have been working on their kind of sustainability plans for the TAACCCT programs. And all of you – hopefully you all know that your lead at your grant has signed up to participate in this process where they've been matched up with a coach who's working specifically with each of you to either help you develop a sustainability plan or move along what you've already started.

We understand that a lot of you from the very beginning have either been thinking about sustainability or are now kind of thinking about ways in which you can sustain all the great work that is happening.

And so part of what we want to do today in this part two webinar is break you up into two different groups to be able to do a little deeper dive on these two broad topics, which are student supports and programs of study. These were chosen based on what we've been hearing through assessment calls and team calls that the coaches have been having with each of you around the strategies, innovations, and program elements that you are working to sustain. And with that, a lot of the things that have been discussed and been shared kind of fall into these two big topic areas.

And so we thought it would be a good way to, one, kind of bring you all together, for those of you that are working specifically in one of these groups or have some very specific program innovations or, again, program elements that you're working to sustain, and kind of do a little deeper dive and sharing, one, what you're doing, hear about some other examples of what's happening, and just kind of share challenges and share strategies on how you can further the work or think of additional ways in order to sustain the work that you're doing.

So that's going to be the bulk of today's agenda. We're going to break out in a couple of – in about a minute or so to these breakout rooms where we'll spend about 40 minutes. When we return, we'll do a brief summary of what kind of happened in each of these groups so that you all are all able to hear what happened if you didn't participate in the other.

We'll also hear from two grantees that have already written their sustainability work plans. They're actually in that file share. So if you download everything that's there, you'll be able to see what they've already developed. So they'll share with us kind of the value and the process that went behind developing this written plan and how they're using that currently.

We'll do some Q&A and then just do some final wrap-up and directions for the next webinar.

Also in that file share you'll see a sustainability toolkit ROI workbook. If you all can download it, it'll be discussed briefly in each of the breakout rooms, so just to have it as a reference will be good. But it'll definitely be back up there – if you don't get a chance to do it now, it'll be back up there when we resume from the breakouts.

So with that, I think we'll be ready to move into the breakout rooms. I'm going to hand it over to Laura to help us explain what's going to happen next.

MS. CASERTANO: All right. So in just a moment we will be transitioning into breakout rooms and you will be placed into either breakout room one or breakout room two. To figure out which breakout room you're in, you're going to see visually on your screen that you are either in breakout room one or breakout room two.

If you are in breakout room one, you're going to press 1## on your phone's keypad so that you hear what's happening in breakout room one and so that you can participate in that conversation. Likewise, if you're in breakout room two, you're going to press 2## to hear what's happening in breakout room two and to participate in that conversation.

So again, we're about to start the breakout room component. If you are in breakout room one, you'll press 1##; if you're in breakout room two, you'll press 2##.

And now we're actually going to transition into breakout rooms, so have a great time, everyone.

(Audio break.)

All right. And now to continue with the presentation I'll turn things over to Erica Acevedo.

MS. ACEVEDO: Hi. Thank you. Thanks, everybody. So we're returning now from our two breakout rooms – the breakout room number one, which was the programs of study; and the breakout room number two, which was student supports.

So now I'd love to hear from – we had two different note-takers within each of the breakout rooms that were trying to capture what was being shared, and some of the questions that were being asked, and kind of just some general highlights.

So I'd love to hear from – let's hear from Scott, who was in breakout number one, which was the programs of study with Christian and Becky. Any – I see here a long list of notes, but anything in particular you'd like to highlight or just some general observations from the breakout?

(Pause.) Scott, are you on mute? (Pause.)

MR. : Hi. I'm sorry. This is Scott. Yeah, I was on mute.

MS. ACEVEDO: It's OK.

MR. : But yeah, thank you. So Christian started things off with some options for grantees to select what specifically what they were trying to sustain for their own programs. And as you'll see on the notes, some of those are there listed. But it really jumped out that employer engagement was something that a lot of different grantees were trying to sustain, as well as accelerated programs.

So Christian brought to the group, asking what specifically were some challenges that people were having or some possible good models to solve those challenges. I think for employer engagement he was asking whether or not – he was using his own example of how he lost a lot of the employers that were initially on board at the beginning of his own grant, and being able to find new ones or even just keep some of them. And then went into some other grantees who had different approaches to sector strategies.

And then in regards to accelerated programs, Christian again used an own example for himself but there was a lot of discussion about different accelerated program models, hybrid delivery. One successful model seemed to come out of precision manufacturing where there are these cohorts – this was Gail Brinkley (sp) – offering courses simultaneously three different semesters. And it really increased numbers and getting a lot of success out of that.

And I guess I'll just finish up with one – the one last thing was there was also a lot of emphasis on the importance of our data. Paul Casey (sp) spoke on this and he was someone who had mentioned that a few times. The use of hard data when trying to possibly solidify funding from – once TAACCCT is over, solidifying and really making a strong case for the success of the program to key stakeholders.

MS. ACEVEDO: Awesome. Great. Anything else to add, Christian, that you might want to include here?

MR. LAGARDE: It was a highly interactive session. That was a perfect synopsis, Scott. We talked about a lot in that 40 minutes. So that was it. Great wrap.

MS. ACEVEDO: Awesome. Thank you. Can we bring up the notes for breakout room number two? Awesome. Thank you. And so I'll hand it over to Alicia Ross, who was our note-taker for this breakout. Any kind of general highlights or key things that other folks should hear about?

MS. : Sure. Thank you, Erica. So definitely a big piece of our breakout room was hearing from Nate Anderson from Jobs for the Future, and Mark Kelcher (ph) who – can't remember which specific community college he's from, but he is a dean and he was an administrator on a TAACCCT program and was able to scale up the navigator position, actually.

So the two strategies that we highlighted for sustaining student supports were maintaining the full-time position and integrating them – (inaudible) – funding or through other programs at the college. And the second one was (rolling ?) the responsibilities and strategies of student supports and integrating them throughout the college in different roles.

And one thing that he noted as far as really being able to communicate the value of these student support services is the role of data. And that comes in different forms. So there's the data from your evaluation and your performance report, and you have some baseline data, and you can show that between students that are participating in these programs and other students that there are differences in retention and completion.

You can also use personal testimonials to really provide some anecdotal evidence of the value of student navigators and career coaches.

And the third was the value that the individual navigator brings. So often our student support staff are able to actually have personal relationships and more students (on ?), and they go out and they help – (inaudible) – partnerships that increase enrollment. So that person's individual value is also important as well.

And some strategies for sharing and illustrating the practices, he mentioned how you can incorporate navigators into professional development for other staff at the college, communicating the strategies and scaling up the strategies that way. And then as part of that professional development, featuring the navigator.

And then Mark Kelcher really communicated how you can use the data you have about enrollment and forecasting the future the value that the navigator brings in sustaining retention and enrollment.

And then other strategies that grantees were able to share were using storytelling to build momentum around support services. And I guess that kind of gets to the anecdotal evidence that – (inaudible) – more intentional and structured a very particular way.

And then also, braiding funding, weaving different sources of funding into one person's position, and collaborating with agencies and CEOs to help fund particular positions at the school.

MS. ACEVEDO: Awesome. Thank you. And so I know a couple of folks asked about if they would be able to access the notes. And I believe that they'll be a part of what is packaged after the webinar, right, Laura?

MS. CASERTANO: Yeah, that's correct.

MS. ACEVEDO: Awesome. Great. So you'll be able – everybody will be able to kind of see what notes were jotted down in both of the breakout and can scan that and look for these tidbits and highlights. Awesome.

So I'd love now to move back – Laura, if you can pull up our PowerPoint. So now we're going to hear from two grantees that have gone – they've already gone down the path of writing an actual sustainability plan. So part of what we're – the goal of the Sustainability Virtual Institute was to support grantees that are either in the beginning stages of sustainability or have already begun to do the work, and then to ultimately write down and have a concrete sustainability plan that they can then use to help move their work forward.

So we're going to hear from two grantees that have already done this and they're going to share with us kind of the value of having produced this written document and how they're currently utilizing that in their work and as they continue to talk about sustainability and how important it is to keep this work moving forward.

So first we'll hear from Alese Mulvihill. Sorry, Alese, if I'm chopping up your last name. So she's with the Northeast Resiliency Consortium at Housatonic Community College. And she is the project director there for the program. Alese, I'll hand it over to you.

ALESE MULVIHILL: Great. Thank you. And you did a fine job with my name; it's Mulvihill. No worries.

MS. ACEVEDO: OK.

MS. MULVIHILL: So yeah. So I'm going to talk a little bit about process and why and the value. And I was going to start with process, but I feel like I should start with value. And I think it's important to understand the value of the sustainability plan. It's not just another thing to do; it holds really good value.

So one of the – really important is the value to the grant. It formalizes implementation at the college and it makes everything really intentional. So everything you're doing is becoming intentional. Everything that's in the sustainability plan becomes intentional.

And then the value to the college, it really presents new concepts that will benefit students. I mean, that's really what we're trying to do.

So to the process I put the sustainability time from Housatonic Community College on the screen. But really, where we started with was our consortium and our external evaluators, and looking at the things that they recognized that held the most amount of value that we were doing. So not only what we felt was the most valuable things we were doing that were helping our students, but what our consortium partners were thinking and what our external evaluators were thinking.

We also used our Achieving the Dream coaching team in this evaluation process, and so we were really able to identify exactly what we wanted to sustain.

For the process, again, engaging the right people. You can see there's heavy administration on here. But there's also TAACCCT faculty and then our different TAACCCT people. And then what we did is we brought in people as the process continued. So once we formalized the sustainability plan, we started to bring in more of ground-level individuals from the college.

You need to identify your faculty and staff champions, OK? So when you have a sustainability plan and it comes up, you have to identify the people that are going to embrace it. Don't go for the people that are not going to embrace it; it's kind of a waste of time. So identify the people that support the work that you're doing and go from there. That's so important.

And then back it up with data. And it's hard with a TAACCCT grant – I'm going to be quite honest – because the data always seems to come at the very end. And so we're really just really working with that. But we tried with our small – every small success. So try small successes first. So like, if you're working on a credit side for TAACCCT, do fall/spring retention, do spring/fall retention, because you're really – the completion retention, if you're dealing with associate's degrees, is difficult under TAACCCT. With a three-year program, two years to graduate with implementation, you don't have a lot of data.

And why is it important? You know, it was really important to have the president and all the deans be on this because they were really critical in identifying needs and the needs that we have; obviously financial if you want to sustain people, but also is there barriers in the process?

So it's important that if you're going to implement a process into the college, to know what the barriers are to get there. So is there a union barrier? So if we – the coaching that we did here was very integrated. It's all separate positions at the college. So how do you work around that kind – and make the system duplicate? So it's really important to have all of those people involved.

You guys can see my sustainability plan is down in the file share. And I just think it's really important to formalize it in order to scale it. So you're able to really see and then develop from there.

MS. ACEVEDO: And you all developed this from the beginning of the grant when you started, right? As you were implementing?

MS. MULVIHILL: No, we did not.

MS. ACEVEDO: OK.

MS. MULVIHILL: We did not. So I mean, we started to be very purposeful with what we were doing after year one. Absolutely. We started being purposeful. Some of this stuff started to scale right away. So at year – right in between year one and two the new president formalized an office of experiential learning based off the TAACCCT grant. So some of the stuff started to happen as it was going.

So it's definitely been a process, but the implementation plan itself was formalized probably in June. But I will say that, yes, it was an intentional process that had started probably right after year one with –

MS. ACEVEDO: Right.

MS. MULVIHILL: – OK, what are we doing that's really great? And what are we going to continue to work on? What are we going to get data from, et cetera?

MS. ACEVEDO: Awesome. Awesome. (Pause.)

MS. MULVIHILL: Should I move on to the next slide?

MS. ACEVEDO: Oh, yeah. Sorry.

MS. MULVIHILL: It's OK. So then the other thing is the top strategies. So these are our top strategies in which we sustain. So our programs of study were to stay.

Actually, at the end of year one, all of our faculty that were hired were brought over to college budget money. So that was really exciting and it also showed the commitment to the grant from a perspective. It definitely made the staff a little nervous because all the faculty were sustained but what happens to all the staffing? But that was really exciting and that's how the programs were sustained right away.

The use of labor market information and we're really pushing that – we pushed that through. And it's also being used in our – what programs we're going to develop now.

So I mean, you can see all the things we were able to sustain and just really push forward with the grant. And it was just by really having really good conversations, formalizing the process, identifying any needs, and the cost to it. Sometimes people are like, well, they didn't sustain me as a staff member. Well, you need to show what the package is and then the price tag. They're not going to buy to the unknown. So how much is it and what is the cost to the college? There's plenty of other grants too at colleges that can help to fund or to continue the work.

So that's pretty much I think everything.

MS. ACEVEDO: Awesome. Thank you. No, I mean it's – (cross talk) – it's kind of front and center of your conversations as you continue to meet around just implementation and now having conversations around sustainability –

MS. MULVIHILL: Yeah.

MS. ACEVEDO: – and where work is going next. That's great.

MS. MULVIHILL: But if people haven't started their sustainability plan and they're at the end, I don't want them to think that if you didn't start it in year one that it's not – you're not able to do it now.

MS. ACEVEDO: Right.

MS. MULVIHILL: I feel like you can still have those conversations, you can show the work, you can show the student success factor. If you can show retention and completion numbers and placement numbers, you're definitely going to pique the attention of your administration.

MS. ACEVEDO: Right. Right. Awesome. Thank you.

MS. MULVIHILL: Thank you.

MS. ACEVEDO: Thanks. And so now I want to introduce Carriel Danz, who is a grant coordinator at Milwaukee Area Technical College, who is a member college of the INTERFACE Consortium. Carriel?

CARRIEL DANZ: Good afternoon. Can you hear me?

MS. ACEVEDO: Yes.

MS. DANZ: All right. Good. So thanks for inviting me to do this. And if you have uploaded or downloaded the MATC sustainability plan you'll get a full look at the document which was put together with the team – I was kind of laughing at myself because our dream team here is called the "guts" because we're kind of the guts of the work.

MS. ACEVEDO: Right.

MS. DANZ: So we got together with our lead consortium, Cathy Spada (ph), and she's the manager for the state of Wisconsin. There's 16 colleges. We are only one of 16. And she came down and our operational team – or our guts team – sat down with her and we started looking at, well, how do we do a sustainability plan?

And what we did is we started with this spreadsheet. And we took our scope of work – there's three tabs to the spreadsheet, the scope of work, the core elements and ideas – and if you click on them, you'll see the core elements are defined so that you can kind of figure out which core element each item or area of focus under your scope of work might fall under.

And it also – this has been a great tool because we sat down and put our areas from our scope of work – what we said we would do – into these columns. And then we talked about what our plans were to sustain it, whether or not we could sustain it. And if we could, then who would sustain it? And why would we sustain it? And what's the timeline for the sustainability?

So this is not actually a completed document. You're probably even going to find some typos on it. I shot it off to Erica when we first met, had our meeting. I said, hey, here's what we're doing. She said, send that to me, and so I did. So here's where we are. And we meet and talk about it and work towards identifying areas in the college where we could find someone or an area that would be willing to usurp some of the work to keep some of the things going, because some of the things were very valuable, worked out really well.

And now after seeing this other report prior to mine, which is really pretty, I might redo ours or add another one to ours. We're going to meet with our third-party evaluator soon to talk about hard data. There's just been a great opportunity for MATC on a number of great things.

The second screen that she just popped up here showing this BITS – basic information technology skills. So this is my consortium. All 16 colleges got together and built this basic information technology skills course. And it's online; in the last column – you can maybe barely see it – www.wisconline.com. That course is in there; I believe there's 10 modules. It is free to anybody. It starts from very basic how to turn a computer on and takes it up through, like, social media and other areas.

Please use it. Please share it with your community people. My goal is to try and knock down the website that put it up because we are so sure it's so good, there's going to be so many people out there. It's a very valuable tool and a lot of really good collaboration went into putting it together.

So I mean, that's just an example right there. That can sustain itself, as long as people are out there using it. So we keep passing the word around every chance we get, to let people know –

MS. ACEVEDO: That's essentially your mechanism. So what I really like about your plan and the way it's laid out in the spreadsheet, it kind of does follow our TAACCCT sustainability toolkit, where we take a look at the core elements of TAACCCT, identify what specifically within each of the elements we are working on that's going well and we want to sustain; and kind of outlines again who will sustain it, why, and what those mechanisms are.

And so while – like you said – and we mentioned before on the call that we had together, it's a living document, right? So it's evolving. And maybe now you will make it into a prettier document that is an Excel spreadsheet. But it is kind of your basis where you return to and continue to work and continue the conversations, it sounds like.

MS. DANZ: Yep. Absolutely.

MS. ACEVEDO: Awesome. Great. Anything else, Carriel?

MS. DANZ: Nope. Just if anybody has any questions.

MS. ACEVEDO: Yeah. So let's open it up to questions from folks, just either to Alese or Carriel kind of around their sustainability work plans. Or just any questions in general from folks. (Pause.)

Anything here? So Alicia and I have been putting up some links there where you can access what Carriel has mentioned around their computer skills course. Also have up there the link to register for this webinar; that will include all of the resources that we've been mentioning today. And then the recording and the transcript and all of the notes will also be available there.

Do we have any other questions from folks just in general about today what you've heard from – within your breakouts or any questions for Alese and Carriel? We'd love to hear from you. (Pause.)

Any comments or questions or just kind of highlights from any of the other folks on the line that were kind of a part of the breakouts? Christian? Nate? Mark? Becky? (Pause.)

MR. LAGARDE: Erica, this is Christian.

MS. ACEVEDO: Sure.

MR. LAGARDE: I just wanted to comment on – again, thanking the people in the breakout room for sharing with each other. I think that that breakout in this sort of platform, where they can share with each other, was very, very powerful. Even though we had 40 minutes, the comments that were being had between – somebody said, well, what about – this is what I'm doing with employer engagement. And then someone would say, well, have you tried this? I think that that kind of platform, that kind of framework that happened during this webinar, I think should continue.

So I wonder too as we look at the sustainability institute, is there another way that they can continue to contact and stay in contact with each other? And maybe they can help each other develop the sustainability plans from one college or one consortium on the other side of the country to the other.

So something I've just been thinking about since the breakout. I saw how they were helping each other in the breakout room. I wonder how – I wonder if we can help to facilitate that after the institute's over?

MS. ACEVEDO: Great. Yeah. I mean, I'd love to hear from folks; just a simple "yes" in the chat would suffice. Would folks be interested in kind of continuing – and this is obviously beyond the Sustainability Virtual Institute, which we still have a final webinar to do. Would it make sense to kind of continue to meet as a group to hear from each other and provide kind of that platform to do that, as you all kind of continue to work towards the same goals of sustaining your programs?

So there's a question for Alese. "I know you have a great deal of (temp ins ?) at Housatonic. What kind of outreach or events have you done to highlight and communicate the strategies and practices of the grant to others at the institution?"

MS. MULVIHILL: Sure. So we used our Center for Teaching, which is the – basically it's training for our faculty and staff. And that's who really provides all of the different trainings. And we were able to highlight a lot of the different aspects of the programs that we were doing and the facets of the grant through the Center for Teaching. That's really how we identified the faculty champions. We did several on resiliency. We did some on POA. So we were able to really utilize the Center for Teaching in order to really provide the information to the campus community.

We also were on the docket for our community meetings several times, in order to get – and see who was interested in the work. So it was very easy to flesh out the faculty champions because those are the people that are going to run up to you after you present and say, I really liked what you had to say. So it was really easy. And then they kind of spread the word for you. So that's the way we were able to do it.

MS. ACEVEDO: Awesome. Thank you. Great. So if we don't have any more questions, we can just move on to kind of final wrap-up and next steps and kind of let folks know where we're going to go from here.

So there's one remaining webinar for the Sustainability Virtual Institute, and that is on December 6th (sic). And if you click on the link there, you can actually go directly to the registration page. So if you haven't done that already, please do so. And we look forward to seeing you there in that final webinar.

But between now and then, the coaches will also be reaching out to the leads and the teams to schedule a final kind of planning call to finalize kind of the work to come out. Obviously, it's not the end-all, but definitely kind of get some final work and final thoughts around your sustainability plans and goals, and hopefully get you well on your way.

It sounds like some folks are interested in potentially meeting or continuing as a group to meet beyond the Sustainability Virtual Institute. And if there is appetite for that, it's definitely something that we will – we'd love to support.

So if there are no other questions, I think we can begin to wrap up. Here at the end are a couple of just resources, which I think a lot of you already have seen but just here as a reminder.

And with that, I'll hand it back over to Maher, to Laura.

MS. CASERTANO: All right. Great.

 (END)