**WorkforceGPS**

**Transcript of Webinar**

**Promising Practices for Successful Job Corps Scholars Program Implementation**

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JON VEHLOW: Welcome to "Promising Practices for Successful Job Corps Scholars Program Implementation." Without further ado, I'd like to kick things off for our moderator today, Michelle Mills, program manager for demonstration projects in the Office of Job Corps, Division of Policy, Communication and Planning. Michelle, take it away.

MICHELLE MILLS: Thank you, Jon. And welcome, everyone. Pleasant afternoon. It is such a delight to be here with you today. Again, you all know me. We're not strangers. I am the program manager for demonstration projects, including the Scholars Grant, which is a $31 million grant program awarded to 20 public colleges and universities. So I'm so excited that you all could join the day.

So we're just going to go over a couple of housekeeping matters. Again, the audio has been muted for all of you. At this time that we want to encourage you throughout this presentation to ask those questions in the chat box. We've also allotted time towards the end for additional questions as well.

During the presentation, you can expect to have two polls presented, where we will be asking you to engage and give us your feedback during this presentation. This section will be recorded and we will be posting this on our community of practice once this recording is concluded. So again, just thank you for being here today and I'm excited about this presentation.

So if you haven't done this already, please go ahead and let us know the college that you're representing, where you are. Again, we have 20 state, public colleges and universities, so we want to see who's in the room, who's engaging. We want to hear from you.

So I'm excited today because we're going to have an exciting, exciting presentation. So we're just going to run through our objectives. We're going to share practice areas that will lead to the best implementation of the brand. We're going to discuss operationalizing the statement of work. We're going to also provide some examples and actionable strategies that we can say. And the fourth, we will run through and have our Q and A segment.

So today we're focused on promising practice areas. This includes outreach and recruitment. So we'll definitely dive into your targeting recruitment efforts, and getting the opportunities your need to find more for putting into the grant program. We'll touch on your efforts that you're doing on costs, with colleagues as well as within your communities in terms of engaging CBOs, local workforce development boards, etc.

We'll also talk about program design. What actions are you taking to implement this grant? What's your timeline? What's your key strategies and communication, internally and externally?

We'll talk about partnered employer engagement, right, because again a key component of this is job placement for opportunities. We want them to either enter a job or registered apprenticeship, the military, or go on to further education. And so, key partnership engagement is critical.

We'll also talk about our job board eligibility criteria and really walk through the steps for how you can successfully assess whether or not a potential process, could be an applicant and ultimately an enrollee, receiving grant-funded services.

Finally, we'll get into data collection best practices and reporting, and we'll just talk really there about your internal systems and processes that you have to support that. And then, we'll wrap up with sustainability because this is key across a lot of our ETA programs. How can we further these efforts, this brand, and have a lasting impact across our communities that are being served?

So again, today I'm excited and thrilled because we have some dynamic speakers with us today. And I'm excited. They're each going to talk about a specific area under the practice area that we've mentioned. So Cynthia Hall, she has worked in the community college, community education for over 25 years. Really does have a breadth of experience. She has written several technical program brands, developed oversight of these programs at Blue Ridge Community and Technical College. We're excited to have her here today. Her background covers both college credit degree training as well as continuing education training. So again, we are excited to have her.

Of course, we have Jant Bray. She brings a unique perspective as well as vision on best practices for connecting education and industry for a relevant skills workforce. She serves as executive director for Association for Career Technical Education and has provided leadership to a variety of associations at the National Association of Workforce board. Again, we're just delighted. Very much a dynamic speaker that we have here today. She's also instrumental in the development of youth apprenticeship programs and has a breadth of experience and publications that she has co-authored, transforming career guidance, coaching, bridging school-to-career workforce of the future, developing new tactics, and so on. So today, I'm just excited that we have her as the speaker.

We also have today Jan Peters. She is our Job Corps scholars outreach coordinator for Blue Ridge Community and Technical College and she's involved in development of the SpringTech Innovation Lab. It is an incubator and she previously spent 35 years in career in economic development on the state and local levels. So we're excited to have her share her breadth of experience with us today.

We also have Lance Wise. He is the director of grant management, institutional effectiveness and learning at Atlanta Technical College. He's very much focused on the end result-oriented and he basically has over 30 years of experience in grant management and resource development, focusing on the public sector. His expertise ranges from grant research writing, collaboration, budget development, program design, compliance and reporting, and grant award modifications.

Then we have also Tom Brown, who is a program outreach coordinator and workforce advisor and Clackamas Community College. He has a background involving workforce development, doing employer outreach and engagement since 2009, and he has an extensive background in business administration, and he facilitates career development across, at the college. So I am just so excited to have these speakers with us today, who will share their experiences and, for the promising practices that we've outlined.

So at this time, now I'm going to turn it over to Jan. Jan, take it away.

JANT BRAY: Thank you, Michelle. I really appreciate it. Your work with the taskforce, your leadership has been very instrumental and important to moving this forward. So really excited to be here. I think that this is a very interesting grant and I think that work that you all are doing is really going to make a difference in your community.

And like every other program, there are challenges. There are, always looking for different ways of doing it, and it's important. And our goal today is to try to identify, well, to identify and it's putting it into buckets, the promising practice areas, and then to help you learn from your colleagues. What are they doing? What have they been successful with? I'm sure you have other ideas in there or this is your time to really explore a little further with them. So again, please put your questions in the chat box and we'll try to answer them as much as we can, given the time that we have.

I'm going to start with the first one, and this one is actually, I love this because it's in participant outreach and recruitment. I mean, that's the first challenge you have. How do you get out there and get people into the Job Corps Scholars program? Now, it should be building on what you already have at your college. I mean, it shouldn't have to be something totally new, although hopefully you have identified, and this is, there is no right or wrong system, but that you have down there made an intentional system built internally within the college as well as how you are working externally. You have a system in place of how you are going to provide outreach and recruit people into the Job Corps program.

And so, some of the places here, the partners that you could look at. I mean, certainly let's start with internally. You have the entire college in there, so you have those that are doing counseling, career counseling in the college. Are they aware of the Job Corps scholar program, and can they also recommend it to people that they are counseling? Do faculty within the college know about it, so if they engage with students in general they know that there's potentially something there? Reaching out to your high school career counsellors, are they aware of this as well?

So it's having that as well that you need an internal team, a team that is of case managers, career coaches. They can be different titles within your college. But that you have a team that's focused on this and that also understands the intake system that will follow the intake system. And you will hear about this from some of your speakers there. But does your system internally talk about this is who we're talking to, this is who's responsible for it, and here's doing the very steps that go through that? As you look at who your various partners, outside people to look at in terms of recruitment, obviously look at your local housing authority, your local department of labor, as they do outreach. They do it. The Boys and Girls Club. Posting, obviously we all know about Facebook or social media I should say. You know, posting it on social media.

Are there regional collaborations? And one of the things I love as I was coaching some of the grantees that I have is if there are other colleges within your area, if are there community technical colleges that you can collaborate with? And one of the challenges we know for a lot of these potential candidates for the Job Corps Scholars is transportation. How do they get to the college? And so it's also working with your workforce development. They are, that's their job is outreach to the people who essentially are unemployed or underemployed. They need to be aware. They need to be an integral part of your outreach efforts and your recruitment efforts.

Your unemployment department and they're on – Tom, I'm sorry if I'm taking away from you – Clackamas College has this where they include the unemployment department and the state includes notices on their website. So there's a multitude of outreach partners that you could have.

They also put signs in the neighborhood that really are their target neighborhoods. They put signs there. They hold orientation meetings. And so, it's looking at all the various ways that you have to go where they are. Who are they talking to now? Who are they seeing? Where are they visiting? And you need to go there. They're not going to come to you. And I think you all know that so that's not something that would be new.

But have you consciously thought of that and have you written that down? And as I said, do you have that comprehensive intake system that you have somebody in charge of it, and you have the king that understands all the issues that these people are facing and that they know how to address those issues or where to send them for those issues, whether it's transportation, whether it's child care costs in there? Do they have that career counselling as part of it?

And then do you have a system in place to do follow-up? You know, once they do it, if they have an orientation meeting or you talk to somebody. You know, how are you following up with them and making sure that they are coming in and that they are coming in contact with you? Again, do you have a series of choice advisors that are constantly reaching out to them?

So the idea is it isn't a magic formula. It's thinking about your community, all the people that touch your potential population, engaging them. Understand the language that can be used, what drives these people, and then having the system in place where your external partners know who to reach out to and who to contact internally within the college. And then you have a system internally which is addressing the the outreach, who we're talking to and the intake system that they know how to address the issues that are potentially a challenge or barrier to potential recruits that are in there.

So that's and it's the intentionality of it and that's the one word I want to use to really express is that it's an intentional system. It isn't necessarily right or wrong. It's comprehensive, it's intentional, and everybody understands that and follows that system. It's fluid. It can change if need be if challenges arise, but there is a system in that place.

So that's, in a very short time, my talk on participant outreach and recruitment. And so, now we're going to look over to, I think, yeah, program design and Lance from Atlanta Technical College is going to talk about program design with us. Lance?

LANCE WISE: Yes. Thank you, and good afternoon, Job Corps Scholars. I'm very excited to present today in that the program piece I think is most important to the success of the program. We talked about, early on in this process, about having a work plan that is really linked to the outcomes that we need to achieve under the Job Corps Scholars program. There are a variety of instruments out there that we wanted to utilize to really outline those specific and various areas that we need to focus in on from the start to the finish.

However, we need to also remember, though, that it is a living document. While our program started over a year or so ago we need to look at these work plans on a regular basis to ensure that we are updating them in real time to incorporate those areas that we need to be addressing that are causing our programs not to achieve the outcomes that we have stated. And so, again, it is a process though that you don't do on the back end. It's a process that you engage your entire team, and not only your program team but the college team. The leadership in the college needs to be fully aware of what you're trying to accomplish within the program and also making available resources that you can then incorporate to ensure success is achieved.

And so, we shared a sample of the workplan that Atlanta Technical College has utilized. But with that stated, there are a variety of sources out there. What we did early on, though, once we got the notification of the grant, we took the notebook, we took the handbook and all the other resources that was provided to us by Ms. Dalton and Ms. Mills and we looked at those to ensure that we were identifying those critical areas that we had to ensure were imbedded in our work plan. That co-stars with ensuring that your internal infrastructure is in place from your financial office to your admissions office. You know, when you're talking about recruitment, when you're talking about outreach, you need to make sure that you have identified those community resources that's going to help you achieve those more so than internal resources.

And that then takes me on down to ensuring that you're having comprehensive communication plans and strategies in place to be implemented. Communication is key. You cannot operate your program in a vacuum. The program actually has the ability to be something that this college can really be excited about implementing. And so, you want to make sure that the word is out that you have a Job Corps Scholars program within your institutions. That's done by your website. That's done by a media print. That's done by radio, PSA announcements and a variety of other things.

And then when you talk about communication of your staff, we started off when we received the award and any award we receive at Atlanta Tech, we start off with a pre-award meeting, whereby we bring in all the necessary, key stakeholders that will be responsible for any aspect of ensuring the program is implemented correctly. And so, once the pre-award meeting is accomplished, we then go back and then create standard operating procedures that's going to guide the work.

From there, we have weekly staff meetings. We have to continue to engage with the staff on a regular basis to ensure that they remain on track to ensure that we're able to provide, give guidance if they're confronted with any type of obstacle that's going to de-rail their progress.

It's all about also communicating with your students on a regular basis. When we talk about design, the students are the central piece of our program and therefore we have to have a way that students are able to communicate to us about their challenges, about how we can continue to enhance our model. And again, we hear from the students and they're having some issues, we want to be able to address those and have to keep communicating that way.

And then also, here at Atlanta Technical College we have what we call our campus leadership team. These are director levels or higher here in our hierarchy at the college and we also together on a monthly basis to talk about not only the Job Corps scholar program, in my case I would job about Job Corps scholar. But the task force is really to be able to share with campus leaders about what's going on within our programs as well as to hear from them about some best practices that they may be able to recommend to us if we're having challenges in a particular area.

So once we got the Job Corps Scholars grant as I indicated, we stepped back and said, well, how do we imbed this program within the culture of our college? We didn't want the Job Corps Scholars program to be a set aside program with that, like the Job Corps Scholars program is over there. They're doing their own thing. No. We wanted to ensure that the design was an integral part of the entire operation of the college.

And so, if you would advance to the next slide. Thank you. This is our student journey schematic that really talks about the importance of – our motto here at the college is you start strong, you stay strong, you finish strong. And this schematic really talks to that. It talks about actually, and this is what the Job Corps scholar design model shows as well. But not only the Job Corps scholar model follows this flow, the entire college follows this flow. So again, while we have ratios that are much smaller on this Job Corps Scholars program, the students are very much still receiving the same services with every program they're engaged in at the college.

And so, it talks about here in the schematic, it talks about us being able to articulate the value proposition of a tentative look at the technical college, the value proposition of being a part of the Job Corps Scholars program. It also talks about the seamless process of enrollment, having a pipeline of students available for us and what does that look like? What community partners are engaged to end that student pipeline that we have students available on an ongoing basis? And then all students are engaged in orientation activities to ensure that they understand what success means here at Atlanta Technical College. And that's the starting strong aspect of our motto.

And then the staying strong talks about our academic support, ensuring that students know where to go to get the support they need, either through our academic success lab, either through our online tutoring upswing and other services that we have. We also have the early alert system here at the college, where if our students are having some challenges with classes, we know that and then we're being very proactive in reaching out to those students to address whatever those challenges are academically or, otherwise there may be some emotional or some other things that are happening.

And that then takes it to the wrap-around services because while life is happening, things will happen, and so we need to be able to support students as they're addressing. And while students are involved in the program and they are then confronted with a challenge, we want to be able to direct them to a variety of wrap-around activities that will support them through their process, transportation, child care, emergency assistance and things of that nature.

And then student activities, this speaks to the cohort aspect of our program. One of the models, one of the Job Corps models require us to engage our students on a regular basis on a variety of platforms. And so, again we have student activities that are engaging on a variety of subject matters from academic success to time management, budgeting, financial literacy, health issues and a variety of platforms that we engage our students on on a regular basis in a cohort setting. And then once they get the career prep, they know that once they're about to graduate they're highly qualified and ready to move forward towards employment.

And from there, the stay strong, the finish strong is the career placement and the alumni engagement. And so again, we're very excited about how we are able to ensure that students' experience in the college is very seamless and very consistent across the board. And I encourage everyone here on the call today to look at your overall process to ensure that there is this seamless approach to incorporating the Job Corps Scholars program into your overall model at your colleges.

And from there we'll go to the next area on the agenda, which is partners and engagement. Thank you.

CYNTHIA HALL: Okay. This is Cynthia Hall with BlueRidge Community and Technical College. Thank you for the opportunity to be here today. We do have a PowerPoint I believe that you can download that has a lot of the numbers that Jan Peters and I are going to be going over today. So just kind of listen through the numbers. You can download the PowerPoint to get more details.

So when BlueRidge started out early realizing that the best decision, way for us to get to the eligible participants would be to partner with organizations that actually worked with the same community or the same people that we would be recruiting and that was the most efficient way for us to get the word out to those individuals. So we started with a plan that would start with the end in mind and we knew we needed 40 participants and we worked backwards through the process. For us, we estimated that we'd have to have 80 applicants to get 40 enrollees. We estimated that we'd have to have a bed of 200 interested appointments to get 40 people to submit applications. And to get 200 interested appointments, we estimated about 1,000 contacts would have to be made to be able to drill down to those 40 individuals.

We put that to a timeframe and the timeframe that we had for our particular project was 16 weeks to make 1,000 contacts, to be able to bring them in, get 200 appointments, get 80 applications, get 40 people that were actually good applicants. Over that 16 weeks we met twice per week and we divided the contacting of these organizations, figuring out who we were going to contact. We divided that among our whole entire team of five people. So everybody was involved at that point and really an intensive campaign of creating partnerships, of contacting anybody that could put us in touch with people that could benefit from this program.

So over that time then we didn't quite meet our goal exactly as we wanted, but we, it was a little longer than we thought originally. But that we stuck to the plan and were able to create a very good partnership list.

One of the things that we did was to prioritize the partners and to those that seemed to have the most contacts for us, and we would schedule luncheon meetings with the priority partners. One of the themes for each partnership meeting was what's in it for them. The meetings were not about telling them about job scholars. The meetings were about finding out about them and what is in job scholars program for them and how they might benefit. And I'm going to ask Jan to kind of jump in there.

Once we created this list, the next thing we did is create a plan for constantly contacting all our partners. And Jan, if you want to share with them how we did that.

JAN PETERS: Sure. Initially starting out, we started out with a partnership committee made up of involved organizations that thought they could provide us with applicants. We set up meetings, regular meetings with that group. Of course back in early, earlier this year everything was on Zoom. We also set up monthly e-mails and phone calls to check in with the partners that we had established.

We, like everyone's doing a newsletter that we send out to all of our partners and we try not to pressure people but we've really identified through some of the umbrella partners that we've identified, like United Way and the Martinsburg Initiative and some other groups and kind of drilled down into their member organizations that were groups that we really wanted to work with and identify potential students.

We went to county fairs in our three counties. We went to community events like street fairs and car shows and different festivals. And we also started an employer advisory committee meeting and that kind of started early because working with chambers of commerce and economic development authorities to give them an early heads up that we would hopefully be providing them with interns and employees in the future.

And last but not least, it was actually internal marketing. We've been working closely with our admissions department and doing college recruitment events, including a series of three open houses that were, one of them was actually last night.

So we really tried to cover all the basis and stay in touch and it seems to be working so –

MS. HALL: Okay. Thank you, Jan. So at this point, we've maintained a regular list of about 210 community partners and an employer advisory committee of 12 employers, the major employers with that expanding.

MS. BRAY: Thank you, Cyndy and Jan. Really appreciate it. You guys are doing great work and it's very informative, what you've provided for us. So let me turn it over now to Tom Brown from Clackamas Community College to talk about, actually it's two areas: Job Corps eligibility classes and then Tom will go right on into data collection and reporting.

TOM BROWN: All right. Thank you for having us today and thank you, everybody, for being on this meeting and sharing resources with each other. There is a Job Corps Scholars eligibility criteria checklist that you can download. This is what we use to document our eligibility process with each participant that comes in. This form served as a cover letter if you will in our hard copy files and it's a checklist of what we use to document each of the criterion that, to determine their eligibility.

When we first got this grant, between Debbie and Elaina and myself, I think we had 35 years of determining eligibility for WIA and WIOA programs and when we first got this, we looked at it, we realized this is a lot more detailed than what we're used to. And so, we needed to come up with a way to organize ourselves and this is what we came up with.

And so, as we go through the checklist, whatever is in the hard copy file, this is how we check it off so if Debbie goes away or if I go away or if Elaina goes away or somebody wants to come in and do a file review or Angela shows up, this is going to show her exactly what's in the file and the documents that we use to document the eligibility of each participant. We added a few things on the end that are the internal stuff because we document that they met the eligibility for the college and those kinds of things.

And so, this is just, it's a cover page to the hard copy file that we have in each participant's hard copy file and it just tells what's in the file that documents each one of the criteria. It keeps us organized. It keeps us doing the right thing with each person and each criterion that we meet with, that we determine the eligibility with each participant.

It really goes hand in hand with our applicant tracking system. We could kind of talk about those two things really together. We also have an applicant tracking system. We, the college for Clackamas County is the WIOA service provider, and so the data phase that the WIOA program uses we've been using for several years now. And so, through Job Corps Scholars, we contracted with them to build up the database that matches this checklist so that as the students sign up, we are also putting this information into an online database that we can pull reports from. We were on a meeting the other day where it was shared that we may want to pull reports on the ethnicity – sorry about being tongue tied today – and those demographic data points. And that is all captured in our applicant tracking system. We can pull those reports at any time. They're real-time.

But building that database was quite a heavy lift. I don't know if a person could get started on it and have it completed by the end of the grant at this time. The process that we had to go through was first we filled out a form to tell the provider what we thought we needed and then we had to provide the FOA, our contract, the eligibility guidelines, the reporting data that we wanted to capture and report. And then they went through that and worked with us to determine what we did actually need because it was a little bit more complicated than what we originally thought.

And so, they built this data collection system for us that matches the state data collection system and we can pull reports on that. In that, we save the day-to-day stuff that were activities that we're doing with each one of these participants. All of the payments are captured in there. All of the meetings and pay stubs are captured in there. All of the post-separation activities and the cohort activities are captured in there so that if if Debbie decides she wants to retire or gets run over by a bus somebody could come in right behind her, take over her caseload and know exactly where each participant is because the story is there and the story is told.

So that's what we're doing. You know, this is a crazy complicated grant. There's things that if I was doing it, it would be a little bit different. But I'm not doing it and this is what we put together to keep ourselves organized and out of trouble. Thanks for having me today.

MS. BRAY: Thank you, Tom. You guys are doing a great job. And everybody who has all of this, there are competent systems in place. They saw the new, they have systems. I do encourage you all to download the PowerPoint and the supporting documents as well that are in the file share box.

So the last area, which is very important that most people don't think about until the very end, which is a challenge, is sustainability. And Lance, we're going to call you back to talk about this area.

MR. WISE: Thank you. So as you stated, sustainability is very important. We began thinking about sustainability once we received the grant. We wanted to figure out a couple things. First of all, how can we imbed some of these features of the Job Corps Scholars program in our normal operation? How can we continue to offer this level of accelerated and intensive support that students so much need? It's not always about looking for additional dollars, which are very important as well, but how can you sustain some of the activities that you are implementing under the Job Corps Scholars program in your regular college environment?

Here at Atlanta Technical College, we actually were pretty successful in thinking through this process early on in that we've launched an initiative here at the college that's called the Center for Workforce Innovation. The Center for Workforce Innovation is an innovative partnership between the college and the city of Atlanta and the Atlanta Committee for Progress with direct input and investment and involvement from our corporate and community partners. The CWI spoke with our paired students to enter into careers which meet the local high-demand, rapidly changing workforce needs and lead to economic mobility.

We did a very extensive analysis about Atlanta's economic mobility standing, compared to other municipalities our size. And what we found was not very promising, in that Atlanta was scoring at the bottom in each of these factors across the board. And so, we had to do something here at the college and here at the city of Atlanta to address that challenge.

Well, the Job Corps Scholars program as I indicated is a very intensive model that has very reasonable ratios of engagement with staff and students, as we all know we have a one to 20 ratio with our, at one time with our, we call them achievement facilitators, success coaches, a one to 20 ratio with our, we call them employment relations specialists. So those ratios really speak to the one on one interaction that students will receive, and we wanted to figure out how could we maintain some of those similarities in our overall approach.

So what we decided is that, leadership decided that the Job Corps Scholars program is going to be actually housed within the Center for Workforce Innovation. So with that being said, we have looked for additional dollars to hire additional staff that's going to reduce the ratio of our students and student success as well as our academic success as well as interhuman services and from there into employment engagement. And so if you're like our college, if you're like Atlanta Tech, your ratios could be anywhere from one student success advisor to 200 or 300 students and that ratio doesn't lend itself to that level of intensive and intentional engagement that's really required to be successful.

And so, we were looking at, we looked at creating and building upon those complimentary activities that will support the outcomes that we're trying to achieve for the college, which basically says that we want to increase our enrollment. We want to increase our retention of students. We want to increase our graduation rate. And therefore, we want to also then increase our placement rate in industry-related placements. And so, those are specific outcomes that are required of the Job Corps Scholars program. We are now imbedding those same outcomes within our college under the Center for Workforce Innovation.

We've identified additional resources as well. So under the Center for Workforce Innovation, the Atlanta business community and corporate community has truly embraced this effort in that we have most of about 500 companies from the Coca-Cola to the UPS to the Home Depot to the Bank of America to (Ice ?) to Georgia Power to Georgia's district, all have agreed to support these efforts dollar for dollar. In fact, anywhere from $250,000 on an annual basis over four years to $1 million in one lump sum that we received from one of our funders. And those dollars are there to support the hiring of additional staff to get those ratios down so we can get that dedicated interaction that's really, really important to ensure student success.

And then from there, we have the ability to evaluate our effectiveness on a regular basis. I'm a part of the Office of Institutional Effectiveness and Learning and that's one of our main responsibilities, to look at the data to see what's going on and then for us to then design various interventions that's going to ensure that we increase those measures of success in all those areas that I just spoke about.

And so, we're very excited about if the Department of Labor decides that they don't want to continue to fund Job Corps Scholars program as of this initial pilot, we're very confident that the various activities that lends itself to success under the Job Corps Scholars program will be remaining here at the college as part of our general operation. And I think that's ultimately the goal that we're all trying to achieve is that these activities from students matriculating and the cohorts that they began to develop, that family type of integration that we've found to be very, very important and very, very successful.

And then again, as we continue to look at other best practices and look at other research that talks about student success and what that looks like, we see that a lot of the Job Corps scholar features are imbedded in those models. And so again, we are very confident that as the Job Corps scholar program comes to an end, if the Department of Labor decides not to refund this program after the pilot, these features will be imbedded into our student journey cycle to ensure that we continue to excel. At the end of the day, the focus on student success is what we're trying to accomplish. And I'll turn it back over to Michelle from here.

MS. BRAY: Thanks, Lance. That to me, that you just described, that's sustainability. That is putting into place a system that, regardless of what happens with grants or anything down the road, the objective of this effort continues and that all the time and effort and work you're putting in now does not go to waste. It continues. So well done. Very, very please to hear that.

So here, just again a quick reminder if you have any questions to put in there, we want to get a sense of where everybody is on the, participating on this so there is a poll. I don't know why it all of a sudden shrunk, but one thing if you all could let us know.

So what of these theories have been most successful to you? This is also getting off on shades of the future TA and webinars that we do, where we know where you all have some of the greatest needs. And so, well, it's good to hear. Participation and recruitment so far is pretty strong as well as employer engagement. That is awesome. That is really good to hear, so thank you guys. There's another peer staff review as we do that. Again in the meantime think about, I do have a few, couple of questions for our speakers and I know some of you are also doing very good work so this is really good.

Now I know some of you are still doing, filling this out but I want to get us to the next question quickly, so the next poll question, it's there. Sorry. Forgot to type it all. So which areas are you finding the most challenging, that you really, and this is where we really that the grant managers, high impact as well as the coaches as well as Job Corps, Michelle and [??] can give technical assistance and information. So we need to know where you need the greatest help, and data collection and reporting is always number one on everybody's list so that's interesting. I'm going to leave that up for a moment.

Well, we seem to be split in terms of participant outreach and recruitment in terms of the one that's been most successful and the one that's most challenging. So you know, all right. Very good. This is very helpful so thank you.

So I'm going to go to just a couple of questions so for all of our speakers, you can take yourselves off of mute if you’ve been on mute for each person speaking, and whoever wants to jump in. But I guess, because we don't have a lot of time left. Actually, I'm going to do it this way. I know this is going to be a surprise to all of you on the phone.

So Cyndy, let me ask you, looking at these two questions and you can answer both or one but what are the resources you leverage to import the implementation and how did you build that internal system?

MS. HALL: I think, obviously partnerships and also working internally with our internal people to make sure that they understood the grant. But we did have the college support us in areas that the grant couldn't, for instance, information luncheons with business partners, lunches with community partners where the college supported that effort. Right now we did live meetings. The Zoom meetings did not produce much and did not produce the same intimacy as having a lunch or breakfast with our partner, so I think that's I think that's very important.

MS. BRAY: All right. Well that's good. And having the college behind you I think makes a big difference. So alright, so let me ask the same question. Let me go to Tom. Tom Clackamas, you have a good internal system for recruitment and retention, but how did you build that for the Job Corps students and what resources have you been able to leverage?

MR. BROWN: We're pretty uniquely situated I think here at Clackamas Community College. You know, our, or I think I mentioned that Debbie, Elaina and I both came from the WIOA side of the house. The college is the WIOA provider. Our offices are right next to the, in the same buildings and right next to the WIOA staff and the WIOA youth staff also have offices in this building. We're unfortunately the one thing is we're not all back in the offices so we don't get to see each other as often. But the resources that we really leverage for implementing this are WIOA resources because we have direct access to them.

You know, I know we don't have time to talk about the specific items here but accessing those WIOA programs have been some of our most successful participants so far and accessing some specific training programs that were only for WIOA participants.

MS. BRAY: Well, you're giving us a really good idea for another webinar to really focus in on WIOA, so that is really good and I agree with you. We really need to deal with that. One last thing, Lance, real quickly what can you add in terms of these two questions?

MR. WISE: So I would add that I'm sure for most of us, this is not our first rodeo, not your first federal grant. And so, some of the systems that you have in place from prior grants should be utilized as you're beginning to implement your current activities. Ensuring that you have document SOPs, that really speaks to each component of your program. We're creating a playbook right now that coincides with our student journey schematic so that there will be, in the event as one of the speakers said, if I'm not here or move onto something else, there will be the ability of those who come behind me to have these very detailed knowledge base that we left to help guide these programs.

And so, these things, again we should begin to imbed those into our general operations so that when we get other opportunities for funding that it's not basically starting from scratch. You're actually building upon what you already have established in prior federal efforts that are closely aligned with what we're trying to do under the Job Corps Scholars model.

MS. BRAY: Thank you. That’s great. I tell you, we just spent all day with Cyndy and Lance and you guys were awesome. Couldn't have had a better team so thank you for that. I'd love to everybody to consider and think about this.

So at this point, I'm going to turn it back over to Michelle. I want to thank all of our speakers and Michelle, you can close it down.

MS. MILLS: Thank you, Jan. Appreciate that. And again, thank you to all the speakers for the information and wealth of knowledge shared. I know that the grantees really appreciated what you all were able to deliver today. Just as a reminder, yes, this webinar will be posted on our community of practice.

I just want to remind everyone to save the date. We will be having another technical assistance webinar focused on our eligibility criteria, specifically the low-income requirement and that will be on October 26 from 11:00 to 11:45.

So I want to thank you all again for joining. Of course, if you have any questions, reach out to us, especially your supervisor and high-impact partners. Again, thank you all for joining today and now I'm going to turn it over to John to close us out.

(END)