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**Transcript of Webinar**

**What's Important When You're Engaged in Community College Systems Change**

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GRACE MCCALL: And welcome to "What's Important When You're Engaged in Community College Systems Change." So without further ado, I'd like to turn things over to our moderator today, Cheryl Martin, program manager, competitive grants division of strategic investments, Employment and Training Administration, United States Department of Labor. Take it away, Cheryl.

CHERYL MARTIN: Thank you, Grace. I'm thinking that title is even longer than the word TAACCCT and what that stands for. It's great to be here with you today, and seeing names of colleges that were involved with TAACCCT and also we've got the Springtown Community College folks with us so it's just wonderful to see all of you.

I have had the privilege of managing TAACCCT grants for the last half of their period of performance and I currently manage the team that manages strengthening community college grants. So I am delighted to be kicking off the first three roundtables that share some of the things that we learned from TAACCCT as we seek to pay those learnings forward, if you will.

This webinar serves a dual role here today, so we invited a wide range of folks doing the important work of community colleges today and we're glad to have each one of you. It also serves as one of the foundational webinars for a convening of our first round of strengthening community college grantees, so a special welcome to each of you.

You know, you're probably aware but a really large body of research came out of the Trade Adjustment Assistance Community College and Career Training or TAACCCT grants, and it was in fact the most evaluated program that DOL has ever done as far as we know. So when we were going to do three roundtables, we had to really pick and choose from that research what we would talk about. And so, we're doing three, one that focuses today on systems change, another one on career pathways, and another one on employer perspectives over the next few days here.

So today we're going to start by digging into a brief called context, infrastructure and alignment matter: statewide systems change in round four of TAACCCT. So systems change was at the heart of TAACCCT and particularly the fourth round and it's also at the heart of strengthening community college grants as well. So we are delighted to be able to hear today from Hannah Betesh, the lead author of the brief we are focusing on in this hour, and you will find that brief in the weblinks. It's down below. I think it's number three. You might have to scroll it down a little bit to find that if you want it.

Hannah's research focus over a number of years has been on helping people find employment, advance along a career pathway and achieve economic self-sufficiency. She is particularly interested in interventions, targeted populations that are either newly entering or reconnecting to the workforce after separation. So that that includes a lot of the populations that we are all working with, right? She is deeply involved research itself as well as supporting efforts that bring about better research. For instance, how do you do qualitative research analysis to improve the rigor in analyzing unstructured data? There's a mouthful of research-y words for you, right? But so, we've got Hannah.

And then because we value evidence and we very much value putting evidence into action, we've also invited someone to join us today from the trenches of community college systems change. I'm sorry to say that Julie Parks was not able to join us today. She was a former TAACCCT and is a current SCC grantee at Grand Rapids but had a last-minute family obligation.

However, I am delighted that DOL's very own Dawn Jacqueline Murphy [ph] will be joining us today in her stead. Dawn recently joined our DOL team as the technical assistance lead and TA coach for strengthening community college grants, which is a role that brings her in frequent contact with grantees as they navigate the challenges and rewards of being a grantee. Her experience in the trenches of community college systems change includes a career in community college grants management and workforce training and development at multiple community colleges. Most recently, she was an associate dean of transition studies, overseeing adult basic education, pre-college and IBEST programs and I could keep going.

But instead of doing that, I'm going to get out of here and welcome Hannah and Dawn and ask them to each say a little bit more about yourselves, including maybe something that's not on your file. Hannah, let's start with you.

HANNAH BETESH: Sure. My name is Hannah Betesh and I'm senior associate at Abt Associates. And I've been working on evaluations and workforce development programs for the Department of Labor and other agencies for the last 16 years or so, and so I'm delighted to see groups here, to see in the chat just some of the community colleges here, there are ones that I've had the pleasure of visiting under many different evaluations and DOL programs. I see new faces and I was particularly excited to see that we don't necessarily have Grand Rapids Community College because that is the first community college on an evaluation site visit many years ago under DOL higher grants.

One thing that isn't in my bio is I love doing this work because of the travel perks, which is mainly getting out there and gathering what new things you're trying and what you learn from them. And so, I actually just counted. I've visited 25 community colleges and 48 American Job Centers across the country and every one of you, I can't wait to visit for those of you I haven't visited.

MS. MARTIN: Wow. That's great. Dawn, what about you?

DAWN MURPHY: Great. You know, Cheryl shared that there is much more. I feel like I have grown up with community colleges and with workforce investment initiatives so, and one of the things that I bring and also the one that's shared in my bio is that many times when I think of the different experiences that I've had, that I have a particular student's faith and name in my mind as I think about what projects I've done and who it has impacted, how their lives have changed.

And so, when I think back to my beginning, I think about a lady who had eight children, who her first night outside of the house job was at Dunkin Donuts and how she used to think and say about her job, her new job, her first job that it was her time and how empowering that was for her. And I think eventually she moved her way up to manager of that Dunkin Donuts, so thinking about the students and the participants that benefit from the system change and the initiatives that we are involved in.

MS. MARTIN: Great. Thank you both, and that is so important.

So we're going to jump in but before I move to that first slide even, I'm going to ask each of you say a little bit about when you think about systems change, what are you talking about there? Because we got some aspects of this change that we're going to talk about, but let's start with that term itself. So Hannah, can you start with saying what you mean by that I guess when you're talking about it?

MS. BETESH: Sure. So essentially, we're talking about a line that is across institutions and agencies to implement skills, state changes across the whole system. So for example, curriculum redesign at one community college to support career pathways is important institutional change. But the same thing across either multiple community colleges or a community college and a K-12 district in that same community, that's systems change.

MS. MARTIN: Great. Dawn, do you want to add anything to that?

MS. MURPHY: And I'll say I've been thinking about that phase of the student and even employers is removing barriers that, change not for just the purpose of change but to really ease the system for those that we want to make the impact for.

MS. MARTIN: OK. Great. Thank you.

So when, Hannah, when you looked at the factors for this brief that affect implementation of statewide systems change in community colleges, you found three factors or themes. And the first of those was context, the next ones are infrastructure and alignment and we'll get to those in a minute, but let's talk about context and systems change. So what do you mean by that? What did you learn about context when you were looking at the TAACCCT round four grants?

MS. BETESH: Sure. So one important aspect of context to systems change is what that system itself looks like. And I should say that everything I'm about to say is definitely the case for community colleges, but it's also true for the broader workforce development ecosystem. You know, where you're starting from in terms of structure and mission and implementation of relevant registrations. That goes for workforce development system, education system, etc.

So I'll start with community college structure. In most states, there might be something like a state board or other entity that's overseeing community colleges, but the community college system itself doesn't typically have any statewide government structure. But for the 11 states that do or even for the states that have a strong state oversight body, that kind of centralization makes it a lot easier to standardize and centralize new approaches across the system because there's already some standardization around things like whether it's a semester or trimester system, credit hours and clock hours, things like that. They make that a little more concrete.

So under TAACCCT, community colleges in New Jersey were able to create transfer and articulation agreements pretty easily because they had a sort of statewide alignment around that kind of centralization and standardization. In other states that had less centralized systems, it took longer to pull that off because there were really different requirements and approval processes across colleges.

I should say right now before we get into the rest of the content, I understand that you can't pick up your community college and move it to a different state. So I am identifying things that might go more smoothly or might take a little more thought and effort, depending on where you are.

So another related aspect there is whether and how community college missions have evolved together across states. And so again, in states with a strong statewide structure, individual community colleges in the state may be on the same page strategically a little bit more, and so they might be able to move forward with things like prior learning assessments more quickly.

So again, under TAACCCT in Maryland, we saw a lot of commonality in admission across the system that made it easy to move forward with prior learning assessments because there was already a certain level of coordination and communication among community colleges in the state.

And then finally, there is the policy context. Under WIOA, community colleges are designated as a partner to the public workforce system, but TAACCCT mostly predated WIOA. So some states and local areas were already pretty far along on that kind of partnership prior to WIOA and that made it easier to affect that systems change within that context. And so, the clearest example of what this looks like was having either workforce systems staff or an entire American Job Center co-located at the community college. And so, we found that in several states and New Mexico is the strongest example there.

And again, this is all the case for any workforce development programs that you might be working on more broadly. You're going to see in a different stage of all of these processes depending on what else has already happened in your state. And so, it's all that tailoring based on what that context is.

MS. MARTIN: Great. Thank you. So let's keep going on that, making that concrete and real kind of thing there. You gave us some great examples there, Hannah. Dawn, what's going through your mind when you're hearing what Hannah is talking about here? It may be an experience that you had, good, bad or ugly, or other things that you've learned in your experience as well.

And while, before I say that, I just want to say that we really, genuinely welcome each of you on this webinar to join the conversation here with your questions or your reflections on how this has worked for each of you as well. Thank you. Dawn?

MS. MURPHY: Sure. And I think it's, when Hannah was talking I'm just thinking about the sort of historical perspective of all of the initiatives that have been coming along with WIOA, with TAACCCT and how different initiatives were built up in sort of individual capacities in relationship building and how I remember being in Los Angeles. And it was the WIOA meeting that was facilitated by a contractor where all the partners were coming together from various colleges and we were trying to figure out how this very large group with very distinctive personalities, not only community college cultures but workforce board cultures were going to collaborate together.

And I think in that situation, that that pre-work developed under those requirements really led to enhanced capacities at different colleges that then they were able to take TAACCCT to a different and higher level. And just that it really is sort of a relationship building that has to happen in a network sense. That helps with the communication. That ultimately also helps with policy, even if you're not in a statewide system.

I've also had the experience in Washington state where it really is a statewide system and that collaboration statewide and communication statewide from campus to campus has been sort of facilitated and a structure built to have that happen. And so, the communication when barriers are identified or friction points are identified, that stream of communication and also alternative means of attacking that, they bubble up a lot easier, easily. And many people thought of themselves as a system rather than discrete individual campuses. And it's, when I think about just the different viewpoint or framework that that brings to projects at the campuses to really see yourself as a system or an ecosystem, even when there's some barrier there.

MS. MARTIN: And so, a question for you though. If I'm a project director or manager for a grant and I've been brought on for this grant and maybe I was part of this college before this or maybe I wasn't, but how do I figure out what the context is if I don't already know? And how do I get connected to that larger context and how do I stay connected to that throughout the grant because I just met with the college president and now they left and there's a new one. So what would you both suggest in terms of how grantees can make those connections?

MS. MURPHY: Well, I'll jump in here. I have great examples already from the strengthening community colleges grantees that when asked to look at what's the history of your college in terms of workforce development and then finding those folks that have been there for a while. And then particular colleges have said hey, you know what? I did that and I found that the director of TAACCCT is still here and now we've made a connection that I have questions for this individual.

It's there is, I think and maybe Hannah, you can speak to this too is that the leadership is very important. The top leadership is very important but it's really sort of the depths of the team at the community college that you don't necessarily want to underestimate the impact that those individuals, job developers or advisors might have in terms of building that whole story of who your college is and who your consortium is. Hannah, did you want to -- I know I cut you off.

MS. BETESH: Yeah. No, no, no. That's actually what I was going to say basically is that as I was looking through data from intelligence, so many of them look familiar, either from previous rounds of TAACCCT or from other evaluations where there was community college partnership. And so, I think that's exactly what I would suggest is find your counterpart from whatever prior grants there have been. It's you just see looking at the text evaluation reports, the whole list of everybody who's been involved. And so I think you don't have to reinvent the wheel. Find someone who's done this before. They will probably have great insights about the context of what they know.

MS. MARTIN: Thank you. Thank you both. OK. Let's keep going. You also found a theme in this research related to infrastructure and talk a little bit about that, Hannah. What do you mean by that? What did you learn? What are some of the things that we can take away from that?

MS. BETESH: Sure. So where we saw success is a wide range of systems change efforts, whether that was work-based learning, employer engagement, prior learning assessments. It typically wasn't the first attempt. I recently learned how to surf and systems change is a lot like that. You're going to probably fall and not stand up on the first try, and so many of the rounds from the first grantees were building on work from either prior TAACCCT grants or other prior grants through DOL or foundations or state funding. It just wasn't until later stages, addressing these issues. You know, it's kind of wobbly when it's your third or fourth grant trying to look at these issues.

And so, in Wisconsin for example, there is a statewide consortium that was able to advance this statewide career pathway system in healthcare, but they were building on two rounds of prior TAACCCT grants and extensive foundation funding for statewide career pathways work. Similarly, in states that already had some of these initiatives that were relevant, that helped quite a bit too. So in Arizona, Massachusetts and Florida, for example, there had already been existing efforts at the state level to promote transfer articulation agreements and that made it smoother to do that for TAACCCT-funded programs. That might not be the case for wherever you might find yourself.

So what I want to emphasize here is it's all about leveraging what your other people in the state may have learned and relationships been formed from work that's already taken place. And if your state is earlier on, pick manageable goals that acknowledge where you are in the process. It may be that getting everybody in the same room at the same table is going to be really important for staff and acknowledge that that's where you are right now, getting everybody together to have a conversation.

If those people already know each other and have already had conversations and have already had some days where they figured out who does what and what everybody's priorities are, you may be farther along in thinking about institutionalizing policies and stuff like that. So again, I think it's all about figuring out what's come before, what people have already learned and where your strengthening community college grant fits into that process.

MS. MARTIN: Great. Thank you. Dawn, what are some examples of policies and broader initiatives that you try to connect to in terms of systems change in your area?

MS. MURPHY: Well so I'm trying to think of what kind of initiatives were out there, though in my experience, to some extent it's been the conversations that happen over and over again, both at different levels in community college work, whether it's a faculty group of an across college faculty group or administrators across a couple community colleges and looking for common themes.

You know, one example that I have around some systems change that I think happened as a result of that sort of bubbling up of conversation has been that, and that changed to some extent the infrastructure around and the structure for students' expenses moving forward was we kept hearing that individuals because of past infractions I'll say were being prevented by the system from getting transcripts. That they had a fee that they had to pay in order to get transcripts and it might have been 10 years and the individual didn't necessarily know even what they had done when they were, you know 20 years old.

But we worked together as a system to pass policy as part of this very small initiative with lots of voices in it to be able to remove that barrier. And so, that sort of process for sharing information, for identifying barriers and also building the capacity within individuals to sort of think at that policy level is a sort of infrastructure that happened in a small way, even not grant funded, that I think allows that flexibility in the future. And it made a huge difference, it made a huge difference. I'm not sure that's the kind of example you might have been looking for, but the prior work is creating this body of capacity, not only in the physical infrastructure but also the people infrastructure.

MS. MARTIN: Right. And there is so much, so many layers of this, right? I mean I look at this and I'm just glad that we do have TAACCCT to pull off of as we're going forward. You know, there's so many people with the strengthening community college grant, with any of the other kinds of grants that might be out there even, not just Department of Labor grants. But that builds experience with TAACCCT and they might not be at that same college now, but they still bring that experience with them and that's another kind of form of infrastructure in some ways.

But you know, one aspect of an infrastructure can just be grants management and this is where wait a minute. Maybe I didn't get a TAACCCT grant. You know, what if I don't have that experience? How can I build on that? And you know, one of the things that we noticed with some of the consortium members is we saw successes with community colleges with less infrastructure in typically the area of grants management. And that's just one example, right? It could be any of these things.

And when they became a consortium member for a grant and they had these regular meetings with other community colleges and spread knowledge that way or even just share a set of grants management policies that was established by perhaps the lead college. Then that ripples out.

And I went on a site visit to a consortium member and they said we didn't have a grants management binder before this, but now we have a binder that that shows us what we do with the different grants and things. And that is just one small example.

So the whole business about how do we from our perspective at DOL, and I'd be interested if other people have thoughts about this too but put those thoughts in the chat as well, but how can we set up these grants so that we both capture the innovative ideas and the infrastructure of people who are building on a lot of infrastructure that was already there to take it to the next level, but also reach the colleges that don't have all of that at this point in time and are still working to build that up? So you know, the consortium model was one model that we used to do that, but maybe people have other thoughts on that as well.

But Hannah, did you have other thoughts that you wanted to add on this one or should we move onto the next one?

MS. BETESH: I think we can move on.

MS. MARTIN: OK. We'll do that. You, our participants, are a quiet bunch today. We would like to hear from you. Please feel free to add something in the chat if you want to.

So the third theme that you found in this study, Hannah, was one of alignment. So why don't you talk to us about what you mean by that, and how is that different than what you just shared about context and infrastructure maybe, or what are some examples in this area?

MS. BETESH: Sure. I think the main difference here is that it's less about relying on where you are in terms of state funding streams and more about the relational approach. I'm hearing now who all the users are, entering a wide range of those entities and their teams. And so, that can be employers, state agencies, workforce systems cells, just trying to generate buy-in by thinking about the needs of other actors in the system.

And so, for example, in Kentucky there was a tech consortium that created a virtual internship before that was a widely used thing for IT students to do short-term introduction work for employers who needed help quickly and didn't need that help to be on-site. So thinking about what it is that employers need and what it is that students in these funded programs can bring to the table.

In Montana, what that looked like was the consortium used their grant funds to hire staff to coordinate the employers about internships. But also, how those staff in the state Department of Labor moved the word, the work the state was doing around apprenticeships.

In both those examples, I think the common thread is that systems change goes the most fluidly when everybody in the system feels excited about getting their needs met and working on those relationships. So thinking about what are all these different actors in the ecosystem already doing? What are their priorities, and how can your efforts under these grants be mutually beneficial?

MS. MARTIN: Yeah. Dawn, what do you want to add to that? And I noticed that we have a question from Will, which is a really good one. We'll get to that in a minute here.

MS. MURPHY: So when I think about alignment, so I had the privilege and honor to be on a workforce investment, workforce development board in Washington state and it wasn't until I sort of moved out of my community college mindset and started sitting on that board that I started to identify the things that Hannah was really just mentioning and the differences in priority and asking myself, why am I here and what can I get out of this? And realizing that my partner there at the table was also having that same question and not quite coming up with solid answers to begin with. And having an open dialogue about that needs to be able to have a return on investment on both sides was really impactful.

The other thing that I started to see in that role is really the significant difference in timeline and what timelines can present for different regions. And for example, the alignment with the industry sectors is determined by the workforce or the regional or statewide system of what industries were important. And that evaluation had happened at a time that was not aligning with our planning at the college and how we were looking at the WIOA imperatives. And then having that process line up was going to make our ability to pivot and switch and meet emerging needs a little bit easier. So alignment of timeline, alignment with understanding, and how that all worked on a regional level to meet the needs of that student face or that employer were the system requirements.

So that's what I think about alignment, and it is a lot of relationship building. There's just no way around it. And when you think about your context as the project director and knowing what those relationships have been over the long term and realizing that you might be walking into a setting where the relationships have not been good or they have been disjointed. And how do you recapture that enthusiasm around meeting your needs in that relationship's face? It's a complex system and a complex adaptive system whenever you have humans involved in a system. So, and then embracing that diversity and complexity I think is something that's essential.

MS. MARTIN: Yes. Absolutely. And we do have a lot of humans involved in this, right? And also our dogs and cats, but anyways.

I mean one of the things that we really observed with TAACCCT grants and with any grant really is that we found them much more likely to be successful when the grant, what they were trying to do with the grant was aligned with a larger vision that the college had. The college had a vision for addressing some equity issues in the community or something like that and this grant was a way to help them get there, rather than oh, we got this money and now what? And sort of having that in a little silo if you will.

And so, but it's also the case that what you have, you know like the context around you and the stakeholders that you're aligning with, they can shift and change too. And there were times that the grantees had to shift and change and say you know what? The vision that we have with this grant isn't exactly lined up with where it was lined up with before, but now we can, let's go talk to the chamber of commerce or let's have a stronger role with the workforce board or whatever it is, because it is aligned with the vision that we're finding there.

But let's go to Will's question because it's a really good one. You said, Hannah, that 11, only 11 states have a structured community college system. That leaves a whole lot of the rest of us without that. But you know, we saw different things happening in TAACCCT. We saw sometimes just the association of community colleges that became the thing that brought people together and sometimes it was the TAACCCT grant itself that created that, not really a system, it wasn't a system but it was a community. But what are your thoughts in response to Will's question if you're doing system development but you don't have a higher education system?

MS. BETESH: Yeah. This is a great question. I'm so glad you asked. I think if there isn't a system, that's an opportunity, right, and it may be that this grant is the opportunity to get everyone to be talking about these things. But actually, in most of the states that don't have a statewide system, there was a prior TAACCCT grant so some work has occurred around the issues that you may be targeting.

And I was happy to see that you were asking about Michigan specifically because there was a round three TAACCCT grant that did a lot of work around statewide but also specifically prior learning assessments. Let me see if I can find the link because there's a brief about prior learning assessment work in Michigan that will probably be useful as you think about data reach specifically but also doing statewide work generally when there isn't, like you're saying, a statewide system. Let me see if I can find that and somebody can put it in the chat.

MS. MARTIN: Dawn, what about you?

MS. MURPHY: I think that when I think about this, what comes up for me is some style laws that some of the grantees have been talking about, that there are advantages and disadvantages to statewide systems and that the a statewide system in a large state, it's that moving the ship. The ship moves very slowly, and if you're not in a statewide system, I'll say again what Hannah said. It's an opportunity and that you have an opportunity to build your own, so, and to propagate what works for your own context.

And so, I think one of the things that I think is reframing it as an opportunity. There's a dialogue in the grantees, does that make sense, that the grass is always greener on the other side. But again, looking at where you are and making a plan for where you could be, but really recognizing where you are in the time and place now. So tactics, I'm looking at that work tactics, Will, and I'm trying to come up with that. But I think that there's -- I'm not coming up with a good answer for you on that one. It is really context-specific I think.

MS. MARTIN: Well, and I wonder if other people on the call have suggestions there.

MS. MURPHY: Yeah.

MS. MARTIN: Please feel free to chime in with those too. And thank you, Hannah, for putting in the evaluation brief that is specifically about Michigan. I mean, I, my experience was that Michigan was doing some great work, working together in TAACCCT. So surely it did not strictly depend on having a system. And so many states did, right? So it wasn't just those 11 states in TAACCCT. You know, some of those may not have been the ones involved or something.

Well, let's move to, speaking of the here and now that you were just mentioning, Dawn, let's move to the here and now of being in a very different time right now then we were under TAACCCT. Although, I have to say that there may have been some things that happened there that were useful to the extent that people were doing things with online training or something like that for instance. But anyway, Hannah, how do you think these factors -- and then Dawn -- might play out differently in the pandemic era context that we are in now than they did under TAACCCT?

MS. BETESH: Sure. Well I think you gave a great preview there that there were a lot of definite changes that actually accelerated those things that have already been talked about. And so, a lot of this is around the alignment of the needs of different stakeholders. So because of the pandemic, we're doing so many more things online than we ever thought possible faster than we ever thought possible.

And so, I think a great example here is that there is now infrastructure to reach broader to the students or bring in industry guest speakers because everything is online. So that sort of creates an infrastructure a little bit more rapidly that may have been a direction that colleges were already moving in but had to move in very quickly all of a sudden. And really, the good side is that I know that this will be a challenging time for colleges to keep students engaged, right? There's declining enrollment, there's all these issues going on in your students' lives. And so, that portion of it may shift thinking about what is our role? What is it that we want to be doing, considering these students, and also what is it that we want to be doing to serve the employers in our community?

Everybody has heightened needs, right? Employers suddenly have open positions they need to fill and they don't have workers to fill them. That's maybe always been the case but it's more apparent now then it has been previously. Similarly, students may have needs around accessibility, around wraparound services, it's maybe a lot of issues that may be coming up in their personal lives that do invite thinking about how do you want to structure the services that you offer under this grant so that everybody feels like their needs that have come up during the pandemic are being met through the work that you're doing?

MS. MARTIN: Great. Thank you. Dawn, do you have any thoughts about this pandemic-era question?

MS. MURPHY: Well, I think about those little snippets of opportunity and this goes back to that prior grants opportunity or prior initiatives opportunity, that there were so many at the time I thought perhaps boutique opportunities to investigate a methodology or a means of access.

And one of those that I think about in this scenario is that moving into the online work course companion-type framework, where every course had an online aspect to it. And I was encouraging folks to think about your student as if they're in Dubai. And that was when I was in Washington and they were like why would we think about our students in Dubai? And then suddenly, your next door neighbor could be in Dubai because you can't have contact with them in this new, and so that very small initiative where we were experimenting has changed into something that we lean on very heavily in this time period.

And the shifting to thinking of it as a means to access people that may not have been able to come in person and how that changes the demographic of who you can serve and what kind of employment opportunities they might have after education or training.

MS. MARTIN: Great. Thank you.

We have some more questions here coming in. One is have any of the schools had GED/EFL/adult ed directly integrated with the colleges? And I take it that that question means of the colleges in the study, so we'll start with Hannah there but I know that Dawn also has experience with that.

MS. BETESH: Yeah. I mean I think there -- oh I see actually a good thing in the chat here that for some states that integration is already happening. So I think that's a very good point. That's definitely something that I would have said.

But I will also add that yes, there are TAACCCT grantees that, if they were doing a non-credit training program, would include connection to getting a GED because the goal is to serve students who may otherwise struggle to meet the entry requirements to credit programs because they don't have a GED. They have other barriers to employment. Through integrating with recruiting through a local TANF program or something like that so that one of the services that they might need concurrent with doing the non-credit training program is help with getting a GED.

I think also the link that I dropped in the chat before to that evaluation of Michigan, I believe they also had an EFL program and I think that there is a brief. I can check in a second when I'm not trying to talk about this. I think there is a brief about serving English language learners using that grant.

MS. MARTIN: OK. OK. Dawn, do you want to address that? It's been a great little conversation here in the chat. I think if you were asking about are any of the SCC grantees focusing on this, or do we have an SCC in Oregon, and yes we do. So anyway, I'm going to let you speak to this.

MS. MURPHY: I'll say this is one of the areas that I get really excited about because, as Cheryl shared, I was the associate dean of transition studies at a community college in Washington state. And transition studies is sort of a broad category, which includes pre-college. It can include GED and EFL and as she shared, IBEST so Integrated Basic Education and Skills Training were what Washington state uses in its integrated education and training.

And I'll repeat yes. There are many states and many programs that are trying not only to align with the workforce and externals but all the way through their curriculum. That's credits, non-credits, not-for-credit, EFL, community-based with their partners out in the community that do really small group English language as well as sort of preparation for GED or adult high school diploma.

So you know, when you, we are talking about system of workforce development system. Those fingers rapidly slice off into this massive network. And so the community organizations that connect with the college in preparing and funneling students into GED and adult high school diploma to work in Washington state is called adult High School 21. So students who are 20, 21 and above can do a competency-based high school diploma. And that's funneling them into training and the conduits that connect us to our workforce system, so there are great models out there.

MS. MARTIN: Great. Thank you. Did you want to say anything more about are any of the SCC grants focusing on bringing this cohort of students into credentialling? That was a question that we got in the chat.

MS. BETESH: I'm not sure and, although I know our grantees are on this call. So if you want to make a comment in the chat.

MS. MARTIN: And some of you are, which is awesome so thank you. Jenny (sp) is commenting that in Oregon, in response to an earlier question, you have an IBEST-like program there that you have done as part of Title II WIOA. So a number of responses here in the chat. Keep those questions and comments coming if you want.

I'm going to go to our last slide, which is really sort of an opportunity to say is there anything else that you want to say here? Because we're just restating that we're in this. You know, what does this mean for strengthening community college grantees or for others on this call, because we don't just have SCC grantees on this call of course. But anything else that you want to add here?

MS. BETESH: I think where all of these suggestions up here lead is just, as you're getting started, look in the mirror for your state. What have you done before? What can you bring to the table? And what has, what kind of lessons have emerged from the work that's happened before? Those can be things that didn't go so well and the people who were involved in those initiatives may have really helpful insight about what you might do differently, who you might bring to the table, how you might bring the work that you're doing.

And so, I think it really just trying to think about what has happened before, looking through prior rounds of TAACCCT grants, other community college-based grants in this context and just seeing what works and what happened in your state and yeah, who's been involved and what they might have to offer to you.

MS. MARTIN: All right. Thank you, Hannah.

MS. MURPHY: And I'll just also reinforce that, and also reinforce the fact of all the resources and the briefs, Hannah's brief and the TAACCCT evaluation page. For example, if you're look at how your system might really focus on EFL or adjudicated youth or any, name the category of need within your community. There may be examples in that research and evidence of how you can approach it. So there's that dual looking deeply within your context with what has happened, but also drawing from other frameworks and the work of others to really look at how to meet the needs of your community. Just doing your best.

MS. MARTIN: Great. Great. Thank you. All right. Well, we really want to thank you both for your thoughts today and there's a link to the, we've already been having our questions and discussions here, but there's links to the national evaluation in that weblink there.

Also, all the different TAACCCT evaluation findings about patterns about what you'll find there. And then of course, the specific briefs that we were talking about here today. You'll see on the slide that's on the screen right now a lot of resources. Maybe some of that is duplicative of what's in the web link but that's fine.

And also, there's the clearinghouse for labor, evaluation and research. I don't know if you're familiar with that. It's something that DOL has done and it has a whole section on community colleges. So you can go in there and look and see, ask it specific questions if you wish to.

Robin mentioned earlier in something that we did for the SCC grantees about skills commons. This is a little bit different kind of resource, but it's the free and open online library containing open learning materials and from TAACCCT and those are all still available and very popular. Very popular. Something like 4.5 million downloads, amazingly, have occurred on that website since the beginning.

So we also hope that you will join us for the second and the third round table. Oh. Here's some more contact information and so forth. But we hope that you will join us for the second and third roundtable that were part of the invitation for this one. That will be tomorrow and the next day. Tomorrow we'll be talking about career pathways and Thursday we'll be talking about employer perspectives with some fairly unique opportunities to get to talk to employers very directly about what they want from community colleges.

So anyway, thank you all for joining us. I'm going to come back in and say thanks for joining us, both those, both Hannah and Dawn but primarily to those on the call who joined and thank you so much. And somebody asked for a link to those meetings. Yes. Can we put that in? Angela, I think you would have that link to the meetings thee next day and after. Thank you all so much for joining us.

I'm going to turn it back over to Grace for just a minute and we will add that link into one of the tabs that we keep here for you. Thank you.

(END)