**Workforce 3One**

**Transcript of Webinar**

**TAACCCT Industry Webinar Series: Healthcare**

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BRIAN KEATING: So without any further ado, I'm going to turn things over to one of our moderators today, Samantha Brown. Samantha is a workforce analyst with TAACCCT. Samantha, take it away.

SAMANTHA BROWN: Thank you, Brian. It's a pleasure to be with you today. I'm going to introduce this webinar and get things going, and then I'll be handing it off to some other people who will be our subject matter experts and moderators.

So first of all, I wanted to start by talking a little bit about the TAACCCT learning network, very briefly, just to say that we have a lot of different sources of technical assistance for you through TAACCCT now and represented all the boxes here. Today's box that is supporting this webinar is the one that says "Jobs for the Future."

Also wanted to point out the file share box, which is right below the slide, a resource called "TAACCCT TA resource contacts." And that's a one-pager that if you want to download and print it out tells you where all of the different pieces can be found. It reminds you of all the different email addresses and so forth that you can use for the different places that you can access technical assistance and other resources for TAACCCT.

Let's move to the next slide.

And I would like to use that to introduce today's moderator, Jennifer Freeman, program director at Jobs for the Future. She's going to be moderating this webinar today. And importantly, Jennifer is a former round one grantee with TAACCCT, so she knows all about this stuff. Jennifer will be taking over from me in a moment.

The three speakers that we have today as our subject matter experts are: Rick Lumadue, who many of you already know as the program manager for grantee relations with SkillsCommons.org; he's going to be talking about all the resources that are available on SkillsCommons related to health care.

We also are pleased to have Marianne Krismer, who was the national director for a TAACCCT round one health care grant with Cincinnati State Technical and Community College in Ohio. And Carolyn O'Daniel, who is the dean of health sciences at Jefferson Community and Technical College, and she was also part of the same TAACCCT grant.

So welcome to each of you, and welcome to all of you on the call. And let's begin. Take it away, Jennifer.

JENNIFER FREEMAN: Great. OK. Thank you, Samantha. So welcome, everyone. We're really pleased that so many people decided to join us. And I think that I saw in the polling results, which we'll take a look at again later, that there were a lot of you who are part of round four grants, which is fantastic.

Because what we're going to be doing today – a lot of what we're going to be doing today is introducing you to some of the curriculum that has been developed through TAACCCT by previous round grantees. And as you know, those are being put up on SkillsCommons and as open educational resources. So we really hope that those of you who are still relatively new in your program can make use of what's been developed.

And before we get to SkillsCommons, we wanted to introduce you to the grantees from the Health Professions Pathway Consortium. As Samantha said, Marianne Krismer is the director there and Carolyn O'Daniel is the dean of health sciences at one of the consortium colleges. And we chose them to highlight because they have done fantastic work developing a whole host of curriculum resources that you should be taking a look at.

And one reason that it's particularly exciting that they've developed these is that they had a lot of employer involvement. They worked with employers at the national level to vet this curriculum and then also at the local level. And so in addition to walking you through what was developed, they're also going to talk a lot about what that employer engagement looked like, to help you get some ideas on that front.

And then we'll sort of pause and then have some time for questions and answers for Marianne and Carolyn. And then can move into looking at SkillsCommons and helping you to explore the array of materials that are there.

So that is what we are up to today.

Before we get started, before I turn it over to Marianne and Carolyn, there's a few polls that we wanted you to fill in, just so we could get a sense of who you are and make sure that we're tailoring what we say to your needs as best we can. So as I noted before – so 72 percent of you are round four, which is great. And I'm glad that some round two – earlier rounds have joined us as well. And if you have suggestions, other things you can chime in about, please do in the chat box, you previous rounds. That would be great.

And then look at number two – question number two. We are wondering kind of what aspect of our agenda today is most of interest. And it looks like it's pretty evenly divided between the two areas that we were prepared to cover, so that's good.

And then if you would look at number three, we're wondering what level of education or training you are working on in your program. Again, so that when Rick Lumadue goes through – shows you some of the examples, he can be speaking to – he can show you some examples that are more specific to your needs.

So it looks like a small percentage of you are working on foundational curriculum. And let's see, a lot of the associate level – this is interesting; it's kind of just an even mix, really, at 65 percent short-term, 57 (percent) long-term, and 73 (percent) associate degree. So fairly evenly split across those three levels.

So with that, why don't we go back to the slides? And thank you for giving a sense of who you are and what your interests are.

And I'm going to turn it over now to Marianne Krismer.

MARIANNE KRISMER: Thank you, Jenny. It's so glad to be here with you today to talk a little bit about our Health Professions Pathway Consortium. I want to say to you in round four that indeed this has been a four-year journey but it was well worth it. So just hang in there. And I think those of you in round one and two and three would agree with me.

Just to give you a little bit of an overview of what the Health Professions Pathways Consortium was and why we came together, is we came together actually responding to the SGA for TAACCCT-1 to improve retention and completion and placement of our target populations in the community college.

And we wanted to do this by implementing some of the best current research on changing a model from a typical courses and curriculum type of a pathway to truly a pathway that engages the student from the very beginning or inception of their progress toward the disease – excuse me, too much health care – towards degree and ultimately placement. And in order to do this, we realized that we needed to have a credible employer engagement.

So really, if you think about it, what we were doing was changing the concept of being an associate degree-centered or -centric model to a student- and employer-centric model that was going to then result in the increase in retention, completion and certainly placement in jobs for our graduates.

MS. FREEMAN: OK.

MS. KRISMER: Just again – I failed to say that we were actually nine community colleges in five states. And we did represent very large community colleges from city colleges of Chicago with over 20,000 students, to very tiny community colleges in – with the Texarkana Community College in Texas and Pine Community College in Minnesota that were very rural. So we really did apply these strategies to all of the colleges. And each of them had to apply in a way that made sense to their particular local community.

Now, looking at these transformative strategies, we came up with these, believe it or not, in April-May of 2011 when we were working on the SGA. And we really did utilize them throughout the grant. And actually, out of the total progress and implementation measures which we had, which were 36, 34 were – exceeded 100 percent of mastery, whereas the other two were 88 (percent) and 92 percent. So I think we really did actually implement all of these and all these very well with all of our community colleges.

What I am going to also share with you is that we initially were going to be working with 2,250 participants. That ended up being 6,500 (participants). But not all of these participants ended up being in our programs of study. So we implemented our entry-level pathways, such as our contextualized developmental education and our career exploration and assessment, to well over 1,500 of these students who never entered a POS but were really advantaged and actually got employment as the result of their participation. But we weren't able to count them in the APR.

I also wanted to share that all these strategies were important to changing the student's experience and the employer's experience and really, essentially, the community college experience for teaching and education/training.

However, what we're going to do really today, in response to the topic at hand, is to talk really about the core curriculum and curriculum in general that we developed. And of course, we're going to have some opportunity to see this later on. And then also how important – this curriculum development does not happen in isolation, but really right from the very beginning the engagement with our workforce investment boards, the engagement with our employers at the local level. And then we have a national advisory council that worked with us throughout the grant, advising us, affirming the curriculum as we were working through it.

And we need to note that the model that we were using was the DOL health care competency model – allied health competency model. So it was based upon something that had already been previously developed and just actually was implemented nationally, but really had not been associated with a particular coursework at that particular time.

So anyway, all this was very important. Next slide, please.

MS. FREEMAN: Sure. Sorry. There you go.

MS. KRISMER: OK. So now what I would like to do is to introduce one of our stellar participants, and that would be Jefferson Community and Technical College. Carolyn is the dean and really has not only engaged her faculty in her college in this transformative process, but has taken it to the local level with the employers and their workforce investment board and other community colleges. And in addition to that, she has taken it statewide.

So I'd like for her to talk about three of our – (inaudible) – programs with stackable credentials, and the employer engagement that wraps around the development of stackable credentials to degree, and then finally her statewide scaling.

CAROLYN O'DANIEL: Thank you, Marianne. Well, here at Jefferson Community and Technical College we initially convened a local health care employer group to guide our development of a health care core curriculum. But as we were nearing the completion of that work, we began exploring with them how an ongoing community collaborative might improve everyone's ability to better plan for and meet emerging workforce needs.

So Cincinnati State had already established one successful model of a health care collaborative, and their founders generously served as resources for our local employers as we began making plans for our Louisville model.

At the same time, Jefferson was working with one of our largest health care systems in the region to expand career pathways and create new stackable credentials, including adding to our medical assisting pathway and developing core curriculum certificates.

The core curriculum certificates were branded for the state and have now been approved for adoption by any of the colleges – any of the community and technical colleges in the state that are part of the Kentucky Community and Technical College system.

So we also created a new delivery model for medical assisting, to tailor it to meet the needs of incumbent workers. And after about two years of meeting with this group of employers at the college, at meetings convened by the college, we were able to successfully transition to an industry-led, community-based collaborative.

An agreement was drafted and signed. We recruited some outstanding industry co-chairs who were then elected by the body. Committees were formed and quarterly meetings were scheduled at an off campus location and the Kentucky Hospital Association offered us the use of their boardroom for those meetings up until now. And I'll tell you in just a minute where we're meeting now.

As you see on the slide, membership – and I think the membership is currently at around 40. But that membership includes health care systems, hospitals, community organizations, long-term care and public health, behavioral health, the Kentucky Hospital Association, our local workforce investment board, as well as secondary and other postsecondary partners.

Since the collaborative was formalized, this then activity as an advisory – the collaborative has served as an advisory group for several grant proposals, for several grants. And they've conducted a survey; they've been involved in other local initiatives.

And most recently, an executive director for the collaborative has been employed through one of those grants and about to open within the next few weeks is a new health career One-Stop. And the One-Stop has hired staff to serve as case managers and we're all very excited about that. And that's where the collaborative met last week, at the new One-Stop.

Members of the collaborative have also been advocates for this model and have spoken both nationally and at statewide meetings to promote this kind of a mutually-beneficial partnership.

And Marianne, I'll turn it back over to you, I think.

MS. KRISMER: All right. Actually, we had as the result of our collaboration with industry in our workforce system, we actually implemented about 100 programs of study, of which a third of them were brand-new to – and based upon needs within the community, and developed with the workforce involvement.

On the – it's not "creative;" we didn't change the slide. On the Commons site there are actually all of these curricula that have been either adapted or have been new that have been identified and are offered for you to be able to access. So you're not reinventing the wheel if you're looking for a new curriculum.

Also, we have several – about 14 contextualized developmental education courses that we developed and implemented for our population that have been very well received. So I think, Brian, will be – not Brian.

MS. FREEMAN: Rick.

MS. KRISMER: Rick. Thank you. Rick will be showing them to you.

But I would like to highlight the online core curriculum modules and faculty guides that were developed in partnership with Synacraft (ph) as a part of the grant deliverables. These are 10 very high-quality, high-fidelity online core curriculum modules that's based upon the competency-based core. And not meant to stand alone, but meant to enhance teaching subject matter, so there are faculty guides that are associated with them also.

And we will be demonstrating these for you. Obviously, they're available. But also on www.h2p.careers, which is our website. So it's available via the Commons site and then also via the h2p.careers site.

So with no further ado, I think that we will turn it over now.

MS. FREEMAN: OK. Thanks, Marianne and Carolyn. So before we take a look at some of your materials on SkillsCommons, we just wanted to pause and see if you all have any questions for Marianne or Carolyn about their program, about what they developed in terms of curriculum or how they ran the program or anything about the employer engagement that they talked about. If you have –

MR. KEATING: The way to ask a question would be to type it into the chat window on your screen. Thanks, Jennifer, for typing in those websites. And if anyone has a question or comment, please go ahead and type it in now. Looks like Kristen (sp) is typing.

MS. FREEMAN: One thing that I did over there, folks, when Marianne mentioned that they built – they worked off of the allied health competency model that DOL has developed, I put up the website for a whole host of DOL competency models that might be of interest to you, that have been vetted with employers. It definitely is a good starting place for whatever kind of programming you're developing.

And while we're waiting for people to type in some questions, I'm just really impressed, Carolyn, by your – by what you described about your local employer consortium. It was so – I mean, it just seems like you've got – it's really, really robust. Are they providing a lot of information about their future job needs to the educators around the table?

MS. O'DANIEL: They are beginning to do that. And we've asked them for some specific input. One of the things that they're focused on right now is getting people into the nursing pathway, from CNAs and LPNs all the way through the progression of levels. And they have just – at the meeting last week, they shared a list of occupations that they have on kind of a high-need list.

MS. FREEMAN: That's great.

MS. O'DANIEL: And members of the collaborative are sharing with each other. Like, the hospital association does a survey of member hospitals and they provide that information to the collaborative.

MS. FREEMAN: OK. Good. That's excellent. So I see Kristen has a question. It sounds like she wants – it's lengthy, I'm gathering, and too much to type. So Brian, can you fill Kristen in on how she can speak?

MR. KEATING: Absolutely. So Kristen, if you'd like to participate over the phone, you can go ahead and dial into the teleconference; I'm posting that information in the chat. Please mute your computer speakers so we don't hear the audio that's streaming for you. And then just press \*6 to unmute your phone line. I'm also typing that out. So Kristen, go ahead and follow those instructions and then just let us know that you are on the line once you do that.

MS. FREEMAN: And while we're waiting for Kristen to dial that number, there was a question that someone posed earlier when they signed on about a nursing program in rural sites where the lectures are via video and then they do the clinicals locally. And Carolyn, I know that you said you had had some experience with that. And I wonder if you could just speak to your experience for a minute?

And then if anyone else has that kind of a model, if you could just write that into the chat box, that would be great. Because then the person that asked that question would – might be able to get in touch with you.

MS. O'DANIEL: Sure. We have – we started a program that was online rather than just videos. But it was an online program for all except of course the clinical portion. Last year we had 118 students complete. We have 52 in the pipeline and, unfortunately, we're having to close that program because the cost of offering clinics throughout the state, often with small cohorts, made it not sustainable. It was an LPN to ADN completion program.

MS. FREEMAN: Yeah. That is unfortunate. And I wonder – it strikes me as an issue with rural – what you described might be a problem for rural programs in general, just getting a critical mass of students in any one place.

So this is an aside for all of you, but we are looking at pulling together a rural affinity group or a rural couple of phone calls at least, so that colleges in rural places that kind of face unique challenges can ask some questions and talk about those. So if you are interested in that, you can type that into the chat box and also – or just keep a lookout for a notice that you'll be getting from the – (inaudible) – network about that.

MS. KRISMER: Yeah. Jennifer, it's Marianne. Can you hear me? I would say that we had Pine Technical College in Minnesota that is very rural and has had a lot of experience with certificate programs being offered to a variety – I think they had 90-some-odd different clinical sites and different cohorts of students. So that might be a group to talk to is Pine Technical and Community College in Pine, Minnesota.

MS. FREEMAN: That's great. So whoever asked that question, if you send an email to the TAACCCT mailbox, you could ask them – ask who the point of contact is at Pine Technical College. And you also would be able to find that on – if you go to ETAgrantees dot – I'm forgetting the web address, but I will find it and put it up.

Kristen, are you – have you called in? (Pause.) Kristen must still be –

Q: Can you hear me? This is Kristen.

MS. FREEMAN: Oh, good. Hi. Hi, Kristen.

Q: Hi.

MS. FREEMAN: Yeah. So go ahead. Hi. What's your question?

Q: Yeah. This has to do with the core curriculum for allied health. We attempted that in New Mexico, following San Juan Community College's lead. They have a year-long core certificate program. And some of the barriers that came up – San Juan is part of our consortium. We have 11 community colleges that are a part of this consortium. We had some barriers come up and I wanted to just inquire, see if I could get some guidance.

One of the barriers was creating a certificate program that doesn't demonstrate a direct lead into a job. And then – so that's one barrier is where's the job demand for this core certificate?

And then secondly – I mean, there's a number of barriers, but having it be Pell eligible, so stacking into degrees. And the issue and concern of students spending time and money on courses that don't articulate to a degree; there's a big concern about that.

And then third is getting it approved through our higher education system that it is like an approved certificate that's consistent.

How did you tackle some of those?

MS. KRISMER: Yeah. Well, those are all really good questions and ones that we are continuing to try to tackle. In some cases, the core curriculum was directly embedded into the programs of study. And so it became part of that and then shared curriculum among several different programs of study.

In some cases – we were talking about that core curriculum certificate – we would work with our local employers to identify entry-level and maybe even new positions for which we could have direct access or employability associated with that particular certificate.

And then when it comes to – it's not one particular model works for everybody. It has to be something that your community and your employers really can engage in. So it is difficult to go through this. We found initially – we thought we could all just take (El Centro's ?) model and plop it right into our program. It didn't happen in one of the community colleges. In fact, every single one was very unique, even in Texas.

So the best I can say is, Kristen, I'd be more than happy to talk with you at length about this and give you some direction –

Q: OK.

MS. KRISMER: – as to how you could possibly implement and be very flexible with your implementation, but still follow the basic competencies as you're doing this.

Q: So shooting for one core certificate for our whole consortium is not necessarily the direction that we should be going?

MS. KRISMER: I would say not. I mean, well, maybe one core curriculum course, yes. But maybe not the whole series of courses that you would have to have in order to be effective –

Q: Got you.

MS. KRISMER: – or effectively implement the entire core curriculum.

Q: OK. Can you post your number in the chat box and I'll call you later?

MS. KRISMER: Sure.

Q: Thank you very much.

MS. O'DANIEL: Let me just add something. One of the things that we did here at Jefferson was that we did have a local employer – it wasn't a high-level position, but we had a local employer who provides food services for the hospitals who was looking for employees at a level that was, for many of our students – and some of our students were able to get jobs with them after they finished only the core.

One of them was working at a fast food place and I think she was making $7 an hour and she went up to 9 (dollars) or $10 an hour. So it wasn't a big raise, but it got her foot in the door and it got her a job in a hospital.

And it also – the other thing I wanted to mention was that when we built the core curriculum here at Jefferson, we convened an interdisciplinary group of faculty, representing all of our allied health and nursing programs. And another part of what they did in the development of the core curriculum was they looked for commonalities across their curricula.

And so we developed two levels of core. And in that second level of core, we had things like pathophysiology and pharmacology. And now those components are being used by multiple programs to replace what they were offering as their own variety of pharmacology and their own variety of pathophysiology.

So it isn't the case that all programs require the entire core curriculum, but some programs are giving additional credit in the selective application process for students who have finished core. And some of the programs are using the core classes in lieu of other classes, which is a step along the pathway to having it be an actual foundational core that you then build on top of.

Q: OK.

MS. KRISMER: Yeah. Right. And I know that El Centro has used the core one concepts like this with just two or three courses that they would integrate with a very, very short – just two credit hour – nurse aide training option. So these folks then came out with EKG, nurse aide training and employable skills. So you can integrate especially your short, stackable certificates in with core. And then as Carolyn said, the more advanced core then can lead to your associate's degree.

Q: OK.

MS. FREEMAN: OK. All right. Well, thank you, Marianne and Carolyn. And Kristen, I hope that's helpful –

Q: Yeah. Thank you very much.

MS. FREEMAN: – and helpful to any of the rest of you. So I haven't seen any other questions come in, so I think we should move on to part two of our webinar here, which is to look at some of these materials and others on SkillsCommons.

I also want to point out that – point out the website that I wrote into the chat box. CareerOneStop.org is – I think it's not – I think it's little known, but it is something you should know about it which is a cataloguing of all of the TAACCCT grants from one through three. Four is not there yet. But if you're looking for contact information for any other folks who are in health care, that would be a good way to find it.

So I'm going to turn it over now to Rick Lumadue, who is heading up SkillsCommons. Take it away, Rick.

RICK LUMADUE: Thanks, Jenny. Hi, everybody. We've got a quick poll here for you to fill out. First question is, have you uploaded anything to products of SkillsCommons yet? And so go ahead and complete that. Probably most of the fours haven't. There are, though, some fours – round four grantees – that have some things in there.

And then, what is the area – or what is or are the subindustry areas of focus for your grant under health care? So under the NAICS code, as the categories go, ambulatory health care services, hospitals, nursing and residential care facilities, or other. And feel free to add "other" in the chat window if you want, where folks are asking questions and what not. You can feel free to post yours in there and maybe we can see if we've got some of those products.

Yep. That's a big one there, informatics for sure. I hear you. Trying to cross us over into IT a little bit. All right. Great.

What I'd like to do at this point then is to go ahead and do a screen share. And I'll take you over to SkillsCommons. And you should see my screen –

MR. KEATING: Yeah. Rick, if you go ahead and click that button that we talked about. While Rick brings that up, I want to remind everyone that when Rick shares out his screen to show you this website, you've got a couple of options at the top right-hand corner of what we're sharing.

So you'll notice that there's a full-screen button; there's also a zoom-in button. So it may seem rather small. It all fits in the window by default. But you can click – toggle on or off that zoom-in button. And also, feel free to use the full-screen button. All those options are at the top right-hand corner of the window that we're sharing.

Rick, back to you.

MR. LUMADUE: Great. Thanks, Brian. What I want to do, folks, for you first is to show a little bit – just some of the support services we have for the industries. We set our support services center on SkillsCommons to assist each of the grant projects by industry. So if you go into the support center, as I just click at the top window here, and then "discover and reuse materials" and then "finding materials in SkillsCommons" and then "browsing by industry" and "health care." We're going to click on the "health care" icon there – graphic.

And you'll see there's a health page here on how to browse SkillsCommons by the health care industry. We've put up a little video here just yesterday, just added this. And then we have some grant projects that have done an outstanding job so far and we'll others to it. Like, H2P has just finished their submissions I think about a month or so again. So they've had some really nice material and I'll be showing some of that here in a little bit. But then you can just kind of see some of the screen shots here and how to do that.

And then just sort of how SkillsCommons is laid out and with the grants and how things are catalogued under their NAICS codes. And this graphic here, you can download it; it's available right here either in PDF or Word format.

All right? So just wanted to make sure everybody was aware that that service is there and available to you.

So at this point we'll go in and we'll look at the industry by the industry wheel at first. And so we'll click into the health care. If you just kind of scroll around this industry wheel, you'll just kind of see it has the catalogues according to the NAICS codes. But this purple here is all into health care, all right? And so as folks continue to add more submissions and things are added to the repository, this wheel here will continue to fill in.

So I'm just going to click into the wheel, as you see there. And I'll just click again and know that I'll go into health care and social assistance. And you'll see that there are 355 materials and the page is showing 10 results per page. So you can just kind of see that and scroll down and look at the descriptions, where the college is, institution. You can also see the – there's a link here – a hyperlink – you can just click that and it'll actually take you to the actual item submission.

So that's one way to sort; you can sort of narrow your search on the industry wheel.

Another one is through the – we call this the accordion feature. And so you can click here and you'll see all the categories again. But we're going to click on health care and social assistance. And then you see the categories that had been filled in under that, under this ambulatory, hospitals, nursing. We'll just click "view all" and you'll see that it pops up with 582 results. And so there's quite a bit there.

And so what you'll see on this left-hand side is – we call this the aspect window and it's another way to sort material – sort the content. So you can sort by material type. So if you're looking for hybrid courses or syllabi or an online course module, whatever, you can click those. And you'll see in the parenthesis that's how many of those items are hybrid blended; there's 84 that are syllabus.

Now, if I want to see – as the question was asked at the beginning of the session – by credential type, a lot of you had mentioned about certificates – long- and short-term certificates – well, there's 270 of these materials are certificate. So you could sort by that and just click on "certificate" and then it would bring out all the certificate courses and you can scroll through those and look at them.

And then you can even refine your search by institution or also – and/or industry as well. So if you want to go a little bit more refined in the health care area, you can do that sort from this window here on the left-hand side.

So just wanted to show you that that's available to you, for those of you that are looking for content and want to be able to reuse some of the material.

Wanted to draw your attention to a couple of the submissions that are in here. We're in the H2P consortium and looking in their learning resource collection. And then here is one of their submissions on – (inaudible) – cardiography – or cardiography, however you say it. But you'll see here the description of the material itself; you can read this. And then also, this is an online course.

And here I actually went ahead of the session and I downloaded this material so you can actually see what's in it. And here's the file. And so you see on my window here, these are some PowerPoints to begin with that they have. And so you can kind of scroll through that and look it. You can download this whole thing and rebrand it, reuse it for your institution. And so you see that there and so those are all in there.

There's also a syllabus. If I scroll down here to the syllabus for the fall, you can see that is there. And the Word document, you can look through that. And so those materials are included in that submission.

Also, there is another submission that I think folks were interested in about the H2P pathways. This was a PowerPoint that's in their program support materials collection. And so it explains about some of the things that go in with their professionalism and their career pathways, and there's a PowerPoint that you can view there.

MS. FREEMAN: Rick?

MR. LUMADUE: Go ahead.

MS. FREEMAN: Rick or Marianne or Carolyn, I see Krista's (sp) asking about whether there's a diagram, a flow chart, for stackable credentials in health care? Do you folks have any of those – diagram in your materials? Carolyn or Marianne?

MS. O'DANIEL: I don't have, but let me ask Marianne to –

MS. KRISMER: Yeah. Yes, I do have one. I'm not sure if it's – I don't think we uploaded it yet.

MS. FREEMAN: OK.

MS. KRISMER: But I will make sure Krista gets it. If she can just send me her contact information, I'll make sure she gets it.

MS. FREEMAN: OK. Great. And I'm pretty sure they do exist there, Krista. And so it's a matter of – well, Rick, maybe you could explain to her how she might find something that it's curriculum?

MR. LUMADUE: Right. So that's what I just did. I did a search – I'll go back. And I went into health care and social assistance again, and I clicked the "stacked and lattice credential models." There's 54 of them.

MS. FREEMAN: Great.

MR. LUMADUE: So if I click that, it'll sort those out and then you can scroll through those, once again 10 to a page, and read the little biographies. You can click this on "discover biology" course. You see there's a course map and an online syllabus, where it was submitted from, the institution, all that good stuff. OK?

MS. FREEMAN: Yep. And those are some good examples there, Krista.

MR. LUMADUE: Yes.

MS. FREEMAN: So I realize for Teddy (sp), and maybe for others, we need to do a step backward. We kind of jumped over something and made assumptions about what people knew. So sorry about that, round four people who may not yet have been introduced to SkillsCommons.

So let me just say that you – if you're not aware of this, TAACCCT grantees are required to make available the materials that they develop with TAACCCT funds. And SkillsCommons is the repository that's been created so that the – they're referred to OER – open educational resources – so those open educational resources can be put somewhere and made available and also made usable.

And Teddy – I mean, Rick, Teddy also asks who runs SkillsCommons? And how did this come about? And I'm going to turn that over to you to kind of explain who you are and sort of some of the background on who's developed Skills Commons.

MR. LUMADUE: Yeah. So CSU-MERLOT has developed SkillsCommons. Was approached by the DOL about a year-and-a-half ago – well, two years ago, I guess, around February, something like that, of 2013.

And so we kind of started beginning to build a repository for the round one grantees who were beginning and needed to have their materials submitted by the fall of 2013. But they got an extension until the fall of 2014. I think I might have my years mixed up. I think it was the fall of 2014 they had to have the materials ready. We started in June of 2014.

So we – CSU-MERLOT has been contracted by the government – by DOL – to set up the repository to house all of your materials. And so we've kind of been building our airplane as we've been flying it, and getting a lot of excellent feedback from grantees as we've gone through. And now I feel like we've got a pretty good suite of support services.

So that's where I would direct you to go first is to the support services center, get your account set up, we'll get you set up with your grant project. And got some sites here, some pages here to help you with preparing your materials, and then on how to actually go in and contribute and manage your own collection.

And so one of the other things I wanted to mention coming off of the webinars we've been having has been – we've been getting a lot of responses from grantees during the webinars that we've had to have – you know, there's kind of a need within the industry sectors themselves, people want kind of a place to communicate and can post questions and discuss with each other, kind of like we're doing in here. But you can actually do this in an offline community.

So we went ahead and created – using MERLOT – MERLOT voices is one of the features that we have within our MERLOT system that the Cal State University system runs. And this is a voices for health care by SkillsCommons that we created. And so this is – really, it's just for really anyone to use who is interested in free and open educational materials, people that are working in community colleges and want to communicate, want to interact with one another, share ideas back and forth.

So we've created this and our plan is to take this out of the MERLOT environment here and put it directly into the SkillsCommons environment where you all are going to be working straight anyways. But for now, we've just as an immediate fix set these up as MERLOT voices. And you can actually sign in – sign up for a free account; it's all free. Just your email account. So you just go ahead and click this here button and just sign up.

And then once you've got your account created, then you come and join the SkillsCommons for health care voices community. And in here we have some discussion forums that I've already kind of just laid out just as a prototype for folks to kind of get discussions going. Like, stacked and lattice credentials; we've already had that question this afternoon. So what's working for you and your students?

So folks in the earlier rounds can kind of talk to the ones that are in third and fourth round. What kind of reusable materials in the health care industry do you have that you might want to point me to? And then some other areas that folks are getting into, especially with round four, is competency-based education models.

So you can comment, interact, kind of like a discussion forum going back and forth. There's also some other pages that we have on here, like, for example, the SkillsCommons health care resources. So there's the health care support page which will take you back to SkillsCommons and that page where we had with the browse at the very beginning of the presentation that I started this afternoon. And then we'll take you to the health care collection, if you just want to find materials in health care. And then the links back into SkillsCommons to the different support areas that we can help you with.

MS. FREEMAN: And Rick –

MR. LUMADUE: And then also, to learn a little bit more about SkillsCommons – like for Teddy and those – you can find that information through this link here, which is also on SkillsCommons. Go ahead, Jenny.

MS. FREEMAN: And Rick, can people get to the section MERLOT voices via SkillsCommons.org? Or is there –

MR. LUMADUE: So let me do this.

MS. FREEMAN: Or is there a different entry point?

MR. LUMADUE: Eventually we will, but I will – I've posted the link there in the chat window.

MS. FREEMAN: OK.

MR. LUMADUE: Yes, we are working on a connect center for SkillsCommons, like our support center, and we will have the communities accessible from there. But right now, they're not.

MS. FREEMAN: OK. All right. Great.

MR. LUMADUE: But you can get it through this link that I just sent you. And this – click the sign in – or sign up for an account and we'll get you started and we'll begin to share and interact.

And one of the things that I also wanted to mention, just as I wrap up here, is one of the other things that we'd like to provide a service to you folks if you're interested, and especially round four grantees – but any grant project, really – is we have some models on reuse and revise of some of the content that's in SkillsCommons. And we could do a follow-up webinar if folks are interested in that; you could let us know. Maybe we do a poll here at the end or you could just kind of let us know.

But we'd be interested in helping you. We've got different makeover strategies on our reuse and revise page and we could do some modeling in another webinar with a couple of grant projects, maybe, or one or two that would want to do that. We could do some of that offline and then kind of show what we've done in the webinar with everyone and kind of share some of the practices we've learned together. OK?

Thank you, everybody.

MS. FREEMAN: Great. So great. Thank you, Rick. So as Teddy points out, fantastic bunch of resources. And the point is that you don't all have to be recreating things or reinventing the wheel. So do make sure to go to SkillsCommons. Things are continuing to be uploaded daily.

And one thing that I want to also do a plug for is to just make sure that when your materials have been – when your curriculum has been developed, put it up on SkillsCommons whether or not you're at the end of your grant. I mean, I think some earlier grantees – rounds one and maybe round two – kind of waited to the end because SkillsCommons wasn't available yet. But now for round three and four, if you folks put yours up here – put yours in SkillsCommons before the end of your grant, then it'll just be that much more useful for all the other grantees. It'll be that much more useful a resource. So please do do that.

There are –

MR. LUMADUE: Yeah. And –

MS. FREEMAN: Yeah. Go ahead.

MR. LUMADUE: Can I just mention one other thing? One of the main reasons for folks kind of holding back was they had their SME reports were coming in and some of them were delayed and things like that. And round one was just kind of a learning experience for everyone. But one of the things that would be – is something we're also offering is if folks want to put their stuff up in draft mode.

So they could actually have their SME go into SkillsCommons and look at the materials that are in draft mode and review them. But then they would also be available for other folks to look at so they could begin to kind of use them, get ideas from them, that sort of thing. But we've got instructions on how to help you upload those.

And if you've got any questions about the upload submission process, look at our support center, contact me, support@skillscommons.org, and we'll definitely help you.

MS. FREEMAN: And there'll be some other future webinars specifically on the process of uploading, is that correct, Rick?

MR. LUMADUE: Yep. Yes.

MS. FREEMAN: Yep. And so on this question that Rick posed about whether anyone would be interested in a webinar specifically to talk about reusing material here, it would be great to get your sense of that. And you may not actually know. Maybe it's something your faculty want to know about. So if you find out later that that would be useful, please send an email to the TAACCCT mailbox, taaccct@dol.gov. We'll have the email address showing in a minute.

Because there's a lot of material here but it's not necessarily immediately obvious how to – what to do with it, how to use it. And it can all be adapted. And so as Rick said, there can be kind of a separate webinar or conference call about that. How many of you – let us know if you would be interested in doing that.

Brian, it looks like you started a poll with that question. Yeah. Just give us a yes/no. Would you be interested in attending that kind of a webinar on –

MR. KEATING: Yep. So the poll question is currently over the slides. So would you be interested in attending a webinar about that, like we've been discussing? Choices again are yes or no. Just click the radio button on your screen right now that selects that response.

MS. FREEMAN: All right. Well, 12 people have said yes. One person wouldn't, so that person doesn't have to. But yeah, you know, that seems like a critical mass, right, Rick? So sounds like you've got –

MR. LUMADUE: You bet. Yep.

MS. FREEMAN: Sounds like you've got some takers. So we will be getting out a notice about a date for that.

MR. LUMADUE: Great.

MS. FREEMAN: OK. So does anyone have any questions? Any more questions for Rick? I see we are – have about four more minutes. Questions about SkillsCommons or questions about the previous grantees we spoke with, the Health Professions Partnership?

I do see – actually, Gene (sp) has a question about – Rick, for you, can community partners – oh, it went away. I don't know where it went. But I think the question was, can community partners also access –

MR. LUMADUE: Yeah. Yes. I posted that in the chat window. Yes, they can.

MS. FREEMAN: Oh, OK.

MR. LUMADUE: They definitely can. They just sign up just like the rest of us would for an account.

MS. FREEMAN: OK. And then Christian is pointing out that it is a DOL requirement that everyone have a third party review of their curriculum. And so he's wondering – it sounds like he's asking, is that necessary prior to posting on SkillsCommons?

MR. LUMADUE: No.

MS. FREEMAN: It sounds like you said that some people have put up drafts?

MR. LUMADUE: Yeah. Right. It's not. But you have to – that's why people waited until they got their SME – you know, the third party reviews – is they just wanted to do one upload and not – they can put their material up and then later go back and put their SME reports in, or their third party reviews.

MS. FREEMAN: OK.

MR. LUMADUE: So it's just how you want to do it.

MS. FREEMAN: OK. So either way, folks. OK. Well, I don't see – looks like Janet is typing in a question. Is there curriculum specifically for community health workers? I don't know off the top of my head.

Q: This is Kristen. I just unmuted myself. Kristen Crow (ph) from Santa Fe. We have a curriculum in the state of New Mexico that we're actively implementing. So I'd be happy to share that.

MS. FREEMAN: Kristen, do you want to put your email in the chat box for Janet?

Q: Sure. Uh-huh.

MS. FREEMAN: OK. So I have another question for all of you that's kind of to this point. Some other industry groups, industry webinars, have decided to have follow-on calls. People wanted to continue to be able to meet and come together as an industry group. Would any of you folks be interested in that, if we had another follow-up phone call or two just to kind of informally to share ideas and questions with each other as an industry group? Would you folks be interested in that?

Brian, you can create the poll or just say – people can say yes or no. Yeah. So just a poll that says yes or no – yes, I'd be interested in a health care industry group. (Pause.)

MR. LUMADUE: Hey, Linda. That question – your statement you pose is very intriguing to a lot of us that are working in the TAACCCT program with so many grant projects in different states and things. And one of the things we're very interested in seeing, what are the similarities across states?

Like, how similar are your programs, like New Mexico compared to Michigan? And by building these communities, it would be great to see what are the similarities, what are the commonalities between programs? And then what would be different? In thinking outside, beyond TAACCCT, as far as what could be nationalized standards and things like that that could be certified across states?

MS. FREEMAN: Wow. Yeah. Sounds good. So I'm seeing that 13 of you, which certainly is a critical mass for a phone call, would like to get together again just as an industry group. So that's great. And we will put out a notice about a phone call to get you all together again. And on a call, too, it'll be a smaller group so everyone will be able to have their lines unmuted and we won't have to just be typing at each other, but we can actually speak.

OK. Well, I see that it's 4:00. Brian, if you could just one more time put up the slides because the last page of the slide deck I want you all to see the TAACCCT mailbox. TAACCCT@dol.gov is the place to go to get – to ask questions. If you want to connect with your peers, if you're looking for a particular program of a particular type, you can put that question there. We also have TAACCCT learning network resources, the newsletter and other resources; so to subscribe to those, also write to the TAACCCT mailbox.

And you can – and there's all kinds of resources at this – on Workforce3One and there's that address also.

So thank you all. And thanks for joining us and I hope this was helpful to you. And we'll look forward to talking to you on future calls. Thanks a lot to our speakers.

(END)