**Workforce 3One**

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**TAACCCT Industry Webinar Series**

**Manufacturing**

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CHRIS WATSON: At this point, I would like to move us to our presentation and introduce Cheryl Martin is the TAACCCT program manager. Cheryl Martin is the TAACCT program manager here at the Department of Labor. Cheryl, why don't you take it away?

CHERYL MARTIN: Thanks, Chris. I'm really happy to be here today. And I imagine that if I was – is that there are a number of you that I've met in one capacity or another and wish that we could all be here in person. But we were just chatting before we got started here about what did we do before webinars. Well, we went and met in person or I guess we talked on the phone or we didn't so it. So it provides us with the opportunities that we might not have had otherwise and that's a good thing.

So I just wanted to start out by very briefly giving you a little map of our – slide two – of our technical assistance that we offer or who offers technical assistance for TAACCCT because there are a lot of players out there and I wanted to let you know which box we're in today. So the Department of Labor sponsors technical assistance with Jobs for the Future and they have a couple of subpartners as well. And then we also work with Cal State Merlot on Skills Commons if you're – which we'll be hearing about today from Rick Lumadue.

National Science Foundation has some technical assistance that they offer through their ATE Centers, and then there's some other non-federal providers as well. So today, we are in the box called Jobs For the Future. I'll be turning it over in a moment to Erica Acevedo from Jobs for the Future who will be moderating our session today. She will be working with three subject matter experts for the call today.

And those include Shelly Jewel, who is the director of the Office of Workforce Development at Connecticut State. And she has been involved with three different rounds of TAACCCT grants in one form or another. Round one, she was the project director. In Round 4, she's overseeing the project director who is – also those are their manufacturing grants. Welcome, Shelly.

SHELLY JEWEL: Thank you.

MS. MARTIN: And we also have Rick Lumadue who is with SkillsCommons.org. He is sometimes we call him Mr. 1-800-SkillsCommons.org and when you call that number, if there were such a thing, or if you write their e-mail addresses and so forth, Rick is most likely the person that you'll talk to and many of you probably have already communicated with him or talked to him. He is the program manager for grantee relations and you'll be hearing more from him about what we have in terms of advanced manufacturing on Skills Commons.

And we have Todd Mattison who is from Northeast Wisconsin Technical College. He is the consortium project manager for Round 2 TAACCCT grants. And a lot of exciting things happening in Wisconsin around advanced manufacturing as well. So we're really delighted to have you here today as well, Todd. Welcome.

TODD MATTISON: Thank you, Cheryl. Good to be here.

MS. MARTIN: And now, I'm going to turn it back over to Erica, who as I said, is with Jobs for the Future and Erica will lead us. Actually one thing I wanted to say before that – sorry – about our TAACCCT technical assistance.

In that file share box, there's a document called TAACCCT TA Resource Contacts and it's a handy one-page sheet that you might want to print out and put on your bulletin board – if anyone has such a thing anymore – by your desk or share with your consortium members. It kind of tells you all the different contacts for how to get a hold of the different pieces of TAACCCT technical assistance that are available to use. So with that, I'm going to turn it over to Erica. Thank you for your moderation today. Erica.

ERICA ACEVEDO: Thank you, Cheryl for that great kickoff to today's manufacturing and industry webinar as was mentioned. Again, welcome to today's webinar. My name is Erica Acevedo, senior program manager at Jobs for the Future, and as Cheryl said, part of the TAACCCT learning network staff. We're really excited to have you all join us today and before I hand it off to our grantee experts, I want to do a quick overview of the agenda.

And as you'll note here in the agenda, there are three key pieces of today's webinar. We'll be doing highlights from our grantees as it relates to their work in manufacturing in the manufacturing industry. We'll be doing a review of Skills Commons where Rick will walk us through curriculum and resources focused on manufacturing that all of you can access. And we will be having a discussion on employers and industry engagement, which we all know is key to this work.

We've made sure – put in some time slots for some Q&A throughout, but we also encourage you to post your questions as they come to you in the chat box on the left hand side. It will be our goal today to try to address as many as time allows.

So before I hand it off though – before I hand it over to our presenters, Chris, can you pull up the polls? There's a couple of polls that we would like you all to help the faculty here and fill out. Chris do you have those up?

MR. WATSON: Yep, I'm coming with them.

MS. ACEVEDO: OK. Great. So if you haven't already please let us know what round of TAACCCT you are, and the other one that Chris is pulling up shortly is letting us know when it comes to the strategic focus of your grant, where do you fall in. Is it capacity building, is the goal to improve employer engagement, curriculum development, and if there's any others, please specify in the chat box as well.

And also let us know what job level you're training for within your grants. Is it entry level, mid skills, advanced level? This will help us get a sense of where your questions are coming from and where you are in the process of your grant as we proceed through the webinar and kind of answer those questions.

And with that, I will hand it over to Shelly Jewel who will walk us through an overview of her grant in the state of Connecticut. Shelly.

MS. JEWEL: Thank you, Erica. And hello, everyone. Thank you for the opportunity to join you today. As introduced earlier, I'm Shelly Jewel and I'm the director of grants and workforce development at the Connecticut Board of Regents, for colleges and state universities. And I was the project director on a Round 1 grant. So I'm going to start my presentation.

So as you can see, Connecticut, like many other states, has focused strongly on creating a talent pipeline in manufacturing to address regional and statewide needs. We've been fortunate to participate in state initiatives and federally funded grant projects.

For our first round grant, CT-MET – we always use acronyms because they're long names – we built upon lessons learned from our community based job training grants earlier in the decade, which included the development of a pre-manufacturing certificate program and provided roving mentors as well as advisors.

The advanced manufacturing centers were created through Connecticut bond funding. They enhanced one highly successful center at Asnuntuck Community College and built three more. Our fourth round grant, a Connecticut Advanced Manufacturing Initiative – or CAMI – built upon the knowledge we gained from these prior projects and achieved extensive employer commitments in the development of the proposed projects. New specialty certificates are under development to continue to provide practice certificates.

So in our Round 1 grant, the CT-MET grant, we focused strongly on – you'll see the goals on your screen – increasing retention, rate of completion, employment and pipeline. In our third party evaluator's final report, they noted from all parties interviewed that the strong retention and advisement strategies resulted in on target completion rates where we exceeded virtually all of our goals.

For example, we had about 55 percent of our participants who completed one certificate program would go on to complete a second or third program, resulting in 633 certificates earned and thus creating the stackable credentials.

Employer advised how the CT-MET initiative aligned curriculum, infused real workplace expertise into the classroom and maximized opportunities for internships and jobs. Employers found graduates of the CT-MET program to be equipped with the foundational skills, including math, reading and soft skills that they needed to succeed in entry level jobs.

Employer engagement in CT-MET included work with regional manufacturing associations, which gave us excellent forums for campus manufacturing coordinators to meet employers, learn about their work needs, share program information and make individual connections.

It was really the one-to-one connections that were our most valuable tool. We found that asking employers to do something, provide guest lecturers, a plant tour, job shadows, internships, jobs had great results. Two of our colleges had over a 92 percent job placement rate. We found that internships were a great way for employers to try out a student as a potential employee, and most of the internships led to jobs.

These were just portions of our CT-MET grant. So we would begin with boot camps or pre-manufacturing programs to get people up to the levels they needed to be in math or reading with contextual examples and they would move on into higher level programs which included precision machine manufacturing and advanced manufacturing technology programs. These programs offer the nationally recognized credentials including NIMS, AWS and MSSC. We were able to partner with other statewide manufacturing projects and leverage these credentials for our students. And that concludes my presentation.

MS. ACEVEDO: Great. Thank you, Shelly. And for all of you that are listening, if you have any questions for Shelly at this moment, please enter them in that main chat area and we'll be sure to capture those during the upcoming Q&A.

But for now, I would like to hand it over to Todd Mattison who will walk us through the Wisconsin strategy. Todd?

MR. MATTISON: OK. Thank you, Erica. So, again, I'm the Round 2 consortium project lead. What I'd like to do today, first thanks for your time. But I would like to give you some highlights of our grant project.

So first off, the presidents of all of our 16 colleges in Wisconsin met and decided to apply for this Round 2 TAACCCT grant together, knowing that they would essentially sink or swim as a consortium. And fortunately, they were awarded this grant. But they felt they had a compelling argument based on manufacturing for three main reasons.

First, all of the colleges had established programs and broadly in manufacturing. Next, that the demand when they submitted this proposal in 2012 was strong and is still strong today. In fact, today's numbers, 16 percent of jobs in Wisconsin are in manufacturing and that's significantly over the national average. And third, there is still a skills shortage in the workforce to solve. So that was the case that was stated, and they all felt that this grant was an opportunity to try some new initiatives to impact their existing training programs.

And also to note, that Wisconsin was fortunate to also be awarded a Round 3 consortium grant in IT. A Round 4 consortium grant recently in healthcare and we feel that we're doing our best to share from each of the rounds information and processes and leverage what we can that's provided and done statewide.

So next, I'd like to just list some of the primary goals that were part of our work plan. We know they're similar to others. Everyone had the same SGA to follow, but this is our language. But first was to shorten courses, enter credentials that lead directly to jobs. Next was to expand the training options in non-traditional ways. And I'll show some examples in a moment.

And a third was to acknowledge that dislocated workers have different needs than high school graduates or someone who is continuing their education. It was something we learned it was important to pay attention to, work to try to meet students where they are, and understand that they have a different and wide range of responsibilities on their plate. So recognize that and try to respond to that.

And to note where Wisconsin is at with our participants in our Round 2 program is 48 percent of our participants are incumbent workers. And in our view, that means that they are underemployed and they are back pursuing training because they want more than the employment that they have, whether it's a wage or in an industry that they want to perform in for the long term. And finally is find ways to improve student success – that the training is really not helpful unless it's successfully completed.

So I want to just share some key elements of our work plan and program. Again, creating shorter but stacked credentials is the most common theme across all of the colleges. And it might have been very short and in the first year, and others might have been across their entire associate's degree. But next was to include these courses in a sensible and stacked pathway that made sense both for students, for the college and the employer.

Next was to add sections in new ways. So often they have been added at regional learning centers. Wisconsin has a lot of rural areas. So they're smaller regional learning centers that have not always had manufacturing.

Another way to help add sections was to start evening programs, weekend programs, and a couple of our colleges essentially revised their curriculum so that they could work on it with the instructors and have start times every eight weeks instead of the traditional start in the fall in August and in the spring in January, February. Someone who is unemployed can't wait six months if they're going to get short term training and try to get back to work.

Next was combine these competencies into credentials working with the employers that would align with ultimately giving credit for prior learning, which has to be proven through assessments. But this really works with everything, for everyone. And it was critical to work with the employers so that they had buy-in with those credentials. And lastly was more intentional and early advising where advisors have worked very closely and specific with the manufacturing program. They're working from day one to share options and to advise the students.

So here are a few more specific examples – again, creating the stacked and a series of shorter credentials. Typically, they're embedded into the program but some have been created as a local certificate, which is one that is not part of the program, yet it was really driven by the demand of industry. In Wisconsin, a couple of colleges called them boot camps. One college calls them their gold collar certificate. But it's known in the region and is very popular among employers in that particular region.

Next was one school revised their entire machine tool curriculum and incorporated the nationally recognized NIMS credentials. Their faculty were NIM-certified. Ultimately their program was NIM-certified. They are currently the only one in the state with that recognition and they can now give NIMs testing to anyone in the state, so someone may be close to the skills and can test out of that.

Other colleges are now beginning to develop and incorporate those if they choose to and if it fits their particular region. Another example is two colleges created a manufacturing fundamentals course. They are each different to fit their own needs. But this is so that students can first learn the basics on all aspects of manufacturing. They don't initially have to commit to a program.

One of the colleges said many students are intimidated by picking a program. They know they want to get into manufacturing. And this rather short course allowed them to touch on all aspects of manufacturing, then be able to, with confidence, select a program to enroll in and pursue.

And another example is that several colleges and I know this is really across all of the colleges to a degree have revamped their curriculum and the math focus in their curriculum to be contextualized to be more relevant. And that was really done with the collaboration between the math instructors from basic ed and the manufacturing instructors. Thank you.

MS. ACEVEDO: Fabulous. Thank you, Shelly and Todd. And now we want to take a couple of minutes to break and answer some of the questions that you all may have for either of our grantees. So if you have any questions, please enter them again in that main chat. I see that there's one here.

It looks like it's for Shelly from Debra (sp), which is, "How many weeks were your programs?" Shelly?

MS. JEWEL: Sure. So our boot camps were anywhere from three to six weeks. The manufacturing boot camps were mostly about three weeks and they would take place generally speaking in the summer before the fall semester began. So we could get students to the college level that they needed to be at for the more advanced program. We had a combination program which was a blend of non-credit and credit and that was a two semester program. The students would take it on a non-credit basis, but when they completed, they could actually earn up to 12 credits during prior learning assessments.

And then the advanced machine technology certificate programs are two semesters. So it began as a two-part program where you completed a fall semester and earned a certificate. And then a spring semester and then earned another certificate. They were ultimately blended to be a one year program.

MS. ACEVEDO: Great. And Debra, if you have a follow-up question to that, please let us know in the chat box. And I see also that there's a question from Julie, "What do you consider short term; was credit offered for those?"

And I also see that Cammi (sp), who is a member of the Wisconsin team has offered up the answer, which depend on credentials developed. Our college has eight week trainings in machine tools and welding. Todd, is there anything else you want to add to that?

MR. MATTISON: I would just give an example. The course that I had mentioned as manufacturing fundamentals is called manufacturing essentials at one college, and they have nine credits in there.

And looking at the documents, it's an eight week course. So that is an example. But how we decide what's chunked down and shorter, I'll admit it's relative. There's some colleges that might have only had a one year certificate, so breaking it down smaller can be larger increments. Other colleges have made one and two credit courses.

MS. ACEVEDO: Right. And I think Julie let us know if there's – all right. Let's see what she writes here. She has a question. "In Wisconsin, did curriculum transfer to other schools in the consortium?" That's a great question. Todd, is there – was that what's happening?

MR. MATTISON: So that's happening, but only on a limited basis. I will say that each college – let's select welding is that even though they might be neighboring districts, they are not completely transferrable. Colleges are working on that. I will give an example however where three colleges that are neighbors in north central Wisconsin worked together so that all – revised their one year welding curriculum so that the largest campus can conduct the second year program for welding. So any of those three districts can go enroll in that second year, and every credit will be transferable. And so that's a good example of collaboration and we're working on more of it.

MS. ACEVEDO: Great. And I see here there's another, look at the follow up question from Debra to Shelly. If remedial courses were offered in boot camp, how were they funded?

MS. JEWEL: That's a great question, Debra. So with the boot camp process and the remedial classes, what we did is, and we received this with the TAACCCT national office and our project officer. So we offered the boot camps. We paid the instructors and were able to offer those courses as a no-cost course.

So we did not offer tuition scholarships, but we provided the course, so students came for the instructors through the TAACCCT funds. So there was no cost to the students for the remedial portion of their courses. And then when they entered the other programs, so whether it was a short term certificate or the longer term program, they then qualified for what – we have funding at the time of our program.

MS. ACEVEDO: Great. Thank you. And – (inaudible) – question here from Ruth and that will be the last one before we move on. "How was credit for prior learning determined? What was the criteria?" And I believe this is for Todd, so correct me if I'm wrong, Ruth.

MR. MATTISON: That's fine. I'll try to answer that. So right now, the Wisconsin consortium is working on a very broad array of developing credit for prior learning processes. Some colleges are significantly further ahead because they've been working on it through other initiatives.

But for example, in welding what we did do consortium-wide was build a rubric with six different colleges banded together – representing the entire consortium on a voluntary basis to break down the credentials, work with our state office and use the TSA organization of credentials to break down what it would take for someone to come in with some welding skill. And they worked out a way to assess it. So in welding, we're farther than other programs in manufacturing.

MS. ACEVEDO: Got it. Thank you. Great. And then with that, I think we will move it over to the next part of our agenda and I will had it over to Rick Lumadue, who will walk us through a quick poll and provide us with an overview again of Skills Commons, focusing primarily on resources and curriculum available within the manufacturing industry. So Chris is going to be pulling up these quick polls here. And Rick.

MR. LUMADUE: Thanks, Erica. Hi, everyone. I'm glad to be here with y'all this afternoon and do a little bit of overview of looking for materials in Skills Commons and then just also highlighting a couple of good examples as well. Then follow up with that about looking at future collaborating ideas I think and just working as an affinity group in the manufacturing industry and just kind of see what sort of interests there may be in that as a follow up.

So I see everyone here is answering the questions, so that's great. So that's good. That helps us as well to understand and realize where people's needs are, where your focus is in these webinars and whatnot when we follow up with you later. So thank you for completing that.

So as I said, we'll do a bit of a overview. We'll go into Skills Commons. I'll actually do a screen share here, and just as a reminder, it may look a little bit small on your screen, but if you notice just at the top of the box, there's a little icon. It's got like four arrows popping out of it to each side and if you click that – that will actually allow you to be able to see the presentation in full screen if you would like to. Otherwise you can view it as it is there on the screen. OK.

All right. So what I would like to do first of all is to take you to the support center that we have just over the last several months have been doing some revising in here and trying to make it a little bit more user friendly and more responding to the feedback that we're getting from grantees in the areas that they need help from.

And so what I'm going to do here is go into the support center, discover and reuse materials and click in find materials in Skills Commons. And over here, you'll see we have a browsing by industry. And we have the four major industry categories that the grants have been funded under. And since today's presentation is all about manufacturing, we'll click into the manufacturing industry, browse support center page and I just wanted to let you know that this is here and available for you if you're getting started or looking for content in different areas. Maybe even just to consider some of the early Round 1 grants that have finished or are finishing up today.

A lot of folks are uploading their materials, so we've got a few of them listed here. AMPed New Hampshire, Assist (ph) from South Carolina, Air Washington and then the North Carolina Advanced Manufacturing. I also wanted to let you know that there's – just as you see down here in this tree figure, kind of the branches of how Skills Commons is set up in the manufacturing industry based on the NAICS codes. So the large sections are in black like machinery. And then the sub-categories and that would be engine, turbine and power, transmission equipment, metal working. And you see the other ones – mining, oil, gas extraction. Just to kind of give you an idea of how things are organized, materials are organized in Skills Commons by the NAICS codes.

And you can download a copy of this flyer if you would like either in Word or a PDF. So I just wanted to let you know kind of as a starting point maybe if you're brand new to Skills Commons of wanting to learn a little bit more about how to find content and just how we're organized according to these industry sectors, okay.

So at this point then, I'm going to go into the browse feature, and we'll just go in right into industry. We'll click the industry here and you'll see that it pops up into manufacturing. You've got all the industries listed there. But I'm going to click the manufacturing and see it just kind of like accordion open. And if you click on any of these major – these are all hyperlinked in black. And so if you click these, they'll accordion again.

They'll open up into another area and you can look based on your specific need for what area of content you're looking for specifically.

All right. I'm just going to go ahead and click on the view all under manufacturing and you see we've got here a total of 732 materials that have been submitted so far to Skills Commons. And so you can view them and just kind of look at them. There's some brief descriptions here. You can click these links that are in highlighted bold and you can read a little bit more about metadata. You can actually look at the material if you would like. You can download a .PDF.

Some submissions actually have external links which we'll show you in a little bit. But then here you get all the metadata as well in the submission. OK. So I'm just going to go back here. I also wanted to draw your attention to the left side here where it has things that are highlighted that you can sort even finer into like by material type. So for example, if you're just looking for a hybrid or a blended course, there's 198 of them. So like if I select that, then it will sort all the manufacturing courses that are hybrid blended courses.

And so you see the rest of the material types. This is how the painful process – or painless, depending on your experience – I think for most people they are describing it as a painless and it takes a little bit of time in the upload process in filling out those metadata fields. This is where it's really helpful when you go in later to look for content and look for materials.

So the next area would be credential type. So you can sort by credentials or a certificate, associate degree stacked and latticed credential models that are out there. So if you are looking for some of those, you see there's 114 and you can sort through those as well.

OK. And then also, if you're looking for a particular institution, you've been to a conference or you know a colleague at another school or somewhere, where you've heard just reputation of some other grants, you can certainly sort by institution if you'd like and do that. And then also, down here is industry where you can do that refining a little farther as you saw on the accordion page if you want to get into a further refinement in the industry.

So that's pretty helpful I think for folks to be able to find content and material. I wanted to also show you another way that you can search for material is through our industry wheel. And this is all based on the NAICS code and these are all tied into the metadata fields that you all – that the Round 1 grants and I know we had some Rounds 2s and 3s that have been uploading material. So you can kind of go around this here. You can see all the different NAICS codes and where the content might be based on your need.

So this purple area, this lighter purple is manufacturing. And so I'll click that and so I can do refining here again on this wheel and look for specific content. So if I wanted for example, fabricated metal product manufacturing and see then it sorts it.

And I've got like 43 examples in that area. And then all the materials are listed with a brief description and then again I can click on the link and be able to read a little more. There's a .zip file from a learning management system, that then I could take that and upload into a course management system at my institution and reuse that. Content brand it, whatever I need to do with my institution.

So that's really in a nutshell how you would look for content in the manufacturing area. And then of course, you can always, you know, just search in the search feature here. You can just put in manufacturing or if you just want to look at welding, for example. Like I can just type in welding and it will sort out. There's 159 pieces of content. And now this will give you both program support material, collection material so there may be some things here related to articulation agreements or agreements with an employer, things like that, or even outreach materials for another program in welding and then also your content, which you would consider your learning resource collection. So you could download actual pieces of material.

All right. So at this point, I'm going to do a couple of examples here I wanted to showcase. There's one here from the Wisconsin Online College in the advanced manufacturing pathways plus project. And so I wanted to draw your attention that some of the materials actually have an external link. So you can look at the materials in other repositories or if somebody has it linked to a different website or something like that so you can actually view it. So that's what I'm going to do.

I'm going to click this link and then it will open and this is the WisOnline. Wisconsin has their own open education resource repository. This project has put some of their apps and program materials into the Wisconsin Online repository. And so you see here they've got some learning apps and then they've got some flashcard apps that you can download.

For example, I'm going to click the rotating vector representation of the sine function. It's an app, and you can actually download these apps on your smart phone, tablet or device you have if you want to take those mobile. A little bit of a lag here with the upload – or connecting to the content.

Maybe they're getting hit quite a bit. We don't want to waste too much time here, but I'll go ahead and – in fact, maybe I can go ahead and get that to reload. Yeah, it's going through slow. So I think we're getting some traffic on the site. OK.

So here's another example. This one is from the Fox Valley – I'm sorry – the Milwaukee Area Technical College where Todd's group is at. And so we wanted to showcase that. They've got a machine lathe 301 course and outline outcomes summary. And all the materials there for that, you can actually – I'll just open it here and you can see they have their course. So if somebody is looking for a course in this area, they've got all the content and all the information there, all the pieces that they use for the criteria, the layout parts, all those pieces are there.

And I know Todd can probably jump in here a little bit but I know they're going to be adding some more material as well. But that just gives you a little bit of an example. And back to our main page.

MR. MATTISON: I would just add there are other documents related to that same course. The outcomes summary is kind of the overview, a good starting point for anyone who wants to look at that particular course.

MR. LUMADUE: Thank you. And then just one last thing to mention to everyone. That in the support center, if you want to reuse these materials, you find some things in your search – if you're looking for materials that you want to reuse, in Skills Commons, rather than reinventing the wheel, especially for Round 3 and 4 grant projects, we've got some makeover strategies here. And based on different strategies you might have, like there's one for interactive content makeover where you actually can take some word documents or PowerPoints, PDFs, build a – authoring a (soft drop ?) cloud course.

You can also pull out, the example here of learning management system makeover. So there's several different learning management systems that folks are using within the tech program from Blackboard to Canvas to D2L – Desire 2 Learn – Moodle, just everything in between. And you'll see that they're – mainly they're IMS common cartridge format or SCORM export file and you can – we've got instructions on that.

If you have specific questions about that and need some specific or consultation on that, please let us know and we can be sure to just talk about that. And I believe something as well that we would like to maybe follow up with everyone from this group especially in the manufacturing industry, if you're interested in a follow-up webinar. And there will be a poll question coming up towards the end of this presentation. But there's also an example here of an e-book makeover, a large file makeover, how to reuse a video, make that over, and then separating modules from courses.

So I just wanted to make sure that you were aware, that there's help here if you're looking for content in Skills Commons and then not just that, but actually how to reuse it. So we're here to help you and we'll respond to your needs. So please let us know and we will definitely get in touch with on that. So I think there's a couple of questions coming in. The video size limit for individual – not just video but any submission – but for an individual file size limitation is two gigabytes.

All right. And then on the batch upload if you are submitting materials through that, it's 350 megabytes.

Yes. And I forgot to mention that what I was doing in my demonstration, I was not logged in, Donna, so yes, you don't need to register or log in to get access to the materials or do any of the things that I just did. So the registration, yeah. The registration is primarily for people who are submitting and uploading materials to Skills Commons so that we can make sure that we add you to your grant project and then you can begin the process of uploading. But otherwise, you don't really need an account.

MS. ACEVEDO: Great. Thank you, Rick for that quick and very thorough overview of Skills Commons and all the materials that are available for grantees. Are there any other questions that folks have, please again enter that into the main chat.

We can break for a couple of minutes here. Rick brought up a very good point that they can also provide a lot of guidance and he did have a question on a previous webinar if folks would be interested in doing a follow up webinar on how to reuse materials in Skills Commons and do attributions and all of that. So that's definitely something that the folks at Skills Commons and Rick can do as our gurus.

Chris, would it be possible to pull up a quick poll for that, like who would be interested in doing a follow up webinar on reusing materials on Skills Commons and just a simple yes or no so we can get a feel for the need here? Any other questions please enter them into the main chat area. I think Ruth is typing something in so we'll see what comes up. So Ruth is saying if we want to take an existing course and move to an online format is there a specific place to look. Rick?

MR. LAMADUE: So when you saw I was doing – like if you search for a specific area like okay, for example, you're looking for a welding course, so you just type in welding into the search term area box. What you can do is on the left, you can look just for the online courses.

OK. So we call it the aspect, but it's that grayed box that has by material types. So you can sort by material type and look for online courses and then so yeah. For manufacturing safety, you can search those terms, put that search term in and then look for the online courses and find the ones that are listed in SkillsCommons. And then they'll have an export, either an IMS – it will be like a weird extension like .ims, .ccc and then also there's other people's export is in a .zip. So you might see something like that.

But the IMS common cartridge or SCORM file formats are great because you can put those right into your learning management system that you're using. You may, if it's not the same one – if you're going from Blackboard to Canvas or vice versa, all you would really need to is just to change the branding on the materials themselves. I hope that answers your question but we've got examples of that in our support center as well.

MS. ACEVEDO: Great. And again you'll see if you download the presentation, Rick's e-mail address and how to access – how to reach them is on there so you can follow up afterwards. Please reach out to Rick. And so thank you for those that filled out the poll. Again, is it are you interested in doing a follow up webinar specifically on Skills Commons and specifically on reusing the material that's on there.

MR. LUMADUE: Yeah. Thanks, Erica. It would be specifically to help grantees get material, really harvest the content that's already on Skills Commons. And then like you said, to reuse it. So that's really what we want to – I think that's where the need is right now for a lot of grantees. So we want to make sure we offer that.

MS. ACEVEDO: Great. Well, thank you. And it looks like there is interest. We will be following up with that. Great. So now let's move back to our presentation and we'll get into the last kind of section and conversation of today's webinar and explore the ways in which both Shelly and Todd have engaged and leveraged resources from their manufacturing industry partners. We all know that this a really critical element to the work of TAACCCT and not an easy one at that.

So Shelly and Todd, can you walk us through the role employers have played within your grants? And we'll start off with Shelly on this.

MS. JEWEL: Sure. So with our fourth round grant, we really tried to get some employer commitment up front, and you'll see from the slide that there's – we got employers to agree to this in writing, which just tends to get their commitment up front. We find that asking for something specific is the way to get something from them. You ask for something and most of the time – if they can – people will say yes.

In Connecticut, our governor also proclaimed that October is manufacturing month. So we have events going on all over the state starting this Friday where we bring employers and students and potential students together and we demonstrate labs and students make things, which really helps generate the enthusiasm both from students and employers in our state. I think we've done lots of different strategies.

We have statewide meetings, regional meetings. Colleges each have their employer advisory groups. And interestingly employers sometimes change their minds. So you can develop a program and then the employer, it may not be what they need. So I think just remaining flexible and keeping those conversations open has been what's worked best for us.

MS. ACEVEDO: Awesome. Thank you. Todd, can you briefly go over kind of your strategy around employer engagement? Todd, you may be on mute.

MR. MATTISON: I'll note that different colleges in our consortium have just many unique approaches to work with employers. So I'm going to list a few challenges and just some ways they implemented their strategy to meet the challenge. So first the advisory committees were mandated by the state, but they only met twice per year. And I think several colleges felt they could get stale and they didn't pursue larger issues.

So colleges have really begun with their faculty and other leaders to ask to meet new partners and ask more of their employer partners. Several of them did a survey just to find out what some of their needs were specific questions. And they would take those responses and then start approaching those employers from there was one strategy. Another issue similar to what Shelly had said is employers are very willing to help but sometimes don't know how.

So we felt that colleges should focus on showing off their program, meaning getting employers to visit their college, introduce them to faculty, show them the facilities and definitely and most certain, meeting students and interact with students. Then was the opportunity to offer different ways they could help and how they might want to participate with the college. And then have an interaction with these new employers on what's their hiring outlook and how you might be able to help them. Just a great way to get new partners engaged.

And each district is unique. But when you're working with a group in each of these districts, it was important to try to find a common issue to solve. One district, for example decided to create a brand new stainless steel welding program because it was driven by the dairy and food industries in that area. Others were focused on the quality of the internship candidates.

So those are just a couple of examples, that if you've got an industry group together, if you find a common problem, select that and then work on it and try to solve it. And get a victory and some engagement with that group.

Another example was really just to make sure you find every opportunity to have the employers to have face to face interaction with the students. They get excited about it, they get engaged. And that's really who they're looking for. The college is the conduit for that, but they're looking to hire good new skilled craftsmen. So I want to highlight one particular college and their success story.

So at Chippewa Valley Technical College in Eau Clair, Wisconsin, and the west central part of the state, they have an advisory committee like all others, but they created an ad hoc committee specifically to work with the NIMS credentials and have them fully embedded into their machine tools program. They met approximately monthly for a year.

When that was done, though the relationships built with those employers really facilitated them getting together and realizing they had a common problem. And that was in that region like other areas, there was a shortage of skilled workers currently and the future didn't look any better. And they knew that they had to help solve that. That wasn't the college's job.

They needed to try to transform their image and really do a check on whether they were doing everything they could to wisely recruit. So what they did is go back to the college and say we want to get your help and partner with you and with the workforce development board to try to find a solution because we all have the same issue and we're all struggling and trying to compete for the same workforce pool. So they created a new committee and they developed a lot of questions, they met with specific focus groups, they tried to canvas different ages and different demographics in their particular district.

And what they learned was that the marketing and the outreach material they had. And when I say "they," that's both the employers and the college. And some of the methods they were using were outdated and it was ineffective. So they really started over. And they tried to rebuild their message, their own campaigns and they're now using that. And in particular, this is one of colleges that has their machine tool course they're trying to start it every eight weeks.

So they had to even turn that around and make sure they could promote that opportunity as an example as an asset. So that's just an example of what one of the colleges did to really engage and build partnerships. They'll admit that that takes a lot of face time and a lot of one-on-one interactions, but they've had great success.

This I wanted to show. I had mentioned earlier the roadmap. This was a tool that we had built after surveying dislocated workers and TAACCCT eligible workers. And it includes information and language that we feel is most appropriate for an adult worker. It has less academic language and the basic information for someone who is less familiar with the community college setting. And so there's an example there.

And lastly I wanted to include the two different websites that our grant created. One on the left, Advance Wisconsin, is geared towards all of our stakeholders that participate in the project and Job Up Wisconsin on the right is geared towards specifically helping dislocated workers with several different existing links and information, both focused on Wisconsin but they can receive, depending on where they are at with what they need as a dislocated worker.

MS. ACEVEDO: Great. Thank you, Todd and thank you, Shelly. And just for these last – I know we're up to the last five minutes of the webinar but if there are any questions kind of related to employer engagement, please ask them in the main chat. This has its ups and downs regarding how engaged employers remain throughout the grant and it's something that as I said before, it's really critical to the success of the grant and getting participants employed. I see that there's a question here from Ruth.

Is there any contact info to speak with CVTC on their NIMS and marketing efforts? Todd, that's for you.

MR. MATTISON: And I would ask her to just email me. It's our e-mail on this document.

MS. ACEVEDO: OK. Todd, could you just type in your e-mail into the chat box and then she'll have it.

MR. MATTISON: Sure.

MS. ACEVEDO: And then a question from Debra, could we have access to download those examples from the previous slides. I'm assuming it's the template.

MR. MATTISON: Yes, we would be happy to share that. It's on the advanced manufacturing site. So the template on the left is on the Advance Wisconsin site under manufacturing under resources.

MS. ACEVEDO: Got it. Awesome. And one thing we would like to hear from folks and you can just jot it quickly in the main chat is what ways are you all engaging your employer and industry partners at the moment. And yeah, in what ways are you doing that? And I just want to be cognizant of everybody's time and also I think with that, we can begin to wrap up. Let's see here.

There is a last – (inaudible) – questions. Chris, can you pull up these polls? So again we really want to thank you all for joining us this afternoon, late morning for some of you. But we hope that this has been a valuable conversation for you all. And I especially want to thank representatives Shelly, Rick, and Todd for taking the time to share their experiences and expertise today.

And quickly, before we let you all go we want to get a sense of whether folks would like to continue to meet as a manufacturing group and in what ways you would like to remain connected. Your feedback is really important to us as we continue to try to shape and deliver TA as part of the TAACCCT network.

If the group decides that this webinar is sufficient, we don't need to meet again, that is totally fine. But if you would like to remain connected to peers working within the manufacturing sector, please let us know in what ways you would like to remain connected.

So there are two polls currently up on the screen. If you would take a minute to add your options there. Great. And so Chris is it possible to leave that up once we go to the last slide, which is on additional information that's there?

MR. WATSON: Yes.

MS. ACEVEDO: That's Chris. OK. Great. So here again to hear more about the TAACCCT Learning Network or other TA offerings, or any comments or questions you may have, please e-mail the TAACCCT mailbox at TAACCCT@dol.gov.

Again, there is my contact information. Todd has provided his as well. Shelly, if you wouldn't mind folks reaching out to you, please write in your e-mail address in the main chat. And that way folks can contact you for any follow-up.

And with that, I will turn it over to Chris who is going to kind of just do a quick wrap-up. Thank you all.

MR. WATSON: All right. Thank you, Erica.

(END)