**WorkforceGPS**

**Transcript of Webinar**

**Fall Round 3 TAACCCT Sustainability Virtual Institute, Part 3 Final Webinar**

**Friday, December 16, 2016**

*Transcript by*

*Noble Transcription Services*

*Murrieta, CA*

JENNIFER JACOBS: Now I'd like to turn things over to our moderator today, Cheryl Martin. She's the program manager for TAACCCT grants at the U.S. Department of Labor Employment and Training Administration. Cheryl?

CHERYL MARTIN: Thank you. And welcome, everybody. I am so excited about this webinar because I have been hearing a lot of really good things about what's been happening in the sustainability effort through all the coaching and all the work that you all have been doing on your own. And so we're really excited to hear the short version today of what you've been doing and will continue to do with your sustainability efforts.

We hope this virtual institute has been helpful to you. And obviously we'll have opportunities for you to let us know whether it has been and if you have tips for how we could do it differently, since we're planning to do another version of it for round four in the spring.

At the end of the webinar we'll let you know what else we have planned for round three as you all hurtle toward the other dates on the calendar that are relevant to round three of TAACCCT. But for now, I wanted to get us going.

You've probably seen this before; it's our little map of all the different TA resources. Today where we are is that – Jobs for the Future is our technical assistance contractor. I'm going to be turning this over to them in just a minute and they are the ones taking a lead on this webinar today.

I did want to review the polls that we had before. So it looks like about – for the most part we've got project managers on the call, but we have a few deans or other leadership role folks. We have a few career coaches; that's great. And some others. And all of you have been part of the past two webinars, so that's great. That's really good.

All right. So as you already heard, I am the program manager for TAACCCT. I'm Cheryl Martin. And I'm going to be turning it over here to our facilitators today, Jennifer Freeman and to Allysha Roth from JFF. Why don't you all take it away?

JENNIFER FREEMAN: OK. Great. Thank you, Cheryl. So welcome, everyone. And I want to just first of all thank all of you for all of your participation in the Sustainability Virtual Institute. We've heard from a lot of the coaches that – just how well everything's going. We're really very impressed with all the hard work that you all have done, and are so pleased to hear about everything that is being sustained and that we hope will be sustained. So congratulations to everyone.

So we're going to hear – all of you will now hear from your colleagues. There are 14 of you – 14 different groups – college teams – sent us slides for – to use as part of this webinar. What we're going to be doing is kind of a round robin. So each of you will have two minutes. So it's very high-level and brief, as Cheryl said. Two minutes to explain very briefly what you are planning to sustain and what your next steps are.

And then after that, we're actually – we're going to jump to Q&A for – just to give some amount of time for each of you to ask questions of each other. So if you hear about a particular grantee that really piques your interest, let us know. I mean, that'll be your time to pose some questions to each other.

And then we have some follow-up activities happening related to the Sustainability Virtual Institute and to support you in your ongoing sustainability efforts that are happening this spring. So we'll be talking about those.

And we'll also fill you in on other activities related to closeout for round three. So that's how this webinar is going to go.

Can we – let's move on to the first grantee, who is – Allysha, if you want to move forward to the next slide – Colorado. So the CHAMP project in Colorado is the first one that's going to speak. So you see that you have – you don't have 15 minutes; you have two minutes. Jen, how does this work? Can that 15 go away?

MS. JACOBS: Yeah. It's two – (inaudible). You can see it as two minutes?

MS. FREEMAN: No, it says 15.

MS. JACOBS: OK. I will set that to two.

MS. FREEMAN: OK.

MS. JACOBS: Do you see two now?

MS. FREEMAN: No.

MS. JACOBS: OK. If you go into that setting button and you hit the settings, then you can set that timer to two. And then you'll be able to start that for everyone.

MS. FREEMAN: OK. Great. Can you do that, Allysha. Great. Settings. Bring it down to two. So this is just to help you all kind of get your – there we go. So what we'll do is we'll hit the start button when you start speaking. And keep an eye on the time. And this will go from green to yellow to red when it's all – when your two minutes are up. And there won't be any big kind of buzzer or anything; we'll be a little more gentle than that. But try to keep an eye on the time.

And we will have some follow-up opportunities another time to get into things more deeply if you'd like to, so realize this isn't your only opportunity to talk about things.

So Colorado, I'm not sure who is speaking for you. Was it Emily Griffith perhaps on the line? Colorado, if you are ready to start –

MARILYN SMITH: This is Marilyn Smith and I'm with the Colorado Community College System Office with the CHAMP grant.

MS. FREEMAN: Great. Wonderful, Marilyn. Oh, I almost forgot to say, when it's your turn – two things. When it's your turn to speak, you can \*6 – press \*6 on your phone and that will unmute you. So Marilyn, obviously you did that.

MS. SMITH: I remembered from last time.

MS. FREEMAN: Oh, good. OK. Good. And then before you start, Marilyn, the other thing is that any time you want to advance your slides, we'll control that from this end. So just let us know when it's time to go ahead. OK?

MS. SMITH: Great.

MS. FREEMAN: All right. So we're going to press start and take it away, Marilyn.

MS. SMITH: Great. The Colorado Helps Advanced Manufacturing Project actually had nine colleges participating. They're listed on the slide. You'll be able to read those yourself later. Five of those colleges – Metropolitan State University of Denver, Front Range Community College, Lamar Community College, Pikes Peak Community College, Pueblo Community College – are all participating in this part of the sustainability project. Next slide.

So things that they are going to sustain. And these are from all five colleges. CCD developed an advanced – I'm sorry. Metropolitan State University of Denver has an advanced manufacturing science institute that they established and a director hired, and they are continuing that, along with their new bachelor of science degree. We have some fast track programs in welding and a production tech at Pueblo Community College. And they're also looking for ways to have a navigator for the division or select departments. Please go ahead.

Positions. Project director, faculty, employer outreach coordinator, and technicians. This was at most of our colleges, but basically Front Range. They want to embed professional development. They want to have NIMS certification. Manufacturer event for employers is a great way to bring employers and students together. Embedding soft skills training and reaching out to our industry partners. Next slide.

The next steps. They need to update curriculum; they need to recruit students, particularly for transfer students into a degree program; build better articulation agreements; solicit and create multidisciplinary projects from industry work-based learning; build schedules to meet industry needs, that's both time and curriculum and courses; update course content. Next slide.

And build internships and apprenticeship opportunities; that was a big one coming over from all of our colleges. Use and develop pathways. Expand scholarships. Complete the feasibility center (sic) to make sure that a Center for Integrated Manufacturing – will that work? Build industry partnerships – CAMA, NoCo, Manufacturer's Edge Wise Colorado. And prepare strategic plans for college leadership.

MS. FREEMAN: OK. Great. And now it's zero. So we keep having a little bit of technical difficulty with the timer. Sometimes looks like four minutes, other times it bounced to two (minutes). So anyway, sorry about that. But we will – that is looking like it's not quite working; we'll also keep an eye on the time – clock here.

Michigan Coalition for Advanced Manufacturing, are you folks ready? And \*6 your phone when –

MS. : Yes. This is Geri (sp).

MS. FREEMAN: OK. Hi, Geri. So are you ready to take it away?

MS. : Sure.

MS. FREEMAN: OK. Perfect.

MS. : Our group focused in mainly on one thing that we wanted to sustain. And we had a lot of specific discussions around that. And those are – the colleges call them different things; some call them career coaches, some call them job developers.

But these are the folks – these are the positions that we've added on the screen that prepare participants for employers. They assist them with placement and then they do a lot of follow-up with the participants and the employers once they are employed to see if the students have the right skills and how their employment is progressing. Next slide.

And what we talked about is these – the conversations about sustaining these positions really need to take place within the individual colleges that are part of our consortium. And there are eight of us. So what we need to work on next are developing some clear plans to initiate those conversations at our individual colleges. And some people are a little bit further along with that than others.

So we are going to focus on continuing to seek alternative funding sources to help fund these positions through grants and other contract opportunities, using our data to show the success rates because of these positions, to help us build that story. And then seeing how the positions can be incorporated into overall institutions' strategic plans.

MS. FREEMAN: OK. Great. Thank you very much. And so that was great and that was definitely less than two minutes. So Tom – Thomas are you there?

THOMAS SABBAGH: I am.

MS. FREEMAN: OK. All right. So now we're ready to hear from the Community College of Rhode Island. So Thomas, take it away.

MR. SABBAGH: Yeah. The biggest little state in the Union with the longest name, right? Technically we're the State of Rhode Island and Providence Plantations, but we won't go there now.

So we have a single college, obviously. And you can move to the next slide, obviously.

OK. Yeah. One of the things that we obviously have developed is a lattice program, starting with a boot camp. And we ended up developing five new certificate programs and a new advanced manufacturing degree program. We have to – (inaudible) – the capacity for the college and we will continue to use them.

Three distance learning interdisciplinary courses in the liberal arts area. We created a couple of faculty learning communities to help us with the remedial education courses – programs in math and in English. As you know, that can be a stumbling block towards graduation. So we felt we needed to focus on that and the grant paid for a couple faculty learning communities and we ended up with – one's called ALPE – Advanced Learning Program for English – where we paired courses together. The same for math.

The grant helped put together a good advisory committee, which is – (inaudible). We just had a board meeting the other day and it went very well. I might add that we also have a new outreach coordinator, a PLA coordinator as well. When we talk about staffing I'll talk about keeping those positions going.

We have new equipment at two locations. We just had a ribbon cutting in Providence and we opened up a new lab there, and the college will continue to maintain that equipment. The main lab here in Warwick is much more extensive, but it is serving the population of the greater Providence area.

We are moving forward with our accreditation process and the department has put in its budget to continue the accreditation. We're going after ATMAE. Because of the grant, the program manager has been actually now a member of the governor's workforce advisory board for the CPAC, which is the career pathways in technical education.

We have joined the Rhode Island Manufacturing Association and we're contending – we have an RFP out for a new online design instructor who will be doing some work before the program ends to put a couple of courses online. And for our work that we're doing in program –

The red light's on already. Does that mean my time is up?

MS. FREEMAN: Yeah. Your time is up, Tom. Yeah.

MR. SABBAGH: OK. Last slide, just have them a look at it.

MS. FREEMAN: OK.

MR. SABBAGH: OK. There you go. Prior learning was the biggest one I wanted to talk about. We've changed state policy on prior learning assessment.

MS. FREEMAN: That's fantastic. That's a big one.

MR. SABBAGH: It is the biggest.

MS. FREEMAN: That's fantastic. So let's see. Who's next, Allysha? OK. So South West Arkansas. Who's there representing South West Arkansas? (Pause.) You can \*6 your phone to unmute yourself. Anyone there? OK. Well, maybe let's come back to them if they come on later.

Let's go on to Nashua Community College. Gail Brinkley, are you there? Or anyone from Nashua? (Pause.) And you press \*6 to mute (sic). (Pause.) Huh. OK. Nashua did not make it.

Who's next?

GAIL BRINKLEY: Are you there?

MARIA DIMITROS: Oh, yes. I'm sorry. I just had a student that popped in for a second. This is Maria Dimitros, Nashua Community College. I apologize.

MS. FREEMAN: Oh, good. OK. Hi, Maria.

MS. DIMITROS: Hi.

MS. BRINKLEY: This is Gail Brinkley.

MS. FREEMAN: Great. Hi, Gail. Good. I'm glad you're there. So before you folks start, I wanted to point out to all of you – Jason had a question, which was that when you are continuing new positions post-grant, what is your funding source? That's a question we can all come back to during Q&A at the end. But as you're going along, if you happen to know, just please mention that because I'm sure that Jason isn't the only one with that question.

MS. : It's a Perkins.

MS. FREEMAN: Oh, in your case. OK. Great. Well, so Allysha's going to hit the start button and then you can take it away.

MS. : Well, we found this institute very worthwhile. There were many things; of course, the equipment, to maintain and upgrade that, needs to be put in the operating budget and let's – it needs to be constantly upgraded to keep the program which we've developed current. So we're going to work with industry partners.

We also – the online and the hybrid programs, plus our new one-year certificate, of course, this will continue. And we're hoping working towards NIMS accreditation will help with ongoing demand in making a more popular program.

Next slide. What we really would like to sustain – the rest we'll sustain through various methods – are the navigators, which help with recruitment, retention, job placement, and our marketing; and our lab assistants. The lab assistants actually help utilize better machine utilization so it's just more efficient, and one-on-one help. And it just helps use the lab for a longer time.

But our navigators – we're hoping to show through this data – which we've been working on, of course, but it isn't there yet – how these folks make a real difference in the student's life and help with retention. One of our navigators is already – Maria is on the phone – is supported by the Perkins grant. It moved over – she moved over to support all programs. So we're hoping to make it bigger.

MS. : Yes. The official title is a CTE navigator for career and technical education. But they have noticed that the success of the navigator has made a huge impact just with the programs that originally we started with. And they decided to start implementing it with the other career and technical education courses.

MS. FREEMAN: Great. Thank you, Maria and Gail. So your time is up.

MS. : Great. Thank you.

MS. FREEMAN: Are you done with your – yep. No more slides.

MS. : Thank you.

MS. FREEMAN: You're welcome. Thank you. So please stick around because we'll all talk – you may have some questions coming in – (inaudible) – afterward. And that's true for everyone. I hope that everyone can stay on the webinar until the end.

So LINCS sustainability. Who is here representing LINCS supply chain management project? You can \*6 yourself. Is anyone here from LINCS? (Pause.)

LESLIE BACKUS: Hi. This is Leslie Backus. Can you hear me now?

MS. FREEMAN: Yeah. Hi, Leslie.

MS. BACKUS: Oh, great. Sorry. I had difficulty unmuting. I'm with Broward College; we're the lead in the LINCS consortium. And we are planning to sustain our project kind of nine different ways. We have nine colleges participating and each one has its own sustainability program. But the lead – as the lead, we're also planning a sustainability program that'll go consortium-wide, and we're even planning to scale it to other colleges.

Along the way during our grant period, we've had five additional colleges join us who have offered our certification tracks in supply chain management to their students, and we expect that that will continue as well. And so we hope to have other colleges join us.

I've always had the feeling that we would collaborate very well with some of the advanced manufacturing programs because the connection between manufacturing and supply chain is so strong. And I'm hopeful that after the grant we can concentrate on that, because during the grant we've pretty much had our hands full trying to create our certifications and then offer them throughout the consortium.

MS. FREEMAN: Should we be moving to the next slide?

MS. BACKUS: Yes. That's perfect. Thank you. So in the coming months we still have our hands full because we'll be working with our industry partner – that's the Council of Supply Chain Management Professionals – and they actually own the certification.

So we'll be setting up how they're going to scale the certification program, the testing. And we need to have a direct registration and payment process for our students who come either through a college or just individually. And we also have to – (audio break) – technical things to do and development of our partnership with – (audio break).

And I think my time is just about up.

MS. FREEMAN: Yes, it is. Thank you so much, Leslie.

MS. BACKUS: Thank you.

MS. FREEMAN: All right. So who do we have next? Mount Wachusett Community College. Who is our presenting – (inaudible).

CHRISTIAN REIFSTECK: This is Christian from Mount Wachusett.

MS. FREEMAN: Hi, Christian. All right. Take it away.

MR. REIFSTECK: OK. Great. Thank you. So we really feel at Mount Wachusett that our employer engagement piece has been a model for other colleges to follow. And this is definitely what we want to sustain going forward with our manufacturing program.

So on the left we have some things that our employers have done with us, and on the right we have ways that we want to sustain those efforts. So we have a great advisory board that has worked very closely with us on curriculum, on equipment purchases, and given us some great oversight of the program.

We've had employers in for tours of the campus. We have had students go out and tour their facilities, so have built that into the programming. We have had employers offer us instructors and presenters in our programs. They provide us with job postings and then they also come in and interview our students and have hired quite a few of our graduates.

These are all great things that we want to sustain and on the right are some ways that we want to sustain them. After the grant ends, we will continue to have advisory board meetings. As I said, we have a very engaged advisory board and they are all on board with continuing to advise our manufacturing program.

We want to continue to conduct more employer outreach, so reaching out to more and more manufacturers in our area and building and strengthening those relationships. We want to have more employers, more manufacturers, in to tour our campus and get an idea of what we do here. We do have mailing lists, primarily (constant contact ?) right now, but other means as well to reach out to the employers. And then of course we want to continue to provide them with access to our students and graduates.

Thank you.

MS. FREEMAN: Great. Thank you. OK. So is there anyone there from Missouri?

Oh, also I wanted to say that whoever wrote this question about Colorado – question to Colorado – we definitely – let's circle back – we'll definitely circle back to TLA at the end, so you all know that that's coming.

So Missouri State. Is there anyone there representing Missouri? Just \*6 yourself. (Pause.)

SHEILA BARTON: Can you hear me?

MS. FREEMAN: Yes. We can. Hi.

MS. BARTON: OK. This is Sheila Barton from Missouri State.

MS. FREEMAN: Great.

MS. BARTON: And we are looking – basically, we have four major areas that we want to concentrate, as far as programming, to continue to sustain after our grant. And that's in our health information and technology program, our alternative energy program, our agriculture/horticulture, and our college readiness program. Next slide.

Within each of those areas not only are the programming important but we also want to make sure that we're keeping some very key personnel, which that's an area that we continue to work on, specifically in finding additional funding. But we are working together as teams trying to put together what our steps will be going forward.

We have some great support from our employer and advisory partners. We're going to determine how those stakeholders can help continue to support these programs. And then I think the main thing for us is we're just going to have to make sure that we're documenting everything, staying focused, and then making it happen as we go along.

We are just a single organization but we have a lot of things that we want to do post-grant. So we just have to continue to make sure that we're putting together all of our resources and making them work together.

MS. FREEMAN: Great. OK. So thank you very much for that. And you all are doing a fantastic job of sticking with your 10 minutes, giving us – two minutes. Sorry. Oh, two minutes. Giving us the highlights, so that's great.

OK. So Milwaukee. Is there anyone here from Milwaukee Area Technical College?

CARRIEL DANZ: This is Carriel Danz. Good afternoon. From Milwaukee Area Technical College.

The first slide you see is probably a little difficult, but we will sustain all of the curriculum that we built – three certificates, two diplomas – three diplomas, excuse me – that all are pathways to our associate's degree, which was the only program we had prior. Our faculty re-trained in various areas, IT support.

We are going to sustain all that class coursework through the state of Wisconsin pathway certificates, which have numbers attached to them – programs numbers attached – so that we can follow our students. Next slide, please.

And of course, I have to get in about our – what we call BITS program, which is a basic computer skills course that was designed by all of the 16 technical colleges throughout the state of Wisconsin. There's your link; look for the purple cow. That is free to anybody. Share it with your community partners. It takes people through the basic computer skills, from what is a mouse, all the way up to visiting areas on the Internet. And our goal is to get that rolled out to as many people as possible to use that. Next slide.

And then just very quickly you'll see at the top, this is what is below my signature in every single email, a link to our website. Our faculties also have that best practice on their email, letting people know that we have built a website to help give information regarding all our new programs.

The website also is information that our students put on and talk about all their positive stories. There's shared videos where they can tell you how they started at the bottom and worked their way up and who they're working for.

We did the career symposium; that will be sustained through our job shop. And we are in the process of working with our job shop to sustain our We've Got Top IT Talent, which is – for lack of a better word – reverse kind of job fair that was very well received by both employers and students and faculty.

So over the next few months there are a lot of things that we would like to work with people to sustain. We're just starting to dig into some data review and survey, and we still have a lot of work ahead of us before it's all said and done.

MS. FREEMAN: OK. Well, thank you very much. Good start.

Now, who is here from Bridging the Gap? I think I saw someone on the list.

JIM SKIDMORE: Jim Skidmore.

MS. FREEMAN: Hi, Jim.

MR. SKIDMORE: Hey. How are you?

MS. FREEMAN: I'm good. Take it away.

MR. SKIDMORE: OK. We have nine colleges – all nine colleges in the community and technical college system. And you can go to the next slide. All nine colleges in the community and technical college system in West Virginia is involved in our consortium.

And in sustaining our activities we're going to focus on two major areas. One is employer engagement and the other are those activities that surround college completion, increasing the number of graduates.

And we have a sector-based approach to workforce development that we're developing throughout the state. We're putting all of those together in three areas, manufacturing, information technology, and energy. And we want to continue those.

We have an initiative called the Guided Pathways to Success, which is a college completion initiative and we have within that, as you can see, academic maps, stacked credentials, embedded certification. And it has a proactive advising component that involves student engagement.

Also, we have PLA. We've developed a PLA website, will be maintained by the colleges. And we also need to continue increasing faculty training so we'll have more faculty using the PLA website, where students can access and go through the portfolio evaluation process.

Also, we have a – we purchased Banner Data Analytics for decision – data decision making that is another effort on college retention and completion. There will be some cost to maintaining that – the license and the hosting fees. And we're expecting our colleges to pick those up.

OK. Next slide.

The other thing is we've had some colleges that have innovative program delivery. We've had accelerated programs, open entry, open lab concepts; and also, we've purchased some simulative software for different programs and we want to – obviously, we want to continue the things that we purchased. But the accelerated programs, the open entry, we want to continue those because it does open up new markets. It allows more flexibility for students to take courses at different times and we want to do that.

For some time now we've had a developmental education reform effort underway in West Virginia. We want to continue to do that. It's centered around the co-reqs with development of developmental education. Most of our colleges are near 100 percent delivery of developmental education through the use of co-requisites and we certainly want to continue that so that it's in place.

We also have a work-based learning model that's called Learn-and-Earn. That was enhanced through our grant. It was actually in place prior to the grant, but that's a program that we're – that students are placed in a co-op experience and the state of West Virginia employers share the cost.

And we have developed some pretty good working relationships – or better working relationships – with our workforce development boards and America's Job Centers. We want to continue those and get those referrals and those activities that the local WIBs do that will help the college. And actually, we're doing a little bit of a study right now of what we can do to enhance that relationship.

Our planned activities. We planned some final workshops really centered around the Jobs for the Future toolkit. We have a software management system called Teamwork that all the colleges have put their sustainability plans in and what deliverables they're planning on sustaining. So we'll review that. And of course, we'll check the data to see what's working, what's not working.

But we want a draft sustainability plan from every college by March the 1st and hopefully we'll finalize all sustainability plans by March 31st.

MS. FREEMAN: Great.

MR. SKIDMORE: That's it.

MS. FREEMAN: OK. So thank you. The Northeast Resiliency Consortium? Who is representing you? Is anyone on the line?

PAUL CASEY: This is Paul.

MS. FREEMAN: Hi, Paul. How are you?

MR. CASEY: I'm good. Thanks. So the Northeast Resiliency – you can actually go right to the next page.

The Northeast Resiliency Consortium actually had undertaken a sustainability planning initiative prior to the start of the SVI. So we worked with our seven colleges across the Northeast in four states on building a sustainability plan that was actually very similar to the model that was used by JFF. And we created these sustainability plans that really focused on sustaining the different career pathways programs, employer engagement strategies, student support services, and then our resiliency work.

The Northeast Resiliency Consortium, as some of you probably know, developed a resiliency competency model that we then illustrated – or delivered to colleges to help them take these competencies and work them into courses. So 25 different courses across the consortium now are using these five competencies in the classroom. And students are obtaining them and we're seeing an improved retention and completion rate as a result.

So for the purposes of this SVI, we really wanted to not focus on the sustainability of the seven colleges and the work that they're doing locally, but how we could potentially scale this work to reach more students across the country. So we have developed a few tools, a curriculum alignment table, an instructional design tool. We have an online resiliency lessons that are now complete that are being used in the classroom.

And we're looking at ways that we can scale those tools to other audiences, both at community college, K-to-12, and even four-year institutions. And the way that we hope to be able to – the method that we hope to use in order to do that is through faculty and staff professional development; capacity building and innovation work, where we can go into colleges and help them go through a similar process that we went through in order to build the competency model and then work these competencies into the classroom; and then helping colleges (for ?) high schools work this programming into their curriculum.

We've seen in our consortium a really high completion rate in our EMT program, that LaGuardia ran an 86 percent completion rate. And a really high employment rate as well. So we're going to use the data that we're now seeing in our consortium to develop a marketing strategy and begin to message the outcomes that we've seen.

And as I mentioned, 90 percent of students are completed or retained in our resiliency-enhanced courses. So the next step for us is to market that work that's happening within the consortium to make sure that we're doing further integration across our own campuses and to begin to see if we can scale the work outside of the Northeast Resiliency Consortium.

MS. FREEMAN: Great. Thank you, Paul. That's fantastic. And a couple of you have mentioned having written sustainability plans. And I know that the Northeast Resiliency Consortium has one; they shared it on our last SVI webinar. But as the rest of you develop written plans, if you're willing and able, share them with the group.

You can share them with us and we can share them in some of the other forums that we'll let you know about in a little while. And of course, you can also upload – if you upload them to SkillsCommons, then everyone can see that. but we would definitely – any products that come out of this process, definitely make sure to share with your peers in that way.

OK. So who is with Columbus State?

TARA SHEFFER: Tara Sheffer, coordinator for LINCS at Columbus State.

MS. FREEMAN: Hi, Tara.

MS. SHEFFER: We're part of the project that Leslie talked about earlier. And we've got a couple of individual schools participating, focusing on their individuals sustainability efforts.

So if we think big picture, our goal is to not only create a sustainability plan for this project, but also to use this as a good precedent and a framework that we can use for other DOL TAACCCT and other NSF grants that our college has.

In addition, we are really looking to work collaboratively across our institution, engaging individuals in our noncredit office, the academic side, institutional effectiveness, as well as some of our employer partners and community partners, to have a really well-developed, well-rounded picture to present to our leadership team. And we're working as well to also develop an impact report that specifically focuses on how this grant has been significant and impactful to our institution. This will serve as a supplement to that larger consortium-wide evaluation. Next slide, please.

What we're specifically looking to sustain are the new one-credit courses and certifications that our college has implemented through this grant. We're also going to further embed the content of these new curriculum into both our associate's in supply chain management and associate's of logistics engineering technology degrees.

We've had some great success with our industry engagement and incumbent workforce training, so we're hoping to retain a .5 FTE – (inaudible) – continue to leverage those partnerships and continue to grow that training side. And also use it as a good connect back to that employer engagement and offering our students placement opportunities with those companies.

And we're also using this whole process as a way to share best practices and contacts with our round four TAACCCT grant.

MS. FREEMAN: Great. Thanks for that. And OK. We have two more. I want to just trickle back to that question about funding. So we'll come back to you about that .5 employment person.

But first let's hear from the person from WCCC.

MS. : Yes. This is Cam Landro (ph) here. And you can go to the next slide.

At WCCC we'll continue the program with the two faculty that we've hired and continue to provide them with professional development opportunities. And will continue to enhance the lab that we were able to create. And have the faculty attempt use some of the (war ?) materials in the classroom, which they're already beginning to do.

And then we're interested in incrementally expanding the program with new course offerings. We're offering web design this year and we're looking forward in the summer to having an accelerated online course for no credit, which we'll calling information technology essentials.

And we're also looking to get some more – the capability to provide opportunities to certify in technical areas. You can go to the next slide.

We have – we are continuing to have three student navigators and they're funded through three different grants. One through the Gorman grant, which is a local initiative; and then one through Early College for ME; and Jobs for Maine Grads.

The (two ?) navigators are working together to create job fair opportunities for students, so we're very excited about that. Next slide.

We have great employer partners. We have 11 at this point and we're going to continue to support the annual meeting and obtain input from the advisory council when we're making curriculum changes. The advisory council have been very generous with their time in terms of presenting to students during class time, and we're hopeful that that will continue. Next slide.

We have a wonderful accessibility specialist and instructional technologist, and they work together to make sure that the materials we produce are accessible. And we are expecting that that will continue. And the academic dean is working to take the labor market information and use it to create new courses when he can. And also, we're working to develop greater capacity to provide PLA evaluations on the campus.

And so we're doing all that and we're hopeful that this will continue into the future.

MS. FREEMAN: That's great. Thank you. We have one more from Midlands Technical College. But before – so while you're getting set up there, I wanted to mention that there were three grantee – a few grantees that were not able to get us slides. If any of you are on the phone and would like to just speak for a couple minutes without slides, you're perfectly welcome to. Just put your name and that you'd like to speak down in the chat box, if that applies to any of you.

So anyway, who is on the phone for Midlands?

CANDACE DOYLE: This is Candace Doyle.

MS. FREEMAN: Hi, Candace.

MS. DOYLE: Hi. Some of the things that we are going to sustain, we were very happy with the three certificate programs that we brought on board, but realized that we can work between health sciences, nursing, our corporate and continuing education, so that we can provide some interdisciplinary education just to make those a little bit better and stronger, and hopefully to promote or have our students move on to some of our more advanced degrees.

We're also looking at the three certificates that we have now and hopefully maybe in the future be able to offer an associate in applied science with the three certificates that we have currently.

We plan on maintaining our simulation center. We would love to expand the size from the two beds that we currently have to six beds, implement an open lab concept so that students can utilize the lab from morning until the evening. And that would also incorporate outside of health sciences even some of our IT programs. In addition, utilize the sim center for professional development opportunities for our first responders and our other community partners. Next slide, please.

Personnel we already have in place. We're grateful to have a pre-health care programs coordinator that is a current full-time employee of Midlands Technical College. We hope to maintain our simulation technicians and we already have a large amount of adjunct faculty willing to work with us.

We're going to maintain our partnerships not only with the college but our Midlands Technical College Foundation, Lexington Medical Center, Providence Hospital, Palmetto Health Hospital Systems, again our first responders, as well as the employers that have helped us be successful in the certificates that we have at this point.

Our next steps are to follow up with the Midlands Technical College Foundation. I've applied for additional money and hopefully the responsibilities of the local BOOST office bring those to the pre-health care programs coordinator, continue to collect data and report to show the success that we've had.

Thank you.

MS. FREEMAN: That's great. Thank you. So that is it. And now, before we talk about kind of next steps in SVI, let's go to Q&A. Do you want to get us down to that slide?

So let's go back to some of the questions that you folks had asked. So Jason asked early on for ideas for how positions are funded. And I know that – I'm sorry, I'm forgetting your name – but whoever presented from Columbus State, you had said that you were going to continue a .5 position. I'm wondering if you have – know yet how that will be funded and if you could let us know. Or if any of the others of you have some positions that you've been able to fund in other ways, if you could share what those are. And feel free to type that in the chat box, but you could also just \*6 yourself to answer that question.

MS. SHEFFER: This is Tara Sheffer from Columbus State. We're still in the beginning stages of this conversation, but we did have our first meeting with leadership earlier this week. Seems like they are excited to start hearing our ideas, but no firm funding source at this point.

MS. FREEMAN: OK. And I know that Nashua Community College, Maria and Gail had mentioned that they're – they had been able to continue a navigator position using Perkins funding, but that the model changed a little bit. It's going to be – as I understand it, it'll be the students – the navigator will be providing some services to a broader array of students.

MS. : Correct.

MS. FREEMAN: But Perkins is one of those sources of funds that all colleges – many colleges get. So that's something to pay attention to.

Does anyone else have other thoughts on that question? Any other things to share about how you're funding things?

MS. SMITH: This is Marilyn Smith from the Colorado Consortium. George Newman, are you on the call? If you are, if you could talk about what Front Range has done, because they have actually – have a full-time employer engagement person that they are keeping on. I'm not sure of all the details of how they arranged to do that.

GEORGE NEWMAN: Yeah, I'm here.

MS. SMITH: Great. I'll let George take over.

MR. NEWMAN: When we first started the grant, we had two positions; one was the navigator and the other we called employer outreach. And they worked very well together, with the navigator working with students, beginning with intake and going all the way through completion. And at that point, the employer outreach coordinator would take over and work with the student on job placement.

And she's been with us now for two-and-a-half years, has visited several hundred companies, received job postings and job descriptions on a daily basis, and really knows – can tailor the job opportunity for the student based on their career path needs and geographic location in our region and other issues like that.

MS. FREEMAN: That's great. And how is that position being funded going forward?

MR. NEWMAN: Yeah. So the college has decided to fund the position, a combination of general funds and auxiliary funds.

MS. FREEMAN: OK. And so one thing that you're reminding me is that the Missouri – a college in Missouri – State Fair Community College – developed that return on investment tool that hopefully many of you have seen that's part of the sustainability toolkit.

Allysha, actually, do you think you could find it and put it into the – Allysha's going to find it and put it in the chat box. So it's on the page that the sustainability toolkit is on, on WorkforceGPS.org.

But anyway, it's basically a way to demonstrate that there's a return on investment to the college in the form of increased tuition with – you have a navigator position, that increases students' retention. So that is a tool that can be helpful to any of you sharing – in an attempt to – when you're attempting to show the college that there's a reason to invest in these kinds of positions.

Does anyone else have anything to share about their experience of either creating that kind of buy-in on the part of the college to embed a position in the college budget, or some other funding mechanism? (Pause.)

MS. DOYLE: This is Candace Doyle with Midlands.

MS. FREEMAN: Hi, Candace.

MS. DOYLE: Hi. We're currently working with our foundation and our foundation has contacted the three local large hospital systems – Lexington Medical Center, Providence, and Palmetto Health – in the process of trying to get them to donate or fund money that would go into allowing us to expand the center, as well as provide a trust fund for those necessities that we would need to continue on. And in that money also would include salaries for two-and-a-half simulation technologists.

So again, we're in those talking phases. We've had several of the CEOs come through thus far and everyone seems very excited, as well as the president of our college is also very supportive of this. We're just waiting to find out if and when all of this will happen.

MS. FREEMAN: That's really great. And it's clever to be working through your college foundation. I want to encourage the rest of you to think about that too. Often times these programs have relationships with employers through the advisory councils that work with particular programs, but they can be disconnected from the employers the college has relationships with through the foundation and through the alumni network and other ways. So reaching out through your foundation is a really smart way to do it.

OK. So let's – unless anyone has anything else to share –

MS. SMITH: Colorado Consortium again.

MS. FREEMAN: Yeah.

MS. SMITH: I wanted to also highlight one of the things that Colorado has done. Through some legislation, we have funding for campus coordinators at each of the system Colorado community colleges – that's 13 colleges – to have a person to do work with advanced manufacturing programs and students. And what we've done with the CHAMP grant is try to connect what we've done with CHAMP with what they're doing with other programs like that.

And what that has helped us do is to leverage money to keep if not specific roles in places at colleges, services that those roles were providing for students.

MS. FREEMAN: Good. Yeah. That's smart.

MR. CASEY: This is Paul Casey from the Northeast Resiliency Consortium. One of the things that we were able to do here is our foundation or Office of Institutional Advancement, there was an open position for a grants and project specialist that opened up in that department.

So I actually had one of my staff people within the consortium apply for that job. She was able to get the job and now she's involved with writing other grants for the college, so she's taking a lot of the strategies that we've developed as part of the TAACCCT work and working it into other grant opportunities.

For instance, they just finished applying for an Upward Bound renewal and they worked the resiliency and online resiliency lessons into that application. So finding ways like that to be creative within your institution I think is really important too.

MS. FREEMAN: That's great. And tying it – taking your models and putting them directly into those kinds of grant applications is great.

Anyone else? (Pause.) I did want to point out, Marilyn, your point was well taken, that sometimes it's not a matter of funding a particular position or role as it currently exists, but taking the – looking at the elements of a role and embedding them in other positions at the college, or using the model or using the approaches that are – that have been developed by navigators and having them apply to other people at the college.

I know that that's something, Thomas, you spoke about when I was there visiting Community College of Rhode Island, making sure that the career services staff kind of were aware of the great kind of methods that your navigator had developed.

So let's talk for a second about prior learning assessment. Someone had a question about getting buy-in. How Colorado – maybe it was Colorado's question for someone else, how they were able to get buy-in from faculty and staff for prior learning assessments. Does anyone want to share that?

MS. SMITH: Well, this is Marilyn again. And one of the big initiatives in the CHAMP grant in Colorado was to revise the prior learning assessment policy for all of the colleges involved in the project. And we've done that. We've got a new manual. The project was led by Betsy Kohn (ph) here in Colorado and she did a fantastic job bringing all the schools together and we revised the policy.

We have a website where students can go in and figure out maybe if they could even qualify. We've got a MOOC – massively open online course – where you can learn about prior learning assessments.

We've done a lot of work around it. We haven't yet seen it – the implementation now is a little bit behind that, and part of that is getting buy-in from faculty and staff about prior learning assessments. I mean, we've got all the research that supports prior learning assessment students are retained and complete at a higher percentage than students without prior learning assessment. We've got all that. But there's still a big jump for us in terms of getting buy-in.

So I had heard one of the other colleges talk about that and was wondering what they did to get the buy-in from everybody.

MS. FREEMAN: Great. (Pause.) Anyone want to speak to that?

MS. SMITH: Sorry, I forgot which college it was. I was taking notes, but couldn't get everything.

MS. FREEMAN: Well, I know that in Rhode Island – Thomas, if I can pick on you for a second. I know that in Rhode Island you've done a lot of work on prior learning assessment. And in fact, you said that the state had taken it on and developed a statewide policy. Do you have anything to say about how – have you worked with faculty around PLA? (Pause.) You need to press \*6. (Pause.)

Huh. OK. Well, Marilyn, I think we're going to have to take that question offline and get an answer –

MS. SMITH: OK. Great. And if anyone has any resources, just send them our way. We'd love to see them.

MS. FREEMAN: OK.

MR. SKIDMORE: Hi, Jennifer. This is Jim Skidmore and I can talk about prior learning assessment, what we've done, if you want.

MS. FREEMAN: Sure. Yeah. That's great.

MR. SKIDMORE: We did a great deal of professional development with faculty, but – and we used CAEL. I think you guys are familiar with them. And we made an efforts to get folks CAEL certified for our learning assessment, and the goal was to get at least two or three person on every campus CAEL certified and expand that as much as we can on each campus.

But the key was doing a lot of upfront professional development with faculty. I mean, we've had PLA for years and years, but it's kind of renewed our effort and did a website where students can go on and work through the portfolio process and those type of things. But the key was doing the professional development upfront with faculty and getting the buy-in.

MS. FREEMAN: And you brought in CAEL to do that?

MR. SKIDMORE: Yes. CAEL came in to do that.

MS. FREEMAN: OK.

MS. SMITH: And James, you stole Casey Sacks (ph) from us, so we're not happy.

MR. SKIDMORE: I haven't met her yet. I guess she'll be here this week.

MS. SMITH: She'll be there on Monday, yes.

MR. SKIDMORE: Yeah. On Monday. Yeah. I'll meet her –

MS. SMITH: Again, we are not happy with you.

MR. SKIDMORE: Don't blame me. I did not do it. I did not do it.

MS. SMITH: You guys are all very lucky.

MR. SKIDMORE: Ok. Well, I'll tell her you said so.

MS. : Marilyn, this is Amy at PCC.

MS. SMITH: Hi, Amy.

MS. : We actually have done pretty well with the PLA here at Pueblo Community College. And I think one of the things that we did is I presented PLA in every format I could find and presented the statistics and all that kind of stuff. We did in professional development. We did it in faculty Fridays. We did it in different types of forums. So we just kind of started making that presentation everywhere we could find.

And then I actually put together a team – a PLA team – that now is developing the internal processes for PCC. And although there are no faculty members on there, we have academic excellence administrators, we have our faculty liaison, our academic liaison, we have somebody from our registrar's office, we have somebody from recruiting, we have advisors on there. So we actually put together this team to start developing that internally.

So I think what's worked pretty well for us is that we started with this kind of grassroots effort and some champions all over the campus who are taking on the responsibility that the faculty don't have to take on. So I think part of it is they're a little bit hesitant because it just means a lot more work for them. So we have people that are actually taking on some of those responsibilities. And we actually found somebody who would take on the responsibility of our PLA specialist or point of contact and worked through that.

So for us, it was kind of this grassroots effort that just – that kind of made it something that the college owns, not something that they're being told to do, although they are. So that's really what's kind of worked for us and I just thought I would share that. Whether our faculty are buying into it or not, I don't think it's that they don't; I think they don't know what to do and they don't know what the process is and they don't want the extra work. So we found a way to move around that and are showing them that we can get a lot more people in and through with PLA than if we just ignored it entirely.

So that's kind of what PCC has done to make it work as well as we've made it work here. We still have a lot of work to do, but –

MS. SMITH: Yeah. And (records ?) – the external evaluators – when they do their report on PLA, I had given them Pueblo as the college they should work with first, because I know you've done a lot – you've done the most that the Colorado colleges have done.

MS. : So I just thought I'd share that with everyone. That's kind of what we've done here.

MS. FREEMAN: And you know, I have heard other colleges kind of echo what Amy said, Marilyn, that sometimes faculty are concerned that students won't take classes. They'll kind of get credit for other things they know, but won't actually have a depth of knowledge and won't continue in a program. But actually, the data has shown the opposite, that they're more likely to continue on and more likely to complete.

MS. SMITH: And Colorado, at the same time we've done the project with CHAMP and the community colleges, Colorado at the state level has been writing a state level policy about prior learning assessment as well. So it is something that is here in Colorado and it's something that is recognized by all of our colleges and our college leadership. And I think even faculty is now trying to figure out, we've got great policies; how do we implement them in the best way for our students and for our staff?

So any people who have magic wands for that, send them my way.

MS. FREEMAN: OK. So does anyone have any other questions based on any of the slides that you saw? Things that you're curious about?

MS. DIMITROS: I had a question. This is Maria from Nashua Community College.

MS. FREEMAN: Sure.

MS. DIMITROS: Yeah. Just talking about the PLA, it's seemed to work really well with precision manufacturing because students – we created a brochure and students can meet from – individually with the professors and talk about their experience. And then they can decide if they want to do a credit by exam for some of the introductory level courses and it's worked out really well. Or they can also create a portfolio to demonstrate that they've mastered all of the requirements according to the course descriptions. And sometimes the instructors will assign students a specific project to prove that they've learned all of the skills that were required per course.

One of the things that I'm finding now that I've switched into the career and technical education is that it's not universal. There's a lot of programs like working with auto that there's special certification that needs to occur in – to demonstrate for some of the PLA options. Like, there aren't any introductory courses that you could take, per se, without having achieved some sort of certificate to demonstrate that.

And I'm also finding it with some of the other things. Like same thing with early childhood or aviation and culinary arts. It's kind of iffy – and nursing, of course. Things like that. So I was just wondering if anyone maybe has any input or if they've seen the PLA kind of work? I know there's not every course that it could seem to work well with, but any input would be great.

MS. FREEMAN: And you know what? I think – if anyone has kind of a short answer for that, please jump in. But also, the next thing we're going to talk about are the possibility of some affinity groups to continue the conversation. So it sounds like there may be some people on the line who would be interested in a PLA affinity group.

Does anyone – any other questions for anyone who presented? (Pause.) OK. Well, let's move on to – if some things occur to you, please write them down in the chat box. But let's move on to kind of the next step. What's happening after PLA (sic)?

So Jen (sic), if you want to bring the slides back and Allysha is going to walk us through some of the next steps we thought would be helpful to you in this process.

ALLYSHA ROTH: Thanks, Jenny. So the first thing that we want to really get on is organizing some sustainability affinity groups. Many of you have indicated that you're interested in staying connected because you've really valued the conversations that you've had as a result of this process. And we can help coordinate conference calls for you.

If you are interested in continuing the conversation as part of an affinity group, type your email address and issue areas you'd be interested in talking about into the chat box.

All right. And the next thing we have up are participant exit interviews. And we'll be conducting those around February. All of you will be getting a phone call – a follow-up phone call – to see what kind of progress you've made and to get some feedback about the virtual institute.

And then another thing to be aware of is that we are going to be doing a very similar process with round four and we will be inviting some of you to present. Once we know what their particular issues are, we will be able to pinpoint who would be a good match for what they want to sustain.

And with that, I am going to hand it off to Cheryl Martin to discuss some upcoming TA for round three.

MS. MARTIN: Great. Thank you. Wow. Wow. Wow. This was really excited. I couldn't even take my notes fast enough – because of course everybody had two minutes and had to talk fast – to keep track of all the different things that you're doing. But it's great.

And I do hope – I'm going to put a plug in here that you keep putting that kind of information in your quarterly narrative reports. I know we asked you to do that for the most recent one and that has been so helpful. We are mining those right now to pull together that kind of information for various reasons. So we just want to keep hearing about that in your QNPRs or any other way.

If you have something longer that you've done, or a press release, or anything that kind of shows what you're doing – sustainability – just shoot it to us at the TAACCCT mailbox. We'd love to keep hearing that in all forms, including today. And we may do some follow-up with you from that, from today.

So I wanted to make a couple comments before I move to the things on this slide. One is that I'm chuckling because it reminds me no good work goes unpunished, that saying, that some of you will be asked to speak again. So thank you for that. Thank you for participating in this process and being here today already.

And also just wanted to say, for those of you who are interested in follow-up, you can always follow up with your coach or else just shoot an email to the TAACCCT mailbox if putting it into the main chat today doesn't work for you, in terms of your interest for sustainability follow up.

So moving forward, these are all good things to do. And then as we start looking at the calendar, we need to start thinking, unbelievably, about closeout for the round three grants. And so I just wanted to say we are going to add to the chat box a link to a webinar that we've done in the past that was for round three closeout. There it is; it's under Allysha's name. And that webinar we did in – it looks like in April of this past year.

And we're going to do another one, but meanwhile – we'll probably do another one in February, I think we're looking at. We're going to do a little series of things for round three in early 2017 and we'll give you a schedule about all of it.

But if there's anybody who wanted that information sooner, there's two resources for that. One is that webinar. And the second thing that somebody's going to put in that box there is a link to the consolidated FAQs that we've done. If you're not familiar with those, that is a really useful resource because instead of having the FAQs for everything all over the place, we put them all in one place. And that includes the FAQs about closeout.

So you can see information in advance of what you're going to get there. So if anybody needs that now, there it is.

Like I said, we'll be doing – "we," more accurately JFF will be helping us do – and some of it will come directly from us. We'll have our closeout staff from ETA on the webinar and we'll do a separate webinar about Skills Commons and loading things to Skills Commons and making sure that that happens.

And I believe that we're also going to have another webinar – or at least we'll have information – we're going to be sending out guidance. "We," that actually will come from Urban and from the chief evaluation office. We'll be sending out guidance for your third-party evaluators about how to format those final third-party evaluations and that kind of thing.

So all of that is upcoming. And if there is other information that you would like to have to help you with your thinking forward, we realize that getting that stuff out before the March 31 is the most useful, even though some of those activities will obviously happen after that, and between then and September 30.

So if there's any other information that you would like to help you with that, let us know. Back to you –

MS. FREEMAN: And the other thing, just to add to what Cheryl mentioned as part of this closeout webinar series, is that we wanted – we were going to be having a webinar to help all of you think about how you can make use of some of the other – some national initiatives to continue what we were doing through TAACCCT.

So one of them is certainly WIOA. WIOA is – your local workforce development boards and career centers are doing things a little differently and really need to be working in partnership with all of you as part of WIOA. And that opens up some resources for the community college partners.

And also, apprenticeships are another way – the apprenticeship programs are another way that colleges are making use of those national initiatives to further their work. So that's what that last bullet was about and will be – that'll be part of the series.

MS. MARTIN: Yes. Thank you for adding that, Jenny.

MS. FREEMAN: Sure. So now I'd like –

MS. MARTIN: Yeah. Turning it back over to you.

MS. FREEMAN: OK. So now what we'd like to do is, first of all, thank you for again – again, for sharing your time and your questions and for being such active participants on this webinar and throughout the whole sustainability institute. This is kind of the final webinar and last official – for now, anyway – last official event of the institute. And we'd really like your feedback on your experience with the institute because it will help us to plan for a similar institute for round four.

So if you would, take a look at – (inaudible) – polling questions that we have. The first one is up at the top, "Would you participate in a virtual institute process again?" So I see a lot of you have already answered and nice to see that most of you at least feel like you'd like – you would participate again and that you'd like that.

The next question is the timeline process, was it the right amount of time or did it feel rushed? So the feeling rushed – I see most of you are landing there. And frankly, we felt like that too. So we are going to change the timing for round four.

First of all, we're going to start sooner. We know – we wanted to do this in November. We wanted to do it knowing that all of you were nearing the end. And for various reasons, couldn't start it way last summer or spring or what have you, so this turned out to be the time. And doing it all in one burst felt like – there were some upsides in terms of just kind of getting it done.

But we – what you're saying kind of confirms our sentiment too. So thank you for that. Thank you for your honesty on that. And sorry it was rushed, but I hope it was still a reasonable process to be a part of. I'm glad that most of you thought that.

And then the next question was, "How useful was it working with a sustainability coach?" So some of you said somewhat. Some said very. I guess what I'd really like to hear, if you would add some additional comments in the chat box – or at the end, after the webinar has closed there's going to be some more opportunity to comment on the webinar. We'd love to hear what could have been more useful. What would have been more useful in that sustainability coaching process that you were engaged in?

MS. MARTIN: If you'd rather not put that in the chat box, you can send it to, what, the TAACCCT mailbox? Or what would you recommend?

MS. FREEMAN: Yes. Exactly. Right. Absolutely. If you don't want to sort of have it be so public, then send your comments on that, or any of this, to the TAACCCT mailbox and we'll definitely kind of take that under advisement and make changes accordingly for the next time.

And Jen, let's go to the next set of polls, Jen, if you would. So the next set are, "How do you feel about the progress of your sustainability planning?" So the first one is kind of a middling one, not where you expected to be; or you still have a lot of work to do; or you feel like you've made considerable progress. Where would you put yourself?

Most of you still feel kind of at the beginning, that you have a lot of work to do. But I'm glad to see that a few of you do feel like you've made considerable progress. And I would agree, a lot of you really have. So that's great. So keep answering that.

And then the next question is, "How useful was the sustainability toolkit in the process?" So somewhat useful is where most of you land. A couple of you didn't use it at all. But I'm glad to see you thought it was somewhat useful. And again, if you have any thoughts about how a tool like that could be more useful, please send that to the TAACCCT mailbox. Or feel free to just put it in the chat box.

OK. So those were our questions for you. And that's all we have from our end. And so if there are any other – if there are other comments or questions, now is the time. And as you're thinking about that, type them in.

And we will – I know that a couple of you have mentioned that you're interested in PLA. I also know of a couple other people who would like to talk about PLA and sustainability around that from some other grantees. So we will make note of that, of who of you are interested in that. We'll definitely set up that conference call soon and we can bring a PLA expert onto that call to help you out with all of that. And we'll also advertise it to everyone. So even if you're not sure now if that would be useful to you, we will advertise it and you can feel free to join us, or someone else from your college can join us.

Jen, thank you for that comment about sort of a deeper understanding of the college's presentations and plans. And that is something – maybe one thing that we could do is invite some of you to a future webinar where we would want to be going into some more depth where we're talking to round four. So that would be an opportunity to do that.

OK. Well, thank you all very much. Cheryl, any other comments from you?

MS. MARTIN: No. I just want to say thank you to all of you who participated, to JFF and all your coaches. And it was really exciting.

MS. FREEMAN: OK. Bye, everyone. Have a good afternoon.

(END)