**WorkforceGPS**

**Transcript of Webinar**

**Fall Round 3 TAACCCT Sustainability Virtual Institute Launch Webinar**

**Monday, November 28, 2016**

*Transcript by*

*Noble Transcription Services*

*Murrieta, CA*

LAURA CASERTANO: Now, I'm going to move us right into today's presentation. Again, I want to welcome everyone to today's webinar, and I'm going to turn things over to your moderator today, Cheryl Martin. She's the program manager for TAACCCT grants. Cheryl?

CHERYL MARTIN: Thanks, Laura. And hi, everybody. This is Cheryl Martin. I am indeed the DOL's grants manager – or sorry – program manager for the TAACCCT grants. What am I doing today? It's that day after the holidays when you've forgotten everything, including your passwords when you come back; right? Anyway, I hope everybody had a wonderful Thanksgiving. I did myself too.

We are here today to talk about sustainability, and I wanted to give a special welcome to all of you as round three grantees. I understand that we have 20 out of our round three grantees represented on this webinar, which is great. Now, looking at the slide that's up there, by now, those of you in round three are pretty familiar with the way our TAACCCT Learning network works.

And so you know that there's a number of different places out there where technical assistance is available from. This particular webinar is of course sponsored by the Department of Labor, but I will turn it over in just a moment to Jenny Freeman with Jobs for the Future who manages our technical assistance contract along with partners at American Association of Community Colleges and Maher & Maher.

So let's go back to the polls that were up there originally, and this is a chance to finish. If you haven't had a chance to enter yet, please do that. So it looks like we have mostly program managers with some deans and VPs and other leadership role here and a few of those others as well. Great.

And in terms of how far along everybody is with your sustainability work, it looks like many of you are in the early stages. That might be you have your team assembled, and you started thinking about it but haven't had a lot of chance to put a lot more effort in it than that. And that's what this is all about; right, is we're here to move you a little farther along in that sustainability work.

Some of you – not – maybe about a third have done some sustainability work already. So maybe that means you have a sense for what it is that you want to sustain, the pieces of your – of the grant effort that fit in with the other things that your institution or with other goals that you've – that you have out there and the pieces that are really ripe for that kind of sustaining. Maybe you've identified those or other ways of being somewhere in the middle on that.

And then there are a few of you who have done some significant sustainability work. So we'll be interested in hearing from all of you along the way during this webinar. Obviously, we're going to be hearing from two folks who have some significant experience in doing this, but we do want to hear from everybody. So with that, thank you for your responses on the polls.

Let's move back to the slides, and I will introduce Jenny Freeman who is, as I mentioned before, the program director for the TAACCCT Learning Network coming out of Jobs for the Future. So, Jenny, I'll hand it over to you.

JENNIFER FREEMAN: Great. Thanks, Cheryl, and hi, everyone. So I'm joined today, as Cheryl said, by two grantees, Rebecca Lake who is with Harbor College, a round two grant and – a round two consortium grant in Illinois, and Leah Palmer who's with round three, a single-site grant at Mesa Community College. And Rebecca and Leah have both done a lot of sustainability work at their sites. Leah's still kind of in process, and Rebecca, as you know, just finished as round two.

So we thought it would be really useful for all of you to hear from them about how they approached this question of sustainability and what they're planning to sustain and how to help you just kind of think about – to help contribute to your own thinking as you embark on the Sustainability Virtual Institute.

So here's what we're going to do today. I'm going to give a quick overview of what this institute is all about. We're going to talk about very briefly the sustainability toolkit, which is – provides a framework for the institute, and then we're going to hear about our examples from the examples that Leah and Rebecca have to share and get through all that pretty quickly so we can have a lot of opportunity for questions and answers from all of you.

And the questions and answers, given how many people are on the phone, we'll do that in the chat box, but feel free – as people are going along, feel free to ask questions as they come up, and if they're quick and easy, we can kind of respond to them as our presentation is going along. But we may, if it's a little bit longer of a discussion, we may hold it until the end. But as questions come to you, feel free to put them in the chat box, and we'll keep an eye on them and make sure to get to them.

So here is what is happening with the Sustainability Institute. Now, I know a lot of you on the phone are project managers. You folks have been the points of contact for this process, so this is a reminder for you and might be new information for those of you who are not project managers. This institute is coming over a three-and-a-half-week process, and the idea is that we wanted to just really kind of provide deeper, more hands-on assistance to all of you than you could just – than we could just offer in a webinar.

So it's a combination of webinars and peer sharing on those webinars as well as meetings with coaches who will look specifically at your actual sustainability – well, I was going to say look at your sustainability plans, but not all of you have them yet, but the coach will look at what you've done already and will be walking you through a process of thinking through what your sustainability plan might look like.

And so if all of – I'm sure – I believe that all of you on the call have already had one needs assessment call with your coach, and if your – if for some reason that hasn't happened, let us know, but our understanding is that everyone's had that phone call. So all your coaches now have a sense of what you've done with your project and where you're at with sustainability.

Now, this is the kickoff webinar, and then as soon as this is over, in the next week before the 29th and December 7th, all of you are going to be meeting again with your coaches. And each of the – based on the conversation each of your coaches had with the project manager, that planning call will have a slightly different focus. We really want to – are planning to tailor the agenda to specifically your needs and where you are in the process.

And then at the second webinar, December 8th, that is going to be a very interactive webinar. I hope that you'll all attend and encourage others from your project teams to attend. We're going to have some breakout rooms where you are going to be able to not just chat by the chat box but also are going to be able to talk, to have conversations with other TAACCCT grantees to share what's happening and what's coming up in your planning processes and hear what other people are planning to do, get some ideas from other people of work that you can then apply to your own.

And then you'll go back to another planning call, and then we'll have a final webinar on December 16th when we really are very excited to kind of hear from all of you and we'll have some sort of process to do this, ask each of you for a slide or something. We'll put together a slide template, but there will be a way for all of you to share what you've done. And hopefully, many of you will have a full-blown sustainability plan. Others of you will still kind of be in process but will be farther along than you are at this point. So that's what's going on with this timeline.

Then before we get started, we wanted to go back to the poll and just kind of get a sense again about where things are or what your biggest concerns are. So the first question is, what practices, policies, and strategies do you want to sustain? So the things that you've done with your TAACCCT grant, what do you think that you want to sustain, based presumably on sort of what's had the greatest impact and other considerations like that? If you could just sort of throw what you've talked about so far into the chat box, that would be helpful and interesting for everyone. I see that a bunch of you are typing. So we'll just wait for those answers for a minute.

OK. Coaches. Wow, we've got three people talking about coaches and wrap-around services. Someone just the programs of study. They want accelerated pathways someone's talking about, three again, programs of study, certificate programs, pathways and latticed credentials.

Oh, and then here's a question. Maybe Cheryl can come back to that near the end, "What's DOL's plans for follow-up to TAACCCT?" Maybe we could just hold that until the end. Let's see. Staffing, programs of study, student services, job development.

So this is great because I see that there's – there are maybe four or five clusters of strategies that you all – that you're looking to support. So that's really exciting because that means that, when you come back together, we'll then structure the future webinars so that, when you come back together to share, you'll be able to kind of talk to and share ideas with people who are focusing on the same kind of things as you. Also, these are also the kinds of things that Rebecca and Leah have been able to sustain. So you'll be able to hear today about some of their strategies. OK. Great. Well, thanks for that.

And then let's go to the next question, Laura, if you would. So now, take a look – think about this. What barrier or barriers to sustainability are you most concerned about? And I know that people, when they hear this, tend to say funding, and you worry about funding for how you can fund coaches or – and whatnot. But if you would also kind of think about other things too. I already – oh, wow. Funding. Funding. Funding. Yeah. Six fundings.

So think about other things like do you worry about leadership support? Do you have concerns about faculty buy in? Do you have concerns about your programs being accredited? Do you have concerns about your employer – about the shifting economy and your employers wanting to or not wanting to continue to be involved? If you could kind of just scan the horizon for other concerns, it would be helpful for us to hear what those are.

Institutional buy in, college systems and processes. So a number of you I see, which makes a lot of sense, kind of combined buy in with funding. So presumably, you're thinking that, if the buy in is there, then maybe the funding comes by integrating these costs into the organizational budget, and we actually have some suggestions for that. Oh, personnel shortage for curriculum writers and navigators. OK. Low enrollment – (inaudible) – a hurricane in that effect.

That is unique to people affected by Hurricane Matthew, but I know that in general low enrollments are – enrollments are going down with community colleges. So that may be a concern for others. OK. So this is all very, very helpful to know and we'll keep track of all of these too and we'll be able to build some conversation around these when we come back together in the next webinar.

OK. So with that, if we could go back to the slides, Laura, we can move on. So this – the answer to this may be obvious, but I just want to point out a couple things. We – as you all know, the TAACCCT grants were designed to be capacity-building grants, meaning that you build programming. You design new models. You have equipment, and then those things kind of remain into the future.

Or you build capacity in terms of know-how, in terms of the knowledge and skills of staff to operate in different kinds of ways to support students or to work with employers, what have you. And so all of those kinds of things that you did to build that capacity are the things that – or many of those things could be sustained, might be able to be sustained and should be sustained, if they can be.

And obviously, programs are sustained – things are sustained when there is a plan, and so we wanted to do this before all of you round three folks are done. And in fact, we're planning one in the spring for round four, recognizing that earlier is better, and so – but you all still of course have – still have some time.

So that's why we're doing this now, and I also wanted to point out that we – when we – we talk about this generally, sustainability, but as we talk about some examples, you'll also realize that it is also partly about scaling. Depending on what the thing is that you want to sustain, it's also kind of about scaling it.

Some of you – many programs are looking at acceleration strategies, let's say, that have worked really well with TAACCCT programs but apply to other programs – but they'd like to apply them to other programs like to scale them to the college. So that's just – in terms of terminology, that's one thing I wanted to point out, that we're going to be talking a lot about sustainability but also wanting to talk about scaling in the same breath.

And then so, as I said earlier, the sustainability toolkit, which is a toolkit that we developed with Department of Labor back last summer, is going to provide the framework for your conversations around sustainability. The toolkit, the link is here in the PowerPoint, and Erica Acevedo who's here with me is actually also going to type it into the chat box. Your coaches have probably also provided you with a link, but if not, there it is.

And what you'll see in the toolkit is I want you to – I want to encourage you all to take a look at it before you have your first meeting with your coach in the next week because there's a couple pages where there's fantastic examples about how various round one and round two grantees have sustained their work. So you really want to look at those examples, and you also want to look at the steps, the processes.

There's a six-step process leading toward a sustainability plan, which is basically a work plan. What are you going to sustain? How are you going to sustain it, and who's going to be in charge of the steps needed to sustain it? So there's a six-step process, and as I said before, your coach, working with your project manager, has kind of looked at that process and looked at your – what – where you are at as a group and worked with your project manager to figure out what that first agenda should be or what part of the toolkit you should start to work on.

OK. So, oh, a couple examples, and then we want to hear from Rebecca and Leah. So these are just some examples that you'll – and there are more, as I said, in the toolkit, but we wanted to share these with you because they give you a sense of the kind of things to sustain and the mechanisms to sustain them, the particular sort of ways they were sustained, which is really variable.

So here's one example in credit for prior learning, which I know a lot of TAACCCT grantees are working on. Wisconsin, Colorado, and Louisiana, among several others actually, all created statewide credit for prior learning processes based on program – based on their TAACCCT work.

So typically, how it went is is that they had CPL processes that they applied to the TAACCCT programs, per se, and the students in those programs, and they made them transparent for those students and then oftentimes elevated them to the whole institution and then in the case of these three colleges and others turned those processes into statewide systems that affect all colleges in their state. So that's one example of what we mean by a mechanism, turning it into a state policy.

Looking at the work-based learning box, looking at that example for a minute, Michigan and – among other places, but in this example Michigan had work-based learning models that were – where employers were deeply involved in the training at the work site. And in Michigan's case they turned those into registered apprenticeship programs. So again, that – therefore, those programs are also sustained by becoming registered apprenticeship programs, and so, again, when we talk about mechanisms for sustaining, it's the apprenticeship programs that we would say I this case are the mechanism.

And then with relationships with employers this is a more – a little more vague and general. There's – relationship with employers are something to sustain but then the specifics within that, what the employers do, how they provide internships, how they're involved as adjuncts, how they comment on your curriculum, etc., I mean, all of you have involved employers in all kinds of ways and deeper really high-impact ways.

And so all of the colleges through TAACCCT are working to build those relationship – or expand those relationships and how is again the mechanisms but there's a whole variety of ways that I know that Rebecca and Leah will get to because expanding relationships for – continuing the relationships with their employers are definitely among their priorities for sustainability.

So there you go. For an overview, that's the overview. And now, I'd like to ask – now, I'd like to turn it over to Leah Palmer from Mesa Community College who, as I mentioned, was a round three grantee. And so they're very much still in the process but have a lot to share about what they're thinking they're going to sustain and how. So, Leah, do you want to take it away?

LEAH PALMER: Thank you. Good to be here. I know that many of you in your polls showed that you had just started the process, and those who've been early adopters and going through it, we are probably in the 75 percent almost ready to pull the trigger on our sustainability. And that came through a lot of work in the early stages to build that pathway because by the time you have your energy ready for sustainability, it may be too late, if you haven't been thinking about it early and often.

So the first thing that we were asked to look at was kind of the how-tos to sustain things. By the time you get to this stage in your grant, you're very emotionally and committed to what it is that you're doing and to the people that are doing it. And so one of the things that we realized that we couldn't just define ourselves as a grant project or program. And the reason is is that that sounds terminal, but it also doesn't quite tell people how we fit within the larger fabric of the college's vision and mission.

So we created a mission, our kind of elevator speech that was transitional, and it was AzAMI has a vision. Manufacturing Center of Excellence for Arizona serving a concierge providing services and resources that meet the sector workforce demands. This front door workforce and education partners is finding solutions and creating opportunities.

We met with our leadership, with our president and the cabinet and we showed how our vision actually was part of their strategic planning process and we also looked at what the budget cycles would be so that we knew when we needed to get our actual how-tos as part of our college's budget cycle.

The next thing that we did is that we identified our highest impact practices. I know that one of the questions that you guys were asked at the beginning of this webinar was kind of what are the things that you want to sustain? And what we put by our highest impact is that these were the things that we could actually point to as some output and some outcomes that came from those practices.

So, for example, we host large regional manufacturing job fairs where we have over 1300 people and we partnered with multiple colleges and we got a company that actually does job fairs and we promised to bring employers and participants and they gave us the sites on the hotels for free. They also gave us reduced rate for any of our employers to be part of the job fair. So it was building the partnership, but the results were significant.

Onsite recruitment, where we actually bring employers into our classrooms that have the competencies that are found within the job descriptions that they're posting so that they can tell the students about their work and that they can actually start building a rapport about the culture that they have and the expectations as an employer. And that onsite recruitment has yielded a lot of job placements.

Skills validation boot camps was a unique innovative project, and the curriculum is built. We do boot camps for industry certifications, and those certifications have gotten over 40 of our students in the last six months placed with Boeing and Honeywell.

Employability skills training, most of our employers in our advisory boards are telling us that they need the soft skills and employability skills. So we made an online delivery system, which we are now sharing with other colleges and will be on the open source network.

Emerging technologies, we created a lab for 3D printing, and we have open houses here that have had over 2500 people come through in the last two years. Having people know that you're a sense of place, that you're real and bring traffic to your college and bringing a sense of we want our children and our students to go here has had a lot of rewards that we've had to actually give qualitative and quantitative measure to.

The point that I'm making with these isn't that you need to have these kinds of impact stories, but you need to have impact stories that you can actually draw some conclusions to what the benefit is to the college as a whole, not just the fact that you're experiencing some success.

Our next thing was to call upon our champions. You have internal champions, people that you're coordinating with internally, whether that's faculty, career centers, advisors, recruiters, your dean, and your leadership. You have internal people that you need to identify as your champions that are going to be your advocates as this time comes soon that you're going to need people to speak to the value that you bring to the table.

You need to meet regularly with your college leadership. I meet every quarter with our QPR report, and I do a quick debrief on the highlights and the things that we're experiencing that our signatory needs to understand. I bring my dean in with me and our college president, and that way the success stories and the mobility of progress and all of those things are firsthand to the very people who are going to be making decisions later on our sustainability.

The other thing is is that you've got industry champions and community leaders. You're in lots of different rooms and people see some of the things that you're doing and hear about what you're doing and they're excited about what you're doing. Have them write letters. Have them speak into some of your meetings to your advisors in your advisory meetings. Actually be able to speak to your college leadership and tell them the value that you hold to them because, otherwise, it's kind of an invisible parade of champions behind you, and you need to make sure that they're visible.

The fourth strategy that we have is that once you've decided what your high-impact practices are, you need to come to the side of that and you need to decide, instead of trying to sustain your entire operation, you need to look at what do I need to just sustain this high-impact piece? Is it that I need to make sure that I have a career coach/navigator? And if that's what I want to sustain, what's it going to take to sustain just that?

Look at how you can leverage already existing positions and program pieces and put a blanket over the things that are currently being part of your college and try and have your projects and high impact absorbed. Look at maintaining key partnerships so that your program's brand – you guys have been spending four years getting out there, and you don't want your brand and your employers to forget you. So what do you need to do to keep that momentum and that brand out there so that your college can benefit from your work long after the funding's gone?

Identify activities that can be achieved without a formal budget. You guys have already got marketing and recruitment webpages. How can you be pieces of that without adding to any kind of formal budget to make sure you have a permanent presence? And the last one is your ability to estimate the potential enrollment or funding lost if these partnerships are sustained. It's not just what can be the benefit and look at how you can maximize that benefit.

We're all afraid of funding, and we're not going to be able to cut ourselves out of this any further. We're probably down to the nub as to how many vacancy savings we can experience, but if you can look at what – if you're allowed to grow this, give yourself the space and say, with two more years of growth, this is our estimated growth, this is our estimated enrollment increase that we can work towards, and if we don't meet that, then we are not able to sustain this. But just because the time clock ran out on your grant, look at what the realization is of increasing your enrollment if you can continue this effort.

The last point that I want to make is that it takes a village to do this, and so if you can get your sustainability team together, if you can get your college leadership and your advisory board together – because I'm already getting questions from people in the community and industry, well, are you going to be around? Well, are you going to be able to continue this? You want to be able to give them an answer that we're working on this together, and your voice matters. And that kind of village is what keeps you from being just an episodic short-term program.

MS. FREEMAN: So, Leah, thank you very much. That was fantastic. Let's – I wanted to just ask you a couple questions, and let's – before Rebecca jumps in. And maybe you could answer this one that Douglas wrote. Just point of clarification. You mentioned early on that you had 2500 people at your job fair. Fairs or fair? That's what he's wondering about. Was that one event or over the course of time a bunch of events?

MS. PALMER: So we've had four collaborative – lots of partners pulled together job fairs, and at each of those job fairs we've had an average of between 1,000 and 1300 participants coming and going with 50 different employers. But that's a large event happening, but we keep quantifying our events and our activities because we want to be able to speak to that impact later. The 2500 that I mentioned is foot traffic that we've actually had by having tours and open houses.

In one event we had 250 to 600 students and community leaders and other college participants and employers come through in one day, but then we also have economic development teams come in groups of six and other colleges who are trying to adopt boot camps in groups of three. All of those together in a very short time, just under two years, we have had 2500 people come see our labs, talk to our faculty, meet in our conference room, take our brochures, and include us in what they're trying to accomplish to see if we can possibly be a solution.

We have parents who've driven from Denver and from Northern Arizona bringing their children to see if this is where they want their child to actually go to school. We host workshops with robotics and free workshops with some of our state leaders to bring people to our campus from the reservations and from other counties in order for them to kind of do a lunch and learn. These are the kinds of things that bring people to you. These are the kinds of things your leadership wants to maintain.

MS. FREEMAN: So, Leah, Robin has a question, again, just kind of point of clarification. Are you – "do you offer credit or non-credit programs?"

MS. PALMER: We offer credit.

MS. FREEMAN: OK. And Catherine Frank is wondering – is that Catherine Frank – wondering about if you anticipate your employer and community advisory group continuing. And I guess I would add to that how? So what – if you could fill us in on the sustainability approach there.

MS. PALMER: So the advisory portion is very, very important to career and technical programs, to speak both into the curriculum and to be your potential employers. We are going to maintain that activity for our faculty and for our college, and we are joining with four other colleges to centralize some of this advisory participation and host them collectively because that way we can cover more ground by bringing their employers to the table because none of us have enough people trained in the pipeline to meet all of their needs. But if we kind of join hands, we can be a better pipeline, and so that's how we are doing it, is we're doing it with other colleges.

MS. FREEMAN: Wow. So I would say that's a sustainability strategy to make note of, doing it with others, because I imagine that, in addition to the fact that you need each other to meet all employer needs, you also kind of need each other to be – have enough staff to reach out to those employers and coordinate the kinds of activities you're talking about.

MS. PALMER: Exactly.

MS. FREEMAN: Right? Yeah. That's great. I wanted to also – let's see. Cheryl I know had a question for you about WIOA. Cheryl, do you want to pose that?

MS. MARTIN: Sure. So, Leah, I just wanted to ask you if you'd speak for a moment about – for those who may not be familiar with that acronym, WIOA is the Workforce Innovation and Opportunity Act which passed in – what – 2014 and now the publicly-funded workforce system, all of your One-Stops or whatever you call them in your AJ – American job centers, whatever you call them in your local area or state, they are well into the implementation phase of that.

But community colleges play a really important role in that, either as eligibly training providers or sometimes as the public entity that actually administers it and that kind of thing. I'm just curious where they have – how you have interacted with that whole process, Leah, as part of your college, and has that had anything to do with your sustainability plan?

MS. PALMER: So we have a good relationship with our One-Stops, and what we did about four years ago near the beginning of this grant is we created a group called East Valley Employer Outreach for our East Valley WIOA Center. And what we did is we brought all of the WIOA business, outreach, and rapid response teams together. We brought all of our industry partners that are posting jobs, and we brought all of our education partners. And what we do is we meet once a month.

We call it EVOE and we meet once a month and we have those who are looking for jobs and the educators there who may have people that are available for jobs. We also have our programs so that those case managers that are seeking specific kinds of training for some of their caseloads are looking at specific information as to how to get them in, such as the boot camps, because Boeing is hiring from these boot camps.

Now, they want to see if they can get their individuals into some of those boot camps. We posted every one of our credit-bearing CTE certificate programs on the AJC so that they're eligible as an education partner for the funding. So yeah, maintaining your relationship with them is an absolute must.

MS. FREEMAN: And for those who don't know or have different acronyms, but AJC is the American job center. And, Leah, correct me if I'm wrong, but I think what Leah's referring to is the fact that you need – that all these programs need to – if they are approved as – if your college is approved as a vendor and the program is approved, can be eligible for voucher dollars. So that's another way – to the question of funding, that's another way to continue your programs. I know that Robin actually asked, "Are you a credit or non-credit program?"

And I'm gathering that she's suggesting that credit – non-credit programs are having a harder time with sustainability, and that's true. Credit – for-credit programs, students are eligible for financial aid and not always with non-credit. But so one thing, Robin, that people do do as a sustainability plan around their non-credit programs is to make sure that they're eligible for voucher funding, and also, in many cases actually, I'm aware that colleges are working to convert their non-credit programming to credit-bearing programs.

And I think that Rebecca, if I'm not mistaken, Rebecca Lake has some programming like that. So maybe she can mention how that works. So – oh, and, Robin, yeah. I see that you're already on the list. So that's great, and I would expect that most of you are. But in the event that you're not, remember to keep that going.

So excuse me. Bless you. So OK. Well, let's see. If there aren't – I think we can take one more question for Leah, but then let's turn over – let's go to Rebecca and circle back to both of them after Rebecca is done with talking about her project. Does anyone else have a last question for Leah?

MS. MARTIN: We've got the question from Careal Dense (ph) about, "I'm curious what types of jobs Boeing is hiring your people for."

MS. PALMER: So what Boeing did in some of our earlier discussions is they said that we need people who have achieved the J-STD training and our Boeing threshold is that they pass at a 75 percent pass rate. We need people who know how to show up on time, and so we need to make sure that they have soft skills that are going to fit into the Boeing culture.

But here's the kicker. We don't want you to call this a Boeing program. We just want you to have the kind of benchmarks that are good for Boeing, and then what we'll do is we'll get all of our contract houses and our suppliers to see the value of this training so that it meets a variety of needs in the aerospace industry. So we designed our boot camps with observable employability skills and of course the online tutorials, and then we also did the J-STD certification training.

And what Boeing did, once they saw our graduates that had the J-STD and the employability skills with their certificate identifying the core competencies that they had been above 80 percent on – so we took 75 percent threshold, and we said our guys are going to have 80 percent. So all of our graduates – and we had 100 percent graduation rate. All of our graduates then became fast tracked through the Boeing HR system and were hired within a week to be on the line to do electrical wiring and soldering for Boeing.

MS. FREEMAN: That's great. And another question then is, "How many students are you talking about? How many have matriculated through your program?" Someone –

MS. PALMER: We are finishing our 60th student. We can only do 12 at a time because that's all the J-STD allows us to certify with a certified instructor at a time. So we have 12 training stations. So we are on our fifth training station of 12.

MS. FREEMAN: OK. Great. Well, let's move on to hear from Rebecca, and I'm sure that many of you will have some questions for her too. So, Rebecca, why don't you take it away?

REBECCA LAKE: Thank you so much. Well, that was a good presentation. Thank you, Leah. You've got to hear from one of the round threes that is located within one institution. However, what I'm going to talk about is an Illinois Network for Advanced Manufacturing, and it's a round two TAACCCT grant and it's a consortium that spread throughout Illinois.

Just a little bit of background about what we had at the program level is that, obviously, we were with industrial maintenance mechanics, CPT, certified production technician, mechatronics, welders, precision machining. And so we had these kinds of programs for all of the colleges in Illinois, and we really wanted to make sure that we had some deliverables at the very end that would be extremely helpful for the businesses, obviously, our students, and then for our institutions as well.

As you can see by the map, it was to expand and deliver CTE programs in advanced manufacturing. But you can tell that we've had colleges that are at the top of the state, and some of them are in wealthier districts than others. We've had the middle of the state. So we're looking at more rural areas as well as the southern part of the state, which is rural and then towards St. Louis. The reason I want to share this with you is because these institutions, 21 of them, vary greatly. I – hugely. If there's a bigger word than greatly and hugely, I would say that too, but they have their own identities.

Illinois has individual colleges. There's no system. We do have the Illinois Community College Board, which is a great factor for us to kind of get together and talk about things, and it does have rules and regulations. But we're all independent. We have only two areas, and that's at the very bottom in the eastern part. It's called Illinois Eastern and of course Chicago with its seven city colleges. Those are the only two systems we have. The rest are all independent colleges.

What makes this so important is that these colleges got together and decided that they wanted to work together and essentially stress different ways that they could build capacity, that they would have some – at the very end have met their goals and objectives of having more students come through their pipeline and their programs, and then look at ways for sustainability because they know this is not a one-shot deal, that they're essentially working in the TAACCCT grant so that it establishes them as they work forward and go forward. Next slide, please.

So here is what we did at the very end, and we had two huge conferences every single year throughout the entire TAACCCT program. The very last one was a CQI or an assessment conference. Essentially, the whole conference was about sustainability, and it was about things like – and that happened in May right before – in 2015 as we ended.

And those two basic questions are what at your institution – what are those major things that came out of the TAACCCT grant are you going to keep and why and how, and so that essentially they could give that information to all 21 of the colleges so they could share that, and they've always been sharing these kinds of information at the different conferences that we had. But this was really at the end at – looking at what was most important to your institution because it will be different for every institution.

We actually – even though we put it in the grant that we were all going to do the same thing, it was very obvious from the first, from the get-go that we live in different communities and that some things will work better in some communities. Some won't work at all in some communities, and some communities it will just take off and run with it.

So these are the kinds of things they came up with that they are keeping, that in some way, somehow they are going to wrap it into their college as they go forward. You have to understand Illinois is a – we have no budget. We haven't had a budget in Illinois for two, three years. So we have very, very few funds out there running around. So it's really important that nothing be based on having to introduce more positions to an institution because that just won't fly.

So you have to look how and in what ways a certain – Leah happened to mention it too – how and in what ways do you look at both very high-level items that you found out of your TAACCCT grant that can be incorporated into what you're already doing within your institution and essentially leveraging them.

So number one was the educational plans created for the students and we called this different things but mostly it was a coach or an academic coach and it – we found that it really improved obviously student retention and completion. And as we all know, Teento (ph) and Pascarella (ph) and everybody's been studying this, how and in what ways do we make sure that we keep these students in?

And that's nothing new or nothing exciting or nothing that people hadn't realized, but if you talk to people, if you talk to students, keep interested in them. Have a form so that it fills out that here is your next class. Here is when you take it. It's a pathway. You don't have to worry about when the classes are going to be scheduled. Here they are, that there is some consistency across the board, that then they understand what it is, they need to take it, when do they need to do it.

And so what these colleges have said and almost all of the 21 are keeping this kind of thing within the career programs particularly in the network of advanced manufacturing is that they're going to wrap it into advising or coaching. Nobody's going to hire anybody new, but they're going to wrap it into what those kind of things advising is already doing.

Number two. The next thing they found was this new and enhanced curriculum for particularly short-term certificates and those that are going for one year or less. Essentially, all of the things I mentioned, which is CPT, mechatronics, welding, CNC, maintenance mechanic, all of the – all these 21 colleges sent faculty, because they were truly involved in this from day one. They sent faculty and all got together and decided and agreed to these same learning objectives for each one of these certificates. This is unheard of that community colleges would get together.

I don't know what – I – as we all have, many of us have been in many different community colleges. Faculty at one don't even believe that faculty can teach well at another one, but however, these faculty all came together and agreed on learning objectives for certificates so that the main thing we had always heard from our companies were, can the young man or woman graduating from a certificate in Arizona or the bottom of the state of Illinois, do they have the same kinds of skills as those graduating from the top of Illinois or over in Florida?

And so we're looking at those kinds of things, and they actually came together and agreed on something. So that is key for the sustainability and building capacity as we moved forward. The next slide, please.

MS. FREEMAN: Sure. Rebecca, though, one second before we move on. Robin had a question about whether the programs you're talking about are credit or non-credit.

MS. LAKE: Oh, they're all credit.

MS. FREEMAN: OK. All right.

MS. LAKE: Except – I take that back. They're credit, but we did have two institutions, Lincoln Land and one other one that skips my mind right at the moment but that – oh, Elgin – that has them in a non-credit. They're run through non-credit. Elgin did move some of their – did move it into credit, but Lincoln Land kept theirs in non-credit.

MS. FREEMAN: And do you have – do you know anything about how they are going to be able to sustain those as non-credit programs?

MS. LAKE: The main thing that they're looking at is that they've built their relationships with the community, with businesses and industry that's in the community, and they have kept the essential upgraded, tweaked, enhanced new curriculum. And number three is that they have purchased new equipment, and so that's how they are going to do that and drive it.

MS. FREEMAN: OK. Great. Thank you.

MS. LAKE: Yeah. And so – and here we are. And so some more of the things that came through for the assessment conference, the sustainability conference was they all felt that they actually couldn't have gotten to capacity or even at a point that they could grow their programs if they hadn't had the ability to purchase new equipment or enhance the rooms or the facility or augment any of those kinds of buildings.

One of ours, which was Danville, built a whole new building with other funds and then put all this brand-new equipment in it. There was Richland redid their whole building inside and moved CNC equipment in there. It's quite stunning the way that these community colleges came together and said, if I can do this and purchase these kinds of equipments, then maybe I can use other kinds of funds, which is what we do all the time as community colleges.

We kind of braid those fundings so that we can do that, but the curriculum, the new and tweaked curriculum, which is actually up on the website, the iNAM website which is still running and anybody can go out and get it. If you're looking for a certificate in welding or anything, you can certainly go get that and it's right there and the syllabi are there. So you can certainly have that.

And then the other one –

MS. MARTIN: Jenny just put in a plug also for SkillsCommons.org –

MS. LAKE: Yeah. Yeah.

MS. MARTIN: – because all of the material from round one and round two are on SkillsCommons.

MS. LAKE: Yeah.

MS. MARTIN: And also many round three grantees too we know. You're getting it on there too.

MS. LAKE: Yeah. Yeah. Ours is up there too. So the other one is the equipment.

And so then number four is – what it really enhanced a lot of this was our employer relations. As a rule and regulation for Illinois community colleges is that we must have advisory committees, and we do that. I think, however, the TAACCCT grant was the catalyst, and the community colleges agreed with this.

It's the catalyst to simply do this better or more intrusively or with strategy and really targeted outreach. And so we have enhanced the employer relations, increasing even the donations that employer are giving of equipment and supplies, even some scholarship funding. They hired students and graduates, and of course then that all takes them into account as we align curriculum with their needs as they grow.

The last thing we did, which was we all – all 21 of the colleges absolutely agreed that this is the first step on those career pathways for students as they go and start their careers. And so we worked very hard with community colleges in our area or in the state of Illinois and – to really make those outreach and those contacts with university.

And we signed four universities to an agreement, which all of the colleges now have in the state of Illinois and can use. It's that career pathway to a bachelor's degree in advanced manufacturing, and they're all online. So the student does not have to move because a lot of the students actually are location-bound, and so they can't move.

So this was a very good way, and anybody across the country can come into it – Northern Illinois University, Western, Southern Illinois, and Governors State, and they all have these degrees online. So anybody's welcome to have them, but it's a career pathway for a student.

The last thing I would mention is that these 21 colleges actually don't want to stop meeting, and so we probably have another conference in the spring as to what else are we doing and how are we moving it forward, the TAACCCT grant? But many of us, because of – and I thought that was a very interesting question, "What is the funding going to be for TAACCCT grants coming up?"

Actually, nobody knows, but one of the things that we think is going to be out there are more funds and grants for registered apprenticeship programs, particularly in career fields, obviously, whether it's in healthcare, whether it's in IT, or whether it's in manufacturing. We really feel that as we are growing to fill those skills gaps, that one of the ways will be registered apprenticeship programs. That actually – which is exactly why Harper itself bounded off of the TAACCCT grant, and we wrote for an – it's called the American Apprenticeship Initiative Grant, and were successful is that we used advanced manufacturing.

And many of the things that we're learning and we have learned from our colleagues in working with the TAACCCT grant, many of the colleges that we have in the TAACCCT grant, the 21 colleges, because now community colleges themselves are becoming sponsors, program sponsors of all different kinds of programs. We already have four different kinds of programs, not just in advanced manufacturing but in supply chain and in general insurance and we're going to do more in sales and banking.

And so it's really moving forward is that this is probably one of the best ways to say to anyone that has given us the grant funds is that we never just stop. There's never a time that you're just done and you can't do anything else. There's always a way to move things that you've learned into the opportunity to write for another grant, which is what we did.

Or there's always a way to leverage it and wrap it into what your institution is doing at the moment so that the things you learn don't fall by the wayside but they're actually – and they might be tweaked, obviously, but be put into place at your institution to help it grow and meet the needs of both the community and your students.

MS. FREEMAN: Thanks, Rebecca. That sums it up very nicely. I wonder if you could elaborate on what you said about everyone wanting to be part of the conference in the spring to answer Paul Casey's question. He was wondering about the status of the consortium. So that kind of answers that part, but is there a role that the lead college is playing now that – Harper's the lead. Is – does Harper have any kind of formal or informal role with the consortium now going forward?

MS. LAKE: Well, actually, the consortium itself for the TAACCCT grant is done. However, we have – actually, I just am looking at being – hosting another conference with all of our TAACCCT members and then everybody from community college – we have 48 individual community colleges in the state of Illinois – to come and talk about where do we grow and how do we grow in the future. We hosted an accelerator by DOL just October 27th. The Office of

Apprenticeship came out, and we had community colleges from all over the country about how do we become program sponsors for registered apprenticeship programs. This is really important for us because, as you alluded to, when people start going back to work or when it doesn't feel so tight, sometimes the numbers go down, and community colleges were down by 2 percent or 2.5 percent, as others are.

But is there a way to get your student population back up? And one of them is community colleges being the program sponsor for registered apprenticeship programs because you get the student in. They keep them in. So retention is there, and they graduate because they end with a registered apprenticeship in whatever program they're in. So it's really very beneficial to the college as well as to the community and the students it serves.

MS. FREEMAN: Well, many other people have said that, that the completion and job placement rates they're seeing with their TAACCCT programs that are so focused on current industry need are so much higher than many other programs within colleges.

MS. LAKE: Yeah.

MS. FREEMAN: That is really helping a lot with their sustainability efforts. The college is seeing that and wants to replicate whatever successes have led to that – led to those outcomes.

So if any of you have other questions for Rebecca or for Leah, now is the time to ask them. And while you're typing, I had one other question for you, Rebecca. You mentioned the common learning objectives, and I know that college consortia in states where they're not a college system, they're all independent, that that can be a challenge, as you mentioned.

MS. LAKE: Yeah.

MS. FREEMAN: So now that they've done the work to create those common learning objectives and employers have appreciated that, it sounds like, is there any plan to keep that process in place, whatever process they went through to build objectives? Do you think that that process will continue for other programs?

MS. LAKE: If you really – the answer is no.

MS. FREEMAN: OK. (Inaudible.)

MS. LAKE: Because every community college is so different. However, the – I think one of the things that I hear occasionally out there is that the SkillsCommon, which everybody can go up to. So if you wanted to look at what are those learning objectives on somebody else's nursing program – well, we pretty well have those, but welding program or cybersecurity program or whatever program it is, that you have an opportunity and a place to go look at those and to see if you're kind of in the same ballpark or what's – (inaudible). What's – what have you left out, that kind of thing?

MS. FREEMAN: OK. And so George has a question I wonder if you can – oh, this is a question for Leah. "Was the Manufacturing Center for Excellence funded, or how was it going to be funded?" How was it funded he was wondering.

MS. PALMER: So right now, our leadership and our dean is looking at the departmental planning, and we are already writing to it in a departmental plan. We're also meeting with our district office to see about what the next five-year strategic plan for 301 monies is because they end up giving 301 monies rolled over. They're tied into positions that may be underperforming. There's going to be a complete evaluation process so that perhaps the things that are making a difference can rise to the top of the funding models, and things that are on the margin can be reevaluated.

MS. FREEMAN: Yeah. George has a question I had. "Can you explain 301 money?"

MS. PALMER: Yeah. 301 money is federally-based money for career and technical programming, and each college gets a allocation. And we no longer here in Arizona get any state funding for the community colleges. Zero. So what happened is a lot of that soft money that comes in, your Perkins and other things, were used to offset things that it wasn't always having to be used for to make sure that we were maintaining our momentum.

But what they're looking for is they're looking at, if we combine college efforts, what kind of duplication can we get rid of and with that cost savings can we then add navigators and other things? So they're really looking at this holistically in order to make better decisions than just programmatically.

MS. FREEMAN: Yeah. And I think – well, maybe you could provide an explanation for Perkins dollars too, which George also is asking.

MS. PALMER: Perkins dollars are also for things like capital and growing programs, and it is also state and federal funds that are allocated for – usually by your legislature for career and technical programs. And so depending on what states' arrangements are and that kind of thing – I can't speak for what all states get but I can tell you that here in Arizona, the majority of Perkins funds actually goes to our K-12 programs. But to the career and technical programs in the community college, we do get a portion.

MS. FREEMAN: So George's question and your response, Leah, makes me think that it kind of underscores why it's so important to bring onto a planning team people who are part of the college beyond the TAACCCT grant, per se, so the people who are planning the budget, the people who are understanding – who deal with these formula dollars all the time, 301 money, the Perkins dollars. The people who are making decisions about how to spend those regular formula dollars are folks who should be on the planning team.

MS. PALMER: Yes. Exactly.

MS. FREEMAN: Do you agree with that? And I like what you said earlier about making sure that what you are working to sustain is really aligned with the organizational goals and strategic plan and to making that clear to the people who are in charge of implementing the strategic plan, that you've got a methodology that will help them achieve their goals.

MS. PALMER: Right. Otherwise, they just look at it as you're trying to keep your own job. I mean, that's the trick is not to look like you're being self-serving in terms of just trying to survive but really that what you're doing is part of what makes the whole better.

MS. FREEMAN: Yeah. Good way to put it. Any other questions for Leah or Rebecca or just comments, thoughts on this, what we've been talking about? And, Cheryl, I want to call on you too to chime in if you have questions or things you want to point out as you've been listening to these two.

MS. MARTIN: Well, I just – thank you. I just want to reemphasize this thing about it starts with making the whole better. I mean, as I listen to different grantees talking about what has been successful with their grants during the time of the grant and what has been successful in terms of sustainability, it almost seems to me like the ones who are the most successful do it the other direction. They don't say, how can we sustain this grant?

They start with a vision, and the vision is like – it might be about having a really solid relationship with the manufacturing center like you're doing at Mesa or it might be something to do with the completion agenda or it might be something to do about career pathways or all of those things. But there's this larger vision, or equity, getting underrepresented students through school in less than three years kind of thing.

And whatever that vision is, then the leaders of the institution look around, and they say, how can we make this vision happen? And they go, oh, hey, look. Here's a grant from DOL that looks like it would align with our vision, and then they apply for that.

And, A, they're going to be more likely to be successful to get the grant, and then, B, they're more likely to be successful because that – with what they're trying to accomplish in their vision because the grant is only one piece that comes in and helps them accomplish that vision along with many other pieces like other grants or corporate funding and relationships or funding from foundations or just emphasizing certain programs at the school and that kind of thing.

So I really – I'm – I hear that in both what Leah and Rebecca is saying. I've heard that other places too, and so I think, if you're starting at a place where it's like, well, maybe we didn't exactly start that way, then with your TAACCCT program or maybe you're not aware as much from where you sit about what's going on with that, that's the key here. What's the bigger picture? What's the vision at your institution?

And frankly, maybe your TAACCCT grant had to do with credit for prior learning in manufacturing, just to pick a strategy and a program area and an industry sector. And maybe your president who just left last month was really big into credit for prior learning, but the new president that cane in is like, nah, nah, nah. I don't really care about that so much, but I care about manufacturing.

That's what you have to pick up on and grab ahold of and basically hitch your wagon to that horse. What are the things going on around you that are getting the attention and that have the needs and that are likely to get some attention from the leadership, from the community, from the employers around you? And what pieces of your program – not all of the pieces probably, but what pieces are going to align with that? And those are the pieces that are just more realistically that you're going to be able to push forward.

MS. FREEMAN: Yeah.

MS. MARTIN: So that is one thing. Jenny, is this the time when you want me to address that question about what happens beyond TAACCCT four funding?

MS. FREEMAN: Sure. Why don't you go ahead and do that?

MS. MARTIN: OK. So what happens beyond TAACCCT four funding? The way that the question was phrased is, "What are U.S. DOL's plans about that?" And that's really not where that kind of thing starts; right? So these kind of efforts, an effort like the four-year funding of TAACCCT, always starts in Congress, the Senate and the House. Somebody there says, hey, let's fund capacity building at community colleges. How can we do that?

And then somebody says, hey, how about if we connect it to TAA-eligible workers and we say that we're helping community colleges serve them better and then so on and so on and so on. So they give us a paragraph or five pages or whatever they give us and say, here. Do this thing. The secretary of labor shall fund a program to help community colleges build their capacity to serve TAA-eligible workers and other adults. And then at DOL then we – our role is to roll that out; right?

So we may want to continue this. Of course we would love to be able to continue this program. We are like you. There's so many wonderful things that we feel like we've learned out of it. We would like to continue that, but that's – it doesn't start here. It starts there. And the Obama administration, President Obama did propose for FY 2015 and FY 2016 various ways to support community colleges in both of President Obama's budgets for those years.

 Congress did not choose to pass that or to fund it in that way. So the question now is, when the new Senate and the new House that comes in in January 2017, what will their priorities be and whether they will take on something that funds community colleges in a similar way or not.

Meanwhile, there are of course other programs that are more established and ongoing. TAACCCT was a let's do this for four years kind of a thing. One of those programs is – I mean, not all of them at DOL of course. Some of them are at Department of Ed. Some are at National Science Foundation and various other places. But at DOL there is ongoing funding through the H-1B visa fees, and so those grants come out every year. One or two of them get rolled out.

This past year it was tech hire, support for working families, and America's promise. And when the new administration comes in here in January, then it will be whatever flavor that administration wishes to use within the constraints of the H-1B funding, which is to train people for the jobs that H-1B visa holders are getting right now and for those industries. So that's what I can tell you in general. The specifics of that, we have the same questions that you do about how that will all play out next year.

MS. FREEMAN: Thanks, Cheryl. Yeah. A lot of – we're all trying to read the tea leaves; right? We'll see what happens.

So does anyone – someone asked a question a while back about success stories related to relationships between colleges and employer human resource personnel. And I mean, if I'm understanding your question correctly, there is on WorkforceGPS a lot of different case studies and things related to relationships between employers and colleges.

So I'd just encourage you to go to that resource list, and the search function is really good. You can search on key words and see what comes up there. I don't know if there are particular types of organizations you had in mind. I know that there are human resource organizations out there that have collaborated with community colleges. I don't think that would particularly – there are particularly case studies on those, but if whoever wrote that question wants to further clarify, that would be great, or if anyone else has a suggestion, a thought about that, answer to that question, please let us know.

Oh, here's a question for anyone on the call. Paul Casey is wondering if there are examples of consortia that have stayed together after the funding sunsets in round one and two, particularly multi-state consortium. Cheryl, are you aware of any? I certainly know there are round – there are in-state consortia that have stayed together or that are just working together in different ways, different and deeper, more impactful ways.

MS. MARTIN: Definitely. I mean, that's what we've been hearing about, and some of that gets like, well, maybe they have a round three grant or a round four grant. So that sort of becomes the way that they are currently continuing to meet, but what if round two was their last state grant or statewide sort of grant?

I do know that there are a number of places – and it looks like Kristen is going to weigh in on this too – that they started meeting because of TAACCCT, and they kept going; right? So they said, this makes sense. Let's continue this, and let's keep working together and building together. I mean, I would say that Missouri is one of those states – none of these places were not talking to each other at all; right? But they're doing it in a deeper way. And, Jenny, would you say that that's happening in Massachusetts as well?

MS. FREEMAN: Well, absolutely. But in the case of Massachusetts, it's due to, as you said, another TAACCCT grant. However, I mean, they all – Massachusetts is an example, like Illinois, of a place where the colleges are very independent, and they have really, really learned through TAACCCT the benefits of working together and really talk about in very concrete terms how they want to continue that and what they want to keep doing together. So I wouldn't be surprised if after round four is over that that keeps happening.

Kristen mentions that Louisiana and Mississippi consortium stayed together and actually got funded some additional funded through Kellogg and JPMorgan Chase. So that's one example. Another example, Paul, is the multi-state consortium that's led by Lewis and Clark Community College, which is the Mississippi River – I don't know their full name, but it's the Mississippi River Transportation Consortium. It's colleges up and down the Mississippi River, and they have just seen such a value in – what tied them together was the Mississippi River as a transportation route, and they've seen such value in working together that they're going to continue to do so. So those are two multi-state consortia we know about.

And, Julie, thank you very much. You're saying that you – this has been helpful for you. I hope it has been helpful for others. What – let's see. We'll take a couple other questions here, and then I just want to look – walk you all through the next steps briefly and mention a couple things. When we wrap up, I really want to encourage all of you to just stay on the line to answer the questions that will come up on your screen. There will be some polling questions that come up to get your feedback on this webinar because we really want to make sure that these are very helpful to you and so your feedback really helps us to improve upon our practice and make sure that we're responding to your needs.

Kristen – oh, Kristen, thank you very much – put up a website that others of you may be interested in too. It's the Mississippi River Transportation and Logistics Consortium.

MS. MARTIN: And, Jenny, this –

MS. FREEMAN: Yeah.

MS. MARTIN: This is Cheryl. When you talk about continuing, one of the ideas that came up in this room – actually came from Scott here – is that maybe we want to start some conversations, like the question that was about, does anybody know of any resources about HR, so-and-so and so-and-so?

Maybe we want to start some threads of questions like that on the TAACCCT Learning Network discussion threads specific to this Sustainability Virtual Institute group. And that can be a place where people can chat amongst yourselves more specifically, and then other grantees who aren't even part of this can see it as well of course. But that would be one way to come together around some of these questions over the next few weeks.

MS. FREEMAN: Yeah. Fantastic idea, Cheryl. So we will do that. If any of you don't know what Cheryl's talking about, if you go to the TAACCCT Learning Network Community of Practice on WorkforceGPS, you'll find a tab for – what's the tab called? Discussion groups?

Erica Acevedo: Discussion topics.

MS. FREEMAN: Discussion topics, and we will put a sustainability – a thread in there, and then we'll just encourage – that is a great idea, Cheryl. Coaches can go in there and can respond to questions there so other people can see – can put in there things that came up in their conversations so that other people can get some of the same answers that the coaches offer. We'll get that started. We'll also remind everyone on the next webinar that it's happening and use that discussion thread to kind of keep the conversation going between webinars. I love that.

All right. So if anyone has any other questions, feel free to throw them – share them in the chat box, and meanwhile, Laura, can you bring the slides back up so that we can just remind folks of some dates? OK. So we had our question time.

So now, I just wanted to remind you all again that the next webinar is December 8th. You will all receive a link since you are part of this workshop, and we'll put out a more specific agenda too. But as I said, it's going to be very interactive. We'll have some breakout groups so you can discuss with each other, with other people who are working on similar projects that you're working on.

And enjoy – and then we'll have another one December 16th. Enjoy your planning meetings with your coaches. I hope those go really well. I know that everyone – I know on the first call it just seems like there's a lot of energy among all of you to do this, and it's great. But we know this is a big commitment and – of time on the part of a lot of people, and I think it will really pay off for all of you. I hope that it does.

And Julie says, "December 8th, oh, is that the correct date?"

Erica Acevedo: Yes.

MS. FREEMAN: OK. And Julie is also wondering if we have specific topics we plan to break out into. That is still being finalized, whether it's by topic breakouts or whether the breakouts are by kind of stage of work that the grantees are in. We are – we're figuring that out. If anyone has a thought about that, we would throw it in.

And Julie says she wants to make sure people are there for specific topic groups. Well, that makes a lot of sense. So as soon as we have finalized plans on that, we'll make sure to get it out to all the coaches so coaches can share it with all of you and all of you can make sure to recruit the right people to make sure that the right people on your team are part of those webinars. And then the other – so that's that for the Sustainability Institute.

And then on the completely other topic, I want to just make sure that all of you are aware, remind all of you that in January, January 24th is the Workforce Development Institute, which is happening in California. It's a regular annual conference of American Association of Community Colleges, and the day before the institute we're having a half-day meeting of TAACCCT grantees.

So you're all invited. If you're planning to go to WDI anyway or anyone at your colleges, make sure that you or they also sign up for the pre- – the TAACCCT pre-meeting. And Erica put in the chat box the pre-meeting – the link to be able to register for that pre-meeting. The pre-meeting also actually we will focus on sustaina- – we'll be focusing on sustainability, hearing from other grantees about what they're doing. So we'll continue the conversation.

And let's see. Kristen is reminding me that the coaches will be e-mailing grantees to set up the team calls, if they have not already. You can be expecting that.

So thank you all very much, and if there aren't any other questions – we'll wait for just a minute, but if there aren't any others, we'll sign off. And as I said, please stay for just a minute to be able to answer the polling questions at the end about how you liked this webinar and what else you'd like to see in future ones.

Anything else? I guess not. OK. Well, I really want to thank Rebecca and Leah and Cheryl for being part of this. And thank you, everyone, and goodbye.

(END)