**WorkforceGPS**

**Transcript of Webinar**

**U.S. DOL TAACCCT Grantee-Led Webinar**

**Voices of Opportunity: Creating Resiliency and Building Community**

**Tuesday, October 4, 2016**

*Transcript by*

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SAMANTHA BROWN: All right. So welcome to the first TAACCCT grantee-led webinar. This webinar, creating resiliency and building community, is the first in a series designed and led by TAACCCT grantees. We would like to thank the Northeast Resiliency Consortium or NRC, a round three TAACCCT grantee which organized today's webinar. And now, I would like to highlight the many sources of technical assistance offered to TAACCCT grantees, and, Laura, I'm not sure if that slide's in the back, but if it is, if you could bring it up.

Briefly, DOL funds three sources of TA for you, which are on the left-hand of the screen, if we had that slide up. But DOL offers TA –

LAURA CASERTANO: Which slide are you looking for?

MS. BROWN: Technical assistance. That's okay. So DOL offers TA directly, for example, through FPOs or when Kristen Milstead does a performance webinar. JFF or Jobs for the Future and their partners spearhead TA on a broad range of topics. CalState/Merlot is responsible for creating the SkillsCommons repository and offering TA and support for it. And also, the National Science Foundation funds some TA for TAACCCT grantees through ATE centers. And we also have some other TA funded by foundations.

Now, I want to introduce Meredith Hatch, senior associate director at Achieving the Dream who will be starting us off today. Meredith, take it away.

MS. HATCH: Thank you so much, Samantha. We are really pleased to be on this webinar today, and I'd like to introduce you to who we are from the Northeast Resiliency Consortium.

Again, I'm Meredith Hatch from Achieving the Dream, and I'm joined by Paul Casey who is the director of the Northeast Resiliency Consortium at Passaic County Community College. We are also joined by Ed Fians. Ed is the content and faculty engagement specialist for the Northeast Resiliency Consortium at Passaic County Community College and is also a part-time lecturer in philosophy at Housatonic Community College.

We're also joined by some special representatives from Northeast Resiliency Consortium colleges. So first, Sherwood L. Taylor. Sherwood is the director of workforce development at Atlantic Cape Community College. We're also joined by Alese Mulvihill. Alese is the grant coordinator of the FORWARD program at Housatonic Community College. And Francesca Fiore. Francesca is the assistant dean for workforce development and business services at LaGuardia Community College.

So we're using storytelling to share some of the solutions that have been developed by the Northeast Resiliency Consortium. And on today's webinar we're going to provide an introduction to our community. We're going to talk about why resiliency. We're going to have some time where we can all talk about what resiliency looks like. We'll talk about how the consortium is integrating resiliency in the classroom and outside of it, and we'll also have time for question and answers.

So I have introduced us, the Northeast Resiliency Consortium, and I'd like to hear a little bit more about who you are. So in the main chat folks have been telling us who they are and where they're from. So I see we have someone from Hawaii. We have several folks from Passaic County Community College, the lead college in the Northeast Resiliency Consortium, and many others.

We'd also like for you to respond to the poll that you see on your screen about who you are so in terms of if you're an administrator, an instructor, student support services staff, for example, a counselor or developer, staff, or you cannot vote. So please make sure to let us know who you are.

As the results are coming in, I'm seeing a good number of administrators. That's about half of you who are on the line today. We have a number who haven't voted yet. We have a good representation from student support services staff and even more instructors. So please do tell us who you are and where you're joining us from. Excellent. We're pleased that we have so many folks joining from around the country.

Now, we are also curious in knowing more why you're interested in this topic, and you're also able to write that into the main chat. So just where you wrote your name you can enter why you're interested in this topic. Before the webinar began, I saw from Christian Lagarde saying he's interested in learning more about how people are helping students succeed.

So that's one reason. What are some other reasons why you're interested in this topic of resiliency? Just enter that into the main chat. I see a number of you are writing this in now. So I'm looking forward to seeing why you're interested in this topic. That can also help us customize some of the content that we present today. Excellent.

So Lisa says, "Resiliency is important, an important facet of life. So why not start with our community college student population?" Thanks, Lisa.

Great. Well, you can continue entering some information about why you're interested, and we'll be able to see your entrances onto the main chat and can address those throughout today's presentation. I like what Kim says about best practices and how to avoid pitfalls. Great.

So now, I'm going to pass the presentation along to Paul Casey, and Paul is going to talk about why resiliency. Paul?

PAUL CASEY: Thank you very much, Meredith, and thanks for everyone putting those comments into the chat. Please continue to do that as we go through the webinar. We're going to be looking for lots of participation from you, and that's one of the things that we're most proud of is that as a consortium it's been very participatory.

So I want to tell you a little bit more about the Northeast Resiliency Consortium, and similar to many other TAACCCT grantees, we had five goals and the goals were to accelerate student achievement to make sure that students were obtaining credentials in a bunch of different industry-recognized areas, foster innovative employer partnerships, use new technologies, which you're going to hear about later our exciting, new, and innovative resiliency lessons with Smart Sparrow, and really importantly, in developing resiliency to have a robust set of student support services that students can receive.

Our three industry sectors are healthcare, information technology, environment and utility industries. So those were kind of what started the seven-college consortium off, and we are, as was mentioned earlier in the conversation, representative of the northeast portion of the United States. And we have two colleges in Connecticut, Housatonic Community College and Capital Community College. In New Jersey we're Atlantic Cape Community College and here at Passaic; in New York, Kingsborough and LaGuardia Community College, and then Bunker Hill in Boston.

And Achieving the Dream was really the organization that convened these different colleges and really was beginning to put together a project that could address the needs of unemployed and underemployed individuals who were looking to be retrained and reenter the workforce.

And while the grant was being written, the Boston Marathon bombing occurred, and it really became clear that one of the things that all of these colleges had in common is something that they needed to overcome. It was adversity in their community. So the students that were part of their community, whether it was Hurricane Sandy or the Boston Marathon bombing or Katrina before that or – not Katrina; I'm sorry – the other hurricane that was up in the northeast and then the shooting in Connecticut at Sandy Hook Elementary School.

So there was a lot of different crisis that were being experienced in the different communities that were part of – that are part of the Northeast Resiliency Consortium. So the consortium decided that resiliency would be an area that they would really focus on, and as they came together or as we came together, we realized that it was really such a big topic and how did we come up with the best way to approach it? Was it from an institutional level? Was it from a student level? Was it really to impact the community?

And because we were all serving community college students, we really felt that through employer feedback and working with all of our different staff and faculty that students were where we really needed to start with.

So today we'd like to introduce you to someone who we felt like really exemplifies what an NRC participant looks like. We'd like to introduce you to Maria Louisa.

MS. CASERTANO: Okay. I'm going to play this video now, and for those of you joining us over the phone, the video is going to be playing through your computer speakers. So just go ahead and unmute your computer speakers so you can listen to the video.

(Video plays)

MR. CASEY: So that's Maria Louisa, and that's just one example of more than 3,000 Northeast Resiliency Consortium participants that are part of this project and are now excited to receive many of the resiliency pieces that we're going to talk to you about today.

Now, I'm going to turn things over to Ed Fians, the content and faculty engagement specialist.

ED FIANS: Hey, everyone. So what we're going to do – what we're up to right now is basically activities. We're going to go through three kind of different activities, I guess, which hopefully aren't about keeping you busy. They're actually about getting you to think, and to kind of give away the punchline, a lot of the thinking that went into kind of how we set these up, given that we're in a webinar scenario, a lot of them had the DNA that our teachers – from our teachers, the kinds of things that our teachers use in their classrooms to develop resiliency.

So to kick things off you'll see a link, that pollev.com/jffevents. That is where we want you to go. It is called a word cloud. So what we'd like you to do is type in one word – and again, because we have so many awesome participants, we're limiting you to one word.

So type in one word that you think – an adjective that would describe a resilient student. If you have to use more than one word, please connect it with a hyphen or do a multiple, if it's a hyphenated word type thing. So give that a shot, and we'll come back with some results. And what we're going to do is do a little bit of compare and contrast. So you guys have at it, and then we'll check back with you in a few moments.

MS. CASERTANO: Again, just a reminder, if you haven't done so yet, click on that link and enter an adjective.

MR. FIANS: Nice. We got a lot of really good words coming up. Great. Well, while you guys are still kind of forming away, I want to pull up for – well, it's the very first time for you guys, what we're calling the resiliency competency model. This – a lot of blood, sweat, and tears went into this one. What we did was we polled all of our stakeholders, employees, students, faculty, staff, and everybody had a hand in creating the words that we then used as sort of our, I guess for lack of a better word, constitution. This is the thing that all of our activities or all of our – anything as we went out into the various colleges, this is what we were sort of informed by kind of manifesto. I don't know. How about that?

So what I like is I see a lot – I see self-awareness has actually already appeared in our word cloud, and that is actually one of the words – one of the competencies that we came up with in terms of how a student or a person, let's say, is going to demonstrate resiliency, which actually, our – let's hit you with our definition.

The definition of resiliency, we came up with it again after polling all of our stakeholders, is resiliency is an individual's persistent development and application of knowledge, skills – obviously, we're service works. So that's very important – and resources that effectively help one adapt to change and overcome adversity.

MS. CASERTANO: And it actually just looks like the screen share got interrupted, if you could just reshare your screen. Great. It's loading now.

MR. FIANS: There we go. Cool. So I saw malleable pop up. I saw that spin into place at some point. Resourceful; again, we have resources in our definition. You came up with resourceful. Troubleshooting, the idea that you're going to go back again and again and again and that the first time through may not necessarily be the case, that there are other ways to do things.

And something like reflective learning is going to be – definitely be a part of that. I see adaptable in really big letters, which is again links very directly to adaptability. So let's see if there's any – I'm trying to look at the really small ones. Capable. Capable, dependable, prepared. The idea of capability in terms of having agency and stuff, which is really kind of one of the sort of overall things. I think what a lot of the five competencies, how they sort of manifest is the ability to not just necessarily do once but do again and again.

And unfortunately, I can't list all the different sort of ways that our instructors – we're going to see a couple – the way our instructors sort of work with students. A lot of that has to do with allowing them to demonstrate that kind of capability or even in many cases not being prepared. Now, quite often you have to do something without prior knowledge, and that your – the new prior knowledge that you're going to have for the next time is going to be found in the failure that you may have had initially.

So these are all really great words. I wish I could go through all of them, but again, what I like is the fact that there – a couple of you – a few of you, actually, came up with the exact same words that we did like collaborative and collaboration and adaptable and so on. So let's move on. Thank you, Paul, for sharing your screen.

The next bit of technology wizardry that we're going to do is we're going to play for you something we're calling the voices of opportunity voice collage. So the instructions are right there on your screen. What we'd like you to do is close your eyes, which is pretty simple. Listen also.

Well, maybe a little bit more challenging, I mean, depending. And then three, when you hear something that reminds you of your experience as an administrator, as an instructor, as a staff member working in community college settings, when you hear something that reminds you of your experience of somebody else's experience that has been relayed to you, we want you to kind of type it into the main chat.

It doesn't have to be necessarily well-formed into a sentence. It can just be a couple phrases, or if you notice a pattern in terms of the kinds of things that people are saying, we want you to put that there as well. So you're going to be listening and then you're going to be filling in when you notice a pattern or you feel like you have some personal connection to something that somebody said.

MS. CASERTANO: And again, I'm going to start playing the video now. If you are joining us over the phone, make sure you unmute your computer speakers because the video will be streaming through the computer.

MR. FIANS: And what's great about what you just heard – oops. There we go. Still on. So what's great about that is that's just the tip of the iceberg. That is the beginning of a larger project that we're going to try to keep going in the spirit of storytelling because, I mean, we all of us here on the telephone have some sort of relationship to data and what that means and possibly, again, the quantitative data.

But at least in terms of – I feel lucky that I get to romp around in my truck driving from place to place and doing a lot of this qualitative stuff, a lot of these collecting of voices, and we're going to – I mean, those were students. Those were staff. Those were instructors. Those are the people that really, I mean – they're the ones that are interacting with one another and they all kind of turned around and kind of turned to us and told us a little bit of their story. It's – what I love is use. I got to scrolling up and down. I was also an English composition teacher.

I saw a lot of subject and object pronounces, first-person pronouns, I and me, as well as interspersed with team, collaboration, cooperative. A lot of what the story is is the relationship between those two and how there's no I in team. Yeah. There is. Well, I mean, not. You get what I mean. The idea that you find yourself within a group of people that support you.

One of the voices in there is Sherwood Taylor, who you're going to actually hear live in a few minutes. The thing – maybe one of my favorite parts of that is he slaps the table, like it's – that's for the student. Bang. That – and then – and some of you are picking up on the sort of – I see a lot of exclamation points. Maybe I'm kind of picking on the grammar a little bit, but that's kind of – I think that says a lot about kind of how you guys are responding to the voices that you hears and the idea that success isn't just succeed.

It's about something greater and that there's a lot of and there's a lot of interconnectivity between people. And that's really what the classroom teachers – because we're going to talk about program design.

Somebody – I saw Kathy put in a – something about program design. We're going to talk about program design. Not in great detail because we don't have a ton of time, but we're going to talk about the tools that our instructors were using to identify what they're already doing, because there was a lot of stuff they were already doing, that really allowed students to not just look inward at them self but look around themselves, sometimes quite literally.

That was the imperative that their instructors gave them, that you have to talk to other people and not to me. I am the last person you talk to, if I'm running a classroom like the workplace. So that's kind of where we're going. Next, I just clicked on the next slide. This is the last activity. So what we're going to do is we're going to do – we did some audio storytelling in terms of letting the voices – kind of those voices shine through.

Now, we kind of want to hear from you in terms of, again, how you – sort of another form of storytelling where we're going to put a story up on the screen, and we're going to have someone – someone's going to read you the story, just like we used to do when we were kids, and what you guys are going to do is we want – we're going to ask you a series of two questions, basically. Those questions are, what do you think this person should do? And how would that or what resiliency competency, one of the five that I showed you earlier, collaboration, reflective learning, self-awareness, critical thinking, and adaptability, which one of those competencies from our competency model was performed, if they were to choose that action?

So I am going to turn the audio portion over to Alese Mulvihill from Housatonic Community College.

ALESE MULVIHILL: Hi. I'm going to read to you an example of a resilient student. Viola is a 28-year-old part-time student, one Tuesday, Thursday morning course, and one Monday, Wednesday at night with a four-year-old daughter. She doesn't live with the father of the child. Viola works full-time first and occasionally second shift.

Her widowed mother, who lives five minutes away, helps out with getting her granddaughter to and from daycare, feeding her, and putting her to bed, as needed. She is training to be a social worker. She was offered a promotion to an off-her-feet desk jockey managerial position, regular 9:00 to 5:00 hours, more responsibility, and more pay. So what should this person do? And I'll pass it back to Ed.

MR. FIANS: So we kind of stacked the deck here. So hopefully you're picking up on some of the things that are going to make Viola's decision regarding her possible new job a difficult one. So back down in the main chat where you guys have been filling up our main chat with a whole bunch of really cool ideas and really cool words, take a couple seconds to think about what do you think this person should do, and, if you are so inclined, which factor do you think – or which factor was the strongest in informing the decision that you would suggest Viola follow?

Aw, I see one vote for stay in school. Again, also keep your eyes, everyone, on the main chat as well to kind of see. I'll try to report out a couple different answers, but keep your eye on the main chat as well as you're thinking because, as is the nature of being human, reacting to someone's reaction might actually kind of get your brain moving. Normally in a classroom, this would be cross talk. This would be a classroom discussion when everyone would be able to raise their hand and say their piece.

Yeah. Alese, so the idea of being self-aware is important in this case, but as a mother how – she also would have to be aware of her relationship not only to her – obviously to her daughter but also her mother. How is her 9:00 to 5:00 job going to affect her own mother's life in terms of the responsibility she may have to take? Ben Franklin pros and cons.

Tim, it's an interesting idea that – again, but embedded within the stakes of the story I think is a lot of emotion too. So can you make a choice – can you really make a choice where it really is about value, what is the value of this – something in this column as opposed to the value in that column?

Aw, perception of the future, that's an interesting phrase because that can also change as well. The idea that, for instance, Viola – the idea that Viola doesn't live with the father of the child, if the father of the child comes back into their lives, that is probably going to change the future and how it's perceived.

Yeah. Exactly, the overall goals, and I think that's something – I know from personal experience it's something I can trust a lot during finals week of fall semester. I have a lot of students that will look me in the eye and say, I'm taking extra hours at my retail job because it's Christmas and I can make a ton of money. So the idea that you're going to put off your education, possibly even risk your grade in my class because, you know what, if I can get those extra hours, that might mean I'm not going to have to take a crappy (sic) shift – an extra shift next week or next month. I can pay for Christmas holiday presents or whatever. So it's – a lot of this kind of came from my own personal experience.

So yeah. I see some people kind of talking about the competencies as well. The idea of her being self-aware did come up. Sort of problems of critical thinking, absolutely. Is there – I think the kind of critical thinking that we talk about a lot in our – that have come and talked about in our classes is the kind of critical thinking that involves other people, that you're never coldly critically thinking and problem solving in a vacuum. We're talking about service work training.

So it's a critical thinking that also blends right into collaboration, which also then has to blend into self-awareness because you have to realize how much a part of a team you are.

Yeah. All the competencies. Lisa figured out the code. Yeah. No. Does this move her closer or further from her goal? Yeah. Exactly. Is there – and can that goal change? A lot of what we talk to our students about is – and we may be the first people to talk to them about goal setting, but also the fact that you can let go of that goal, that that goal does not have to remain that goal and that it can change and become more specific.

I've talked to any number of nurses in contexts where they thought they were going to work in one field as a nurse, and then they're like, you know what, cardiopulmonary is really interesting and then they leave that and go somewhere else. So they start off as an EMT and realize they want to be a nurse or vice versa, they don't want to be a nurse and they end up becoming an EMT.

Yeah. Adaptability, going to school at night and changing her schedule. Yeah. And we know a lot of our students, their schedules, they will pack their schedules with stuff, including their own lives. Faith, your point about schedules is a really good one.

Yeah. And the future of her child and herself. A lot of our students do not have to think of only themselves. Again, I don't know of anyone in any student at any college is only going to be able to think of just themselves and certainly not ours. Cool.

All right. So let's get to the second one, which will be read by Meredith Hatch.

MS. HATCH: Thanks, Ed. So I'm going to read the story of a resilient faculty member. So Charles retired from working as a software engineer three years ago. He's taken over two sections of the college's introductory programming course. He has – he was relatively well-liked at his smaller company and was regularly tasked with mentorship of new hires. However, the company merged with another with mostly new leadership and with larger multi-national sized goals. So in the nature of IT, three years can be a decade or more in terms of new knowledge and skills. So what should Charles do?

MR. FIANS: There you go. So again, just like with our student, as instructors, again, me speaking – (inaudible) – on the instructor side, we often have to be as resilient and maybe even more so in our case. And this guy has a very interest – because he's particularly in the IT field, the teaching of information technology is a very – I'll use a graduate school word – slippery. It is a very slippery thing to engage in teaching that particular field because of the speed with which change happens within it.

So let's start filling in some sort of ideas in terms of – and you can – and you guys are pretty good at sort of doing both questions at the same time. So what should this person, and what are they demonstrating – and what competency, one of our five which I'll flip back to right now – one of our five do you think they are actually performing?

Aw, so that's interesting, Stan. Yeah. The school needs to make it a goal that an IT teachers need to be up to date. I know certainly from the conversations I've had with the IT instructors at Bunker Hill in particular, also at Capital and at Housatonic, quite often students become teachers, that there is a much more collaborative relationship across the great divide, the fourth wall or whatever, that, for instance, I've had an instructor who actually in our podcast tells this story.

We actually have a Northeast Resiliency podcast on Sound Cloud. So if you do SoundCloud/NortheastResiliencyConsortium, you'll find us. He tells a story about how, in the process of teaching a particular task and a particular programming language, a student raised their hand and suggested using another language. So he said, all right. Go ahead. See if you can do the same thing in that other language. When I finish up here, you can go ahead and tell everyone how it turned out.

That – you can't – it's seemingly impossible in a lot – in a sense to know every single solitary thing there is about information technology in terms of how – because of how fast it changes. And students often become the best resource – oh, thank you, Alisha – become the best resources for knowledge.

Again, it's very the power – (inaudible) – kind of thing. It's sort of the idea that your classroom shouldn't be a teacher filling the empty vessels on top of your students' necks, but your students have as much experience, not only just world experience or life experience but actual knowledge, actually really sort of content knowledge that can be broadcast.

So the classroom becomes a forum rather than necessarily something where the teacher has everything. But what I like about what you said was the fact that we should – the schools should be supporting the instructors and that the instructors, in many cases, could go to the school and say, hey, listen. I'm going to take this other class on the side.

For instance, for me, I'd love to take a logic class – (inaudible) – field of philosophy I don't have a lot of experience in. I know I could teach that much better if I had some logic under my belt. That's the kind of thing that I'm going to go to an administrator and ask for, hey, can I go take this somewhere else to sort of augment my teaching?

Will Charles see the transactional class today is worth the benefits of tomorrow? I think that would really kind of depend on his relationships and his teaching practice, I think, because he is coming out of the field, as a lot of our instructors were. The idea that he could sort of evaluate what he's going to have to do, in essence, becoming a student may be kind of – maybe even swallowing some of his pride too.

Kathy, I'm interested to sort of think about what you're envisioning him doing and what competency that would necessarily be. Again, I'll flip back to the competencies for a couple seconds, while hopefully you have the story memorized by this point. But yeah. There's the competencies. What are you thinking Charles should do and, in terms of the competencies, what do you think he should be performing?

Yeah. The idea of an externship is interesting, though, Kim, are you thinking he is going to offer it or he is going to take it himself? Again, as a retired worker, by asking him to step back as a – in the field again, I wonder if that's – is that what Charles really is going to be able to do in his heart in terms of really becoming a student again?

Yeah. I think adaptability is at the core of pretty much every IT activity that I've seen. Adaptability, Maria, was one of the more popular competencies that came up. Absolutely.

Well, and the idea of you think the benefits will be down the road, I mean, sometimes you can't necessarily evaluate it in terms of benefits. It may be something like – again, a lot of what our students confront or a lot of what I've confronted in my own students is the idea of their pride. They won't raise their hand because it's something – it's a hit to their pride to raise their hand or ask for help in a lot of cases too.

As somebody – I also work in the tutoring center, and I come face to face with a lot of students who are forced to be there by their English composition students – English composition instructors, for instance. So the idea of somebody kind of looking themselves in the face, again, reflecting, reflective learning, becoming self-aware, and articulating, like I think it was Stan was suggesting – was it Stan? Yeah – Stan was suggesting in terms of approaching the school and asking for help or turning to their colleagues and asking for a hand.

Yeah. I think the idea of job shadowing, working with faculty to find an IT – (inaudible) – department that would allow him to job shadow, yeah. Well, but again, as somebody who's worked at the job for as long as he has, that is going to be an interesting choice on his part, I think, to actually step back into the field of the student again. And again, a lot – that's a lot of what our teachers are doing themselves.

Our teachers are from the field. I'm also thinking in healthcare too. We're focusing a lot on IT right now because of the example, but the – especially in the healthcare field, like EMTs, those people are literally stepping off the ambulance into the classroom. That person has been talking to essentially younger versions of themselves and that they're not going to discredit the life experience that those EMTs to be or paramedics to be have had because they know they've actually really been there. I mean, in many ways service work training has a lot of those awesome opportunities where you are, as an instructor, looking back at your own face. So it's – and using and exploiting that.

I'm going to click back for a couple seconds to this, the idea of service work and the relationship between service work and empathy, remember when it was you. That is at the core of a lot of the kinds of training activities that our students are participating in, and that's a lot of what the teachers were thinking about.

And not only that, projecting yourself into the role of the person that you're working for as a service worker, the patient in the case of the EMT, the person who's yelling at you on the other end of the phone as a customer – the phone – the customer healthcare technology specialist on the other end who is helping this person get through healthcare, signing up for healthcare. The person on the other end of the phone is probably pretty frustrated.

So they ended up talking on the phone to one of our former students, that takes resiliency in order to remember that this person may be cursing you out, but you may have been that person at one point in time.

So role play, group work, and reflective work, that's kind of at the heart of all the things that we were just doing in terms of – and a lot of it comes back to narratives. That's what I like about these – the – being the person to kind of look in and see what everyone is doing is that a lot of this stuff comes down to storytelling and narratives and empathy and understanding someone else, even playing somebody else in order to understand them.

So we're going to hop off the activity train here and get on and start talking about tools, how the stuff actually takes place. I know Kathy a little early on asked about program design. Now, we're at that point in the show.

So the first tool we're going to look at is this, which you've already met. This is the sunshine you heard of. So obviously a lot more colorful. Graphic design is awesome. So it has their definition of resiliency. It has our definitions of the five competencies, critical thinking, adaptability, self-awareness, reflective learning, collaboration, but what's different in this case is in the model we also came up with example actions. So ways – they have action verbs. They're kind of like a résumé.

They have verbs that lead them off, and what they're doing is describing how that competency would be performed or witnessed by an evaluator. So, for instance, under adaptability, demonstrates curiosity, flexibility, and openness to change. So moving from the abstract resiliency, slightly less abstract definition of adaptability, down to a slightly more concrete example action under adaptability. So – and you guys will have – there you have access to all of this because this is in the PowerPoint.

This was – like I said before, this is sort of the DNA. This is the thing, the combination of CTA and G – GTAC – there it goes, my bio knowledge. So that's kind of the DNA that's in everything that we've been doing. So what we did is we broke down each one of the competency. We're going to break it down – (inaudible) – the code, CT, AD, SA, RL, and CO, in order to fill out this.

This is the curriculum alignment table. This is really where we get down to – this is the thing where the teachers make contact and how we collected teachers' ideas in terms of their program design. So they filled it out. It's four columns working from left to – or you read it from left to right. They could fill it out in whatever order. So the first column is the learning or skill objective that tended to come from the course outline, the things the curriculum committees approve.

Then moving to the right, course content, the choices that the teacher was making in the classroom in terms of delivering. How are they delivering the content or skill knowledge that presumably their students don't necessarily have on hand? So what, essentially, the teacher provides. Third column being the task, what your students would perform in response to columns one and two. That's where we asked our teachers to assign those competency codes.

What – just like you were doing with the scenarios, what competency is being performed by the action you are seeing in your students, either live of what they're producing in some sort of written or oral feedback? And then the fourth column is the assessments. How are you assessing the performance of that task? And we had a full range of different ways that people approached this table.

What I love about the table is it's kind of naked. It really asks you the how do you – you can put how you think about your job, your work as an instructor into this thing and it will reflect it back to you but we've added – again, what's added in this case is through the issue of resiliency. So you can really see how – I mean, okay. Am I really doing what I think I'm doing? Am I really assessing what I said I'm assessing?

One very common thing from my own personal experience is the issue of collaboration, and I'm having my students collaborate and do group work assignments. But am I genuinely assessing their individual performance as a group member? How am I doing that? Did I even teach them how to work in a group in the first place?

The difference between teaching collaboration, developing collaboration skills, and then simply having students collaborate with one another. Just throwing a group assignment out there and letting them kind of figure it out, you end up with a typical relationship between the superstar who does most of the work and the person who shows up every other session who kind of gets sucked into the project and stands there with the note cards and reads off the note cards and that's it.

So this is an example of a college success class from Capital Community College. They filled out a – Maria Bosch (sp), she filled this out for her project citizen class. So again, working from left to right, she has her objectives on the left. She has her course content, including the book chapters and the page numbers and then the project itself in three different pieces, the proposal, the presentation, and then the peer review and then three assessments that go along with it.

So this is the next generation of what I just showed you. So what we – Nan Travers, who is the director – she actually has a brand new title actually. I wrote it down. It is – where is it? She's the director of – oh, I can't find it. Nan Travers is director of Center for Leadership and Credentialing Learning at Empire State College.

Among other titles that she has, she is a wizard at this instructional design stuff. So what she did was essentially make our regular old four-column curriculum alignment table into something a lot more robust. That's how they overlap. So column one, two, three, and four on our old four-column table is now this.

What's interesting – again, I'm not going to go into too much detail about this, but what's interesting is while we were coding, asking our instructors to code the activities – the students' activity for their competency, she suggested and we are – kind of went forward with this – is coding the learning outcome and have that shape how the activity is both performed and then assessed.

So that I think was one of the most exciting – kind of the most exciting things about this sort of second generation of our alignment table, trying to get it into a design table is that you code the learning outcomes, which is the translation process. So you translate from learning objectives to learning outcomes, but learning objectives happen in the classroom. Outcomes happen outside of the class or the apparent – it's how the person performs outside of the classroom.

And then in the same way with resiliency outcomes in the top right-hand corner of the table, you go from objectives to learning outcomes. You code them. You come up with the example actions that correspond to those competencies, and then you translate the example actions into the specific class that you are teaching. And then you go – you carry on from section – into section two, which is all of describing how the activity is done, and then the bottom is where you start to build your rubric. So there's – this is not only just an instructional design table. It's a rubric design table.

So this is an example of one. I'm being given the sort of hi sign that we're kind of running a little low on time. So I won't take too much time with this one. It is from an IT class, and what essentially it does is moves from left to right in section one, left to right in section two. And what ended up happening at the end of filling it out was the assessment components weren't doing enough to satisfy what you said the resiliency outcome that you wanted to see as an instructor. So that's that.

Quickly, to talk about our online – sort of the online portion, everything I was just talking about had to do with classrooms. This portion has to do with is sort of the online version of that. So Smart Sparrow, which is a startup – a tech startup in San Francisco and actually Australia that also has a branch in San Francisco, that – they took our resiliency competency model – like I said, it's the DNA of everything, and they took it and ran essentially – did a parallel design project where they came up with two lessons, online lessons for each of the five competencies. And they're housed in what we are looking at right now is essentially the hub, or actually, this is the – sorry. This is called the learn space. The hub is the teacher side. So this is the learn space.

Students could enter in here or this is what they're going to be presented with initially is – and this is where they would access each one of the 10 lessons. If you notice, there's a little pink dot that says hello there. That is Dot. That is a character essentially performing kind of like an AI, an artificial intelligence character, robot, or a voice on the computer, hopefully a little bit more kind of how from – (inaudible) – space. Obviously, a lot nicer version of that. She's curious or he is – it is curious. Dot is sort of genderless. It's not assigned a genderness setting.

But Dot is interested in building a game, a resiliency game. So students enter in there and participate in this game, but the thing is the game doesn't have any instructions because Dot is presumably still building them. So what the student ends up doing is exactly the same kinds of things that teachers are doing on their own in their classrooms, which is putting obstacles in front of students and asking them to kind of work through them. And so again, like I said, the DNA thing is really super important because it's kind of in everything that we do.

So this is just a way – a page from the reflective learning lesson. Dot is on the left-hand side. She converse – there's a series of different scripts that they have generated where she responds or he, it responds to how the student is performing with its adaptive technology. So as you click or the way that you click or how fast you click, the kinds of things – the kinds of feedback you're giving, there's also portions that are reflective. That is what is going to generate Dot's response and the screens that you see going forward. So that is the fastest version of all the tools I could possibly do.

I'm going to hand it over now to director of the NRC, Paul Casey, and he is going to talk about the impact of – that these kinds of tools and the ideas that our instructors have had have had on our students. Paul.

MR. CASEY: Okay. Thank you, Ed. Take a deep breath now.

So you'll remember at the beginning of the webinar I talked about how we struggled with do we address student resiliency or do we address college resiliency, institutional resiliency, community resiliency? And we really landed on developing a resilient student, and one of the things that has happened as a result of this work is that we've really been able to impact all of those things.

As a result of focusing on our student, we have been able to impact the institutions that are part of the consortium, the community that they're part of, and faculty and staff that are part of them. And in order to tell us more about three or – three or four examples of that, I'm going to introduce you today to Sherwood Taylor from Atlantic Cape Community College.

SHERWOOD TAYLOR: Good afternoon, everyone. Thank you. Thank you, Paul. One of the things at Atlantic Cape I would have to say is being part of this consortium has really led us as an institution to – back into that student resiliency and focus on our resiliency as an institution and also to support the instructors and their resiliency to help the students. So – and some of the things that we have done, we focused on accelerated learning.

All of our healthcare programs – and now this is filtering over to the other areas – are web-enhanced now. We're using blackboard to provide the students with additional resources, additional study materials. Their tests and quizzes are administered that way so they get immediate feedback. We're also working with – I'll talk a little bit in a second about our prior learning assessment, which has been a big part of what we're doing under this resiliency project.

Something we're called cross-walking credits, when our students earn credits under our workforce development or non-credit programs, that there's not 14 forms that they have to fill out to have those credits applied to their transcript. Are we 100 percent there? No. We're about 80 percent there. So we're really pleased about this term that we're using. We're calling it cross-walking for our students.

Ensure students earn industry-recognized credentials. We have really, really wonderful employer partnerships here at Atlantic Cape with our employers. I'm just going to highlight one that's really I guess at the forefront. One of our employer partners, Atlanticare, which is our regional hospital system, came to us and was interested in something called CPI, which is crisis prevention and intervention. It is a certification that can be given to students in any field.

What it teaches them is non-violent resolution to a type of crisis. That doesn't – I'm not talking about active shooter or anything like that. It's other types of crisises. And in our last meeting with our employers, the employer from Atlanticare did tell us that she could see a difference in our students who had taken this CPI certification versus the students from a previous class that had not taken it. So blending those certifications in at the employer request is something that we're very focused on.

Innovative employer partnerships, again, Atlanticare, as our focus, is one. Previously Atlanticare did not pay for their students to take what we call continuing education or workforce development or non-credit programs. Because of our relationship with them over the last three years and the students that we're turning out, they have since switched that policy to – wait until you hear this.

They will only allow their employees to take continuing ed or non-credit certificate programs from Atlantic Cape because of our experience and the type of students that we are turning out for them. Additionally, they have increased the tuition reimbursement for those students from $4,000 a year now to $8,000 a year. So for me, when an employer coughs up money for the training of a potential employee, that's very innovative. So we are working very closely with them.

Our new technology, if it was not for this project and this TAACCCT 3 grant, the simulation equipment that we have, the new beds, the new EKG machines, all of this equipment that our students are seeing when they go into the workplace we now have in our classrooms. When we bring our employers through, we hear the comment, this is nicer than what we have in our office. So our students are being prepared on the latest equipment. And the development of our paramedic program under this grant, we're moving to iPads and electronic books.

So those EMTs who are working those grave shifts can now have an electronic textbook that they can highlight and annotate and help them study. And because of the grant, we had a program specialist who met with – along with our assistant director who met with the students and had those conversations about where they wanted to go in healthcare, what they wanted to do. So we will be transitioning them that over as the grant ends.

And then the last part for us is the PLA we think is very important for us in this region because, as Paul had mentioned, some of the unbelievable things that have happened to us. There was one period of time when our public schools were closed for four months because they were being used as shelters for people who didn't have homes. So a lot of the folks here – and everyone knows what's going on with Atlantic City with the casino closing. So a lot of our students really believe that they cannot attain a credential, whether that be a certificate or a college degree.

So our vice president of academics has placed under our department a department now that's called College and Career Pathways. The focus of that department is to develop any program that will help guide the student directly into a college path or directly into a certification path. The other major part of that is what I refer to for folks as traditional PLA. So our department, the coordinator that reports to me is responsible for competency verifications and portfolio development, the testing and assessment for things like CLEP and DANTES, those things, outreach.

We will be responsible for marketing our PLA process to our students and people in our county, actually reporting on what students are in our institution, what classes are they taking. Are they persistent? Are they taking more credits than other students under this PLA model? We will maintain the master list of the PLA courses and the certifications that are being accepted here.

Any new initiatives that come up that relate to prior learning assessment would come through our area, and the business model was something that was lacking. We had – faculty members were reviewing portfolios, and their compensation was being missed. So we will be responsible for that.

So I think overall for us the experience has obviously had a great effect on our students but a really profound effect on our institution to be able to get students where they need to be, help them on their path, and to make them more resilient. Paul?

MR. CASEY: Okay. Now, we're going to hear from Alese Mulvihill from Housatonic Community College.

MS. MULVIHILL: Hi, everyone. I'm so excited to be here today to tell you a little bit about how we've embedded resiliency into our curriculum in community – specifically in our community health worker program. For those of you that don't know what a community health worker is, like it says on the slide, they're typically trusted community members. They've never attended college, typically.

Our CHWs work in our community health centers, in our non-profit sectors, and our hospitals, and they're typically working specifically with patients in preventative care. So if somebody gets an asthma diagnosis, they're the people that go into the homes to make sure that the preventative care is being followed for the child. And so you can see where it's really crucial that these are trusted members of the community.

We include topics in there, mental health, first aid training, self-care practices. When you're doing homework, it's so important to make sure that you keep yourself very whole in that environment. And also emotional trauma protection. There's this vicarious trauma that a person can get just from listening to somebody else's trauma. So we like to make sure that they're very well-protected because the last thing we want them to do is be harmed in the process of working with clients.

One of the techniques that is used in the classroom is a motivational interviewing, and what they do is we give them a scenario and we have a client and a CHW, which are both students. And the client is really told to give a negative feedback and to be real and be a little bit combative, and the CHW has to use methods and they have to adapt and react to what the client is doing. The cool part is then they give feedback, and then we try again. So in the field they don't have the opportunity to do that, but in the classroom it allows them the opportunity to get that feedback in real time and then try again. So that's one example.

Also in our community health worker class – and this is the coolest thing. So I get really excited about it, but a lot of our community health workers, when they get out into the field, have to work with multiple agencies. Actually, our community health worker instructor just put on a huge wellness fair in the east side of Bridgeport, Connecticut. And so in order to get them to work together and identify skills, we have them come up with their own graduation ceremony.

This is an idea that came from us working with the instructor and her telling us the need and then her thing. Well, what about a graduation ceremony? What if they came up with their own? So they have to get a venue. They have to provide food. The goal is that it's at little or no cost. So they have to work together, and it has to celebrate the diversity, the different people in the classroom.

So it really gets them to talk and work together and realize what is needed. We had a photographer in one of our graduation ceremonies because he was an uncle of one of the students. We've had DJs. We've had people share their talent during the graduation ceremony. We've had a person that actually was being treated for cancer that was in the class just tell about that experience and how the class was very healing to her. So it's really an amazing opportunity for them to create within the classroom something that they may have to do out in the workforce.

They developed a resource handbook. So other activities that this kind of helps them with is coordinating a health fair, like I said before, developing a resource handbook. They have to call all the multiple agencies and find out what they do. Those need to be updated all the time. Non-profits are gaining grants and losing grants all the time.

So it's imperative for them to be able to communicate and find out what services are being offered because, if they've lost that service, you don't want to publish that out to the community. It's very frustrating for a client. And also promoting awareness events. So they make their own invitations. They promote it. They invite the president of the college. They invite the academic dean. So it's really an amazing experience to get them prepped for the workplace.

Sorry. So another thing that we did with resiliency at Housatonic is in our orientation. So we really wanted to build a culture of resiliency in a real fun and comfortable atmosphere, and one thing we realized with our students, we have all these expectations of our students that just came out of high school, and we have a whole different language here. Did anyone at 18 know what a bursar's office was? So we have our own language.

So what we do is it's a session in orientation, and the topics include how to adapt to college life and classroom etiquette, study skills, what do professors like, what do they not like, communicating with your professor. Very interesting. We had a student that was a – was in the army, and he was like, well, I would want to address them as ma'am, and the professor said, well, in the college we would prefer you to say professor. So it's learning that language. And there's nothing wrong with ma'am, but it's teaching the language of the college.

I put here access to a link. So when you go ahead and print the PowerPoint or you download the PowerPoint, actually the HCC's FORWARD page has an example video of our student orientation. So we do a in-person orientation and an online orientation. So that is our online orientation section.

Also at Housatonic, so in order to keep this resiliency going at Housatonic, we're identifying faculty champions. We all know the importance of tying in faculty. So we are in the process right now – we've done some of this, but professional development opportunities. We've had a resiliency training here. We actually taught the competencies into freshman seminar, teaching all the faculty the ways to embed the competencies into our freshman seminar class. We are using the artificial intelligence to develop resiliency.

So we're teaching that Dot program to our students so it can be used inside and outside of the classroom. And we're inviting faculty to the NRC Learning Event Faculty Institute and I'm actually not even sure but they were also invited to this webinar. So they may be listening to me right now. And the idea is to just really continue this resiliency work here at the college and really move it into multiple classrooms.

And now, I'd like to introduce Francesca Fiore from LaGuardia Community College.

FRANCESCA FIORE: Thanks, Alese. So I'm going to talk about resiliency within the context of our S.A.V.E. EMT program. S.A.V.E. EMT stands for Supporting Adults through Vocational EMT Training, and it's designed for disadvantaged and non-traditional adult learners. The program includes contextualized basic skills instruction in a team-taught environment. This allows us to accept students into the program with an eighth grade reading level despite the fact that the technical course content usually requires an eleventh grade reading level.

So we're really able, through the curriculum, to open up access to a much wider range of students and students at a much kind of lower skills level than would typically have access to the program. Other critical elements of this access and success program include comprehensive intake and wrap-around support services. These instructional designs support student resiliency, putting them on a sustainable career path in a pre-hospital care program.

So our work with the NRC really allowed us to deepen the resiliency focus of this curriculum by adjusting the invisible wounds of psychological trauma in pre-hospital care, recognizing that emergency medical personnel are uniquely positioned to prevent PTSD and other trauma-related disorders in patients. And as between 15 percent and 25 percent of traumatized patients will need long-term care for PTSD, we developed what we're calling the eSCAPe curriculum.

eSCAPe addresses the effects of trauma in pre-hospital care by embedding several kind of key components into the curriculum, social engagement, choice and control, anticipation, and planning and organization. And it's really around focusing how pre-hospital care workers are interacting with their patients during this really critical time of trauma to reduce the long-term impacts of the situation. So we really see it supporting resiliency because it's making psychological competency an intrinsic part of the delivery of care.

We've embedded eSCAPe principles and concepts in our practical skill sessions for students, and we've also developed train the trainer workshops that teach the importance of this competency for pre-hospital care workers to our faculty practitioners.

And we've been running at LaGuardia for many, many years EMT and paramedic training programs, and it was really through the work of the consortium and through this focus on resiliency that we were able to develop this work and then implement it throughout all of our curriculum and really scale it now, hopefully, across the sector nationally. And we see this work as really being important because it's encouraging students to become more resilient and better prepared to deal with the traumatic experiences that they might be seeing on the job.

It's preparing faculty to be more resilient, to better prepare their own students for work, but many of our faculty are also practitioners in the field. So they're able to connect the lessons that they're teaching to their work as well. It's allowing for patients to become more resilient because, through the care that they're getting from our EMT and paramedic students and who are ultimately workers, they're less likely to experience psychological trauma. And all of this put together really supports more resilient communities, and so this is work that we're especially proud of and excited about and grateful for the support in moving this work forward.

So now, I'm going to hand this over to Paul again, and he's going to talk about resiliency at Bunker Hill.

MR. CASEY: Thank you very much, Francesca. In the absence of Bryan Craven at Bunker Hill Community College who is a faculty member there who had a family emergency, I'm going to talk a little bit about how Bunker Hill has really integrated the resiliency competencies across curriculum in multiple departments. This kind of speaks to, Maria, your question about how you have been able to help academic departments dedicate the time and energy to these kinds of innovations.

By having the college involved in the process of building the competency model from the beginning, it really became very much a part of the DNA of what we're doing. So as a result, we had the involvement of faculty from the beginning to ask them, what are the competencies that were most important to a student being successful not just in your classroom but in the workplace?

And by asking the faculty those questions early on, it really was – allowed us to circle back with them, and Ed has been extremely helpful in being someone who can talk directly to faculty in order to help them understand ways in which we can take these competencies and work them into a variety of different curriculum, like mobile apps development, big data, and gaming and other web development programs.

One of the other keys for Bunker Hill Community College was leadership of the college was very much on board with supporting the work that we're doing. So we've been able to really have that college involved in that way. So they also have had the program part of the web development program.

So one of the programs that was key to all of this at Bunker Hill is that the IT problem-solving program was one of the programs that we mapped the resiliency competencies to, and as a result, we were able to touch many, many students at Bunker Hill Community College.

So now, we're introducing the competencies for formal recognition to their curriculum committee. We're expanding the competencies to all web development programs, and next we'll look for it to be college-wide. So those are some exciting things that are happening at Bunker Hill Community College.

So now, I want to take a little bit of time and talk about consortium-wide. Across the consortium we've had 565 students who participated in two phases of a pilot that we rolled out last fall and this spring. So we really have used that pilot to solidify or validate our resiliency competency model, but what we also saw when we looked at all the numbers of the students that were in those 25 different programs is that 90 percent of them either completed the program that they were in or are still in it.

So that's a really good data point for us to see that, of all those students that are in those programs, that they're staying there and that the work that we're doing with resiliency is impacting them in the classroom.

Ed is going to talk for a minute about teachers and how teachers have been impacted.

MR. FIANS: Yeah. And actually, hopefully what I'll do is I – if you look at the participant questions and comments section, we actually have a couple questions, one and three – or and two I guess as well that sort of have to do with what I want to talk about with this slide.

So what I've been lucky enough to discover, because it kind of fell to me to this sort of – my job with the NRC is I discovered a – what I call a small creative and unironically resilient group of users, meaning teachers, with direct impact on student lives – students' lives – again, I use the word lives in particular – and department-level pedagogy kind of going outwards from them.

So the tools – at first the curriculum alignment table with its four columns and then the instructional design table with its three rows and two columns and more boxes is essentially how our teachers are becoming self-aware.

Or they were already self-aware. How they're cataloging their self-awareness and their own reflective learning in terms of their practice, that the impact was essentially discovering that there was impact and that teachers were actually impacting their students but they didn't necessarily have the language to not only express themselves to one another, their peers or their department heads or their administration, but for their students in particular.

So the time that they took to fill out the tables in terms of the compensation and stuff – unfortunately, I'm not the money guy. This might be sort of a Paul in answer to that question in terms of impact, but the time I spent grabbing office hours, working with teachers one on one to alleviate sort of the pressure and the time certainly was, to kind of hopefully answer number three, that time and energy, use of impressive addition to the curricula, a lot of that stuff was already there. It was really about just kind of filling out the tables and stuff one on one with them. So, Paul?

MR. CASEY: So these are the 25 different programs that had resiliency mapped to their program. Now, we're going to talk about – Meredith is going to close us up and talk about next steps.

MS. HATCH: Great. Thank you so much. So in terms of next steps, we've been responding to some of the questions that you have written using the chat box, and if you have other questions, we're really happy to be in touch with you by e-mail so that we can respond to those questions a little bit more. So feel free to keep on writing more questions.

We also wanted to highlight a few ways that you can stay in touch with the Northeast Resiliency Consortium after hearing our story. So first is actually coming up very soon, two different opportunities to get involved on October 6. This is part of the storytelling network IMPACT community, and there's a meeting of this IMPACT community at 2:30 this Thursday, October 6.

Also, we're offering a webinar on prior learning assessment and student success October 6th at 1:00 p.m. You heard a little bit from Sherwood about prior learning assessment at Atlantic Cape, and you can learn more about the consortium's work in prior learning assessment there.

We're offering a webinar on the resiliency guidebook, so really delving deep into those tools that Ed discussed on today's webinar, and that at Achieving the Dream's National Conference February 21st in San Francisco, California, the consortium is hosting an in-person workshop. So we're excited about those opportunities to connect with you.

We are happy to follow up with you after today's webinar, and we just want to thank you all so much for the opportunity to connect with you today. Now, I'm going to pass it over to Laura to close us out.

(END)