**WorkforceGPS**

**Transcript of Webinar**

**Increasing Student Support to Improve Outcomes: SkillsCommons Field Guide of TAACCCT Innovations**

**Wednesday, September 26, 2018**

*Transcript by*

*Noble Transcription Services*

*Murrieta, CA*

LAURA CASERTANO: Without further ado I'm going to turn things over to your moderator today, Evan Burke. He's a TAACCCT program analyst out of the Division of Strategic Investments, for the Employment and Training Administration, with the U.S. Department of Labor. Evan, take it away.

EVAN BURKE: Thank you, Laura. My name is Evan Burke, and welcome, everyone. We're delighted that you've come to join us today. It looks like we have over 85 of you have joined so far, and the number is quickly rising. So based on the polling questions, it looks like over 27 percent of you are from colleges. There are 14 percent from the workforce assistance and just a few community service providers. And we have over half of you are from other kinds of organizations. So thank you, everyone, for joining us today.

As I already said, I'm Evan Burke. I'm from the U.S. Department of Labor. And I'd like to introduce my co-moderator for the series, Erin Berg, who is the community college specialist at the Department of Education. You'll hear from Erin in just a minute.

So our presenters today were involved with a U.S. Department of Labor grant called the TAACCCT Grant. For those of you not familiar with TAACCCT, I'll give you a short explanation. So TAACCCT was a $2 billion, 7-year grant wrapping up in September 2016, so in just a few days at the end of the month. TAACCCT provided funds to community colleges to support changes that would make it easier for adult learners to earn industry recognized credentials and improve their job process.

While TAACCCT was only authorized for four years, the impact is expected to last much longer because of the things that colleges did. So, for example, developing a workforce navigator curriculum and implementing the career coach's role that you will hear about in today's presentation. I'm going to turn it over to Erin now to tell us a bit about webinar and the series that this webinar is part of. Go ahead, Erin.

ERIN BERG: Thanks, Evan. Like Evan said, I'm Erin Berg, the community college program specialist with the Office of Career, Technical, and Adult Education at the U.S. Department of Education. And in my role, I get to work hundreds of colleges and millions of students on the community college system. And I'm really excited to be a part of this SkillsCommons webinar series, which is a continuation of a series we started last spring.

In all this the Department of Ed and OCTAE have enjoyed working with the Department of Labor to support TAACCCT applicants, grantees, and now the greater workforce development community through the SkillsCommons.org website, as well as these informative webinars.

Today's webinar, as you can see, is the third in this series. And we'll have two more left. There's a link below where you can sign up to get more information and to register. And the recordings of the previous webinars can also be found at that link below, which goes to Workforce GPS. I have to say that I'm really excited about today's webinar, "Increasing Student Support Services to Improve Student Worker Outcomes." That's because my own background is student affairs, but also because it touches on some of the root causes of student success at community colleges, which is feeling supported, knowledgeable, and making informed choices about their career pathways.

Folks like navigators, coaches, mentors, and counselors all play a crucial role in student success, particularly for first generation, lower income, adult students, Veterans, or for upskilling workers who may have been a while since they were last in post-secondary education and they're faced with new systems and offices and technology that they may be unfamiliar with. These are some of our most at-risk student groups, and the extra support for them – and all students really, but especially them – is so important.

So the projects at Great Falls College and Santa Fe College were supported by TAACCCT grants are really amazing examples at our community and technical colleges and also their partners, such as nonprofits, high schools, and the workforce systems. You know, I'm seeing everyone's introductions there, seeing a lot of folks that are not necessarily at the colleges, but are definitely involved with the students and the workers that are attending colleges. So I think that we can learn from these examples and maybe adapt some of these models to benefit your own students and your own workers, both in the classroom and as well as in terms of workforce readiness when they finish.

So thank you so much, Evan and Katy and Kristen for presenting with us today. And of course, thank you to the audience for your interest in supporting our nation's community college students. Evan, I'll give it back to you.

MR. BURKE: OK. Thank you, Erin. So going back to that opening poll about open educational resources – so it looks like nearly half of you do use open educational resources regularly. About a third of you, over a third, are just turning to the four open educational resources. So we have some excellent resources for you today. And about 20 percent are here to figure out what it's all about, what are open educational resources? So we have several great examples for you in this webinar.

So the 700 TAACCCT funded colleges – which is actually about 2/3 of the community colleges in the U.S. – (include ?) 2,700 new or revised programs of study, like the curriculum for a manufacturing or healthcare program at a community college. They've also developed new ways of doing things, like training workforce navigators and job development career coaches that you'll hear about in today's webinar.

All the TAACCCT grantees are required to share the materials they developed. These are things like curricula and program materials on this website that you printed out called SkillsCommons.org. SkillsCommons was built through a cooperative grant between the U.S. Department of Labor and California State University. Grantee materials are still being added and Cal State will be continuing the site after the TAACCCT grant ends. So don't worry, those resources will still be up at SkillsCommons.org and can be used for, hopefully, a long time to come.

Even though the TAACCCT grants are wrapping up, you and others can benefit from what grantees learn and build right now. So one exciting new resource, SkillsCommons has is called the SkillsCommons skill guide of TAACCCT innovations, which you can access at that link that you see up on your screen right now and also is available in the web links box that you can see right there.

So it has videos and resources like you hear about today and has many other resources and features, many other presenters, and videos from different community colleges, including from our TAACCCT program editor, Cheryl Barton, and our news director, Robin Fernkas.

So today you'll hear from two presenters about their parts of the field guide. So today we are happy to welcome Katy Brooke from Great Falls College in Montana, and Kristen Krell from Santa Fe Community College in New Mexico.

Our first presenter is Katy Brooke. Katy, I'll turn it over to you.

KATY BROOKE: Thank you so much. As Evan said, my name is Katy Brooke, and I served as the grant coordinator for Rev Up Montana. We were a $25 million Round 3 TAACCCT Grant focused on manufacturing. Our consortium consisted of 13, two-year and tribal colleges in the State of Montana. We served over 5,000 participants and created or augmented 39 new grant programs as part of this project.

Now, one of the key components of our grant project success was creating this workforce navigator position that I'm going to talk to you a little bit about today. In other projects, this is sometimes called a coach or an adviser. But in our model, workforce navigators were college employees who worked with students throughout their education and job search, with duties ranging from recruiting students into training programs, to assisting them through the admissions process, to helping to mitigate problems in the classroom, to helping them get their degree or certificates and helping with job placement after graduation.

Our navigators were able to fulfill these roles by not only being experts in their college and workforce training systems, but also being integrated into the job service and the one-stop systems. Sometimes they would split their time between having an office at the college and having an office at job service where they could meet with potential participants and help them through these processes.

They worked closely with industry by developing relationships with local businesses, so when the time came for a specific student to be placed in a job, navigators knew who was hiring and where would be the best fit for that student. With our workforce navigator's retention rates in Rev Up programs, averaged 117 percent higher over all two-year programs in the state. And the award rate for participants tripled over students not enrolled in Rev Up Program. By working closely with job service, we saw a four-time increase in referrals to enrollment rates, and as many as 80 percent of navigator participants were placed in industry jobs upon completing their training.

Our research after the project has ended has suggested that our navigators who were focused on these recruitment activities earned colleges $130,000 a year in increased revenue from tuition, fees, and FTE allocations.

OK. So on to the project I'm going to talk to you a little bit about today, our innovation. As we kind of wind down in the project, we realize that we wanted to find a way to capture all of the successful methods that our navigators use to work with students. So part of wrapping up our TAACCCT project was designing this comprehensive workforce navigator training e-course that would allow future organizations or entities to pick up the best practices we developed and use them in their own organizations without having to start over from scratch.

This training consists of 12 self-contained modules that take 8 to12 hours to complete, about 30 to 60 minutes each module. It's designed to be either taken as a whole training, say, if you're onboarding a new employee in a navigator-like position, or to use individual modules for targeted professional development. These modules work well to integrate effective practices from the workforce navigator position into similar positions, like advising offices in a college setting or even case management employees at job service one-stops.

The course draws on best practices learned in the field from our navigators along with resources collected from other successful navigator pilot programs around the country. You can see a list of topics there. I won't go through all of them with you. But we talk about everything from what exactly a workforce navigator is through specific methods for assessment and case management. We did our best to make this information as general as possible so it could be used in different states and across different organizations. There are a few Montana-specific things that we really believe is applicable to just about anyone who's looking to train someone in this type of field.

OK. So I am going to now share my screen so I can show you a little bit about this training and what you'll see if you are interested in utilizing this in your organization. So there are a couple different ways you can access the training. First, you can run the training online fully. You can also download it on a local computer or run it from an office computer. So I will show you how to do that a little bit later.

For the online resources, you can access through this link, the revupnavigator.wordpress.com. This will be available in the Power Point notes as well. This brings you to a landing page that goes over some general information about our project and how workforce navigators came to be. And then you can jump right into the training modules by clicking on the training modules link. There is a list of the individual modules that are available. So as I said before, these are designed to be able to taken in any order as you need them, or you can start at the very beginning and go from there.

So these trainings will launch in a browser. And this will work whether you're online or offline, as I will show you later. There are a couple of features I want to direct you to. First of all, there's no audio on my screen currently, but you'll see the audio button at the bottom of your screen. All of these are designed to read any text on the screen to you automatically. There's also a notes section over on the left-hand side of the screen that has a text transcript of everything on the screen and in the videos to make the training as accessible to everyone as possible.

So each section you can click through by clicking on the Next button at the bottom of your screen, or you can also navigate from the left-hand navigation menu. The course is designed in very small chunk modules that are made to be able to be easily digestible. There are a lot of interactive elements that you will click through. And many videos we did a lot of scenarios and tips and tricks from our existing navigators to help you learn how to effectively engage students using this method.

OK. I'm going to click back to the modules here. I do want to highlight one other specific module that I think might be useful for a lot of folks. Our last module in the series is tools and resources. And in this module, we have a number of downloadable resources that are available as Word documents or PDFs. This really is the culmination of a lot of practice that we put out in the field with our navigators. And we're able to come up with quick and easy ways for them to work with students and pull up – this is an example of our career plan.

So if you have somebody who's starting out in a navigator-like position, or if you have someone who works in a college and wants to understand better how to direct their students into a career-based training system – or the other way around – if you're in a job service, and you want your students to be able to work in the college system better, these tools and resources can be very helpful in getting started with that so you know what kind of questions you're asking, how to do assessments with your students, and then how to create plans with them based on the results of those assessments. So I think this is probably one of my favorite and the most robust useful section of this training as far as hands-on stuff that you will be able to use.

OK. So now we've kind of looked at what's in the training a little bit. I want to show you the other way that you can access this training, and that's through SkillsCommons. So if you go to the SkillsCommons website – which, again, there will be a link, I'm sure, in the Power Point or the notes from this presentation – you can get all of the files that we just looked at for the different modules on SkillsCommons by searching for workforce navigator e-course. And it's currently the first one that pops up.

So there are individual modules that you can download for each course, as well as the complete navigator e-course as a module here at the bottom. There's a user guide available. I would recommend that you start by looking this over. It's going to go over what I'm going to show you here, but it's a good resource for going back. There's a trick to playing these on your own computer. So feel free to use that.

If you click on any of the modules, it will download them. You'll want to save them to your computer. And what it's going to bring up for you is a zipped file. Now, it's really important that you do a couple of things with this zip file. You're going to want to extract it. Make sure you extract the entire file. And then once you've extracted it, make sure you don't move or alter any of the files contained in the folder themselves. If you do that, a lot of the interactive elements of the modules will not work out.

So once you get into an extracted folder, this is what it's going to look like. It's got a lot of gibberish that doesn't mean anything to most of us users, but would to someone who's putting this up in your learning management system. And the Story HTML is what you will click on, and that just loads that module back up in a browser that can be used offline – so same content, just a little bit different way to access it, if you're interested in that.

So I think that wraps up everything I need to show. All right. So if there are any questions, you guys can type them into the chat now or save them for the end. I believe I'll probably have some time at that point too.

MR. BURKE: OK. Thank you. So we just have a few minutes. You can type in your questions into the chat. Then we'll address those.

MS. BERG: There is one question, asking if there's a cost for using the software. Explain that the resource is available in SkillsCommons for this navigators?

MS. BROOKE: Yeah. Definitely. So there's no cost for using this as the training itself, so that's whether downloading it to run as it exists online or from your desk top. If you want to make any adaptations to the content in the course, it is software that you can purchase. It's called Articulate. And I am happy to provide that link, as well, to you. It's a really commonly used e-course software. And it's something that you can use. There's like a one-time fee if you wanted to maybe change out some of the text so it was not Montana-specific. But if you're just using the course as it is, there's no cost associated. Was there another question?

MR. BURKE: Yes. Looks like there's another question that came in. So the question is, does the training for skills navigator come with certification used as professional development credit?

MS. BROOKE: That's a great question. So we did use it as continuing Ed credit in the state of Montana in a couple different situations. It doesn't come with like a national certification, but you can – we have certificates available that you can give to your navigators when they've completed the course. That's available as part of the tools and resources. So it's kind of – it's not something necessarily that's like an industry-recognized credential at this point, but I definitely would recommend using some kind of acknowledgment if someone completes the course.

MR. BURKE: OK. Thank you. And we have another question. What kinds of information is included in the make college beautiful?

MS. BROOKE: That is a section that has probably some of the most current information. So that would be something you might need to make some adjustments to as far as different cost structures. It's got a lot of information on how people can access funds in Montana through financial aid, then also through job service and WIOA. So we kind of collected all the resources that we had at the time, which of course, was 2016 now when we were developing this course, so that one might definitely be a little bit outdated. It needs some updating if you're going to do this training for your own states and for, let's say, a future fiscal year.

MR. BURKE: Thank you. And I've got another question. This is, where are your navigators housed on campus? And what is your strategy for sustaining those post TAACCCT?

MS. BROOKE: That's a great question. So our navigators were a little bit different at all of the 13 schools that we worked with. A lot of them housed them in maybe like an advising center. But several of them actually put them out in the trade center, so the building that they were teaching the manufacturing courses in. So the navigator had really quick and easy access to those students on a daily basis. In a couple instances, our navigators did work at a job service one-stop, at least part-time. So they had an office located there as well.

Sustaining after the grant project is definitely a challenge. That was a big part of the reason that we wanted to develop this course as fully as possible, because we saw that there was going to probably be a gap in between when the grant ended and those navigators being funded and finding additional funding streams. But we didn't want all of that knowledge and practice to be lost. So it's definitely hard. It requires some investment, either from the college side, or in Montana – we found a lot on the job service side where were very more interested in sustaining these types of activities.

MR. BURKE: OK. So have another question which is about, do any of your resources talk about child care access for student parents?

MS. BROOKE: We definitely did have that information in ours. Again, that was very Montana-specific for us. We have a couple of financial programs in Montana that help pay for child care. So that would be another part of a resource if you were going to offer this training that I would use as a supplement, and maybe add something for your own state or organization to capture that. But we definitely wanted to have that kind of information as a part of this training. Yes.

MR. BURKE: Thank you, Katy. So we'll move on to our next presentation. This is by Kristen Krell, from the SUN PATH Consortium in Santa Fe Community College, New Mexico. Take it away, Kristen.

KRISTEN KRELL: Yes. Hi. My name's Kristen Krell. And I have served as the director of the SUN PATH Consortium for the past four years in New Mexico. The consortium is a partnership with 11 community colleges. There's seven branch campuses of universities and then a series of five independent community colleges.

Today I'm going to be talking about one of our innovations that was developed with the TAACCCT fund. It's the job development career coaches, which is actually a partnership with our Department of Workforce Solutions. So it's a partnership with the workforce system.

And I'm going to be highlighting in this presentation today why this partnership between the higher education system and the workforce system really is an effective model for providing student support. So I will also be sharing with you the different ways that this partnership has worked, why it's made a lot of sense. And I will share with you some of the resources that we've developed that we've put on SkillsCommons so that if you're interested, you can use them.

The mission of SUN PATH was to improve lives and strengthen healthcare, which is a really clear and concise mission that helped to drive all of our efforts over the course of the grant. And we were guided by these goals that we spoke frequently of: first of all, to expand capacity and systemic improvements in the delivery of healthcare career pathways that align with industry needs; second, to increase the attainment of degrees, certifications, and industry-recognized credentials and served to create strategic alignment between education and workforce systems, resulting in improved employment outcomes, retention, and average earnings.

And I felt that our findings from the evaluation and the comparison study in our final performance outcomes we were proud of the success with meeting those goals. So the way this partnership was structured is we had a contract with our Department of Workforce Solutions as a large $1.5 million contract. And they partnered with us in this grant and really served as a catalyst to get a workforce presence on every college campus that participated. And so the way that worked is we also had a manager that was housed at the central location of the Department of Workforce Solutions, and they hired and trained and supervised 11 – well, actually, it ended up being 14 job development career coaches.

So there was at least one part-time job development career coach – which from here forward I'll call it JDCC – located at each college depending on the size. Some of the larger campuses with 40,000 students, we had up to three JDCCs. Some of the smaller campuses with less than 2,000 we'd have half of a position. And then the college provided the office space, the phone, and the computer. The JDCC became a part of the SUN PATH team at each college. And really the key to this being effective was regular consistent communication with the JDCC and SUN PATH college staff, as well as with the supervisor on an ongoing basis.

The primary function of the JDCC, they really targeted cohorts of students who were enrolled in training programs that we identified as programs of study in our grant. They would go in at the beginning of the semester and present on the different workforce services that they could provide, enroll students, and then they provided a series of services throughout the semester and throughout the year and throughout the enrollment of the program of study – so that definitely included resume development workshops, professionalism training, soft skills.

One of the things they had that was really a new way of thinking for community college staff is these graduation checklists. And these are on SkillsCommons. So there's a 90-day checklist, a 60-day checklist, and a 30-day checklist. They would go into the classes and basically the message is: Are you looking ahead at graduation? And if you're going to be prepared to enter into employment upon graduation, here's your checklist. Here are the things you need to be prepared with.

And so historically, at most, I will speak for the campus I'm on – and I think most campuses we've worked with – once they're done, students are often – there hasn't been much talk about preparing them for employment – it's more about the training and then that transition into employment. And so that served as a clear sort of pipeline from the training program into employment. They would also organize mock interviews, organize job fairs, assist with job placement, and definitely a primary role was engaging with employer partners, which I'll speak more to.

The other thing that was really great and made so much sense about partnering with the workforce system is that it became an opportunity to leverage all of the partnerships and resources that come along with the workforce system – the obvious one is WIOA. So the workforce employee had access to the WIOA scholarships and was able to navigate that system. They also helped make the connection with the regional workforce boards. And I'll put the college participation on that, the Trade Adjustment Act and the resources that go along with that.

And then the other piece was that through the TAACCCT grant and under SUN PATH, we were able to leverage a formal partnership with our TANF – through the Human Service Department – with our TANF, Temporary Assistance for Needy Families, resource. So then that serves students that qualify for that. It's a great way to align resources between systems. One of the primary roles when we first wrote the grant is with a $15 million grant. And when we wrote the grant, we wrote in 30 healthcare employer partners.

By the end of the grant, we had over 200 active healthcare employer partners around the state. And really that was because we were able to leverage the job development career coach in the workforce system. So they were actively involved out there getting employers to participate in a variety of ways. And the primary ways that the employers participated was serving on the SUN PATH statewide advisory council. And then each region of the state had regional SUN PATH councils where they would provide input on key skills and competencies needed for relevant job training programs, identify health care jobs that are in demand, and then offer internship, mock interviews, and job placement support.

And then the other component of this partnership that we felt like was a great addition to serving and supporting students, and something that I hope to see continue after the grant ends, was using the workforce online connection system. And I am pretty sure that all states have that. So what we would do is we would enroll all of our students. That was our data tracking system. And I'm going to show you a data chart in a minute that shows one of the outcomes was being able to track students through training programs and into employment.

And so all of our students were enrolled in this workforce system, which gave them access to the largest, most powerful job searching system in the state, access to all of the job vacancies. The state typically contains over 10,000 jobs, so this was just a great way to utilize this resource. And then actually, at this point in just a minute I'm going to share my screen. So the other thing that was such a benefit to this partnership in being able to serve students effectively was that we were able to use the labor market data provided by the Department of Workforce Solutions.

And the other thing that I've noticed – I worked at a campus for 20 years – community college campus – is that, oftentimes, there's a disconnect between where resources are guided as far as training programs and programs of study. So this was used to really target high-demand training programs and provide resources so that deans and directors and college leadership can invest in the programs that will lead to employment in the region. It also serves as a valuable tool for advisors to advise students into training programs that lead to a job, as opposed to a program of study that there may or may not be a job on the other side.

So if I could just share my screen at this point, I'd like to show a couple of resources. Thank you very much. OK. So here are the resources that we have on SkillsCommons. Our job development career coach has actually trained career college career coaches around the state. So you can see, though, there's a lot of Power Point presentations here on how to engage employers effectively: Training the Trainer, Efficient Relevant Ways of Delivering Interview Skills, and Resume Development workshops. So these are presentations that you're welcome to download and use, of course.

But one of the things I wanted to show you that the Department of Workforce Solutions provided us every year was this SUN PATH occupational information that we distributed widely across campuses so that this was for the state. Then each region – the central region, the state – would be able to have specific information about jobs that existed, sort of the labor market data for high-demand jobs in healthcare across the state. So this became a really valuable tool that we used and shared. I would love to see this continue.

Yeah. You can put me back to the presentation, if you don't mind. Thank you. So sustaining this innovation should be interesting. Department of Workforce – so it's always a concern and there's no doubt going to be a transition. The New Mexico Department of Workforce Solutions definitely decided that this was a win-win for everybody. And we allocated resources to continue the job development career coaches located on the college campus after the funds expire. How that looks and how it's structured without the support of the grant is yet to be determined and will probably be a process.

The next thing I want to tell you is how this workforce online connection system led to our data collection analysis evaluation and reporting system. The result was we were able to get these charts that were really helpful. We provided these for the consortium and for every partnering college twice a year after each semester. And this was a great way to show all of our partners what their targets were that were identified in the grant. So the blue bar represents the target. The yellow bar represents our progress towards that target. This is for the consortium, but each college did get one twice a year.

So you can see we're really proud that we were able to exceed our targets this past year serving over 4,000 students with close to 3,000 completing a program of study, then the number of earned credentials. Where we fell short was the participants who were unemployed at enrollment who were employed after program completion. We overestimated that target. I think we had fewer unemployed adults coming to us, which is good news – which is good news if there weren't that many – there were fewer unemployed people than we anticipated.

The good news is, is that we exceeded the target as far as wage increase goes, by far – so over 2,000 of our students who completed a program of study ended up getting a wage increase as a result of increasing their credentials. So the workforce online connection system allowed us to be able to track this data from the college system into the workforce. And the way it worked is the JDCCs entered in the information into the online connection system. And then our data manager took that information, organized it, and then downloaded it to our evaluator. Our evaluator then downloaded it from the secure site.

And then these reports were created, the data dashboards that were shared on our website a couple times a year, and it allowed us an opportunity to analyze the data and make recommendations. And then at our council meetings, we would then discuss and work toward implementation of the recommendations.

So in closing, we just received the results of our comparison study a couple of weeks ago. And we have found that SUN PATH students completed a certificate or degree at a 34 percent higher rate when compared to similar nonparticipants. SUN PATH participants who were unemployed at enrollment became employed after program completion at a 14 percent higher rate compared to non-SUN PATH participants. And then the average overall gain in salary for SUN PATH students was over – almost $1,000 per quarter compared to $700 for nonparticipants. So we were thrilled with those outcomes, and we look forward to seeing what we can sustain.

So just one more minute, a couple more minutes. I've been asked to share this piece, because we really were able to create a high functioning, fairly complicated collaboration across many institutions. And there were a few keys to success with this – essential components of a high performing collaboration. Some of the pieces we identified for that were structuring the system for success, individual and distributed leadership that inspires, setting a really clear vision and generate enthusiasm for that vision, and a clear direction in communication about the goals, strategies to achieve excellence. These were communicated consistently in a variety of forms on an ongoing basis.

And then creating a culture of trust and support, which is so critical and so undervalued oftentimes. So a tone of loving your colleagues, loving your employees, and being able to provide honest feedback so that people can hear it. Staying student-centered so when there's a conflict, we always come back to what makes the most sense for students. And then clear systems to measure, analyze, and manage results. Finally, taking time to have fun – we had a great time, lots of fun, lots of celebrations.

And then I did share we had over 50 employees across the state, and they were implementing innovative change, which isn't always easy. So we shared some tips that we've learned about what works well as far as being effective at implementing change in a really complex environment. And so one is to prioritize, pick your battles – hold back on the conflict unless it's really important. Trusting others and assuming the best, that you'll get the best if you assume the best.

Using reason and thoughtfulness to minimize drama, seeking to understand the perspective of others, proposing ideas and seeking input on those ideas so you can get sincere buy-in, and then request rather than complain – too easy to complain. It works a lot better to turn that complaint into a request that will often be honored. Seek the win-win in any situation. Approach problems with kindness – kindness goes a long ways. Being persistent, patient, and positive, and then letting go of what you can't control. And then finally, seek joy and tranquility in the situation and bring that tone to the people around you that you interface with each day really helps to be able to move things forward more effectively.

OK. So that's the close of my presentation. You can find the resources on SkillsCommons. And that's it for me. So if there's any questions, I'm happy to take any questions at this time.

MS. BERG: Thanks, Kristen. We do have a couple questions. One of them is actually for both you and Katy. So Kristen, I'll let you respond first. And then we'll see if Katy can give an answer. But the question was about the workloads for each navigator or coach. Can you talk about what that was like?

MS. KRELL: Katy, do you want to answer that?

MS. BROOKE: Yeah. I can definitely jump in for navigators. As I said before, we have a really wide variety of different college experiences with our navigators. So some of our schools maybe only had 200 students, but those navigators would have a case load of maybe 8-10 students at any given time. We also worked some much larger two-year schools where they would have up to 1,000 students, and then the navigator maybe would have 50-80 students at any given time that they were managing. So it really just depended on what school and how engaged the navigators were.

MS. KRELL: And I would say the same thing – we had small schools. Some of them really didn't have a big case load. And at the larger schools, sometimes it was overwhelming. We did work to add staff in the workforce system when they realized that they needed more. They oftentimes were able to reallocate some of their workforce one-stop staff to partner and help on campus, serve students on campus, so that was great.

MR. BURKE: OK. Thank you. We have another question. This one is for Kristen. So question is, "What do you think it takes to partner with the workforce system to make your strategy successful?" And especially could you touch on what kinds of champions did you have in the workforce system, how do you go about approaching them, and how did you get the workforce system to fund positions for your strategy?

MS. KRELL: OK. So having higher level leadership is really key. We happen to have a pretty dynamite cabinet secretary who was involved in writing the grant, or at least putting forth ideas to include in the grant. But I think the big thing is, is putting forth really clearly why it is a win-win. It meets the workforce system needs. It more effectively meets the colleges' needs. It meets students' needs. It engages employers effectively. It makes so much sense that I wish it was happening all over the place. I mean, it's not always easy, because it's bringing together two systems.

But if you can outline why it makes so much sense, feel free to use this presentation. Feel free to contact me. I'm really very passionate about this, because the alignment of these systems and these resources, it just – it does. It's a win for everyone involved. So laying that out clearly – obviously, having money and having a grant and then showing positive results helps as well. But you're welcome to use our results. I don't think that hurts to say this was a model that was used in New Mexico and here were their results.

MS. BERG: Thanks. This question is for Kristen. "You mentioned a partnership with TANF. Can you talk a little bit more about what your partnership was like or how you use TANF resources in your program?"

MS. KRELL: Yes. So that was actually our job development career coach manager through the Department of Workforce Solutions. They were able to partner with the behavioral health department. And basically, TANF, they contracted, came up with a million dollar contract and paid the Department of Workforce Solutions to basically provide training programs for TANF participants, which were SUN PATH participants so that they could access SUN PATH. Now, they oftentimes were these entry level certificates, such as certified nursing assistant, community health worker, phlebotomy, some of the low-skilled, basic entry-level certificates.

But then the TANF funds would provide the tuition and the fees and the support. And I mean, it's just such a great way to leverage that resource since so much of the training is happening on the community college campuses. I hope that answers your question.

MS. BERG: Thanks, Kristen. Just out of curiosity of my own, have either of you worked with SNAP E&T funding as well?

MS. KRELL: I'm not sure. Did you say the SNAP funding?

MS. BERG: Yeah. SNAP E&T?

MS. KRELL: Is that – I guess I'm not clear on the difference between the two. My understanding was that the TANF funds that we were working with, so I guess I couldn't confirm that we did.

MS. BERG: No worries. Some colleges are able to leverage funding for SNAP participants, as well, to get them enrolled in some of the pathways programs. And that's a whole other webinar. But I just wanted to follow up and see if you were also leveraging funding from USDA in that manner, and no worries if you weren't. But I think Evan had another question?

MR. BURKE: Thank you. Yes. We have another good question. This is for Kristen, "What kinds of strategies did you use to help staff and faculty understand the benefits of co-location?"

MS. KRELL: Well, I will be honest with you, it wasn't always easy, especially if there's career services staff located – I mean, which there often are. They at times could be threatened. So what we tried to do was show how the services are different. So the difference is, is that the JDCC was a much targeted approach, targeting the cohorts of students in the high-demand training programs. Whereas, the career services staff is much more open to any students who want to come and receive their services. So JDCCs were really targeted for those high-demand training programs.

And so the way that we were able to build capacity for the entire vision – and a lot of you know that TAACCCT was a very complicated vision – is very consistent, clear, trying to simplify the mission, the goals, the reasons why, the outcomes. And we did that through regular webinars or meetings online, a lot of face-to-face, state-wide trainings and meetings, but really trying to be super clear with what it was we were trying to do and how we were going to do it. And we did use some of the training materials. You're welcome to use those and access those.

And then one thing we did do is we provide – two years ago, we did a big state-wide training where we invited the career services staff at all the colleges to a state-wide training where the JDCCs trained the career services staff in how to utilize the Department of Workforce Solutions resources; because the workforce solutions system, that's what they do. They're experts at it. And it's this huge resource that the colleges really should be using, because it's so well developed and well resourced. So to have colleges develop separate systems is duplication of services.

MR. BURKE: OK. Thank you. Do we have any other questions what to ask to either Kristen or Katy? OK. Well, thank you very much. We can go back to the presentation now. All good questions. Thank you for asking them.

OK. So if you want to follow up with SkillsCommons and connect with them, you can connect with them on social media. They're on Facebook, on Twitter, on LinkedIn, which you can access at those links you see on your screen at the top.

They're also on a site called Basecamp, which is an online resource sharing and problem-solving community. You can send an e-mail to connect@SkillsCommons.org. They're also on MERLOT Voices. MERLOT is also another online resource that is run by California State University related to SkillsCommons. You can join Voice Industry Sector and IMPACT communities forum there. And by the way, there's the SkillsCommons Connect Center, so you can connect with that at the link you see on your screen. And Erin, do you want to – (inaudible) – slide?

MS. BERG: OK. Thank you, everyone. I'm looking forward to seeing you all at the next webinar.

MR. BURKE: OK. Thank you all for joining. Feel free to connect with SkillsCommons at the links that just showed up on the screen. And if you have any questions, you can e-mail them to support@ SkillsCommons.org. Thank you so much.

And thank you, also, to the presenters for presenting and for developing the resources that you developed, and sharing them with workforce system and the community represented here on the webinar. Thank you.

(END)