



2017 ROUND 4 TAACCCT CONVENING MAXIMIZING THE IMPACT OF TAACCCT

September 26-27, 2017 • Washington, DC

U.S. Department of Labor, Frances Perkins Building
Visitor Entrance: 3rd and C Street, NW
Washington, DC 20210

AGENDA

TUESDAY, SEPTEMBER 26, 2017

8:00–9:00 A.M. REGISTRATION

9:00–9:15 A.M. WELCOME AND OPENING REMARKS AUDITORIUM

Robin Fernkas, Director, Division of Strategic Investments, Employment and Training Administration, U.S. Department of Labor

Cheryl Martin, Program Manager, TAACCCT Grant Program, Employment and Training Administration, U.S. Department of Labor

9:15–10:15 A.M. GENERAL PLENARY AUDITORIUM
TAACCCT'S SUSTAINED IMPACT

Gena Glickman, President, Manchester Community College, Connecticut

Gerry Hanley, Executive Director, MERLOT; and Assistant Vice Chancellor for Academic IT Services, California State University

Christine Johnson, Chancellor, Community Colleges of Spokane, Washington State

Lori Weyers, President, Northcentral Technical College, Wisconsin

MODERATOR: Jennifer Worth, Senior Vice President for Workforce Development, American Association of Community Colleges

TAACCCT was intended to build long-term capacity and change the way that community colleges design and deliver career education. The speakers at this plenary will share examples that suggest the impact of TAACCCT and share insights on the lasting innovations it has spurred across the country. The presidents on this panel, each of whom led significant, statewide initiatives in partnership with industry leaders, will be joined by a national leader in open educational resources to discuss the transformation occurring at community colleges across the country to supply industry-recognized credentials that lead students to success in today's labor market.

10:15–11:00 A.M.

NETWORKING/BREAK

11:00 A.M.–
12:00 P.M.

CONCURRENT SESSIONS 1



I. HEALTHCARE MONTANA: CREATING ACCESS TO RURAL EDUCATION THROUGH HEALTH CARE APPRENTICESHIPS

ROOM 4C5521

Carly Holman, Workforce Coordinator, Western Montana Area Health Education Center

Kaye Norris, Project Director, Missoula College University of Montana

Valerie Piet, HealthCARE Program Supervisor, Montana Department of Labor & Industry

Health care apprenticeship programs are being developed for the first time in Montana to develop a skilled workforce for this rural frontier state. Participants of this session will learn how employers and community and tribal colleges, as part of HealthCARE Montana, have worked collaboratively to train 84 apprentices, sponsored by 29 employers, in 14 different occupations, including certified nursing assistant, pharmacy technician, and practical nursing.



II. UTILIZING DATA AND INNOVATION TO CREATE A NEW WAY TO DO BUSINESS

ROOM
C5515 1-A

Anton Bergee, Grants Support Officer, Northland Community and Technical College

Anne Willaert, Consortium Grant Director, South Central College

Effective career pathways rely on coordination across education and industry partners to offer a clear sequence of coursework that is stackable and portable, with embedded industry credentials. In this session, the Minnesota Advanced Manufacturing Partnership consortium (MN-AMP) will demonstrate a variety of restructured academic frameworks designed by and for industry to align with the job market and fit the needs of today's students. MN-AMP's redesigned pathways include student opportunities such as: Credit for Prior Learning, an advanced manufacturing standardized core curriculum, a sequence of portable credentials, apprenticeship opportunities, strategic advising, and an avenue into the civilian workforce for veterans. MN-AMP will also demonstrate a customized training model called +Connect, a pathway for incumbent workers into higher education and a bridge between the noncredit and credit programs at South Central College.



III. SUPPORTING NEW ADJUNCTS, LEADING TO STUDENT SUCCESS: IE2ET

ROOM
6 C5320

Karen Cowell, Ambassador, SkillsCommons

Brenda Perea, Director, Workforce, SkillsCommons



It has been long understood that certain teaching strategies have strong impacts on student learning. Yet less attention has been paid to the development of teaching skills in faculty who hail from industry. The SkillsCommons' Industry Expert to Expert Teacher (IE2ET) IMPACTCommunity has produced a comprehensive faculty development open course for industry experts new to teaching, which is designed to have a demonstrable effect on student outcomes.



IV. IMPROVING PATHWAYS WITH DATA: THE WISCONSIN CAREER PATHWAY SCORECARD

ROOM
N-5437A&B

Andrew Baldwin, Research Analyst, Chippewa Valley Technical College
Scott DuBenske, Education Director, Wisconsin Technical College System



The Wisconsin Career Pathway Scorecard is an innovative approach to career pathway development that makes data readily available to inform decision making and drive curriculum planning throughout the Wisconsin Technical College System (WTCS). In this session, participants will learn how the 20-indicator Career Pathway Scorecard, highlighting key transition points within WTCS career pathways, uses quantitative and qualitative data to provide leaders throughout the system with the tools they need to make data-informed decisions.



V. PARTNERSHIPS WITH THE PUBLIC WORKFORCE SYSTEM: IMPLEMENTATION LESSONS FROM THIRD-PARTY EVALUATIONS

EXEC ROOM
C5515

Lauren Eyster, Senior Research Associate, Urban Institute
John Cosgrove, Partner, Cosgrove and Associates
Maggie Cosgrove, Partner, Cosgrove and Associates
Heather McKay, Director, Education and Employment Research Center, Rutgers University



Building partnerships with local and regional public workforce systems can be a challenging aspect of TAACCCT projects. But public workforce system partners—workforce development boards and American Job Centers—can provide valuable resources, including participant referrals (including identifying TAA-eligible individuals), tuition support, career counseling and navigation, labor market information, connections to employers, and job search assistance. Third-party evaluators will provide a unique window into how successful college/public workforce system partnerships worked in earlier TAACCCT rounds, the successes and challenges experienced, and the lessons learned for sustaining the partnerships after their grants ended. A Round 4 grantee will serve as a discussant to reflect on the lessons shared and lead a discussion of session attendees to understand how to best apply these lessons to their TAACCCT projects.



VI. AN EFFECTIVE HIGHER EDUCATION AND WORKFORCE PARTNERSHIP—IT ONLY MAKES SENSE!

AUDITORIUM

Kristen Krell, Consortium Director, U.S. Department of Labor TAACCCT SUNPATH, Santa Fe Community College
Waldy Salazar, Job Development Career Coach Manager, New Mexico Department of Workforce Solutions



Like many states, New Mexico is struggling with a skills gap. In health care, jobs remain vacant, while many adults are underemployed and unemployed. Join members of the SunPath Consortium to learn how 11 community colleges, over 200 employer partners, and the public workforce system built a partnership to implement a career pathways model aimed at closing this skills gap and helping residents of New Mexico build careers in health care.

12:00–1:30 P.M.

LUNCH BREAK

See the lunch handout in your packet for nearby options.

1:30–2:25 P.M.

GENERAL PLENARY THE EVALUATOR'S VIEW OF TAACCCT SUCCESS

AUDITORIUM

Debra Bragg, President, Bragg and Associates, Inc.

Lauren Eyster, Senior Research Associate, Urban Institute

Heather McKay, Director, Education and Employment Research Center, Rutgers University

MODERATOR: Cheryl Martin, Program Manager, TAACCCT Grant Program, Employment and Training Administration, U.S. Department of Labor

This plenary session will explore what we have learned about TAACCCT from early evaluation findings, and what that suggests for the future of community colleges and workforce development. Lauren Eyster will discuss highlights from the evaluations of the Rounds 1 and 2 projects, which will kick off a discussion with two evaluators who have served as third-party evaluators for several TAACCCT grantees.

2:25–2:35 P.M.

GENERAL PLENARY PERSPECTIVE FROM THE U.S. DEPARTMENT OF EDUCATION

AUDITORIUM

Kim Ford, Deputy Assistant Secretary, Office of Career, Technical, and Adult Education (OCTAE), U. S. Department of Education

The U.S. Department of Education and the U.S. Department of Labor have partnered closely on TAACCCT from the beginning. Kim Ford will reflect briefly on the past and future with respect to the goals of the TAACCCT grant program.

2:35–3:00 P.M.

BREAK & TRANSITION

3:00–4:20 P.M.

GRANTEE SHOWCASE

GREAT HALL

Learn about the successful strategies of three of your peers in 20-minute roundtable discussions. Showcase options can be found in your packet.

4:20–5:00 P.M.

INFORMAL NETWORKING

AUDITORIUM

Network with your fellow grantees while perusing the resources of TAACCCT technical assistance providers and evaluators, including Jobs for the Future, SkillsCommons / California State University, the Advanced Technology Education Centers, and national evaluator Urban Institute.

5:00 P.M.

CONCLUSION OF DAY 1

WEDNESDAY, SEPTEMBER 27, 2017

8:30–9:00 A.M.

REGISTRATION

9:00–10:00 A.M.

CONCURRENT SESSIONS 2



I. MISSOURI'S WORKFORCE INNOVATION NETWORKS (MOWINS) SCALING MODELS

ROOM
N-5437A&B

Dawn Busick-Drinkard, MoWINS Statewide Grants Director, Missouri Community College Association

John Cosgrove, Partner, Cosgrove and Associates

Maggie Cosgrove, Partner, Cosgrove and Associates

In this session, the MoWINS Consortium grant director and the project's evaluators share the scaling secrets and examples from member institutions and the statewide consortium, and discuss the critical roles played by college leaders and partners. As an extra bonus, the presenters will share how national evidenced-based success models were piloted, sustained, and scaled in Missouri.



II. SKILLS2WORK IMPACTCOMMUNITY— INCREASING CONNECTIVITY IN A FRAGMENTED ENVIRONMENT

ROOM
N-5437C

Christian Lagarde, Project Manager, Workforce and Economic Development, American Association of Community Colleges and TAACCCT Learning Network

Matt Springer, Great Falls College, Montana State University

The Skills2Work (S2W) IMPACTCommunity was created by SkillsCommons to support college staff to build stronger bridges between their institutions and employers. Come meet the grantees who are part of this community to hear about their industry engagement strategies and how the S2W community might be able to support your work.



III. Supporting Your Success with SkillsCommons

ROOM 4 C5521

Gerry Hanley, Executive Director, MERLOT; and Assistant Vice Chancellor for Academic IT Services, California State University

Rick Lumadue, Associate Director/Grantee Relations, California State University-MERLOT

The process of preparing and submitting deliverables to the TAACCCT online repository SkillsCommons can seem daunting, but it doesn't have to be! Learn how the free resources and assistance available through the SkillsCommons Support Services Center can help you satisfy the SGA requirements for your grant deliverables, and, beyond that, provide free educational materials to use and adapt for your program needs.



IV. HOMEGROWN: GROWING YOUR OWN WORKFORCE

GREAT HALL

Terri Cordrey, Grants Manager, Lake Area Technical Institute

Shane Swenson, Business Partner Specialist, Lake Area Technical Institute



In partnership with manufacturer Graco, the Lake Area Technical Institute designed a model to upskill entry-level workers. Learn how the model, using online instruction and employer mentoring, helped Graco employees maintain full-time employment while earning their associate of applied science (A.A.S.) degrees.



V. SUSTAINABLE EMPLOYMENT DATA PARTNERSHIPS

ROOM 3 5515

Debra Mikulka, KanTRAIN Project Director, Washburn University

Christa Smith, Research Analyst, Washburn University



TAACCCT data gathering can be a challenge made easier through sustainable partnerships with state agencies and other entities. Partnerships can also provide opportunities for sustainable, data-rich models to track student employment outcomes. Through an interactive “share and learn” format, we will discuss the use of state systems to track participants’ employment status, review key decision-making and data-management considerations for building sustainable partnerships, and explore ideas for sharing outcome “stories” with other TAACCCT grantees and interested stakeholders.



VI. CENTERS OF EXCELLENCE MODEL: EMPLOYER ENGAGEMENT AND SUSTAINABILITY

AUDITORIUM

Maria Gingerich, Senior Manager, Centralia College

Barbara Hins-Turner, Executive Director, Center of Excellence for Clean Energy, Centralia College



The sector-based Centers of Excellence model in Washington State has brought together a multisector cluster approach that supports employer engagement, preparation for future jobs and economic development for Washington state. In this session, participants will see a demonstration of the toolkit—which Centralia College and their Center of Excellence partner developed to measure the impact of their TAACCCT grant on participant employment—and the resulting impact on sustainability.

10:00–10:35 A.M.

BREAK & TRANSITION



I. BUILDING A SUCCESS NETWORK TO SUPPORT STUDENTS ONLINE

ROOM
N-5437A&B

Meagan Brock, Student Success Coach, Hazard Community and Technical College

Rebecca Thorpe, Outreach & Placement Specialist, Hazard Community and Technical College

The flexibility of online learning brings challenges for many students. Learn how Hazard Community and Technical College designed, implemented, and plans to sustain a Success Network to connect students to the resources needed to help them thrive in the online environment and beyond. Key points include utilizing student retention software for connections between coaches, instructors, and students; creating an online hub for student success content; and connecting students to external resources and assistance programs.



II. STORYTELLING STRATEGIES AND TOOLS TO SUSTAIN TAACCCT INNOVATIONS

ROOM
N-5437C

Kathy Spada, INTERFACE Project Manager, Northcentral Technical College

Nicolette van der Lee, Program Coordinator, University of Hawaii Maui College

The Storytelling Network, a group of grantees working together as one of the SkillsCommons IMPACTCommunities, has created a platform for TAACCCT grantees to tell their stories of success and overcoming challenges. With guided assistance from SkillsCommons Ambassadors, you can deliver stories to wide audiences through webinars, blogs, podcasts, strategic illustrations, and other venues. Come learn how storytelling complements formal reporting, and how you can easily tell your project's story in national forums and for varieties of audiences.



III. LESSONS ON IMPLEMENTING AND SCALING COMPETENCY-BASED EDUCATION THROUGH TAACCCT

ROOM 4 C5521

Debra Bragg, President, Bragg & Associates, Inc.

Maggie Cosgrove, Partner, Cosgrove and Associates

Matthew Green, Project Director, Utah ACED, Salt Lake Community College

This session offers lessons from a TAACCCT Round 4 institutional grant at Salt Lake Community College, a charter member of the Competency-Based Education Network that began in early 2014. Presenters of this session, including the project's principal investigator and third-party evaluators, explain how TAACCCT has played a major role in advancing competency-based education across the campus.



IV. BRINGING JOBS BACK TO THE UNITED STATES AND INDIANA

GREAT HALL

Matthew Cloud, Project Director, Ivy Tech Community College of Indiana
Pam Schmelz, Department Chair, Ivy Tech Community College of Indiana
Sheryl Shipley, Division Dean, Ivy Tech Community College of Indiana

Ivy Tech Community College is not just one college, but a singly accredited system of 24 campuses across Indiana. In this session, participants will learn how Ivy Tech faculty build relationships with employers and engage them in strategies such as externships and faculty fellowships. Participants will also hear about the success of the TAACCCT-funded program graduates, who received first preference at key national and international employer partners, including Cummins, Inc.



V. TECHNOLOGY INNOVATIONS PROMOTING SUSTAINABILITY IN MASSACHUSETTS

ROOM 3 5515

Kathleen M. Kirby, Statewide Project Director, GPSTEM, Massasoit Community College

Massachusetts' Round 4 TAACCCT grant, including its "cap-breaker" award, stimulated the creation of several online resources: a website for prior learning assessment; a portal for students to explore careers and community college programs, an open education resources repository, and a new site brokering online courses and programs. See a demonstration of these tools and hear how they are inspiring ongoing system-wide innovation and collaboration that will have an impact far beyond the lifespan of grant funding.



VI. JOBS, JOBS, JOBS

AUDITORIUM

Mary Benedict, Project Manager, TAACCCT Grant, Clark State Community College
Michelle Hall, Project Director, Manchester Community College
Jennifer Poe, Lead Data and Project Manager, Chaffey College



MODERATOR: Scott Estrada, Performance Analyst, Maher & Maher, TAACCCT Learning Network

Since 2011, TAACCCT has helped community colleges strengthen their career education and student support services, especially services focused on employment for their students. From organizing career exploration workshops, to hosting career fairs, to hiring job developers and/or career navigators, grantees have built new infrastructure to assist with job placement for their students. In addition, deepening employer engagement, whether through work-based learning or curriculum development, has also translated to more jobs for TAACCCT program graduates. In this panel session, participants will hear about the job placement strategies of three Round 4 grantee panelists, and will engage in a discussion of their strategies, and others, that have led to successful outcomes for students.

11:30 A.M.–1:00 P.M. **LUNCH BREAK**

See the lunch handout in your packet for nearby options.

1:00–2:00 P.M. **CONCURRENT SESSIONS 4**



I. MAXIMIZING EMPLOYER PARTNERSHIPS FOR SUCCESSFUL INNOVATION

ROOM
N-5437A&B

Mallory Jensen, Project Director, Hawkeye Community College

Cheryl Welsch, Lead Developer for Information Technology, Virtual Reality, and Business Programs, Eastern Iowa Community Colleges

Learn about the successful industry partnerships of the Information Technology, Health, Utilities, and Manufacturing Consortium in Iowa. In this session, Eastern Iowa Community Colleges will highlight initiatives including sector boards, apprenticeships, Tour de IT, and Exploring Post. They will also highlight unique partnerships with EON Reality, Inc. to create the EON Innovation Academy, as well as a collaboration with “Future Ready Iowa” to build Iowa’s talent pipeline.



II. THE CASE FOR CAREER COACHING AND ADVISING: IMPACT AND SUSTAINABILITY

ROOM
N-5437C

Marco Anglesio, Assistant Director, Pennsylvania’s Advanced Training and Hiring (PATH)

Helene Mancuso, TAACCCT Program Manager, Luzerne County Community College

The positive impacts of intensive and “intrusive” advising are well documented. However, these can also be high-cost, high-effort interventions that are not always sustainable outside of grant-funded programs. This Pennsylvania consortium has adopted a less intensive intervention using career coaches integrated into programs of study, and believes that this integration has measurable benefits that are sustainable in the long term.



III. STUDENT SUPPORTS: A CRITICAL THREAD FROM INQUIRY TO EMPLOYMENT

ROOM 4 C5521

Marie Murphy, Grant Compliance and Research Analyst, Cape Cod Community College

Miles Tranchina, Student Retention Specialist, Cape Cod Community College



This presentation will review the development and implementation of support services that follow a student from inquiry, through graduation from an accelerated Aviation Maintenance Technology program, to employment in the aviation industry. Cape Cod Community College determined that providing supportive services through an embedded retention specialist at critical milestones along the academic pathway has been a key strategy to achieve the level of enrollment and retention necessary for the sustainability of this intensive program.

2:00–2:20 P.M.



IV. STATEWIDE TRANSFORMATION: SUSTAINING WHAT WORKS THROUGH INDUSTRY SECTOR PARTNERSHIPS

GREAT HALL



Eric Burkland, President, Ohio Manufacturer’s Association
Bernie Gosky, Project Manager, Ohio TechNet, Lorain County Community College
Margo Meyer, Director, Advanced Manufacturing Initiatives, Rhodes State College
Terri Burgess Sandu, Director, Talent and Business Innovation, Lorain County Community College



Ohio remains a manufacturing state, employing nearly 700,000 Ohioans. Ohio TechNet, a consortium of 11 community colleges, has played a central role in supporting a new workforce strategy spearheaded by leaders of the over 1,400 companies within the Ohio Manufacturers’ Association. This presentation will focus on how this effort is being leveraged to sustain and scale what works, with a particular emphasis on high-impact approaches that integrate accelerated learning combined with work-based learning.



V. REFRAMING OER TO EMPLOYER NEEDS USING NATIONAL COMPETENCY FRAMEWORKS

ROOM 3 5515

John Milam, Executive Director, Knowledge to Work TAACCCT Grant, Lord Fairfax Community College

In this session, participants will see a demonstration of the portal knowledgetowork.com (K2W), created by Lord Fairfax to help employers manage their talent pipeline through the use of national competency frameworks. K2W promotes instruction and services for job roles in IT and health care, along with soft skills. The related portal highered.org promotes learner needs using the same database of resources, with personalized learning plans tied to competencies using open educational resources.



VI. THREE STATES, THREE GRANTS, THREE DATA INTEGRATION SOLUTIONS

AUDITORIUM



Dawn Busick-Drinkard, MoWINS Statewide Grants Director, Missouri Community College Association
Kathleen M. Kirby, Statewide Project Director, GPSTEM, Massasoit Community College
Debra Mikulka, KanTRAIN Project Director, Washburn University



Three states received supplemental Round 4 TAACCCT grants to develop integrated data systems. Learn from the unique direction each took: Massachusetts focused on prior learning and student pathways tools; Missouri emphasized comparative program outcomes and integration with career pathways; and Kansas strengthened the alignment of higher education and workforce data systems. The resulting tools will have lasting value for state higher education, workforce agencies, and prospective students.

BREAK & TRANSITION

2:20–2:30 P.M.

GENERAL PLENARY PERSPECTIVE FROM THE U.S. DEPARTMENT OF LABOR

AUDITORIUM

Byron Zuidema, Deputy Assistant Secretary, Employment and Training Administration, U.S. Department of Labor

Byron Zuidema will reflect on how the landscape of community college and workforce development partnership has evolved since the inception of TAACCCT grants.

2:30–3:30 P.M.

GENERAL PLENARY WHAT IS THE FUTURE FOR COMMUNITY COLLEGES AND WORKFORCE DEVELOPMENT?

AUDITORIUM

Maria Flynn, President and CEO, Jobs for the Future

Craig Herndon, Vice Chancellor for Workforce Development, Virginia Community College System

William Mounts, Vice President for Operations, Omico Plastics, Inc.

Neil Ridley, State Initiative Director, Georgetown University Center for Education and the Workforce

MODERATOR: Amanda Ahlstrand, Administrator, Office of Workforce Investment, Employment and Training Administration, U.S. Department of Labor

TAACCCT has built capacity for colleges to play a larger role in the development of the workforce. Many community colleges have expanded their ability to work with employers, offer more work-based learning opportunities, accelerate the time to credentials, and adopt other innovations to align community college credentials and programs to industry need. In light of these changes, and the rapidly shifting needs of industry, what does the future hold for community colleges and how are TAACCCT grantees positioned to address future workforce development challenges and opportunities? The panelists for this session will reflect on current trends and future possibilities for continuing to increase the number of students who obtain credentials that lead to labor market success.

3:30 P.M.

CONVENING ADJOURNS