Workforce[3]One

Transcript of Webinar

Round 2 TAACCCT Virtual Conference

Sustaining Your Impact (Part 1): Diversifying Your Funding Strategies

Friday, November 6, 2015

ERIC BELLINO: And now, we'll turn things over to Samantha Brown, and she's going to get things kicked off. Samantha?

SAMANTHA BROWN: Thank you. Hello and welcome to today's webinar. This is the third of five webinars for the round two virtual institute. First, I just want to congratulate each of you on all the great things that you are doing within your programs, and please let us know how we can help during your final year. This webinar series is one way that we are trying to help you finish strong.

We know that there's so many great stories to hear from round two grantees and want to be sure to capture them. So please be sure to send any videos, newsletters, or brochures that you have created to the TAACCCT mailbox. This request was also sent to you in an e-mail earlier this week. So you can refer to that for more details on how to get those materials to us. Another way to share your experiences with us is to submit a proposal for a session at the TAACCCT convening in early 2016. The deadline for submissions is December 4th. You should have received an e-mail about that earlier this week as well.

Now, I would like to introduce our moderator for today's webinar, Erica Acevedo, senior program manager at Jobs for the Future, and our presenter, Lexi Waugh, also a senior program manager at Jobs for the Future. Thank you so much for joining us today to share your experiences. Erica, take it away.

ERICA ACEVEDO: OK. Thank you, Samantha, for kicking us off today. And again, good afternoon and welcome. We want to thank you all for joining us on a Friday afternoon and not so late afternoon for some of you that are calling from different time zones. But like Samantha said, today's webinar, titled sustaining your impact: diversifying your funding streams, is the first part of a two-part series that will help you to design a concrete sustainability plan.

In this session you'll hear how community colleges have combined multiple funding sources to cover the cost of some of their most effective innovations. We know that as the round two grant period is coming to an end, sustainability is on your minds. As a grantee presenter earlier this week so eloquently stated on the first webinar of this series, this work is not just an aspect of what we're doing. It's what we do. So we know that you all are planning and strategizing on how to continue this work.

So today we have – as Samantha said, we have Alexandra "Lexi" Waugh from Jobs for the Future who will walk us through the concept of utilizing braided funding as a sustainability strategy. Here is a quick snapshot – (inaudible). We have allotted some time for Q&A at the end of the presentation, but as questions and comments come to you, please enter them into the main chat. We want to make sure that we're not missing any of your comments and questions, and we'll note them and make sure to address them at the end.

And with that, I'm going to hand it over to Lexi who will walk us through braided funding.

ALEXANDRA WAUGH: Great. Thanks, Erica. And again, thank you all for being here, especially you east coast folks where it is the end of the day on a Friday. We appreciate your time on this. So today, again, I'm going to be the third person to say we're going to talk about braided funding, and what I'm going to do – and please feel free throughout to enter any questions into the chat function, if you're not following me or if you have questions or want me to expand on something. But we're going to try to cover a lot in the next hour, hour and a half.

So we'll talk a little bit about what we mean by braided funding for career pathway programs. We'll talk about braided funding as a sustainability strategy, and we'll get into partnerships and collaboration quite a bit throughout. And then we actually at JFF have developed a braided funding toolkit for integrated career pathways initiative that we are going to show, and folks can have access to that afterward.

And you'll receive all the materials, and we'll have all the links that you need. And then we'll talk again, as Erica said, about some really great examples that are going on across the country with fellow TAACCCT grantees and some other examples as well, and then we'll open it up through Q&A via the chat function again.

So one of the first questions that I like to start with when we're talking about braided funding is, braided funding for what? What are we braiding funds for? Why are we doing this? And for this conversation today, we're talking about TAACCCT, and we're talking about career pathways. So this is just a very quick snapshot of some of the different components of a career pathway, and you'll see that sustainability is one of the larger words; right?

So there are different pieces that you need to figure out how to sustain, and that includes things like your instruction cost, support services cost, if you're doing those, the programs of support piece, acceleration strategies. So again, we're going to focus on this today and figure out how to actually support some of those costs.

So before we get into it, the other thing that I like to do is talk about what we mean by braided funding so we're all coming from the same place and have a clear definition. So for us at JFF, braided funding refers to the weaving together of federal, state, and private funding streams and the development of funding strategies to support pathways and the students enrolled in them. So there's two pieces that you just heard me mention.

One is the funding streams piece. So these are existing multi-year sources of funding from federal programs, state programs, and private dollars. They're things like WIOA, Carl Perkins career and tech ed funding, TANF funding, SNAP employment and training, community service block grant funding. So that's the first piece.

And then the second piece is around funding strategies. So we define these as ways to create more funding opportunities that are independent of specific funding streams. So these are ways to think about reducing costs or raising new revenue or redirecting existing revenue. So one example is around using employer engagement strategies for tuition reimbursement or using online technology to actually reduce your costs. Fee waivers is another example. And so the

reason that we focus on both of these is that we really think they're equally important. It's not just about specific funding streams. It is also about using these strategies as well.

So now, I'm going to queue up – and I believe Erica should have it up – a quick poll question. We wanted to ask everyone in the audience if you are currently using braided funding strategies to support your programs and your students.

So we're asking if you're supporting your programs, meaning are you using braided funding strategies to support the cost of instruction or the cost of your navigator or transition coordinator or success coach? Are you using braided funding to support students, which is mostly the cost of tuition and support services? Or are you doing both? So we're going to give folks just a second or two to answer the poll question. We'd really love to see what you're doing. We'll give that a second. All right. Last call for answering the poll. All right.

So it looks like a lot of folks are here to learn about braided funding, and we saw that in the chat as well when everyone was introducing themselves. And then it looks like there's a bit more of doing braided funding to support program costs and student costs, and that fits with everything that we've heard in the field. The tuition piece is always the hardest piece. So we'll get to that a little bit today, and then we really do encourage folks to start looking at the toolkit for some ideas as well.

So I'm going to talk a little bit about why braided funding is important. We think – we at JFF think it's important for a number of reasons, which will all I think seem pretty obvious to folks but just especially in today's environment. Funding is decreasing all the time, and there's an expectation that programs will do a lot more with a lot less. There is a benefit here, though.

This actually – the process of developing a braided funding strategy and building a team, it does provide an opportunity to build lasting partnerships across your college and across other community providers like adult education, community-based organizations, employers, other key stakeholders in your area. So there is a real opportunity to come together and develop a shared vision for serving your students and figure out ways to be more efficient and more effective and basically do more with less. So this is just one way to think about that. We're trying to put a positive spin on it.

So the other reason why we think braided funding is really important and why it's a benefit is because it is a collaborative effort. And so for us it really is all about partnerships and collaboration to successfully serve a shared target population, and it's very similar to a lot of the goals in the TAACCCT grant. So in order for braided funding efforts to be successful, there are a few key agreements that should be in place.

First, there needs to be a clear vision for the collaboration. What is the purpose of the partnership? Second, there needs to be a lead at each organization along with clear roles and responsibilities for each of the partners, and this is actually how you get to the third – excuse me – the third goal here on developing your shared goals and outcomes. So it truly is a process to come together and develop these as a team.

So who are you serving? What are your desired outcomes? How is this a shared vision across key stakeholders? And then finally, again, it's – the collaborative work is absolutely required here. Your braided funding efforts won't be successful without strong collaboration and partnership across all levels of the work. So you need buy-in top down, bottom up. It needs to be collaborative.

So we've done a lot of work around braided funding as part of the accelerating opportunity initiative, which is an expansion of Washington State's IDEST initiative to seven states. And so this sample team makeup comes from what we've learned in the field with that work, and so this is from the community college perspective. So internal members are referring to members from the community college, and external members are external stakeholders.

So you can see it's actually a pretty long list here, and forming a comprehensive team like this is critical to the process. If you don't have the right stakeholders, you won't be able to effectively move the work forward. So we have found that the most effective teams include a variety of members that are both internal and external to the college. So this includes things like finance and financial aid, grants and development, workforce or career and tech ed, student services, adult education if that's in your college, and they could be an external stakeholder if they're not in your college, academic deans, the transfer department.

And then externally it's the public workforce system, employers and industry partners, community-based organizations, TANF, SNAP employment and training, the Department of Corrections. These are just a couple of different examples, but key here really is to include all the stakeholders that should be in a conversation in your local or regional area. And this will really help to move the work forward. We think that the development of a braided funding process and a braided funding model is something that should not happen in isolation.

So this next piece here – and again, please feel free to use the chat box if you have questions as I'm going along. The next piece here, now that we have the core tenets of braided funding, we're going to talk about a few major steps, and these are major. This is a very high level overview of what to do. This is not going to happen in the next couple of weeks.

So the first step is figuring out, again, like I said earlier, braided funding for what. What are you braiding funds for, and why do you think that braided funding is important? So we like to recommend focusing on either a single model, a single population, or a collaborative structure. So in this case we're talking about the career pathways model, so braided funding for career pathways specifically.

The second step, once you identified your vision and your goals, you have to actually identify your braided funding priorities. So this step is a combination of a gap analysis and an asset mapping process. What elements of career pathways are funded beyond the life of your TAACCCT grant? What elements are not?

And we'll actually get into some tools that will help you go through this process in the toolkit. So when you figure out where you have the most need, and let's say student tuition is an

example, and your success coach or navigator is an example, how you then prioritize the pieces you want to fund in what order. So you can identify those two, for example.

And then the third step is basically to do a lot of brainstorming and list out funding possibilities. So this is really all about identifying the questions that you need answered and who might actually be able to answer them. So this is one of the first steps in actually forming a broader team.

So you have this core group of people that's coming together to do steps one and two, and step three is a way to start broadening the team. So oh, we're interested in accessing WIOA, Title I adult funding. We need to talk to so and so over at the workforce development board. So this is how you start to identify who you might actually want on your team, and then you actually start reaching out to them.

The next step is about that reaching out piece. So this is about developing a pitch. So why should this organization join you? How does your braided funding strategy benefit each partner? So how does it benefit them as well as how does it benefit you? And we think it's really important here to customize your pitch to the audience. So for example, your pitch to a local workforce board will be different than your pitch to your college's Carl Perkins administrator. You really want to know your audience here and customize that message and emphasize why this is a benefit for both sides.

Once you've started to reach out to potential team members, give them your elevator speech, and get them on board, the next step is to take all of that information that you've been gathering around vision, priorities, partners, and actually develop a formal work plan. And we have a template for that in the braided funding toolkit that includes space to identify your team, their roles and responsibilities, and a timeline. So we can show you that.

And then the final step is just to go out and do it. The key here is not only going. It's to keep moving. I said a few minutes ago that this isn't going to happen quickly, and that really is OK. Your braided funding strategy is going to be a living thing. It's going to require ongoing patience and attention to keep that momentum going.

And things will move slowly, and that is OK. It's also important to stay on top of changes in your local funding environment and new funding sources as they emerge. So again, it's a living document. So you want to make sure that you have the right people at the table, and those people might change over time.

So we're going to go ahead and open the braided funding toolkit, and again, if you have questions, just feel free to put them in the chat. So I'm going to pull up – it's moving over. OK. Great. Let me zoom in so everyone can see. OK. Just give me one second to log in. OK. So you will have the link and the full instructions for logging on to the toolkit to access the demo version that we have in the last slide. So don't worry. We will be sure to give you all the information, and we're happy to share the toolkit.

So the six steps that I just talked through really do emphasize that braided funding is a process, and the toolkit is designed to support that process. It focuses on the key activities in the process, including team building, assessments, and asset mapping, goal setting, and action planning.

There are two major types of tools, informational tools and planning tools. The first set, the informational tools, they're designed to provide users with information on different funding streams and strategies, and I'll show you where those are. I'm not going to go into too much detail just for the sake of time and we really want to give folks a chance to ask questions and go over some examples but I will show you briefly what they look like. And then we'll talk about the second set of tools as well that help you do the planning.

So I'm going to start with the funding strategies tool. So this describes a variety of ways, again, to create more funding opportunities that are specific of – are not specific to funding streams. So you can see here I'm going to open up aligning state initiatives. And again, this was designed to accelerating opportunity. So you'll see that language sprinkled throughout, and I'm going to open forming additional partnerships.

So you can see here these are just very brief examples of ways that folks on the ground at the state level and college level, ways that they are going about developing braided funding strategies. So a lot of colleges that we've worked with in accelerating opportunity have formed really strong partnerships with community-based organizations, and many of our colleges did a lot of work to align this career pathways initiative with other work happening at the college. And you'll see we have some key studies that are coming online soon. So this is just designed to give you a flavor for what folks are doing.

And then similarly, the innovative ideas database does the same thing, but this is actually a searchable database. You can search by keyword, category, or you can use the word cloud, and results pop up at the bottom. So this is a searchable database to see for both funding streams and funding strategies what folks across the country are doing.

So it's designed to share best practices, share ideas, and these examples all actually come from site visits that JFF has done with a community college or a state agency around career pathways. So these are real examples of what's happening on the ground. So here's one on co-funded positions between a college and a workforce board. They co-funded a career navigator.

(Inaudible) – tool is the funding streams tool. So this tool – and I'm showing you the demo. This tool includes a resource guide of available federal and state funding streams that local partners potentially have access to and could potentially be used to support career pathways. So I'm going to show you SNAP employment and training and just show you what is in each of these funding streams, what pieces of information.

Each funding stream in that list that you just saw includes a brief overview of what the funding stream is and its eligibility requirements. You can see that here, just a quick overview of who is eligible. And then the next section, it includes a list of specific performance indicators that align with the goal of integrated career pathway models.

Again, this was designed for accelerating opportunity. So this has a specific career pathways model integrated pathways in mind. So we can see with SNAP employment and training that there's a lot of alignment. Career pathways and SNAP E and T both focus on job search, job training, education. So this is just a quick snapshot of where things line up.

And then the next section is on use of funds, and this talks about how that – the specific funding stream might be used to support an integrated career pathways model and then just some quick action steps for what a state or college team might need to do to get more information. And then the last piece is a list of additional resources on that topic.

And so each funding stream – and I'll go back to the list. There are 14 or 15 here. Each of these includes all of those same categories of information for you to have access to. So this is really the tool that has the most detailed information, and we also tried to give you, again, a lot of additional information for folks to be able to go look. So those are the informational tools.

I'm going to move into the planning tools now. So these tools that I'll show you in a moment are designed to facilitate the process of developing a braided funding strategy with your team by helping you capture information as you work with that team to develop a vision, set goals, and then begin implementing your braided funding strategy.

So I'm going to jump around a little bit, but I'll start with, if I can get it to load – OK – the work plan. So the work plan template is designed to assist colleges in organizing a braided funding team and developing your top braided funding priorities. So you see here that there are a few different sections, funding team, needed expertise, mission and purpose, and priorities. So I'm going to open – we have just a quick little demo here.

So that first section is where you identify your team members, name, title, and then primary roles and responsibilities for the team. And we also have a space – actually, I'll show you here so you can see. This is just an example. So we have a (weed ?) set of braided funding team. We have adult education on that team, Perkins on that team, the workforce board, health and human services, and then financial aid. And again, this is just an example.

And then there's a little section below the team members that talks about needed expertise, and we included this so, again, as your team grows and changes and develops priorities, you have a place to identify where you want to add folks. So in this example we're thinking that a team is missing the community college grants and development team.

We're thinking they're missing their local community action agency, their community college internal auditor – we've heard that's a great team member to have – and then someone from SNAP employment and training. So again, this is just an example, but we wanted to give you a feel of how you can use the tool.

And then the next section is identifying the mission and purpose of your braided funding team. So this again gets to that visioning piece. Why are you coming here to do this? So this is where you could talk about the model you're supporting or the partnership structure that you're supporting and how you'd like to become more efficient and more effective.

And I'm going to jump over now to our assessment tool. We'll give that a second to open. OK. So you'll see here again it has that list of all of the funding streams, and then you can actually add our own stream or strategy. This tool is designed to help you determine the current use of each of these funding streams as well as a place to identify opportunities and challenges for using them for supporting your career pathway program.

So this tool, as I'll open an example, is designed to be used in conjunction with the funding streams tool and the funding strategies tool and the other pieces of the toolkit. The goal here really is to use the information that the team collects to create your customized braided funding model.

So this is a fairly simple and straightforward tool. There are a couple different sections. The first is a set of questions to guide conversations with the team. These are fairly basic questions for most of them. It's also just really a place to take notes. So we have an Illinois example around learning more about SNAP and employment and training. So place to put notes about what you've learned, and then the next section is to identify barriers that you think you're going to run into or challenges for using this funding stream to support your career pathways and have a partnership with that agency or that organization.

The third section is where you start to identify those goals and next steps specifically around that funding stream. So in this SNAP employment and training example, it's reaching out to find out more for this specific county. And then the last section is on needed assistance. So what questions do you have? Who do you think you need assistance from I order to get the information that you need?

So now, what I'm going to do is actually jump back to the work plan, and the last section here is where you actually start to develop your work plan, not just your team. So this is where you actually list your braided funding priorities. After you've started to develop a team, started to assess your use of some funding streams, see what funding streams you're most interested in, see where your gaps in your model are in terms of sustaining funding, this is where you can come together as a team and start to enter that information.

And we have space for three to five priorities, and in this example we're sticking with the SNAP employment and training. So there's a space to put the title and description, what it is, who's the lead on it, and again, anticipated challenges. We want those to be very up front so you know kind of what you feel like you need to deal with, and then also a place for opportunity. Why is this a great opportunity?

And then the meat of this section is actually in the action steps. We have short-term – so we're thinking six months – medium-term, a year, and then long-term down at the bottom, five years. So we actually want folks to go in and really think about what actions you need to take to develop this braided funding priority. And so those are the tools. So I'm going to go make this small again.

I just want to do a quick recap as we shift back to the slides that the toolkit, the way we think about it, it's really designed to accomplish three main goals, sharing best practices and examples from peers, helping teams to assess their environment and learn what funding might be available in their areas, and action planning around the development of a customized braided funding model.

So this is a lot to think about, and I'm just going to take a minute just to look at the chat box and see if folks have questions. OK. Great. So we're getting some good info on what you want braided funding for. So OK. So yeah. Tuition came up. That's a fairly common one. Oh, and Christian just shared the link. Thank you, Christian. Yeah. And we have the slide up here and then one at the end, and you'll get everything as well. Yeah. Tuition again.

Oh, and the non-credit training programs for healthcare, I think that's a great question. So I think, again, it's identifying who those key stakeholders are and getting in touch with them to talk about what your program is and how it might benefit other organizations, whether it's your workforce board or there's a local – the TANF agency might be interested in funding those types of training programs.

We have one really great example in Illinois. We actually had one of the community colleges in accelerating opportunity and actually also have two TAACCCT grants. They ended up reaching out to their local chamber of commerce, and it turned out that their chamber of commerce had a grant for funding women in nursing programs. And so they're starting with CNA, which I think it's fairly common across the country, and the chamber of commerce ended up actually fully funding four cohorts of women to go through the CNA training that was part of accelerating opportunity.

And when I say fully funded, I mean they paid for tuition. They paid for instruction. They paid for materials. They paid for testing fees. They covered the entire program. And that came, again, through doing some research on the ground and seeing who's doing what that aligns with my target population or my target model that I'm working on, and it turned out to be the chamber of commerce for that college. So I think, again, it's really just identifying who in your community you should be connecting with.

MS. ACEVEDO: And let's see. It might be helpful for folks to kind of hear about what your thoughts on – are on what would be the first step, a concrete step in putting together a funding strategy.

MS. WAUGH: Sure. Sure.

MS. ACEVEDO: Braided funding strategy. Sorry.

MS. WAUGH: I think, again, it's a little bit tough because I think everyone that's on the webinar today is doing something slightly different.

MS. ACEVEDO: Right.

MS. WAUGH: So if we're going to kind of take that up to a high level but still try to be concrete, I would say, again, it's really doing that asset mapping locally, so really getting a core team together at your college and other external folks, if you already have a good partnership with them through TAACCCT, and really getting that core team together and saying, we want to continue our TAACCCT pathways in this way.

 Maybe it doesn't look exactly the same. Maybe it does, but identifying each component of your pathway, so instruction, materials, support services, if you'd like to continue that, student tuition, and all of those different pieces of your model. Keep it major categories, and then have conversations about each one – excuse me – and think about what funding you currently have, when does that end, and where are your biggest gaps.

So I think, again, tuition is the one that's coming up in the chat quite a lot. This is the one we hear all the time and probably the hardest thing to actually fund. So really just sitting there looking at each component of your program, identifying where their gaps are, and then focusing on those gaps specifically.

So if you're really wanting to think about tuition, think about what stakeholders in your community you can connect with. So maybe it is a community-based organization that is interested in serving low-income women or maybe it's your TANF program or maybe it's another training program and they're doing a short-term training and you could be that second step in the longer-term training and work together. So I think the gap analysis is really the place to start.

I do see a question in the chat about how long it takes to get approval to access the funding toolkit. So all requests, which I'll tell you how to actually submit one, they actually come to my e-mail. So it is a real person in real time approving them. As long as I'm near an actual computer and not just my phone, I can usually do it pretty immediately. Sometimes it takes me about a day, but it shouldn't be longer than that.

But I will put that out there that it does actually come to my personal inbox. So if I'm stuck in meetings or don't have my computer, it will take me a little while to respond, but I'm usually pretty quick. And there's a slide at the end that I'll walk you through the process for how to get access to it because it's a multi-step process. It's a little wonky, but it's unfortunately the way we have to do it.

So please continue to ask questions. We're going to open another poll now. So we'd love to hear from you on the types of organizations and stakeholders that you are partnering with, if you're already doing some braided funding work. So we'd just love to see what you all are doing on the ground, and then if you'd like to share more details, please feel free to put that in the chat as well. We always want good examples so we can promote your good work.

So it looks like workforce system is number one. That's great. I hope so. It's TAACCCT. CBOs, state agencies, this is great. We'll give folks just another few seconds.

MS. ACEVEDO: And you brought up a really good point about kind of breaking down the whole model and looking at it in different chunks; right, and figuring out what specific pieces

either you're going to – you want to sustain or beyond the grant because, again, like you said, the program beyond the grant may not look exactly the same but there are probably certain aspects or components that you will want to focus on.

So kind of narrowing down on what those would be is I think, like you said, the right way to go.

MS. WAUGH: Yeah.

MS. ACEVEDO: Yeah.

MS. WAUGH: Yeah. I really do. I think that makes it as concrete as you can. I mean, this is – these are very tough conversations to have. Any time you talk about money is not easy; right? So I think, again, keeping it as concrete as you can can really help you to identify what your needs are and specific steps to get there.

So, oh, I see a good question about the poll. So in this instance the poll, you can choose multiple options. So folks can say they're working with their workforce system and CBOs. So that's why it doesn't totally add up, but it looks like, again, most folks are working with their workforce system, which we would expect. Oh, we've got one working with TANF, SNAP, or another social welfare agency. That is near and dear to my heart. I – whoever you are, you're awesome. I see a lot of CBOs and state agencies.

So it looks like folks really are, again, working with different types of stakeholders, and that's exactly what we want to see. And we really would encourage you to get even more broad and just keep pounding the pavement and identifying those stakeholders and really having those conversations. OK. We did the poll. All right.

So now, I have a couple of examples. I have done a lot of work personally in Illinois. So the two most detailed examples I'm going to talk about are from Illinois, and in this one instance this is one college – and again, they're – this is their – a funding snapshot for their accelerating opportunity program, which is an integrated career pathway that co-enrolls students with low basic skills and adult basic education and career and technical education. And so again, we broke it up into those big buckets here.

So you see instruction, tuition, supplies, and then administration, which is their transitions coordinator, an adult ed counselor, and then other counselors and advisors. And so you can see here in this example for instruction they aligned their accelerating opportunity pathways with their round three TAACCCT grant, and so they supported instruction that way, made sure folks were eligible to be in TAACCCT. And they used those funds. They used institutional funds, grant funds from JFF, but also state adult education and family literacy funds and Department of Education Title III funds.

And then tuition, this college specifically has a fantastic relationship with YouthBuild, and so for one of their career pathways they were able to partner with YouthBuild and YouthBuild actually paid for tuition and also paid for supplies for all of those students. And you'll see federal financial aid here as well for tuition.

And then again, you see a couple of examples for supplies, and then administration I love to point out the transitions coordinator example. I think it's a great one because they're combining a whole heap of different funding streams here to support these two people.

You see again adult education funds from the state, the truant's alternative and optional education program, some grant funding, and then some Department of Education Title III funds. And it's the same thing. Their adult ed counselor was funded through a couple of different funding streams, and then they also had regular college counseling and advising for their accelerating opportunity career pathway programs, and that was provided in kind.

So this is one example, and it's a crowded slide. But I actually really like that it's a crowded slide, and I think it's a great example of how you can kind of pull all of these pieces together.

And then this is another example from a different Illinois community college, again looking at instruction, tuition, administration, and supplies. And you can see here that they've done a lot actually around tuition, which has been really great. They've worked with their college's foundation and other private donors in the community. They've worked with Title I funding from WIOA, and they also worked with their vocational rehabilitation system for a number of students and then federal financial aid. And there are similar examples here for instruction and administration.

So again, I just think it's great to be able to show some concrete examples of how you can fund a career pathway program. It's going to look different everywhere, and we actually recently did a webinar over the summer with the Gulf Coast IT Consortium and we actually had Ellen Hill from Louisiana Delta present. And she talked a lot about how she was using funding for her TAACCCT grant that included funding from WIOA, from Carl Perkins, and also from Rapid Response.

And so again, it's just there's so many examples out there of what folks are kind of pulling together and how they're using funds to support their career pathways, and it really does work differently in every place. So I think that it's a little bit tough to be concrete just because it's going to look different everywhere, but at the same time that's what's really exciting is that this is an opportunity to really think about what your local area or your region needs to support these career pathways programs.

And so before we open it up – and again, we'd really love to hear from folks. We appreciate you using the chat function. Before we open it up to a little bit more Q&A, I promised to go over the access slide.

So this is how you access the toolkit. You have to go to application.jff.org, and then the toolkit is formally called the accelerated opportunity braided funding toolkit. So you click on request access. There's a button right next to there, and then you fill everything out. And then you actually click on the link to go to the toolkit, and then you click log in in the top right-hand corner and it will say, click here to register.

And that will formally – that's what triggers an e-mail that comes to me. So you need to do both of those steps, the request access step and the click here to register. And then if you do both of those successfully, it will trigger an automated e-mail that comes to me with your information, and I will give you access to the demo toolkit.

So I think that – all right. I'll leave this open because it's more helpful than the Q&A slide. I think that's it for major content. So we would really love to answer any additional questions. Erica's put a great, great question here around who you might want to pull into your group.

So if you want to answer that question, we'd love to see some answers there and can maybe talk a little bit about themes and give some examples. But the rest of this time really is for you. So please feel free to ask those questions, and we'll try to go through a few more examples.

MS. ACEVEDO: Another question I want to put out there on the table is we understand that this is a lot of information to kind of digest, but what from today's kind of overview of the content is – either feels confusing or that you would like a little bit more explanation on, the very ethics of braided funding that Lexi walked us through.

MS. WAUGH: Yeah. Given the kind of braided funding intro is never an easy thing to do because you're trying to cover so much content in a short time. So if there really are areas where you're like, what is she talking about, please let us know, and we can go over things a bit more. We have plenty of time left to talk through things a bit more, if that would be helpful. And again, Erica, I don't know if you want to talk about the second part of this webinar that's coming up?

MS. ACEVEDO: Yeah. So I'm sure most folks have – they saw the full announcement that went out that lays out all of the different webinars that are occurring as part of this round two virtual conference, but the second part of this two-part series within the five webinars is going to take place on Tuesday, November 10th from 3:30 to 5:00, same time as now.

And in that one we'll hear from some grantees and another person here from Jobs for the Future that works specifically on policy who will walk us through some examples of policies and strategies that they're using and they're currently implementing to sustain their projects. So we definitely encourage you to participate in that one as well.

And like Lexi said, we have plenty of time here, but if there really are no other questions, we're definitely not going to keep you until the 5:00.

MS. WAUGH: We will not force you to stay. And I'm going to do a quick scroll through too just to make sure I didn't miss any questions.

MS. ACEVEDO: Yeah. And a question – another question that we have for you all is, are – for those that are currently on the line, what are some – have you all found ways to sustain navigators or coaches or whatever the term is at your colleges? Have you found ways to do that? We know that that one is a big role that across a lot of grantees they're trying to find ways to sustain because they know it's an effective resource for students to have this navigator.

MS. WAUGH: That's a great question, and I would add to that too, if folks want to type it into the chat box. We saw tuition come up quite a bit. So if folks have examples of how they're supporting student tuition, it would be great if you could share those both for us and for everyone on the webinar. I think that that truly is the hardest piece to figure out.

All right. It looks like we're going to get ready to wrap up then. We really appreciate your time, especially at the end of the day on a Friday. Please, if you have additional questions, don't hesitate to reach out to the JFF team. And also, I will do my best to be very responsive in approving access requests if folks want to go and check out the toolkit.

MS. ACEVEDO: And I'll also add that one of the – for the end of the slide deck is Lexi's and my e-mail as well. So you can – once you've stepped away and digested some of this information, you can definitely reach out to us. I'm – here at Jobs for the Future I work on the TAACCCT Learning Network team, and so we can definitely – Lexi and I can pull together any resources for you specifically to braided funding, if you need them.

MS. WAUGH: Absolutely. And I think with the JFF team here both working on the TAACCCT Learning Network and more broadly, we do work with a lot of community colleges across the country and a lot of state agencies. So we would love to also be able to connect you with peers that are doing really great work that you might want to learn more about.

Oh, we have a question.

MS. ACEVEDO: Somebody's tying.

MS. WAUGH: OK.

MS. ACEVEDO: So we wait to see what Janice has.

MS. WAUGH: OK. OK.

MS. ACEVEDO: Our advisor coach for continuing – (inaudible) – effective strategy for helping students enroll and complete programs at the college now pays – right. Yeah. That's great. We've heard that as well that it's become – again, it's just part of the way that the colleges are working now and fully funding these roles.

MS. WAUGH: Yeah. I think we've even outside of TAACCCT have heard in similar work around career pathways that those navigators or coaches or advisors, whatever you want to call them, they are critical to student success because, Janice, that's a great example. We really appreciate you sharing that and think that it's just great to get the word out that these folks play such an important role, and it's – the college is willing to fund that through institutional funds.

MS. ACEVEDO: Great. Well, I know that Eric wants folks to stick around for a little bit for some feedback on today's webinar. So, Eric, I'll hand it over to you.

(END)