

# **Workforce<sup>3</sup>One**

## **Transcript of Webinar**

### **Round 2 TAACCCT Virtual Conference**

#### **Sustaining Your Impact, Part 2**

**Tuesday, November 10, 2015**

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ERIC BELLINO: And I'm going to turn things over to Samantha Brown who's going to go over today the agenda and the presenters. Samantha?

SAMANTHA BROWN: Yes. Thank you, Eric. Hello and welcome to today's webinar. I am Samantha Brown from the DOL national office. This is the final webinar of the Round 2 Virtual Institute. We want to thank you for your participation and we hope that you have found the information presented to be helpful and perhaps learned about some new resources as well. As a reminder, please share any videos or newsletters, brochures that you have created with us.

Those materials can be sent to the TAACCCT mailbox. 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've received an email with more details about that last week.

Now I would like to introduce our moderator for today's webinar, Jennifer Freeman, program director of the TAACCCT Learning Network at Jobs for the Future and our presenters Mary Clagett, program director at Jobs for the Future, Dawn Busick from the Missouri Community College System and program director of MoWINS and Debra Mikulka from Washburn University, program director of KanTRAIN and compliance administrator for TRAC-7.

Thank you so much for joining us today to share your experiences. Now I will turn it over to Jennifer to get us started.

JENNIFER FREEMAN: Okay. Hi, Samantha and hi, everyone. Thanks for that introduction. And I wanted to thank you all for being part of this call. We know that it's a very busy time, particularly with pulling together your APR, but obviously, other things as well. We're really happy you could be part of this call, because sustainability is such an important thing to be thinking about in your final year here of Round 2. And so we know that many of you know Debra Mikulka and Dawn Busick who are also fellow Round 2 project directors.

And they are going to be sharing their experiences and their strategies for insuring that the work that they did through the TAACCCT grant continues on and continues to have life at their college and to really change the practices at their college moving forward. And not only their college, but throughout their consortium and at the state level also. And so let me – before I turn it over to them and to Mary Clagett, I am going to go through the agenda a bit to let you know how we're going to be handling today.

Mary is going to talk about sustainability and provide a framework for how to think about sustainability now in the last month, giving you some solid, concrete things to be thinking about and doing to improve the sustainability of your programs. And then Dawn and Debra are going to be talking about specific examples of sustainability at various levels, state policy at the level of regional partnerships and at the institutional level.

Then we're going to be talking about WIOA, which provides some particular opportunities when it comes to helping to sustain your programs and it says Q&A at the end, but we want to encourage you to ask questions throughout. We will pause for Q&A at the end, but we'll also pause at other points during the presentation. And if you have particular questions about what's being said, please share that.

And I also wanted to ask those of you who do have a sustainability plan, we know that from the poll, about a third of you do and about two-thirds don't. So those of you who do have one, if you have specific things you want to share, other ideas, other points that you want to throw in, we'd love to hear them. So feel free to use that chat window and my role of moderator will be paying attention to what you all are saying and to make sure to bring your points or your questions in to the conversation.

So with that, let me turn it over to Mary Clagett, my colleague from Jobs for the Future.

MARY CLAGETT: Thanks, Jenny. Thanks, you guys for having me with you today. I'm going to talk just for a few minutes about sustainability and things you should either already be thinking about or things you need to start thinking about in order to sustain the changes and institutionalize those changes that you've been making through your TAACCCT grant. Really, the key to sustainability is to begin to plan for it from the beginning or at least while you're still undertaking the changes as part of your grant.

So it's really important that the kinds of changes that you're making through your TAACCCT grants and your projects the way that you're doing things, how you're doing things differently. You need to start thinking about how you want to sustain those changes and make them part of the culture of your institution, the culture in your regions and the culture also in your states if you're planning to scale these changes.

I'm kind of taking you to the classroom right now, because a lot of the kinds of things that you need to be doing, when you're thinking about sustainability in your projects, goes back to change management theory. So this slide shows you two of the leading theorists on change management are Kurt Lewin and John Kotter. Kurt Lewin's three phases for change management talk about unfreezing, making transitions for your devised strategies and take actions to change from the current condition and then you refreeze and institutionalize the changes based on performance expectations and organizational culture.

John Kotter's eight-step model really does speak, and I think for those of you who have either already begun thinking about sustainability or even for those of you who don't think you already have been planning for sustainability, you'll recognize – and a lot of these steps, you're probably already doing some of these things. First, you want to establish a sense of urgency and I think you probably have done that as part of your TAACCCT project.

You want to discuss challenges, you want to have an open dialogue and discussion with your colleagues and your partners to make sure that everyone's on the same page. The second thing in Kotter's model is you want to create a guiding coalition. Again, you want to have everyone buy

into this common vision so that you have broad-based support for making the changes and for sustaining them over time.

Third thing in Kotter's model is developing the common vision and strategy. The fourth is communicating the change vision and this is really important to have a clear and consistent message about the reasons that you're doing the things you're doing, the reasons that you're changing the organization and delivery of services and why that's so important. And then the fifth thing is empowering a broad-based action.

You want to have participatory management. You want to encourage contributions from all of your partners and all of your stakeholders. The sixth thing is generating short ones. And seven is documenting and consolidating the gains made. You want to make sure that you use data. You want to make sure that you're using your positive outcomes to build support for the kinds of things that you're doing and to encourage others to see the need to adopt these practices.

And then the eighth thing under the Kotter model is anchor new approaches in the culture. Again, you want to secure resources, you want to continue to build support for the kinds of things that you're doing in your project and you want to also look at – identify and pursue policy changes that are necessary in order to sustain these changes and again, take them to scale.

DAWN BUSICK: Mary, this is Dawn Busick. Can I add a little bit to that?

MS. CLAGETT: Yeah. In fact, I was going to ask our future presenters to talk about how they see these steps in their own work.

MS. BUSICK: So something that we learned in the MoWINS Round 1 TAACCCT grant, and we are a consortium of 13 colleges, is when you talk about establishing a sense of urgency, while we're not a statewide system, we are decentralized 12 individual community colleges. We all have some common issues within our consortium, which we address to help build our capacity and to imply change to help us work smarter and not harder.

So when we came around the common issues to build a sense of urgency, some common issues, examples I can provide for everyone would be like increase retention, increase the completion agenda and we found several of our strategies that were connected to that. And so we were easy from that to develop our vision and strategy with what needs to change, what did we learn over these previous three years so that we could imply some statewide actions or policies or model polices.

You know, no one shoe fits all (sic), but what are the different types of solutions that came out of our TAACCCT experiences to increase our retention and completion rates. And to Kotter's fifth one, empower broad-based action, I encourage everyone to engage the presidents of those colleges that signed your TAACCCT grant, to engage them with this process, because they will then turn and empower other leaders on their campus to assist you with a grant director to work on the sustainability plan.

Anchor new approaches, I love that one, because again, every college is unique and different. And so be open-minded to several solutions, several models that address that same issue. So those are just some suggestions. We did use the Kotter model here in MoWINS and we're very, very happy with our outcome.

MS. CLAGETT: Thanks, Dawn. Debra, did you want to add anything or do you want to do that when you're doing your presentation?

DEBRA MIKULKA: I can just add that unfreeze, those first four steps of Kotter's, some of you recognize if you were – that you have two levels of that John Kotter. You have when the grant was written and how they developed that grant and boy, a lot of times, they had a vision and a strategy and depending on whether you had continuity of leadership from the time the project was written to the time the project was implemented, that vision may have adapted or adjusted a bit or shifted.

And then you have a grant that's written for the initial vision and you're trying to implement the grant that was written and visions have shifted. So that makes it really interesting, but the key here or the good part is that it gives you the change management theory. It gives you, okay, so maybe it shifted, so we come back, we go back, we hit step two or three, maybe we have to redo something, but the model works at whatever point you are at in the process, whether you have to go back a step or two, whether you can move forward quickly. The model will work wherever you are at in your process.

MS. CLAGETT: Thanks, Debra.

MS. FREEMAN: Hey, Mary.

MS. CLAGETT: Yeah.

MS. FREEMAN: Mary, this is Jennifer. I just wanted to add another thing that I neglected to say at the very beginning and it's just worth pointing out that the funny thing about TAACCCT grants is that they are sort of dual goals. On the one hand, we are implementing specific programs and tracking specific outcomes for participants, but on the other hand, to a very large extent, they are capacity building grants.

So looking at this Kotter model, thinking about developing a vision and strategy, all of you or your colleges developed a vision and strategy for your TAACCCT program when the grant was written, but then as part of the sustainability model, and Debra will get to this as she talks about the approach they took, you need to sort of rethink your vision and your strategy when it comes to what you want to sustain when it comes to looking at the lessons you've learned and trying to determine, in a strategic way, what aspects of your TAACCCT efforts can and should be sustained to have a long-term impact.

So I just wanted to get that point about capacity building in there. This is being able to say what you have done that's going to continue to live on is a really important part of this.

MS. CLAGETT: I think that's a really important point. You know, the next slide that we're going to look goes to the issue of where you make the changes, where your attentions for sustainability need to reside. At the institutional level, you'll be looking at changes in structure, practices and culture. Hopefully, because this is a systems change initiative, you'll be able to change systems within your institution at the regional level trying to make changes with your partners.

That's why it's so important to include partners as you go the entire practice in getting them onboard for your vision and the changes that you have made throughout your project. And at the state level, you're focusing on policies and getting state agencies and other stakeholders to come along with you in your vision. Both of our speakers, Debra and Dawn are going to be talking about focusing on sustainability at the different levels that you see in this slide.

And so I'm going to turn that over to Debra to talk a little bit more about this. Oh, I guess, I apologize, Jenny, first, we're doing a poll.

MS. FREEMAN: I'm sorry, I was muted. Yes. So first, we are doing a poll. So we know that about 62 percent of you exactly, at this point for those who have voted, have not done a sustainability plan, but what we wanted to ask you, in this other poll, is what levels, even if you haven't actually developed the final plan and maybe have not gone through all the steps we just talked about, you probably have some sense of what aspects of what you have done can or should be sustained.

If you were going to write a sustainability plan, at what level would you be looking at change. So that's what the second poll is about. It looks like 100 percent of you say that you are definitely working at the institutional level and that's great and that's important. I guess I would expect that. And then in addition, it's excellent that half of you – or 50 percent of you have talked about regional partnerships, because that's another important part of these TAACCCT grants, those partnerships that you've developed.

I'm glad to hear that you're looking at ways to sustain those. And a smaller percentage, 30 percent, are looking at state policy. So this is about the breakdown we'd expect and that looks great. I do want to turn it over to Debra now, because she's going to share examples from her site and also share some steps that they went through in order to develop the sustainability plan.

MS. MIKULKA: Thank you, Jennifer. That was really interesting, the poll findings. And the good news is that even if you don't think you've started a sustainability plan, you have. And so that – so let's talk about that a little bit. When I talk about the long and winding road, it's that project implementation, all the stuff that you have in place right now. Sustainability can happen at any time. So what I want to tell you is don't panic if you don't think you have or you're not far along in your planning, because you're probably farther than you think you are.

The nice thing about TAACCCT grants is they're designed to be capacity building. And so there is, inherent to the capacity building, implementation and planning. The sustainability, to some degree, is inherent or the foundation for sustainability is there and waiting for you. So what

we've found, in order to work toward sustainability, you've got to think about three things, intentionality, responsibility and accountability.

You have those things already with your work plan, with your project. You've been developing them to this point. So with intentionality comes planning. As you know, in order for something to happen, you have to plan for it. Otherwise it's just serendipitous and happy and while it works. But with planning, you can insure that you're sustaining those things that need to be sustained and you identify what it is that you want to sustain.

I like to start, and what we do, is start with back loading. We start with the end in mind. So it's hard to build sustainability if you don't know where you want to end up. So what I would say is start at the end and then by back load, plan from the end point back to – wherever you're at now, plan, back load and make – design your plan and your accomplishments and your work steps to align to your current position and where you want to end up.

And again, you are planning for that. You are taking conscious steps to plan and to identify what it is that you want to have occur. With that intentionality, it's a good time to build your champions or to bring people into the group or into the planning that will be champions for whatever activities or whatever outcomes that you want to sustain. It's the time now to start strengthening those relationships with champions, with people, whether it's presidents, whether it's employers, someone who will carry the flag for you.

After intentionality, you look at responsibility. You look at defining who and why, because you can have the best of intentions, but unless you assign responsibility for specific outcomes or what you want to achieve, it's going to be hard to achieve that and then operationalize. One of the things that we do all the time with our TAACCCT grants is that you have to define what it is you want to accomplish, whether it's the end point or whether it's the point to get to those, whether it's your outcomes.

You have to operationalize and define what it is that you're trying to accomplish. You have to say what it is you want to accomplish, when you want to accomplish it and then you go back to who and why. So look at who is responsible and what does that mean. And the last part, that accountability, if some of you are using – we use, and it's been – we've talked about it at multiple conferences, it's on the – we've uploaded it to the repository.

TRAC-7 has a continuous improvement model and of course, I'm kind of a data person, but I firmly believe that if you build in through continuous improvement, you build in that accountability in your improvement system and if you have identified what it is you want to do and you have the responsibilities, then through your continuous improvement process, you are going to improve upon, you are going to tweak, you are going to find what maybe needs to be changed or fixed.

And by the time you get to the end of the grant project, you will have a successful, sustainable activity, outcome, whatever it is, product that you want to sustain. The other part is that the accountability has to be solution-based. So when you're looking at what it is you want to

achieve, you can't just say – you have to have a solution. I never believe that you present any problems without coming up with solutions.

So how do you fix? If you're in the continuous improvement model process and you find you have difficulties, something is not working, then what are the solutions, how do you fix it, how do you tweak what is to be accomplished and then how do you move on and it just follows in the process. So once you've looked at those three things, the intentionality, responsibility and accountability, then what you need to be thinking about is how they apply.

And we just kind of focused on those foundations of the sustainability for facilities, programming, personnel and leadership. We built those and did an Excel spreadsheet, a diagram. And so we cross-indexed. So what you're looking at is you're going to look at facilities. What are we planning to do, what do we need? So from the earlier slide, you apply intentionality, responsibility and accountability and you do it by category, by facilities or programming, personnel, leadership.

The interesting thing – an example, like for programming, when you're with your grant, most of us put in that we developed curriculum. Curriculum, as a standalone, is not sustainable in and of itself. Curriculum is sustainable through the integration and institutionalization that occurs as it utilizes what we've developed. So anything that we do with the grants, it's not the products themselves that we're sustaining, it's how we use them, how we implement them, how we continue them.

So with those four foundations, then you're looking at your planning, your monitoring. You want to ask those questions. And really, you guys all know what you're doing out there for the most part, it's the questions you need to ask yourselves, where are you going, where do you want to end up, are you where you thought you'd be, taking stock, look at what your work plan says. Are you where you thought you'd be? If you're not, then you may be on your way to some serendipitous, unexpected outcomes or you may be off track.

You want to evaluate progress. It's always data-based. We talked about that earlier. And you have to adapt. You adapt to circumstances and you guys know that really well with your TAACCCT grants. From a systems perspective, your grant is not sustained, in my opinion, and how we've gone about it with TRAC-7. From a systems perspective, your grant, whether it's TRAC-7 or MoWINS, it's not sustained as a separate entity. Again, it comes back to the impact and capacity that you've built through the grant that is sustained and institutionalized.

So when you're looking at sustainability, you're looking at impact, you're looking at what it is we want to sustain, the products that you've created. It's the impact and capacities that you've built that will be sustained. Some of the final questions that we've spent asking ourselves, as we look to sustainability, what did we do that made a difference. And that is interesting when you're doing your QMPRs, as you do those all the time and you write them up and you do your APRs, that's a really interesting question, because that may not be in the work plan.

And you may find out, wow, that's pretty significant. So what did we do that made a difference? As you sit with your consortium members or your team members as a single institution, what did

we do that made a difference? How did that innovation differ from other initiatives? What impact did it make at the institutional level or regional or state? And the question is always, what should be sustained? Everything in your grant is not necessarily sustained. If you're trying to continue or to sustain everything about your grant, you're going to need a lot of money.

Somebody's going to have to support that. What is the impact, what are the outcomes that you want to sustain? And then you have to look at how does it sustain financially, who's responsible for sustaining it? That's where you come in with your champions, your stakeholder, your stakeholder participants, your administrating ownership. One of the things I think is important is what didn't work, what went wrong?

If you find out what went wrong, then you get the solution-based and then you say, okay, what if we'd done this or that? Now, back in your continuous improvement, as you review, that's where hopefully you've been addressing those what went wrong and then again, are we where we want to be, how did we end up here? It's always a great question to ask yourself, because sometimes you go, wow.

So you have intended and unintended outcomes, I mentioned those. You have to align your sustainability program with your project deliverables. When I started out, you already have sustainability plans in some format, you just haven't called them that. And you're at a good time now that you can say, what worked, what didn't? Take these questions, move them into something and you'll find you have intended outcomes that you've planned for all along and you're going to find there's some unintended ones.

Some of the things that we came up with, like at the institutional level, we used borrowing from the I-BEST model, Kansas developed an A-OK, they call it and we put that into five of the institutions with our TRAC-7 of the 7 institutions in TRAC-7. They were using some model or format for that A-OK I-BEST model. Several of the institutions that implemented that have come up with their own version of institutionalizing those initiatives started through a lot of the grant initiatives.

And that would be at Washburn Tech, that's at the Advantage Center, a student success center. They call them different things, but the Student Success Center at Flint Hills Technical College. They identified an institutional gap that their TRAC-7, when they were doing it. They didn't have any coordinated center point for student success. So Flint Hills, they came up with a student success center, Conqs' work, again, the Conquistadors.

That's Dodge City Community College. That's their mascot. And they found out, through TRAC-7, when we were saying that, we've got to get these people employed. You have a grant, you've got to them employed. Well, they came up with the idea, we don't have a system for that here. So an outcome of the project is the Conqs work center at Dodge City Community College. And I'll wrap up with serendipitous outcomes, because those are sometimes my favorite.

And one of my favorites through TRAC-7 was the KanVENT integration that occurred with the State of Kansas. We started off, and we knew we wanted to focus on veterans and we wanted to

reach out to veterans and to offer them opportunities through our project or for other workforce training programs, that we wanted to involve veterans, with TRAC-7.

We started off the institutional level at different institutions and as we began working with the different military bases or military institutes, we came across this state initiative that was happening called KanVENT and now we're having some real exciting fun times working with the statewide initiative integrating TRAC-7 and now into KanTRAIN.

Those military outcomes and goals that we have through our grants, they are integrated then with statewide initiatives. So that was a wonderful unintended outcome. So as you're looking at sustainability, don't forget you have your intended outcomes that you write through your project and identify it in your work plan, but you have some strong unintended outcomes or unforeseen that probably you want to sustain and you don't want to forget in that sustainability plan. That's it.

MS. BUSICK: Thanks, Debra. This is Dawn Busick. I'm the director with MoWINS in Jefferson City, Missouri and we are a Round 1, 2 and a 4 tech grant. So I'm going to provide some examples of some ways of sustaining in either regional, statewide policy for institutional practices. So let's start, first off, with sustaining regional partnerships. Something that we've learned that we felt very important was partnering with our local workforce investment boards and our state board.

And out of the 13 colleges, we have 14 WIBs and one state workforce advisory board. We felt that TAACCCT was the perfect opportunity for the community colleges to engage in some sort of formal partnership with them on their public workforce services that they provide, because our TAACCCT grant target population is the same as the target population that they serve, unemployed, underemployed, low skilled, veterans and Trade Act participants.

So we encourage all the colleges to engage into a memorandum of understanding that would describe how they're going to partner and how they would communicate and for how long would they partner. So we have MOUs on file for our colleges and our workforce boards, for all 14 WIBs and 13 colleges. Now, some of the colleges have more than one MOU simply because their service area doesn't align perfectly with the WIB service areas.

So it wouldn't be unusual that we had one college that had five MOUs with five different WIBs if they covered a 20-county region of our state. The good news is is that our workforce investment boards and our state board, and through the support of our state workforce director, they saw this as an opportunity how we could better partner as well. So they were looking at ways how they could make changes in providing referrals of their clients over to these community college programs.

So up here on the screen, I've provided you with things that should be within a good, effective MOU. And I do have a sample partnership MOU out there on the MoWINS web portal and I will make sure, after this, we will follow up and get that out to everybody. So with that, I'm going to share an example with an MOU that we did in place in the Kansas City region. So with Kansas City FEC WIB, under the direction of Clyde McQueen and our metropolitan community

college under the director of Mark James, both of the college and the WIB, prior to TAACCCT, had strained relationships.

So they saw this as an opportunity to rebuild that partnership and to start over. At the end of their negotiating of their MOU that detailed what each of their roles were going to be, out of mutual respect for both organizations, they detailed the grant eligibility and enrollment processes, how those partners would coordinate the participant records, how the WIB would leverage their portfolio of services, job placement, supportive services, performance reporting, who will coordinate the participant employment placing and reporting.

We also included things like participant completer and exiter process, what is the post-employment follow up performance metric going to look like and then the recordkeeping role for both partners in their participant files and then how often will these partners meet to review and evaluate their grant performance. At the end of the day, their MOU was 92 pages long, complete with flow charts, if a client comes in, the workforce career center versus if a student comes in that just came from the career workforce center, but wanted to enroll into the MoWINS program.

So we built systems around no wrong door approach. They can enroll in a TAACCCT grant program of study at a career center or they can enroll at the college as a job seeker under WIOA. So they had flow charts of if a client came in this door, this is what it would look like, if they came in this door, this is what it looks like. Then they also – a lightbulb went off and it was like, this really is a win-win. If the TAACCCT MoWINS grant meets their performance measures, they've done nothing but increased our performance measures.

Thus came the idea of co-enrolling. So we co-enrolled all of our TAACCCT grant participants in the public workforce system as a job seeker and then also enrolled them into the grant in one of the five target populations. So it truly was. If our performances were met, then that meant that our public workforce board had an increase in their performance metrics. So this made this a win-win for both partners.

Another thing that we encouraged them was to put an expiration date on our MOU. Therefore, in future TAACCCT grants, we could go back and evaluate, did this MOU do what it meant to do for the partners and if not, what other solutions or what corrective action can we do when we build the next MOU? So that's really critical when you look at entering into MOU partnerships. It also provides some historical data, because as you know, at colleges and at the WIBs, there are a lot of staffing changes.

So going forward, it helps new grantees coming in and new WIB personnel coming in how to partner effectively. So the MOU is one way to sustain regional partnerships. We were able, through our Round 1 TAACCCT grant, to turn around some strange relationships through this MOU process. And again, there is a sample one out on our web portal, I will get it to you. But it prescribes samples of issues and ways that you can partner with a local workforce board.

You could probably take this same sample MOU, it's kind of scripted, and use these topics for discussion issues if you're looking to partner with someone else, say a community action agency or a job placement agency or even employer that's going to make commitments to help you with

follow up wage data or follow up, did the student attain the skills and the credentials that that employer needed for the program that you built?

So effective MOUs is one way that you can sustain regional partnerships. The next example I'm going to provide is we felt it was really worthy to see, did the TAACCCT grant change the way that we engaged with our employer partners over and above what the community colleges were doing normally before TAACCCT grant? And that was, every technical department had an advisory board made up of industry leaders in that region. And we found that some of the colleges' normal, typical advisory boards only met twice a year.

In the TAACCCT grant, we encourage that the employer partners that had committed and signed on with the grant were able to provide a whole host of services and that could be vetting curriculum, coming into the college and serving on employer panels for discussion and questions for students to ask, if I came to work for you, what are your expectations of me? It was also an opportunity for the employers to share with those students, I plan to hire this many students with these credentials over this next year and this is my expectation of soft skills and the credentials and how important they are to that company.

So what we did is we created a statewide task force. So this could be a short win that we go back, when you look at the Kotter's list of change, we created a vision and we created a task force and they were charged with to develop this white paper report on how did MoWINS engage with employers and what was different about that before the TAACCCT grant came around? So every college had representatives on this task force and we surveyed the colleges questions, like how often did you reach out and what were some of the type of services that they provide?

A lot of that is based on what you collected in your quarterly reports under that employer engagement section of the quarterly QNPRs. Then we also surveyed the employers. You know, what did they feel worked best and were they happy with the product that we provided with them and that's the skilled job applicant after they were completer in the programs of study. So this white paper is something that just went viral here. I mean, it has been not just with the few Mo Health – all the Allied Healthcare programs of study, but the other technical programs in the colleges were looking at, I could possibly partner with my employers better than I used to.

And so we have best practices and we have lessons learned in this white paper. This white paper, also, is out on our website.

MS. FREEMAN: Excuse me, Dawn.

MS. BUSICK: Yes.

MS. FREEMAN: I want to just put your – you mentioned a couple things that are on your website and I wanted to put it in the chat box. Can you let me know what it is and I can put it up for everyone?

MS. BUSICK: Sure. It's [mccatoday.org/mowins](http://mccatoday.org/mowins) and then you would go to programmatic documents under technical assistance.

MS. FREEMAN: Okay. And I think we should pause for a minute before you go on to your state policy example, if you're about to move there. But do you have anything more to say on this side?

MS. BUSICK: I just – there are a lot of topics of ways that institutional practices can be sustained and changed on what happened in your TAACCCT and this is one way that this impacted all of our institutions and they're looking at how they can differently engage with their employers based on what we learned from TAACCCT.

MS. FREEMAN: Great. I think this is great, the fact that you surveyed everyone to ask them specific questions to determine how what they're doing now is different than what they did before. It's a really great way to surface those things that are actually being sustained or those institutional changes that have occurred that you may or may not even be aware of. I like that approach a lot.

I put a couple questions over in the main chat. I'm just wondering if any of you – we've been talking a lot. And so it would be great to hear from some of you. If you have your own institutional changes that have occurred as a result of your project, if you want to put them in the chat box, that would be great or if you have built regional partnerships and models with those partnerships similar to the ones that Dawn talked about with her MOUs.

If you've created any of those that you know will be sustained, please share them with us in the chat box. And also, let's pause for questions now too. There's been a lot said about the general framework and approaching sustainability and then a lot of great specific examples from Debra and Dawn. Do any of you have any questions at all for them? I know that Christian (sp) is putting up a lot of great stuff from the [Mccatoday.org](http://Mccatoday.org) website, because it is – one thing that they have done is they have put a lot there available for all of you to use, which has been really helpful, a lot of the technical assistance and programmatic documents of all kinds.

So definitely take a look. And there's a [Trac7.org](http://Trac7.org) website too, which has a lot of great examples on it. So we'll just wait a second for questions. Janice has one, I'm seeing. Dawn, those MOUs that you were talking about that document how the joint customer service, basically that the colleges are offering with the one-stop career centers, once TAACCCT is over, who will be the participants that they envision serving together through those MOUs?

MS. BUSICK: Well, once TAACCCT is over, the sustaining programs of study is a lot easier than to sustain partnerships. And we made sure that the expiration date on the MOUs went beyond TAACCCT and then we also made sure that there was routine communication between the WIB and the college, especially inasmuch that while our Round 1 was only Allied Healthcare – so predominantly, our target population were females.

However, in our Round 2, it's manufacturing. So we were working with a different group of people at the career center around – especially if it was a statewide rapid response event or a

certified Trade Act event. We were working with a different set of staffing. We tried to write them so the MOU would apply to everybody in that career center. So the expiration dates do go beyond the grant, but by then, we have a proven methodology where we have helped the WIBs increase their performance metrics with a skilled workforce with jobs on the other side of this.

MS. FREEMAN: That's a fantastic point. So that seems like helping them improve their own performance metrics. So it's probably a big important part of getting them engaged in this partnership and figuring out how both of the partners benefitted. So what are the performance metrics exactly that they're able to improve as a result of this, just to share some examples?

MS. BUSICK: Well, it would be the adult dislocated worker or Trade Act participant or even a veteran that attained skills, stackable credentials and then entered into employment with wages. Those are the same metrics. A lot of the performance metrics that we're held to in the TAACCCT grants are the same that the public workforce system is. They're common performance metrics. So when we share that data back and forth and we're reporting this with ours, they then too can see –

And they also assisted us with tracking the wage data by co-enrolling our participants in their system and in our system. If we had a participant that we couldn't collect a social security number on, but the public workforce system did, we were able to collect that wage data and they shared that with us. They also assisted us with other supportive services that the grants couldn't and that would be daycare, transportation, book fees.

If the student needed scrubs or if our manufacturing student needed a welding helmet and steel-toed boots, the WIBs were able to spend down their supportive service dollars to assist these students with that, because these were not grant allowable costs.

MS. FREEMAN: That's great. And I thought that that was kind of a learning experience for a lot of your colleges that those student supports were available through the WIB.

MS. BUSICK: Yeah. And through the WIB, because a lot of times, the career centers, back in 1998 and 2000 when WIOA was implemented, it was a first customer choice, but now everybody knows, the research is there, that a trained and skilled job applicant is more marketable in the labor market to get a job with wages than one that is not. So there is this push to advise, with the labor market data, that same clientele to engage in accelerated, innovative job training skills so they can sustain themselves longer out in the labor market.

MS. FREEMAN: Yeah. And that's a good point that leads into what Mary's going to talk about regarding WIOA. But before that, let's go onto your state policy example, but I see that –

MS. MIKULKA: Jennifer –

MS. FREEMAN: Yeah.

MS. MIKULKA: – can I add something, this is Debra again, that goes along with the employer engagement? One of the ways that grantees could do fairly quickly in the next few months they

have left is if they look at those employer engagement strategies and focus on the employers. One of the things TRAC-7 did is worked with its Kansas Board of Regents, the governing body for higher ed. institutions and they have an employer engagement recognition system.

They called it employer engagement initiative. We worked with all our TRAC-7 employers and we had a significant number – there are levels for engagement. And so most of our TRAC-7 employers weren't part of this KBOR and Kansas Department of Commerce employer engagement initiative. So we worked with our employers to build on these levels of employer engagement, which will help reinforce. It sets structures and practices in place so that it took the employers one step farther toward employability, toward hiring workers through their respective programs.

So it built a sustainable model on through not just the institutional level, but then through the employer level. And that would be something that in the next few months, in the time that's left, all of the folks listening here have employer relationships with employers, working with those employers and identifying three or four key goals for hiring, for access, recruiting, coming into either the training programs or the training programs coming out to them.

They could embed some of those same strategies for employer engagement and get them in place for sustainable work and processes and activities with employers.

MS. BUSICK: That's a great point, Debra. And our MoHealthWINS, we started out with 31 healthcare related employers signed on to the grant. By the time we created – right before our last year, towards the end of our third year, we created this employer task force to begin writing this report and we charged them with what the report should entail and then gave them five meetings to do that and then we conducted a lot of surveys with the colleges and with the employers.

At the end of the day, there were 252 healthcare related employers signed on to our MoHealthWINS wanting our completers to be hired –

MS. FREEMAN: That's fantastic.

MS. BUSICK: – thus take on. And when you look at your typical educational board of employers that you do engage with, you're usually at 12, 15 to 20, but not 252 that are wanting your product.

MS. FREEMAN: So in both of your consortia, have you seen – you guys obviously have really built very strong and deep employer engagement models in the industry areas you are working in. Have you seen those models be imported or exported to other programs of study in your colleges? How have they affected your colleges overall in terms of how employers are engaged?

MS. BUSICK: We definitely saw, in our Round 2, duplicate itself in our manufacturing. We're at about 190 manufacturers now and we have a lot of new employer engagement practices coming out where the colleges serve as the facilitator in training consortium with common

manufacturers instead of competing for the same workforce, but coming together and creating paid internships as part of the grade.

So we've seen a lot of new things come out of this and now going forth in our Round 4 in the STEM area with those employers.

MS. FREEMAN: Mm-hmm. That's great. And Debra, have you seen the same thing, that – or have you done specific things to help other programs of study build the kind of employer engagement practices that TRAC-7 has built?

MS. MIKULKA: It's an interesting question, because we haven't – I would say that the employer engagement, at the institutional level, we saw impact with hiring and with the employer engagement at the institutions. We did not do any measures or ask that question, how has this affected your relationship in response to other programs at your institution, how did TRAC-7 impact that relationship?

So I can't definitively answer that other than just anecdotally what the consortium members have talked about through various conversations.

MS. FREEMAN: Okay. I was just –

MS. MIKULKA: I think it's made a difference, but I hate to report on something I haven't measured.

MS. FREEMAN: Well, that's a good policy. I'm seeing that – just to go back to the chat box here a second, Janice, a while back, shared that student supports, such as advisors and tutors, have created high levels of success in terms of recruiting, retaining and completions with the students. And so I'm gathering that what Janice is saying is that those are areas that they're looking at sustaining, because they've been able to demonstrate that they have been effective.

And I know, Dawn, later on you're going to talk a little bit about ROI, creating that Return on Investment, showing that investments have made an impact. And let's see, Marisa has a question we should get to. "Have any of you embedded an industry training into your programs for credit to leverage college credit while allowing students to earn a living concurrently?"

MS. BUSICK: Yes. We had, Marisa, in our MoHealth and in our MoManufacturing, our programs are both non-credit and credit. So my next slide, a great segue, is the credit for prior learning models. Prior to TAACCCT, Missouri had no statewide model policy around credit for prior learning. In fact, we had to – we created a little workgroup around this with the representative from each college and did a baseline evaluation, who does credit for prior learning and who is not doing credit for prior learning?

Because while we were writing the grant, we committed to it and we committed to numbers of students that would be awarded credit for prior learning. And then after that, we evaluated seven other statewide models in the country and found one that we felt best fit our needs. And then even in that model, we had – this would work for us and then these are items that wouldn't work

for us. So we created the model policy, which supports various types of credit for prior learning models, not just one.

Not just e-portfolios or not just assessments, but it recognizes most of the models, because we had 13 colleges and they were all doing it differently. Not all departments were honoring it and then we had two colleges that had no credit for prior learning policy. So this is where our Round 1 helped us. So we created this statewide policy. After we developed it, we stamped draft on it and we vetted it at our annual convention for over – and we launched it there, the draft, and we gave it eight weeks for every community college personnel, staff, faculty, adjunct faculty, dean, director, chancellor, vice chancellor, presidents, vice presidents to vet and tell us what was wrong with this model policy and then we got back together.

We also provided professional development about what credit for prior learning is and what it's not, everybody has their own term and definition of what it is, so we could come up with some common ground what we all agreed what it is here in Missouri. Then after that, we started tracking students. We started offering, especially when we had adult learners, our average age grant participant in our MoHealth was 34 years old.

So we were able to see if they were coming back to refresh skills or if they were coming in for brand new skills, but was there anything that they had learned from their previous employer or from previous college experience that we could award credit for prior learning in order to accelerate them through these new programs. And so the results from that is we had 534 participants in our Round 1 who were awarded credit for prior learning.

So that's about 12.5 percent of our total participants served. We served 4,251 students. And of those 534, 65 percent of them, 347, completed a program of study under the grant. And then of those 347 completers, 239 attained jobs with wages. They came in, they were unemployed and 239 did attain jobs after that. So that's some really wonderful data around why this policy needs to be sustained.

The work group didn't want to end with just adopting a policy. You know, we had to vet it through the chief academic officers committee and then we had to propose it and hope that all our presidents and chancellors, at their monthly meeting, would adopt it as well. Once that was accomplished, the next phase was is wouldn't it be awesome if we could have a statewide inventory course of all the community college courses matrix, where they're mapped, to crosswalk to the national standardized PLAs?

And that's the project that we're working on now in our Round 4. So we are sustaining and building and evolving our statewide credit for prior learning policy. And then of course, we need more professional development. We've probably trained close to 100 community college faculty and staff, registrars, administrators, financial aid folks around PLAs, but we need to do a lot more of that to insure that this is a sustainable policy.

Are there any questions around credit for prior learning? This is one statewide policy that didn't exist before TAACCCT, but does now exist and continues to grow. We're also – we've expanded to what does it mean to competency-based education models? So we've been engaging

with Western Governors University and with the Lumina and the Gates Foundation with the recent EDUCAUSE and CBE Exchange around what is the relationship between competency-based education models and could we apply prior learning to those competencies?

In other words, if it's a for modules competency credential that they're shooting for, are there any of those modules within there that we could assess them out so that they could accelerate through the programs quicker? So this is one of our biggest statewide policies that was adopted in 2013. It was our second year of our Round 1 in that it continues to take on a life of its own and will be sustained long after TAACCCT.

MS. FREEMAN: That's really great, Dawn. And it is – I know that a lot of you have programs and policies that have been instituted at your individual colleges within a consortium, but as you can see through Dawn's description, raising that to the level of state policy and a statewide approach across your colleges in your consortium is a great way to make sure that those changes are really institutionalized and have a broad effect across your state.

And I know that this reminds me of a point that Dave made early on that I wanted to go back to. Dave is from Sinclair Community College and they're working on – their project involves competency-based education also and they've connected with other folks across the country, I imagine, probably Western Governors University, which you also mentioned, Dawn. He's talking about developing a national agenda around CBE.

And again, I'm sure many of your colleges and consortia are involved in various strategies and practices like CBE or – (inaudible) – changes or PLA that many other colleges are involved in across the country. So if you are involved in any of those kinds of efforts to create broader systems change like that, please let us know, put it in the chat box. But thanks, Dawn, that's a great example. Those are a couple of great examples.

MS. MIKULKA: Jennifer –

MS. FREEMAN: Yes.

MS. MIKULKA: – to just build on that a little, TRAC-7, the state was working on its credit for prior learning statewide approach and something that TRAC-7 did with our candidate partners is that we looked at the military component specifically.

And so as an idea for people out there, it's hard to do it right now for sustainability, but if they have subsequent grants, it may be of interest, that we took the TRAC-7 aligned program course pathways or we took those pathways and aligned them with the MOS's, the Military Occupational Specialties, the Air Force specialty codes to the MOS and the FC, we've got the Marines and somebody else, Navy and Coast Guard, it's kind of interesting, Kansas has Coast Guard stuff, and we've taken those and worked with the instructors in our programs.

So the instructors go through, for each institution, and then were creating – we developed it or building on this. It's Kansas higher education serving veterans. It's an online database. So instead of veterans having to go to each different school admissions office and say, what will you

accept for this MOS training and that MOS training, what we're building is that a commitment from the institutions at the state level, that if you have this MOS, then you will have this class as credit in this program of study.

And that one is a little different play on the credit for prior learning, because it aligns specifically to those veterans or military individuals, military records and training.

MS. FREEMAN: That's fantastic. And I see that Christian put up a link to that veterans PLA process that you've developed. I see that that's what's described on [Trac7.org/kanvent](http://Trac7.org/kanvent).

MS. MIKULKA: I have to look at that. That's what we're doing with KanVENT. We have a very specific process that – we probably have more in our deliverables, in the repository than we have on our TRAC-7 website, but what the TRAC-7 website does have is all the TAACCCT on conference presentations.

MS. FREEMAN: Mm-hmm. That's great. So I see that – I'm just trying to time check here, it's 4:34. We wanted to talk about the WIOA opportunity and also – but before that, wanted to – we've talked a lot about a variety of things that you could institutionalize, could sustain and breeze through the level of policy and Dawn had a few things, some thoughts, about how to establish the return on investment, how to make the case that those things that you are choosing to sustain really are worth making that investment. So Dawn, do you want to take that away?

MS. BUSICK: Yeah. So just to follow back around with John Kotter's eight-step model, how do you establish a sense of urgency and empower broad-based action and then anchor new approaches, all of these Round 2 TAACCCT grantees should now be in a position where you have enough data to use to support and to build a sense of urgency and to engage people outside that you're working with outside of your institutions to help partner with.

You know, we served a total of 4,251. We were only targeted to serve 3,539. So we overserved by 700 plus students. Twenty-eight percent, 1,200, participants came to us through our public workforce system and we were able to work with them and increase their performance measures. You know, in a prior life, I was a state workforce director. If I had someone that said, what if I can increase your performance measures by at least 1000 participants, I would've welcomed them happily with open arms.

So right there we have demonstrated a win-win with our data with our local workforce partnerships. Another one is 80 percent of our program completers secured employment. Seventy-five percent of those were unemployed at enrollment. So these are ROI numbers that no program in your current institutions are getting those kind of performance measures. The average wage was \$23,000 with a 6-month retention rate of more than 90 percent.

We also tracked how many stackable credentials. Over 10,998 credentials were issued. These were credentials that all of our employers had input into that they would recognize. And then again, we started with 31 employers, we closed with 229 employers. So use your data now, because you're in your fourth year. You should have data that you can – you know, make it apply to those partnerships, to those state policies that you're trying to sustain, because it's very

powerful and it will help you build that sense of urgency. It will also engage a whole new level of leadership that you will need to sustain your program.

MS. FREEMAN: And Dawn, if I'm not mistaken, these spectacular completion and employment numbers, are what you use to make a case that your navigators should be supporting; right?

MS. BUSICK: Yes. You know, our student support the navigator models.

MS. FREEMAN: Yes. And I know that most or many tax programs are demonstrating these same kinds of completion numbers, which are far higher than typical college numbers. So I just echo what Dawn said, make use of those numbers and tie them back to the things that you think really made an impact and that you want to see sustained. So with that, if anyone else has any questions about what's been said about the examples that we've been hearing about, please put them in the chat box.

But as we are waiting for you, let's hear about how WIOA fits into all of this. So Mary, why don't you take it away.

MS. CLAGETT: Okay. Thanks, Jenny. You know, I think it's really important – for those of you who know this already, I apologize, because I'll be repeating things that you probably already know, but for those of you who are not super familiar with the Workforce Innovation Opportunity Act, many of the priorities for your current projects and many of the priorities and areas of focus in the TAACCCT grants are embedded in the new workforce legislation as requirements for the workforce system.

So I'm going to run through some of these. I think it's really important for community colleges who are looking at systems change to fully engage with the workforce investment systems and help them make the changes that they need to be making, because it'll benefit you in the end. The Workforce Innovation Opportunity Act emphasizes cross-system alignment and strategic planning, cross-system performance measurement and data collection.

This is really important. Now, they require cross-system data and performance measurement currently for the programs that are authorized under the Workforce Act. The states can go further with that and include other programs. They are certainly supposed to be working with the higher education system, with TANF and other programs. They are responsible for regional convening, planning and service delivery, training for high demand industry sectors and occupations and for focusing on employer engagement.

So these are the kinds of activities that the colleges can work with the workforce system and expect help in terms of focusing on employer engagement strategies that work really well, as Dawn was talking about in a lot of her examples, helping to establish industry partnerships in these high demand industry sectors and helps to design training programs that will serve employers in high demand industries.

There's a strong emphasis in the new legislation on labor market information to insure that training is provided in high demand areas. The workforce system should be providing you with

a lot of the labor market information that you currently use. You shouldn't have to duplicate that. Again, the convening function, facilitation and leveraging roles, the new workforce – the boards, under the new law, are supposed to do the kinds of system building efforts and leveraging, again, and it's fully including community colleges, economic development partners and others in support of regional workforce systems.

This one's huge, because career pathways really take into account most of the things that are focused on in the TAACCCT grant. The workforce system is supposed to work with system partners to develop career pathway systems and this includes focus on articulation, acceleration strategies, contextualization, supports, counseling, navigation services, prior learning assessments and other strategies that increase the attainment of industry recognized to secondary credentials.

So that requirement right there is enough that you can go to your workforce systems, if you're not currently working with them, and say, you all are supposed to be working with us and you should be and figure out the value each partner, as Dawn talked about, brings to the table. There's a major shift in youth services. The new youth programs, under WIOA, have to serve 75 percent of youth who are out of school, but there, again, is a focus on career pathways, approaches and connections to post-secondary education and pathways into post-secondary and credentials.

And then the last thing I want to mention are the performance measures. As Dawn talked about, you can help the workforce system, you can make a strong case that you'll help them with their performance measurement system and their measures. The measures that are required now, under WIOA, are employment earnings and retention, but also, educational progress. And that was added to encourage longer term strategies, particularly for lower skilled individuals so that people can continue in career pathways and there's not a disincentive to serve people through career pathways under the workforce system.

And then credential attainment always was a credential, but I think it has increased emphasis and it has increased importance. So certainly, the Workforce Innovation Act really does reinforce the kinds of things that you're doing with your TAACCCT grants. And I'll just make one last statement, I think you're going to see a lot of these same kind of strategies and same areas of focus as you hear about actions around Higher Education Act Reauthorization and also, the Perkins-CTE reauthorization efforts.

You know, there is a lot of interest in aligning these efforts and I think that'll be terrific and a lot of the strategies are focusing – a lot of the things being talked about, you have seen in the TAACCCT grant. So I think it'll help with sustainability, certainly and over time help to scale these innovator strategies. So with that, Jenny, I'll turn it back to you.

MS. FREEMAN: Okay. That's great, Mary. I mean, it's really clear that the new kinds of requirements that WIBs are going to be measured under through WIOA are going to benefit by the kinds of programs that have been developed through TAACCCT. So it definitely seems like an opportunity to go back to your WIBs to say, let's keep doing what we've been doing and do

more of it so that you can – and if we do that, you can definitely – it will help you, WIBs, meet your new requirements through WIOA.

How many of you, I'm just interested, if you could put in the chat box, currently have built strong WIB partnerships that you would expect to maintain beyond the life of your grant? Because I know many of you have, but I also know that sometimes those partnerships have been challenged and have been a bit of a struggle, but it looks like WIOA does provide another entrée and maybe is a time to approach your WIBs again and show them the kinds of outcomes that you've been having with your grants and talk to them about the kinds of joint ways that you can both leverage each other's strengths to meet your common outcomes.

It looks like Janice is going to be sharing something. So any other – so please share with us any questions, any examples you have of good ways of things that you're sustaining, relationships that you have with your WIBs.

Debra or Dawn, while we're waiting for people to throw some questions, what has happened locally – are you aware of anything happening locally with WIOA? Has WIOA come up in your conversations already with your WIBs?

MS. BUSICK: This is Dawn in Missouri. And yes, it has. In fact, our state workforce agency is engaging in, for the first time, sector strategies and they have created a statewide steering team as well as local, regional sector strategy plans that will include the community colleges. So we are partnering with them on the state team as well as all the local teams to help them develop what those sector strategies are and then they're also revisiting their MOUs that are in place with us.

And I've encouraged the colleges, if you have not gotten that call yet from your local workforce investment board, don't wait, call out to them, because they are in the flux of this implementing WIOA with all this new stuff, the new regulations that come with that new law. So don't wait for them to call and invite you to the table, pick up the phone and say, I think I need to be at the table, I'm hearing other community colleges around the country are at the table helping you develop your local WIOA plans and we would love to be your partner. So reach out to them.

MS. CLAGETT: I agree. And this is Mary. I just want to add to that. You know, around the country, a lot of workforce systems have been very innovative and have been engaged in sector strategies and even some in career pathways development efforts. But I think the career pathways area is where they're probably going to need a lot of help from the community colleges who have been focused on pathways efforts.

And you can't do a career pathways by yourself, you just can't. You really do need to have partners, both for leveraging of expertise, leveraging of resources and energy. And so I think, as Dawn provided examples, come to the table and show them what you can bring them and they also will have things they can bring to you.

MS. FREEMAN: And I see that Janice shares that at Amarillo College, they have a representative from their local WIB in the colleges career and employment services center. And I know there are many other examples or situations where the college has a representative at the

WIBs one-stop career center. So those are both great models, having staff at each other's locations to serve your common customer, if you will, is a great, very concrete way to make sure that your systems are aligned and that you're both finding ways to leverage each other's resources.

Dawn says, it is a best practice. It certainly is. So I see that we are coming on 5:00 o'clock or 10 minutes to 5:00 Eastern time and an hour and a half is a long time for a webinar, but we appreciate everyone's engagement in this and invite you to continue to ask questions or make comments. And we put this slide together to remind you of overall we've been talking a lot about a lot of examples and asking you to consider a lot of things and to sum it all up, we wanted to have this webinar so we could say it's not too late, there is time to build a plan for sustainability.

We know that a lot of you have many things that are being sustained and many ideas about what can and should be sustained from your projects. And so building an intentional plan, as Debra described it, is a great thing to be doing right now and hopefully this PowerPoint provides you with a bit of a roadmap there. And part of your plan should lay out what you want to sustain and how you are going to be sustaining it and then it's time to pull your team together to build those plans for how those action steps for how you're going to be sustaining things.

Debra, I know that you had also, a fourth point here that you thought should be made. I can't remember off the top of my head what it is, but hopefully you do and feel free to jump in if you want to add something. You're probably on mute, Debra.

MS. MIKULKA: Oh, sorry. I was on mute too. Not only was I on mute, that idea came and went. So I'll have to think about that.

MS. FREEMAN: Okay. Well, in any case, we hope that this has provided you with some good ideas for coming up with a concrete sustainability plan and insuring that capacity is built and that the great work that you've been doing through your projects continues on. And I also want to remind all of you, once again, back to the slide that we showed at the beginning, please submit to DOL to the TAACCCT mailbox a very brief paragraph on the kinds of things that are being sustained and the kinds of impacts that you've had.

We really want to hear your successes. We're finding all kinds of ways to highlight them on SkillsCommons and through other media and we want to make sure that we hear from all of you as Round 2 wraps up. We want to make sure to hear about all your great successes and to share them with other grantees and the rest of the community college system. So thanks for doing that. Any final words or thoughts from anyone before we wrap up?

MS. MIKULKA: This is Debra. I think the thing to remember is that you haven't – I mean, none of us are wrong. So we're all in different places. You can do comparisons or you can believe in what you've done and your programs are the living – your programs all have impact and they will all sustain some component or some processes. So the key here, if you haven't started, which a majority of our group had not started, very simply look at – take those

foundations with facilities, programming, personnel and leadership, look at them, what has worked, what hasn't worked?

When you find what has worked and what you want to continue to work on and what you want to continue to work on has to include stakeholders, because they're going to be the ones that help continue it when you're done. So just go back to those basics, go back to the foundations, take what you've achieved, look at your successes and build your sustainability plan on what you want to have continue.

All of you have accomplished a great deal with your TAACCCT grants. You all have it, it's all in place, go after it.

MS. FREEMAN: That's great. Thank you, Debra. I completely agree. And thank you, everyone. Before you jump off, please respond to the feedback that we are going to be asking for. Eric just put up a poll and please take a minute to respond. And thank you all very much.

(END)