

OVAE 2013 Community College Webinar Series

“The Central Role of Community Colleges in Career Pathways Systems”

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3:00-4:30 p.m. ET

MARY ALICE MCCARTHY: Good afternoon, everyone. Thank you so much for joining us today in the Office of Vocational and Adult Education at the U.S. Department of Education for this third event in our 2013 community college webinar series. My name is Mary Alice McCarthy and I work here in OVAE in the policy office and I'm very pleased to have the opportunity to moderate today's event. The next 90 minutes are sure to be very engaging. We have community college and career pathways experts from across a broad array of different organizations including a philanthropic foundation, a state community and technical college system, and two community colleges. Before we jump into the content, though I just want to quickly go over some of the technical specifications. You should be seeing an introductory slide on the left side of your screen with the Department of Education's logo in the bottom right-hand corner. If you aren't seeing this slide, please make sure the correct display tab is open. It should be the one titled “OVAE Webinar” and be at the top of your screen. If you're having any trouble with the display and you have another web browser on your system you might want to try switching over to a different browser. This webinar is meant to be heard over your computer speakers or with headphones. For those of you who would prefer to join a teleconference line, please send an e-mail to the following address: QuestionsforOVAE@ed.gov. And that's Questions for O-V-A-E, all as one word, at ed.gov. We will then provide you with the call-in number and passcode so you can listen to today's event using a teleconference line. Please note that there's also a short video during today's event. The audio for this video will be provided only through computer speakers, so if you are listening to the event using a teleconference line, you're not going to be able to hear the audio during this two-minute video. We apologize for this inconvenience, but please do

know the entire recorded webinar will be archived on OVAE's website in the coming days. So, you'll be able to watch the full webinar with the video as soon as its posted if you cannot see it today. If you experience any other technical problems while participating the webinar, please send a short message describing your challenge to David Preve here in OVAE. His e-mail address is david.preve@ed.gov. And that's David, D-A-V-I-D, dot Preve, P-R-E-V-E, at ed.gov. And we will attempt to help you solve it as quickly as possible. Because of the large number of people we have online with us today, we will be taking questions electronically throughout the session. We built in some time for Q&A following the moderated discussion with our panelists. To ask a question of our presenters, please type in the bottom of the Q&A box and then click send to "All Panelists." We'd like this to be an open and engaging event, so feel free to enter your questions and respond your colleagues from around the country using this WebEx chat feature throughout the event. You don't need to wait until the end. In fact, we'd love to have your questions as we go along.

Alright, well I think we are ready to go then, thank you so much for taking part in the event today, which will focus on the central of community colleges in developing career pathways programs and systems. It is my pleasure now to introduce my boss, Dr. Brenda Dann-Messier, the Assistant Secretary of the Office of Vocational and Adult Education, who is going to provide some opening comments.

BRENDA DANN-MESSIER: Thank you very much, Mary Alice for moderating today's event.

On behalf of Secretary Duncan, Under Secretary Martha Kanter and the entire Department of Education, I want to welcome you and thank each of you for joining us today for the third webinar in OVAE's 2013 community college webinar series. We are thrilled to have this ongoing opportunity to engage with community colleges across the country and highlight the many important contributions they make to their local communities and regions they serve. Before I begin I want to take a moment to thank our partners on this webinar series, the Association of Community Colleges and the Association of

Community College Trustees, for their valuable input in developing today's event and our entire community college webinar series. Their feedback and perspective has been tremendously helpful as we planned, developed and promoted these webinars. Most importantly, I want to thank our audience for your interest and engagement on these critical issues and for all the tremendous work you are doing on the ground to expand educational opportunities for our students. I don't have to tell all of you on the call today how valuable committed to colleges are and the many critical missions they fulfill. What you may not know is that the Obama administration believes community colleges are the unsung heroes of the higher education system, and the administration knows that community colleges will play a huge role in achieving the President's 2020 college completion goal and meeting our country's pressing need for a skilled workforce. As Mary Alice said, this webinar will focus on the pivotal role community colleges play in career pathways systems. Now, the signature characteristic of a career pathways strategy is that it aligns and integrates the delivery of employment, education and support services in ways that support student and worker success. There's a growing recognition that comprehensive approaches to employment and education services that focus on supporting transitions between school and work, that provide supportive and wraparound services, and are closely aligned with the needs of local employers, simply work better and achieve improved outcomes for our students.

While we recently received good news that the national unemployment rate fell to a four-year low of 7.5 percent, we know that figure is significantly higher for youth and low-skilled adults. So while our economic recovery appears to be slowly picking up steam, we cannot afford to be complacent and we know that we need to find faster and more efficient ways of preparing youth and low-skilled adults to succeed in an economy that demands higher-level skills. We also know that oftentimes our federal education and workforce training programs are overlapping and often serve the same populations with very little coordination. So all of us need to be thinking about strategies to better serve these populations and eliminate redundancies. In April 2012 the Departments of Education, Labor

and Health and Human Services, the three federal agencies primarily responsible for administering the big federal funding streams that support education and training, issued a joint commitment to promote the use of career pathways approaches as a promising strategy to help adults acquire marketable skills and industry recognized credentials through better alignment of education, training and employment and human and social services among public agencies and with employers. Now I have only been in DC for about four years, but I've been working here long enough to know that a joint communication from three different federal agencies all agreeing to unify around common definitions and goals is a huge accomplishment. What's more, our three agencies have continued this collaboration forming an interagency career pathways working group to support each other's initiatives and advance this critical yet challenging work. I want to publicly thank all of the staff, members of each of the agencies who worked so hard to get this letter published, and who serve on the interagency working group. Many of you are aware that we held an interagency National Dialogue on Career Pathways last October, in collaboration with the National Governors Association. That was a fantastic event that brought together representatives from foundations, state community and technical college systems, K-12 school districts, community colleges, four-year universities, community-based organizations, workforce development boards, and the federal government to highlight and deepen federal and state commitments to the development of comprehensive career pathways systems and to identify strategies for scaling and coordinating these efforts. Today's webinar is meant to continue and deepen many of the discussions we begin at the National Dialogue, and to highlight the really central role of community colleges in integrated career pathways systems. In fact, two of our distinguished panelists today, Dr. Jay Box, Chancellor of the Kentucky Community and Technical College System, and Whitney Smith, Director of Employment Programs at the Joyce Foundation, took part in the National Dialogue. Today we'll also highlight two community colleges doing great and innovative work to build specialized on-ramps to postsecondary education and training, both for youth and returning adults, in their regions.

Deborah Davidson, Vice President of the Workforce & Economic Development Division at Gateway Technical College, and Guadalupe Chavez, Director for High School Programs at South Texas College, are here to discuss what their career pathways programs look like the local level.

I'm very excited to hear from all of our panelists on this webinar and I want to thank them in advance for their impressive work and for their participation in today's webinar. I know their diverse perspectives will provide all of us with a lot to think about as we continue this critical work. And with that, I'll turn it back to Mary Alice to kick off our discussion.

MARY ALICE MCCARTHY: Wonderful. Thank you, Brenda. And, before moving into the discussion portion of the webinar, I just want to spend a minute on the question of what we mean when we say career pathways. Sometimes we hear these terms and they can be hard to grapple with, and you can hear them in one context and they mean one thing, and they're referring to one set of strategies, and you hear them in another context and they sound different. So, Assistant Secretary Dann-Messier talked about the joint letter that the Departments of Education, Labor and Health and Human Services issued last year that included a definition of career pathways. And that is what is on the slide -- what's on this slide is that definition. Believe it or not, that's actually a slightly abbreviated version of the definition, so it is not something that fits on the back of an envelope, but what I want to emphasize about this definition is that what you can see is that career pathways isn't a strategy aimed at any single population. It's not for high school students or disconnected youth or low-skilled adults or dislocated workers. Rather, it is a set of strategies and services that are designed to help individuals at any stage of their life, access and complete the education and training they need to earn the skills and credentials that are in demand by local employers and lead to good jobs and good wages. So, that's why career pathways programs are aligned with the needs local employers that provide on-ramps to all types of education, that are designed around the needs of working learners, that incorporate career counseling etcetera. I'm not going to go through each of the bullet points, but you can see that it is a

comprehensive strategy, and the important thing are the components of the strategy, and they can be applied to a wide variety of different populations, and today we are going to hear from different institutions and organizations that have developed these programs, and the policies and partnerships needed to support them.

So, with that, let's turn to our first very esteemed panelist, Whitney Smith, who's the Director of the Employment Program at the Joyce Foundation. Joyce has been one of the pioneering funders in the area of career pathways and his really been instrumental in elevating the profile of career pathways as an approach to human capital development and for raising the bar around the need for more research and evaluation in this area. Whitney, thanks so much for joining us today.

WHITNEY SMITH: Thank you so much for having me, Mary Alice and thank you to all of your colleagues at OVAE for having me. Career pathways as a topic I'm passionate about.

MARY ALICE MCCARTHY: Well, that's great, and so we are happy to have you on with us today. I guess to get us started Whitney, could you fill us in on the Joyce Foundation's interest and work in the area of career pathways?

WHITNEY SMITH: Sure, for the callers and participants who are unfamiliar with our foundation, just a thumbnail sketch, we're based in Chicago, and we focus on improving the quality of life for people living in the Great Lakes region. And I manage a program we call employment. It's been around for decades, and our goal is simple. We're trying to improve the employment outcomes of underprepared and low-income adult workers in our region. Right now we have a couple priorities, I'm not going to speak about our Innovation Fund – that's for another webinar, another time, but our two other priorities are relevant to career pathways. We are very much focused on evaluating and scaling approaches for adults that do not have a high school diploma or equivalency and help them accelerate onto a college pathway that leads to a credential that's valued in the labor market. And we are also directly working with industry, both but to build

their internal career pipelines, but also to help them articulate their credential needs to educational institutions to make sure that the two parties are working together, so students can get a credential that will lead to career advancement.

We began our interest in career pathways back in 2005, which if you recall was pre-recession, but nevertheless, the region that I sit in was going through a massive economic transformation, driven mostly by globalization and technology, and manufacturing being our base changing dramatically. It was clear to us that we needed big, bold thinking from governors and business leaders on what kind of workforce system we needed to prepare workers for not only the new economy but an ever-changing economy. We had a privilege and doing a deep dive in the region and talking to lots of stakeholders. And found what will be very familiar to people on this call, and Assistant Secretary Dann-Messier already started to speak about it, which is that we had a lot of kind of uncoordinated programs, so they might have been in their own right a good program, a GED program, or a training program that led to a short-term certificate, but they weren't coordinated in a way that if a worker wanted to continue on an educational pathways to lead to career advancement that it was easy for him or her to do so, and that their experience could be articulated or credited as they move forward. And his lead to inefficiencies in resources, which none of us can afford in a time of constraint. The good news in this deep-dive process is that we identified a number of leaders, both in our region but around the country, who recognized all these issues and were really experimenting with creative approaches, which I later kind of learned were considered career pathway approaches -- that wasn't even a term familiar to me in the day.

So, that led to a kind of cascade of investments. First, we got a toe in the water by sending an institution that was one of these leading – uh, leaders – thinking through new strategies, Madison Area Technical College, which then led to us funding a “How to Guide”, which featured a Kentucky community college, and Dr. Box is on the call today. I'm thrilled to join him. And then we led to what I think is mostly our signature initiative in this space, which is called the Shifting

Gears Initiative and I will speak about this little bit later on the call, but essentially we worked with top leaders from adult education, workforce development and of course the community college systems in our six states to identify ways to not only align educational programs but also resources so that we could create a more coherent pathway system that workers or students could progress on and hopefully achieve better employment outcomes. We do have a number of current investments. I'm not going to go through them all. They're on the screen. I think the good news here is that now there are so many multi-state initiatives underway that are both kind of stimulating this kind of programmatic approach and systems approach, but also many of these have evaluations attached to them. So, I think we will in several years have a much better understanding about what works and what doesn't work and what to look for in terms of a quality career pathways approach.

MARY ALICE MCCARTHY: Great, thanks Whitney. It's really impressive work that Joyce is doing. Just a heads heads-up that we have gotten a few questions from the audience asking if you could speak a little bit louder, so I'm just going to put that out there before I send the next question, which is today's webinar is focused specifically on the role of community colleges in career pathways. Can you share with us how you see community colleges fitting into this work, with the work you've been doing here? What are the opportunities for community colleges and what are the challenges?

WHITNEY SMITH: Yes and thank you, I will try to speak louder. So, community colleges are absolutely critical to career pathways, and I've just highlighted three roles that I see as imperative, but there are many more, and you will hear about them from other speakers on the call. The first is that career pathways is not just a stand-alone program. It is really an approach, it is an approach to understanding what jobs are available in an industry and what skills are needed and then bringing the right educational institutions together, or sometimes it is departments within a college together to figure out how to create a pathway that would supply workers to these industries. And often we'll go on to a four-year university, so that takes a

lot of convening, and community colleges are uniquely positioned to do that work, and there are a lot of good examples of that. The second I think opportunity is just innovation within your own walls. I've cited two innovation pathways – but there's no end the creativity here -- one is, and this something I'm passionate about, because I'm particularly focused on adults that have limited or lower-basic foundational skills, but you can really try to streamline the on-ramps for adults and developmental educational students to get into college-level programs through contextualized learning strategies and integrated training strategies. You also of course can take your degree programs and chunk them into manageable sequences so that a student who might only be able to undertake a certificate-level program then might stop-out in the labor market and return and can continue on and finish with a degree, an associate's degree. Then the third is evaluation. I mentioned there's more of this going on, but the field is relatively nascent, and we find it hugely promising, career pathways approaches. But to the extent that you can commit up front to creating some kind of data infrastructure to really understand how students who are going through these approaches, even opposed to or compared to other more traditional programs you have, that would add to our understanding about what's working and what's not working, and/or volunteer to be part of one of these national rigorous evaluations that has increasingly been emerging the field.

I'm very enthusiastic. That doesn't mean that there aren't challenges in this space, and you asked me to speak to that, Mary Alice, so I will do that briefly. The first is that we've been really excited about these integrated training programs that colleges have been taking on where students who don't necessarily have the high school diploma or equivalency could enroll in credit-bearing programs and then get help with foundational skills kind of in the context of their occupational training. Unfortunately, a Congressional decision eliminated federal student aid provision called the Ability to Benefit, which many of you probably know about, but it limits federal aid to students who are already have a high school diploma or equivalency. That's a huge challenge just in terms of scaling up these programs, and state leaders have been really grappling with this and making commitments to

try to figure out workarounds, but also we need in my view federal advocacy to try to restore that provision to federal aid. The second challenge is data. While I'm encouraging you to set up data tracking systems, career pathway programs often involve lots of partners, which means that the data isn't just tracking within your institutions. It's often connecting to employment outcome data or adult education fits outside of your institutions, it might be partnering with that system to understand how students are transitioning from one system to the other. And that's just hard on a lot of levels. You often have data sharing agreements, they can take a long. There are privacy considerations that you have to be careful about. And yet it is surmountable and it's really important, it's just not easy. And then the final thing is that everybody who talks about career pathways and delivers career pathways approaches just always prioritizes support services, whether they are social services or also career advising and academic advising. But most institutions don't have dedicated funding streams or nearly the funding to meet the need on this, and I think this is just an untapped area to come up with scalable approaches. There are some really creative models and in fact, again, another shout-out to Kentucky with their Ready to Work program, but you know some other kind of creative smaller-scale solutions but I think – I just want to recognize that there's not enough funding, or a sustainable funding source, for that.

MARY ALICE MCCARTHY: Great, thanks Whitney. Oh I'm sorry.

WHITNEY SMITH: I just said I'll stop there.

MARY ALICE MCCARTHY: Oh, Okay. Great, well thanks and that was great and it was a sort of wonderful grounding as we going to talk to the community colleges, but we have one last question for you, which is the Joyce Foundation has recently completed an evaluation of its Shifting Gears Initiative, speaking of research and evaluation, so can you share with us what the big takeaways are from your evaluation and how it's affecting your strategic direction moving forward?

WHITNEY SMITH: Yes. I feel a little bit like you did in trying to summarize the career pathways definition in a few seconds. This was a labor of love and work with leaders in six states for now more than six years, and so I'm going to try to just quickly tick off what I think you would consider the success conditions, or conditions for success, for the states that made the most progress. And just recall, our funding actually went to fund state leaders who had cross-agency teams and then in some cases our funding then eventually was used to pilot approaches at community colleges, but this is really a state policy and systems change effort, and they had to have adult education, community colleges, and workforce development leaders at a minimum at the table. But some states then reached out further, Minnesota who I believe their representatives are on the call today, reached out to their TANF or welfare human service agency, etc. And the states that really have figure out creative career pathways approaches and scaled them have very strong commitment from senior leaders. They understood that really what this was about was coming up with a workforce development approach that used resources better and also made sure that no workers were left behind. They really stuck with it and often through gubernatorial transitions, which was really impressive. There was always a strong convener of these cross-agency partnerships. You know meetings don't come together without someone who's not only doing kind of the logistics but also keeping people together on the visions, the goals, the activities and following through. Very quickly the states that made the most progress realized where their biggest disconnects were, and they came up with a model or an approach that they wanted to test, and then eventually scale, went on to test policies to ease the way for that program expansion. And if we have time in Q&A, if someone wants to you an example of that, I'm happy to provide. Use discretionary resources to stimulate interest in the field around these approaches. Certainly the Recovery Act money was used in all six of our states to try to get institutions interested in this approach. But then the state leaders regularly were talking to community colleges and other leaders using their infrastructure like conferences, annual conferences, you know many states have professional development arms, and just that was a two-way conversation at

that point about what the state was trying to learn and scale and what institutions were finding challenging and opportunities. Then finally, it was really, the states who really embraced career pathways approaches were just eager for learning, and this is maybe a principal in general about leadership, but were reaching out to their peers across other states to find out what they were doing, and actively speaking at national conferences, and talking to people at the federal agencies, and kind of creating what I would say has been this community of learning that we've all been part of over the last, you know, eight to 10 years that has been the career pathways movement.

MARY ALICE MCCARTHY: Great, thanks.

WHITNEY SMITH: And I'm obviously happy to answer any questions, or feel free to just contact me outside of this meeting with any questions you have.

MARY ALICE MCCARTHY: Wonderful. Thank you so much. And, you know, thanks to the Joyce Foundation for all the amazing work they're doing around career pathways. And so now we are going to go – we're going to actually hear from two community colleges that are doing some path-breaking work to provide career pathways to both young people and adults. We're going to start with Mr. Guadalupe Chavez, who is the Director of High School Programs for the South Texas College system, which has its main campus in McCallen, Texas. South Texas has been widely recognized for its excellent work on creating on-ramps to postsecondary education for many first time college goers and high school dropouts. So Guadalupe, thanks so much for joining us today.

GUADALUPE CHAVEZ: Thank you for having us here. We appreciate it

MARY ALICE MCCARTHY: Great. Well, just to get started, STC or South Texas, has been doing an amazing job helping students who might not otherwise consider college not only get into college but earn lots of credits and earn degrees. Can you tell us about South Texas' work with local area high schools around dual enrollment?

GUADALUPE CHAVEZ: Yes, definitely. For those of you who are not familiar with South Texas College, we are actually way down south, five hours south of Austin or four hours south of San Antonio. We are a two-county-serving school district, and we opened our doors in 1993, so we're still a young college. We were created by Texas Senate Bill 251, and we've been serving our area for now 20 years. We grew from 10 certificates to over 100 degrees, including three baccalaureate degree programs now. Where we have – we grew from one campus to six campuses, where we have now over 30,000 credit-bearing students. Our service area, we have many first generation low-income college students, 93% of our students are of Hispanic enrollment, and over 90% of our student enrollment is on some form of financial aid. So, with that combination we wanted to help -- how can we accelerate towards college completion and college preparation. So, we actually work with 21 school districts in our two-county-serving district area. We have over 68 high schools that we work with. All 68 high schools offer some form of dual enrollment. As you can see from the slide, our dual enrollment is the largest enrollment -- largest dual enrollment -- in the state of Texas with over 12,200 students. Now that encompasses several programs within dual enrollment, which I'll explain in a little bit, but as you can see from the class sections that we offer -- again this is just dual enrollment -- about 41% are career and technology courses that we offer to high school students, either most of them at the school districts and some of them here and one of our campuses. So we work very closely with the high schools to approve faculty, so as you can see we have over 300 high school dual enrollment faculty that are qualified faculty, that are high school teachers, they meet the same credentials as a traditional STC faculty member here, and then we have over 100 STC faculty members from STC that are here on a full-time basis that commute to some of these high schools to offer either academic or career and technology dual enrollment courses.

The programs that encompass the dual enrollment program is -- one is our traditional dual enrollment program, where the students take their classes at the high school. We do have a Dual Enrollment Academy program, which started in Fall 2005, and this is for uprisng juniors and seniors who want to advance or get

it a two-year associate degree while they are in high school. This is not an open admissions program. This is actually a competitive program. Students apply when they are in 10th grade. Students who get accepted for two years, juniors and seniors, they are enrolled in their high school in the morning from about 7:30 to 12:00 noon and then from one of 5:30 p.m. in the afternoon, they're full-time college students at our campus, where they are working towards a degree either in biology, engineering, computer science or criminal justice. So that program in itself has a lot of students support systems. We meet with the students on a weekly basis. We talk to them about a lot of college education, college knowledge workshops, academic workshops, personal workshops, we do campus field trips with them. We take them to many sites geared towards the STEM area. One of our goals that program is to also transition the students to a four-year college, so we work very closely with our neighboring four-year university which is UT-Pan American here in Edinburg, Texas. And they come and do presentations, and we work with many different universities as well as throughout the state of Texas. The other program that encompasses dual enrollment is the School to Career Academy in Dual Enrollment, which we refer to this as SCADE. The SCADE program, unlike the Academy and unlike the traditional dual enrollment, this is for students that are at a nontraditional high school. These are students that are in an options-type high school. They are at-risk students, uprising seniors, so what we do is we introduced them into a certificate in welding or a certificate in the health electronic records specialist certificate. And students pretty much go to their options schools, and then they are also attending a certificate, either in welding or the health electronic specialist certificate. So there's a process set in place, where we transition the students to go beyond just a certificate, so we help the students apply for admissions, financial aid, advisement – you know – registration, so that students can have a seamless transition to STC as well. The dual enrollment also encompasses our early college high schools. We have currently 15 early college high schools that we work with, and as many of you know, they start off with 100 students each. Some of these high schools, we're already seen graduates with associate degrees, with some of these early

college high schools. So that is a big program in itself, so high school programs and services has three outstanding coordinators who manage those early college high schools and ensure the students are on a career pathway to finish their associate degrees.

The High School Recovery Programs is another program which I will be talking to in a minute, so I won't mention much other than this is for students that have reached the end of their senior year -- and I'll talk about it more a little while. And then we also have our McAllen College Career Transitions Initiative program. This is for students that are -- they are still in ninth grade and they only have maybe three credits, four credits and they're falling behind. What we do with these students is we work with them ninth and 10th grade. We bring them up to par through credit recovery and offering them some career and technology courses. And then 11th to 12th grade, then we go ahead and follow them through so they can get into dual enrollment.

So these are some of the programs that we encompass in our dual enrollment. We have a great partnership with our high schools. Every year we host a principals' summit, where we invite all the principles from all 68 high schools that we work with and their counselors, so that we can talk about best practices, outcomes, what is working, what are some of the implications that they are experiencing, and so we can work on those. We have a great dual enrollment faculty orientation and professional development day for them as well, so there's a lot of support that the dual enrollment faculty, teaching career and technology or academic courses, receive here through our professional development office, through the teaching and learning academy they can partner with another instructor, and it just different workshops that we have for them.

Along this line there's a lot of collaborative work that gets done as well. Every year we seek out memorandums of understanding with the superintendents and our college President here at STC, Dr. Reed, that emphasizes the commitment of providing dual enrollment at their high schools and waiving tuition and fees, which we'll talk about it in a little while. And then the Principal Agreement,

which pretty much is the expectations that we expect at the high schools for those teachers that are going to go to teach at the high schools. And of course we have a Dual Enrollment Manual for all of our faculty teaching at the high schools, teaching dual enrollment, and then finally a one-stop shop process. This one-stop shop, STC actually goes to all the high schools that we serve, where we provide admissions processes, financial aid processes, advisement processes, so that those students that are still at the high school we can transition them over to STC. So we pretty much take a show on the road, where we take laptops, we take our specialists, we take our counselors, our advisors, and we go and set up shop in a gym-type setting and provide all these services to the students.

MARY ALICE MCCARTHY: Great, thanks Lupe. That was an excellent overview, and I don't know I heard you say it, so I'm just going to say it again that South Texas does have the highest number of dually enrolled students in the state of Texas, so congratulations on that work. You mentioned the High School Recovery Program, which is a program directed at disconnected youth, out-of-school youth. I was wondering if you can give us just some of the highlights from the program, just sort of a quick overview?

GUADALUPE CHAVEZ: And which one again was this Mary Alice?

MARY ALICE MCCARTHY: The High School Recovery Program for the out-of-school youth.

GUADALUPE CHAVEZ: Yes, yes. We have what we call a 5th Year Senior Recovery Program. This program is actually to target students who went all the way to 12th grade, but then at the end of 12th grade they didn't finish high school, because either they didn't pass the state-mandated exam, which to us is the Texas Assessment of Knowledge and Skills exam, or the students are missing credits. So, what we were finding out is that these students were not coming back the following year to complete their high school. So, what we started doing is we started working through the school districts that we have, we have about eight or nine school districts that are now participating in this, we sit down and discuss

how can we get these students to come back. So, what we did is we started targeting, along with the school districts, students up to the age of 26, because school districts can actually collect average daily attendance funding for students up to the age of 26 at the high school level. So, what we said is “Ok, you didn't finish high school, come join us in college.” So, the purpose of this is to, first of all ensure students get a high school diploma, but at the second time to funnel them in to postsecondary education. So pretty much what this program is is in a semester, let's say we have a student who did not graduate high school, come fall semester what we do from September through mid-October we offer these students a course, either in credit recovery or in TAKS tutorials, and then the second half of the semester, which is the middle half of October through December, we registered the students into a career and technology mini-mester college class. So now this student is not missing out. So, anywhere in between we have processes so that we can transition the students over to our college at the beginning of the spring semester. So there is a recruitment process for this, you know. High schools are the ones that reach out to these students, they run reports of who has not graduated, who still is within that age limit. Believe it or not, some of the schools have gone as far as visiting the students' houses and bringing them over to the campuses, where these recovery school sites are located. Once the student applies, then the students take a career interest assessment, and this is to determine, you know, what are the interests that the students want, so that we can in turn at STC offer the career and technology courses that the student needs. So the courses are made available on career interest. You know, one of the things that we take into consideration is we want for a lot of engagement in these classes, so we try to have as many courses that have a lot of kinesthetic learning in it, versus just a traditional classroom setting. The classes are very flexible. We offer them either in the mornings or in the afternoons. The classes that we offer are stackable career pathways credentials. You know, it's contextualized learning. Students who complete -- who graduate high school and complete the mini-mester -- they move on and transition to STC. Those students who still do not pass their TAKS or finish their credit recovery, we'll offer another class to those students as

well. So it's a very -- we've seen a lot of success. We've graduated from high school over -- close to 3,000 students in this recovery program. And we have seen a lot of success rate in these programs as well. We've had about 79 to 80% of the students who register into a mini-mester actually get a passing grade. So, that has been very, very successful.

MARY ALICE MCCARTHY: It is really impressive and just again it shows Career pathways can work for all sorts of different populations. It's really about the services and putting them together in the right way. Lupe, we've got one last question for you today, which is about funding. We know that one of the big challenges when it comes to dual enrollment programs is figuring out how to pay for it. Can you share with us how South Texas can waive all that tuition for dually enrolled students and still make ends meet?

GUADALUPE CHAVEZ: Definitely. Back in spring of 2000, our STC board approved a policy to waive all tuition and fees for dual enrollment students. So those courses -- dual enrollment courses -- that are taken at the high schools, there are no fees that we charge, the school districts actually, they pick up the textbooks, and nothing is charged to the student. We do have some students that want to come over to STC that are still in high school and want to register for classes independently. For those students, we charge a \$50 -- a \$50 per credit hour fee. It's not \$150, it is actually \$50 per credit hour. And these are for students that want to come and take classes here at STC. We have, because of this board policy, we've actually served over 67,000 students, and we've saved families about \$71 million. Now what we do is although we don't charge for instance for tuition and fees, what we do is we do charge the school districts. So for instance, if an STC instructor's going to teach at the high school, we will charge for time and travel, which is about maybe \$2,600, and then for the high school dual enrollment faculty that is qualified to teach as an STC faculty, that's at the high school, we actually pay them \$350 per class per semester, and it is pretty much a stipend. Now what we do at the institutional level is we can go ahead and receive student contact hours funding for that particular student. So, that is what really

helps us afford to offer the dual enrollment, and the high school as well, because high school collects on their average daily attendance funding as well. So that's how we're able to continue this program growing and increasing.

MARY ALICE MCCARTHY: Very impressive. That is good news. So, I know Lupe we asked if we could meet a student from South Texas College, and I think you have a video of one of your students to share with us?

GUADALUPE CHAVEZ: Yes, yes. Let me share a video with you. The gentleman that's going to speak here, his name is Leo Lopez, and he is a graduate from our second class of the Dual Enrollment Medical Science Academy. So, this again will be coming into speakers; however if you are not able to hear this, OVAE will be recording this webinar is well. So, let me see if I can play this.

I'm not able to play this at that the moment. I don't believe it's letting me.

MARY ALICE MCCARTHY: I think we might be having some technical difficulties. We're going to see if we can do it on our end Lupe.

GUADALUPE CHAVEZ: Okay.

MARY ALICE MCCARTHY: Let's see.

[Video of former STC dual enrollment student plays on the screen. The audio for this video did not record during the webinar. The complete video with audio can be found on OVAE's website on the same page where the other materials from the webinar have been archived].

MARY ALICE MCCARTHY: Very impressive and really inspiring. So, thank you, Lupe, for sharing some South Texas' work, and your contact information is on the screen. We have been getting questions in, and so we will be getting those to you after the webinar if we don't have a chance to discuss them before we sign off here. So, now we are going to -- Thank you so much.

Now, we are going to move north from Texas to Kenosha, Wisconsin and to Gateway Technical College to learn about some of their pioneering efforts

helping adult and dislocated workers obtain new skills and credentials. We're joined by Deborah Davidson who is the Vice President of the Workforce and Economic Development Division at Gateway. Deborah, thanks for joining us today.

DEBORAH DAVIDSON: Thank you so much for having us, especially on behalf of the Wisconsin Technical College System. We're happy to be with you today. I'll give you a brief overview Gateway. We're located in Kenosha, Wisconsin, halfway between Milwaukee and Chicago. We celebrated our Centennial two years ago, so we are 102-years-old. We serve three counties in the southeast corner of the state of Wisconsin, about 25,000 students. And we were the first publicly funded two-year technical college in the country. So, we have a long history of working with our local employers, solving some of their hiring needs and working together to come up with some solutions.

MARY ALICE MCCARTHY: Great, thanks for that, and I hope all the snow is off the ground by now.

DEBORAH DAVIDSON: It absolutely is. It's sunny and about 72 degrees today, so thank you for asking.

MARY ALICE MCCARTHY: So, Gateway Technical College has gotten a lot of people's attention in the last few years for its work building on-ramps to education and careers for adults and dislocated workers. Can you share with us some of the programs and practices you've developed over the last decade, and why you think they are working so well for this group of folks?

DEBORAH DAVIDSON: Absolutely. One program I'm going to focus on is our Boot Camp program, and boot camp seems to be a term that's being used more and more frequently by a number of different colleges and educational institutions across the country, like the Joyce Foundation. Back in 2005, we saw that transformation of the workforce, and at that time we had about 250 CNC machining, computer numerical controlled machining, openings in Southeast, Wisconsin. And we have a one-year technical diploma program and graduate probably between 15 and 20

students every May. So clearly we were never going to catch up to those 250 openings we had. So, we convened employers and asked them to identify for us the necessary skills for entry-level workers, and we put that together across about 30 different employers, came up with a matrix of the skills that they were looking for, and the number one thing they asked us is can you teach people to show up every day and show up on time? We said we can preach that, we can teach that as much as any employer can, but perhaps what we need to do is to simulate that work environment and have it as an expectation. So, the Boot Camp, the reason we use that name is because of the rigor of the program. Students go through a program that is 15 weeks in duration. They're here five days a week, eight hours a day. And it does simulate that work environment. So, we have strict attendance requirements. It's a three strikes and you're out policy, so if you are tardy or absent, you can be fired from the program even though you are a student in the program. There's also mandatory tutoring, so in any class if a student is getting less than a grade of B, they stay for mandatory tutoring from 4:30 to 6:00 p.m. Monday through Thursday or Friday afternoons from top 12:30 to 4:30. So, it's targeted for dislocated workers, because this Boot Camp program becomes their job for those 15 weeks that they're together. The skills -- we've used the Boot Camp program for CNC machine operators, but we've also transitioned it to other occupations, like metal fabricators and welders, and machine repair technicians. To give you an idea for the CNC program, the curriculum includes things like safety, measurement, lean Six Sigma yellow belt, blueprint reading, CNC operation, applied math and writing skills and reading skills. So, that's kind of the basis of the program. And in order to make this happen we really had to look at our partners throughout the community, employers, workforce development centers, and Gateway. And what really makes this work is everybody stays true to their missions. So, we've we put a chart together here, a diagram of what everybody brings to the table. Using this as our template for everything that we do as we put the program together and look at new improvements, we look at whose responsibility should that be. So, just to run through this, employer's obviously play the biggest role in that they help us develop the curriculum by

coming together as focus groups and telling us what skills were needed. Once we designed a curriculum, we brought them back in and had them validate it. And we do use some external third-party assessments to validate those skills. They helped us with workplace competencies, and then they mentor -- the graduate that you're going to hear from in just a moment -- also comes in and mentors and helps out as a lab assistant in our program. And then obviously the big way that employers play a part is employment opportunities at the end of the program. So, employers come in and help with mock interviews when the students are about two thirds of the way through their program. And then they come to the completion ceremony, and we set up rooms for them to do interviews immediately following the completion ceremony for the students. So, employers are really all-in on this program. The workforce development center helps us with some of the employer outreach, and they also do the recruitment. So when we are going to start a Boot Camp, usually about eight weeks before the start date, the workforce development center announces that application period is open and that applications can be picked up at the workforce development center. So they help with the recruitment. They do the pre-assessment. We require a ninth grade math and reading level, and we also use the WorkKeys National Career Readiness Certification, CRC, and at the bronze level. They help with case management. Many of our students have held jobs in the past and have a good work ethic. There are some individuals who've had challenges, either transportation challenges, childcare, or other things that come up in life that affect them when they are going through their training program and will carry through and affect them when they are employed. So, the case managers work with them on contingency planning. Who's your support group for childcare? What are your other transportation alternatives? And keeping them on track, so the case manager is kind of their cheerleader, their sergeant, their coach, and another person for them to go to with any issues that they may have.

And then the job placement part of workforce development, when the students are about three weeks prior to completion, their resumes are put together in a booklet, and that booklet that is provided to all employers in the area who have job

openings, and they're invited to come to the completion ceremony and perform interviews. The college stays true to our mission. We develop curriculum, instruction and resources. We have done continuous improvement on almost every Boot Camp we have, so students end up with an NMSE safety certification, a lean Six Sigma yellow belt certification, and then we use a national competency test, which they receive certification for as well. The skills validation and then also the career pathways. And we provide this facility and the faculty for the program.

So some of the statistics, we have run 16 CNC Boot Camps and have had 228 people complete. Typically, I will tell you that one or two people are not really sure that we are going to hold true to those attendance standards, and they may push the envelope early on and find out that yes, we do fire you if you're not – if you're not all-in the program. I'll get to the reason why when we get to the funding issue. We've had eight welding Boot Camps and three machine repair Boot Camps, and the machine repair Boot Camps actually was developed through a Department of Labor WIRED grant, which we developed the curriculum for Southeast Wisconsin for that.

So, the real proof about any program is not how many people went through it, or how many offerings we had, but it is what are the results. So here's our Boot Camp, our post-Boot Camp employment. 87% of people that start the program end the program. And of those, 93% of them are employed. The wage range's there, low, average and high, that is their starting wage, but we find that many of our graduates, once they are in employment for a period of six months, they are moving up that salary scale with their employer. The number one thing that employers like is that through this 15-week program, students have become accustomed to discipline, showing up everyday, being on time, not having their cell phones out while they're in the lab or in the classroom, so we hold them to really high standards. And you can see the demographics listed there as well. Age ranges anywhere from less than 25 up to people in their 50s. Some are career changers, some are people who already have a Bachelor's degree and they're

coming back, because they're unable to find work, and they know that in our Boot Camp program, we have employers lined up and ready to take individuals as soon as they possibly can.

And as far as the career pathways go, we have ladderized these so that in any of the Boot Camps they can get advanced standing into our diploma or degree program, or they can go into apprenticeship programs. Wisconsin has a strong history of apprenticeship, and we have aligned the skills that individuals get in the Boot Camps with the apprenticeship, which would reduce number of classroom hours that they would need to spend in apprenticeship.

MARY ALICE MCCARTHY: Thanks Debbie, that's really impressive, and that's a rigorous program too. It is hard when you know you can get fired from Boot Camp.

DEBORAH DAVIDSON: Exactly, and actually right now we are going through a study of all of our Boot Camp programs from day one, back in 2005, and taking a look at where are they now. So how does this Boot Camp give them the jumpstart? Did they stay in their first job? If so, did they progress in their position? Did they continue on and come back and do more credits toward the program under apprenticeship? So we will have more of that longitudinal data from, you know, from the last seven years.

MARY ALICE MCCARTHY: Great, wow. Well, we really look forward to seeing it. I hope you'll share that broadly, because that's going to be important -- important information. So, moving on, just like with the case with dual enrollment of secondary students, we know that funding these kinds of integrated programs can be very challenging. Can you share with us how you funded these programs over the years and how you've adapted to changing -- to changes in the funding landscape?

DEBORAH DAVIDSON: Absolutely. Adaptation of funding is probably the thing that we do best. You know, when we put these programs together we used some Workforce Investment Act dollars, there have been a number of grants, both state and federal, that we have used. Federal financial aid. Some employers have said I want to

sponsor three students going to do Boot Camp, knowing that I can hire them when they are done. We've had a few individuals who said I will pay for this myself, just need to get through this program in order to get into the workforce. So we have used anything and everything, and the average cost for a Boot Camp is probably in the \$2,800 to \$4,000 range, depending on the program. The machine repair program is a little bit longer, so it is a little bit higher cost. And recently, within the last year, SC Johnson, which has its world headquarters in Racine, Wisconsin, give us a donation to run three CNC machine repair Boot Camps per year, two welding Boot Camps per year, one machinery repair Boot Camp per year, and a couple of healthcare Boot Camps over the next two years. So there are investing in the community. It's not that they hire individuals that come out of these Boot Camps. It is a matter of improving the community and putting people to work. So, they are obviously a great friend of the college. They see the value in the program and getting people back to work, and so we are, for the next year and a half, we are funded through their donation to continue doing Boot Camps.

MARY ALICE MCCARTHY: That's, that's an impressive community partner. So, we are about to move from the level of the community college up to the state level, and before we do, can you take a minute, though, to tell us how you interact with policymakers at the state level in Wisconsin? Who do you talk to, and what you need from them to be successful at what you do at the community college level?

DEBORAH DAVIDSON: Well, we pretty much talk to anybody and everybody that will listen to us and hear about our program. We've presented on our Boot Camp nationally and at the state level for probably the past five years. And so, we've become somewhat known, at least in our state. And it does help us that when we do completion ceremonies, we invite our elected officials. We want them to know what is going on and what's so different about what's happening at Gateway and what our placement rate is for graduates. We also want them to know that we are open to any and every type of public-private partnership that's possible. So we look for ways to integrate with local employers and say if we can get employers to the table to do their part, can we get the funding from the state in order to offset

the additional cost? And we've been really fortunate, because we have some local county executives who are very much on board with the work that we're doing. In fact, we're doing a youth Boot Camp coming up for individuals going into their senior year of high school, based on a county executive's initiative to get more youth going right into career pathways. So, it is a story worth telling, and we tell it frequently. We have our legislator – our legislators on our campus as much as we possibly can, so that they see it firsthand, because as much as you can tell people about it until you meet with Boot Camp students and find out the impact it's making in their life, you don't really get the story until you get it at that personal level.

MARY ALICE MCCARTHY: Great, well speaking of meeting Boot Camp students, I think you've got a student for us to meet. Would you be able to introduce him to us?

DEBORAH DAVIDSON: I certainly do. I want to introduce everybody to Mr. Shanta Harris. Shanta is a former Boot Camp student. He completed his Boot Camp, CNC Boot Camp, in April of 2012. So, it's been just a little over a year. And I'm going to hand it over to him, and he can share a little bit about his story, and why the Boot Camp, and what difference it's made in his life.

SHANTA HARRIS: Okay. I had a hard life, and I never could really get a good job. I was working a job and it was going nowhere, and my supervisor, he looked at me one day and he's like I've been here 11 years, and I make \$10.50. And that was it, I couldn't do it anymore. So, I went to workforce and I signed up for this Boot Camp and I had to attend a couple classes and they told me the rules. I really was kind of interested, because they made it hard. They was kind of like on us, you gotta do this and do this and do this. And I did everything. It was – it was hard, it was a lot of tests, it was a lot of homework, everything was fast paced. I never missed a day of class. I never was late. I made the Dean's list. I got to meet all the employers. And I'm a felon, so I was always scared that I wasn't able to get a job. But the Boot Camp brought the employers to me, and I was able to talk to them instead of just setting my resume on their desk and get it thrown away. When I graduated I ended up getting one of the best jobs in my area. I ended up -

- within a year I got married, I bought a house, we bought a new car, I met the governor, I met the mayor. It get to work with students, all the time I get to meet people, get to help them change their life, because I can relate to some of the things they're going through. My son is proud of me. My family is proud of me. I have a life, I'm happy. Before the Boot Camp, I was just walking around, waiting. I had no life. I was waiting to die. Now I'm just -- I go to work smiling and singing. I enjoy my life and I make a difference. I have a whole new group of friends. I couldn't ask for a better situation. Now I'm -- I got a second job, actually I've got kind of three jobs. My company pays for me to come back to school to further my education, so I can advance further. I can't get enough. I've just got so much to do, and things are happening so fast for me. I'm on top of the world. Where I used to sit in the valley and say, "them some tall mountains," now I sit and try to figure out how fast I'm going to get up the mountain.

DEBORAH DAVIDSON: I should also mention that Shanta has come back and works for us at Gateway and helps out as a lab assistant for CNC Boot Camp now, so he definitely is paying it forward and helping others that are going through the program who are maybe looking at some of the same struggles he had and letting them know that he was there not too long ago and he's living proof that you can succeed if you persevere.

MARY ALICE MCCARTHY: Wow, that's really impressive, Shanta, thank you so much for sharing your story with us. It's so important for us to hear that. This is how we know that these programs really do work, and congratulations on all of these accomplishments. It's very, very impressive, so thanks so much. And thanks to everyone at Gateway, and Debbie's contact information is up on the slide right now. We have gotten some questions coming in for you Debbie, so we will get to what we can at the end, and then what we can't get to we will definitely be sending to you, so that folks can get answers to those questions.

DEBORAH DAVIDSON: Great, thank you.

MARY ALICE MCCARTHY: Thank you. So with that we're going to round out our discussion today by pulling back up from the institutional level to the level of state policy and practice. We're very pleased to have Dr. Jay Box with us today. Jay is the Chancellor of the Kentucky Community and Technical College System. And for those of you who have worked in career pathways for a while, you know that Kentucky was one of the early innovators in the space, going back to the Breaking Through initiative, and it's been finding ways to systematize and scale many of the successful practices in career pathways across all its community colleges. Jay thanks so much for joining us today.

JAY BOX: Thanks, Mary Alice and I'm honored to be here, and it was just great hearing from South Texas and from Gateway. They're doing some very impressive work in career pathways and KCTCS can learn a lot from them. But those of you don't know much about us, the Kentucky Community and Technical College System, or KCTCS, was formed in 1998 when the former Community College System was removed from the University of Kentucky and merged with the former Technical College System that was under the State Workforce Cabinet. Those 28 independent colleges were consolidated to form 16 comprehensive community colleges, and during our first 10 years of our existence, we were all about expanding access, as KCTCS now has a campus location within 30 miles of 95 percent of the state's population. And our enrollment has grown from 57,000 back in 1998 to over 100,000 in 2012.

MARY ALICE MCCARTHY: Great, thank you for that background information, Jay. And I'm wondering now if you can share with us how from a systems level you support the development of career pathway programs for youth and adults across Kentucky?

JAY BOX: Sure. Of course, it is all about forming relationships and partnerships. I work closely with the Commissioner of Education, the Commissioner of Workforce Development, and our state leader of Kentucky Adult Education. We meet regularly, as do our staff. And through those meetings, we've been able to form several major partnerships that have built career pathways for youth and adults. One example is our new Career Craze summer program that is a partnership with

the Kentucky Department of Education, Kentucky Workforce Investment Board, and our 16 colleges. This program will introduce middle school students to career pathways in each of the five major workforce sectors here in Kentucky. We're lucky enough to have as our Honorary Chairperson Lieutenant Governor Larry Abrahamson. And he'll be making visits to each of our 16 colleges during the camps to promote careers in technical fields. Each camp is a week long, it's a hands-on program, focusing on a specific industry sector. The camps include visits to local companies and guest speakers from the companies. And one of the added benefits to the camps is that they introduce middle school students to our dual credit programs for high school students, and we believe that's going to be a major advantage for us. Speaking of dual credit, in 2011 KCTCS and the Kentucky Department of Education signed a statewide dual credit agreement that standardized our dual credit tuition across the state and placed more emphasis on the quality of dual credit course offerings from our community colleges. We worked closely with the Kentucky Department of education to assure that we are offering dual credit courses in each of their 16 career clusters and that our courses also meet needs of high school students' individual learning plans and that the courses are aligned to pathways towards postsecondary education credentials in our five most popular Kentucky industry sectors to ensure that students are on their way to successful careers.

We are also proud of our work with the Kentucky Department of Education on providing support for the internationally recognized Cisco curriculum through our dual credit and support provided by our Cisco Networking Academies. When it comes to working with low-skilled or underprepared adults, KCTCS has partnered with Kentucky Adult Education and the Cabinet for Education and Workforce Development on several initiatives, and most recently Kentucky has joined the Accelerating Opportunity initiative. A program based on Washington State's I-BEST program that enrolls adult basic education students in postsecondary education in career pathways that feature basic skill instruction, contextualized to the technical program, and team taught by an adult education instructor and technical education faculty member. I would also like to mention

that what makes all of this statewide implementation of Career pathways possible is the KCTCS RSVP model, which stands for Responsive Solutions through Vigorous Planning. Through RSVP, we have system-wide committees at every level from the Presidents down to staff and through statewide faculty curriculum committees. System technical program curriculum committees have recently completed a three-year process where they met with business and industry leaders across the state, gapped their programs to align with employer expectations, and adjusted all of our stackable credentials that lead to the careers. Stackable credentials are at the heart of all of our technical programs. We believe that students should have multiple exit points, so that they can obtain credentials that allow them to move directly into employment. The more certificates they stack up, we believe the more employable they are.

MARY ALICE MCCARTHY: That's great. Thanks so much, Jay, and you know one of the signature features of career pathways, which you mentioned, are a lot of cross-system partnerships and partnerships with employers. Can you tell us a little bit about how that works at your level? Who are your partners? And how do you recruit them, how do keep them and how do you coordinate with them?

JAY BOX: Well, I probably mentioned this earlier, but you know it all starts with building relationships and forming partnerships. KCTCS is connected with everyone. You know – the universities, business and industry, lawmakers, policymakers, etc. Personally, I represent KCTCS at the state Workforce Investment Board meetings, and I meet regularly with the Kentucky Association of Manufacturers, Kentucky Association of Economic Development, and the Kentucky Chamber of Commerce. At the local level, our college presidents, chief academic officers and directors of workforce training meet with local organizations and business and industry representatives. We also work hard on keeping our business and industry partners engaged in credential attainment of their employees. Two years ago, we implemented a new initiative called Workforce Transitions to assist employees who start with us through workforce training classes to transition to a pathway toward a credential. Since KCTCS colleges award academic credit for

approximately 60 percent of all the incumbent worker training provided through our workforce solutions division, the transition for employees is made easier, since they have already built a transcript of credit courses through trainings required by their employers. Credit is aligned to courses that lead to certificates, diplomas and degrees. KCTCS then works with employers and those individuals to move them into credential-seeking student status and through their career pathways. An example of how this is done is recently one of our colleges up in Northern Kentucky, Gateway Community and Technical College, not to be confused with Gateway that you heard about earlier, Gateway Community and Technical College has developed Career Maps for employers based on the jobs in the -- in that organization to align them to career pathways at our college. It does provide employees with a clear direction as to how they can obtain higher-level jobs in their organization through educational attainment.

MARY ALICE MCCARTHY: That's --That's great, and as I mentioned, Kentucky has been the source of a lot of innovation in career pathways programming, and that seems to be continuing. We've been hearing about it already this morning. You also recently launched an exciting program called Learn on Demand that is aimed at working adults. Can you tell us about Learn on Demand?

JAY BOX: Sure. We're real proud of Learn on Demand. Learn on Demand is a totally online program that was developed back in 2009 and it's developed to address the needs of the working adult who desired to start or continue their postsecondary education path, but whose life was too busy to attend the face-to-face classes, or even to dedicate 16 weeks to complete the coursework. Learn on Demand allows students to move through their courses in an accelerated fashion. It features modularized curriculum, learning in bite-sized chunks, usually in three weeks in length. All the courses are competency based, allowing a student to advance from one module to another as soon as mastery of the competency has been demonstrated. Learn on Demand features 24/7 enrollment, the delivery of the coursework, and 24/7 Help Desk services. To make this more successful for students, we have integrated wraparound student services model that includes

online student success coaches, online advising, early alert system and on-demand tutoring. We currently offer full associate of arts and associate of science degree through this delivery method, as well as an associate in applied science degree in business administration, IT and the nursing pathway. Additionally, we are rolling out a new degree program, integrated engineering technology, through Learn on Demand. The IET program was developed through assistance of the National Science Foundation-funded Automotive Manufacturing Technical Education Collaboration, or AMTEC, which is a multi-state collaboration of community and technical colleges and most major automotive manufacturers, providing ongoing training for automotive technicians and engineers to equip them with the advanced skills they need to have successful careers in a constantly changing and globally competitive workforce. We are really proud of the success of this initiative in that our target audience has been reached, 85 percent of the students enrolled are working adults 25 years of age and older. And we have a success rate of 88 percent, which we think is very good for online learning, and in fact it's better than our face-to-face environment. So, we are very pleased with that.

MARY ALICE MCCARTHY: Yeah, those are really amazing outcomes, so congratulations on that. That's exciting to see for an online program. That's great. So Jay, we have one last question for you, which is – you know – we've got a lot of community colleges on the line, and we're wondering what advice would you give to the colleges about how to develop the partnerships, both at the local level and at the state level, to build the kind of successful career pathway programs that you have in Kentucky?

JAY BOX: Well again, I'll emphasize that it's all about aligning the vision. KCTCS has participated with the Kentucky Workforce Investment Board, the Kentucky Economic Development Cabinet, Kentucky Chamber of Commerce, Kentucky Council on Postsecondary Education, and the Kentucky Department of Education to align our strategic plans, so that our efforts and resources can be shared as much as possible. That is how KCTCS has prioritized our career pathways work. We know that we are in the business of providing access opportunities for

students that lead to success, credential attainment and meaningful job opportunities. And that can only be accomplished if we align plans with all the other major players in the state. Our message is straightforward: develop a vision, and share the vision. Incorporate our plan into all areas of our work. Then intentionally plan, develop and implement the components. It requires a good mix of project and change management. For Kentucky, career pathways started back in 2002 the Ford Foundation's Bridges to Opportunity initiative. From there we have grown into institutionalized the concept of career pathways. We've built on the success of that program. We issued an RFP for colleges to build career pathways, to encourage them to focus on both new and existing programs to develop pathways with multiple exit points. All of our KCTCS technical programs are developed as career pathways, and then students are advised on the pathway model, which includes skills needed for jobs at multiple exit points along the pathway, but we encourage them to continue on the pathway all the way to a degree, so as to attain a high-skilled, high-demand, high-wage job. And in closing, you know, I want to reemphasize the point about early exposure. For the student it always starts with early exposure. Students need to know that there are possibilities for high-paying jobs that don't require Bachelor's degrees. Middle school summer programs, and in high school, dual credit programs can give students exposure they need to make wise higher education – educational career choices.

MARY ALICE MCCARTHY: All right, well thank you so much. That was an excellent -- I think some excellent advice -- and from a state, a chancellor that's doing great work in this area, so thank you. I think that was all very, very helpful. So, we are running out of time unfortunately. We have gotten quite a few questions in, and we just want everybody to know who's asked a very specific question to some of the presenters that we are going to get you answers to those questions. We have a more general one that we're going to throw out to the presenters about the new GED and how they see that potentially affecting these career pathway pipeline programs or bridge programs. Does anybody -- I don't know if Debbie or Lupe you might have any thoughts if you've been -- how you've been sort of preparing

for this change, and whether or not you think that's going to affect your programs at all?

GUADALUPE CHAVEZ: For the recovery programs at STC, this is -- the recovery program is just another option for students to complete the high school diploma versus a GED, and at the same time earn college credit simultaneously towards a career pathway. Now one of the things you have to remember with the recovery program is while they're doing this simultaneously, students are enrolled in college credit at no cost, because the school district is encumbering all the cost for these students. So while some students may be -- may not graduate with their high school diploma in the fall, they can earn their college credit as contract training. In the spring semester, we re-enroll them again, so that they can try to pass those credentials for a high school diploma, and at the same time we keep waving that dual credit that they are still enrolling. So it's pretty much, in our area it's just an option. You know, I guess the students have to weigh in, you know, is it the GED or get my diploma and earn college credit simultaneously without being charged.

MARY ALICE MCCARTHY: Great, thank you. That was -- that was very helpful. And very informative. We do have another question just about the future. This is for Whitney and just if you might share with us what you sort of see looking down that -- looking towards the future for career pathways, and what you are hoping to see happen in this arena over the next decade -- from a, from a funder perspective?

MARY ALICE MCCARTHY: Okay. I think we may have lost Whitney, so we will catch -- we will get that question to her at a later time. I think we are going to have to wrap things up now. We've -- we've come to the end of our time. So, I'm sure we could keep this discussion going for a while, but we have come to the end of our time, so I'd like to turn it over to Assistant Secretary Brenda Dann-Messier again for some closing remarks.

BRENDA DANN-MESSIER: Thank you very much Mary Alice. I'll be brief. I just want to say what a fascinating and informative webinar this was. All of our panelists highlighted the central role that community colleges play in career pathway systems. All of our presenters were incredibly thorough and insightful. You're all doing fantastic work. And I was really impressed to hear how innovative you are and the partnerships you've developed. I have to say it's also great year from students who participated in these model programs. So let me thank Whitney, Deborah, Guadalupe and Jay for taking the time to present your important work. And a special thank you to Shanta for your inspiring story and for sharing your experiences with this national audience. Make sure you tell your employer that you were showcased on a national webinar sponsored by the United States Department of Education. Thank you also to our large and engaged audience for your thoughtful questions. I'm sorry we ran out of time. But as Mary Alice mentioned to you, we will make sure you get answers to your questions. Today's event was the third of our 2013 College -- Community College Webinar Series, and we will continue our series this summer when we focus on postsecondary CTE issues. We hope you'll all participate, so stay tuned. So now let me just turn it back to Mary Alice and thank her again for moderating the event, and I want to thank our colleague Matt Valerius for his leadership and developing our webinar series. Mary Alice?

MARY ALICE MCCARTHY: Great, thank you, Brenda. And again we greatly appreciate everyone's involvement in this event and your commitment on these critical issues. Thanks so much to all of the presenters. I know there's a lot of interest out there in the work of the panelists on career pathways, and it's unfortunate we couldn't get to everybody's questions. If that's the case and your question wasn't answered or you have a subsequent follow-up question, please we encourage you to reach out your peers featured during the event. They have all agreed to field any additional questions you may have via e-mail. You can find their contact information on today's presentation slides, which will be archived on our OVAE website, along with the recorded webinar and transcript from today's event. So,

please check our website -- www.ed.gov/ovae in the coming weeks to access the archived materials. And as Brenda alluded to, our 2013 Community College Webinar Series will continue with a special event this summer that will focus on the findings of a recent OECD study on the strengths and challenges of the US postsecondary career and technical education system. So, stay tuned for more details. We'll be sending out more information in the coming weeks, along with the registration link. Thank you again everybody for all the questions and interest and enthusiasm on this issue, and we look forward to engaging with you in the future. Take good care. Bye bye.

[End]