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## **Transcript, Webinar - Community College Strategies to Serve Adults in Transition: Dislocated Workers, Older Job Seekers, and Job Seekers with Disabilities, November 14, 2012**

>> **Robb:** Good afternoon. My name is Rob Sewell, and I'd like to welcome you to today's webinar: Community College Strategies to Serve Adults in Transition: Dislocated Workers, Older Job Seekers, and Job Seekers with Disabilities. Today's webinar is being captioned in realtime. To access the captioning, you must enter the URL that appears on your screen in a separate browser. I'm sending you the URL now. Simply copy it into a separate browser to access the captioning.

Now, I want to just take a minute to describe today's format. The presentation slides will appear on the right side of your screen. And a chat feature will enable to you communicate with me should you have any questions or encounter any problems. Simply type your message and click send. Click hide chat to hide the chat feature and show chat to restore it. Click full screen so that the webinar occupies the complete width and height of your computer display.

During today's presentation, the only voices you'll hear are mine and the presenters. We'll have time after the presentation for Q&A. At that time we'll provide you with information about how to ask questions. Nonetheless throughout the presentation feel free to forward the questions to me through the chat feature and I'll relay the questions through the Q&A.

This webinar is being recorded. A direct link to the webinar including audio and web content will be available on the NTAR Leadership website by 10:00 a.m. tomorrow, November 15th. It can be accessed at [www.ntarcenter.org](http://www.ntarcenter.org).

Finally, after you exit the internet portion of today's webinar, your web browser will give you a survey about your experience today. Please take a minute to complete that survey.

For those of you who may not be familiar with the NTAR Leadership Center, we were established in September 2007 through a grant from the U.S. Department of Labor's Office of Disability Employment Policy. The center is a collaboration of partners with expertise in a variety of areas including workforce and economic development, financial education, and asset building, leadership development, and disability employment.

The NTAR Leadership Center was created to build capacity and leadership at the federal, state and local levels to enable change across workforce development and disability specific systems that will increase employment with persons with disabilities.

Our mission and efforts are grounded in a series of five principles that have been culled from Office of Disability Employment Policy research. Specifically, increasing partnerships and collaboration among and across generic and disability-specific systems, increasing the use of self-direction and services and integration of funding across and among systems. Increasing economic self-sufficiency through leveraging work incentives, financial education, or other strategies that promote profitable employment and asset building. Increasing the use of universal design in employment services and as a framework for employment policy. And finally, increasing the use of customized and other forms of flexible work options for individuals with disabilities and others with barriers to employment.

And at this point I'd like to introduce our presenters today. We have with us three people. Dr. Michelle Van Noy is the Senior Project Manager at the Heldrich Center for Workforce Development at Rutgers University. Maria Heidkamp is also a Senior Project Manager at the Heldrich Center. And finally, Dr. James Shanahan is president of Shanahan Resources Incorporated.

And so at this point, Michelle, if you want to take over and unmute your line.

>> **Michelle:** Okay. Well, thank you so much, Robb, and thank you, everybody, for joining us today. We're really excited to have this chance to share with you some of the findings from research we've been doing over the past year on community colleges and the aging workforce. I'll just provide a little bit of background in context for the overall research and I'll describe the few studies that we're going to be talking about today. You know, some of the -- the main motivation for this work is really the economic climate on this really making post secondary education for adults a growing imperative. We know that among older workers, those 55 and older, that long-term unemployment has been a major issue and challenge that's been growing since the great recession and beyond, and that is a challenge that we've been grappling with. Post secondary education is increasingly becoming an area that older workers are turning to to help promote the re-employment efforts. So with that in mind, we sought to look at what community colleges are doing to serve older students and particularly dislocated workers and older students who may have disabilities.

We know that community colleges are almost considered the backbone of our workforce system. They have a very large role in employment training, and for that reason we sought to focus on energies on looking at community colleges as part of the post secondary education system with a very important role for older workers.

So, next slide, we talk about older job seekers in community colleges and one the issues we recognize here is that older job seekers and dislocated workers here go to community colleges bring special needs to the colleges that the colleges may not necessarily see in their general student population. They bring additional financial and family pressures that motivate them to want to get back to work quickly, and these pressures also might provide barriers to their completion of their schooling. In addition, many have been out of school for a long time and so this brings additional challenges for them in terms of some of their basic skills needs and also just try to orient themselves back into the schooling environment once they've gotten over some of the initial reluctance they may have to go back to school.

And, of course, once they're in school, they need the schooling to be immediately relevant to their job search and also it's helpful if it can relate to some of their prior experiences that they bring with them back to school. And we also recognize that among the aging population many have -- potentially may have age-related disabilities, which may affect their success in school and may need to be addressed.

So with all these issues in mind, we undertook a series of studies that we're gonna talk about today. One which I'll start out with is a review of the research on community colleges and their practices to serve adults. So we reviewed the literature of current research that's been done on that issue. Beyond that we did two other areas of more specific research, one focusing on how community colleges serve older students who may have disabilities and -- which I will talk about, and then we also have another set of case studies which we conducted on older dislocated workers at community colleges which Maria will speak about. And building on that then Jim will speak about the Adult Transitions Program at Lorain County Community College, which is one of the colleges that was part of our research.

So the next slide, a review of research on community college practices is where I'll begin. Next slide. Community colleges and adults. There are numerous initiatives we know to serve adults in community colleges. In particular some of them look at different subpopulations, dislocated workers, incumbent workers. Many of them look at low-skill adults. Others look at near-completers, which are adults who have taken many college credits but haven't obtained a credential. And the older 55 group of is students.

We know community colleges have had a long tradition serving this range of student populations, but yet there are still questions about how colleges can best do this.

And so with that in mind, next slide, we undertook a review of the research on adults in community colleges, serving this broad range of adult populations. So we sought to take a very broad snapshot of what's currently known on community colleges and how they serve adults. We look at the research that was out there to figure out which studies were very rigorous that give us very solid research evidence that we can base decisions on and we -- then also reviewed the research to determine which practices were most

common and had the most promising evidence in the absence of very strong rigorous evidence.

Okay. Next slide. So based on this research review, we made sort of a general assessment on the evidence that's available on how community colleges serve adults, and we found overall disappointingly there's not a lot of very, very rigorous research on how community colleges serve adults. There are a couple of examples of very good research that give us some good evidence to know what's effective in serving adults. The I-BEST program model that was run out of Washington State, which includes community colleges offering contextualized basic skills instruction, for programs that are well aligned in the labor market with pathways to particular occupations has some rigorous statistical evidence to show that the program does help students complete programs of study more effectively than any other sort of program option available in the community colleges.

So there is some rigorous evidence there to show that that's a model that is effective for adults in community colleges. There are a couple of other experimental design studies that were done in the financial aid area that provide evidence that flexible financial aid, scholarship funding tied to students' performance both are options that help promote student retention and improve student outcomes.

So these are a couple of examples of programmatic approaches that community colleges have used that seem to be very effective in serving adults.

Next slide. So in the absence of many, many other studies to show us what's effective, we know there's a lot of other research that is good but doesn't -- isn't based on very strong experimental design or statistical analyses but still nonetheless give us some good indications of what practices are promising. And so we looked at all these other promising practices and one key finding, think I, that jumps out to us is that most initiatives that serve adults' needs need to focus on multiple strategies to serve adults' needs. And with that in mind, we know that a challenge here is determining which set of strategies to use in combination with each other. I-BEST certainly provides one good example but there are many other strategies that also came up in our review of the research that may also be potentially effective.

Next slide. And we grouped all these different strategies according to how they relate to the specific needs that adults bring to community colleges, and as I mentioned before, adults particularly need to have instruction that's relevant to their immediate work needs and also draws on their prior work experience -- prior work experience. And of the practices that came up here to help meet these specific needs are efforts to help promote labor market alignment, program approaches that include multiple entry and exit points into Community College programs so students can complete a -- part of a credential, obtain employment and continue along the path for further education to advance their employment.

Contextual instruction was also another important strategy where colleges were able to integrate work-relevant skills into education, courses to help make those sort of more basic skills more relevant to student's more immediate work needs. And prior learning assessments were also another strategy that colleges use to draw on adults' prior experiences so they might actually gain college credit for some of the experience that they had accrued in the labor market over time.

Now, these all seem like very promising practices, and there's a very rich knowledge in the literature about how they can be implemented. We're still waiting, I think, to find out more about their actual impacts on student outcome. So that's an area where future research needed, but we think that there are certainly promising strategies for colleges to pursue.

Next slide. Another challenge for adults is to help ease their transition into college since they've been out of school, many of them, for a number of years. We found that some particular strategies to help adults in the transition back-to-schooling included dedicated advising and counseling, so rather than having a very general open counseling center, they may have one or two staff members who have specific knowledge of the issues that adults face who work primarily with adults who are coming to the college.

Another important strategy is proactive and comprehensive advising and counseling, so structuring their counseling services so that adults have almost no choice to before act with them so making it an integral part of their college experience. Finally, another important practice is helping in this counseling and advising, helping adults select majors that help align their skills and interests with labor market demands and make sure that they have good personal matches with the program of study and occupation that they select.

Now, these are all, again, very promising practices and are in need of further evidence in terms of their impacts on students and also are areas where colleges are finding some challenges in getting the resources to provide this kind of support and benefit from other external partnerships as we'll see later and Maria will talk later about those kinds of external partnerships in her presentation.

Next slide. Now, another major issue that adults face is the sort of external time pressures that come along with hectic lives that many adults have. The pressures from family and work responsibilities and whatnot. So some key practices that colleges use to address these pressures are offering flexibility in the timing of their courses so whether they offer them at night or on the weekend or in more condensed formats like five-week formats rather than over a semester long. Some colleges were trying different approaches to ensure that their courses were flexible.

Online instruction is another area that many colleges have pursued that's been documented in the research. And as well as opportunities to provide accelerated learning

where programs of study are offered more quickly in shorter time periods to help adults complete them more quickly, which certainly meets the work needs of adults. I think one of the challenges here that's potentially not well known from the research are the possible trade-offs that some of these practices might have for adults. We know from other work that online instruction may only really work with students who are well prepared and well engaged so this may not be a strategy that's going to work for all adults. It may have to be tailored for specific populations who are ready to handle the challenges that instruction may offer. Likewise, accelerated learning may also have some trade-offs in terms of adults -- all adults being able to absorb material that quickly. So these are areas that we don't really know exactly what the implications are for adults and how colleges may want to tailor and target some of these services but these are potential trade-offs that I think we've identified from looking at the research that is done on some of these practices.

Okay. Next slide. Now, again, recognizing the external pressures that are in adults' lives, many colleges have sought to address these stresses that adults face, and some of the practices here include student support in the form of financial aid. That's a very common issue for adults, sort of the struggle to cover their educational costs and so that is an area that is very commonly mentioned in the research as a need and as an area that colleges are seeking to pursue. And we do know from some of the more rigorous research that some of the very promising strategies here are to provide financial support in a flexible way that is linked to student outcomes.

And some of these issues are particularly important for low-income adults who may need additional support beyond the financial support for school; they may need additional life support, transportation, child care, mental health services, to help with other areas of their life in addition to schooling. Now, the overall challenge here, which is probably not a surprise some of you, of course, is the challenges in offering these support are very difficult in the context of limited funds. And so that's an area that's just an ongoing challenge that we have to recognize in terms of meeting these specific needs of adults.

Okay. Next slide. So after having reviewed the research on adults and community colleges, there are also some other lessons that we can take away in addition to documenting what are some of the more promising practices. We know there are also some other issues and lessons that kind of cut across all these areas of very broad implementation issues that we can take away from the research. A very important lesson is that relationships are very key to implementing the reforms in the colleges to help better serve adults. And internal relationships within the college are very key to implementing reform. In particular, having very clear communication and collaborative relationships among different actors within the college, difference -- different offices, different staff members. And along those lines, promoting some of those relationships and promoting the capacity within the college really involves deep investments in college staff including professional development and also developing communities of practice so people can develop some of those collaborative relationships and learning relationships with each other.

So all of this requires a certain investment of time and resources to generate the capacity to implement these kinds of reforms within the college and also with external partners, which is another very key part of all of this is that a lot of these efforts don't just happen internally within the college but they do really rely on partnerships with businesses, with the workforce system, workforce investment boards and with community-based organizations and they're really key to bringing together all the services and supports that are needed for adults pursuing their post secondary education at community colleges.

And from a research perspective, we know that there's a need for more research on adults and community colleges, and some of this really needs to be designed at the outset of initiatives, so when colleges and other partners are designing innovative programs, it's very important to give some thought to how to measure the effectiveness of these programs in an ongoing way to promote ongoing improvement and also at the end to really document what's working and what's not so that lessons can be learned going ahead.

So those are some of the key lessons that we took away from this review of the research on adults in community colleges over the past five years. And I think we've learned some very interesting things, and we also know there's much to be learned going ahead. So as I mentioned, we also had the more specific studies that we took a look at.

Next slide, Robb, please. And one of those I'm going to talk about now is research on community colleges and older students with disabilities. You know, we know that with the aging population, there is an increased probability that people will have an increase in disabilities. And the disabilities may be both known or not known but many of them may affect students' education. They may affect how they're able to learn. It may affect their choices in terms of what they decide to focus on within their education. And this is an issue that I think is not particularly well known, especially with the needs of older students with disabilities, and so in this research, we sought to take a look at how community colleges serve the needs of older students with disabilities. In particular, we wanted to look at how they identify older students with disabilities and once they've identified these disabilities, how do they address the needs of these students with disabilities who are older in their colleges?

Next slide, please. So to do this, we looked at some data on community colleges across the country. And we know based on colleges' reports the percentage of students within their student body that have disabilities. This is based on colleges' reports so it doesn't include disabilities that are not identified or not reported, but based on what colleges knew about the numbers of students with disabilities, we ranked the colleges and we selected the colleges with the highest number of students who reported a disability and that was colleges that reported over 8% of their student body with a disability. And we took a look at the college websites of all of these colleges. There were 44 of them. And we reviewed them to see the practices they had in place, what their disability services offices looked like and what services they offered. And we contacted them to conduct interviews

with their staff in their disability services offices, and we completed interviews with 20 of the colleges to learn more about how they identify the older students who have disabilities and what do they do to address the needs of their students.

Next slide, please. So in terms of the identification of older students with disabilities, we learned some interesting things here. One is that older students are less likely to identify themselves as having a disability prior to attending college than younger students. But among those older students who do know that they have a disability, they are more likely to self-report that disability than younger students.

Now, I should say that statement is based primarily on the impressions of the disability services staff we spoke with. It's not something that we have precise quantitative data to support, but we do have some impressions that come across from our interviews that lead us to develop some ideas of what might be going on here and also to ask us to pro-- promote to us ask more questions about what's really happening at community colleges and what's the differences between older students and younger students with disabilities in terms of their experiences.

Another key issue that shed some light on that is the high school and the K through 12 environment that students of different ages have gone through. And many of the older students went to school before the Individuals with Disabilities Education Act, and so they would not have benefited from the improved assessment and documentation that came along with that legislation that younger students have benefited from and bring to the college a better knowledge of what their disabilities are and what kinds of accommodations they might want to seek out. Of course, that doesn't entirely mean that younger students are going to be well served or perfectly served, but they do have a greater awareness and have probably benefited from that greater awareness and greater level of service that is a result of the different environment in which they went to school.

And as a result, many older students may not identify themselves as having a disability and they may not then actually take advantage of disability services that might help them be more successful in college.

Okay. Next slide. So some of the things that colleges were doing to help better identify older students with disabilities really rested a lot on creating greater awareness among faculty and staff and that was something that was very commonly reported that education and awareness among their faculty and staff was very essential to better serving older students and to better identify those who might have had identified disabilities. And the way that colleges sought to generate this greater awareness among faculty and staff included more outreach and training for faculty and staff just to generally increase their awareness of disabilities and how they might affect students. The trainings, it might have included things like -- that would help them identify behavioral clues and signs and symptoms of hidden disabilities. You had to identify students with disabilities and then also appropriately and legally refer students to obtain disability services. And to really

understand how their disabilities might affect other learning. Some of the ways that the colleges conducted outreach included things like lunch and learn programs where they provided this kind of training or a series of online materials that faculty and staff were encouraged to review or very detailed handbooks that would provide guidance on what to do in a particular kind of situation.

Okay. Next slide. So additional strategies to identify older students, as I mentioned, faculty and staff were very important. Tutors were another group of staff members that could have a particularly important role in identifying older community colleges who might benefit from targeted support. Other processes within the college that also were used in some of our colleges that we interviewed to identify older students with disabilities included early alert systems where faculty might be able to identify and refer students who are struggling to the disability services offices. So this was sort of a very institutionalized way that colleges could help make that connection between the faculty and the people at the college who could actually help the students. Placement tests were also another opportunity to screen the whole student body and identify all older students who might have unknown disabilities, so for older students who don't have the awareness of a disability, they all have to take placement test and so if there were ways that colleges could flag students through their placement scores, that was another way that a few of the colleges helped to identify students and particularly older students who have unknown disabilities.

And then again, the sort of general efforts to raise awareness about different learning styles. Broadly among the student population was another way that older students with disabilities could be identified without knowing particularly they had a disability but sort of generating this general awareness was another way to help identify.

Next slide, please. Now, some of these strategies to serve older students with disabilities, once they've been identified, offer some challenges once there's a disability -- suspected disability is identified, assessment services were a challenge because many were very costly so that's a sort of an existing challenge here and some colleges had a strategy to refer students to faculty members who may have had some specific expertise in assessment or to some extent agencies and organizations that might have resources to conduct assessment. But that was -- it seemed to be a challenge for some of the colleges to figure out how to help students access assessment services.

And finally, assistive technology was an accommodation that was very commonly mentioned in our interviews, but one of the challenges that I think we also observe here with assistive technology is the need to provide additional support for older students with disabilities who may need the use of assistive technology but may not have the knowledge and experience using technology more generally in order to access this accommodation. So that's a particular need that older students bring to the table to access the accommodations that are available to them.

So these are just some of the findings that we have from our research on older students with disabilities. And I'm going to turn the webinar over now to Maria to talk more about the case study research that we've conducted on community colleges and dislocated workers.

Next slide.

>> **Maria:** Thank you, Michelle. And good afternoon to everyone who's joining us on the webinar this afternoon. The Heldrich Center has done research on older workers and dislocated workers since its founding 15 years ago. Still, we've been struck by the unprecedented rise and continuing high levels of long-term unemployment affecting many dislocated workers, especially older ones.

In October 2012, older 55-plus job seekers were unemployed for an average of 57.7 weeks, which is actually up several weeks from what it was in September, meaning that the 55-plus crowd is out of work a year or longer on average, and we know the longer you're out of work, the harder it is to get re-employed. So we're finding that this combination of age and long-term unemployment is lethal for many of the older job seekers and dislocated workers.

We also know that older workers participate in training at lower rates than younger workers and we've been wondering whether this has contributed to their relatively poor labor market outcomes.

Next slide, please, Robb. Some of this Michelle laid out in the introduction here. Dislocated workers are thought to have unique needs at community colleges since many are older. They've been out of school a long time, and may have had a bad experience with school the first time around. And many are in need of job transition assistance, particularly those moving from declining industries.

They also may lack current skills such as digital literacy and lack basic skills in general. And as Michelle indicated, our research has found that many may have unidentified learning disabilities and age-related conditions, health conditions that may affect their ability to succeed in school.

Most are generally speaking desperate to return to work and very conscious of the time commitment. There's been relatively little research in the post-Great Recession commonly looking at the extent at which dislocated workers do have these special or unique needs at community colleges as well as how community colleges are addressing them. Our goal was first to identify some key practices that seemed to be in use at school serving large numbers of dislocated workers and hopefully we'll have the chance for some follow-up research that can be of a more rigorous and analytical nature.

Next slide, please. In terms of the methodology, we conducted case studies of five community colleges which appear to be serving large numbers of dislocated workers. The five schools are Macomb Community College in Warren Michigan. Lorain County Community College in Elyria, Ohio. Skyline College in San Bruno, California. Central Piedmont Community College in Charlotte, North Carolina. And Portland Community College in Portland, Oregon. As part of the research we reviewed websites and conducted interviews with a wide range of college staff, credit and noncredit, some counseling staff, and when there were displaced worker programs with staff from those programs.

Next slide, please. The key research questions we set out to study included how do dislocated workers come to enroll at community colleges? To what extent do dislocated workers have unique needs compared to other community college students? And how are the schools addressing these needs? How do dislocated workers select programs of study at community colleges and how do colleges help guide these choices with the goal of helping dislocated workers gain some skills and credentials that will help them get re-employed? And what are the implications for older students based on the college's strategies to serve dislocated workers?

Next slide, please. Our research and others have found that older dislocated workers are often reluctant to attend community college or participate in training so we were particularly interested in what strategies these case studies schools were using since they, again, appeared to be serving large numbers of dislocated workers.

Probably not a big surprise but partnerships with the public workforce system was one key strategy to reaching displaced workers. These partnerships tend to take three types -- or tend to take place in three ways. Portland Community College, for example, is the region's Workforce Investment Act, WIA, provider. Another strategy is to have a satellite One Stop co-located on the college campus, which is what's going on at Lorain Community College. And Central Piedmont Community College has a re-careering services center that participates in rapid response programs.

Another strategy that these schools talked about was that community based organizations refer students who may be reluctant to attend community colleges. Skyline noted they get referrals from veterans groups like swords to plowshares. Next slide, please. Some of the colleges are targeting marketing materials and events to dislocated workers. Macomb Community College has an Adult Return to Learn session that she do periodically throughout the year. Lorain County Community College has a session called Stimulate Your Career and these orientations may be offered on campus, which is one way to welcome people who might be a little leery of attending, but also are sometimes held at libraries and other venues. The schools in general noted that motivating dislocated workers to enroll soon after their layoff rather than waiting till their unemployment insurance benefits expire remains a key challenge and that would be consistent with what we've heard from public workforce system programs in general with dislocated workers. Since we know that early intervention is really critical to successful outcomes for dislocated

workers, it is important to find ways to get them in early and get them thinking about their future.

Next slide, please. Following up on some of what Michelle said, providing dedicated front-end counseling for dislocated workers can support these -- their needs and the needs of older workers but is limited by college resources. We'll get Jim to talk about the Adult Transitions Program at Lorain County Community College, which provides support to adults in transition. There's a re-careering services center at Central Piedmont Community College which helps dislocated workers -- in particular dislocated professionals consider new career options, but the schools have noted that these efforts are supported by external grant funding and they may be difficult to sustain once that funding goes away.

Next slide, please. Schools are also taking advantage of online and self-service tools in some cases, which can help older dislocated workers who have digital literacy skills access relevant information. Portland Community College, for example, has an online road map for each of its career pathways, which lets people look at the courses and the opportunities, the job opportunities, that are available tied to the different career pathway programs.

Some of the schools also reported making use of social media tools as well.

Next slide, please. One of the things we heard in this case study research as well as in other research we've been doing around dislocated workers in community colleges is the first question that usually comes up from older dislocated workers is how long will this take to complete? There's enormous time and financial pressure, especially for those who are among the long-term unemployed. Therefore, not a surprise that strategies such as stackable credentials, which may let people start and complete a credential, try and get back to work and return to add on to their education and learning and strategies such as imbedding basic skills into the curriculum can help address these academic and financial constraints and the time constraints of older dislocated workers.

Skyline College, for example, uses stackable credentials to help job seekers get their job training, and it includes contextualized basic skills to enable them to return to work more quickly. Their efforts relies on the use of cohorts and groups of students going through the programs at -- I guess in concert as well as multiple exit and entry points. There's something called Emporium Math, which is offered at Central Piedmont Community College, which offers customized remediation. Students only have to take courses in the particular math subjects where testing has shown they need assistance. So this will enable them to not sit through sections they don't need.

And Portland Community College has a Bridge to Healthcare program. It's a one-term noncredit course, which sort of combines some career counseling, lets career

changers have an overview of high-demand health professions and, at the same time, integrates the basic reading, writing, and math skills that they need to proceed.

Next slide, please. Some of our case study schools also fund that providing flexible financial support is important to older dislocated workers. Again, especially those who are facing financial stress due to long-term unemployment. Several of the schools are participating in the CLASP, Center for Law and Social Policy, and AACC, American Association of Community Colleges, Benefits Access for College Completion initiative. This Benefits Access Program is based on the idea that if community colleges can help provide financial support for those needs beyond tuition, completion rate also go up. It's really just getting off the ground, so it may be too soon to say if that hypothesis has held up, but among the schools participating, Skyline College is using its SparkPoint Center, which is a One Stop center where students can get a range of services including information about asset building and access to public benefits.

Macomb Community College is, likewise, building on initiatives they've had going on for a few years, including the Michigan Benefits Access Initiative and this Dreamkeepers Emergency Assistance Fund, which helps provide support for gas and auto repairs, helping people make an energy bill payment, if necessary, so nonacademic financial emergencies.

Jim will also be able to talk about an effort underway at Lorain County Community College, the Success Pass, under which faculty are trained to identify students who are struggling financially and they're allowed to make small amounts of cash available, sort of \$25 to \$100, to help with small but critical financial needs.

And with that, I am going to actually turn the webinar over to Jim.

So thank you very much. We look forward to your questions.

>> **Robb:** Jim, are you on?

>> **Maria:** Robb does he know he needs to press star 7?

>> **Robb:** I believe so.

>> **Maria:** Okay.

>> **Jim:** All right. Good afternoon.

>> **Robb:** We can hear you.

>> **Jim:** Oh, good. I missed that last instruction. Good afternoon, everyone. I'm going to be relaying to you the fairly quickly the story over the last three years of an

initiative that Lorain County Community College that has been as the title says a holistic approach to serving displaced workers of all ages, particularly driven originally by the great recession. And let me say at the outset that this really started in January of 2009 as a conversation between the One Stop in Lorain which Lorain County is just west of Cuyahoga County in Northeast Ohio, where Cleveland is, so we're a part of the greater Cleveland region. Lorain County was an old industrial car-centered, manufacturing-centered for much of the 20th Century so we're very much like most the industrial heartland of the country. And have over the lifetime of the college certainly have done everything to be responsive to the industry that's there, the workforce needs, et cetera. So we have the long history of working in an arena of workforce development. But in the beginning of 2009, it was so evident that -- of what was happening to the workforce in our area being jettisoned into unemployment by the thousands that we felt a need to do something and the "felt a need to do something" was a joint conversation between the One Stop called the Employment Network and the college and those of us at the college who were focused on workforce development and serving the needs of the adult population generally in the county. And so we started with a very simple initiative that we mounted in three weeks and was called *Make Your Layoff Pay Off*. We had this central idea that to try to communicate to these who had been recently unemployed that take the time to do something to get yourself ready for re-employment. At the time we all thought that would be in six to nine months, ironic as that must seem by now to all of us. So we were looking at what can we do in -- after the semester starts as far as the college and after most of the dollars for ITA have been exhausted on the part of the Employment Network using WIA funds and TAA funds, but what can we do in the course of a few months to serve the population and how responsive will they be?

Well, it turned out that by working together to actually do direct postcards to those who had been unemployed as well as doing various other marketing efforts which the college could mount, we had a tremendous response of hundreds of people who were coming to what we organized.

If you go to the next slide, in terms of our partnership with the workforce system, you -- we organized a one-hour session. We called it *Make Your Layoff Pay Off* at the time. Subsequently we called it *Stimulate Your Career*. It was not what can we do for you? But what should you be thinking about? What should you be thinking about doing and how can we -- if you're willing to go through that and engage with us, what can we do for you? What's the process? We organized a very simple flow process for the individuals. That worked so well in the first few months of 2009. Then comes the ARRA funding for WIA, which rolls down to the state of Ohio and then rolls down and more than doubles the dollars available to support all services to dislocated workers and eligible adults and so we said, okay, let's come up with a new plan. Let's build on what we learned from the simple start and what do we need to do again working together and u canny -- can you see some of these things on this very first slide.

One of them of note was that we -- the One Stop contracted with a firm who provided a tracking system for all people served jointly by the college or the One Stop and it's called One Flow. The company's name is Empira. That's somewhat incidental, but it is a system which augmented what the state was using as a tracking system for all WIA clients, or individuals served through the One Stop. Very significant step in terms of jointly developing that and customizing that One Flow system for tracking the services and outcomes to the clients served. Another was that we literally put a super importance on career decision up front to guide them in terms of setting an educational goal that would get them back into re-employment. We worked with the One Stop no matter where they chose to go to school. Those who ended up at Lorain we called Adults in Transition. This applied to the U.S. Department of Education grant specifically for community colleges could better serve the dislocated workers. We were one of the awardees. We've used over the last three years \$520,000 to accomplish what I'm about to share with you. And I'll try and tell in simply as possible some of the story. With the simple idea we've got to do something together and developing a model that we call the Adult Transitions Program. Please, next slide.

So it started with the partnership with the One Stop. From there, it goes to the second pillar of our initiative is integrating student services from career services to job placement, and job readiness training. We didn't differentiate artificially what should the college do and what should the One Stop do. We were both already doing all of it, so why not just figure out how to coordinate the delivery of these services? We decided at the college that we would take principal responsibility for doing the One Stop services for students who were at our college or for individuals who naturally come to the college rather than the One Stop seeking help as -- in terms of as job seekers or as those looking for education and training to get back to work.

So then the third piece, next slide, please, is what we call academic innovations. In other words what do we need to do from the standpoint of credit-based education and training that really responds? You've heard this coming through in a number -- in the prior two presentations, in particular Maria was talking about the study in which our institution was a part of. We've tried all of these things to varying degrees that you see here on the screen, and I will tell you quite frankly that academic innovations is the part that we've been least successful with over the three years. It's very did I given academic freedom and the decentralized way in which education and basic training are traditionally done within the college university environment, it's very difficult to do the same thing there that you can more easily do in integrating student services or even in terms of creating real integration of services and planning with the One Stop, an external organization.

So who -- next slide, please. So over the three years -- now, the rest of this presentation is going to be very much based on the data we tracked in terms of who was involved, what did we do with them? What's the outcome? And also some recent survey work and focus groups we did with the individuals who were part of Adult Transitions.

So who are the adults in transition that were enrolled in the Adult Transitions Program? In the first year, they were mostly over 45 years of age. And mostly coming from individuals applying for financial assistance through the One Stop. Meaning they were seeking individual training accounts in order to finance their effort at the college.

By year three that has evolved to where most are under 45, and that's reflective of the fact that -- to a host of explanations. Primarily we are recruiting these individuals not in relationship to the One Stop who has very little money to support them anymore. And they still are unemployed. They still are seeking career -- new careers or additional skills. They're credit-bearing individuals, but, however, it turns out for whatever reason, they're now mostly under 45 rather than over 45. They are workers who at the time they come to the college have recently lost their jobs, were not working, and came to the college to help them with a career change. They're a mix of workers with no -- this is -- this is the reality when do you this work, as many of you must know, that you have a bifurcation of a population of workers in transition. Some have absolutely no post secondary education. And others have at least some college and some even have degrees, as much as 1 in 5 of our individuals coming to the college already have an associate's or bachelor's degree that is way out of date in terms of putting them back into the workforce.

Next slide, please. As of -- September 30th was the last time we collected data, finalizing -- we're getting ready for our final report to the Department of Education. 458 people were enrolled in Adult Transitions Programs over the three years. Every year, there was a new cohort enrolled. Year one was the largest, 195 people, and that was largely because for that one year, we had all the additional funds that the ARRA Act provided for us in terms of workforce education and training. In -- the important thing about that first year and that -- in three years because we started three years ago, in three years or less, 63% of that -- of those 190 people completed their credential, which was a very interesting mix of degrees, and they were new, and one-year certificate programs. Again, this effort was primarily focused on what we could do to get people with actual educational attainment as well as -- and focused on getting them back into employment.

Another 14% of the 458 are still progressing, meaning they're still active students, whether they were -- came to us in year one, two, or three, certainly in year three, that would have started in 2011, many of them are -- and many of them are degree-seeking. Of course, they're still working on their degree. Okay.

Next slide, please. So we did lose some, though. Some did drop out. There were 174 of the 452 who actually stopped out somewhere across the three years. We were ask actually -- we were actually able to doggedly use every means possible to follow up with them, and this was done more recent across the -- this past summer trying to figure out why is it they stopped out? We were able to contact 2/3 of them to determine why they were no longer pursuing their education and training at the college. Half of those that we contacted said that they took a job, and that's why they dropped out or they essentially stopped their progress. That is hard to anticipate that that is hard to counteract once they

withdraw or fail to register the next semester. The biggest challenge, I think, in this kind of program is because naturally they're gonna take a job whenever they can find a job is to keep -- is to work with them quickly enough so that they realize that there's some way on a part-time basis they can continue to work on the program goal that they started.

Personal issues were the balance and a few people actually never started even though they were enrolled. So --

Next slide, please. So what about completion? I alluded to it earlier. 35% of the first year's class completed a degree in three years or less. For our institution that is outstanding. These were students all over the spectrum of discipline and division. They were not all in cohort programs, lock stock going through. We did have a few of those that, by and large, none of those were in degree pro -- degree-seeking programs of study. So this is pretty impressive. And 77% of those who had -- had set as their goal one-year certificate completed those. So you know, I know for our institution, because of being now a Completion By Design institution, we know exactly what our completion rates are for every conceivable population. And these are outstanding results.

So completing and completing in a timely manner become one of the principles of our Adult Transitions Program. So the -- obviously, as we go from the second year, those who started in the second year and those who just started a year ago, these completion rates fall off. But even for year two degree seekers, 11% had completed their degree at -- by this point. No more than two years from when they first started. Still, a fairly impressive figure.

Okay. Next, please. So how did we get all of these students? How did we get the 458? How did we get 195 in the first year and nearly 150 in the second year, et cetera? We did it back -- I alluded to it a long time ago in this presentation, and that was this one-hour orientation called Stimulate Your Career that was co-promoted and co-delivered by the One Stop and the college. And the same delivery -- the same program was delivered by both. It was jointly developed with the idea of using the outreach power of the One Stop and the natural attraction of the college as a way of contacting people. And every year of the last three years, just by offering this one-hour session once or twice a week, 52 weeks out of the year, over 1,000 people attend those sessions, and so that's -- that's the kind -- as you can imagine, that's the kind of numbers of people you want to touch if you want to ultimately deal with that kind of enrollment that we've had in the Adult Transitions Program.

And this is -- the one-hour orientation is to kick off the whole process, then making a smart career choice, an informed and an effort to encourage them to expand their field of vision over what they may naturally be thinking about their capabilities or their time and effort and to really get them -- that the career decision is first, then you decide what your major is, then you decide -- and at the same time how long you can spend working on this. For many -- for half the people, it's a one-year certificate. For the other half, they are

willing to set and work toward the goal of a two-year degree. And from the focus groups and the surveys and the data I've shared with you, it's pretty evident that these people are motivated and committed to doing their damndest to complete the goal that they set.

Next slide, please. The question I always get is, did they get a job? And as of, again, September 30th, at this point, we've had 155 completers, either of degrees or certificates, and 63% of those have found employment, somewhere over the last three years. Those jobs, again, are all over the landscape. They're in IT. They're in manufacturing environments, and they're in the office support functions within all kinds of industry. Those are where people are finding employment. Half of these jobs were directly linked to the major completed, meaning that we -- in terms of how we think about this as training related. Yes, half of them are training related. It doesn't mean, however, that the other half are inferior or not as -- not making full use of the skills they have or paying as well. But we had set out originally to measure the training relatedness of the employment, and so half of them have been. Yes, you know, I will tell you that, while 68% have found jobs that started out and completed their career, while that's not 100%, while it's not 80%, which is the standard for our One Stops, I'm damn proud of it because we have worked very hard in every way possible to help them accomplish that goal.

Next slide, please. So we asked in the survey that was just recently done, so what were the requirements for the job that you took? And what they say is that essentially a college degree was not a factor in their getting the job. Interesting. About a third of the jobs required an industry or occupational credential or licensure. And as you notice, we don't really have much in the way of healthcare jobs being found, so that's probably why this is so low. And then about a third of those hired said that the education completed at the college was a factor in their being hired. So this doesn't sound like it's a great connection, but again, it is what it is at this point.

All right, next slide, please. The main reason for taking the job? Opportunity to learn and advance, 22% of the -- those who gained employment said this was their reason for taking the job. Needed a job was 20%. And a good salary and benefits was 17%. And experience so I can get a better job was 15%. Most say they -- and in addition, most say they are using the skills they learned at the college on their job at least occasionally. So whether they're training-related or not, they're using what they learned, the knowledge and skills they acquired at college and their own perception on the job.

Next slide, please. Shortcomings of the job. What did they have to accept as a shortcoming? Earning a lot less than they used to or what they expected to. And no health benefits. Job is temporary. And not challenging. And these were only cited less than half the time, though, by anyone who had gained employment. So these are -- the shortcomings are really not -- they're more than offset by apparently the satisfying things of the job, because most of them said that they are satisfied with the job they have, while at the same time say they're still looking for a better job. So I've concluded from this and from the survey and the focus groups with these individuals that the largest challenge to

them, the most -- the greatest unknowns and the most uncertainties to deal with still have to do with the labor market and with finding the job they're looking for and that will provide for them the outcomes they're seeking in terms of getting back to gainful employment. They seem still the least prepared for this. They seem quite prepared for the education but not so much for this, for the employment picture, and yet at the same time, they tend to resist the very help that we at the college or the One Stop have for them in the way of readiness training, direct help with preparation. Some of them will avoid it at all costs, and we've had direct one-on-one help connecting them with real employment opportunities and scheduling them or helping them connect with an interview opportunity, et cetera. So while it's the most challenging to them, they are the least open to using those services to better prepare them for that reality.

Next slide, please. Student evaluations. 77% say they were very satisfied to somewhat satisfied with the efforts of the college to help them achieve their goals and overcome barriers. Not a bad result. 73% say they are very satisfied to somewhat satisfied with how well the college and the ATP program prepared them for the job they now have. Next slide, please.

So these are the lessons we think that we come away from our three years as -- number one, you have to build the pipeline of students who are motivated to achieve career employment and advancement. You can't induce them. They must come to this with their own motivation. You can help expand their field of vision. You can certainly assist them to meet their goal. You can't create that motivation for them. From the very beginning, we talked about working with the willing. Secondly, design and deliver education and training based on competencies that employers emphasize and value. And also creating the opportunity to -- for internships and job openings that follow on to their training. You must continue to direct the planning around academic programs that are based on employer needs and an engaged set of employers continue to try to build an engagement with employers around internship possibilities and giving a good look at your students when they have job openings. Success of students hinges on their making a career and education choice early on and on our college having the interventions to ensure academic success that culminates into completion and job placement.

We cannot as community colleges simply say job placement is not our job. No more can we do that, not with all of the directions that are coming at us from national accreditation or regional accreditation efforts, foundations, the Federal Government. I can tell you that the program officer over our grant from the U.S. Department of Education was more interested in the placement of our students than in the completion of our students, because that's where the emphasis is in Washington, D.C.

Colleges have to assume a more primary role to connect employers with their students. Okay. That's -- that concludes my thoughts to start this conversation. Thank you.

>> **Robb:** Thanks so much. That was awesome. We have about 15 minutes for Q&A. And I actually have received five questions so far. I'll relay those, but I also want to

provide you with directions about how you can -- others can submit questions. One thing you can do is you can click your raise hand button, which is in the upper left-hand corner of your screen, or -- so essentially, I'll be able to see you that you want to ask a question and I'll provide you with information about how to do so, how to unmute your line. Otherwise, what you can do is use the chat box in the lower left-hand corner of your screen, and you can send the question to me and I will relay it to our presenters. And like I said, I actually have received five questions thus far, so I'll start with some of those. But the first one is for Michelle. Could you describe flexible financial aid?

>> **Michelle:** Sure, yes. Sorry, that was not clear in the presentation. So when I refer to flexible financial aid, what I'm referring to is financial aid that students can use in a variety of ways in addition to simply paying for tuition. It can be used for other issues if it were a transportation issue or a housing issue or other small kind of personal issue, they might be able to use some of the support for other life issues rather than strictly only for educational purposes.

>> **Robb:** Great. Thanks. The next question is for Jim. What were some -- what were the items from Lorain College under academic innovations and what would have made the strategies more successful?

>> **Jim:** Well, probably the most significant one that we used was the designing some one-year certificate based on employer demand. And these were delivered as cohort programs so that they were designed as full-time, five days a week, 40 hours a week, on the assumption that the individuals would be able to pretty much devote -- have as their job completing that 16-week or 1 1/2-semester certificate that was credit based that would apply -- get them maybe as much as a halfway toward an associate degree and they were in areas of manufacturing or IT principally.

And that was the biggest accomplishment, quite frankly, from the standpoint of academic innovations. We didn't -- we didn't have the opportunity to do a lot of new things with internships, prior learning assessments, block scheduling. But there -- as I said at the outset, the ability to mount planning and thoughtful discussions with the academic divisions, they -- to think of that as -- in the context of really changing the way that they think about creating curriculum, of designing programs, and what their role is in terms of what happens after the student finishes their program, earns their credential and leaves the institution, that -- those -- those all pretty much lie in front of us still.

>> **Robb:** Okay. We have another question from Jermella Ellis -- I'm sorry, Jermessa Ellis. If you would just press star 7 on your telephone keypad and your line will be unmuted and you can ask your question.

>> Hi, everybody.

>> **Robb:** We can hear you.

>> Okay. My question -- I wanted to make sure I heard Jim correctly in one of his last statements in his closing. Did you say that job placement as far as Department of Education as far as BP is concerned, job placement is more important from a -- an employer's perspective than completion, meaning college completion? Did I understand you correctly?

>> **Jim:** Well, what I should say is that the concern for our placement rate was more important than the concern over our completion rate. Now, maybe that's because -- in the early periods of the grant in the reviewing of the progress, we were showing better progress towards completion than we were toward placement. It could have been that. I also believe that it was as much the environment in Washington, D.C., over the last year and a half or so over so much concern with was the result of ARRA showing any demonstrable effects of employment. She said those were the questions she was receiving, are they getting jobs? Are they getting jobs? I mean, for us, that was the goal, because we were trying to assist people who had lost their job, at least that was serving them fairly well by as early as 2008 and as late as six months ago for that matter. We're continuing this program or I don't know exactly ha we call it -- what we call it. We are integrating this into our implementation of Completion By Design in order to serve those individuals that -- at our institution that are workers in transition and, therefore, have particular needs or at least are different from those who are perhaps not quite sure why they're -- come and have more time and whatnot. For all the reasons that Michelle and Maria cite, we have just been -- we just want to make sure we continue this. We're now -- will call this the career restart program, which is, as I see in some of the presentations by Michelle and Maria, are the -- is the terminology that others are picking up with.

>> **Robb:** Great. Jim, earlier, in your presentation, you mentioned some of the main reasons for taking a job, and you specifically mentioned four reasons. However, those four don't equal 100%. So one of our attendees are wondering what were some of the other reasons that were not listed on that slide?

>> **Jim:** Well, I listed all except for the mysterious "other" and that was very few. And this question was phrased as what was the main reason, so they almost -- most -- the ones that I have there almost add up to 100%. So the last category was "other" and I did review the open-ended responses. They were not -- some of them could have fit into those categories, so there wasn't much revealed to me in terms of other trend for reasons why they -- for the main reason that they took the job. So there really wasn't much more to add.

>> **Robb:** Okay. This is a question for Maria or Michelle. Have you looked at the American association of community colleges plus 50 initiative?

>> **Maria:** That's a good question. In fact, we did as part of the background research for the study. They have done a -- really an excellent job of promoting ideas that help colleges prepare to serve the growing number of 50-plus students. We actually found some overlap with some of the strategies that are in their standards of excellence, which they've

compiled based on some of the school's work. There's some overlap between those strategies and what we're finding is helpful for dislocated workers. Some of that is around marketing that is targeted to an older age group. Some is around having, when possible, dedicated counselors available to help guide the career choices and academic choices of these older students.

So we certainly did look at that, and it fed into some of our thinking. At the same time, their efforts also were involving students who are interested in volunteering and -- it wasn't just job-related education. So it was a little bit different from some of what we found for dislocated workers.

Michelle, did you want to add anything?

>> **Michelle:** They started out with a somewhat broader focus and I think over time moved more towards the work-related colleges. We reviewed their work and tried to build off of it and tried to look in some areas where we felt we could add a little bit more to the discussion and building on what they've done.

>> **Robb:** Okay. I've got a few more questions for Jim. Were those that dropped out to take the job still employed after 12 months?

>> **Jim:** I'm not able to know that exactly. We have done a follow-up survey which we referred to as the placement survey each year. We've done it three times over the cycle. We do probably have the ability to go see how many are actually employed longer than 12 months, but the real -- what I can tell you that even in this -- even in this survey, some of those who found employment this year have already -- it's already a second employment since they originally completed the program. So they're -- and I know from the focus groups that several reported having had three jobs even while in the program trying to put an income together. And the key to me has been the -- the answer to the question is that the permanent placement -- permanent position or a temporary position and the majority are permanent, but there are too many that are considered temporary and there's, in my mind, too many that have been -- that they are defining as part time, meaning less than 35 hours a week. So it's not -- you know, in -- given the labor market conditions, I'm -- a different economy, perhaps we could have done much better for these folks or these folks could have done much better for themselves, but -- and we will continue to try and figure out how to stay in touch with them, following on continually with surveys. Because I do -- I do wonder when we will see them again, because they simply have fallen back into unemployment. Whether it's after 12 months or before. That's the best answer I have at this point.

>> **Robb:** Okay. Our next question is, why did you focus on recruiting people not connected to the One Stops if there were many people over the age of 45 who needed help?

>> **Jim:** It wasn't an intention. We continued to do at both the One Stop main location and at the college the Stimulate Your Career sessions. Those -- individuals would register for those through the One Flow system so they -- there was a kiosk at the college. There was a kiosk at the One Stop where they would register, and decide which one they wanted to attend. So it wasn't an intentional disconnect. It's just that the One Stop itself had very little money to support ITAs and, therefore, lower their expectations around working with those intensively who were seeking education and training, because when they -- when they -- when their funds were exhausted, they pretty much stopped the effort there and refocused more on the job seekers in terms of their intensive services. So it wasn't an intention at thing. It was more -- intentional thing. It was more out of necessity to say people all over the -- we -- the college that had a long tradition of providing career and employment services at the college for community members, as they identified them, meaning they were not currently students. And every year, in fact, this last year, we conducted another survey, placement survey, which I have a whole set of results on that are comparable to what I just shared with you about the Adult Transition folks, that were based on over 3,000 people using something at the college that would be called a One Stop service. In other words, they were job seekers, and they either used our online job posting service; they came to the career workshop, or a resume workshop or they made an appointment. They were using our services the same as they would at the One Stop. You know, do we -- we just simply recognized that some people have more history with the college than they have with the One Stop or with the locate -- or with the area in the public services that are available at the One Stop. And in fact, what we find is that -- and that's a pretty substantial number of people on an annual basis of 3,000 that we know who they are and what they did at our institution, is that the lion's share of them have a student number, meaning they at some time or another had been a student at the institution. That has been there since the '60s. There was nothing intentional about disconnecting and there was nothing intentional, as far as I can tell, in terms of recruiting folks under 45 versus over 45. It's just the outcome.

I hope that's a satisfactory answer.

>> **Robb:** Okay. Another question we have is, how is the Adult Transitions Project funded now and will the college maintain the program in the future?

>> **Jim:** Well, it's a timely question to ask me. I just facilitated a session yesterday, now that I'm no longer with the college. I'm still consulting with them on all this. And it was of all the key people that within the college that needs to process this very same -- just more elaborate information, use this very same presentation with them -- I used this very same presentation with them yesterday, and they came out of it with their set of ideas about what has to be done to sustain what's important to do. What I didn't share with you were the evaluative evidence from the students of what they used in the way of integrated student services, what they used -- in that context, what did they use in the way of helping them make a career and educational choice? What did they use while they were a student to ensure their success? What did they use to get ready for the job search and to actually

find employment? And the area that they identified as most important to their success was, in fact, the help that they got while they were a student in terms of being able to be academically successful and avoid barriers to continuing on. Tutoring was a big item for them. Many of them needed tutoring, especially in math, given they were in manufacturing and IT and relay -- primarily those are the big reason they needed math and the help with math requirements. And the financial assistance was very important to them, to be able to get a car repaired or get a gas card while they were in school. Some of those funds came from the with part -- from the partnership from the One Stop because they were WIA eligible. Some of those came from special funds at the college that Maria referred to earlier. We have a little amount of funding set aside for just these folks to help them avoid a reason for having to stop out or just get some -- dealing with an illness, a doctor bill, whatever. If the One Stop can't -- if they're not WIA eligible, then we'll have them with what we have at the college.

>> **Robb:** Okay. At this point, we have time for one more question, but I want to say if our participants have additional questions, what you can do is you can send them to me now via the chat feature, and I'll then share them with Maria and Michelle and Jim after the presentation, and we'll get the answers out to everyone in the next day or two. Or what you can do is at the end of the presentation, you'll be taken -- at the end of the webinar, rather, you'll be taken to a survey where you can give your feedback about today's experience. You can just include the question there as well, and I'll then relay it to our presenters.

But our final question of the day is, do -- for Jim, what percentage of the jobs were in manufacturing?

>> **Jim:** I think there was about 20% were in manufacturing. We have a history of doing certificate programs in -- for transitioning workers in CNC, welding, and some of the more traditional manufacturing-related jobs and those were the principal programs that were used in the -- with the Adult Transitions. Those were the ones that were cohort programs. They did get you to a half -- almost -- or to the halfway point of associate degree. A good percent of the students actually have continued on. They didn't just take a job and stop even though they had earned the certificate. They are now working toward their associate degree in the same area of concentration in manufacturing and engineering. And they -- so they were in areas where we had historically interested employers who have a hard time filling these particular types of production-related manufacturing-related occupations.

You know, I didn't totally answer the question about so how is the college going to afford to continue this program? Partly, it's because we have two years' funding from gates for Completion By Design. So we're able to take many of the promising practices based on the results that you've now seen to say, okay, now we know why we need to be doing this within our Completion By Design. So some of it will be integrated into Completion By Design and, therefore, funded. But it begs the question ultimately, and this was the -- this

was the principle that the leadership at the institution at the very top understood from the beginning that this was transformational. We were talking about what does this mean for the college in terms of realigning what we do, reorganizing our workforce, and reassigning people based on what they did do versus what they will be doing now. So it's a work in progress, but it has the -- despite the -- even the fiscal declinement that community colleges are in, certainly in Ohio, it will be sustained, and it will probably largely be sustained by individuals being -- who were doing something now or doing this. That would be my guess.

>> **Robb:** Great. Thanks so much. I just want to thank our -- Jim, Michelle, and Maria for their awesome, insightful presentations today, and before I wrap, I just wanted to mention that the -- a transcript of this webinar will be available on the NTAR website within the next 24 to 36 hours, I would say, and an archived recording of the webinar along with the PowerPoint presentation will be available on the NTAR website as well. So on behalf of the entire center, I want to thank everyone for joining us today and wish you all a great and happy afternoon. Thanks.