PATHWAYS TO CAREERS COMMUNITY OF PRACTICE MEETING July 28, 2016

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Audio Transcript

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Michael: Why don't we get started? And maybe, maybe some others will join us. But appreciate those that have joined. This is our tie in with the Onondaga pathways to careers demonstration project at OCC. Maybe we can just do quick introductions. And then we'll turn to the agenda. I heard Meera representing Burton Blatt Institute at Syracuse University and the OCC project. And I heard Miranda, which represents the DEI training and TA team, but you're also talking about the work done in South Dakota, I think?

Miranda: Yes.

Michael: And who joined from Kentucky?

Helga: Hi yea, this is, yea I'm here. I stepped away. I'm part of a tour group right know. This is Helga and I am office for the blind and Voc. Rehab is part of our project.

Michael: And who joined from Georgia? Georgia?

Dale: Good afternoon, good to be here. We have Greg Smeag our executive director of GBRA, Lorie Tuton the assistant director of transition, Reba Young our project manager, and myself, Dale Arnold director of transition services.

Michael: That is wonderful thanks. Thanks for joining. Did anyone else join?

Michael: Did anyone else join? Is that a new..?

David: David Mayer

Michael:	Oh great. Thanks David. Ok, well lets. Before I turn to Meera with reviewing some of the information we have collected on the subject today of retention. Again just in general, say that this is an effort to bridge across multiple funders both from dept of labor and dept of education that are creating through demonstration projects better understanding and awareness of strategies that can make career pathways more inclusive. And appreciate everyone who has set the time aside today. Let me turn to Meera who can walk us through some of the slides. Understanding better about retention issues globally or nationally. And then look at some of the strategies, which are being identified before we turn to some of you individually to share your own approaches that are emerging within your own projects. So Meera, let me turn to you.
Meera:	Sure. Thanks. Forward a few slides. So, yup on our current slide what you see are retention statistics, national retention statistics. And I just wanted to put these forward to be able to demonstrate how they vary according to institution type. Because I know that we have a variety of programs that are joining us some like OCC are exclusively at a community college, but some of the other agencies are developing pathways and programs that may reach across to other types institutions. And I think what we can see by looking at this is that, ya know, necessarily retention isn't all that high. And it can get quite low when we're talking about part time students. It seems to get lower when we're looking at open admissions programs. So those are just some of the things that we can take into consideration when

we're developing these career pathway programs. And what is the type of educational institution that we're working with. And of course one can dig into these statistics further, and I'm always happy to support providing more information as needed, but it certainly also will vary according to the circumstances of students and their characteristics. But at a high level institutionally, ya know these numbers show that really there is a good amount of work to be done when it comes to retention. That will be important if we want to get our students out into the workforce and their chosen pathways.

Forward, looking at the literature and the research and the practice out there, there is quite a lot of information out there a lot of theory and evidence based principles and practice relating to retention strategies in higher education, generally. A lot of the research that has been done has broken up the reasons for low retention into both academic factors and non-academic factors. Academically speaking of course they did find that your past academic performance is an excellent predictor of your future academic performance. But looking at other structures we know we can improve it when we focus on support we can provide to students. So looking at the non-academic factors the level of students' commitment or motivation. Their academic confidence and self- esteem and their academic skills, these are malleable factors and with right support and with training and assistance we can improve those factors and then we can improve retention. Things that are really important and I think will come

into play with our work, the level perceived institutional-social support, that's going to be a theme we talk about today. Strategies to provide support to students and when they feel supported that is going to make a difference. As well as of course the connectedness to the higher education environment. So it shouldn't be that they're just disconnected from campus, they're just coming for classes and disengaged from their faculty from the advising, from their peers or from other activities, or it will be easy for them to disconnect from the pathway.

Looking at national practice there are several evidence based practices that have been promulgated and researched and continue to be practiced at institutions. First year seminars are becoming particularly popular. I believe they're at 95 percent of the four year colleges will now institutes these and they just provide a regularized, consistent opportunity for first year students to meet with professors and to meet with peers as they learn how to navigate the higher education environment. Learning communities are another example of bringing students together. It has been found that writing intensive courses are practices that are high impact and can support retention. Collaborative assignments and projects which again bring those students together. Engaging students in undergraduate research and diversity or global types of learning experiences, service and community based learning experiences again adds to the academic experience they are having. And makes them feel connected to something broader. It makes them feel connected to quote/unquote the real world, if

you will. Which I think again for our particular work is important because they are going to be students focused on a career path and getting out there and being successful.

Internships is another thing that is a good high impact practice, and gets students in particularly in our pathways, right moving down that pathway and remembering why they're academic connectedness and success will relate to them being successful in the employment field they choose. And then, having capstone courses or projects have also been found to be a high impact practice at universities and colleges. Again because I know that OCC our sponsor for this community of practice and their helping us understanding what they're doing, they're a community college and I know that there are other community colleges that are being targeted by our programs.

There are strategies there as well, that are really focused on supports, ancillary supports to the academic environment that they're providing. So looking at expanding out of class support, tutoring through peer mentors, as well as potentially professional mentors can be really high impact practices. Increasing the use of learning center services by reminding students that they're available. Integrating career and academic advising again something really important for putting students on those career pathways and making sure that they are doing the right course work, the right preparations.

Improving their student orientation so that the first year students aren't just coming into the classes but not understanding how to navigate the rest of the university or college environment. Some community colleges have gone so far as to mandate that orientation be face to face at least in its beginning and advising sessions so that a report is developed and there is connectedness between the student and their advisor. Setting up and early alert system and student coaching system, that's something I know that OCC is engaged in and they will be telling us about that moving forward later in the presentation. And indeed they have created tools to do this that we'll be able to see.

And then creating some system, maybe an online tool that a student will be able to use to map out their course selection and their progress to graduation so they don't, as we all know to well can happen, they wind up in their last year and discover they didn't take one class that they needed to get their degree or certificate, but now they're in a place in their life where it might be very difficult to invest that time or that money to do so. So this keeps them moving forward in a targeted way and is not dropping the ball in anything.

As you know, from out emails we've posted some resources to our website and one of those is a pathways to careers tool kit. This isn't necessarily focused on just individuals with disabilities; this is at large thinking about pathways to careers that I think these practices will be very useful to us as well. One of the things that they mention are to have

flexible delivery methods. Offering non-semester based classes, alternative times for your classes, alternative places for your classes, including potentially at work sites. Thinking about our pathways we have very narrow defined pathways and key employers that are hiring in those pathways, just maybe something that we can think about designing into our program.

Offering credit from prior learning or in some cases I have seen prior practice and prior experience, work-based experience that can often count for academic credit. Providing flexibility around course completion when unforeseen barriers come up. With certain disabilities that may have a remitting and then maybe a re appearing factor, this may be something that could be very important. Certainly providing accommodations for individuals with disabilities that goes across the board without saying, particularly for our programs. Developing alternative options, web based training for those who may have odd work schedules, and are trying to fit this in, or just be unable to transport themselves to the site of the higher education, community college, or the university as it might be. And to building mobile training sites in rural areas, so for those of us that are making sure to include rural sites as part of our programs that could be something that is really important. Or perhaps developing partnerships through libraries and others to provide that training and those kinds of sites.

Another thing that was mentioned that was important was case management. So, directing and managing a student's participation in the program and this will often include activities such as recruitment, retention, which is what we are talking about today, program component navigation, life skill or life issue assistance, academic, career and personal counseling, financial aide guidance, and other supportive services. Clearly, outside of just taking one's classes there is just so much that a student has to be able to navigate and to be able to do. And having someone be able to provide a case management as to the [inaudible] or having that position be integrated within the academic environment which OCC is doing with a variety of advisors this could be a good approach to take.

And then of course there are academic support services that could be useful. Providing the opportunity to work in groups, I mentioned this earlier, learning communities, inter-acting with each other, providing assistance with study skills, test strategies, note taking [ping], time management, these aren't skills that students are often coming with… [Jay Harrison introducing himself, speaking over]. Hi Jay. These aren't things that students are always coming to the secondary environment with, and it really helps to provide them. Providing career specific courses for individuals who need language assistance. Providing or arranging tutors, learning labs, one on one tutoring, even computer based tutoring could be very useful. Making sure there are drop out prevention strategies, again, I think ya know that early alertment system that we will hear from OCC

about can be very useful. And again, providing accommodations for individuals with a disability. Even though this tool kit wasn't targeted, they are mindful of that issue.

Now moving forward, I have mentioned that OCP, or that OCC, as that this is there Onondaga Career to Pathways Program project, they have a few different strategies, which help them to know in advance when it looks like a student might be at risk for dropping out and to provide support that may be able to prevent that from happening. We have William and Dean and Jay on the line with us today so I'll ask that one of them help us understand these, and if you need us to move the slides forward just shout and we'll take care of that for you.

[Pause]

Jay: Good afternoon everyone. I apologize because I actually called in and I don't have the call points in front of me, but I do have the slides so I'll be reading directly from the slides. My name is Jay Harrison, I am the employment coordinator for the OPC project and my role primarily is to make sure that the students get the career support services that they need during their last year as OCC and hopefully afterwards we guide them into a career, or helping them to advance into a four-year institution.

So the two programs that we use one is the retention work system we have and that systems allows professors to address any concerns students have with us or not even all negative, or even not all negative, sometimes there are positive responses we get. The let us know how well a student is doing

in class. So the retention system is more of a progress report than it is really making us aware of any behavior or academic problems the student or the professor may have. We receive these reports during the third and sixth week of the school semester and we kind of start at that middle person because it is a one-way communication system. Meaning that the faculty communicates to us their concerns, we don't communicate to the faculty about our concerns we may have. That's done more on an individual basis rather than a system created for that. But we do have a system in place that allows anyone to address concerns, but we'll talk about that later on. So, just again, a way to monitor students progress, it allows us to really catch and early warning, to bring to our attention, the students that maybe struggling within the third and sixth week of classes. In each case, the one who reaches out to the student to give them a report, let them know how they are doing in classes, the professors concerns or will share with them that they think they're doing great in class. And what we try and do with OPC is try to schedule our readings with students around them; so that we're meeting students these periods as well have an open schedule for potential follow up meetings.

I'm sorry, if I'm going too fast let me know.

Hello?

Meera: Nope. You're doing great. Just let us know when you want us to move to the next slide.

Jay: Yes, so I'm going to go to the next slide.

Meera: OK.

Jay: And the next slide is and example of what a student's progress report looks like when we receive it. It has a student's name, student I.D. number, the term, the class, the professor's name, and the case owner. The case owners are, well right now, the case owners are support services, so students who are in the support services program like an EOP, education opportunities program, [cutout] accounts receive these reports. We also have coaches, who have student athletes receive these reports, because students who are eligible because of their GPA, that's important to these coaches as well. So that is the people that receive these reports and on those reports it could be areas of concern like attendance, participation, test scores, other concerns they may have. And a good thing about this system it doesn't just report concerns, it allows faculty to give us suggestions such as directed recommendations for students. Like, having the student see the instructor or have the student attend tutoring sessions or math and writing support. And then below that spot is additional comments, where this allows faculty to address in a paragraph what are the concerns. It can be concerns that can range form a student missing homework or it can be a concern where a students behavior seems erratic. So it can vary from academic to behavior. It can also be about a students well being. Let's say a student is usually very cheerful in class, but has become very isolated and quiet and doesn't seem as attentive as they were at the beginning of the class. This allows the professor to bring that to our

attention and to work with the student one on one and address these

concerns so these students can do well in the classes. And, again, this

system is not all negative, we do get reports about a student doing really

good, or after the third week report we show that student was missing

assignments, but by the sixth week report they can say the student has

done well, the student has all assignments to date. So it's also like a

progress report, not just an early detection system. Alright.

So with the next slide. Again, that system is really faculty driven, the

faculty bring their concerns to us we don't bring our concerns to them. On

campus we have a system called "we care", which allows anybody at OCC

to submit a concern about a students well being. And that can be academic

and behavioral as well. And this system is head by a committee that

reviews each case and once they review the case, they notify the student

and they work with the student to identify those issues.

So, we go to the next slide. This is what a "we care" reporting form would

look like. There you can see it actually has all the different categories of

concerns that you can use to help address the student that has an issue.

And I should also mention, that a student can file a "we care" report form.

They would just have to notify staff so it can be done anonymously so that

students don't have to identify themselves in fear of feeling like they are

getting their fellow classmate in trouble. So, once that form is filled out

and we receive the concern, it goes in front of a committee, where that

committee decides how to address that concern.

Dean: Jay can I jump in real quick? Ok…

Jay: Yea, you can.

Dean: This is Dean from OPC, OCC, so "we care" is akin to a behavioral intervention team on a lot of campuses. So that might be more familiar to folks that are listening in. And just, Jay talked about the committee, this committee meets once a week. So every Monday they get together and they discuss students of concern, and in our case (Mimsy Carr) the director of accessibility resources at OCC is kind of a liaison for OPC on the "we care" committee. Sorry, I just wanted to put that in there.

Jay: [inaudible] thank you. So, on the next slide. There is some of the referrals we make for our students. And again, we at OPC, we realize that in able to a student to have academic or career success you have to have a system that eliminates the barriers and help identifying barriers and we work with a lot of departments to help with that. We work with [CR?] we work with the financial aide department on campus, we also have a food pantry, we have a food bank representative that comes to campus every Tuesday, to have students apply to SNAP, if eligible. We have a counseling center. So we really use these systems to really make sure that we are focusing on the whole well being of our students. And considering that whatever barriers they may have, we acknowledge those, we help them acknowledge those and we work together to overcome them. So that's a little brief description of how we use these systems to help us with retention. We feel that once

we can help these students eliminate these barriers and any struggle that they may have, it allows them to perform academically.

Meera: Thank you Jay, thank you Dean. That was great. Clearly, I really do see that you have connected well with a lot of the research and the evidence based practices that are talked about nationally. It looks like you're implementing them across the board and I liked the way you framed it when you said you're really interested in the students whole well being. I think that's what it comes down to is targeting someone as a whole person and being able to support them across the board, and like you said then they'll do better at their academic program.

Any questions or thoughts for discussion before we move on to our next group?

Michael: Yea, I just had a question about the "we care" reporting? How many reports, typically, are you generating in a week, or in a month? Is this something that is like an exclusive last resort? Is this something that happens frequently?

Jay: Yes, so I don't have the exact numbers. Nancy could probably direct you to the office that will have the exact number. But in terms of the use of it, it's something that anybody can use and it's really more of an early detection system that is aimed to catch students who are, ya know allow staff to report a student they have a concern about. It can range from again, academics to behavior to emotional issues that a staff may have a concern and then it goes to a committee for review. So it doesn't have to

be something that is dire that needs immediate attention. It can be something where a student stopped showing up for class one day and it's a student who usually attends. That can be a faculty, that can be a classmate, or that can be some body that the student just walks by in the hall and may say "hi" to everyday if they wanted to. So it really ranges in the immediacy of how, of the situation. But I can answer can't answer any number question, I don't have that information, sorry.

Michael: In the committee is.. But in terms of its effectiveness, I mean as early intervention students. If you had an issue and a committee recommends that you meet with a student and then and maybe there is a referral that is pretty effective in preventing more difficult issues that might occur later on?

Jay: Yes. I can speak to a student that was in our program. So there was this student, there was a "we" report filled out for this student with the concern of hygiene. So, the person filed a report, and it went to a committee, and the committee brought the student in and found out there was problems at home. And we all know that things like that can impact a students' focus on academics. So, with that being said, the referrals made for this student allowed this student the ability to go to the food pantry for food, because they found out that was a concern. There was also a referral made to students housing, to see if we could get that student out of the condition he was in and move him on campus. And with those referrals this student moved to campus in the Spring, and has done a lot better academically,

and a lot of those issues, things have been address, because of that one concern of hygiene that led to discovering a lot of other things.

Michael: Yea, that's a great example thank you.

Dean: And yea the committee is really strong connection of people across campus. Campus security is on the committee, RVP, first in engagement and learning support is on the committee. Nancy Carr from student resources, athletics, ya know it really serves as a catch all for students.

[Silence]

Meera: Great example. And I see a question from Pam typed into our chat box is wondering if the "we care" reporting is for all students? So this is just not an OPC this is campus wide right?

Dean: Correct.

[Silence]

Meera: Okie Doke. Move forward then. And learn a little bit about Georgia's approach and Pam, if you wouldn't mind sharing this with folks and I know we have a lot of folks from Georgia with as well, so if they want to speak to any of these I know these are the practices you are building into your program. And I think that these are the ones that will help your retention efforts.

Pam: Thanks Meera. This is Pam Williamson, I am with Burton Blatt Institute in Atlanta and with director of the south east ADA center. And I have the privilege of working with the wonderful folks at Georgia vocational

rehabilitation. So folks, if I miss anything along the way feel free to chime in because I am merely the voice for the work that you're doing.

E3 stands for Explore, Engage and Employ, and Georgia is almost a year in to their demonstrate grant project. So we are working with, I have been working with them and they are building in retention strategies, and they're looking at what to do, as they would get into the school system, and watch the program. Now one of those things that they're going to be doing, is they're going to be looking at those using the SAMSA or substance abuse and mental health services administration tool kit. With that they will look at evidence-based practices on supportive education. And they're going to be using that to help them form some of the work that they're going to be doing. They're also looking at the strength based case management. Those working within the system of vocational rehabilitation and they have dedicated people that will be working in various regions throughout our state and also they will be working in collaboration with educators and with administrators and others in the school system. Georgia Voc. Rehab has been very fortunate to secure great partnerships across our state, with various school districts and they are strong and only going to get stronger.

In addition to that, they're going to be doing customized apprenticeships and paid internships. This is going to help build the relationships within the community and as we all know the more support we can get behind our students the better of they're going to be for making these transitions

form high school and to post secondary and to employment. These are going to be things that help to retain these students, that help them stay in school. Also, doing active engagement of parents and families via focus groups and also including parent, family, student and other interested parties on an advisory group. That if I am remembering correctly is launched or almost launched, and that group will be informing the team as we move through he next four years together in order to make sure that we are on track and that we are meeting the needs of the student and also the school district. And then also we're developing student parent advocacy training. There is going to be a train the trainer model. So that students are actually hearing form those that they trust. And then also parents will also hear from those that they trust. This is going to address multiple issues, self advocacy, some of the soft skills in communication and others that employers often tell us they want to see more of. And also issues with the Americans with Disabilities Act and how that applies in daily life, at school, in the community and in employment.

[loud beep]

So Greg or Dale or Lorie or Reba did I miss anything or is there anything you'd like to add to that?

Reba: Thank you so much. I'm here with Greg Smeag, Dale Arnold and Lorie Tuton. Thank you for representing it so well, I think that was a really thorough over view of the project and where we are so far.

[silence]

Meera: Alright. [cutoff]

Helga: Did you hear that?

Reba: Does anybody have any questions for us?

Michael: Yea, this is Michael Morrison, one questions would be is, I guess a part of the retention is also the flipside is the front end. Which has to do with the screening of students as they come into the program. And I wondered whether are you at a point, are you using some type of assessment strategies that might ensure better success with retention and completion of the program?

Reba: Would you be talking about the high school, middle school, or college level or all of the above?

Michael: I was thinking particularly the college level, yep.

Dale: This is Dale Arnold, the question was whether or not we are doing any assessments around retention of students that are in colleges. Typically, we're looking at the front end before they get to college which what are those indicators that when that person would get to college if they would be a success. We have staff in GBRA that follows along with students along their college career. Working with them on insuring that they are meeting the expectations of the curriculum and the courses they are taking each year. And so, the counselors and other staff are intimately involved via email, phone, etc. while they are in college addressing any concerns that they may have.

Michael: Great, thank you.

Michael: Any other questions for Georgia?

[Silence]

Michael: Ok, thank you lets turn next to South Dakota and career pathways is a

             strategy under the DEI, Disability Employment Initiative project. And

             we're turning to Miranda.

Miranda: Great. Thank you Michael So, yes, retention issues. Ya know its

             interesting the last conversation that we all had, the day before Dave and I

             had come back before our site visit, with South Dakota's DEI project. It's

             around five projects so career pathways, and we had met with Western

             Dakota tech the day before our call. And Western Dakota Tech is the only

             technical institute that serves the Western South Dakota region, and it is

             working in line with our DEI project. So Western Dakota Tech offers more

             than thirty programs in varying fields including business and computers,

             construction trade, health services, legal and public health services,

             manufacturing and mechanical trades, and science and technology. And it

             was a really dynamic meeting with our DEI staff, their department of labor

             and regulations staff, in South Dakota and Dave and myself, who were

             there providing support and technical assistance. We support all of the DEI

             projects across the country. Dave is the new TA liaison with South Dakota

             and I had formally worked with them before, so we have a long, on going

             relationship with them. Even though we are a fairly new branch here, they

             had around two as well. So they had some really great-established

relationships. But Western South Dakota Tech is new to this type of partnership.

 One of the first things that WSDT, and I'm going to share one issue and strategy that we came up with, and it's very much in progress, and then Dave is going to be sharing the next issue and strategy that is already in play and beginning. So, We're kind of leading up to the good stuff. It's interesting because one of the issues that WSDT brought up to us is that identified students retention in their career pathways program is an on going issue due to South Dakotas low unemployment rate, which is approximately three percent. And apparently what is happening is employers are targeting students that once they have received early level certification and accreditation in order to fill their labor needs of entry level positions. So this really pulls the students off the career training pathways and leaves the training provider with reduced class sizes, reduced graduation rates, etc. So that had been identified as an issue, and it's not something that I had heard earlier in today's presentation. So it was very interesting, it's always great to be on site and work with those folks and understand, and these are issues across the spectrum. The one possible strategy that we had explored with the DEI staff, the dept of labor and WSDT, and we're just at the start of this, we don't have any outcomes yet, we'll keep you posted. But we'd explored having the DEI project and the workforce system provide some sort of support to employers, filling these low level positions, through some kind of a rotation. Job shares, full time

positions that can be tuned into apprenticeships and work based learning experiences, with potentially two career pathways candidates or students, these can be individuals with or without disabilities. In the same program at the same level, who would work part-time, while moving through that career pathway position. So that is one thing we felt some excitement about and we just talked to them about this recently. They're still working through a lot of different issues, but the are going to be pursing that and will get back to you. It is an interesting new angle and it will be interesting to see how that plays out and we'll definitely keep you posted. So now, I'm going to hand it over to Dave Mayer who is fairly new to our team, but he is also our DEI career pathways subject matter expert on our team. And for those of you on the call he came to us from working on the California DEI projects, including out round five DEI project, which was also focused on career pathways program. And he is also the new TA liaison for South Dakota and I know you'll be interested in hearing what he has to share. So Dave, the floor is yours.

Dave: Thank you Miranda I appreciate it. Good afternoon and good morning depending on where you are. I'm really excited to be here and really happy to be able to share some of the wonderful strategies, ideas, and concept that are coming out of South Dakota. Alluding to what Miranda was talking about, the opportunity for South Dakota Dept. of Labor and Regulations to make connections with some of the smaller employers is really exciting. They have a great relationship with a lot of the larger corporations and

employers in the western state, but this is going to give them and opportunity to really ramp up that relationship with businesses there to, so I'm really excited for some of the potential opportunities that are going to come out of that strategy from WSDT. But the second thing that they're working on now, and I think this speaks exactly to what we have been sharing, definitely the project and Onondaga, did I pronounce it correctly?

Meera: [acknowledging noise].

Dave: Do I get bonus points? Ok great. And what Jay was talking about has to do with the assistance that was needed for students who arrived with any kind of additional challenge or support need. Obviously including those with disabilities, and those who experience challenges while in their course of study, are achieving academic and personal success in support of retention and graduation goals now comes in career pathways program that they are already running at WSDT. So the strategy that WSDT has come up with is very similar to what we have been talking about. But in specifics they are calling these students success coaches and its open to all students, and I know that what Onondaga was talking about, that it is open to anyone who is in need of this program. The strategy is to flag anybody who is in need that is coming in with already identified support needs as well as providing an easy to use information strategy for staff, educators, and other partners to flag those issues that arise during training. Whether it may be absenteeism or performance could have to do with a poor high school gpa or they've had other types of college or technical experience, a gpa that

was poor in that area. Whether it be non-traditional students such as older students of first generation students. Any of these are taken care of and they are all flagged and the intervention and success coaches begin as soon as the flags go up. So, the project is working coordination with these student success coaches and they're working with the special services of Black Hills, which is one of the main contractors that is working with South Dakota DEI to support that retention of individuals with disabilities in the career pathways program through a collaborative partnership. Utilizing success coaches is just a part of the DEI integrated resource team approach. And the IRT process, are most people familiar with the IRT or should I talk a little about that?

Michael: I figure it'd be good Dave, just walk people through it. That would be good.

Dave: Sounds good, so Integrated Resource Team comes in obviously first from the disability program navigator program which preceded the DEI projects and it is the strategy that would then for each individual with challenges who comes into the job center they are met with assessment, they go though the process, they do an IET or ILP, an individual learning plan or individual employment plan, they are met with or they are connected with active resource coordination, so the resources that they need to be successful in the process and from that active resource coordination the team is created from partners in the community that will assist that individual in being successful in their job goals. And one of the most

important parts of that is the active resource coordination and the integrated

resource team is that the individual have an employment goal at the end of

the line. So that's a little bit more about that.

But WSDT actually received a grant from a private foundation in South

Dakota. They originally for the last five years had two success coaches on

staff. Working at the student success center that they have on campus. And

just recently were able to hire four new success coaches. So right now they

have five full time and one part time success coach. And what they utilize

is a system, it's in their MIS system, and what we know is MIS systems are

proprietary, depending on who actually is the maker or the facilitator of the

MIS system. But their system has a retention module built in that allows

student support staff to plug in parameters that historically lead to risks for

retention and that what I was talking about earlier, some of those risks or

those flags that arise during training. Such as gpa, non-traditional students,

first generation students, and of course students with disabilities. So, this is

their process, they actually work with people from the gate, in fact when

someone is initially enrolled into WSDT they personally invite each person

in to talk to the student, the student success team, and meet with a student

success coach if they decide to do that. And they continuously are able to

on daily basis take a look and see where those flags are coming up. So as

they are, as each individual is assigned a student success coach whether or

not the student actually utilizes it, the relationship has already been started,

and can be successful in that capacity because they've started a relationship from the very beginning.

So, we're really excited about this and one of the things that the folks as WSDT said, when they first started these MIS system they were kind of shooting in the dark, and they were trying to figure out kind of, it wasn't preemptive. It was kind of trying to figure it out after the fact, what was gonna work. From the information, from the experience they have had, they've been able to have a much better take on what those preemptive categories are that are going to help flag the students that are possibly going to have some challenges and might have some issues around retention. So we're real excited again to get more outcomes and to get more feedback. The folks at WSDT said they'd be more than willing to share any information with anybody on the call that would be interested in talking to them. So, let me know, you have my information on the last slide. If you would like to get a hold of somebody there I can forward that information to you.

Michael: Great. Anyone with questions for Miranda or Dave about what South Dakota is doing or how they are doing it?

[Silence]

Michael: OK. And just to open more broadly from the presentations that we've had from the OCC experience, the Georgia current efforts and the South Dakota experience. Does anyone want to raise any additional either challenges to be identified to add to what we certainly heard about here, or what are

emerging as promising strategies for inclusive career pathways with a focus on retention. Anyone with a comment or an additional question?

[Silence]

Michael: Quiet group today.

Miranda: I'm wondering if Dave might chime in on this too. I'm looking back at slide five. Where you've got your non-academic factors. And one of the things we heard in South Dakota from a variety of folks was that, and I don't see it on here, is the support from the individual's community. Not just perceived connectedness to college, and peers, and what have you. I mean, I guess that could be the flipside of it. But it could be the opposite of a pull of if folks are coming out of communities that are not supportive of them pursing career pathways and what have you. And Dave, I don't know if you want to chime in here at all, but we heard a little it about that in terms of the tribal populations in South Dakota.

Dave: Definitely a lot to with the first generation students, ya know the person whose family has never seen someone attend college, let alone finish college. And some of the things that go along with families not wanting change. That can definitely be something that throws a huge wrench in the equation. When someone really does want to fight their way out of poverty and become self-sufficient. We have definitely heard that, and that is a big part of the Native American community in South Dakota. They're working on getting into a relationship with the educational folks at the reservations and hoping that more, as practices, more models, more opportunities avail

themselves that they can share with other folks. Ya know, it is something that is real and that is something that can be over, that can be worked on. And that change will be tremendous when it comes.

Pam: I'll just jump in there Miranda to say, that's a really good point and one of the things that I know that Georgia is working on with their program is involving parents and families more and they are working with the Poses family foundation as part of their program. And I think part of that is driven by that same issue that you are bringing up. Their community, their family, their network that they had prior to the academic community that they are about to have is a really important one. And if you don't have its supportiveness in your personal life, it can make it a lot more difficult and challenging.

Miranda: Ya know if there are more resources or more information we could learn about what others are doing around addressing that issue, since it wasn't identified here. Maybe we could do that in the future. Or as a part of a future discussion we're having here. Because it'd be great to hear what others are doing, how they're addressing that and I'd be interested in that anyway.

Dave: More traditional and non-traditional support systems, definitely.

Michael: MMkay. I know we keep these very compact to an hour. [I know meetings fly] but certainly please do send to Meera any additional recommendations for additional members that might join this group. As well as your suggestions in terms of additional resources that we can place online to be

shared with others in the group. We each time have been picking a different topic. One thing that has happened, since out last COP is the final rules have come out, have been at least, I don't know they've been published yet in the federal register. But they're been pre published by both RSA and employment and training administration at department of labor. It's interesting on career pathways although there were many commenter's suggesting more detailed guidance of what exactly do the federal agencies what. What exactly must it look like, the response that came back really was that they didn't want to be so prescriptive, they recognize that it's a combination that its in the law itself of rigorous and high quality education training and other services that make up a career pathway. And they suggest that although their may be further guidance and technical assistance down the road they really wanted the different agencies engaged at a state and local level and all the partnering organizations, community colleges, and technical schools and others, adult education to have sufficient flexibility. And their exact quote is "to be proactive and innovative in developing career pathways". So, I think that is really a strong statement of there isn't a career pathway of you either get it right, or you don't get it right. But I think in the description and the details you have provided today it's filling in that picture. I think that we are all going to learn from each other.

Are there any suggestions for a focused topic for next time, our next call? These are every two months, the fourth Thursday of the month, twelve to one Eastern Time is September 22nd. Any suggested topic for the next call?

[Silence]

Dale: This is Dale in Georgia. Could possibly we discuss in the near future or in the future alternative career pathways in the community? And out of school youth strategy, either getting them into school or into a GED program, local adult education agency.

Michael: Yea, I think, yea. Both are great, they do, I think they relate to each other. There's no question the final roles echoing or reflecting the law, as passed by Congress, puts of course for use the major emphasis on out of school youth as a priority. Which includes youth with disabilities. But I think not only a priority but a focus for funding, so uh ya. I think that would be pretty interesting. And alternative career pathways is certainly a complimentary topic and I think would be interesting. Because related to alternative career a pathway does it in offering up some additional opportunities does it eventually take someone back into what we have been discussing the past couple of months. And like the projects at OCC, the more traditional career pathway in terms of multiple certification program, courses, and thing of the sort, with the very important provision of support services that have been discussed today. How do people feel about that? Are we willing to try to tackle that for next time?

Mike: Yea that sounds like a good topic.

Michael: Ok.

Helga: This is Helga with Kentucky. I think that sounds great.

Michael: Alright. Alright well let's do it. I see we're a minute or two over time but we'll take that up. If you will probably come back to all of you in preparing for that call. Trying to gather information on what you're doing, how do you pull in the out of school youth? Particularly the out of school youth with disabilities. Do you have some strategies in place, and how do we build these alternative career pathways will be our focus. So put it on your calendars, September 22nd noon to one o'clock eastern time. And we'll talk with you next event. Thanks everyone for joining. Meera, anything further?

Meera: Nope.

Reba: Thank you everyone from Georgia.

Michael: Thanks everyone. Appreciate it. Take care.

[Calls end]