

CHRISTIAN LAGARDE: The number is climbing at the moment. So yeah, we can wait, maybe wait another 60 seconds before we get started.

TORI STRICKLAND: Well, what I'm going to do is I'm going to go ahead and advance, so folks can start to leave their information in the chat. So hi, everyone. Welcome to Meeting the Challenges of Postsecondary Partnerships. Go ahead, and I know some of you have already signed in. For those of you who are coming in, please, feel free to drop your name, your grant name, organization, location, and if there's anyone listening with you today. And then any strategies that you have implemented or planning to implement to support your CSG grant project activities, feel free to drop in the chat.

Thanks, everyone. I appreciate you. If we have any folks who have recently joined, we are adding our information into the chat. Just let us know your name and where you are-- geographically, where you're located and then also, your organization and grant project name. Feel free to drop in the chat. I will not drop mine in the chat, but I am Tori Strickland. I am a Michigander who is currently in Maryland, and I support the CSG project.

All right, so we're at 1:03. I'll give it another minute just to see if other folks join us. We have a very robust conversation. And I want to make sure that we have the appropriate amount of time to devote to said conversation. So we will get started shortly. And as folks join into the call, they can hopefully play catch-up. So Christian, I'm going to go silent. Whenever you are ready to move forward, you can just let me know.

CHRISTIAN LAGARDE: Yeah, yeah. Thanks, everyone, for jumping on. Yeah, I think we can get started. We're at about 45. I think that was about the number that we were looking for. So yeah, let's go ahead and proceed. So if you don't want to move to the-- our intro slide here and so the agenda of what we're going to do today.

Hello, everyone. My name is Christian Lagarde. I work for Safal Partners. And we're going to be talking about Meeting the Challenges of Postsecondary Partnership. This concept of this webinar was not a brainchild of Randy and I, who will be introducing himself in a minute as well.

But we definitely have heard so many things from the university partners and the community college partners in this grant about issues that they're either having with the implementation or execution and design of their programs. And then what those partnerships look like from both aspects of the house, from the internal and external partnerships. So we figured we should probably do a webinar and bring on some experts, and have this discussion with Closing the Skills Gap grantees about this issue.

So with that, I will introduce our speakers that are here with us today. And that's me? Oh, that's me, hey. That was me. We have, today, Rebecca Lake, who was at Harper College, if you remember, sort of the tip of the spear on nontraditional premises and continuing to still be at the tip of the spear in the world of apprenticeship.

Callan Eschenburg from Michigan, he now works for the Michigan Department of Labor and Economic Opportunity. He used to work at Harper-- not Harper College-- he used to work at Henry Ford College in Michigan, worked for AACC and now, back in Michigan as the Apprentice Expansion Specialist.

Megan Graves, the Project Director at Ivy Tech. I am very happy to be Megan's coach on this project. I'm a coach for Ivy Tech and had have had many discussions. Today, she's going to be talking a little bit about a challenge that she solved or that is in the process of solving, as Megan and I have decided to call it that. Nothing's ever totally solved-- continuous improvement and the like.

And then closing our presentation speakers with John Dyer, who's an Associate Vice President in the Workforce and Development Department of the Workforce and Economic Development Unit at the American Association of Community Colleges.

Before we move on to the details, I'm going to give everybody about 30 seconds to say hello. So Rebecca-- we'll go on the order of the slide here. So Rebecca, would you like to say hi to the group and maybe one little thing about what you're up to right now?

REBECCA LAKE: All right. Hello, everybody. I apologize for my voice. I kind of sound like a bullfrog. But yes, now, I am doing consulting for apprenticeships and workforce and enjoying it very much. I'm working with AACC and other Illinois Community College Board and then other colleges across the country.

So it's really nice to be out and see a lot of you and listen to what you have to say and do some coaching on my end because I've been there and probably done that too. And you don't have to make my mistakes. So welcome, and we're very glad that you were able to join us today.

**CHRISTIAN
LAGARDE:**

**CALLAN
ESCHENBURG:** Thank you so much, Christian. Well, it's always hard to follow Dr. Lake, but I'll try. So I am Callan Eschenburg. I am the Apprenticeship Expansion Specialist with the State of Michigan Department of Labor and Economic Opportunity. Good to see so many folks on here. Some, I see in the chat, I met before. Great to see you again.

Happy National Apprenticeship week. I know it's a busy week for a lot of folks. So Thanks for taking time to join this call as well. I actually had an event earlier at the Operating Engineers Training Grounds, had a hard hat on. So might still have a mark. Forgive me for that. But so, so glad to be here and really honored to be a part of this conversation. Thanks.

**CHRISTIAN
LAGARDE:**

**MEGAN
GRAVES:** Hello. Thank you, Christian, for inviting Ivy Tech and myself to be a part of this conversation. I am the Project Director for-- we've called it the industrial Internet of Things Apprenticeship Expansion Grant, IloTAE, but it is the Closing the Skills Gap grant for Ivy Tech. And we are working with advanced manufacturing on this grant throughout the state of Indiana. I look forward to hearing what all of the panel members have to say today and how we can implement that. And thanks for inviting us to be a part of it.

**CHRISTIAN
LAGARDE:**

JOHN DYER: Good morning to those of you in the West. Good afternoon or good day to those of you who are not in the West. I, too, am delighted and honored to be here. I serve as the Associate Vice President for Workforce Development at the American Association of Community Colleges. I worked on a campus for a number of years before that. And in the context of this work, I have the great privilege of representing AACC as a sub-grantee to Ivy Tech Community College and some of the work they're doing around scaling sectors.

CHRISTIAN LAGARDE: Excellent, excellent. Thank you all. We are in for a ride, so we have 81 minutes to have this discussion. So thanks for signing on for the four our 90-minute webinar. A little bit of housekeeping-- you can go to the next slide, Tori, just as we move on to what we're here for. So a little bit of housekeeping. Everyone is already muted, so that's fantastic. Please turn your camera on when/if you have questions when we get to the Q&A section. Please turn your camera on and unmute yourself.

Please, use the chat as a method of getting questions. We, in the 90 minutes, will be doing some of the questions in real time, some of them at the end. We've held some time at the end to make sure that we do have time to answer anything that it comes up, any organic question that comes up, a question of a question of a question-- doesn't matter. We want to make sure that the panelists are here for you and that we get all those things answered on any questions that you may have for anything we're talking about today.

What are we talking about today? Well, we have five buckets. And in those five buckets, in this next 80 minutes, we're going to hit each one of them, dive into each one, the panelists. This is unscripted. Nothing is prepared. We don't really-- there isn't a question for anyone else on the panel. This is completely open. So when we get to the five questions, the panelists will just start, and it will have an organic conversation about it. And then we'll move on to the next one.

We do want to cover all five. So as another housekeeping piece, we do have a timestamp on each one of these questions. If you hear something-- back to the chat and back to the Q&A part-- if you hear something that you want more information on or are unclear about, please throw it in the chat, and we'll make sure we circle back with it in the Q&A. Tori, any other housekeeping components that I missed?

TORI STRICKLAND: No, I think you covered it all.

CHRISTIAN LAGARDE: Perfect. One last thing, it is being recorded. It is going to be put on WorkforceGPS. There will be a dedicated page on the community practice for this, not only the recording, the deck, the transcript. And we'll also have a resource page for anything that we felt or that our panelists felt would be beneficial to have in your hands moving forward about this topic. So that's coming soon. Definitely, an email from the CSG email that you get all the correspondence from will be pushing out probably in a couple of days. I know the holidays will probably choke up a little bit of time on the WorkforceGPS team but will be coming soon. And with that, let's jump into the first question.

So what we have heard and what we have been talking with a lot of our grantees about is about this faculty and administration buy-in. The first question to the panel is without any bias or without any precursor to this question is, how is faculty and administrative buy-in to apprenticeship best achieved? Anyone on the panel can start, and we'll go from there. Oh, Rebecca, I think you're muted. I see your mouth moving, but you're muted.

REBECCA LAKE: So all right, this is Rebecca. And let me just start because my colleagues will jump in is that one of the ways that we have found, I have found to get buy-in is that you actually have to talk to faculty and administrators and talk about, what does this mean to the college? And what is it?

And apprenticeships, you know, because Harper really started the ball rolling for apprenticeships to be sponsored by the community colleges and the universities. And so it's always best to be able to, face-to-face, talk to both faculty and administration about, what does apprenticeships mean? And that it can look different at all different kinds of colleges. It doesn't have to look the same.

But we do know there's a few things that make this worthwhile and make it a winning situation. So it's important that everybody understand that apprenticeships actually work well with the colleges because we take them into either credit or non-credit. So I'm going to throw that out there and let my colleagues talk about it too.

But apprenticeships don't have to be only credit, and they don't have to be non-credit. There's a way that we can do them on both sides of the house, but it's important that everybody understand that apprenticeships are really beneficial to not only the companies and the employers, but the students and the institution, the college/university itself.

JOHN DYER: I want to, if I may please, pick up on something that Dr. Lake just said. And I think you're going to hear this probably fairly consistently over the next 80 minutes or whatever it is. And that is that communication is always key. It's absolutely fundamental to all of this work-- clear communication. In terms of faculty buy-in, one practical thing to think about is that apprenticeship equals enrollment. Enrollment equals program stability. Program stability equals continued employment.

So in a very self-interested way, apprenticeships are beneficial for faculty members. For administration, apprenticeships equals enrollment. Enrollment equals tuition dollars. Enrollment equals being engaged with and supporting the community. All of those things make for an effective institution, in my view. Now it may look a little bit different at a two-year institution versus a four-year institution. It may look different in a credit-bearing program versus a non-credit-bearing program. But in general, I've never seen an institution where tuition dollars didn't matter. And so from a nakedly capitalistic point of view, apprenticeship is a good thing.

REBECCA LAKE: I just wrote a couple of articles. They've just been published. And John is absolutely right. We were talking about this yesterday. It is a revenue stream for community colleges and universities. And that we community colleges and universities are always interested in, how do you get people to come to your institution? The numbers have been down for many of the colleges. And so we want to improve that.

And John is absolutely right. If faculty understand-- because don't you remember those phone calls we all had? Is that, OK, so we got people coming in the fall, but who is going to come in the spring? Are they coming back in the spring? But you don't have to worry about that in apprenticeships because apprenticeships are about 90%. We know that 90% of them-- somewhere around in there-- never drop out. They always stay there, which means they will always be back in the spring.

And if you have something in the summer and then back in the fall, and it depends either two years or three years. It depends on how long that apprenticeship was. But they come back. And so it's really important. John hit it right on the nose, is that this is a way for colleges to make sure that they are setting themselves up for success and being able to go where they want to go, build new things they need to build, get equipment for different kinds of industry-related occupations. So it's in the best interest of everybody to have this continued enrollment coming through because it certainly helps for the bottom line.

CALLAN I would echo, really, I mean, both Dr. Lake and John. But something John said, I was going to say of the same
ESCHENBURG: thing. Something you'll probably hear quite a bit over the rest of this session is communication and relationships. So from a statewide perspective, or a state-level perspective, our focus right now for apprenticeship is statewide innovation and some guidance.

We have a statewide Michigan Apprenticeship Advisory Board, but regional implementation-- so statewide innovation, regional implementation. And really, the region's taking the lead with those relationships working with their community college partners, secondary ed, workforce development, employers, labor. And then we're really there to assist and guide. So I know Oakland Community College is one of the Michigan Colleges on here that are working with us and some other areas. But I really think that buy-in comes from having those close relationships and that grassroots or bottom-up approach.

CHRISTIAN Rebecca, I don't know if you have a link to your articles. But I see both Chris and Christa would like to read your
LAGARDE: articles. We can either provide them right now in the link if you have them handy, or you can provide them after to put on the resource page-- either one. There's an appetite for your article.

REBECCA LAKE: OK, good.

JOHN DYER: And, Christian, if I may, I took the liberty of dropping the link in to the Virtual Apprenticeship Network that Callan played a key role in developing and that Dr. Lake also contributed to significantly. So there's a lot of resources there, although I don't think they have Dr. Lake's two most recent pieces.

REBECCA LAKE: Yeah. So buy-in is really making sure that you're talking to faculty because when we start these registered apprenticeship programs, we really start with looking out and seeing what the employers want. I mean, it's all about the employers. If they don't want sales force, then you're not going to do a registered apprentice on sales, a salesman. So it always starts with the companies.

And then if you find that it's advanced manufacturing, or insurance, or whatever it might be, then it's important to talk to faculty about what you're hearing out there, what they really want, and to be able to tell them that it does not mean that they don't have control-- faculty, in particular-- over their courses. Of course, they have control because we are putting into the registered apprenticeship program particularly none of the credit courses that they already have.

So it's really important that you keep them in the loop. They don't feel like you're running over them. And oh, my god. Now, we have this registered apprentice, but nobody talked to me about an HVAC apprenticeship program or an insurance apprenticeship program. But it's important that we all work together and share information that's coming back from the employers.

**CHRISTIAN
LAGARDE:**

I want to blend Lily's comment and Steve's comment a bit. So one, Lily, you bring up a very good point about buy-in for administration, to where if it's gainful employment and/or placement numbers and colleges or universities that are performance-based. This is a very, very good way to help that happen for the college, especially for placement and placement numbers. It's a very good strategy for that.

And as I know John and some of our meetings on the committees about gainful employment and how that has been changing over time, thoughts around what Lily is thinking about as far as important for accreditation and/or important for gainful employment and placement for community colleges and/or universities out there?

JOHN DYER:

I think it's an important point. I think she's absolutely right. And I think it's true. There are metrics out there that are collected about higher ed performance that often do not paint a full enough picture of all the work that goes on in higher education. I could spend hours talking about how it devalues community college in some ways, but this is not the forum for that conversation.

All that to say, anything that an institution can bring forward that demonstrates that more people in their community are being served who move into family supporting wage jobs, with demonstrable certification of some level of competency and skill, can only paint the institution in a more positive light with accreditors, with their community, with their state, and with the federal government.

**CHRISTIAN
LAGARDE:**

Very good answer. And Lily, thanks for answering Steve's question about, for as already full-time employees, yes, they can be, but-- so yeah, you nailed that. Angie, we only have 10 minutes. Actually, we have 5 seconds for this section. But we're going to hold your question to the Q&A, if you don't mind, Angie. So we would definitely answer that question. Tori, you want to move to our next bucket, please?

All right, this next bucket is about academic standards. So what we've also heard in some of our conversations about faculty members having-- or just a challenge from faculty members in administration about the dissolution or the dilution of academic standards or rigor. So the question is, for the panel, what are faculty members' chief concerns or about apprenticeship-- such as dilution of academic standards and rigor-- and how can they be addressed? How can we provide solutions to the grantees when they do run up against that question from faculty members?

JOHN DYER:

So I'll jump in here, and I'll say that I want to take the second part of the question rather than the first because I'm not a faculty member, and I don't work on a campus these days. But I have some thoughts on how they can be addressed. And I would say, one key way to address them is to work to map up the competencies and the knowledge-- that is to say, what a student knows and what a student can do-- with the learning outcomes in a particular course.

And if you can demonstrate that those two are inextricably linked, I think you've really addressed the question of dilution of academic standards pretty effectively, especially if you're using that faculty member's own learning outcomes as the base from which you're working. I'll put my bias on the table. I don't believe there is or there need be any dilution of academic standards with a well-run apprenticeship, nor any diminution in rigor, nor any threat to accreditation. But I think being clear about what a student knows and what can do and how that relates to learning outcomes, I think, is critical.

REBECCA LAKE: One of the things that I always said to faculty and I encourage my colleges that I coach is that these courses, particularly credit courses, are exactly what you have. I mean, you have that certificate in, let's say, it's in insurance now, and/or you have an AAS degree in insurance, or it could be an AA degree. It depends on whatever your college wants. But they are the courses that you already have.

When we did, for example, wrote the financial courses because we had some banks and financial institutions. The only Bankers Association came to us and wanted to do that registered apprenticeship. So what we did was we got the program chair and the faculty together. And then we got banks to sit around the table. And they addressed those four courses that were the fiscal courses.

And they took some time, they came back a couple of times. And we really asked them, here are the learning objectives, and they talked about the faculty, what that really meant. And they felt that they needed more international views for some of the banks. And then they even talked about what could some of the assignments be. So the faculty felt very comfortable that they weren't losing control because faculty will always tell you, I have control of the course god.

You know, this is my course. And so but they gave him ideas about what an assignment might be because they all work in different places. And don't forget, you put the apprenticeship people right into your regular courses. So you will never be able to tell. There's no R on the forehead of a Registered apprentice.

You'll never be able to tell them apart. They're just part of your class. And they happen to have a job. So they might be able to bring things back to that class. So as John was saying, there's no difference on rigor. You have that.

Now, the other point that you need to think about is academic standards for the non-credit courses. And the difficulty is that we still have this siloed effect in that credit faculty don't want to talk to non-credit faculty. And so until you have a meeting of the minds, this could be very easily worked on as to how do you take those non-credit courses that might end up with an industry-recognized credential and move them into your credit programs? Or they may not need to be moved in at all. But we're encouraging both sides of the house to start talking to each other.

CALLAN Yeah, along with that again, hard to disagree with either John or Dr. Lake. But jumping off what they said, I think,
ESCHENBURG: as John said and Dr. Lake, I don't think there needs to be or even, in most cases, would be any dilution of standards.

And I think, in fact, in many cases, we see stronger programs. As Dr. Lake said, sometimes, it's the same accredited program but maybe even some additional components. I think a lot of times, we've seen newer technology being brought in partnerships and relationships, even additional training and learning for instructors and even industry credentials for instructors. So I see a lot of, actually, innovation and progress coming.

Actually, I'm sure, Megan, you probably have some examples of that with Internet of Things-- relatively new. I don't know that I understand it. But I'm sure that brings a whole new aspect to faculty and what they're able to do then-- more resources in their classrooms as well.

CHRISTIAN LAGARDE: Callan has a good point, Megan. I'm about to actually continue Callan's train of thought here. But yeah, good point that not only is it not a threat to accreditation, it actually opens doors to accreditation. So potentially, other accrediting bodies or industry associations that weren't a part of the institution now could become a part of the institution because you set up a new program like you did, Megan, with smart manufacturing. You want to share a little bit about that, if you will, Megan?

MEGAN GRAVES: About our new Smart Manufacturing Industrial Integration degree?

CHRISTIAN LAGARDE:

MEGAN GRAVES: Yeah, that was definitely employer led. It was something that our college met with our employers through the state to look at what advanced manufacturing would look like moving forward. And we realized there was a great need to move our manufacturing companies to move alongside them as they moved into industry 4.0, which is the industrial-- what is the next evolution in advanced manufacturing, where you have cloud computing, the Internet of Things, all things digital.

And so through that, we work with alongside our employers and our faculty to create a degree program. And I know this is coming up a little bit down the road in this conversation, but we also worked with our four-year institution like Purdue to make sure that our degree program not only met the needs of our employers, that it was in partnership with our four-year institution to make sure that what we're teaching and the employees that we're creating can fit the gap between that four-year and the two-year. And then we're also working with the high schools on that. And we're upskilling our faculty. They're coming along beside us through our third-party accreditors, the socket certifications.

REBECCA LAKE: Yeah, that's a good point. With the insurance registered apprenticeship program that was an AAS degree, but on our campuses, which a lot of campuses have, they have the four-year institutions come in. And they're able to join/continue the career pathway onto a bachelor's degree.

Zurich insurance, Aon, are now paying for their bachelor's degree. And we have set up that this is immediately transferable. All of the credits that they earn in the associate's degree to DePaul and two others. And of course, they just escaped my mind. But we have those so that companies who want to move those people up into the leadership position, they're able to do that.

And so we always look at how do we do career pathways. So there is no dilution. And matter of fact, if you took all of the number of hours that they have to do OJT, they get a lot more hours of being able to take what they learn in the theory and the didactic and move it into real-world experiences.

And so they have that coming up. So they not only have the associate's degree, for example, in a two-year institution, but they've already been working at a bank, or a financial institution, or another company for two or three years. So they already have all that experience.

JOHN DYER: If I can throw one final thought in here, please. One of the things that sometimes is a struggle on campuses as one thinks about learning objectives or learning outcomes is the question of how they're measured. So we say, so-and-so can do x and y as measured by-- and what is the measured by? Is it a test that they took? Is it, they wrote three papers on something? Or whatever it is, and depending on the course, and depending on the curriculum, and depending on the subject area, it's going to be different.

Apprenticeship, I think, really helps on the back end with that as measured by because with apprenticeship, there is very specific competencies and very specific standards that you can then superimpose and say, as measured by this, or as measured by that. And I think that can be helpful to faculty members who are working their way through that process of identifying learning outcomes and learning objectives.

CHRISTIAN LAGARDE: John, I'm going to ask you probably at the Q&A part if there's any templates, or is there any resources or guidance that's out there that could help with exactly what you just described, sort of about that alignment of curriculum and looking at the learning objectives and all those other things. So all right, more on that. OK, we are out of time on this question. Tori, we are moving to the next one.

The next one-- nice because we almost just touched on a little bit-- is about curriculum. Many like yours, Megan, and like Louisville, and like so many programs had to develop new curriculum, like Colorado State University, et cetera, had to develop new curriculum for this program. So for the panel, what are the most effective models for developing and delivering curriculum for apprentices that align with employers' and apprentices' needs?

JOHN DYER: So once upon a time, there was this thing called a DACUM. And for those of you who have gone through a DACUM, you probably all twinged involuntarily when I said that. But it was a structured process. DACUM was an acronym-- because God knows we love our acronyms in higher ed-- for developing a curriculum. And the premise was that you went into a room with some employers. And then over the course of several days, you barraged them with questions, and word exercises, and things, put up flip charts on the wall and everything else. And you came out the other end with a very specific curriculum that was employer validated.

I'm not entirely convinced that that's the best way to do it. But I will say, I think a curriculum that does not involve employer validation is probably a curriculum that is highly suspect from the outset I would also suggest that there is-- I can't think of any circumstance where there is a curriculum that is a fixed and static thing. Things change in the workplace.

Things change in the world. And the skills that a worker needed, say, when I came out of college are profoundly different from when the kids who are an 18 or 19 are coming out of college and will be different even just in terms of IT skills, which are required virtually every career there is now-- will change every 18 months, if not more frequently. And so the notion that you can create a curriculum, and you can keep repeating the same course over, and over, and over, and over again, I think, is a lovely anachronistic thought that has no reality to the work that we do today.

So I'm less interested in models of developing and delivering curriculum than I am in models that ensure the curriculum is relevant, and timely, and current. And I think that's the real challenge. And the way you do that is that it is you work with employers to do that. Now employers don't write curriculum.

And if you ask them to, you'll end up with a mess. But if you bring them something that is clear and direct and identifies skills and abilities, then they can either say, yes, that's right. Or no, you're missing this. Or a little more of that, please. And I think that's the way to do it.

REBECCA LAKE: Yep. Yeah, John is right in that how many of us have faced a blank sheet of paper and somebody said, OK, so write something down? It's really hard to do. So what we've always done is bring something to the table for faculty who are there with us, but the employers are there. And we look at the courses. And we even talk about-- I give them the syllabi. We go over what the learning objectives are. When they meet again, I share with them the competencies the faculty have agreed to.

And so see what-- like John said-- do we need a little more of this, a little less of that? So they never respond to a blank sheet of paper. You just don't do that. And so then we can find out, do you need a little more of whatever? And we talk about things like, if you have the registered apprentices in your company right away, what are probably those three courses they need right up front? Is it tech math, a little English, and Insurance 101?

What are those three courses that they need right away so that they can be responsive to you? No company wants to have a guy going to school, and it takes two years before he can even work at your place with any kind of confidence. The answer is no, we don't do that. But we sit with them, and so what would be the best ones to put up front so that they can be very useful? And we also did a lot of CQI. We do lots of CQI and Continuous Quality Improvement.

And we always ask the employers, when do those guys get really useful to you, those registered apprentices, when they come through my program or Harper's program? So and we found out that by the end of the second semester-- so that's six courses-- they were useful, very useful. And the minute mentor time went down, their useful time went up no matter what program they were in.

So I think John is right. It's not most effective of developing a curriculum. It's we all know you need to get them around the table. But be careful about advisory committees because universities, I'm not so sure you all have them, and maybe you do, and maybe not. But some of the community colleges, the advisory committees are either really good or not that good. You got the old guys on it who don't say anything, but they come for the dinner.

So find out because you don't have to just use the people on the advisory committee. You can use others. And particularly, those companies that came to you and said, we really need this apprenticeship. So we want to make sure that they align. And we'll talk about this later.

But just because you say you align them doesn't-- you still must go out and visit the companies that the apprentice is working at and making sure all of that nice alignment is being carried out so that the apprentice, that what he learns or she learns is being done at the company. So I think John is absolutely right.

But you need to guide the companies, and you need to guide faculty. Who you are running the apprenticeship programs-- and you might as well call it apprenticeship workforce, training workforce because it's all the same. Really need to guide this. Otherwise, it might fall off the tracks.

CALLAN I'll let John go.

ESCHENBURG:

JOHN DYER: OK, I'll just make it a quick one, and then it's over to you, Callan. This is kind of a preview, I think, of a question that's coming later. But I want to throw out one more additional thought. And I hinted at it earlier. In higher ed, we used an awful lot of jargon and higher ed-ease. And then we expect that people who are outside the institution will understand what we're talking about. I think, to the extent that you can develop and deliver curriculum that is clear and understandable by a layperson who may not have the background in higher ed language that you have, sure makes that conversation a whole lot easier.

CALLAN
ESCHENBURG: Yeah, absolutely. And yeah, to, again, piggyback on what everybody said. But I think the best apprenticeship curriculum, the RTI side and registered world-- Related Technical Instruction-- as both Dr. Lake and John said, employer-driven but also partnership-guided with the postsecondary or whoever you're working with. But I think also, as Dr. Lake said, the advisory boards advisory committees, but also, obviously, the actual employer partner that's hiring the apprentices. Obviously, that's going to be in their standards or if their union program, their joint apprenticeship training committees. They're going to have a lot to work off already because they have that for what's on the job.

So I think, again, going off of what John said with the DACUM side. But we're seeing, especially in some of the new models, competency-based apprenticeships. They're really drilling down to the competency level. And even in the time-based, time is obviously based on time. But it's still driven by competencies. I mean, again, if, at the Operating Engineers, if the guy in the crane, he can't have a C-plus day or a C-minus day. We'd all get hurt. So you have to be competent in that level and really driving from that side. And I think the competency-based hybrid programs are another way to get there. But certainly present in time-based as well.

REBECCA LAKE: Yeah, just one thought is that I think both John and Callan kind of brought this up. It's always changing. And Christian said that. Everything is always changing. Everything is changing. But you still have faculty that will not look at their syllabi because if it was good five years ago, it's good today. And so we all know those guys. So somebody needs to stand up in administration and say, we can't have that anymore.

We need to address that. And we, at the end of the year, brought companies back in and held a little meeting with faculty about what they saw their registered apprentices being able to do and what they needed more of, or less of, or whatever it was. But faculty have got to-- I'm an old nursing faculty, so we changed it all the time because, my god, everything changes in health care as well as IT. So we need to strongly emphasize that faculty need to take a look at their syllabi and make adjustments. If John, back when he graduated in 1903, they probably didn't have IT.

CHRISTIAN
LAGARDE: [LAUGHS] Ouch. Sorry, John. But she's right. That's a good segue to our next bucket. The next bucket is about-- Tori, if you wouldn't mind sliding over-- institutional change. And I think you were almost getting to that point, Rebecca, about the champion, right? Or somebody at that institution has to say, no, this isn't good enough anymore. Faculty, please look at your syllabi. We need to update this-- those sorts of things.

So this bucket has sort of two lanes that we wanted to talk about. One is about institutional policies that need to change, cultural changes that need to change to facilitate a successful apprenticeship program because there is a little bit of groundwork that has to happen on a campus, especially if they're brand-new to it. And some of our CSG grantees are brand-new to it, that didn't have some legacy apprenticeship programs in the past.

And then, I think, we'll spend a lot of time in the next 10 minutes on is this champion idea, these apprenticeship champions of the college. And they kind of go hand-in-hand. So Callan, we're going to start with you this time to talk about policies and culture and champions from what you've seen both at Henry Ford with the ECHO grant and the like.

CALLAN Yeah, no, thank you, Christian. I've been really fortunate to have, like you say, a lot of different

ESCHENBURG: viewpoints/perspectives coming from this. But I think one thing across the board, as far as-- I don't know about so much institutional policies, but certainly, culture, is that open communication, relationship building, and, really, partnering if not at the local level, even at the regional level to understand what's going on in your community, addressing those changes, and then kind of the continuous improvement that Dr. Lake's talked about, that revolving door of partnerships.

I think champions certainly both internally but also externally. I know I think this is probably meant for more faculty or administrative champions, but I think, also, employer champions. That's something. We had an event that my boss spoke at, I believe, yesterday with a few smaller companies that have been some of the biggest champions that we've had and been able to not only expand their own programs but also bring to their partners and even facilitate a culture of partnership in the employer community, which is usually competitive, but I think everybody sees what's happening and kind of the rising tide lifts all boats.

But yeah, I think both are really important. And I'm going to steal something that John said, I think, yesterday when we were talking about this a little bit. But I don't think that you can really have the culture or the policies in place effectively without having champions to move that forward and get that going. So sorry to steal your thunder, John, but start off there.

JOHN DYER: That's fine that you said that because it's not an original thought. Anyone who's spent more than five minutes on a campus knows that, at some point, initiative fatigue can set in. There are lots, and lots, and lots of initiatives. And oftentimes, savvy administrators and savvy faculty will even decide that they just wait out this initiative because they know there's another one coming around the corner. And that's a sad-but-true reflection of what can happen on a campus. And when that happens without champions, I think you're really dead in the water.

But in terms of institutional policies and culture, I think culture almost matters more than policies because if you don't have the right culture, the policies won't matter so much because there will be a group of peaceful people who will follow the policies rigorously to the letter, which you won't want. And there will be a group of people who ignore the policies, and you don't want that either.

So I think you really have to start with the culture. And when you have a culture on a campus that says, we're going to be the best that we can be for the community that we serve, and I think this is especially true in two-year colleges, which really are reflections of the communities they serve in the way that a four-year institution isn't, meaning no disrespect to a four-year institution. But in a two-year institution, that culture has to be that we're a reflection of our community, and we're going to be there as a resource to our community. And if we're not that, then how are we serving the community, and why does the community even need us, so why do we exist? it becomes a very existential sort of discussion about whether you should even exist.

So it starts with culture, and it starts with champions. And I think the culture that says, we're going to not be afraid of change, and we're not going to be afraid of taking risks-- not stupid risks, preferably, but smart risks to make sure that we're doing the best we can to ensure that we have a community that is economically viable with people moving into family-sustaining wage jobs, that students that are globally competitive, and that we explore all of those methodologies that keep popping up-- prior learning assessment, competency-based education, et cetera, et cetera, et cetera, that allow us to really meet the needs of a changing student body in a changing climate.

I think creating that culture is really key. And then having the champions that will stand and cheer for the people who move forward and gently push along the ones who are less likely to get out forward, I think that makes a huge difference.

I mean, one of the things we think about a lot at AACCC-- and this is more of a global observation-- is throughout this pandemic, we've all had to adopt, in all kinds of ways, perhaps, none more so than faculty members, who, in many cases, had to take an entire curriculum online in a matter of days or weeks that may have never been online before. And those faculty members had never even done any work online before. They did incredible work to make that turn effectively.

And I think, in many ways, the faculty across the country are the real heroes of the pandemic in that they managed to keep education going for people who were scared and didn't know if they were going to be able to complete their education and didn't know what they were going to be able to get a job. Oftentimes, it was the faculty that were standing there and figuratively or literally patting them on the back and saying, we're going to get you through this-- so huge plaudits to faculty in that.

But one of the things I think we've learned is that the worst thing we could do when the pandemic is over is just reset. I think this provides a remarkable opportunity for us to reimagine what higher ed looks like. And I don't think it can-- why would we ever go back to old models when we found new models that work well that are more student-centered and help more people get to where they want to be in life? So I think that kind of culture is what's going to facilitate successful apprenticeship programs.

REBECCA LAKE: I think both of you, Callan and John, are correct. It takes a lot for administration because I always say, the president has to be behind this and the vice president because the vice president can shut you all down. I mean, that person can just stop you in your tracks and because the champion has to be at a certain level, believe me, and needs to be at a certain level, at least a dean's level, if not above that.

Otherwise, they get shut down too. There's lots of things to try, like the Registrar's Office. Now luckily, and Harper thinks it's Harvard. But Harper registrar didn't work with me. And so then we registered all the registered apprentices. That was one of the added values we gave to companies that took our registered apprenticeship programs.

But I work with other colleges that the registrar says, oh, my god, no, because of HIPAA. But we're all working at a higher education institution. So you've got people who stand in your way. So unless somebody can help you, the champion move forward, many people can shut you down. And so you want to be careful. But we need people who will come up with creative ideas, find other people who are creative, have fun with it, work really hard, and not take no for an answer.

Well, then, if it's no, how else can we do that? Is it just no because it's been done 20 years that way? How can we do something different? So I think it's difficult for colleges and universities to look inside themselves and take a look at the inherent bias you have because, still, a lot of two-year institutions have an inherent bias to CTE, to Career and Technical Education.

So anyway, just understand that policies and cultures and champions all have to work within this environment that may not be helpful. but. A lot of things that champions might try and you might try out of registered apprenticeship programs, you may adapt it for the entire college because it could work.

**CHRISTIAN
LAGARDE:**

And what you're talking about, Rebecca, right now about champions leads us to the final bucket. And really, is a truly component of a successful apprenticeship program or any program, quite honestly. So Tori, if you want to slide to the next one, this is about challenges and successes.

And thinking about partnerships, right, Rebecca, having that champion at that Dean or above level to be that-- and then the employer concerns are two things that we wanted to discuss today. We talked a little bit on both of them, but we wanted to close out of this, our five-bucket scenario with these two. What are the elements of a successful Industry/Institution of Higher Learning partnership? And what are employer partners' Chief concerns with postsecondary partners, and how best they are addressed? I let the panel choose one, and we'll go from there.

JOHN DYER:

I'll jump in. I think the first thing to think about in partnerships is that they are everyone's responsibility. And this is not one of those circumstances where you say, well, if it's everybody's responsibility, it's no one's responsibility. No. I think it really is everyone's responsibility. And the example that I like to throw out is one that I call the Lone Star model from Lone Star College in Texas.

And it may be in place in other places, and maybe it predates Lone Star, and I'm giving them credit unduly. And if I am, I apologize. That said, the concept that they use at Lone Star is that partnership exists at multiple levels. So there is a C-suite partnership between the chancellor of the system and the senior executive at an industry partner. There is another level of partnership that goes on between respective VPs.

There is a relationship that goes on between deans, and directors, and department heads. There's a relationship between maybe HR and department chairs. So what happens then is that you have lots of people responsible for making sure that partnership is ongoing. And more importantly, the partnership isn't dependent on any one individual because people leave. People get promoted. People retire, all those kinds of things. If it's owned by everyone, it is far more likely to sustain. So that, to me, is a key element. There are others.

The other thing I'll just throw out about employer concerns-- and I alluded to this earlier-- if you work on a campus or if you've spent time on a campus, a word like bursar or registrar or some of the other weird academic words that we use seem completely normal. They're not. Let's be clear. I'm sorry, but they're not. This is not the way people who are outside of higher ed talk.

And if you want to communicate effectively with employers, with industry, with your partners who do not live within the academic bubble, I think it is incumbent upon you to be clear and to be direct. I often do a thought experiment with people who are talking about this kind of work. And I ask them, go find someone you know and trust in the community who doesn't know a lot about the college where you work. Ask that person to go online and try to identify the name, phone number, and email address of the person they need to speak to about getting some training for their employees.

Most times, when I throw out that exercise to an audience, I get around of laughter because the reality is, we don't make it easy at all. But if you want employers and industry to clearly understand you, you need to be clear with them. You need to clearly indicate how they can reach you. You need to do it in a language that they understand. You need to be visible, and you need to have lots of people responsible for maintaining that relationship.

CALLAN

ESCHENBURG:

Absolutely. Yeah, pretty similar to what John was saying but maybe a little bit different take on it but still kind of in the communication line, I think, I actually look at this as the employer concerns and understanding those are a key element to a successful partnership. So if you have employers in your area that you as a postsecondary institution are looking to partner with or are already partnering with, if you don't already know their concerns and aren't helping them address those, someone else probably is or would like to.

At this point, I don't think-- a few years ago, and I'm sure John and Dr. Lake can attest to this too, you talk about apprenticeship, and people would say, oh, is that like manufacturing? And what is that? And now, I've got people who I've never met before saying to me, do you know about apprenticeship? What can we do with apprenticeships? So I don't think there's ever been more momentum behind it. But I would say, yeah, you know, I think there's a lot of institutions and organizations. There's a lot of effort, obviously, a lot of grant funding as well.

But being there, having that communication, making it easy, getting outside of your own bubble, per se, as John said, but really establishing those relationships and working on them from multiple different levels, making sure that whatever the concerns are-- I don't think there's any one chief concern of anyone or of employers overall.

But being able to address those and really having the partner or the employer look at it as a partnership of we've got this problem. How can we address this? I think, even if you can't completely solve it-- or, Christian, as you mentioned, Megan, you know, you're in the middle of solving it. It's maybe not resolved, but it's being solved. Sometimes, that's not the point. It's the fact that you're able to do that together, and continuously improve, and get there. And that's success in itself.

REBECCA LAKE: I have two things to add, building on what has already been said. Number one is with partnerships is that a lot of us in community colleges and universities actually don't use other parts of our institution as a partner. I mean, the faculty and deans over accredit courses don't talk to the customized training people or don't even know what's going on and CE.

And but we're all part of this. As John said way earlier, to make the institution functional, those people in-- we need to talk to each other because what's happening in customized training or CE could lead to many-- it could lead to other apprenticeship programs or ways that we might address employers' needs across the institution.

And then the other one is what we found with apprenticeships is I built in something called an intrusive academic coach that really is coaching. And now, Harper is doing across lots of industry occupations. But we had it in apprenticeship programs so that we really talked to the students every couple of weeks. How's it going? We were in as a TA in the Blackboard systems.

But we were able then to also share that information back with the employers to say, your apprentice is doing really well. Your apprentice didn't turn in a paper. Is there something going on at work that you might want to share with us? Or we're noticing something different. So that the employers like that so much, our conversations with them, that now, they had come back to Harper because we had, I think, eight registered apprenticeship programs at that time and said, now, we have advanced manufacturing.

But now, we need somebody to help in the back office. So we wanted to try the apprenticeship in finance. Or we want to try the apprenticeship in sales. So they come back because they have enjoyed this communication with you, and they know exactly where their apprentice is at all times because, don't forget, that helps us community colleges and institutions hit their retention rates and completion rates.

So it really helps us a lot if we take that time to make sure everything is going well because if we don't do it, there are many proprietary companies out there that will easily put together a curriculum so that they will then siphon off those guys into other kinds of registered apprenticeship programs or just apprenticeship programs. And we never get them back to the institution of higher ed, so it's a concern.

**CHRISTIAN
LAGARDE:**

We do not want that. And you're right. Go ahead, John. You had one more point?

JOHN DYER:

Just one follow-on thought to what Rebecca just said because it's so true. If you do a good job in building and maintaining that industry relationship, that industry partner will tell other people about what a great job you did. And they will become champions for you. If, on the other hand, you don't do a good job with that industry partner, they will also tell other people. So they can certainly help you, but they can also, without meaning to, harm you by just telling the truth about the relationship they had with you.

**CHRISTIAN
LAGARDE:**

What we know for sure is employers are saying good things about Ivy Tech. So in our next 10 minutes here, you can advance the slide, if you will, we are going to have Megan Graves from Ivy Tech Community College talk about a challenge and a solution because we don't want what John, and Rebecca, and Callan just talked about to happen to us as higher education to broaden the scope of the RTI and the future of academics.

So with that, I'm going to hand it off to Megan to talk about what's happening at Ivy Tech. And what I'll do also, for anybody who has a question for her, please throw it in the chat. And then after you're done, Megan, we'll have the panel comment on what they think about what's happening and what solutions you could come up with. Back off to you, Megan.

**MEGAN
GRAVES:**

Thanks, Christian. Just a quick-- as we get started, I want to give you guys a quick rundown on who Ivy Tech is. We are Indiana's only full-fledged community college. We have more than 150 programs in seven schools. For the Closing the Skills Gap grant, we're under the School of Advanced Manufacturing, Engineering, and Applied Sciences. We have 18 campuses with multiple other site locations teaching in 75 communities. We serve around 160,000 students a year. We've grown to become the largest public postsecondary institution in the state of Indiana. And we are the largest singly accredited statewide community college system in the country.

That's just a snapshot of who we are and what this grant looks like. We applied for the CSG grant to address changing workforce needs in advanced manufacturing as we move towards Industry 4.0. For those of you who aren't in advanced manufacturing, industry 4.0 is defined as the Industrial Revolution of automation and data exchange and manufacturing technologies. It's things like the Internet of Things, cloud, cognitive computing. It introduces smart factories into manufacturing and, I think, it's called the cyber physical systems that will monitor the processes of factories and decentralized decisions.

So in order for us to prepare for this rapidly changing environment, Ivy Tech, through CSG, received funding to do things like upgrade our equipment, increase our faculty knowledge and skills, offer new apprenticeship opportunities and certifications, and facilitate engagement and outreach to employers, and demonstrate to them the benefits of apprenticeships. The name of our program, you'll see IloTAE like I mentioned. It's the Industrial internet of Things Apprenticeship Expansion program.

We have partnered with the Smart Automation Certification Alliance and other nationally recognized certifications and badges to create the Smart Manufacturing and Digital Integration degree that encompasses the skill set that's needed to create the manufacturing lines that utilize Industry 4.0. But we've created this degree in such a way that it gives us a nimble approach, which was talked about earlier, that we can allow for modifications to our curriculum as technology and manufacturing change.

Registered apprenticeships are mostly offered through our employers, although we do, as Ivy Tech, have the ability to offer registered apprenticeships. But the thing about our program is it's employer led. We have employers that are encouraging their employees to go pursue coursework. And they're creating apprenticeships that will help them have the skill sets that they need.

One thing I want to touch on that was mentioned earlier are the effective models for delivering curriculum that meet employer needs. And the one thing that has been abundantly clear to us is partnerships. To ensure the success of this program, we have a lot of strong partners that we've leaned on. John Dyer, with the American Association of Community Colleges, they've come alongside us. He's been a great friend and mentor as we walked through this grant program. We've partnered with the Indiana Manufacturers Association, the American Technical Education Association. And it makes a difference to have smart people as sounding boards as you're creating your partnerships. It's huge.

But in addition, we've also leaned heavily on our industry partners. Prior to applying for this grant, we sat down with our advanced manufacturing industry partners to see how we, as a community college, can best meet their needs. Through these conversations, we determined that we needed this Smart Manufacturing Degree program. And we also, again, realized that we really needed a third party to validate our learning, which is why we partnered with the Smart Automation Certification Alliance to create a certification.

SACA, they worked with employer partners to create their certifications. And so we partnered with them to build a curriculum that was holistic meeting all of those needs. And we also are able to lean on SACA to make sure that our faculty is adequately prepared to teach students and that our students who are leaving Ivy Tech are prepared for jobs in Industry 4.0. One key component of our new degree and of this SACA certifications is that they have stackable credentials and micro credentialing that allows us to easily meet employer needs and to be adjusted for different apprenticeship models.

We also created an advisory board of industry partners. I know we touched briefly on advisory board. They have a strong understanding of apprenticeships. And then they're also-- on this board, we also have employers that are moving towards Industry 4.0, if they're not there already. So as we build out our curriculum, as we encounter challenges, they are an incredible sounding board for us when we continue to get feedback on our new degree and on apprenticeship programs.

So the challenge I want to talk about-- that's just kind of our background to give you guys a baseline. One of the biggest challenges, when I came aboard last summer, Ivy Tech had received this Closing the Skills Gap grant in March just as there was a global pandemic. And Ivy Tech was restructuring their workforce alignment department. So that was a huge challenge.

In one way, on a macro level, the challenge was ensuring we were meeting our partner-- our employer needs. And so as a response to that, this reconstruction of workforce alignment to what is now known as Career Coaching and Employer Connections, it was a change of a mindset to a more holistic approach. We call it CCEC. In this new approach, again, the deans are working closely with our employer connection staff.

But also importantly, that career coaching, the career coaching our staff interacts directly with students on what their needs are, what their future plans are, what education they're getting. The career coaching staff is now under the same umbrella as the employer connection staff. So now the staff that's working directly with students is also very tightly connected to our employer connection. So that's been huge in meeting that big macro-level issue.

From my point of view, from a micro level. that gave us some challenges to implementing on this grant. Again, the benefits are, at Ivy Tech, we have a strong champion that we talked about. We have Sue Smith who's our Vice President of the School of AMEAS. She is incredible champion for apprenticeship. We have Theresa Heps, who's Executive Director of Apprenticeship-- so great advocates to have on our side. And we also got a lot of new staff through CCEC. But we have a lot of new staff, which is challenging because a lot of them don't understand apprenticeships.

And CCEC serves the Ivy Tech as a whole, not necessarily a focus on advanced manufacturing, which, from our standpoint, apprenticeships and advanced manufacturing is a unique niche. So you need to understand how advanced manufacturing works and how apprenticeships work, which, ironically, my background, I do not come from advanced manufacturing or a background in apprenticeships. So I had a really-- for me, it was an opportunity to sit down and say, well, I don't know a lot. I need to figure out what I need to know so that I can help bring this new staff along on what they need to know.

One thing that we've done in working with our-- I have a counterpart that I work with, our program manager, Keith Buckley, we work to talk about what we don't know, and we figured out we really needed a toolkit of which, again, John Dyer was a huge help. DOL has information to help us pull together a toolkit around apprenticeships, what we need to know.

There is so much information out there that you can go and utilize to share with your staff that maybe don't fully understand apprenticeship or don't understand how to implement it. And then we also, again, this lack of a knowledge of advanced manufacturing, we've been able to lean on our faculty to really help educate the staff so that they can understand what that means.

Our deans and our program chairs serve as a crucial role on our subject matter experts, who work closely with CCEC. And the benefit is our deans and the career coaching staff have an intimate knowledge of our students, what they know, and what they don't know that is really helpful to the CCEC staff, to those employer connection staff as they're looking to connect our students to jobs in apprenticeships.

We meet monthly with our internal team. We have about 50 different representatives that Keith and I meet with. They include both deans and Career Connections staff. Our Vice President Sue meets weekly with the deans to continue to promote and champion apprenticeships.

From a marketing standpoint, from encouraging apprenticeships, we have created a series of videos where we're talking with some of our employer partners for them to promote the value of apprenticeships. That's something we are getting ready to put on our newly created website.

To John's point, a lot of times, the community college websites contain lingo that people don't understand. And again, fortunately for me, I came in not understanding much. So I was really able to work with Keith and put it in a very plain speak to understand what we are doing in a way that is easily conveyed to both students and employers. Those are some of the ways that we've worked to address this.

We also have, as we work with CCEC staff-- and again, this was mentioned earlier-- to make sure that our students or our faculty and staff understand the value of apprenticeships. And we spent a lot of time telling them the value that apprenticeships had for employers so they can go out and have that conversation with employers.

But for internal buy-in, we also have spoken to the college to different players, not only in our world, but in the entire whole college in our-- we have an annual summit that is used to inform all of Ivy Tech what's going on. And we spoke there talking about the benefits of apprenticeship and how that also benefits Ivy Tech.

And then we work to-- and we have the new degree that we work to make sure that all of our faculty and staff have a good understanding of. We have invited the SACA president to come and speak to that internal meeting of 50 people just to say, here's what SACA is. Here's what it can do. Here's what it does for employers. And we also have created marketing pieces and website and a video around that.

So those are some of the ways that we work towards addressing employer engagement, and that's one of the ways that we work towards our internal challenges of a major staff change in philosophy to what we're doing. Just one more on a quick note how we are partnering with Purdue University, one thing that was mentioned is we talk about, a lot of times, the two-year college is, as a transition, it leads into that four-year program.

One thing with our smart manufacturing degree that we did do is we work closely with Purdue. They have a Smart Manufacturing Engineering program. But one thing we realized is that in the Purdue said to us is, our engineering team can't do their job. There won't be a job for them to do unless Ivy Tech has this two-year technician program. We need the smart manufacturing degree.

We need that level of technician to be able and go be the hands in the plant. We have the engineers doing their job. But our two-year degree is essential, not only for smart manufacturing but also for some of those four-year students, some of those engineering students to be able to do their job. They need the expertise that that technician will bring to the table.

And we've partnered with them. And we continue to partner with them to-- we're having a large statewide employer meeting in partnership with Purdue to see how we can continue to address the needs of advanced manufacturing in Indiana. That was a lot. I hope I didn't talk too quick, Christian.

**CHRISTIAN
LAGARDE:**

Talk too quick? That's my job. I talk very fast. No, that was perfect. And you really outlined what happened at Ivy Tech. You outlined what you had to overcome. You outlined how you worked through it and what your process was. So I think it was definitely beneficial.

So anyone listening or hearing this now or hearing this on the recording I think will have a lot of value to that. Everything that Megan mentioned as far as the videos are concerned-- Megan, I couldn't get the videos to work-- but they're definitely shareable. So that's something else we can put up as a resource is a link to the video and share it out with everybody who's in attendance, so you all can see what Ivy Tech did for those videos to help create that sort of buzz and understanding for what they were doing.

Before I hand it off to Tori, I want to thank Rebecca, Callan, John, and Megan for participating today and for being presented as being panelists. I can't thank you enough, one, for saying yes to this. And I can't thank you enough for everything you poured out from your knowledge and expertise into this conversation. I greatly, greatly appreciate it. We all do. Safal thanks you. The Department of Labor thanks you. I'll thank you for Aaron. I don't know if Aaron's still here or not. But I thank you from the Department of Labor. And with that, I'll hand it off to Tori.

**TORI
STRICKLAND:**

Thanks so much, Christian. Thank you to all of our presenters and attendees. I'm going to move forward quickly just because we are rounding out our-- [CLEARS THROAT] excuse me-- our time together. So if you do have questions about the presentation today, we don't have an opportunity to go through the questions. However, you can feel free to email any questions that you have. And we'll have an email address listed so that you can record that and send off your questions as you have them. And we will touch base with our presenters in order to get an answer for you.

We're going to slide through the polling questions. What we are interested in, though, is future topics. So if you want to just type in the future topics that you want to see addressed, that would be great. You can just type them into the chat. Please feel free to, obviously, identify one of the ones listed here. [CLEARS THROAT] Excuse me. I'm sorry.

Feel free to use one of the ones identified here, or if there is another topic that you'd like to see addressed, feel free to type that in the chat as well. And I will grab that information from the chat later on, AND we will use that as we are planning for future TA topics.

So I'll leave this up here just so that looks like everyone's getting an idea. OK, awesome. I'm going to move forward. Just remember that we have an upcoming webinar. Well, webinar sounds a bit formal. This is more of a roundup for National Apprenticeship week just to figure out, and understand, and see, and highlight, and celebrate what you all did for National Apprenticeship Week. It is scheduled for November 30 from 1:00 to 2:00 PM. The invitations did go out. There will also be a reminder email that will go out for you. So we are looking forward to that.

If you haven't already, please set up time with your coach. You can also, if you have questions about this presentation, you can also post those questions to your coach. Sharing your successes and challenges that you have with your coach, ask for any TA that you need, register for a WorkforceGPS account, as we have our Community of Practice Live there, and this will be posted to the Community of Practice probably just after the holiday.

And the email that I was referencing earlier is listed here-- ClosingSkillsGap@dol.gov. If you have any questions about this presentation or any questions in general about your CSG grant, you can feel free to reach out to that email. I also just want to acknowledge that there might be essay grantees who may have joined us today. And if so, thank you for joining us, and welcome to the fold. We are glad to have you here.

With that, we're going to go ahead and close out. Thank you again for your attendance. Thank you, presenters. We appreciate you. I hope that you all have a great day and a wonderful holiday next week.