



ATECENTERS

Managing and Leading Large Consortia

June 16, 2016

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Webinar Details

- For this webinar you will be in listen only mode using your computer or phone
- Please ask questions via the question window
- This webinar is being recorded – you will be sent a recording link

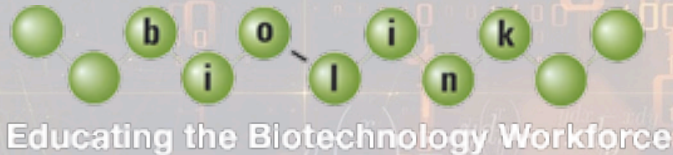
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**CCTA | CENTERS COLLABORATIVE FOR TECHNICAL ASSISTANCE &
EvaluATE**

ATECENTERS

Disclaimer: This material is based upon work supported by the National Science Foundation under Grants # 1205077, # 1261893 and # 1204683. Any opinions, findings and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

The CCTA IS Led By



- **National Center for Convergence Technology (CTC)** at Collin College in Frisco, TX (lead)
- **South Carolina ATE National Resource Center (SCATE)** at Florence Darlington Technical College in Florence, SC
- **Florida ATE Center (FLATE)** at Hillsborough Community College in Tampa, FL
- **Bio-Link Next Generation National ATE Center for Biotechnology and Life Sciences (Bio-Link)** at City College of San Francisco in San Francisco, CA
- **Networks Resource Center** at the Maricopa Community College District in Phoenix, AZ

CCTA Purpose

- Respond to a request from the Department of Labor (DOL) to the NSF to have ATE Centers provide technical assistance services to DOL TAACCCT grantees
- Activities relevant for DOL grants, NSF grants and workforce-oriented programs of all kinds
- Deliverables
 - Topical webinars on existing and new solutions
 - Live/recorded with attendee Q&A
 - Identify and document best practices
 - Host convenings

Poll: Your Affiliation

- A. I am involved with an NSF grant
- B. I am involved with a TAACCCT grant
- C. Both
- D. Neither

Poll: How many people are listening with you?

- A. 1
- B. 2
- C. 3
- D. 4 or more

TODAY'S PRESENTERS



Ann Beheler

Presenter
PI, National CTC



Marianne Krismer

Presenter
Krismer & Associates

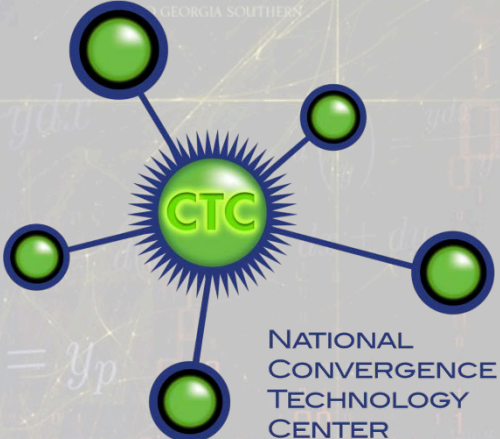


John Sands

Discussant
PI, CSSIA

Setting the Context

- Consortia consist of more colleges and are awarded more funds in general because they propose to have a larger impact than any single institution
- Two large consortia, led simultaneously:
 - National Convergence Technology Center NSF Center (National CTC)
 - National Information, Security, and Geospatial Technologies DOL Consortium (NISGTC)

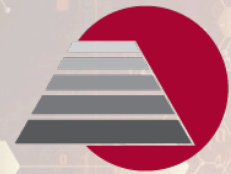


NATIONAL
CONVERGENCE
TECHNOLOGY
CENTER



**COLLIN
COLLEGE**

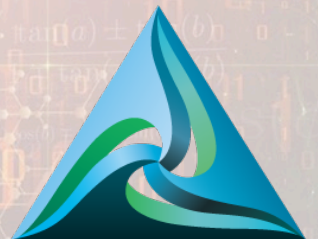
National CTC Partners



Fox Valley
TECHNICAL COLLEGE
Knowledge That Works

UNT[®]

UNIVERSITY
OF NORTH TEXAS[®]



**FLORIDA
STATE COLLEGE**
at Jacksonville[™]



**GEORGIA
SOUTHERN
UNIVERSITY**



El Centro College

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

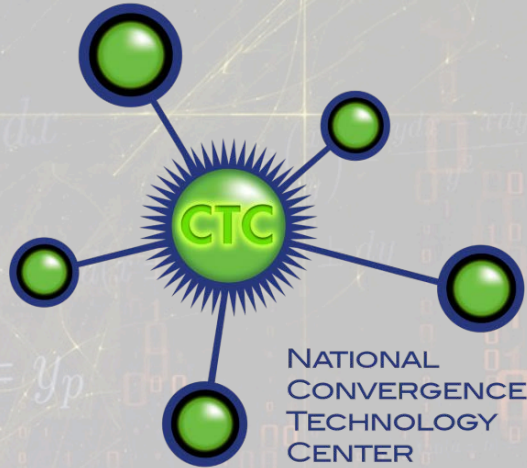


**LANSING
COMMUNITY
COLLEGE**
Where Success Begins



The National Information, Security & Geospatial Technologies Consortium Map





- 8 partners in 6 states, 50+ affiliate colleges
- Used subaward mechanism
- \$4.4 million
- 7 partners in 6 states
- All partners were co-grantees
- \$20 million
- Total participants: 6,201

Overlapping Discipline Areas - Prime Opportunity for Leveraging

- National CTC – Networking infrastructure and Communications
- NISGTC
 - Networking
 - Cybersecurity
 - Programming
 - Geospatial Technologies

Health Professions Pathways Consortium (H2P)

- 9 Community Colleges, 5 States
- \$19.6 Million Round 1
- 6500 participants
- Over 200 Employer Partners
- Scaling in Process - White House Health Pathways Initiative

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Kentucky



Ohio



El Centro College

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

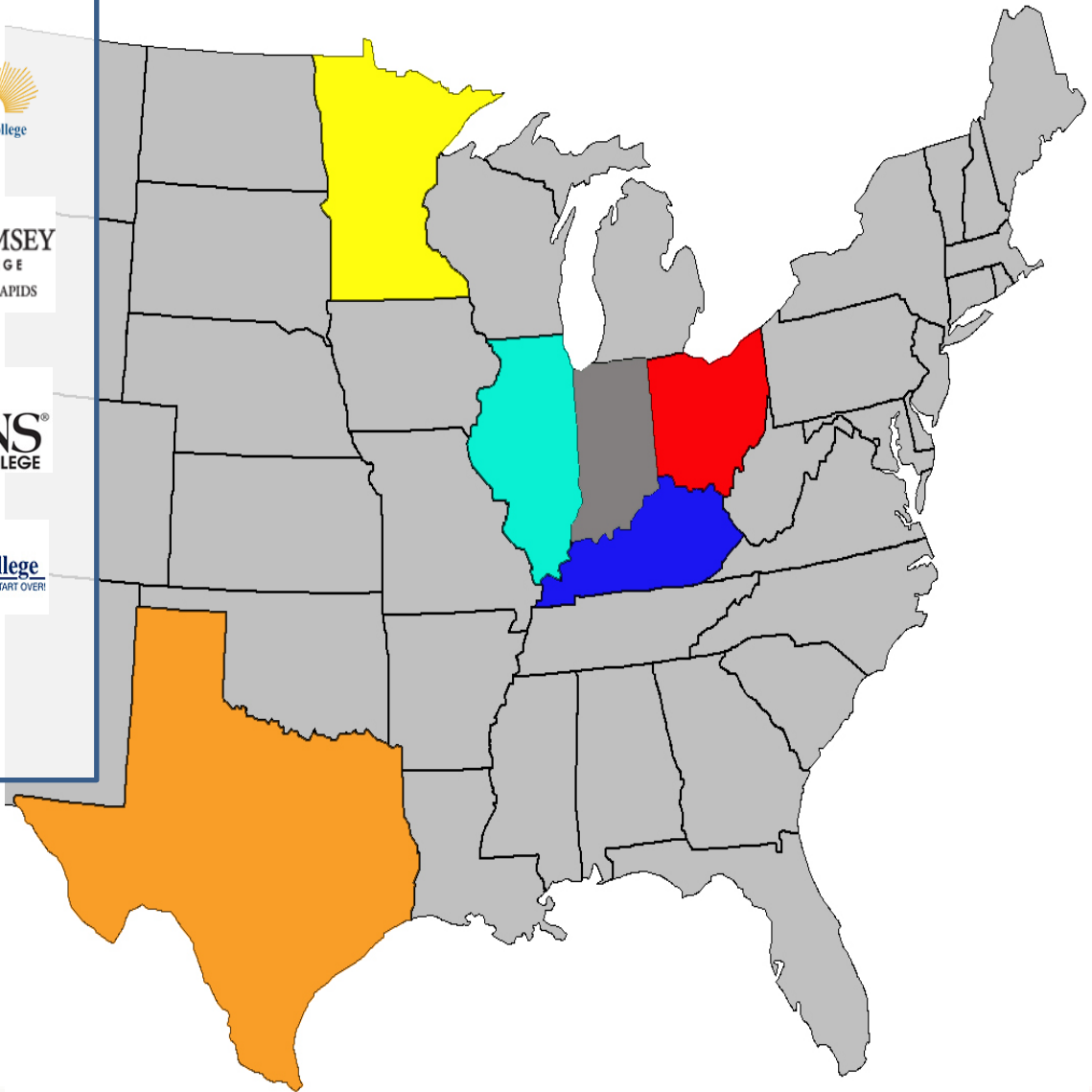
Texas



Texarkana College
A GREAT PLACE TO START, OR START OVER



health
professions
pathways



Challenge/Opportunity: The Lead College is Responsible for Everything but may or may not Have Real Control

Memoranda of Understanding

- Memoranda of Understanding “MOU” are required
- Getting them signed with colleges are across the nation with different state and college rules is time-consuming
- Each MOU was “one off” exercise

MOU Requirements

- Must list what each college committed to do in a Statement of Work
- Must include
 - a timeline for each activity
 - a budget
 - how to submit programmatic reports and financial reports, including due dates
 - programmatic and financial contacts for both the lead and the consortium partner

Other Start-up Challenges

- Understanding the funding opportunities and details of the Grant Agreement (in great detail)
- Setting up Evaluation Protocols
- Establishing grant policies and procedures and beginning program/operations procedures manual

Challenge/Opportunity: Regular Communication With All Consortium Leads is Required But is Not Enough

Communication

- Sharing partner progress and communicating compliance news
- Keeping project leads informed and their keeping their staff informed is requisite
- Communication Approaches
 - Frequent webinars/teleconferences
 - Annual (or more often) Face to Face meetings improve overall communication
- Communication venues: Basecamp, communities of practice/learning networks, trainings

Communication

- Branding your program: internally and externally
- Finalizing program operations/procedures manual

Meetings Must Be Documented

- Recordings that are held and made available
- Minutes made available on a shared site such as Basecamp

Communication with Key External Partners

- Engaging with strategic employers
- Partnering with community-based organizations (CBOs)
- Understanding the nuts-and-bolts of the workforce system – WIA funding, WIBs, One Stop Centers
- Connecting with TAA coordinators to understand the nuances of the program

Challenge/Opportunity: Consortium Partners Sometimes do not Deliver on Commitments in a Timely Manner

Approaches To Promote Performance

- Meetings with Consortium partner administration (Deans, VP's, Presidents)
- Dash boards
- Project plans with monthly status meetings
- Site visits by lead college

Comments



John Sands

- PI, CSSIA
- Former NISGTC Co-grantee

The image features four stylized speech bubbles, each containing a large question mark. The bubbles are colored orange, light yellow, and two shades of yellow. They are arranged in a cluster, with the word 'Questions?' centered over them. The background is a light blue-grey with faint mathematical formulas and binary code.

Questions?

Challenge/Opportunity: Sustainability Cannot be an Afterthought

Sustainability

- From the start identify pieces of the grant that have potential for sustaining and gather data to create evidence of sustainability
- Review the data, transformation and potential implications
- Seek new opportunities to replicate
- Diversify funding sources – and don't forget institutionalization

Challenge/Opportunity: Data Collection and Reporting

Data Collection and Reporting

- Who owns it?
- Protocol
- Working definitions
- Integration with college system
- UI wage data for some grants
- Validation and accuracy
- Scorecards:
 - Reflect, plan, strategize and provide technical assistance

Challenge/Opportunity: Evaluation and Monitoring

Evaluation/Monitoring

- Consortium oversight and technical assistance
- Third party evaluation
- Subject-matter experts
- Granting agency technical assistance and monitoring visits

Challenge/Opportunity: The Lead Celebrates Successes (and Lessons Learned) From Consortium Work, but all Members Contribute



NISGTC PARTICIPANT BUYS FIRM, EMPLOYS STUDENTS



Before moving to Utah, Martina Nelson took drafting classes at Salt Lake Community College while earning a science degree in land surveying with honors in 2013. After obtaining her Utah Professional Surveyor License, she purchased a firm.

"SLCC made sure that I had the skills I needed to be successful in the field."

BEYOND THE METRICS

The Broader Impact of the NISGTC TAACCCT Grant



- 3 NEW CERTIFICATES: Geomatics Certificate of Proficiency, Certificate in Geospatial Technology (ArcGIS Desktop), and Certificate in Geospatial Technology (Applied Science)
- 1 NEW DEGREE: Geospatial Technology Applied Science
- UTAH'S FIRST ENTIRE GIS CERTIFICATE PROGRAM

26 /// SALT LAKE COMMUNITY COLLEGE

students enrolled in five geoscience courses and in other science and technology courses that have started incorporating GIS. Each semester the usage of the 25-station computer lab and classroom grew from 103 students in 2013 to 362 in spring 2014.

1,446 STUDENTS
9 E-BOOKS **\$206,918 IN SAVINGS**

the geosciences college's Science Center. Other STEM tutoring centers and convenient questions and answers are available. The GIS lab is also used by faculty for a variety of projects within the department.

With the TAACCCT grant, the college's center for the competency-based education of students in the center of geotechnologies.

did not cover students' tuition or books. With the program's focus on unemployed and underemployed adults, Dastrup began to create alternatives to expensive textbooks and other educational resources. He believes that the cost of traditional textbooks are becoming an economic impediment for many students.

Access E-Books through the Open Geography Education website at WWW.OPENGEOGRAPHY.ORG/ETEXTBOOKS.THTL

Dastrup says the free e-books that he put together are more dynamic than typical textbooks because of the embedded interactive technologies and up-to-date content he included. They are compatible with mobile devices, and are used in face-to-face, flipped, blended hybrid, and online instructional settings.

With SLCC moving toward using free e-books campus-wide, the college plans to maintain the Open Geography Education website after the NISGTC grant ends.

The e-books along with the other curriculum materials developed by NISGTC are available on the free open source National Training and Education Resource website (www.nter.colli.edu) and Skills Commons (www.skillscommons.org), which has been designated by the Department of Labor as the repository for the TAACCCT program.

INSIDE

Businesses Co-Lead Programs
Transformative Internships
Coaches and Tutors Support Success
Enhanced Learning Through Virtual Laboratories
Certification Courses for Homeless Veterans and

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Contextualized Developmental Education, Promising Practices for H2P Strategy 2

H2P recognized that completion of Developmental Education to College Readiness was a significant barrier for student participants. The college courses were tasked to develop at least one developmental course contextualized with health care informatics. These courses were helpful, it was not always used to help students meet college level etc. These were found to be most helpful for other methods were participants.

Supplementary Hybrid Course Success at Cincinnati State

The Challenge:

At Cincinnati State Technical and Community College, taking the Integrated Biology course, synthesis skills, and writing more. Since Integrated Biology is part of the curriculum for many number of students in a form of

The Solution:

A team of professors built a "Skills for Success in Science (Math, Biochemistry and Biology content learned). The week readiness that students lack understanding of how to use scenarios, video from professional some of the content students. Students also took several Career Readiness Certification counseling regarding the

Gakemizing a National Movement. Achieving a National Consensus on Case Consortium in the Health Professions.

H2P Consortium was funded in part by a grant awarded under the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant, as implemented by the Department of Labor's Employment and Training Administration.

CO-GRANTEE COLLEGES

- Archbishop Community College
- Art Institute of Chicago
- City Colleges of Chicago
- Glennville State Technical and Community College
- ITT Technical Institute
- Jefferson Community and Technical College
- DePaul Community College
- Pace Technical College
- Texas State College
- Utah Valley University

September 2015

Dr. Marianne Kriskmer, Ed.D. and Jamie Buss, MPA

Promising Practices from the Health Professions Pathways Consortium by Dr. Marianne Kriskmer, Ed.D. and Jamie Buss, MPA. It is licensed under a Creative Commons Attribution 4.0 International License.

This project was funded in part by a grant awarded under the Trade Adjustment Assistance and Community College Career Training Grant Program, as implemented by the U.S. Department of Labor's Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantee, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on internet sites and including but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.



Like us @Health Professions Pathways

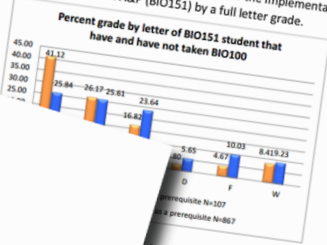
www.h2p-careers.org



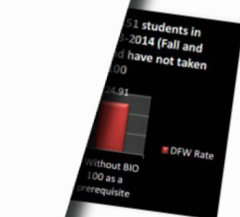
Follow us @H2P_Grant

The Results:

When comparing students before and after the implementation of SFSS, our data indicate that students performed better in A&P (BIO151) by a full letter grade.



Students who achieved a D, F, or W in A&P have declined by over nine percentage points at



H2P grant-supported Skills for Success in Science on-line modules, instructors difference in the way these students approach A&P: they are more confident, ask pertinent questions, and outperform students who have not had the course.

is going great so far. I have settled in with a good lab group and my first A&P test and I have to say, you really helped to set me up for that. I use my BIO notes all build on and make connections to what I am learning in A&P."

and to say hi!! Also wanted to tell you that I am sooo glad I took (this) class because so thing (my instructor) has gone over, we learned throughout the semester. I don't know



Comments



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- PI, CSSIA
- Former NISGTC Co-grantee

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Questions?

Join Us – All Webinars 3 pm Eastern

Thursday, August 18, 2016

Internships and Apprenticeships

Successful Strategies for Work-based Learning Experiences: Internships and Apprenticeships Students who complete internships or apprenticeships while in college have a leg up in the job market, find more relevance in their coursework, and tend to be more successful academically and in the workplace. Providing these work-based learning experiences, however, can be challenging. This webinar will focus on models that work and tips for successfully implementing and sustaining apprenticeships and internships.

Presenters:

Elaine Craft, Director, SC ATE Center of Excellence

Rick Roberts, Assistant Director, SC ATE Center Apprenticeships

Barbara Murray, Executive Director and PI, SMART Center

Lois McIntosh, LMcIntosh Career Workforce Consulting

For Other Upcoming Webinars See: <http://www.atecenters.org/ccta>

Join us in Pittsburgh, PA!



July 25-28, 2016



www.highimpact-tec.org



Register for HI-TEC and The DOL and NSF Workforce Convening

HI-TEC Conference July 27-28 in Pittsburgh, PA

Register at <http://www.highimpacttec.org/registration.php>.

and register again for

**Free follow-up DOL and NSF Workforce Convening
(formally TAACCCT Convening) for all TAACCCT and
NSF grantees and others who can benefit on
Friday, July 29 from 8:30 am to 12:30 pm .**

Registration closes July 11th.

Contacts

- Ann Beheler, abeheler@collin.edu
- Marianne Krismer, mkrismer61@gmail.com
- John Sands, sands@morainevalley.edu

<http://www.atecenters.org/ccta>