

Effective Outreach and Recruitment- Special Populations

August 20, 2015

Introduction

Michael Lesiecki - Good afternoon everyone. I'm your host for today's webinar. My name is Michael Lesiecki, and I'm at the Maricopa Community Colleges. Today I'm pleased to welcome to you, welcome you to our webinar called Effective Outreach and Recruitment: Special Populations, and today is August 20, 2015. I'll make a little comment of this series of webinars that we've done so far by the Centers Collaborative for Technical Assistance, this is the one that has the largest, by actually quite a way of registrants. So it's clear that this topic outreach and recruitment and especially to underrepresented populations and special populations is a crucial topic. I think for all of us.

Webinar Details

Michael Lesiecki - So I'm pleased that you're here today. Let me tell you a little bit about the webinar details. For this webinar you're going to be in listen-only mode using your computer or your phone. Whatever your options are there and we really encourage you to ask questions via the question window. We will have three question breaks throughout the webinar. And we will have time to get to them. There may be enough questions that we might have to do some of them by email. We can do that. We're designing this webinar for 60 minutes, and we'll be very close to that time frame. Everyone wants to know is this webinar being recorded and the answer is yes. As a registrant, you automatically receive a recording link. We will post those links and the slides up on the website. We will send you a notification, usually takes us, oh, 24 to 48 business hours to turn that around to you. So the answer is yes, you will be getting that information.

Brought To You By

Michael Lesiecki - Let me tell you a little bit about who's bringing this webinar to you, and our sponsors. Well it is the Centers Collaborative for Technical Assistance with additional support by the ATE Collaborative Impact Project.

The CCTA IS Led By

Michael Lesiecki - What is this CCTA thing? Well, to tell you a little bit about it, it's led by five centers funded under the National Science program and you can see them there. They're the convergence, Center for Convergence Technology, the South Carolina Center, the Florida Center, Bio-Link in San Francisco, and my own center called MATEC Networks headquartered as I mentioned at the Maricopa Community Colleges district in Phoenix.

CCTA Purpose

Michael Lesiecki - So why, why are we doing this? The CCTA purpose, we actually got a request from the Department of Labor through the National Science Foundation, and they said, "Hey, this ATE program has been around for over 20 years now. We'd like to take advantage of this." You know that term *technical assistance* is pretty common in the Department of Labor world, a little bit less so in the NSF world, but items like success coaching, convenings, knowledge management. How do you manage these grants? What are the best practices? And importantly, I think what we're going to be doing today, peer-to-peer learning. You're going to be hearing from people who have active TAA grants and active ATE grants. Now I think, I know a community college world we learn from each other so that's what I'm looking forward to today.

CCTA Activities are Relevant for:

Michael Lesiecki – So these are relevant. The next slide says, yep, they are relevant to the Department of Labor grants, relevant to National Science Foundation projects and centers. And by the way, every one of us out there working in workforce oriented programs, we can learn from this so they're relevant to all of us.

Deliverables

Michael Lesiecki – Here's the deliverable for today for this whole program. Topical Webinars, which you're involved with today that provide existing solutions. As I mentioned, these are live; they're recorded; there's Q&A; they're archived on ATE Central. A little bit more about ATE Central towards the end of today's webinar. And you'll also see on our websites other online media including videos and a variety of things like transcripts.

Deliverables Continued

Michael Lesiecki – You will get as a member, as a registrant here invitations to regional discipline-specific conferences. We just had our first one in late July in Portland, Oregon. Again, you'll have invitations to identify and document your own best practices and potentially host convenings as well.

Presenters

Michael Lesiecki – So that's a bit about the CCTA. Let introduce our presenters to you today. I'm on the left there, that's me, Mike. Let me tell you my credentials in the TAA world. You're going to laugh. I was an unsuccessful round one submit "T" maybe that was the best thing that ever happened to me was not being successful in round one. That's a joke; I know a lot of you TAA grantees are smiling at that. So that's my little joke for today. Also, joining us is Dr. Frock. Gemma's vice president of Education and Training at Aiken Technical College and she has a round four tech grant. Gemma would you say hello to the audience just so we can do a double check on your audio?

Gemma Frock – Thank you, Mike. And it's good to be here this afternoon.

Michael Lesiecki – Good, Gem, you sound just great. Also joining us is Pam Silvers. Pam is the P.I. of an NSF ATE grant, and Pam, am I correct, this is your second ATE project grant?

Pam Silvers – Yes, it is. We just got this one funded on July first

Michael Lesiecki – Excellent, and your audio sounds particularly good. Anthony, thank you for joining us today. You're in that multimedia, screaming world of high-impact videos, and we certainly welcome you today.

Anthony Manupelli – I'm happy to be here, Mike. Thank you.

Michael Lesiecki – Good, thank you very much for joining us. I know you've had a lot of experience in the ATE world as well as other types of grants as well. So folks we've introduce our presenters to you, I want to ask you in term if you would tell us a little bit about each of you.

Poll #1: Your Affiliation

Michael Lesiecki – So on the next slide here, here's a poll. Now if I can get this right, I'm going to launch this poll and then you'll see a radio button that will allow you to respond. Okay and here we go. So on the screen, please choose one of those radio buttons that says you're involved with an NSF grant; you're

involved with a TAACCCT grant, both or neither. So go ahead, I see, oh, there's lots of responses streaming in. You probably know the answer to this; it's not a difficult question so I'll just give you another ten or eleven seconds to do this. Okay, I can see that the majority, the vast majority of people have voted. I'm going to close the poll. And now I'm going to share the results of that poll. So that's fascinating, the largest fraction of our group, fifty-five percent that you see there, is involved in the Department of Labor side. The eighteen percent with NSF. Interestingly, ten percent of us have both of those things. I don't know whether to be happy or sad for you. And some of us are hoping to get into this world, right? Eighteen percent would like to consider getting involved with a TAACCCT grant or a Labor grant. I'm going to close these results now and go right back to the slide show. There we go.

Aiken Technical College Veterans to Careers

Michael Lesiecki – It's my pleasure now to invite back Dr. Frock, who's going to talk about her Veterans to Careers initiative.

Organizations and Strategies to Connect with Veterans

Michael Lesiecki – Go ahead Gem, I've got your first slide up there.

Gemma Frock – Thank you! Good afternoon everyone, again, as Mike has introduced, I'm Gemma Frock, and I have a round for TAACCCT grants. And I will be walking through this afternoon a number of the organizations and strategies we have collectively developed with each other in order to support our veterans returning to education or the workforce. Next side, slide, please.

Joint Efforts & Relationships: Community & Economic Relations

Gemma Frock – One of the things that we have found early on is that joint efforts and strong relationships are essential in serving any segment of our population, but with the veterans, we chose to reach out to other social service agencies as well as economic development agencies and manufacturers so that we could develop a holistic approach and framework for not only recruiting our veterans to our programs, but also providing them wraparound services to assist them not only with their transition into the educational setting, but also with their transitioning into the ex-military life. And through that we do joint presentations as well as it really helps when your manufacturers as well as your economic development agencies help the benefits for hiring veterans within their workplaces. Next slide please.

Connections Military Installations

Gemma Frock – The connections to the military installations, if you have a military installations near you or an Army National Guard or such, there are a number of internal agencies within their own framework of the services that are wonderful to connect with. Every soldier or service member that is either choosing to retire from the military or ETS'ing meaning their leaving after one term or two terms of active-duty service. They go through a military transition framework that includes presentation as well as the systems with even if they're locating to another state. It's great to connect with them. Secondly, under the President Obama's era, the veteran services have created career service programs that you can develop in collaboration with the military installation in order to provide a short-term certificate not to exceed 15 credit hours that service members that are planning to leave can enter up to six months prior to their final active-duty date; also, understanding the military occupational specialty codes and the crosswalk; also, help with connecting to veterans, especially if your college or organization permits exemption credit or advance standing; and lastly, but certainly not least is the army continuing education system. They also do many processing briefings to active duty service members, and it's great to connect with them and become collaboration with them in terms of the educational courses and so forth that they offer on campus. Next slide, please.

Social Service Agencies

Gemma Frock – Our TAACCCT grant did include number of relationships with our local surface, social service agencies, and what we did was leverage their resources to extend the surfaces for the grant that we did receive. And part of that of course, was partnering with our local Workforce Investment Board with the various social community agencies in the community such as goodwill, such as American Red Cross in and other church base agencies to provide the assistance with the wraparound services that a college may not be able to provide. We also do joint outreach with them as well as various partnerships and you'll see on this slide happens to be the brochure that we created to help provide them with information on what the tower program is that we started through our TACCCT brand. Next slide please.

Veteran Support and Services

Gemma Frock – That veterans service agencies in most communities now have grown in both depth as well with breath, and they are absolutely essential in being able to speak that language because most veterans support agencies do provide services through retired or in service members who have retired or have left the military Armed Services. In Aiken and the Augusta area, which is, those of you who know where Aiken is, it's on the Savannah River borders the Georgia and South Carolina states. And we have a local agency that was created that's called the Augusta Warrior Project. They have offices both in Augusta as well as Aiken, and they provide additional services and seek out those veterans that have retired or in the community that need assistance. Whether they need assistance with transportation, housing and so forth that takes care of those lower Maslow's needs while we then contend to their educational benefits and work with them to increase their knowledges so they can achieve a better job. The accelerated in veterans education transition program was started by Aiken Technical College in collaboration with the Augusta Warrior Project. What that program does, offered through the college, is to provide veterans or service members who have left the army, Air Force or so forth with the opportunity to increase their funded, foundational skills so they are not using their educational benefit to be in developmental classes. We run this in a boot style format, and it has been very successful. This way we can move our veterans' right into our English 101 or math 101 program. It has worked very well, we are now in our third year, and it is has been phenomenal in aiding us in recruiting veterans to our educational programs. Next slide, please.

Veteran Support and Services

Gemma Frock – The other things that Aiken Technical College has done this has not been under the TAACCCT grant, but these are things that have come about because of our outreach to veteran is we have created a Veterans to Careers program and this goes back to the relationships we have built with many of our local employers as well as the University of South Carolina Aiken and the Aiken Warrior Project. We have created a program with employers will commit to hiring any of our veteran students for a minimum of 20 hours per week at a minimum of \$12 per hour while they are enrolled in college. A lot of individuals assume that the benefits a veteran receives are more than enough to enable them to live and not have to worry about where the next dollar comes for their food or care for their children and that's just not the case. This 20 hour week job enables those veterans to maintain that 12 to 15 semester hour load without worrying about how they're going to support their families. We also recognize that veterans are used to the comradery, brotherhood or sisterhood that they have developed through their service to our country. And so, we have created a special veterans student organization on campus that is led by any of our faculty members that they themselves have veterans experience, I mean military experience. And last, but not least, the veteran's student organization one of the places that they could meet, swap war stories or what not that they may have to have that feeling of closeness

again. So we have created a special veteran's lounge and help center. That picture you see there happens to be one of our A Vets class. Next slide, please.

Individuals Safely Training to Achieve Climber Credentials

Gemma Frock – So all of this has led Aiken Technical College to compete for a round four, which we were very thrilled to be awarded in October of this past year. And our grant is called Individuals Safely Training to Achieve Climber Credentials. Next slide, please.

iSTACC Grant

Gemma Frock – The grant is geared towards increasing opportunities for veterans to earn college credit, but most importantly to gain a first step credential that will enable them to be hired by any telecommunication company within the United States or if they're all over the world. And they can get their entry-level position that will help them gain a position starting in the realm with seventeen dollars an hour. So some companies do pay much more than that, but it gets them their industry-recognized credentials and enables them to grow through their associate's degree on the job by taken the next three credentials, which we'll talk about that will be online. Next slide, please.

iSTACC Grant: Associate of Applied Science in Telecommunication

Gemma Frock – As I said, it is a stackable credentialled AAS degree. It is built in industry-recognized certifications; also, we are working with at least four-year colleges to articulate our two-year associate degree into a Bachelor of Science degree at a number of institutions. That tower that you see to the right happens to be our students that are on a climbing exercise on an external self-support tower. Next slide, please.

Telecommunications: Stackable Credentials Leading to an Associate Degree

Gemma Frock – This slide gives you an example of what the stackable credentials will look like. Aiken Technical College already had the first one in blue developed before we applied for the grant. So the grant is enabling us to expand this first certificate into the associate degree and providing us the resources for it to be delivered online. This was very important to us because most veterans are either underemployed or unemployed citizens. Their goal is to get a job, but our goal was to help them not only gain a meaningful employment, but most importantly continue in their career path within that sector with advancing education to help them gain higher level position. So the three, the three credentials in beige are in the process of being developed. The first, the second certificate will be offered online starting this coming spring, and then, likewise, we'll execute the next one in fall, and the final one will be done by the next spring of 17. The credentials automatically embed recognized certifications like OSHA ten, Rigging, Climbing, First Aid CPR and the other certificates that the industry would like them to have. Next slide, please.

iSTACC Grant: Distance Learning and Support...

Gemma Frock – The most important thing for the grant was the support of the distance learning and other opportunities for support that we were able to embed, and those are coming from our social service agencies, but also within the grant. We were able to add a resource for student support because we all know that if you leave college and you're taking classes online life can get in the way even more so than if you are a student on campus. So our student support coach tracks these students, works with them and if sees that they're inactive, they will probe them or find out what's going on. If there is a concept or something there they're just missing or if the need extra coaching they will have. We also have a specific recruiter that works with not only our community, but also our military installations and also works in placing our students. As of today, we have completed and graduated about 110 of our

students, and most of them have gone on for employment and some have decided already that they were going to move into the network safe systems of telecommunications. So they have gone on to enroll into College's Network degree program. Next slide, please.

iSTACC Grant: Embedded foundation...

Gemma Frock – Why we, one of the reasons we are, I believe we are, successful is the first certificate as you know we had the A Vets program. So we do not require the veterans, our service members that have left to take the compass exam. What we do is go ahead and admit them, and what we have done is embedded the foundational knowledges that they need to be successful with the content in that first certificate. And yes, we do have some physics; we have some math; we have some engineering and other concepts built in. We never use the word “geometry” or things that might frighten them because they feel, “Well, I’ve never had geometry.” Our instructors have done a tremendous job of embedding case studies and problem-based scenarios that leverage these concepts. We also have a very strong coordination with a telecommunication companies who give us current information so that we can lead into problems or case studies within our coursework. Our next phase is that we’re hoping that the companies we place our students with, we can move them into an apprenticeship to also help them while they’re on the job. Next slide, please.

iSTACC is...

Gemma Frock – So in a nutshell, we believe iSTACC is a pathway not only to a job, but most importantly a pathway to a telecommunications career. But it is also a pathway for student employees to gain an education and gain the credits that they would need for the experiences they already have. And this also true for any of our military or our retirees that have worked in MOS, Military Occupation Specialty in their Armed Services that are very similar to the civilian world. Next slide, please.

Take A Ways

Gemma Frock – The takeaways that I would like you to think about as you process through this later after the session is how to leverage the resources in your community. Strategically select and build those relationships that will most help you as an organization; and seek out other veterans support agencies and leverage their funding as well. Next slide, please.

More Takeaways

Gemma Frock – One of the most valuable lesson that we learned at Aiken Technical College is not to assume a veteran is college ready. We often think they’ve been out there; they’ve been doing tremendous work for our country. We think that they are mature, they’re adults and they have all those skill sets that we would like our normal college population to have when they come in the door. A veteran is not different than that population that we receive. Many of them are underprepared for college. Many of them don’t know how to mix into a college campus because of their service they’ve had in Iraq or Afghanistan. They have a set of experiences very unlike our students, and so sometimes they feel very misplaced with our regular college students. And lastly, but not and most importantly from my perspective is to respect their knowledge, their rank and the responsibilities they’ve held. That is a way to meet them of where they were and then bridge them into your campus. Thank you.

Michael Lesiecki – You know, Gemma, just a fascinating presentation, especially going into all the details that you did about approaching this population. And in fact, that’s the one of the questions that’s come from our participants online. I’ll read it to you, do you then, since you have these, this assumption, right here on the screen, don’t assume a veteran is college ready. So do you provide a separate orientation for vets attending college and is it mandatory? If you do.

Gemma Frock – Well, that’s an excellent question, and yes, we do. We run a very special orientation for veterans. It is not mandatory, but we usually have 90 plus percent of all the veterans enrolled on campus, and their family member attend that orientation. It is led by our veteran’s service. We also have the individuals there to answer other questions they may have on college. Very good question, and yes, but we did not have it at the beginning. We added that.

Michael Lesiecki – Good. Good answer there. And thank you folks for that question. A number of questions that have come in through that question window and we’re responding them to as we can with the time we have. Here’s one for you, Gemma, in the TAA world, those of us involved with it know that there’s often restrictions on the spending categories you can use. Have you run into to that with these veterans? You know, you can’t do everything, you’re not allowed to do everything. Are there workarounds? What’s your, been your experience there?

Gemma Frock – That is correct and there are many things that we provide through the TAACCCT grant that was developed prior to with the partners. Having been engaged in as a partner in another TAACCCT grant, I was very familiar about the dos and don’ts. So we worked very hard prior to writing the fourth grant to make sure that those services we wanted to provide we already had developed the collaborative partnership. So we knew that what we wanted the grant to cover was to help us put it all online and to provide the support to recruit in place and then the other elements we received was for some equipment and that is also very restrictive. The marketing is restrictive so that’s where the other veteran service organizations, the unemployment offices have come in greatly, because they have stepped in and while they receive a small stipend for our grant, it does not cover all the services because they get other federal or state funding to support us.

Michael Lesiecki – That’s a good response. Here’s a follow-on question, another one, you can tell people are interested in this area. They like your idea of doing that 20 hours a week as paid for vets. Where does that money come from? Is that TAACCCT money used for that 20 hours a week?

Gemma Frock – Great question, it comes from the industry. They hope, they hire these individuals out of their budget from their bottom line because we count what it is the value to hire a veteran. They won’t withstand teamwork; they know what it means showing up on time at eight o’clock doesn’t mean your alarm is being set at eight o’clock. So it’s their values and that’s where our economic partnership and our manufacturing council, they really have clamored to hire these veteran students. It does not come from TAACCCT.

Michael Lesiecki – All right. I can see people saying, “Ah ha,” online. One of our presenters, Anthony, got his hand raised. Anthony do you have a question for Gemma?

Anthony Manupelli – I do. Do you have a mechanism in place to assess the skills the vets have, and also, to identify which skills they may need?

Gemma Frock – Yes, we do. One of the embedded substance we use is WorkKeys. WorkKeys does not give us their, how they will respond in an educational framework as a Test for Adult Basic Ed does, but it does tell us their strengths as it applies to apply technology applies math, reading, locating information which helps us greatly.

Questions?

Gemma Frock – And secondly, we also look at their MOS – what they had in the military. So in other words, if we had someone that was a climber in the industry and they want to go into network system, we automatically know that they had very little computer skills. So we do that and that's partly done through our advising when we recruit them, but it's also done through that orientation.

Michael Lesiecki – Excellent, thank you, Gemma for that. Last question on the time we have, another one from the audience. You have a recommend; we have two so I'm going to sort of synthesize them. You have recommendations for approaching the military for recruitment? I mean, who do you call? Where do you start? How do you get yourself into the services to do this recruiting? I mean, is just connections you have or do you look in the phonebook. How do you do it?

Gemma Frock – That's not quite an easy question, but my first response would be if you have a military installation in your community, I guarantee you have someone in your college or that you may or may not know that already has connections that would be my first recommendation. My second recommendation is to not reach out to the provost or the commander of the post because you want to reach out to the education service director under ACE's that would be in the on the website for that military installation, and secondly, would reach out to the transition services officer. Those would be my first recommendations.

Michael Lesiecki – Good response. Okay so now you can take a breath, Gemma, from all that talking and responding quickly to the questions. Folks we're going to translate or transfer to our next presenter, Pam.

Strategies for Connecting With and Recruiting Females

Michael Lesiecki –Pam Silvers is going to talk about a different population similar in some ways, but how do you recruit and what are your strategies for connecting and recruiting females. Go ahead Pam.

Underlying Facts

Pam Silvers – Thank you all very much for attending today. And as we got our grant in 2012, we started looking at why did we not have enough women in our STEM programs and we found that there were two underlying facts. First of all, women do not see themselves in STEM professions. When they look at the pictures, when they look at everyone, they see males in those professions. And the other is, is that when people do marketing for STEM professions they often are talking about what salary you can earn; what the job potential is and what technologies you are using. These items appeal to males, and you're going to get more male students when you talk about it. But if we wanted to recruit more women, we had to look at what skills appealed to women, and how do we market them. Next.

Skills that Appeal

Pam Silvers – In our research, we found that women careers are based on three things: one, they want to help others, two, they want to work in teams; and three, they want to solve problems. If you ask many young women either going to be a nurse, doctor or a veterinarian, it's because they want to help others. However, if you ask our employers and STEM programs what skills do you want for graduates? They will also say that they want people who can help others work in teams and solve problems. So we had to work at closing that disconnect between the professions. So we started out with a marketing theme, next...

Marketing Materials: Theme – Picture Yourself

Pam Silvers – And when our committee got together and talked about what we could do, we said, well women aren't picturing themselves in the career. So we started our entire campaign and all of our marketing materials have the link to picture yourself in the profession. And we did this in our display board, in posters, in bulletin boards and in bookmarks. Right now, I'm going to show you briefly what we did for each of the items, next.

Picture Yourself in Technology

Pam Silvers – When we go out to any setups for career fairs; when we go and talk to the employers; even here on our campus in the lobby, we have a display board that as you can see says, "Picture Yourself in Technology." What you cannot see really well on this picture is where the bases are for the three women there's a mirror. So that when students are coming up or potential students, they're looking and seeing their face in this career. Underneath each of those pictures, it has picture yourself helping others working in teams and solving problems. On the left side of the poster, we do include the information that these jobs are in demand, that they pay higher salary and that the growth potential is really great. So we don't ignore that it's just not our primary part of the presentation, next.

Poster

Pam Silvers – We also needed posters, both to give to the college and to post around campus, and also to high schools and to post at places like the YWCA. And so we included the Picture Yourself in Technology campaign, and these are printed out as 11x17 posters that people can use. And then, we also realized that a lot of women do not see themselves in a technology career. When you think about someone in a technology career you think of Bill Gates or Mark Zuckerberg or Steve Jobs. You don't instantly think of a woman. So we have the Picture Yourself in Technology career. Now some of these women are nationally known women and really recognized in their field. And we also realized our students might not connect with them so you'll notice on the second row in the middle is a local person who started a company that just was recently brought out for a large amount of money so people would recognize her name. We also include graduates on the poster, and so we just say, "Picture Yourself in a Technology Career...these women did." Next.

Notable People

Pam Silvers – Next. Okay, we posted around campus and when our building was built on our campus concluded bulletin boards in every classroom, and instructors at a college do not know how to decorate bulletin boards so we did up these posters that have notable people in technology. We used information that we had permission from STEMconnector to be able to use, and so we had something Sally Ride of a notable person in technology. Although if I think about my career, I would not be able to picture myself in that career especially as a non-traditional student, so, next.

Notable WNC People in Technology

Pam Silvers – We also included local people in Asheville. Jenny Greer has a technology degree, she was interviewed and what she did with her technology career. However, a lot of our students are returning students so even looking at getting a bachelor's degree or continuing the education is hard so, next.

Notable Graduates

Pam Silvers – Pam Silvers – And go ahead and click the next button here too. We included notable graduates from A-B Tech. And so both of these women are students who came after losing jobs for plant shutdowns. Both of them only have their associate's degree, and both of them got what are considered really good jobs in the Asheville area. So this is something our students could picture themselves and

relate to. You also notice on these posters, we don't say, "Notable women from A-B Tech." We say, "Notable Graduates from A-B Tech." Our study show that enrollment does increase. Although, we significantly increased female enrollment in the identified programs with the grant, we also increased male enrollment. So this did not turn off men, it just also attracted women, next.

Bookmarks

Pam Silvers – The other part that we had, is we wanted takeaways when we went out to events, and we, first of all, thought about a flier, but if you look at fliers after events they're on the floor, there in the trash can. So we wanted something people would take home with them and so we did the bookmarks. And each of our programs that were targeted for the grant have on the front a Picture Yourself. For example, on the left side is computer information technology and it says, "Working in teams," "Finding solutions," "Heling Others." On the backside, we once again repeat the salary information and the job potential so people can see that that's there. It's just not our main marketing point, next.

Recruiting

Pam Silvers – After we created our marketing materials, the next job was to go out and look at recruiting students.

Determine what YOUR goal is

Pam Silvers – How were we going to recruit more students and get more of them in our program? As you start recruiting students you have to determine what your goal is, if it is career awareness or if it is recruiting, and a lot of times people mistake events that they're doing career awareness as recruiting events. For example, next.

Career Awareness

Pam Silvers – If you go to a middle school career day, it is really great marketing; it is really great to let young people know what career opportunities are, but that is a career awareness. It is not a recruiting event. If you are recruiting students, you need to be talking to people who will start your college, you know, in the next six months to a year. And so, a lot of times, people put a lot of investment on middle school career days even, early high school events and then they go, "Why haven't our enrollment increased." You might be raising the level for all people, ultimately that will have all women, but not instantly. We have something on our campus called ESTEAM and it is for seventh-grade girls one day, and seventh grade boys the next. And we participate in it; we talk about careers and STEM. And it is a great PR event. Often we get featured in the newspaper; we get television time so it's a great public relations event, but it isn't going to give us more students. The same as we participate in some women in history month events at the area schools. Once again, really good career awareness events, but they're not going to change our numbers. Instead, we have found that we have to go where the students are, next.

Recruiting: Go Where the Students ARE

Pam Silvers – When we looked, we wanted to look for students who possibly could be ready to enroll at our college next day. On our campus, we have something that is called an ASPIRE program, and you might have something similar. ASPIRE for us is for displaced workers of lost jobs and a lot of times are receiving WIA support and they're required to attend the class so they're predominantly women. Go and talk to those students, they'll usually have funding to be able to attend our college. They're required to be attending school, and they're really interested in getting jobs that they can help others, but they also want to know that they can support their family and create a career. An example of this is I went and talk to the program and there was a student there who, when I asked what she wanted to do, her

goal was to be able to get a job as a clerk at a hotel. Her mother cleaned the rooms; she was hoping that she would get a counter job. I talked to her and she decided to come to our college and major in computer technologies. She's now about seven classes from graduating has almost a 4.0 average, and she never pictured herself in a technology where until I can and talked to their group. We also talked to GED students, once again, the GED program is held on our campus, and the students are often ready to take the next step to becoming a fulltime student at A-B Tech, and so, we are able to recruit them. We offer Innovative Expo for high school teachers in the summer semester to make them aware of our program and the potential for their students, and we give them material to send home. And some of the materials are for them to send home to the parents of potential students. I also go and talk to our JobLink program, a lot of the people there are not aware of the programs that are offered at our college. I take a lot of my cards, we get a lot of referrals, and I get a lot of students who say, "Well, this person gave the card, can I come and talk to you about your programs?" The same respect our college has approximately 7500 curriculum students. So the people in our Student Services do career counseling are not aware of all the programs on our campus; what the major skills are that employers want; and how they can make use of it. So we go to a lot, I go to a lot of Student Services meetings. I talked to the people and provide them information specifically about what our programs offer, and how we can help students achieve their potential, next.

Resources

Pam Silvers – When we got our grant, three years ago the original one, we found it was really important that we did not try to reinvent the wheel. A lot of people are doing some amazing things for recruiting more women into STEM programs, and I wanted to give a shout out to NCWIT, which is a National Center for Women in Information Technology and the IWITTS, Institute for Women in Trades, Technology and Science. Both of them have provided great resources as for as training time, free webinars and free materials. So if you're looking for a really great place to start, I'd really recommend both of these websites for it, next.

Questions?

Michael Lesiecki – You know, Pam

Pam Silvers – We're ready for questions.

Michael Lesiecki – Yes we are, and there's a several in them questions that have come in as you could imagine, Pam. Here's the first one, you mentioned you, these efforts have significantly increased your field, female enrollment. People are wondering what does that mean. What is significantly mean?

Pam Silvers – Okay. For us, I guess this was amazing change. We started with the grant when we wrote it up; we had 39 women in our identified programs. After two years we went up to 75 women, which was an increase from 12 to 19 percent because we also increased male enrollment.

Michael Lesiecki – Now, I think most of us would agree that's significant, right? You saw an absolute number increase as well as a pretty substantial percentage overall the program increase. I know there's still a way to go right? Nineteen percent, you have a target? You want to keep doing that every year? You want to go up by that much every year?

Pam Silvers – Ideally, I want to be happy when we're at fifty percent for the enrollment.

Michael Lesiecki – Yes, yes.

Pam Silvers – Study show, yes, but studies do show that if you reach approximately thirty percent to thirty-three percent, it becomes kind of self-sustaining that women don't proceed themselves as being in a minority in the class and even the perception by everyone is that you're more balanced. So if I can get up to over thirty percent in our programs, it will feel like, it will kind of sustain itself.

Michael Lesiecki – Well that's a good response. Here's a question, several people asked this. Again, I'll reframe this, I'll read the question, do you, you do any other things for current students other than the posters and campus awareness, and sort of a corollary, one person said there doesn't seem to be a lot of emphasis on social media here. So maybe can you address that, how your approaches have worked? How you, what you do beyond posters in campus awareness and what do you think about social media?

Pam Silvers – Okay, and I will tell you that we were here initially talking about the recruiting. Once we students within our grant, we have an emphasis and do problem-based learning in the classroom with an emphasis of designing problems that appeal to all students. We have a women in technology group on campus that includes an ambassador program for the current women to help us through the recruiting efforts and to provide support for each other. We have much like they were talking about a BetNetCafé at Gemma...

Michael Lesiecki – Yes

Pam Silvers – ...We are starting this fall a women in technology stop-in point once a week that women can come in. Just started it this week so I don't have the results, and we also do have a Facebook presence, a website and have really done I guess Facebook and a website for the current students.

Michael Lesiecki – Okay.

Pam Silvers – That's another seminar conference topic, I think.

Michael Lesiecki – Sure. Gem, I see you have your hand raised. Do you have a question for Pam?

Gemma Frock – Yes, I do. Pam, I know how important it is to have role models for women, but a lot of these STEM careers are still heavily populated with males. Do you bring any men in to talk about how they could serve as role models and discuss what types of skills and strengths they need to really work on to succeed in an upward mobility?

Pam Silvers – Yes, we do. Some of our mentors are males and NCWIT has a really great ten ways brochure called 10 Ways to be A Male Advocate for Women in STEM. And so, we share that with our males, and we once again look at how can we nurture people no matter what. So we do have male role models, and we also do have the talk of, you know, here's what men can do to help be supportive, and also a male perspective of how a woman could succeed.

Michael Lesiecki – Good. Lovely answer. Thank you for that question, Gemma. You know folks; we're perfectly on time as we move into our final section. I'm going to advance the slide and invite Anthony to tell us about his fascinating initiative on bilingual videos.

ATE TV: Bilingual Videos – Anthony Manupelli: Pellet Productions

Anthony Manupelli – Thank you, Mike. Before I begin and right off the bat, I would like to apologize. I'm from Boston so I talk fast, and I sound funny, but I'll make my best effort to slow it down for you. All right...

Michael Lesiecki – We'll, we'll put up with you somehow. Yeah, okay

Anthony Manupelli – (laugh) Well, I'm one of the producers, I'm sorry; I'm one of the producers of the ATE TV video series of Pellet Productions. And Pellet, prior to Pellet, I was a staff producer at the Boston PBS affiliate, WGBH for 11 years. In fact, at our smaller group over at Pellet all 12 of us come from PBS, and we're committed to producing high quality educational media. And we have been producing recruitment instructional and professional development videos for the AP community since the late ninety's. So today, what I want to talk about is these ATE TV video series, bilingual video series and our soon to be available video customization tool.

ATE TV

Anthony Manupelli – ATE TV was launched in 2009, and it's a free online resource that has over 200 videos with new videos featured every Monday that anyone can use for student recruitment. So educators, students, parents, school counselors and others, they visit the site or its YouTube channel to learn about technician education opportunities, preparations, workforce development in real world careers. In addition, many organizations take these videos, they embed them directly into their websites, and they use the series to educate the public on technician education. We've also seen in the past few years that a lot cable access stations are using the videos across the country. In fact, currently, 113 cable access stations in 42 states are airing these videos, these ATE TV videos; and more than 300 colleges and organizations have requested or downloaded the videos from the website or FTP site for use in whatever venue they see fit. The, this series and video have been shot in colleges and industry from across the country, and they feature an incredibly diverse range of students and participants. From the traditional student to the grandfather returning to school and from females and engineering to deaf students, the site has a lot of video to offer, and the best part, it's all free. Okay, it's all funded by the National Science Foundation. And we learn that videos is a great way to engage in our audience and show them what technician education looks like and the incredible career opportunities available. Next slide, please.

ATE TV: Bilingual Videos

Anthony Manupelli – So to date, all of our ATE TV video segments are available in English only. And through our research and development on this project, on this bilingual series project, we learned that Spanish subtitles on the current English language videos would not work for our targeted audience. The target audience wanted to see their peers within their, within these videos speaking their native language that was so very important. And we found that from not only our research with the target audience, but with the colleges and high school counselors. So this new series is what we call an origination and not a revision of what we already have. And so, so this is why and through our research, we found that there are a lot of cultural differences for example that we needed to address within this series. So we learned that Hispanic and Latino students for example involve their families when making decisions about their educational careers. And according to a Pew Hispanic survey study seventy-nine percent of Latino parents surveyed stated that they quote unquote had a lot of influence over their child's education. So that's an important design element of this series that we don't currently have in the English language series. So what we wanted to do is make sure that these videos appeal not only to the students, but to their families. We also learned that religion in school and workplace proximity are important in the decision-making process. So taking all these elements together they're going to be

featured in this new series that will showcase and be aimed at Hispanic and Latino audiences. Thirty of the videos are going to feature profiles of Hispanic and Latino students of all ages and all backgrounds in technologically, technology programs across the country. And then, another six videos of this thirty-six series library will be aimed at families to help them understand these types of educational pathways and their value. It's going to show the core opportunities and provide a more general look at STEM and workforce development. Now most of the production, the past eighteen months we've been videotaping these profiles and visiting industry. So currently, we were production or editing on this series. Next slide, please.

ATE TV Bilingual Videos

Anthony Manupelli – So here's what we hope to accomplish, these videos will help potential students and their families discover how to research two or four-year colleges and universities offering technology programs. It's going to help them discover the educational requirements and the skills they need for specific technician careers. These videos will develop a knowledge of what it's like to work as a technician, and the viewers will become familiar with typical employee expectations and earning potentials. The series is also going to develop an awareness of issues facing students and how the colleges and community organizations can provide support to ensure student success. And we also hope it's going to develop an understanding of the high school prep required to succeed in STEM programs and colleges. Next slide, please.

ATE TV Bilingual Videos

Anthony Manupelli – This series like all other work is being produced by Pellet in collaboration with nationally recognized advisors and content experts, education partners and program evaluators. So we have a national advisory board which is made up of ATE instructors and industry representatives and they guide us throughout the production process and assess our progress all along the way. In addition, educational partners who have established relationships within the Hispanic and Latino communities, they helped us identify and provided access to participants for inclusion in this series. We have an external evaluator and they assess the extent to which of these bilingual videos are going to change student perception of technical careers and technical education, and we're also looking at if these videos are a catalyst to enrollment. Throughout post-production, we also conduct internal focus groups with our target audience to ensure we're producing content that resonates with them. Next slide, please.

ATE TV Bilingual Videos

Anthony Manupelli – So this series that the ATE TV bilingual series of videos, this is going to be disseminated through a variety of channels or platforms. You'll be able to watch the videos on the site which is ATETV.org, or on the ATE TV YouTube channel, on Vimeo and through iTunes. The series of videos is going to be available for download via teachingtechnicians.org. In addition, we will offer high quality HD videos suitable for broadcast or other use such as PowerPoint and those can be downloaded at no cost and without copyright infringement for use in all media, worldwide in perpetuity. And we usually offer those through an FTP site or some people actually send us a drive where we clone the media and ship it back. A future enhancement to all of this work is that we are currently working on a customization tool, and this is going to allow users to create their videos using the ATE TV footage. So all of our video content is currently being organized and tagged by topic of interest, discipline, school, location, groups for example, females. And then, users will be able to string together video sequences using what we like to call Micro-content and you'll string this together to produce your own unique branded video, which you can label and put in our own on-screen identification and caption files and music. And that's what I have for you today. That's kind of the big picture. If you have any questions or

need any guide in searching our videos, or if you have story that we should consider for inclusion in any of our videos, my email address will be included on one of these slides. And if you're interested in being an alpha or beta tester on a customization tool, or if you'd even like to see a preview of some of our bilingual videos just shoot me an email. Thank you.

Michael Lesiecki – Anthony, we already had several people raise their hands to take you up on your offer of that customization tool. You know, it's just sort of stunning if you think about it, how these grant funds, both from the NSF and DOL, can provide this level of resources, I mean, one of the people in the chat window said, "Did he say free, unrestricted in perpetuity," if I got that right, did you really say that for the use of these videos?

Anthony Manupelli – That is correct so all of these videos are for use, again, worldwide rights in perpetuity with no copyright infringement. And so, Michael, we also offer the raw footage which would have the complete interviews and all of our interviews have been transcribed. So not only do you have the footage, you have the transcriptions because people may will hold bites from the transcripts for inclusion and print materials. So we have an incredible resource here that's available at no cost.

Michael Lesiecki – Interesting, Pam is got, one of our presenters, Pam has got her hand raised. Pam, do you have question for Anthony?

Pam Silvers – Yes, Anthony. I am so excited about the availability of this because producing videos is something we were not able to do with our grant. If I wanted to get some videos to use now which of the sites that you recommended or had on your slide would you say would be a good starting point for me?

Anthony Manupelli – What I would, if you go to ATETV.org there's a search tool, right, it says search videos right on the homepage, and they'll give you a good tool to search some of the videos. I also suggest if you go to the YouTube channel, the database built into the YouTube, we have all the videos tagged that's another good search tool. And then, finally if you'd like to download video without working through us, you can go to the Vimeo channel, and Vimeo allows for download.

Michael Lesiecki – Interesting, good response there, Anthony. You know, some of us, I have to admit and I'm a bit naïve about video production and the amount of time it takes. Let's suppose I invite you to my campus and I say okay, Anthony, what should I do, sat aside an hour for this shoot or how much time what I need here?

Anthony Manupelli – So Mike, when we take on a shoot, I'll walk you through the process, and I'll try to keep this under a minute.

Michael Lesiecki – Okay.

Anthony Manupelli – Each of it, each video takes about 61 hours to produce and that's done over the course of anything between three months and six months. And each video goes through what we call discovery so that's when we get an idea. When the idea gets promoted it moves into development; the development stage we flesh out the idea and ensuring it meets the goals of the project, and then from there we go into pre-production, which is formal research on the piece, that's when we're identifying participants for inclusion. We conduct phone interviews, we sometimes do site visits. Then we go on to the shoot and each shoot day is typically 10 to 14 hours. We bring everything back into the edit room for

post-production where everything is transcribed. We have video screeners, the scripting begins and then editing. The videos then go into testing and evaluation because a project like this has the internal group then it has educational partners. It has an advisory board, it has the ATE panel, and then, it has external evaluators in addition to the focus groups we conduct internally. Then, it gets delivered; it gets disseminated and then, we support it. And “support it” means, we help people download it; insert it into a PowerPoint presentation, and sometimes the captioning needs to be updated. So a video is really never done, but that kind of gives you a big picture of what’s involved in creating a video.

Michael Lesiecki – It does, it’s actually much more extensive than I thought. So thank you for that response. One last question for you even though I got several here. This one I think is interesting, “Be honest Anthony,” that’s the way it starts, “should I engage my student video people,” you know students that are in the video program at their college, “to shoot something like this” is it worth it could they do it? Any recommendations there?

Anthony Manupelli – They can definitely do it, and if you would like, we can help coach them along the way. We can give them the conceptual framework of producing high-quality content. Today, everyone with an iPhone and iMovie, they’re producing content and you can see it on YouTube, but how do you rise above the noise. And you rise above the noise by having high-quality content. So content is king, distribution is queen, high-quality content with good audio, good video and with data-driven decision makers, everything, every frame that goes into that video has been tested and it’s really kind of systematically put together. And we can help you do that.

Michael Lesiecki – That’s a great offer, your email is going to come up on the slide here. I hope you don’t get too many bombarded. Well, maybe, I do hope you’ll get it. I’m going to write that down, Anthony, distribute, content is king, distribution is queen. Good point in today’s multimedia world. Folks, you’ve seen a whole series of interesting free resources today. One quick question for Pam. Pam, you had those bookmarks and posters and things like that. If somebody asked you for the, you know, for the sources of those maybe for the Adobe InDesign files or whatever that they could modify easily, would you be willing to send them? That they could customize for their own purposes.

Pam Silvers – I’ll tell you right now with our grant, I just talked to our person who is doing the development, and she’s working at creating a template that we can then send and people could create a merge file to personalize them. So that isn’t developed yet, right now I would be sending them a PDF file, but...

Michael Lesiecki – Okay

Pam Silvers – ...if they send me the information if they’d be willing to pilot it, we will have that available.

Michael Lesiecki – Nice.

Pam Silvers – Within the next month.

Michael Lesiecki – Nice. Final question for our panelists, back to you Gemma. Is your TIA stuff, all that veteran climbing things is that available yet on the open educational resource site that TAACCCT grantees use or your plans for putting it there?

Gemma Frock – Mike, it's not completed yet, but once it is finished it will be out there on the shared site.

Questions

Michael Lesiecki – Perfect, that's what I was hoping you would say. Ladies and gentlemen, we're right at the conclusion of our webinar series.

Join Us – All Webinars 3 pm Eastern

Michael Lesiecki – Let me give you a quick pitch for two upcoming webinars, actually three. There's a two-parter in September and October that talk's about Effective Web Telecommunications and what they really mean is webinars and other ways of interacting with your internal or external groups.

Join Us – All Webinars 3 pm Eastern

Michael Lesiecki – So keep in mind that in mind and on November 19. Excuse me, I went too far. You'll see an interesting topic on Bridge Learning Communities. Many of them of you already know about that the City College of San Francisco and their bioscience, biotech area has a very effective long-running data, lots of data about it, about these bridge programs. Here's the things, remember you're going to be getting the slides and the, the what's its name, the recording of this, I'm sorry, but and this final slide.

Q&A and Contacts

Michael Lesiecki – You'll, you will see Pam, Gemma, Anthony's and of course my address here at the Maricopa system. So don't hesitate to contact us. We're likely to learn as much from you as you will from us by the interaction. Everyone that officially closes our webinar today. Let's give a hand you can do a little drum roll on your desks or you can just simply clap for our three presenters. Gemma, thank you very much, Pam and Anthony. I really appreciate your being part of this today. Just a very interesting webinar and also, I'm so impressed by those free resources. Thank you again folks, that's going to conclude the system today. One last thing, as we shut down there will be a short, and I mean really short survey that pops up on your screen that ask you to click a couple of buttons and give us a little feedback on today's event so that we can improve it as we go forward. So here we go CCTA that's the name of our initiative, CCTA. Forever, thank you for joining today. Goodbye everyone.