



Strategies for Transformative Change

OFFICE OF COMMUNITY COLLEGE RESEARCH AND LEADERSHIP

Transformative Change Initiative Overview

The Transformative Change Initiative (TCI) is dedicated to assisting community colleges to scale-up innovations that improve student outcomes and program, organization, and system performance.

Transformative Change Definition

TCI defines transformative change as follows: Raising the individual, organizational, and system performance of community colleges to unprecedented levels without sacrificing their historic commitment to access and equity.

BUILDING INTENTIONAL PARTNERSHIPS TO SUSTAIN STUDENT SUCCESS

Oregon CASE

Oregon CASE (Credentials, Acceleration, and Support for Employment) is a statewide consortium of all 17 Oregon community colleges, the Oregon Employment Department's Central Trade Act Unit (CTAU), and other public and community partners. All 36 Oregon counties are served, which comprise urban, suburban, rural, and frontier areas. The Round One TAACCCT grant funds five broad workforce sectors: Business and Management; Food and Natural Resources; Health Services; Human Resources; and Industrial and Engineering Systems, including manufacturing. To address the consortium's commitment to developing intentional partnerships to improve coordination with TAA representatives and other public workforce partners, TAA leadership has been a part of the CASE Management Team since the beginning.

The grant includes three "C" strategies:

- Enhance and expand **Career Pathways** as a vehicle to increase credential completion and accelerate time to completion
- Use **Career Coaches** to reduce barriers so that students enroll, persist, complete a credential and secure employment in a demand occupation; and
- Develop a standardized approach and system for granting **Credit for Prior Learning** for students and workers across the state, to support and accelerate certificate and credential completion.

TAA Liaison as Part of the Grant Management Team: The CASE Management Team collaborated with Oregon's Employment Department to hire a TAA liaison to the community colleges, to support improved processes and communication for TAA-eligible students participating in the programs of study. The liaison served as part of the CASE grant Management Team, which met weekly via conference calls, work sessions, and in quarterly face-to-face meetings with the 17 colleges. The liaison also provided regular on-site training to the colleges regarding TAA processes and requirements, provided feedback and information from the colleges to TAA staff, and fostered relationships between career coaches, student services staff, WIA, and TAA representatives.

Major Factors

- **Addressing System Challenges to Coordinated Services:** Between 2007 and 2011, Oregon had twice the rate of national TAA certifications nationally relative to its share of the U.S. population. Many of the positions lost were specific to the timber industry, and involved few transferable skills for the workers. Many workers lacked the skills for retraining for middle-skill jobs. The consortium members recognized that the colleges, TAA, and WIA needed to improve systems for communicating and sharing data to provide for optimum recruiting, referral, support, and tracking TAA-eligible students to the colleges. In addition, the community colleges system's limited-entry and traditional programs (fall start dates and limited capacity) were barriers to addressing the number of eligible workers. The TAA Liaison was selected to manage the coordinated effort, with the position funded by the grant and managed by the CTAU to create the shared investment. All colleges, along with TAA, expressed an interest in increasing communication, with the goal of recruiting more TAA-affected workers into skill enhancement and stackable credential programs, facilitating coordination and transparency between

multiple agencies, enhancing tracking mechanisms, and improving overall student success. Thus, the idea of the TAA liaison was born.

- **Interest in Sustainability:** From the onset of the grant, the consortium was committed to pursuing and sustaining Intergovernmental Agency Agreements (IGAs) between TAA and each community college in the state. With this goal in mind, the TAA Coordinator developed 17 independent IGAs between TAA and each of the community colleges. As a result of this early attention to sustainability, 13 of Oregon's 17 community colleges have sustainable IGAs in place, with 6 months left in the grant.

 credential acceleration and support for employment

By the Numbers: The CASE grant has served more than 4,700 students to date. TAA participants have comprised 6% of the population, or 284 students. This is one of the highest TAA participant rates for all TAACCCT grantees, nationally. TAA participants have earned 11,626 credits. 157 students have earned 303 credentials thus far. 56 are still in training. The TAA completion rate is 55% and the employment rate is 47%.

Outreach and Collaboration

To meet the shared interest in communication among partners and coordination of services to students, the TAA Liaison position focused on Outreach and Collaboration.

Outreach included:

- Establishing Point of Contact for all partners.
- Creating and sharing contact list with the community college service area.
- Marketing the CASE Grant and TAA.
- Encouraging outreach, leveraging services, and relationship building.
- Providing an overview of the TAA Program/Unit Process.

Collaboration included:

- Meeting with all 17 Community College grant teams once or more per term for three years.
 - Reviewing “What is New?”
 - Updating contact information.
- Providing a list of contact information for all TAA approved students currently enrolled.
- Reviewing concerns or issues.
- Sharing best practices or new ideas.

Strategy in Action: Career Coaches and Training Case Managers

Career Coaches provided services to individual TAA-eligible students including education planning, personalized support, job search skill training, along with access to internships, cooperative work experiences and other work-based learning opportunities. Additionally, TAA-eligible students receive support through TAA Training Case Managers. Career coaches served as a “single point of contact” at the colleges and helped TAA eligible workers navigate the college system and the TAA training case managers provided TAA related services and supports. This partnership provided multiple points of support for students. Many of these services will continue to be offered to TAA-eligible (and all) students as the colleges adopt intrusive advising models and enhanced student support services following the life of the grant.



The Oregon Employment Department Trade Adjustment Assistance (TAA) Unit, the local WIOA provider, and CASE collaborated to build a foundation of student support for this Oregon TAA approved student. After earning his AAS degree in Automotive, he is currently using his new skills with a local employer.

Strategy in Action: Rapid Response to Needs of TAA Eligible Students

A call center shut down on the rural Oregon Southern Coast with a potential of 285 affected workers. The Department of Labor certified the TAA petition in August 2013, two weeks before the start of fall term.

- The Community College provided computer labs for TAA Career Planning Workshops.
- WIA shared initial Rapid Response information including skill assessments.
- CASE grant staff assisted with cost breakdowns, term by term schedules, and course outline for workers interested in training fall 2013.
- TAA Training Case Managers were on site to facilitate workshops, review TAA Training plan proposals, and sign approvable plans with students.

Communication and coordination for these workshops included ALL partners. Within this short two-week period, all TAA-affected workers who were interested and in need of training were enrolled and approved for fall term. This process was replicated many times, over the life of the grant.

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