

# Developing Stakeholder Partnerships Internally and Externally for Successful Grants (Updated)

March 29, 2018

Michael Lesiecki - Good day everyone we're now at the top of the hour for the beginning of our webinar this webinar will be recorded today and you'll automatically get a link to the recording. Today our topic is *Developing Stakeholder Partnerships Internally and Externally for Successful Grants* and today is March 29, 2018. I'm your host for today's webinar Mike Lesiecki let me take you through some of the setup and information regarding this webinar.

## **Webinar Details**

Michael Lesiecki - Today you're going to be in listen-only mode using your computer or phone and there's a question window it's called the Q&A window on the right-hand side of your screen please use that to type in chat type of questions for our panelists and if you look at your name there is if you scan to the right there's a little hand icon there later on when we come to the Q&A period you can raise your hand and we'll go ahead and open an audio channel to you if you choose to ask a live question. Now this webinar is brought to you by the Centers Collaborative for Technical Assistance with additional support by the ATE Centers Collaborative Impact project.

## **The CCTA is led by**

Michael Lesiecki - What is this CCTA thing well it's led by a number of centers the National Center for Convergence Technology at Collin College; the SCATE Center at Florence Darlington; the Florida ATE center they're called FLATE at Hillsborough in the Tampa area, and the Bio-Link Next Generation National ATE Center out of the City College of San Francisco. So thank you centers for being part of this.

## **CCTA Purpose**

Michael Lesiecki - The purpose of the CCTA was originally to respond to requests from the Department of Labor. Now the labor contacted the NSF and they said you know there's a lot of experience that exists within that ATE community could we work out a deal where we could create a mechanism to share that experience, so the answer was yes the NSF took the lead and the activities that we do are relevant for not only those Department of Labor grants, the NSF grants but all types of workforce oriented programs in general. We deliver topical webinars like this one as you see and also we can arrange for convenings which will happen we'll talk about that later at the end of the webinar and we've documented best practices. On the CCTA website there's a series of best practices publications that you can refer to.

## **Poll #1: Your Affiliation**

Michael Lesiecki - Now let's begin, today I'm going to ask Christina to have you tell us a little bit about yourself by the poll so you can see it now open in the right hand side of your screen so go ahead and click on it. The question is what is your affiliation, are you involved with an NSF grant, a Department of Labor grant, both of them or neither. So let's just take a minute you probably know the answer to this one. Okay Christina I think you can go ahead and close that brief poll, will take it just a moment too don't forget to hit submit on your things I got a little

prompt on my own screen here submit on the lower right once you've responded. Christina let's go ahead and close the poll, I know it takes a moment to do that and we'll take a look at the results from this and folks you can see on the screen, well I can see on my screen here that those involved with the NSF grant are about 37% you can see it on the right hand side, they're about 20% from TAACCCT grants, 25% both and a fair number of people about 20% (thank you Christina let's close it) who are involved with neither. So that's a great distribution of interest within our audiences today. Let's take us forward into the next slide

### **Poll: How many people are listening with you?**

Michael Lesiecki - One more question while we close that first poll. Here's the second poll coming up we use this information to get an idea of the broad impact of our webinars many of us listen with colleagues sometimes a group, so are you listening by yourself that would be none, are you listening with one, two or three or more people and just go ahead and click and please remember to submit in the lower right of that polling screen. You pretty much know the answer to this one, okay; let's close that poll and five, four, three, two, one. Let's take a look at the answers there, there's the answers folks you see them and of course most of us are by ourselves a few that have a colleague listening with us, I think that's a good idea we've often done that within our work group to join webinars together. Thank you Christina let's go ahead and close that.

### **Poll #3: Viewing History**

Michael Lesiecki - Great colleagues here we are, one more, viewing history, one more poll and there's the screen so let's read this. Right we'd like to know this because it helps us plan for our future webinars were you here last year for this webinar with a similar title, I view the recorded webinar before attending today's webinar so that's number A or number B I've attended other CCTA webinars but not this one or number C I've not attended or watch the recorded webinar on today's topic. So please go ahead and choose one of those choices and then we'll be done with the polls, hit submit I'll give you just a minute before I ask Christina to close that poll. Okay, waiting, waiting, waiting here we go I'm going to count down and then we'll close that poll five, four, three, two, one now the polls closed and you'll see the results appear in just a moment. Thank you Christina, here they come. Thank you folks we're just waiting for just a moment for the polling there they are thank you very much Christina and you can see the majority of us about 40 % have attended other CCTA webinars but not this one thank you very much for that, and a fair number of our colleagues we're here last year and have come back for more, it must been really good so thank you. Go ahead and close that Christina and we'll continue on into our presentation for today. Thank you, okay folks here we go.

### **Today's Presenters**

Michael Lesiecki - My pleasure now to introduce today's presenters I'm going to start with my colleague Ann Beheler and ask her to introduce in turn Marilyn Barger and then Elaine Johnson so Ann would you please go ahead. Ann, I see you're still on mute. Folks were just checking within Ann for a moment there she is, hi Ann. Ann we're currently not hearing your audio feed. I see that you've unmuted there folks just hang on.

Ann Beheler – Sorry did this take me off mute?

Michael Lesiecki – Now you're in sorry.

Ann Beheler - When we did the polls that actually closed my area that I had my mute on so I apologize folks. I'm delighted to introduce our presenters today we have Elaine Johnson who's going to go first she's the long-term PI and Executive Director for the Bio-Link Center. I'm then going to talk to you about my perspective on partners we all have different perspectives and some overlap and then Marilyn Barger who is a PI for the Florida ATE Center which is a regional center in Florida will talk to you as well. I know that there are many who registered for this seminar who potentially could not attend, this is just right before a holiday weekend in much of the country so they will be receiving the recording of this webinar as well and I would really encourage you like Mike said to go ahead and share the recording link with any of your colleagues who might benefit, because I think that creating stakeholder partnerships is one of the most important things we can do in our grant proposals. Elaine would you like to begin?

### **Bio-Link National Center Celebrates 20 Years**

Elaine Johnson - I'd love to be yet and I'm really excited to be here and can you hear me okay, good. The Bio-Link National Center is celebrating 20 years of funding, we began as a national ATE Center for Biotechnology and related life sciences went to a Resource Center for some years and then made the case that the industry had changed so much that we applied again and were awarded a National Center. Of course this would have been impossible without the partners that we developed over the years and now we have 112 programs across the country for Biotechnology at community colleges that have their own internal partners, their external partners and our part of a whole. The value of added building partnerships has been well documented that both by our Center and NSF at large, with the other ATE centers and projects. I want to call our attention today to the new ATE solicitation that was issued in 2017 and on this solicitation there is a strong encouragement to develop partnerships, it's on the very first page at the bottom of the first page of the solicitation with links to examples of partners that could impact technician education such as the National Institute of Standards and Technology and Manufacturing, Extension Partnership, Manufacturing USA Institute's, NSF Industry University Cooperative Research programs. So it seems like there's real interest on the part of the National Science Foundation to identify partners that will really help this technician education and workforce development. We've also found that partners contribute to success sustainability and provide balance and mutual benefits in the next slide.

### **Key Elements of Partnerships**

Elaine Johnson - We're going to review some key elements of partnerships. Each of the partners should have some alignment in the mission that they're working together on. With common values, like-minded goals, attention to outcomes, benefiting each other not just looking to benefit oneself, a capacity to deliver and a commitment but in the next slide.

### **Who are Good Community & Technical College ATE Program Partners?**

Elaine Johnson - We're going to look at how we find these partners we know that industry is interested in hiring skilled technicians but we can also know that there are trade organizations there seems like a real strong emphasis now on Career Pathways and articulation both from K-12 through the community college and the universities. Another place where we can find good partners is to look for other ATE or TAACCCT projects. There are lists of all the ATE awards that have been given and the years that they've been given on an NSF ATE website, it's a really nice place to go as you're preparing a proposal and see what other people have done and see if

you align with them and if they would make a good partner. Also scientific organizations, nonprofits, educational organizations, government agencies, certification boards and foundations in this graphic that you see here there's a networking event going on with students, industry partners, career coaches, and students are developing their presentation skills, they had resume reviews and the public was invited. So we have a nice venue for sharing and developing additional partnerships in the next slide.

### **Partnership Characteristics**

Elaine Johnson - We remind ourselves of some of the partnership characteristics, this is a real active piece, we engage in candid communication, listen to each other, make adjustments based on what we find is working or not. There's a very critical characteristic of appreciation that comes with partnerships to appreciate the other side, the motivation and the culture. Probably one of the very, very most important things is cultivating strong personal connections since great partnerships are highly personal. And then to, value those relationships and acknowledge them and contribute to the measurable outcomes in the next slide.

### **Partners Contribute to Sustainability**

Elaine Johnson - I'm going to just provide an example of some stuff in this past year that (inaudible)

Michael Lesiecki - Excuse me Elaine our audio has degraded there a little bit did your audio system change there for a moment, okay well there you go, that's better thank you.

Elaine Johnson - Okay I don't know what happened anyway we've got a 501 C3 for this Depot, now you see some happy people here. The people in this picture are educators that are receiving donated equipment from the biotech industry and not only are we providing the teachers with a benefit but we're providing the industry with a benefit and keeping these equipment and supplies out of the landfill. In 2017 we gave away about nine hundred thousand dollars worth of equipment and supplies to local educators and had volunteers hours of 856 volunteer hours with 333 educators and 25,000 students that were served. Thanks to our partners and now Ann Beheler.

### **National Convergence Technology Center**

Ann Beheler - Thank you so much Elaine. Thank you I really appreciate that you covered a few things that I'm not doing or not covering in mine so hopefully everybody on this call will benefit from the variety of points of view if you will on stakeholders, I appreciate that very much. Our work is part of the Regional National Science Foundation for Center for IT and Communications we started as a regional in 2004 to address the downturn in IT enrollments and also in the IT industry at the time. We've been funded continually since that time and we are now on our first renewal for a National Center. The underlying part of our grant is that we are entirely employer led or at least co-led, we asked our business and industry leadership team to be heavily, heavily involved with us the main eight partners and we have 64 other institutions in our community of practice. We also have strong administrative support from our college and those are all very, very important even if you don't have a broad list of partners involved all of those do need to be involved, next slide please.

### **Relationships and “WIIFM”**

Ann Beheler - Okay the WIIFM, WIIFM is the underlying basis of all the partnerships and stakeholder relations that we have. It's what's in it for me; strong partners need to be able to not only help with the work they need to be able to benefit from the work in some way. We use the WIIFM principle for everybody but we don't expect all of the partners to share exactly the same WIIFM. Maybe one person on our BILT team might want to be on the team to help us but also secondarily to meet with some of the other people on the team and further their own job prospects. Obviously a community college that wants to be involved with us wouldn't be involved for exactly the same reason that some of the maybe community-based organizations would be involved with us. In any event the WIIFMs are not the same but it's essential that the WIIFMs get identified on both sides. Be very, very clear on what you want your partners to do, how much time it's going to take, whether or not you're going to give them money to do it or whether they do it because it's in their best interest and then it's also extremely important to reassess each partners WIIFM regularly. We find especially when leaders of organizations change the WIIFM needs to change to, less that group become less involved, next slide please.

### **Obtaining Partner Commitment High-Touch**

Ann Beheler - It's high-touch you cannot do this with email alone you can use email but email can't be the only way and when you contact someone you need to be clear on what you want them to do, what works, why the work matters, what's your vision for the project, what do you want each partner to do, what do you want them to do and what do you think initially the benefits for each partner will be. It's very important that you have this very clear in your own mind before you talk to them and then be willing to adjust based on what they see and it's selling. I realize that many of us in technical fields went into those technical fields because we did not want to be extremely social but it ultimately results in selling your vision, selling your ideas. It's also important to look at the project from others points of view you know what are they going to get out of it, why would I want to be involved if I were in a partner college or why would I want to be involved if I was being asked to be a partner on the employer side. The initial contact needs to be face-to-face or on a live phone call not email however there is one other thing that I did not put in here it is appropriate to send printed letters that are hand address and I'm going to say hand address that's extremely important for them to be hand addressed and also hand stamped and then follow up with a phone calls to verify their RSVPs. Sometimes if you're working with a large group of people you may have to make the initial contact via mail but even then don't make it a mass mail that goes through the postage machine and is electronically addressed, make it hand stamped and hand address I think that is really kind of strange but that's the feedback we've gotten from some of our stakeholders, they actually open our letters when their hand addressed and hand stamped, next slide.

### **Partners to Target**

Ann Beheler - Who would you target? I would start with your own administration it's very, very important that your administrative leadership within your college not only know what you're doing but support that your program is going to benefit the college and will align with the college's strategic mission. The projects that have trouble getting approved and also have trouble in their implementation it's been my experience that oftentimes one of the problems is that the administration is not involved, the project may have been created very nicely with a grant organization using the faculty members idea but if it's not supported on an administrative level

it's extremely difficult to make it work. Recognition for the college is important I know my president at my college puts the fact that we're the home of the National convergence Technology Center on just about every mailing piece that he has every advertising piece that he has. And how is the college going to save money as a result of being on the project? My example of that is by using the project we oftentimes can create curriculum or processes and share the wealth among the colleges or at least share the cost among the colleges and the grant usually it's just a grant that's going to fund most of it not always but sometimes we share with each other, other things that we're doing that are not specifically grant funded, it's always easier to take something and modify it to fit your needs exactly, much less costly. As well the other colleges as partners those are similar to selling your own college on the benefit as well as characterizing the amount of work, if I'm asking another college to be a partner with me I need to be able to tell them what I'm expecting of them and actually follow up once we get awarded the grant follow up with an MoU that specifically says what money they're going to get and what you're expected to do. The employers and the graduates are extremely important and that's our business and industry leadership team we have to have their commitments so that we can align curriculum with what they need and ensure that these folks are going to get a job, next slide.

### **Business & Industry Leadership Team**

Ann Beheler - So with respect to the BILT again employers co-lead our work, we use a structured process that strongly engages them in identifying the knowledge skills and abilities they want graduates to hold 12 to 36 months in the future and then there are several other opportunities they have once they do the KSA analysis and participate in the web meetings that we have pretty regularly. We have four meetings a year and one of them is face to face that analyzes the KSA's the knowledge skills and abilities and updates them annually, three of them are virtual over web meeting and in fact on those meetings that's very important because we get their trends and we're able to update where they think we ought to be on the fly as we go, next slide.

### **Business/Industry Involvement**

Ann Beheler - They do, we do need to validate their needs and align it with the project initiative it's going to be very important in a proposal for an NSF ATE grant that you have high business engagement and have high commitment from them that they will help you with your work. And there is a way to put in a commitment letter from these employers. Remember to that what is in the solicitation from NSF whatever it says there trumps anything that might be in the PAPPG that we talked about last month. The PAPPG pertains to all of the grants in all the programs and the solicitation for ATE actually trumps that and it says that you can have not support letters but you can have commitment letters, next slide.

### **FLATE Partnerships & Collaborations**

Ann Beheler - I'm really proud to introduce Marilyn Barger from Florida ATE Center for her to give us her vision on stakeholder partnerships, thank you Marilyn. You are on mute, we seem to be having trouble getting off of mute today, and there we go.

Marilyn Barger - Am I off thanks. Can you hear me? Can you hear me? No?

Michael Lesiecki - Yes Marilyn.

Ann Beheler - Yeah sorry I had just gone on mute.

Marilyn Barger - Thank you sorry for the hiccup there. So I'm the Executive Director, I'm Marilyn Barger the Executive Director of FLATE a regional center for the NSF ATE program were housed at Hillsborough Community College in Tampa, Florida. So in the middle of the west coast on the Gulf of Mexico and our focus has always been to support the manufacturing sector in our state with providing them with the best technicians we could make out of the two-year programs to meet their needs. Alright Mike, next slide.

### **Important: Measureable Outcomes**

Marilyn Barger - So similar to the other centers we work in supporting those academic programs and FLATE early on, so the industry model for both our evaluation and our organizational structure and that's the sterling process for us and it makes us to do some of the things in the organized fashion that you heard the other two PIs and Center Directors address moments ago. And that is to always evaluate the work that you're about ready to engage in terms of your goals and objectives or your mission and your vision however you can best attack that to make sure that what you do is aligned to what you want to do and what you've in this case in our case promised the National Science Foundation that you would work to achieve. So some of the questions we asked getting down from the nitty-gritty at what we call our activity level is first of all you heard this before can it be measured, can something be measured, does it support our partners goals, how will we measure it and what is it that we will measure. So always looking for some impact as we even begin to think about partnerships and our other activities as well but we'll stick to the partnerships today, next slide Mike.

### **Before you engage the new...**

Marilyn Barger - So I think we've heard some of this and just in different words from the other two speakers but again it's really important to have some good brainstorming and thinking about what it is you want from your partners before you get to them and different ways to strategize for that lead to just maybe ask these particular questions get that will it produce this partnership or whatever it is industry, academic, another institution or organization, are they capable of producing, helping you produce the desired impact. Will you have these measurable outcomes when you get done and will they be able to contribute to that? Will it lead to some mutual efficiency, always good to get more for less seems like I get more for more sometimes but you're always driving to get that. Strengthen all partners; will we be a stronger organization because of the partnerships? Does it foster innovation like thinking outside of the box, that helped to work with their partners on that and does it ultimately lead to collaborations, next slide.

### **Approaching New Partners**

Marilyn Barger - So I think this is a little bit redundant for probably the most redundant of the other two speakers but we will run through these two go to your potential partners with a clear and concise rationale for why you're there, what it is you want to do. On the face-to-face part is ultimately important provide something tangible for them let them you know learn who you are, which are about, what you want to do and to understand your own passion for what you're about to engage in. It's really important to listen and learn from them that what they're interested in, what their concerns are, what their goals are and this is you heard Ann talk about this in the

WIIFM communicate with them and don't just talk at them listen and respond to what they have to say, suggest positive outcomes for all to get thinking down the right track, be prepared with alternative ideas if they aren't really interested in your first approach and follow up the conversations and maintain that contact, next slide Mike.

### **Education Partners**

Marilyn Barger - It's important that to think of this as a building relationships not just a partnership that is just a partner for very specific things that you are really engaging in your new colleagues to pursue common goals and that you want to build a relationship with them. The more you get to know the organization or the individuals the more you may find in common that can support both of your goals. So here's a small laundry list of some of the educational partners that we engage with because we're a state centric center we have a very close partnership with the CTE division that Career and Technical Education division in our Florida Department of Education, a couple other sub agencies in there as well and we're very attuned to and aligned with industry credentials we have very close partnerships with many of those in the manufacturing sector, our educational institutions, our educational organizations which is our ET forum and of course our industry folks who helped us with directly with curriculum and this is a variety of people. Our equipment vendors like Elaine talked about equipment and manufacturers donating equipment, we do some of that through our vendors and manufacturers as well, thank you Mike next slide.

### **Multi-Layered Structure Example**

Marilyn Barger - And so I'm going to talk about one example you heard the industry organization the BILT from Ann and then also the equipment exchange from Elaine and I'm going to talk about what one of our structured or ill-structured partnerships and system of partners that we've developed with respect to supporting manufacturing day in the state of Florida. So we've developed a structure to engage people around this October month to produce to host student tours at manufacturing facilities around the state sometime in October every year and so that's Florida big state both geographically and population wise and for a statewide center it's a big task for us to undertake. So we depended a lot on our partners around the state in different regions to work with their own partners and at a different level of the very local level to pull this off. So you'll see some of those engaged organizations and individuals in that table below noting that we didn't hear before, so move on Mike.

### **Multi-Layered Structure Example**

Marilyn Barger - So for this activity we identified four very particular kind of regional organizers or coordinators that worked with the individual schools in their areas and the industry in their area or organizations in their area and so we had information flowing down you know from us and resources flowing down from FLATE as well as going and information coming back to us results of the activities and the tours during and after the events and also during the setup process as well. So we did that with a number of tools we've developed to support this activity statewide and I think the important feature here is that it's we depended on our immediate partners to use their own partnerships many of whom we didn't know to pull off this this kind of activity. So our success is in this little chart over here but it's also on our web page we've now grown over five years to hosting or being able to host over 5,000 students in industry facilities during the month of October across the state and then there's some other statistics there the

number of tours we've worked hard to engage more and more parents and chaperones, this year we particularly engage them. Hurricane Irma it came on the tour day brought a lot of water instead of a lot of students into a lot of facilities but we managed to recover and still get our 5,000 students in facilities before Christmas some of those were delayed of course, right Mike next slide.

### **Partners to Collaborators**

Marilyn Barger - So I'd like to spend a minute talking about what I see is the difference between a partner and a collaborator so we've talked about partners today, a partner I think it implies this formal kind of relationship with very specific tasks or agreed outcomes so a particular activity may be a MoU is involved those kinds of things and it may only be temporary and mutually beneficial when the event or the activity is over there may be no need for the partnership. But a collaborator is someone that you find that usually comes out of a partnership that you have a really deeper connection with and it turns out that eventually you get to the bottom line here you don't always expect a reciprocity so you may ask them for help in a project that may not benefit them at that particular time or vice-versa and that's kind of a nice place to grow to so there's people you and organizations you can reach out to when you have a need that may not really fit their needs but because you have a lot of other activities than similar goals and visions that you can rely on them to do that and they know they can rely on you to support something that may not quite fit your mission where there's not quite so much overlap. But I think that's a kind of an important way to go and I lastly I want to emphasize the fact that this is really an important part for NSF ATE projects the only way you can really produce good impact and it's also one of the most fun parts of the grant activities that you do is getting to know people who have similar visions and missions to yourself and your own project and interacting with them so I think that's my last slide.

### **Questions?**

**You said it's sort of fun to do this but it also can be nerve-wracking especially if you're unsure who to contact, how to start a partnership or a collaboration, I like that distinction that you made on that slide partnerships and collaboration so when you approach somebody new, let's suppose there's an aerospace company down in your Tampa area, what do you do? You go into Google and you'll find somebody and you try to call them or do you use an intermediary? How do you make that first contact?**

Marilyn Barger - I say all of the above I think sometimes if it's an important new big company aerospace I presume would be big that kind of cold call might happen or because they're big there could be a lot of media and events that would be happening in the community to celebrate they're coming to town kind of thing and that would be a good opportunity to introduce yourself in that environment that might be the facilitated kind of introduction that you mentioned where you put yourself in the, make sure you put yourself in a position where a place where they will actually be. So I think you just have to go and as Ann said sell yourself and your program and what it is you have to offer and the kinds of students in the program that you have and the skill sets that your students have I think that's the main thing we're trying to sell to them at first and then move on from there.

Michael Lesiecki - I think your right there's this concept of a cold call right and it makes everybody nervous that they won't take my call or I'll be embarrassed but it turns out I think that people are quite willing to talk to you or at least suggest who you might approach in the company so I would say pick up the phone it probably works.

Ann Beheler - Could I jump in on that too, this is not personal if they don't take your call first of all you may be talking to the wrong person and you need to network and figure out who to talk to. Secondly I often will try to reach someone and they're extremely busy that's actually the kind of person you want to work with but I will talk to their assistant anybody who will answer the phone I'll talk to them and basically pitch what I'm wanting sometimes the assistant will be aware enough of what's going on in the organization to be able to say well the person you're trying to contact really isn't the right person but here's the person who is and here's their contact info. So I've had success with that as well, I've talked to a lot of administrative assistants and actually gotten to the right person oh and by the way when I call that right person I certainly drop that so-and-so in so-and-so's office told me to call them and it usually results in good results.

Elaine Johnson - We started out by making cold calls and we also work with our local trade organization and they have an educational arm and they're in touch with all of the different companies so that's a really good strategy and it worked very well for us they have that personal contact and they also have meetings where they have networking events and then the Chamber of Commerce and Economic Development in areas where they're strong industry is also a good strategy.

Michael Lesiecki - so you use that intermediary approach to make an introduction that's a good idea Elaine.

Elaine Johnson - And then we use our students now that they've worked there for a long time, we've got enough people that have worked for a long time they're really good contacts as well.

**There are a number of people whose role at the college is grant development or sponsored research office, responsive research officers for example so you can imagine their question is how can they work with their PIs with their faculty to help them develop these approaches? Can they suggest questions to ask of partners, in other words, what's a SRO to do?**

Ann Beheler - Well first of all I would share broadly and meet with the faculty regularly, sometimes I've been allowed to present to an entire group at the convocation I just did that recently actually in Pennsylvania and helping them to build the BILT relationship for all of their career and technical programs which was really kind of cool. Anyway you certainly can be a connector and in fact the Grant's office I don't mean to discount the Grant's office it's you got to be in one with the project the Grant's office needs to agree that it's okay for sure not only okay a good project but I did want to point out that it's important to have the line management for the faculty also involved so that they know what what's going on. So yes share, meet with the faculty maybe even suggest that they look at the webinar from last year we had a separate Q&A session last year also that's recorded and then have them listen to this one and I'll say again this is the day before a holiday for many and I'm having difficulty contacting faculty mostly anywhere I suspect they're already on break.

**Remember in the grant they want evidence this partnership so it comes to grant application that's the second part. What would you say is one of the most effective ways of evidencing a partnership in a grant proposal?**

Ann Beheler - What we do is we hold a meeting of well for example the BILT if they don't have an active engaged business team we hold a formative meeting of the Business and Industry Leadership Team collect minutes and still try to get a commitment letter from that group which says we're going to go forward and help with this. We get commitment letters from the other college partners as well. Any CBO's that are involved, you know some of our students really need extra social help, financial help to be able to go to school so we actually work with those as well and associations as well. The Chambers of Commerce meetings are important document those maybe get letters of commitment from them. When you're going in for the first grant it's really important to show evidence that you've made contacts with people as opposed to just saying we're going.

**It's important to avoid and I love you letter isn't it?**

Marilyn Barger - Well now that you're writing to me, (laughing ) yes it's definitely important and they would call the they have a different name for that where they show support , where they say I think you're the best thing since sliced bread and that still would be great if you got this project kind of letters. So they do need to be specific as to what they're committing to and it may not have to have a numeric number in it like I'll hire three interns or that kind of thing but that they will participate in the advisory of the curriculum and that they will engage interns and whatever else you might want them, come to visit your school or provide curriculum support but some very specific items where they will participate, it's very important. We use them in a letter mode we've found it useful after we got started to have one letter that a number of the similar organizations or members of an organization signed the same leather so we did that with our college partners in the early stage when we had a number that was that we could manage on one sheet of paper that became it came more challenging as we had more schools that were engaged with us but so we had a letter with ten of our college partners signing that this was an important collaborative that they were engaging in and we had work to do that they wanted to support in the curriculum areas specifically and similarly from industry. As a national center we have a National Visiting Committee and we've used them as the whole committee to sign a letter of commitment to continue in that activity in sequential subsequent funding grants. So I think there's all kinds of ways to do that you just want to make sure that they say something specific that they'll do and you don't want them also necessarily be saying that they're going to do the exact same thing.

Ann Beheler - Well and they shouldn't say that really.

Marilyn Barger – Yes.

Elaine Johnson – Can I make a comment as well. I think that what we can get from the sponsored research office are data and evidence of the numbers of students enrolled in programs, the number of graduates, the number of certificates, sometimes we can get the number of those that actually we're employed as a result of going through the program then match that with labor market analysis looking at need versus supply.

Michael Lesiecki - That's an excellent idea Elaine cause then you're talking the same language with your partners then.

Elaine Johnson - We are and we've had some big challenges in this area because we've had a lot of the biotech companies only wanting to hire people with bachelor's or higher and we've gone to the extreme of working with our state and labor market to look at job announcements and look at the skills required, look at what is actually asked for it in the job description as opposed to the degree and that's made a big difference and it's shifting now and also the other thing that we can get from the data at the colleges are the demographics of the students and the industry is really looking to diversify its workforce.

**Sometimes the people that you want to get are busy but of course they're the right people and one of our colleagues online said that they recently tried contacting possible partners for the grant they're writing and it's true it's sometimes tough to get them to get back to you but they tend to be the valuable busy ones don't they?**

Ann Beheler – They do true and I didn't mean to say that I always reached the wrong person but if it turned out that the admin agreed that they were the right person that because I characterized what I needed if I'm going after a business person to be committed to our work I want someone who is technically knowledgeable, I want them to either be the current worker in that sort of position or a first-line manager or a higher-level person who is also still technical and planning strategies for their company, either of those three and all of those three will work. So sometimes it works to get the admin to refer you to something else, who then refers you back to the person you called in the first place. You know it's all relationships and I know we've all said that its relationships this is not a flash in the pan have a quick connection and move on. Some of the people that I work with on our BILT team for example, I've worked with since 2003 some of the people that I work with in colleges they've been partners with us actually since even before then in small projects so it is a long-term relationship but I guess the point that I wanted to try to make was along the way you have to readjust the WIIFM as personnel change and needs change.

**Elaine, you mentioned starting up a 501 C3 foundation to manage some of this, did you do that?**

Elaine Johnson - We didn't do it on our own; this was a definite industry driven piece it was an industry person who thought this was the best idea ever. The industry in this case did not want educators to come to their warehouses. We had originally set it up so that there would be a virtual connection that the industry would say what is available and the teachers would go and get it we were encouraged highly to have a distribution center which we didn't have, then developed and it grew and it grew and it grew to the point where one of our industry partners actually got pro bono legal advice to start a 501C3. Our active board contributes actual money to this but we have also written small grants not so small actually we've gotten like \$60,000 from one company and close to that from an environmental group that doesn't want the equipment in the landfill. So it's been a process and a long one but a good one and now we're at the very, it was just this year the 501 C3 was actually established and it's extremely exciting and the educators are overwhelmed with the caring of the industry and then they get to meet people there too and priests who they've become their own group and they support each other.

**Has a college to your knowledge, the college itself spun off so to speak a 501 C3 in order to manage these relationships are you aware of any event on that?**

Ann Beheler - The only other one I know of for sure and I've considered doing it I haven't had bandwidth to think about working with industry to do it but the only other one I know about is SC ATE the South Carolina ATE Center and we don't have anybody on the call today who I don't think we do Elaine Craft is in charge of that one and that was that one.

Marilyn Barger – The MATE Center has one also, excuse me, it's Marilyn has a spun off in their own 501C3 MATE in Monterey, right.

Ann Beheler - Yeah and typically it wouldn't be a project it certainly wouldn't be for a first project.

Michael Lesiecki - So there's some thoughts there sometimes a college worries that many colleges have their own foundations they don't want to create confusion in the eyes of potential donors I know there's a lot of swirling issues around that so I don't think there's an easy answer here but it did come up but I wanted to forward that question I thought Elaine's answer about the industry driven was particularly interesting.

Elaine Johnson - Can I make one more comment, we had a community college in Minnesota that had a program in biotech and the college closed the program and the students took on the formation of a 501 C3 which is a very different model but it's become very successful and they're working with their industry and now we've got administrators at college just working with the Biowise group in Minnesota and it was started by students.

**I'm a little worried because industry tends to make decisions and act immediately, they act now that's not always the case with academics, Marilyn, how do you manage that balance? How do you deal with that how do you how do you manage their expectations?**

Marilyn Barger - So that is an interesting question and I think there's some different situations if you ask them you know to do something to come to an event, come to a classroom to do something like that they want a fair amount of lead time to quote prepare and that kind of thing. But if they want something in their work force to do a curriculum or a particular new course or particularly topic they want it like yesterday or they want to take your graduates yesterday before they're finished with their program which is I think is a problem, so we of course I work with the program here at HCC and we have a pretty strong policy about making sure they stay in school they keep their students in school and work with the company around the schedule that will allow for that if it's a hiring situation, so we have pretty flexible schedule for classes that can typically accommodate them in that respect. If they want something new in the program, a new skill set like yesterday that it is a challenging thing for us to integrate because we have our own processes in the education system with the processes which are under the umbrella of all of our accreditation things so we do try hard to introduce those through maybe a symposium or special topics class while we get our act together to make sure we can add it into a program or we may go through the corporate training kind of area the non-credit side of the house to put a course together that meets the needs of industry because that doesn't have that accreditation piece and curriculum process that we have for the academic side. So we've not run into too many problems once we learn what fast meant for them obviously, how soon is soon, sometimes you have to feel

that out their urgency, sometimes it's not quite as urgent as tomorrow and they're willing to work with you to get something up in that you know in a month's time or a couple weeks on whatever that is I think you have to spend some time really figuring that out, listening to them and asking a lot of questions to be sure what the immediacy of the needs might be if it's a workforce issue.

Ann Beheler – Yeah, well it's facilitating the building of the relationship so that we understand, I used to by the way say that they would lead our work in fact I noticed it was still on one of my slides they actually co-lead our work and I set it up like that because at one of our KSA analyses the businesses ended up wanting enough content that would easily take 90 semester hours I don't know about your community college but we there's no way we can do that so I think it's making them aware of what we can do and what we can't do and basically working with them one-on-one or working with them one to a small group to address any kind of immediate needs. I will also say that NSF grants fund credit programs but the curriculum that gets created can definitely be made available to the contract or continuing Ed side of the house and sometimes they're better able to respond quickly and maybe customize what you've already created and we work integrally with them and suggest our other partners, other college partners work with the contract and continuing Ed people to, to help address some of those needs, so it's a combination of things.

**Sometimes it seems easier to achieve relationships at the top level of an organization instead of the boots on the ground level or what have you experience in that way?**

Elaine Johnson - Oh that's a toughy, I think that it depends on how large the organization is, say if it's a smaller company then we've had really good luck getting a commitment on the other hand with some of the big major companies it has been more of the middle group and sometimes we have to work through the hiring agencies rather than the company themselves so there are different approaches to this and this whole idea of building that relationship once it's established then we can continue to go back and also I have to emphasize one more time the value of our own graduates and at first the industry was really made up of a lot of young people and until they had their own children and saw what was going on in the schools and the importance of science and math education, STEM education in general they didn't realize how critical the educational piece was so there's different things and sometimes it's come from relocations. We had an example of United Airline workers being laid off after 9/11 and Genentech, these were the perfect people to work in the manufacturing, bio manufacturing area at Genentech and it was funded by a Department of Labor grant working with Skyline College and these people came in as a cohort they were mature they had been in a regulated environment they were used to being around equipment and they were wonderful and the company loved them then they wanted to use that same model to continue and it was like don't you get it this is an open-access community college we don't always cohorts of people that already have our houses, they're established and they all laid off together. So there's different ways where we begin a relationship but then we have but that example even though it wasn't going to work and continue the same way it established a relationship that is still ongoing with a manufacturing center, sector at that large company.

**Does your president get involved, does he or she have breakfast round tables or president lunches or business roundtables that evidence the high level of commitment from a college or are you're on your own, I'm painting it black and white but is there a strong role from your college leadership in establishing these partnerships?**

Ann Beheler – Okay, we're a huge College I'm going to answer this you can't ask black and white, in my college my president supports our work strongly, we had a change in presidency about two years ago and it took a while from him to realize where we fit and what we brought to the college but he strongly supports what we do he has an EVP the Executive Vice President, actually used to be my boss and was promoted, she gets involved and helps me as does my Vice President/ Provost they get involved. My Vice President/Provost attends every business and industry leadership team meeting; he also attends many of our other meetings that we have. So he's involved and sometimes will actually suggest we go ahead and call some of those meetings. It's very important, very important that they be kept informed about what happens in your grant, what you're doing, why you're doing it so that they know how to basically find a hook so that they can help. It's also very important though for smaller colleges to go with the flow and what you can do I find that sometimes we have problems when the president goes to an event and thinks oh let's write a grant, this will be great, this is wonderful but then maybe they don't even get the faculty involved they think they're going to basically operate on the voluntold principle, I'll tell you that doesn't work, no way does that work. So if you're dealing with a partner on the presidential level for a smaller college, really suggest they move down and put some faculty on the team as well. So it's not a black and white, very often in smaller colleges the presidents will convene groups and the bigger the college gets the more distributed that sort of thing gets.

**Marilyn, I recall you've got a good relationship with your upline at the presidential and so on level has that worked? Are they really involved?**

Marilyn Barger - I guess that the answer is great, we're also a very large college, we have six large campuses and another one on the planning block so we have a college president and we also have a campus president and the campus president is the and has always been the most involved now they work closely together over six campus presidents with the college president but that's the structure that we have and that's my easy access to college leadership and input. The good news is that my campus president has always been very work force, very pro work force programs and so the very strong supporters and does attend our activities, events, our meetings with industry, all of the above as does the intermediate level on the campus that which is our two Dean's that support the academic parts of the campus. So I feel pretty like it's important to keep them in tune, but I think this is probably true for the three of us, it was different in the beginning how much time we spent talking to them what we did and trying to explain what the grant program was about and all of the things that we do, I think that's become part of the culture at the college and so it's a little different than a new grant, so we don't always see that support, but we know that it's there I know I can call any time and all of those things but we're just part of the college and part of the campus I would say.

**Elaine, there's been a number of changes in your administration there at City College of San Francisco how have you managed that high level administrative relationship?**

Elaine Johnson - Well I've been given the new Chancellor a very high profile and I'm a member of other groups in the city and I've invited him to come and speak and talk about the relationships that we have with the, in this case the University of California San Francisco which is a place where we have a lot of interns so he came to the community advisory group meeting made a presentation, he's been out in the community and he's very excited about diversifying the workforce and he's committed to that and he delivered them that message and I gave him the credit for it.

**There's a new partner that you want to approach and you say look here's the most important thing you're going to get out of this, what do you say?**

Ann Beheler - I don't say it that way when I approach the partner, I initially couched the meeting or the discussion from the standpoint of I want us to mutually explore if it makes sense for you to be involved in my project or my center or whatever. I pitch what the thing is going to do because they care what's the ultimate good idea and I'll underscore this is not the webinar to talk about it on necessarily but every project or center grant has to have a really good idea or ideas that's the foundation of the proposal. So I pitch that to them, I also pitched them the various roles that I see, we have a dialogue to see what they want to do and then we kind of negotiate down to something which may in some cases be we just don't have the bandwidth to do it and at that point I say thank you very much may I put you on my list so that I can keep you informed about what we do because sometimes their bandwidth changes sometimes they have new employees and that helps.

**So you think it out together what's going on what you both see as the mutual benefits and goals?**

Ann Beheler - Yes, but then if they become a partner we document it in an MoU and it's casting concrete against it not exactly concrete, soft concrete because we can change it a little bit but we cast it so that they really have to pay attention to their statement of work and that goes along with the money that they get.

**So now you're going to approach a new partner in your biotech program there and you're going to say look I see this is the principal benefit of you working with us, what do you say?**

Elaine Johnson - The preparation of skilled technicians and their part in it that I would ask for is that they participate in providing job shadowing, internships and on our side we would make that happen and work together with them and so we would both benefit.

**You're approaching that same new aerospace company you say look you want to work with us because?**

Marilyn Barger – I'll defer to more of Ann's approach because I try to do a lot of homework beforehand about the company and the kinds of activities that kind of relate to what we do, so work force or maybe community outreach areas to make sure that I understand where some of their sweet spots are and I would start with the quickie overview of all the things that we do and supporting that workforce technician workforce but I would end up trying to spend more time listening and remembering what I've read about when I was researching them and try to see find myself identify where they really want to get engaged because we not all of our partners are engaged in curriculum or even in internships because of the nature of their business but they are very engaged in outreach and promoting Career Pathways and so I don't like to leave that part out so I try to spend a lot of time listening to them first and then using them where at the first point where they have their passion or their company vision.

**Join Us 3pm Eastern Time**

Michael Lesiecki - I can't think of a better way to wrap up this webinar by referring to those three responses and how you really sit down and think together what this relationship is going to give you and come to an agreement I just think this that's a great idea. Thank you colleagues, thank you presenters today for all of your input. Folks were now at towards the end of our

webinar before I talk about the next webinar I want to remind you that when you exit today the system, the WebEx system will automatically present you with a very brief survey please click on those radio buttons and give us your feedback. Remember join us for webinars coming up the one on Thursday April 19th at 3 p.m. Eastern as you can see we're going to have Dr. Celeste Carter the Lead Program Officer from the NSF's ATE program and of course our colleague Ann Beheler today they're going to be talking about what it really takes to make that proposal competitive to get it over the funding line and to really get things happening, there so you'll have an opportunity to hear from those experts. Take a look at the bottom of that screen and you can see our upcoming webinars [ATEcenters.org/CCTA](http://ATEcenters.org/CCTA) for the Center's Collaborative Centers, I'm sorry Centers Collaborative for Technical Assistance so go ahead right to that link.

### **Join us in Miami, FL!**

Michael Lesiecki - Colleagues one opportunity left for you today is to join us in Miami on July oh those dates aren't quite right I'm sorry that we might have made a mistake there, I believe it's 23 through 26 but if you check out the website we'll get that correct.

### **DOL and NSF Workforce Convening**

Michael Lesiecki – And during that event there's going to be a convening that's focused on DOL and NSF grantees that you can see on the exact dates there those dates aren't correct but we'll make sure that we get those out make sure we get those in the corrections to you so look forward to that.

### **Contacts**

Michael Lesiecki - Colleagues this officially ends our webinar for today there's a contact information for expert panelists Elaine Johnson, Marilyn Barger and Ann Beheler. Thank you very much panelists for your time and effort today, friends look forward to the recording and the slides that will be coming to you automatically and as you exit today please click on that survey. Thank you again, goodbye panelists, I'm going on to mute and Christina is closing the recording. Thanks everyone.