

# ICT Educator Webinar Series

One Year Update:

The Google IT Support Professional Certificate's  
Impact and How Colleges Can Get Involved

February 21, 2020

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[00:00:00]

## Welcome

**STEVE WRIGHT:** Welcome, everybody, to the ICT Educator Webinar Series. I'm Steve Wright. I'm the Statewide Director for the California Community College ICT Sector Team.

### THE ICT-DM SECTOR TEAM



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If you visit our website, you can see all these fine people that we have working throughout the state of California as Regional Directors as well as our staff and Nicole Sherman on the bottom right there, who is the producer of this series. We wouldn't be here without her!

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**VIRTUAL LABS**

Also, on our website, you can see all our statewide materials and pathways information, including the archives of prior webinars. We've done between twenty and thirty so far in all these different topic areas. Each one is video recorded, chapterized, and transcribed, along with PowerPoint presentation materials, which is very useful for faculty as a resource for class, for grant writing, and for their research.

## UPCOMING WEBINARS

Our weekly live webinar series helps ICT educators stay up-to-date on the latest trends, technologies and related community college efforts, all without attending a conference! Join us on Fridays at 10:00 a.m. Pacific Time for special guest speakers and lively discussions with colleagues across the state.

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### FEBRUARY 28

The CAE-C Designation:  
What it Really Takes and  
Why it's Worth the Effort

### MARCH 6

How to Get Higher  
Transfer Rates in  
Computer Science  
Pathways



Coming up, in the near future, after today, we're going to be taking a look at the CAE Cybersecurity Designation, what it takes to get a college to be qualified that way. We have several that have made it now in California over the last two years—about a 200% increase for us, and that's great.

Then we're going to be taking a look at some independent research that has been done on which community colleges are having the highest cohort success rate in computer science transfers to CSUs. And what are their best practices? How are they doing it? That will be a very interesting one on March 6<sup>th</sup>.

## WEBINAR PRESENTERS

One Year Update: The Google IT Support Professional Certificate's Impact and How Colleges Can Get Involved



**MARA LOCKOWANDT**

Senior Program Manager, Economic Advancement  
Strategies, Jobs for the Future



**RICKI MEYER**

Program Manager, Grow with Google



But today, we have the Google IT Certificate Program. I think this is just fantastic! I heard Mara do this presentation with Kate, I believe, at the ICT Winter Conference, and I just knew we had to get it on here because the Google IT Certification or Certificate process (I'm really not sure which word to use) has opened up a new look at using branding of a major company and a very accessible-type program that appeals across the board to a lot of people. It's very important that we take a good look at it and see how we can incorporate it.

Mara from JFF and Ricki from Google will be talking to us today about that, and that's enough out of me. I'm going to turn it over to you guys to go ahead and tell us what you've got going. I've looked at the slide deck, and it's fantastic.

[00:02:20]

## **Today's Agenda**

- Welcome
- IT Ecosystem and the Future of Work
- IT Certificate Background
- Learnings
- Get Involved
- Q&A

**MARA LOCKOWANDT:** Great! Thank you so much, Steve. I just wanted to say hello to everyone on the call today. It's so good to see such a diverse turnout of folks. I know some of you have reached out to us prior to this webinar about information on the Google IT cert, so we're happy to be bringing this to you all today.

Just so you all know a little bit of what we're planning to share with you today, we've got some slides around the context for the Google IT cert, how it fits into the IT ecosystem as we're thinking about it both at JFF and from the perspective of Google.

We've got Ricki on the line with us today from the Grow with Google initiative, and she's going to share some of the background on the Google IT cert. We're going to talk a little bit around what we've learned from the first year of implementing this cert as part of a pilot project and the different types of models that we're seeing colleges start to explore as they are piloting this cert across the country—and then, of course, if folks are interested in getting involved, how they can reach out to us, find out more information, and get involved in the current cohort that we've got running right now.

Hopefully, there will be some time at the end for some Q&A, and we also have a virtual office hour plan in about two weeks', so if folks don't get all their questions answered, or if you go back to your campus, talk to your colleagues, and have new questions, you can come join us in two

weeks, and we'll be hosting another virtual office hours for folks who want to follow up with more questions.

So, that's our plan. We're trying to get through a lot here, but I'll turn it over to Ricki, if she wants to introduce herself and say hello.

**RICKI MEYER:** Hi, everyone. I'm Ricki Meyer from the Google team. Apologies for the brief technical issue that just happened. For some reason, my screen just went black. Sorry about that. I'm getting the slides back up, so you can all see them.

I am on the Grow with Google team, and I will tell you more about that shortly. I work specifically on the IT certificates, and we will be getting into that in a just a few minutes. So, just give me one second to share the slides again, and we will be up and running.

All right, can everyone see this now?

**MARA LOCKOWANDT:** Yes.

**RICKI MEYER:** All right. We should be full screen now.

[00:04:49]

## The IT Ecosystem & the Future of Work

**MARA LOCKOWANDT:** So, what we wanted to do in just framing the start of our conversation around what is the Google IT cert and how you all might be thinking about it—and certainly how we’re thinking about it—is fitting in within this larger context of the IT ecosystem that’s evolving in the state of California as it pertains to the future of work.

So, Ricki, do you want to move us ahead?

[00:05:21]

### **Emerging Themes for the Future of Work**

- AI/automation
- Employment status
- Nature of work
- Accelerating change

**MARA LOCKOWANDT:** These are some of the themes that we see as emerging in the future of work at large that the Google IT cert, as well as the colleges and other players that are in our ecosystem (that we’ll talk more about later), are all grappling with as we are working to prepare learners for jobs that are going to pay living wages and are going to be able to sustain them and their families.

We’re all already dealing with AI and automation. There are also themes of employment status and shifts that are happening related to that. The nature of work—here, in terms of wrestling with not only the gig economy, which we talk a lot about, but just the ways in which folks are continuously needing to change in order to adapt to the shifts that are happening related to their industries. And, of course, this is all predicated on the acceleration of the change that is happening. There have always been shifts in work. There have always been changes that folks have to adapt to, but the technology and the nature of our lives in society now means that it’s all accelerating at

a pace that is really demanding we pivot in different and new ways. Thanks, Ricki. If you want to go—

[00:06:44]

## Higher Education's Unmet Market Demand

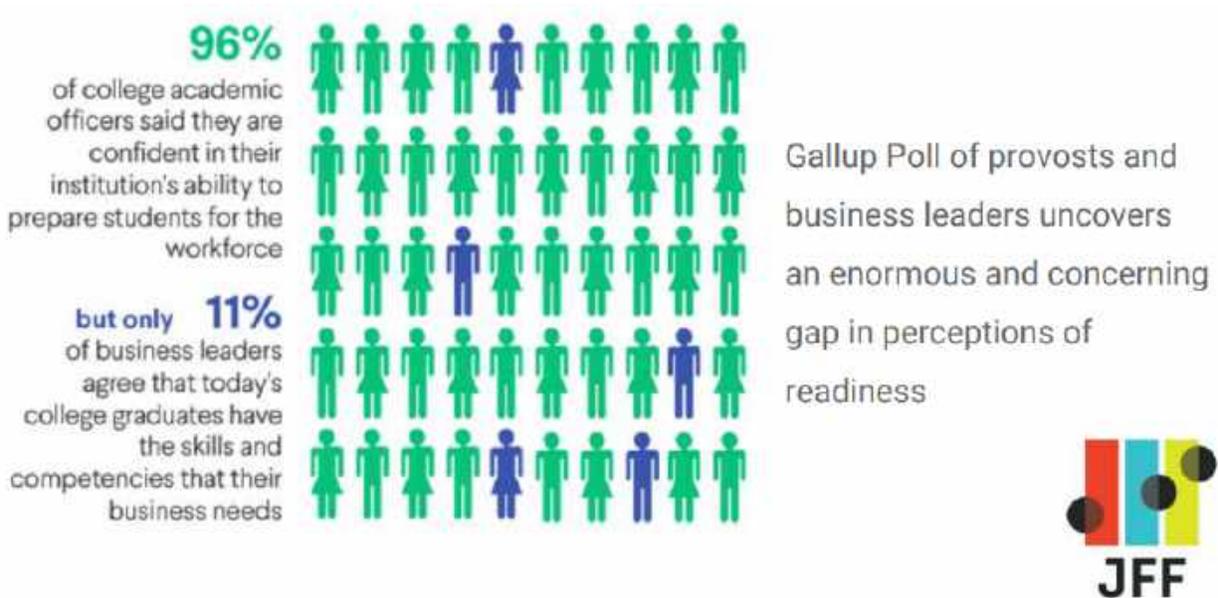


**MARA LOCKOWANDT:** Yeah, we just have a couple slides here with some information that we found compelling related to the future of work. This graphic was developed by Heather McGowan, who is a leading futurist in the U.S.

Just looking at the market supply of undergraduates versus the demand that we're seeing, it's becoming increasingly important to have a B.A. but also other types of certificates and postsecondary credentials that are going to help folks attain the jobs that we see coming as the future of work is upon us.

[00:07:24]

## Education and Career Readiness Mismatch



**MARA LOCKOWANDT:** The additional challenge here not only in supporting postsecondary credentials and B.A. attainment is really getting that education and career alignment solid. This data is a few years old, but I still think it resonates in that the ways in which college academic officers consider their graduates prepared doesn't always align with what our business leaders are saying are the skills that they need.

Part of that solution is really bringing employers and educators together in authentic ways in order to ensure that our learners are graduating with the skills that are going to get them those jobs. That's one reason that we're really excited to have Google participating in the higher ed space through this Google IT certificate.

*"The illiterate of the 21<sup>st</sup> century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."*

--Alvin Toffler, Futurist

This is a quote that I like, again, by another futurist. As you can see here, “The illiterate of the 21<sup>st</sup> century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”

For some of you, I’m sure you may have heard before that the first person to live to be 150 years old has already been born. It means that folks are going to have a working life of 80 to 100 years, and 2 years or 4 years of education at the start of that career is just not going to be enough, so we’re really interested in the ways in which we can support our communities in this idea of learning, unlearning, and relearning—and the community colleges are absolutely the foundation vehicle for that to be happening in California.

[00:09:10]

### **Future of Work Mindset: Learning Agility and Agency**

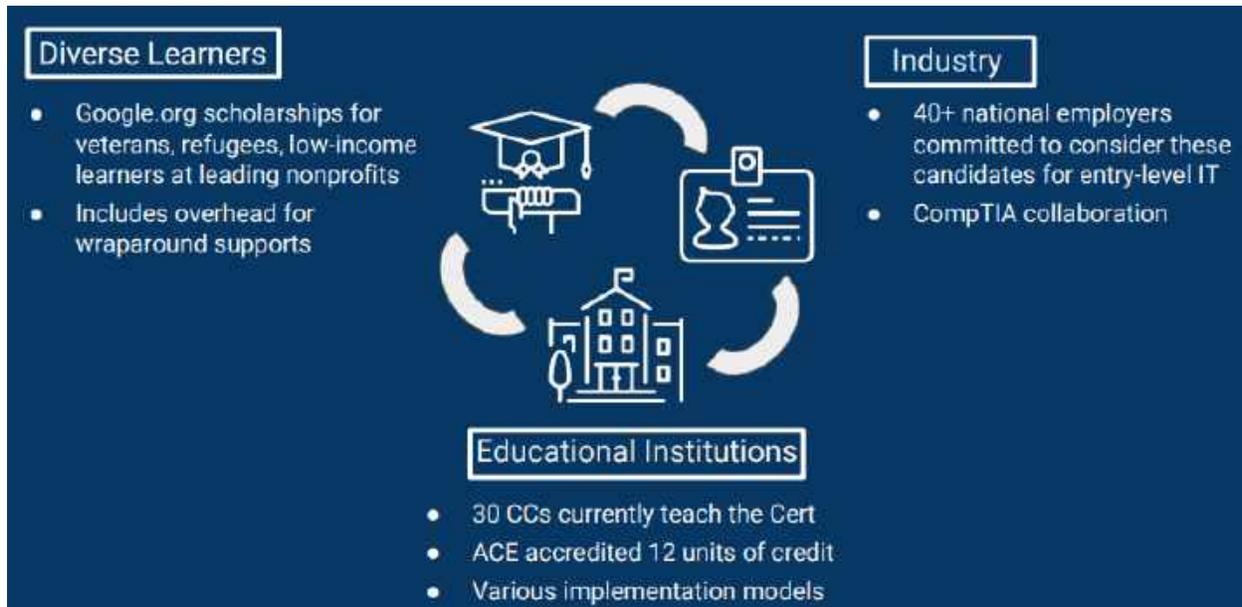
- Continuous learning
- New credentialing systems
- Industry-education partnerships

**MARA LOCKOWANDT:** These are just some of the things that we’re seeing we’re excited about. This is not by any means inclusive of all the different things that are happening out there, but this idea of continuous learning or lifelong learning that some of you may have heard of, with the Google IT cert, as you’ll learn about, is not only for entry-level folks who are coming out of high school into the college space, but it’s for folks who might be pivoting in their careers or for people who are currently in the workforce who want to upskill.

So, we’re looking at that continuous learning, what are the new credentialing systems that are going to support this future of work, and what are the exciting and promising industry/education partnerships that are really going to ensure that our learners are getting the upskilling and reskilling that they need to succeed.

[00:10:02]

## Ecosystem-Building Approach



**MARA LOCKOWANDT:** A little bit of framing for us there... I'm going to turn it over to Ricki now to talk a little bit more specifically around how the Google IT cert fits into this ecosystem.

**RICKI MEYER:** Sure. So, in looking at the ecosystem that Mara was just talking about, we have learners, we have educational institutions, and we also have industry. The slide that's up on the screen just shows really a broad overview of how we approach this work.

From the learner perspective, there are Google.org scholarships for veterans, refugees, and low-income learners at community colleges and leading nonprofits. There's grant support that also includes overhead and wraparound supports.

This slide is slightly outdated there—actually, there are 40 community colleges that currently teach the certificate. I'll get into that a bit later. There is ACE accreditation for 12 units of credit, and there is a whole variety of implementation models that we'll be discussing as well.

Then, on the industry side, we do a lot of work through our hiring consortiums, who work with national employers to consider learners who go through the certificate for entry-level IT jobs that they have at their companies. So, again, more to come. This is just a brief overview.

[00:11:13]

## Pathways with the Google IT Cert: No Dead Ends



**RICKI MEYER:** And then here, this slide just shows one pathway of what a learner might accomplish through the IT certificate. So, you start with the certificate. You complete the certificate. You can go through the CompTIA exams, which likely are already offered at many of your schools. There's a co-skilled badge between Google and CompTIA that, again, I'll talk about in a little bit. Then there's the option for ACE credit and then landing a job in IT. This is one pathway, of course. Every learner has their own journey, but this is one way you could potentially map it.



Again, I'll be talking more about the hiring consortium later, but here are some of the companies that have signed on and have agreed to really take a first look at completers of this program for their entry-level IT jobs.

[00:12:09]

## Certificate Overview

### **The Need**

- Google's struggle for qualified candidates
- Qualified ≠ four-year college degree
- Year Up collaboration and hiring pathway
- Proved teachable nature of field
- Skills-based training as pathway to jobs

**RICKI MEYER:** With that, I want to get into the certificate itself, how it works, and what it looks like...

The certificate arose from Google's own needs and struggles for finding qualified candidates in what we call here Tech Stop, which is really a beloved service that provides the same kind of helpdesk IT support you'd find at somewhere Geek Squad or any tech office or tech desk in any office. Google had a really hard time finding candidates for these roles and, through the process, realized that someone who is qualified did not have to have a four-year college degree.

Once we had that finding, we partnered with a nonprofit organization called Year Up, which some of you might be familiar with. It focuses on low-income young adults and builds a training and hiring pathway into IT support. That's what we used here at Google to start filling these roles.

Our program creators working with Year Up and other job training programs took this internal IT function from a nominal amount of diversity (around 13%) to 62% diverse talent in IT support roles. And this focus on inclusion and finding alternative pathways to bring talent into Google really set the stage for this IT support certificate that we're talking about today. We also learned through the process that IT support is a teachable field, and that informed a lot of how the program was designed.

[00:13:33]

## **The Numbers**

- 10% growth in the IT support field between 2018 and 2028
- \$53,470 median salary for IT support roles
- 215,000 open IT support roles in the U.S.

**RICKI MEYER:** So, let's take a step back and just look at the numbers and the landscape. There's an expected 10% growth (and this is from the Bureau of Labor Statistics) in the IT support field between 2018 and 2028. The current median salary for IT support roles is just over \$53,000, and there are 215,000 open IT support roles in the U.S.

[00:13:57]

## **The Content**

- Technical Support Fundamentals
- The Bits & Bytes of Computer Networking
- Operating Systems & You: Becoming a Power User
- System Administration & IT Infrastructure Services
- IT Security: Defense Against the Digital Dark Arts

**RICKI MEYER:** Moving along here, I want to give you a brief overview of the content that's offered in the certificate and then get into the design. So, given the proof of concept that we had within Google that entry-level IT is a teachable skill, in January 2018, we launched an online curriculum to take beginner learners all the way through job readiness in less than 6 months. The current average completion rate among completers is about 5.3 months. The content was developed exclusively by Google and is available on Coursera.

It was also important to Google that we develop premium content to teach IT support fundamentals so that learners could, in fact, really go from no background in IT to being ready to land that entry-level job in less than 6 months.

There are 5 courses that make up the certificate, and I've included the titles of them here.

Title (units)	C-ID Designation	Rationale
Information & Communication Technology Essentials (4)	ITIS 110	Essential Preparation
Business Information Systems, Computer Information Systems (3)	ITIS 120	Essential Preparation
Introduction to Programming Concepts and Methodologies (3)	ITIS 130	Essential Preparation
Computer Network Fundamentals (3)	ITIS 150	Essential Preparation
<b>Select <u>6</u> units or <u>2</u> courses from the following:</b>		
Introduction to Systems Analysis and Design (3)	ITIS 140	Important Preparation
IT Project Management (3)*	ITIS 145	Important Preparation
Routing and Switching Essentials (3)	ITIS 151	Important Preparation
Systems and Network Administration (3)	ITIS 155	Important Preparation
Introduction to Information Systems Security (3)	ITIS 160	Important Preparation
Cybersecurity Analysis (3)	ITIS 161	Important Preparation
Introduction to Cybersecurity for Ethical	ITIS 168	Important Preparation

**RICKI MEYER:** I also wanted to take a moment just to note how these courses map against the curriculum in the California system. You can see on this slide that there are some courses highlighted. That's where there's overlap here between the curricula. I think that's something to note, especially given the work that all of you are doing.

[00:15:24]

## The Approach

- Practice-based: hands-on labs and interactive assessments
- Industry-relevant content: product/platform agnostic
- Philanthropically funded: generates no revenue to Google
- Coalition of employers: consider cert completers
- Community colleges: per WaPo, 14% of students homeless – 1 in 3 go hungry while pursuing a degree
- Job supports: Completer Community, Job Board
- Collaboration: JFF on the ground with CCs, co-branded badges with CompTIA

**RICKI MEYER:** So, now getting into eh approach that we've taken here with the Google IT Support Professional Certificate...

First and possibly most importantly (but there are all important details), the certificate is practice based. It includes hands-on labs and interactive assignments through a proprietary software we have, which is called Quick Labs. This enables learners to practice troubleshooting across various operating systems in a hands-on way. Using virtual machines, they can log into different operating systems and be able to test their learning from whatever device they have into others as well, because if you're going to be providing IT support, you need to be able to work with different operating systems.

The content is industry relevant and is product and platform agnostic. We do not teach Google-specific products and services, and that's something I always like to emphasize when I'm talking about the certificate because I think that's something that sets it apart.

The certificate is philanthropically funded, so there's no revenue coming to Google from it. There is a coalition of employers that I mentioned that consider cert completers for their open roles.

We also have a specific focus on community colleges, which is why we're all here today. Research shows that 14% of community college students are homeless. 1 in 3 go hungry while pursuing a degree. And among many other reasons, this is a natural landing place for people who want to learn new skills, get into new fields, upskill, reskill, all of the above.

There are also job supports built into the certificate itself. There's a Completer Community that has job prep resources like Big Interview, which is interview prep, resume prep, and review, and also a Job Board—again, I'll be mentioning that more later.

Then it's all about collaboration. We work very closely with JFF, who is on the ground with the community colleges, helping figure out implementation models and getting everything up and running, and we also have a co-branded badge with CompTIA that I mentioned just briefly before. If someone finishes the certificate and then want to go on and take the CompTIA exams, there is currently a discount to take those exams. And as I mentioned before, if someone passes those exams, they'll get a co-branded badge that's combined Google and CompTIA.

[00:17:37]

## **The Design**

- Curriculum developers
- Instructors (“proof sources”)
- Assessments/ML prompts that empower
- Default pronouns
- Animations and screensavers
- Resume and interview video series
- Overlooked audience research
- Non-technical Googler vignettes

**RICKI MEYER:** Given that I’m in the company of educators, I wanted to take a minute to talk about the design of the certificate itself because there’s really a lot of thought that went into making sure it was inclusive and, therefore, that it would reach and resonate with all different types of people.

The majority of the curriculum developers were female, which I think is important to note because, especially... Now numbers are getting better, but females have been quite underrepresented in the IT space for quite some time.

We have instructors throughout the certificate who appear on video and who went through the certificate themselves and are now working at Google. So, those are what we could call ‘proof sources’ that they went through, and they were able to land that entry-level IT job.

We also have assessments throughout, so learners can really practice what they’re learning and not just read it as if they were reading from a textbook but put it into practice, and there are also machine learning prompts that empower learners to continue. I’ll show you an example of that in just a couple slides.

There was also an intentional design to use default pronouns (they instead of he or she) to make it inclusive. There are animations and screensavers that feature all different types of people, including people with disabilities. There’s a resume and interview video series and the Completer Community, again, to help people really get as solid as they can in their skills to land that job.

There was a lot of research that went into creating and designing this program to reach overlooked audiences. Some people use the term ‘underrepresented.’ Some people use ‘overlooked.’ But we really make sure that people see themselves in the certificate as they’re going through and identify with them and then have motivation to continue through.

There are also non-technical Googler vignettes sprinkled throughout—so, hearing from Googlers about their experience. This includes someone who has been in the armed services, someone who is deaf. There is a whole variety of people. Again, really trying to show the reach of the program.



This slide here just shows a variety of people. These are some of the course instructors, who are all former IT Support Specialists. Something this slide demonstrates really is how important it was to our program creators that learners could see themselves in the instructors. For example, research shows that women who learn tech from women are four times more likely to pursue a technical career path. And as I mentioned before, diversity and inclusion really was considered in every part of course development.



On this screen here, you can see an example of a machine learning prompt. Someone is going through, and then they get this pop-up that says, “Heads up! This is a tough assignment. If you need guidance, you can click here.” So, these are throughout. Here is just one example. And upon completion, learners will get a credential, and this is just an example on this screen here.



[00:20:26]

## Impacts & Learnings

### Our Learners at Large

- 111,000 enrollments
- 57% do not have a four-year+ college degree
- ~40% in lowest income tertile (<\$30K annual income)
- 20% unemployed
- 74% seeking work
- 60% African American, Latino, female, or veteran

**RICKI MEYER:** So, now, transitioning into impacts and learnings, as I mentioned before, this launched in January 2018, so it's been out for over a year now. We've had over 111,000 enrollments, which we're really proud of because that means we're reaching people all over the country (and all over the world in some cases as well) and really trying to find people where they are and give them the skills they need.

We released back in October 2019 a one-year impact study, and I wanted to share some of the key information that I think certainly resonates with me but also gives a bit of a perspective on who some of these learners are.

57% do not have a four-year college degree. Approximately 40% are in the lowest income tertile—that's less than \$30,000 annual income. 20% are unemployed, 74% seeking work, and 60% identify as African American, Latino, female, or veteran.

[00:21:28]

### Overall Impact

- 2.5x Coursera's average completion rate
- 4.72/5 average stars across 30,000 learners (compared to 4.59 average)
- 84% positive career outcome within 6 months

**RICKI MEYER:** Then, looking at overall impact, learners of this certificate have achieved 2.5 times the completion rate of comparable content on Coursera. This is important to note because it really demonstrates the drive of learners, in addition to the targeted focus of the content, to drive completion through things like the machine learning prompts and other means that we have throughout the course.

The certificate has received 4.72 out of 5 average stars, which is higher than the average of 4.59. 84% of learners have reported positive career outcomes within 6 months. This includes getting a raise, finding a new job, starting a new business, enhancing skills for a current role, or improving their ability to get a new job. And while this is a nice number, this is something we're always continuously trying to improve, so we really want to try to get that up.

I also want to mention that the certificate is currently active in 40 colleges across 8 states and will be in 100 by the end of 2020.

[00:22:34]

## **Job Supports**

- **Completer Community**
  - Resume and interview prep, skill building through gaming, job board
  - Inspirational learner case studies
- **Collateral** for community colleges and employers
  - Menu sign for your Career Services office to attract employers
  - Digital "Google participating employer" to add to websites/collateral
  - Customizable one-pager with overview and employer testimonials

**RICKI MEYER:** I mentioned before, also just briefly, the supports for job readiness and being able to land that job when you complete the certificate. A couple things I want to mention are in the Completer Community. That includes resume and interview prep, skill building through gaming, as well as a job board. The job board is going to be updated relatively soon, so it can be searched by location, job type, and all of that. There are also inspirational learner case studies in the Completer Community. Again, that's another motivation to keep learners going through the

material and continuing towards completion. All community college learners get early access to the community, so they don't have to have completed it. They can get access earlier on.

And as community colleges, we also provide materials for you to help you in both attracting learners to the content of the course and also to help with forming relationships with employers because, as a community college, it's likely that you already have relationships that have been built over time, but it's also worth noting that a lot of people who are in your communities likely want to stay in your communities, so being able to connect with employers in your area who are hiring is really important.

I've listed here just a couple examples: a menu sign for your Career Services office, a digital 'Google participating employer' badge that employers can add to their websites or collateral, and then we also have various one-pagers, like an overview and one that's focused on employers and what they can get out of joining.

[00:24:09]

## **Chelsea's Story**

**RICKI MEYER:** We're pretty good on time, so I want to take a couple minutes to watch this video because I think, as wonderful as it is to talk about it and the content and design and everything that's gone into it, there's really no substitute for hearing from a learner herself and what her experience was like. So, I'm just going to play this and hope that everyone can hear it. It's pretty short.

**CHELSEA:** *The most important thing about being a mother is leading by example. What do you do when you have nothing? A year ago, I found myself homeless with my daughters. The whole shelter experience for the kids, I kept telling them that we were just on vacation and waiting for the house to be ready. It's the worse thing I ever had to do.*

*I grew up in the housing projects in East Nashville, so nobody ever talked about career paths. I didn't know what to do or where to go, but I kept saying, "They're watching how you handle this. You have a serious example to set for these girls."*

*Most people think that Goodwill is just a retail store, but it's so much more than that. While I was living at the shelter, I found out that Goodwill and Google actually have a program to provide IT training. The program is called the IT Support Professional Certificate. When I learned that I could get a scholarship through Goodwill, it was lifechanging.*

**WENDI COPELAND:** *Chelsea is the kind of person Goodwill was designed to support. That's why, thanks to the assistance of Google.org, we started the Goodwill Digital Career Accelerator. Using tools and resources from Grow with Google, the Goodwill Digital Career Accelerator is focused on connecting more than a million people with the skills they need to advance in digital careers. The Google IT Support Professional Certificate was a great building block for this.*

**CHELSEA:** *I joined the 4 AM club. I would get up while the girls were asleep, do my schoolwork. While I was studying, I learned that a Google representative was going to come and give a tech talk at Goodwill. I had to go.*

**ENOCH MOELLER:** *Chelsea really stood out when I met her at the Goodwill event. I asked her to send me her resume. During the interview process, Chelsea demonstrated not only the foundational technical knowledge that she developed but her initiative—and that's exactly what we need for people who are working in our data centers, so we brought her on board.*

**CHELSEA:** *I absolutely love my job. When I first got the job, my daughter, she was like, "Mom, you got this job! That means we'll have a house forever!"*

**WENDI:** *The future of work is now, and it requires digital skills. In the year that we've been working with Google.org, we've seen more than a quarter of a million people build their digital skills.*

**CHELSEA:** *A year ago, I wasn't sure where my life was going. I thought everything was falling apart. I feel hopeful about the future now. I want my daughters to know that they can achieve any*

*goal that they can set for themselves. My goal is to be a developer. That's what I want to do. I've come this far. I plan to go to the stars. My name is Chelsea Rucker, and I'm a Data Center Technician for Google.*

**RICKI MEYER:** Really, for us, the way to look at the certificate is really looking at the impact, not just the numbers, and I think Chelsea's story is a really great example of that. For learners who complete the cert and get a new job, it truly is transformational to both their lives and careers.

[00:24:09]

## Community College Delivery Approaches

- Create a noncredit, standalone course
- Create a new credit-bearing course
- Integrated certificate content into existing course(s)
  - Bundle certificate courses into a new sequence
  - Dual enrollment
  - Pre-apprenticeships

**RICKI MEYER:** Now I'm going to launch into the community college delivery approaches, and this is really where working with JFF comes in. JFF is on the ground with community colleges, figuring out the implementation model that works best for that college, given the learners and the community.

There are several options available, which is good because all communities are different. Some of the options are creating a noncredit, standalone course, creating a credit-bearing course, or integrating the certificate content into existing courses. That could be bundling certificate courses into a new sequence, dual enrollment, pre-apprenticeships. I was actually just talking a couple weeks ago with another community college who bundled some certificates together. So, there's really a variety in how community colleges approach the delivery method, based on what will be most enticing and impactful for the students in their community.

Most of the work in pilot has been done on the noncredit side. Many choose that as a way for career advancement or training. In some states, it's also being used for dislocated workers as well.

And a couple notes on the credit courses for IT or related degrees... Integrating the content into credit-bearing courses that already exist that have CompTIA content is one way that some schools like to go about that, and then bundling certificate courses—some schools choose to do that over one or two semesters.

[00:29:39]

## Current Colleges

**California**—College of the Canyons, Las Positas College

**Colorado**—Arapahoe Community College, Community College of Aurora

**Illinois**—City Colleges of Chicago, Kankakee Community College, Kishwaukee College, Oakton Community College, Parkland Community College, Prairie State College, Waubensee Community College

**Michigan**—Grand Rapids Community College, Jackson Community College, Macomb Community College, Mott Community College

**New York**—Mohawk Valley Community College, Monroe Community College, Rockland Community College

**Ohio**—Cuyahoga Community College, Eastern Gateway Community College, Lakeland Community College, Lorain County Community College, Stark State Community College

**Texas**—Collin College, El Centro College, San Jacinto Community College

**Wisconsin**—Gateway Technical College, Chippewa Valley Technical College, Moraine Park Technical College, Nicolet Area Technical College, Northcentral Technical College, Southwest Technical College, Waukesha County Technical College



**RICKI MEYER:** This next slide lists all the current colleges where the certificate is being offered through JFF support. You can see there are currently two colleges in California: College of the Canyons and Las Positas. Currently, in Colorado, Illinois, Michigan, New York, Ohio, Texas, and Wisconsin... As I mentioned, we will be expanding to 100 community colleges in 15 states by the end of the year.

[00:30:06]

## Implementation Findings

- Completion rates are higher amongst credit implementations
- Students benefit (higher likelihood of finishing all courses) when offered BOTH academic and job support services
- Completion rates are higher when certificate is offered as part of an embedded course or program offering
- Institutions are successfully positioning the certificate as an entry point into other programs of study

**RICKI MEYER:** A few implementation findings to share with all of you...

Completion rates are higher amongst the credit implementation models. There's a variety of reasons why that might be. One might be that when there is credit involved, students might feel they have more skin in the game. That's just one possibility, but there are many others. JFF really does a lot of work around metrics and evaluations, so that's where these findings come from.

Students benefit when the certificate is offered with both academic and job supports available, and this refers to having a higher likelihood of finishing all courses. The completion rates tend to be higher when the certificate is part of an embedded course or program offering, and institutions are successfully positioning the certificate as an entry point into other programs of study.

[00:30:55]

## Going Forward



**RICKI MEYER:** Going forward, in looking JFF's work, we've been thinking about it really in kind of three ways. The first is preparing people for the future of work. That's automation, outsourcing, and new contract arrangements require everyone to begin thinking and acting differently. Ensuring equity in economic advancement is naturally referring to economic opportunity through education and dignified work, which is limited for millions of Americans. Also, meeting employer needs—employers struggling to find employees who have the right skills and being able to thrive in the work that they find.

[00:31:34]

## Scaling the Ecosystem

<p><b>Grow our learner community</b></p>	<ul style="list-style-type: none"><li>• Our nonprofit partners are scaling the IT Cert and their wraparound support services to more learners in 2020</li></ul>
<p><b>Triple CC Cert Implementers</b></p>	<ul style="list-style-type: none"><li>• Scale to 100 CC's</li><li>• Via a .Org grant to Jobs for the Future</li><li>• CC's are a strong proxy for economic disadvantage</li></ul>
<p><b>Increase employer involvement &amp; hiring</b></p>	<ul style="list-style-type: none"><li>• We are continuing to grow and deepen engagement with our national hiring consortium members</li></ul>

**RICKI MEYER:** We talked about the ecosystem at the beginning, and now, looking at scaling the ecosystem, the three pieces that JFF is focusing on are growing the learner community (that's expanding the nonprofit and community college presence), tripling the amount of colleges that are implementing the certificate (again, I mentioned that there are currently 40, and we're scaling to 100), and increasing employer involvement and hiring.

[00:32:07]

## Get Involved

From JFF	Deliverables from each consortia
<ul style="list-style-type: none"><li>● Grant to support program design</li><li>● Free access to Coursera for all enrolled learners for 12 months from launch</li><li>● JFF technical support including coaching, custom resources, and webinars</li></ul>	<ul style="list-style-type: none"><li>● Complete an Implementation Plan</li><li>● Enrollment of learners</li><li>● Support learner completion</li><li>● Support placement for completers</li><li>● Submit basic monthly reports and qualitative learner case study leads</li><li>● Involve local employers</li></ul>

To learn more or get involved, contact [Mara Lockowandt at mlockowandt@jff.org](mailto:mlockowandt@jff.org)

**RICKI MEYER:** Now, for getting involved, what does participation mean? From the JFF side, through a grant from Google.org, JFF provides grants to community colleges to support program design. They also, through the grant from Google.org, provide free access to Coursera for all enrolled learners for 12 months from launch. And JFF technical support includes coaching, custom resources, and webinars.

Then, in terms of the deliverables from each college or consortium, depending on how the state or group of colleges decides to pursue, there's completing an implementation plan, enrolling learners, supporting learner completion, supporting placement for completers, submitting monthly reports and qualitative learner case studies, and involving local employers in the efforts.

Mara's contact information is on the bottom here and also at the end, I believe.

[00:33:05]

## The Consortium Approach

### Lead College

- Invite and organize participating colleges
- Contract with JFF
- Help JFF set the funding formula
- Aggregate pressing technical assistance questions
- Liaise with JFF
- Coordinate convenings (if applicable)

### Participating Colleges

- Enroll learners
- Support retention, completion and placement
- Report monthly
- Participate in TA coaching, webinars, and convenings

**RICKI MEYER:** Before I end here and turn to questions, I just want to also mention the consortium approach, and any questions on this specifically will be best answered by Mara, but the way that JFF is approaching the consortium approach is there are really two things.

A college can join either as a college on its own or as a consortium. Through the consortium approach, there is a lead college that invites and organizes other schools to be the participating colleges in that consortium. The lead college does the contracting with JFF, helps JFF set the funding formula, aggregates the technical assistance questions that come in, works closely with JFF, and coordinates convenings (if that's something that makes sense).

And then, from the participating colleges side, those colleges have the responsibility for enrolling learners, supporting retention, completion, and placement, reporting monthly, and participating in TA coaching, webinars, and convenings.

[00:34:06]

## Wrap-Up

### Next Steps

- Questions?
- Q&A office hours:
  - Thursday, March 5<sup>th</sup> 9 – 10 AM
  - <https://jff.webex.com/meet/mlockowandt>
  - 1-408-792-6300
  - Access code: 790 492 305

**RICKI MEYER:** In terms of next steps, we have some time now for Q&A, so I can answer anything that's relevant from the Google side, and really anything that's really more specific for Mara from the JFF side, she has set up some office hours for Thursday, March 5<sup>th</sup> from 9 to 10 AM. Feel free to contact her, sign up, and join those office hours. The WebEx is in the presentation here, so hopefully, you all have a copy of that.

And with that, I will remove my screenshare and take any questions that anyone may have.

[00:34:43]

### Questions

**STEVE WRIGHT:** That's terrific. Thank you, Ricki and Mara. This is an excellent presentation. I'm sure we'll have a lot of questions. I have a couple to kick off right away...

One is you mentioned that this was available through Coursera. I believe, when we chatted offline after the ICT Winter Conference, there was some question about whether that would be the continuing model in the future. Do you have other ways of providing the curriculum?

**RICKI MEYER:** Currently, it's offered on Coursera. All the content is developed by Google. It's just hosted on Coursera. The licenses for the first 12 months are covered as part of the grant. There's a whole fee structure—it's \$49 a month per learner. There are also different fee structures depending on how many learners you have, but that's all included for the first 12 months of the rollout.

Then beyond that, there are opportunities to think creatively about how to work with other agencies and things like the Workforce Development Board that might be in your community, think about how to develop a creative approach that brings together the content, the employer, and the community college, really building one ecosystem together. I hope that answers your question.

**STEVE WRIGHT:** That's good, but there's a flexibility to use the curriculum without using Coursera. I guess that's the main question I had.

**RICKI MEYER:** The only way to access the curriculum is on Coursera.

**STEVE WRIGHT:** OK, for the foreseeable future, that's the model?

**RICKI MEYER:** Correct.

**STEVE WRIGHT:** OK, the other question I had is you used the phrase 'consortium' of colleges. I don't know if you meant to imply... We have what we call regional consortiums throughout the state—we have a number of regions—and the regional consortiums are collections of colleges, so it's coincidence, I wonder. But anyhow, they are also the centralized point of funding for what we call Strong Workforce funds, so it would be really convenient in that consortium model you're describing there if we could have a template of what the costs might be or how they might expand or contract.

We really do not have a shortage of funds right now. What we have a shortage of is clearly outlined, detailed implementation plans! So, whenever we can get what I would call a 'business plan' in another lifestyle... Whenever we can get things clearly done like that and have a record of success somewhere else, it's a pretty easy sell to these eight or ten different consortiums. "Hey,

we need X amount of dollars. This is the success rate. This is what will happen. Here's how you do it. Follow steps 1 through 28, and you're there. Here are all the partners prebuilt into this." That's an easy sell. So, we might want to talk about that. I don't know if you have any templates like that already.

**RICKI MEYER:** I will flag that for Mara and for JFF to follow up.

**STEVE WRIGHT:** OK, that's good. That's pretty much what I wanted to get rid of right away. I'm sure we have a lot of people out here that are asking questions. Can you see the chat box?

**RICKI MEYER:** Yes, I'm just looking at them right now because my screen was shared before, so I'm going through here...

*"If our college currently has a helpdesk certificate, how can we change over to the Google IT Support Certificate curriculum? Does this certificate, to your knowledge, meet regional accreditation requirements?"*

I can't speak specifically to the second question. I don't want to misrepresent anything. In terms of changing over the curriculum, that's something that an individual college can decide on its own. There are some community colleges that have decided they want to do this. They've looked at this curriculum, they've mapped it to what they currently offer, and they've decided at their college level that that's a decision they want to make. That's really on a case-by-case basis.

I see another question here...

*"What CompTIA content are you partnering with?"*

Thank you, Richard, for adding an answer there that there's a connection to A+, Net+, and Security+.

*"Will this content be included into Canvas?"*

I think that's a question about LMS integration. This is a question for Mara. There have been a lot of efforts to make the LMS integration seamless that have rolled out pretty recently, so that should no longer be a concern.

*"Are there course instructors with Coursera, or do we have to hire instructors to teach the course?"*

What's on Coursera is just the courses themselves. There's not a live instructor that comes with that. Again, as I mentioned before, different groups take their own approaches. Most community colleges have a facilitator or an instructor, depending on which model they choose, who is their in-person to either provide instruction in a completely in-person model, to provide office hours for things like more hands-on practicing the skills that they've learned from the virtual labs that are in the course...

Whether or not that instructor is a subject matter expert is really up to the school's decision. There are some providers who have someone who has gone through all the content themselves and really is able to answer nitty-gritty questions, and others take the approach of having someone who is really a master at facilitation, being able to bring together a group and have the learners learn from each other.

It's really not a one-size-fits-all model because each school is so different, so the short answer is that, no, there are not live instructors as part of this package, but there are instructors with each course, and those are Googlers themselves who are teaching.

**STEVE WRIGHT:** If I may, I believe Richard Grotegut was very successful at taking the curriculum and integrating it into existing courses. That slide, earlier in the slide deck, that showed the mapping to the IT model curriculum was, I believe, an example of where it fit in. If you're already offering those courses, it can be integrated fairly easily.

**RICKI MEYER:** Right.

**STEVE WRIGHT:** I know he's on the call but traveling.

**RICKI MEYER:** OK.

**STEVE WRIGHT:** With the JFF involvement and everything, there's the Completer Community and the employer engagement. Obviously, you can go online and take a course, but I don't know if it's proper to call it 'case management' with the handholding and everything else. Does that occur through JFF and these other training for resume writing and everything else? How does that become an ancillary service to the curriculum?

**RICKI MEYER:** Sure. JFF is really important in terms of finding that implementation model, getting the contracting done, getting everything up and running. The things like the interview prep and resume prep, those are all built into the course itself. Whether someone went to Coursera and signed up for the program on their own or is taking it through their community college, they would have access to all of that, regardless of the grant support.

**STEVE WRIGHT:** OK, good.

**RICKI MEYER:** And one other thing to note, in case folks aren't familiar with Coursera... The reason there's a fee attached to courses on there... Anyone can go in and audit a course, but you're not going to get any type of certificate at the end to prove that you've completed it. That fee gives you access to the graded assignments and then the certificate at the end. That's a question that comes up pretty often, probably for all Coursera courses, not just this one.

**STEVE WRIGHT:** Yeah, that's great. Looking at questions here again...

**RICKI MEYER:** *"What does the combo Google/CompTIA badge look like?"*

I don't have that in the presentation, but it has the Google and the CompTIA logos together.

**STEVE WRIGHT:** Yeah, I've heard about that. I saw it in the other presentation. It looks good. An interesting comment made was that CompTIA A+ is well known, and we highly recommend that for people who are just getting started. If you add Google to it, it adds a lot more value, but when you're doing your LinkedIn profile, the understanding I heard is to make sure you mention the Google IT certification separate from and in addition to putting the badge there because the

branding of Google is just so powerful that a lot of people are just looking at this certificate or this training as something that's going to bring them some sort of Google aura—and that's a good thing for our students. That's great. We want that. The students are encouraged to put all that information on their LinkedIn profile.

**RICKI MEYER:** Yeah, and I think it's also worth noting, too, that the relationship that we have with CompTIA is really quite nice. They point to this certificate as really the best-in-class preparation for their exams, and then we point to the exams as the next step to take once you've completed the certificate.

**STEVE WRIGHT:** That's a very wise alliance.

**RICKI MEYER:** I see a question here...

*"Can we have access to the courses to review?"*

Yes, if you are thinking about offering this and you would like to get trial access to see what it looks like, you can send me an email with your first and last name. You need to just create a Coursera account first. So, send me your first and last name and the email address you used on Coursera, and I'll put my email address in the chat box here, so you can have it.

**STEVE WRIGHT:** Also, previously, you announced that open office hours—was it Mara? Is it a WebEx on Thursday?

**RICKI MEYER:** Yes. That's on March 5<sup>th</sup>, I believe. If everyone has access to this presentation, you'll have that in there as well. I can copy it into the chat box here.

**STEVE WRIGHT:** As Nicole is reminding, we'll post the slides, we'll post the links, we'll post the video (it will be broken down) and the entire transcript of the discussion.

**RICKI MEYER:** Great! Any other questions?

*"Have there been questions with issues with Quick Labs for the labs?"*

There are always technical issues that come up. There are quite a few ways to go about that. There's chat for online help. There are references to Quick Labs. Then, by working with JFF, you also have a point of contact that can help you resolve issues there as well.

**STEVE WRIGHT:** My understanding from Mara is there are the two colleges that currently have this in place in their California Community College system, but we're looking at about ten others that are planning on doing it, about six of them ready to do it in the fall, so we're really gaining rapidly in the California Community College system.

**RICKI MEYER:** That's fantastic!

**STEVE WRIGHT:** Yeah, I've had college presidents call me up and say, "Steve, how do I get this?" And they hear about it. Once again, I get back to the branding—it's important, and it helps. We've had courses for a long time. Our IT model curriculum is very good and very rigorous and an excellent training device, but people don't come home from talking to their friends at the mall, saying, "I've just got to take that IT model curriculum of the community college system!"

Branding and blending and combining are all things that we need to recognize as part of our challenge in the community colleges in order to market, to reach new students, and to get completers, so we're more than happy to partner and help this thing work.

Any more questions out here?

**RICKI MEYER:** I see here...

*"How many hours of instruction does this comprise?"*

I can't remember the exact number of hours off hand. I can follow up with via email, if you want to send that around. We do have, I believe... I don't want to misquote it, so I will follow up by email on that. In terms of hours for actual instruction, a lot of that depends on whether you choose to have an in-person model or blended learning model or what the college chooses on that.

*“How many students are completing the course outside of the community college system?”*

I can follow up on that as well. I don't know that off hand.

**STEVE WRIGHT:** How about the next steps? Are you guys looking at a continuation in a series here? Or are you looking at a wider scope into other disciplines? This is great work you've done so far! I can't imagine you're just going to stop.

**RICKI MEYER:** I'm glad you asked that. Just about a month ago, we launched another certificate, which is called IT Automation with Python. That's really a stackable certificate to this one and really a follow-on. The goal is for that certificate to really target someone who has already gone through this first training in IT support or something similar, so having that basic level of understanding that you can get through this certificate about IT support, and then that certificate in Python takes you to the next level. Once you've landed the job, that certificate can help you advance in the job.

**STEVE WRIGHT:** That's terrific. All right, I'm looking for more questions, and I'm not seeing anything that hasn't already been covered. I just want to, once again, wrap up and thank our speakers today. I think the combined effort from Google and JFF, Mara and Ricki, the work that you've been doing is just excellent. It's great because it's involvement for our community colleges, with the efforts you're doing...

A friend of mine in this business said a long time ago, “There's plenty of ignorance to go around,” so we can all collaborate together, and no one has to be selfish or jealous about what they're doing because we're working for the same things—to get these students successfully perched into jobs—and we welcome the collaboration.

With that, I'm going to let it go. We're going to wrap this thing up, put the recording on our website, and get more information out to everybody, and if there's a follow-up needed later on, on implementations or different strategies, we'll take a look at that in about six months and see if we can do that.

**RICKI MEYER:** Great! Just very quickly, thank you so much for including us and inviting us to talk today. Really, thank you to everyone for all of the work that you're doing across the state. It's

really impressive and really so important. We, from both JFF and Google, really appreciate everything that you're doing.

**STEVE WRIGHT:** You bet. Thank you. All right, everybody, goodbye! See you next Friday at 10 AM.

**RICKI MEYER:** Bye.

**STEVE WRIGHT:** Bye.

## Additional Resources

- To learn more or to get involved, contact Mara Lockowandt at [mlockowandt@jff.org](mailto:mlockowandt@jff.org)
- More questions? Join the JFF Q&A office hours:
  - Thursday, March 5<sup>th</sup> 9 – 10 AM
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  - 1-408-792-6300
  - Access code: 790 492 305
- Register for upcoming webinars and view past sessions at [ICTDMSector.org/educator-webinars](https://ICTDMSector.org/educator-webinars)