

SREB

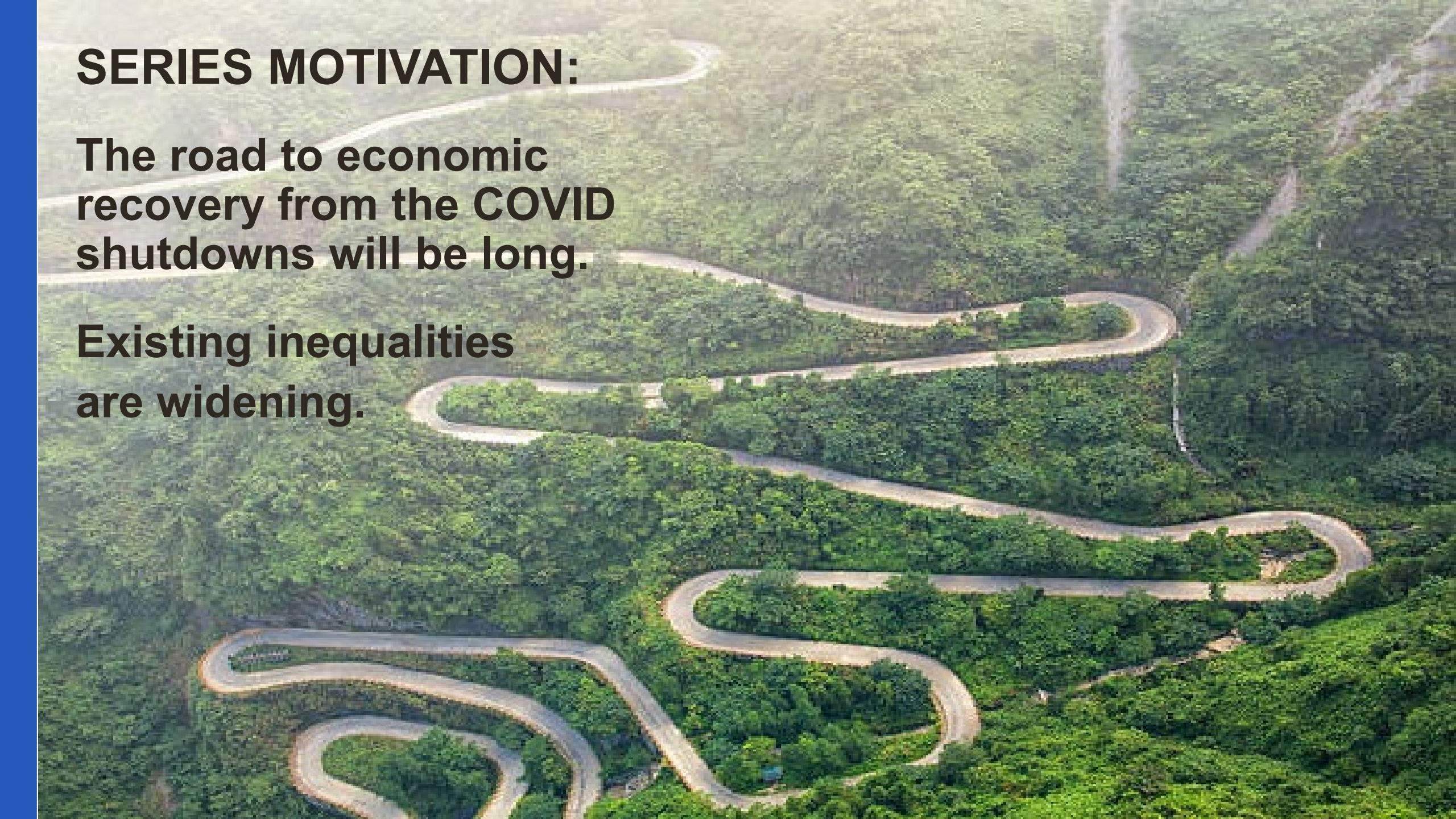
Bouncing Back from COVID Using Education and Workforce Development Dollars

Session #5 September 24
Webinar Series 2020

SERIES MOTIVATION:

The road to economic recovery from the COVID shutdowns will be long.

Existing inequalities are widening.





SERIES GUIDING QUESTION:

How can states use workforce and education dollars to turn things around?

SERIES OVERVIEW

Access completed webinars
at [https://www.sreb.org/past-
webinars](https://www.sreb.org/past-webinars)



In each session we...

SREB
presents

State
experts
present

We all
discuss

Points of
engagement
throughout

Get inspired
and inform
our
collective
work

Share key
strategies
for policies,
programs
and equity

Hear how
leading
states are
doing it

Spotlight
resources to
get the work
done

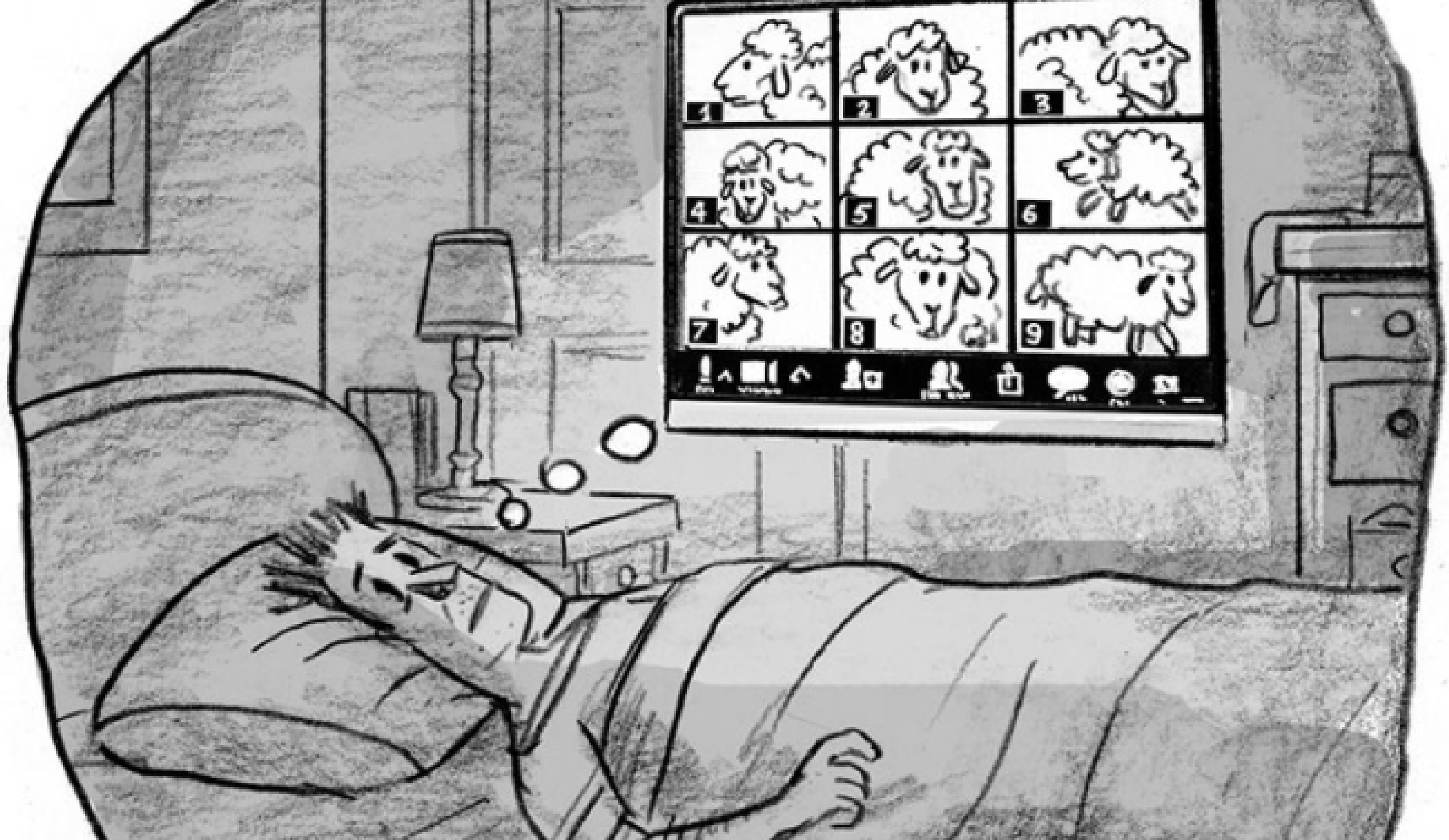
TODAY'S SESSION

**Make Education and
Training Programs
More Tech Savvy and
Flexible**

**Crisis: COVID + we are
underprepared for the
changing economy**

CONTEXT

**Opportunity: Transform
Education and Workforce
Development Programs**

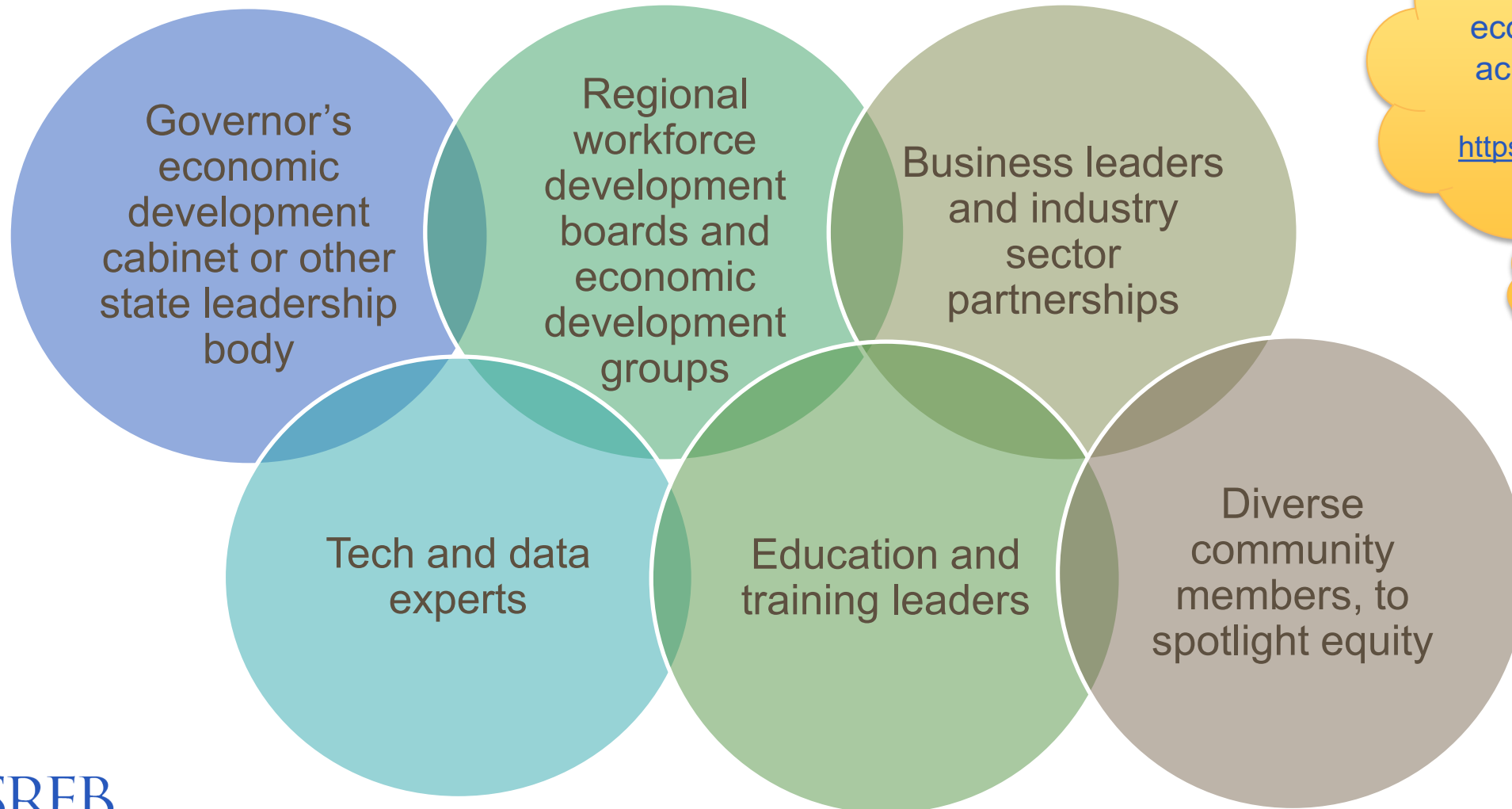


ACTIONS to Make Education and Training Programs More Tech Savvy and Flexible

Based on data,

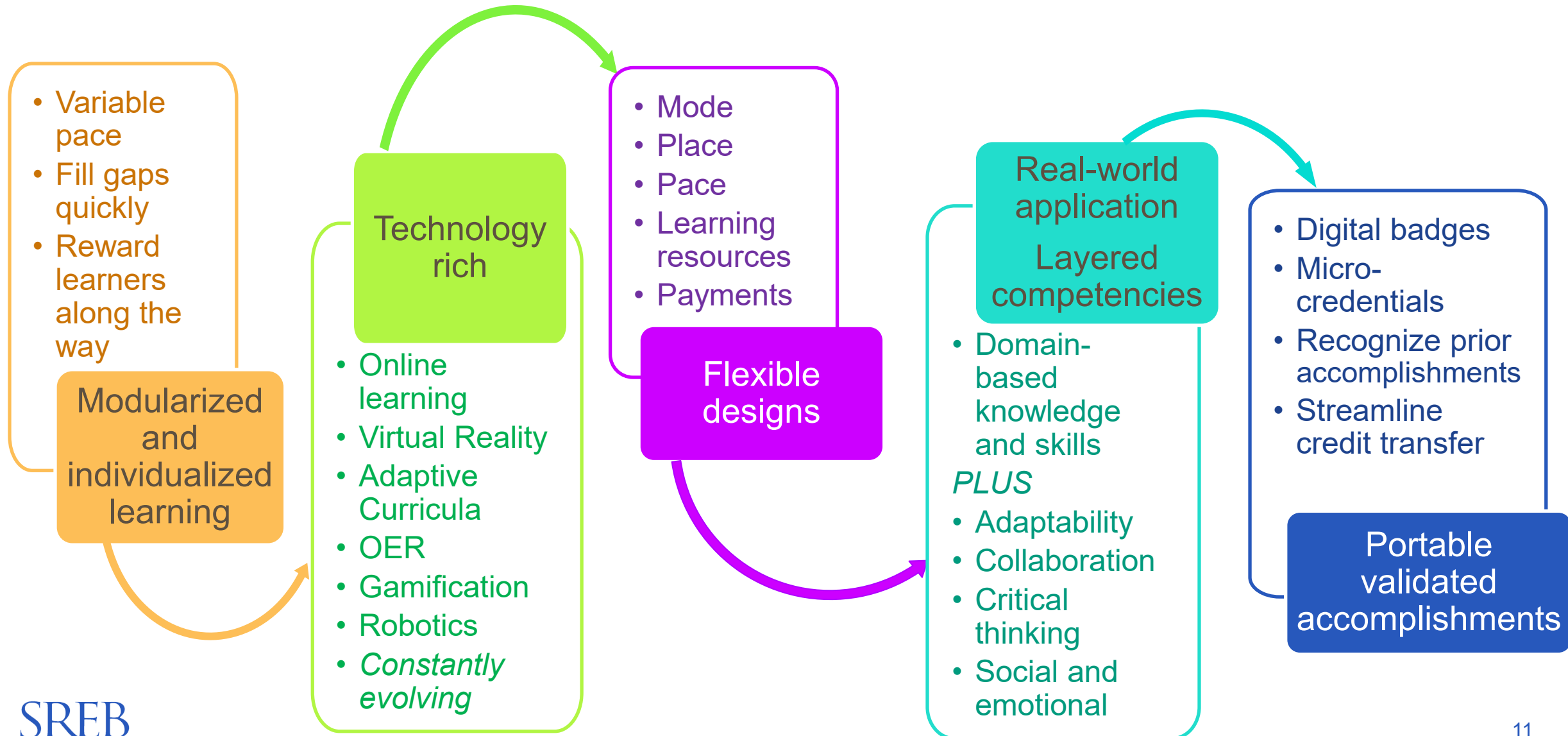
1. Adapt key program elements
2. Pursue equity

Based on data, continually adapt your programs

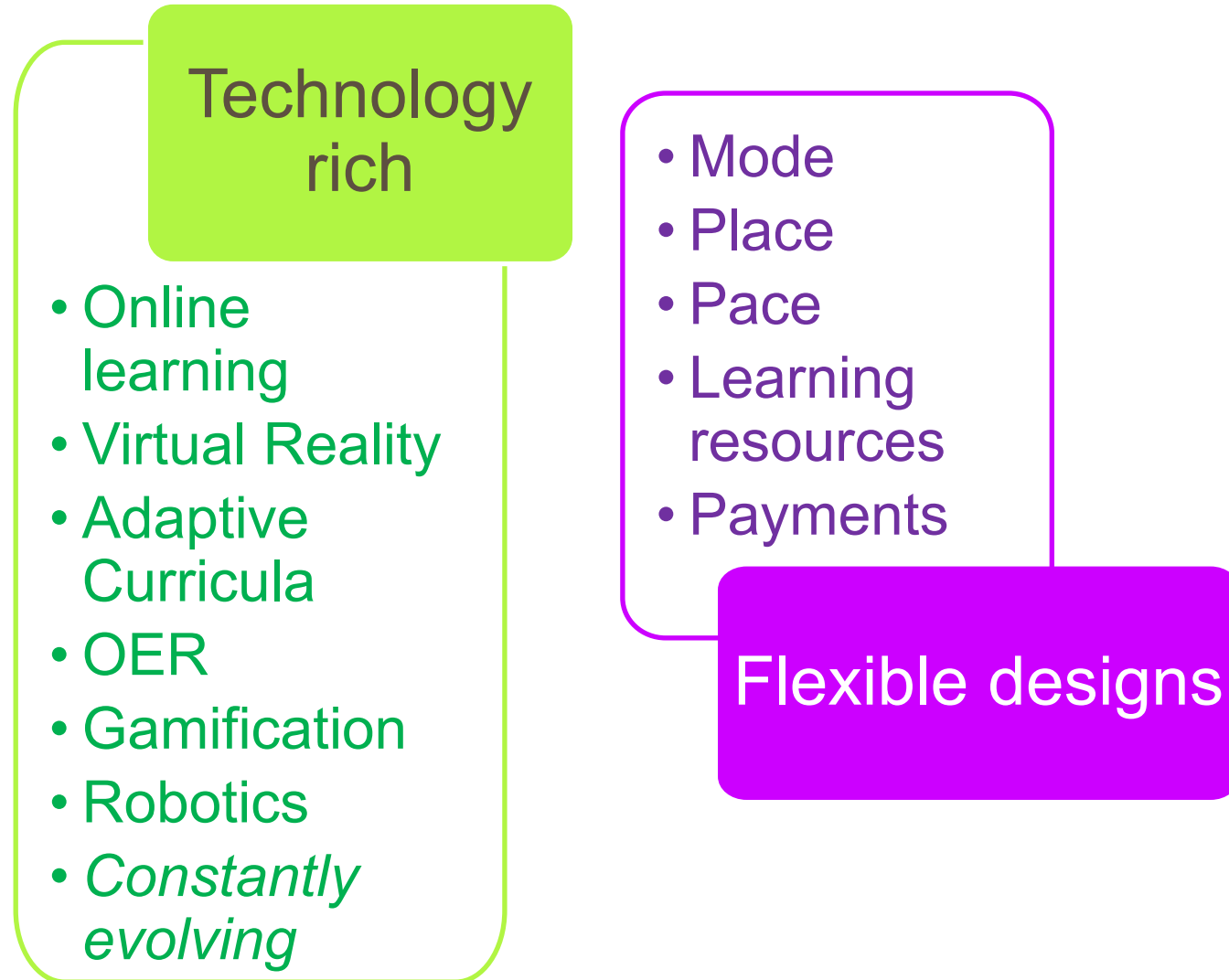


For more about using data to drive economic recovery, access webinar #1 materials at <https://www.sreb.org/workforcerecovery>

ACTION 1: Adapt Key Program Elements



ACTION 1: Adapt Key Program Elements



Online learning
platforms and apps

Adaptive curricula
and
open educational
resources (OER)

Virtual reality

Gamification

Let's Jam

ACTION 2: Pursue equity



Whole programs

E.g., California's Cell-Ed upskill program for recipients of public services

ACTION 2: Pursue equity

Design
Content
Assistive technology

Accessibility



Whole programs

E.g., California's Cell-Ed upskill program for recipients of public services

ACTION 2: Pursue equity

Design
Content
Assistive technology

Accessibility



Advising, mentoring

Virtual mentoring
Near peer advisors
AI-enhanced messaging



Whole programs

E.g., California's Cell-Ed upskill program for recipients of public services

ACTION 2: Pursue equity

Childcare, transportation
Housing, nutrition
Internet and device access
Tech support

Support services

Design
Content
Assistive technology

Accessibility

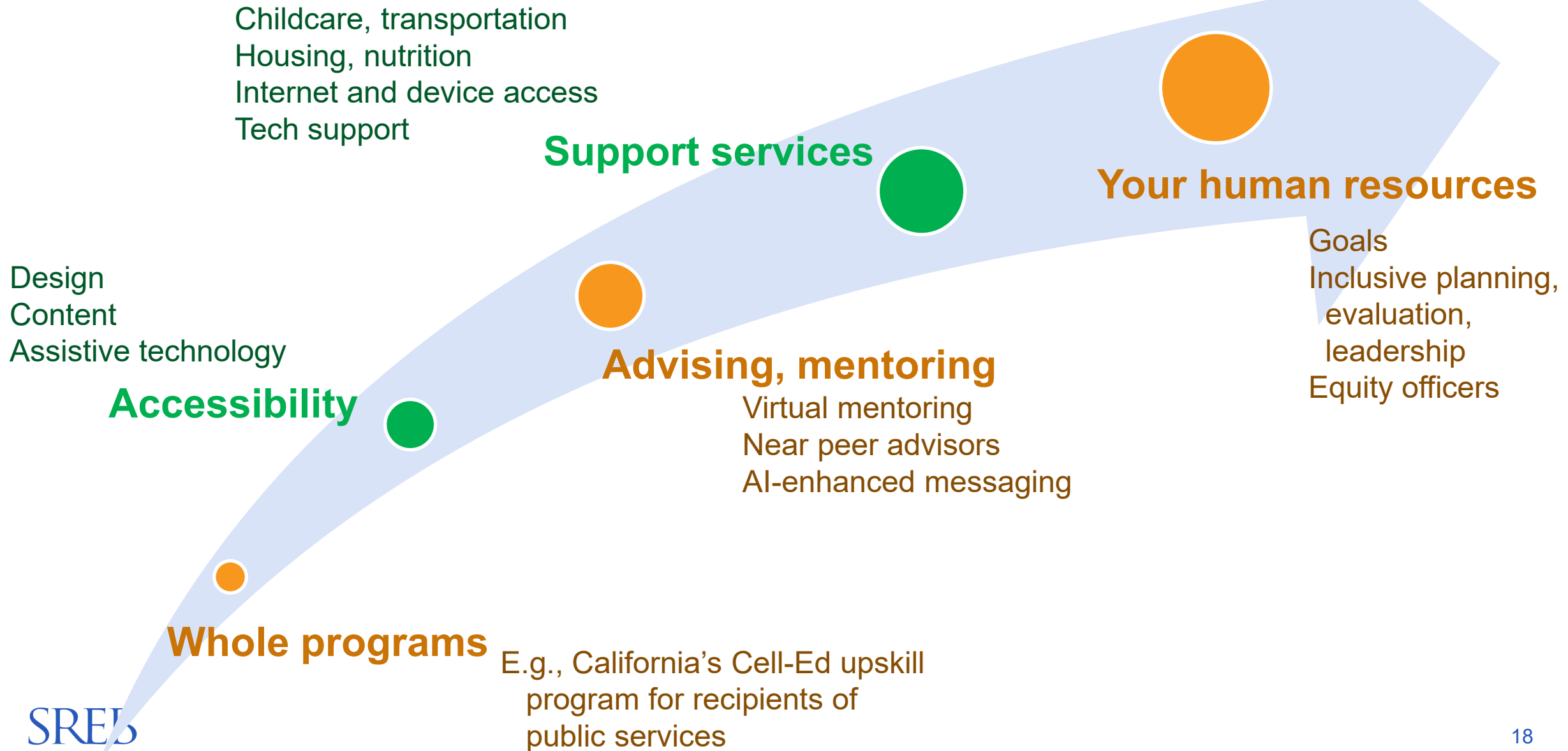
Advising, mentoring

Virtual mentoring
Near peer advisors
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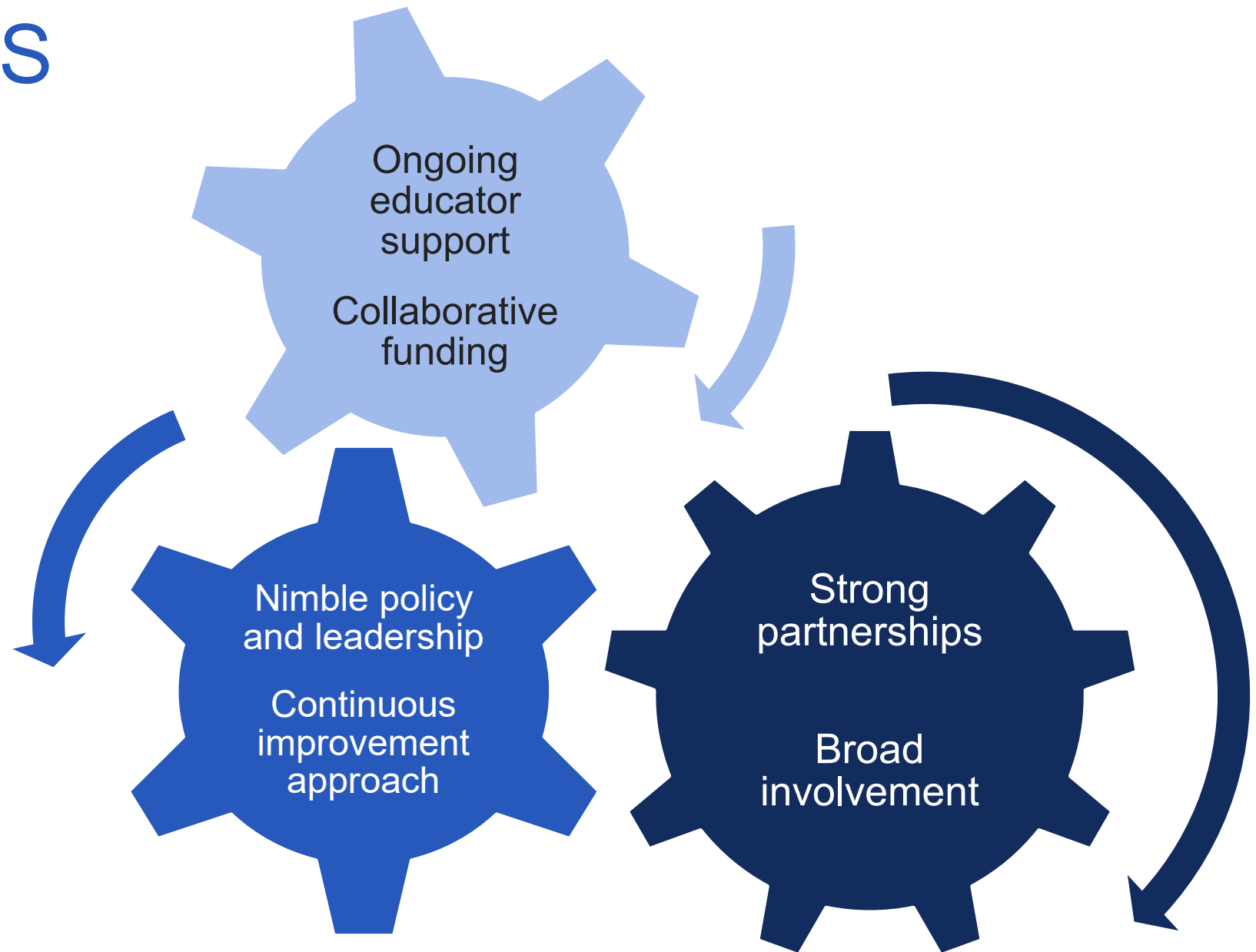
Whole programs

E.g., California's Cell-Ed upskill program for recipients of public services

ACTION 2: Pursue equity



These ACTIONS require



Resources for making programs more tech savvy and flexible

ESSA	Perkins V	WIOA	CARES Act	State funds	Other
<p>Technology is one of a range of instructional tools to support student success and educator effectiveness</p> <p>Title I can fund hardware, software, digital content for</p> <ul style="list-style-type: none"> • Instruction • Assessment • School improvement • Accountability • Reporting <p>Title II: for Educator development</p> <p>Title III: instruction for English Learners</p> <p>Title IV: for</p> <ul style="list-style-type: none"> • Student Support and Academic Enrichment Grants • 21st century schools <p>IDEA Part B for students with disabilities</p>	<p>State leadership funds to promote exemplary programs and instructional content</p> <p>Local funds for</p> <ul style="list-style-type: none"> • Technology hardware and software, OER • Helping students master all aspects of an industry, including the latest workplace equipment and technologies • Professional learning for educators 	<p>Digital literacy focus</p> <p>Title I</p> <ul style="list-style-type: none"> • State and local workforce development boards responsibility • Local funds must maximize effective use of technology in programs <p>Title II Adult Education and Family Literacy</p> <ul style="list-style-type: none"> • State leadership funds • Local funds <p>Eligible training providers are assessed in part on their use of technology</p> <p>Title III Employment Services funds to improve technology in labor exchange system</p> <p>Title IV Vocational Rehabilitation funds</p> <p>Partner programs to serve individuals most in need: TANF, SNAP Education and Training</p>	<p>Elementary and Secondary School Emergency Relief Fund</p> <p>Higher Education Emergency Relief Fund</p> <p>Governor's Emergency Education Relief Fund</p> <p><i>Reimagine Workforce Preparation</i> grants for state workforce boards for short-term education and training</p>	<p>General funds</p> <p>Repurpose dollars from pre-COVID initiatives that do not address evolving needs</p>	<p>Business and industry contribution</p> <p>Community support</p> <p>Philanthropic grants</p>



Preview the Discussion

As you listen to the presentations, pose questions in the **chat box**

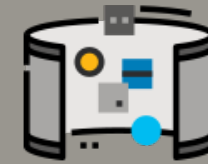
EXEMPLAR EFFORT

In Alabama

Katelyn Cutshall, community development project manager, **Alabama Power Company**

Gary Schwartz, Vice President of Marketing, **TRANSFR Inc.**

TRANSFRVR



JUMPSTARTAL
A WORKFORCE INITIATIVE



Bharani Rajakumar,
TRANSFR VR



Katelyn Cutshall,
JumpStartAL

Why is the Skills Gap in the US Growing?

The younger generation have an
outdated view of CTE related jobs, or
aren't aware of these occupations.



Why is the Skills Gap in the US Growing?

Videos and online lectures are not
effective for hands-on learning.



Why is the Skills Gap in the US Growing?

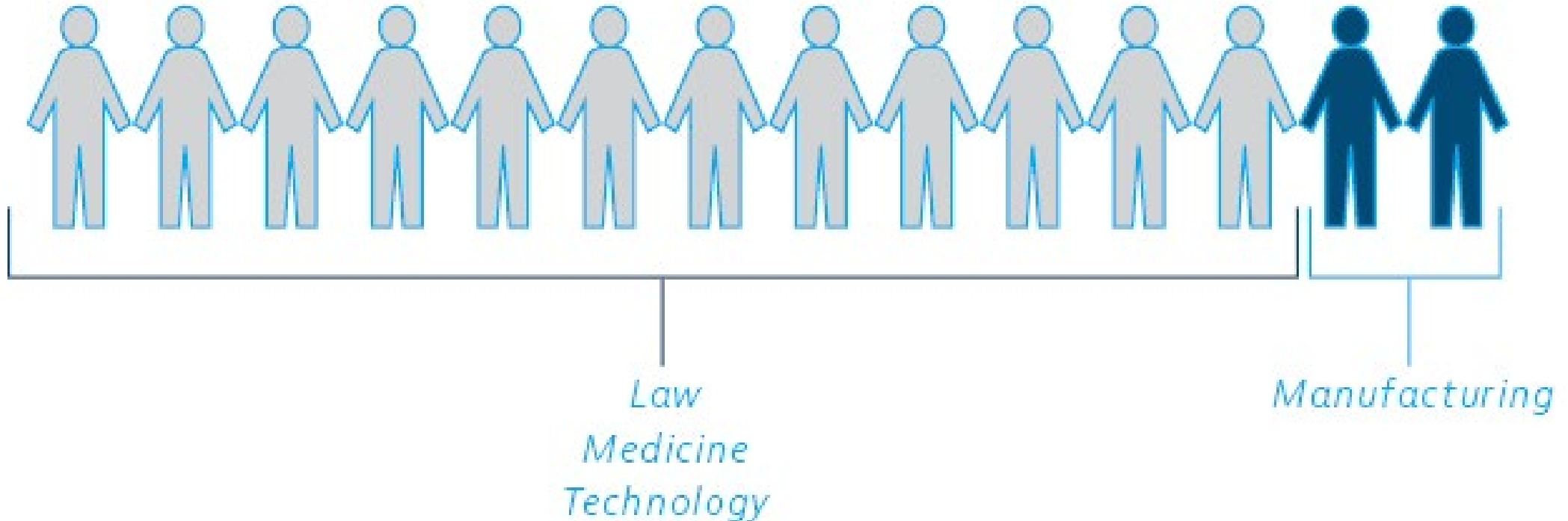
Skilled trades industries traditionally have high turnover, and a large percentage of long-term employees are set to retire.



CAREER AWARENESS

Only 5% of high school students

are interested in manufacturing.





CNC Technician



Carpentry



Masonry



Electronics Technology



Welding

There are millions of jobs

that do not require a 4-year degree.



Automotive



Engineering



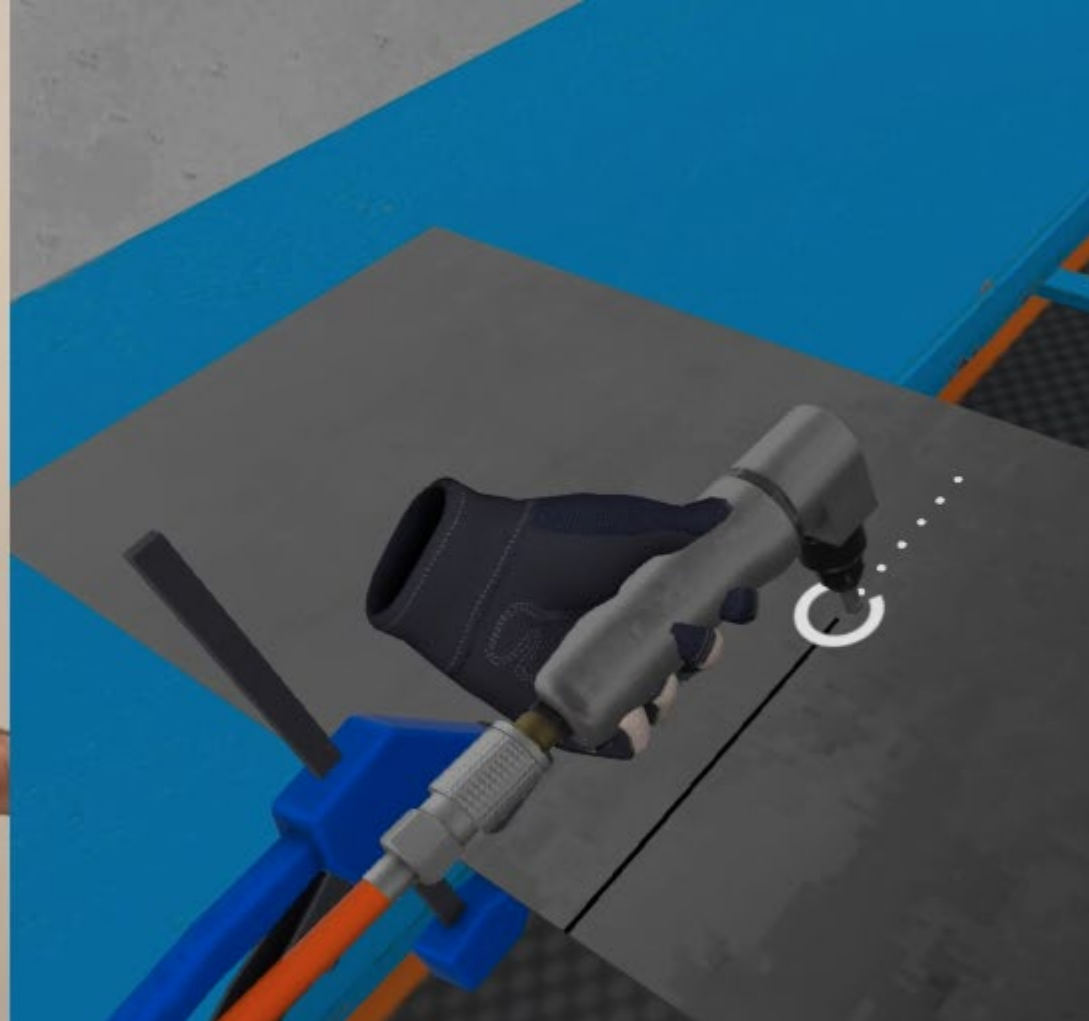
HVACR



Plumbing

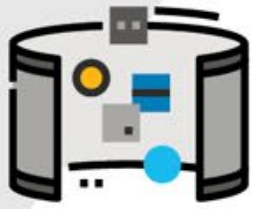


Architectural Drafting



TRANSFR**VR**

See videos at
Plant safety module video here - https://www.youtube.com/watch?v=_dz9VLhtbTs
Transfr Overview video - <https://www.youtube.com/watch?v=SMx2dLftpYI>



JUMPSTARTAL
A WORKFORCE INITIATIVE



Develop a partnership of public and private entities throughout Alabama to create a next generation of skilled labor utilizing innovative solutions.



TRAINING



**RETENTION
RATE**



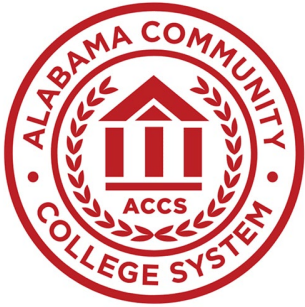
INNOVATION



**CAREER
AWARENESS**



PARTNERSHIP

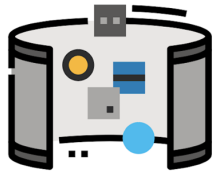


THE CENTER OF IT ALL.

TRANSFRVR™



BALCH
& BINGHAM LLP



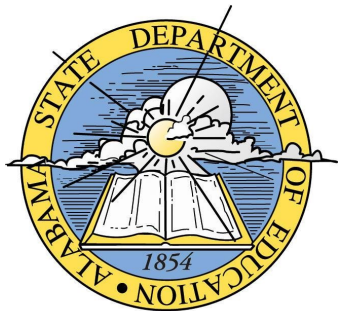
JUMPSTART AL
A WORKFORCE INITIATIVE



BUSINESS COUNCIL
OF ALABAMA



THE
Onin
GROUP



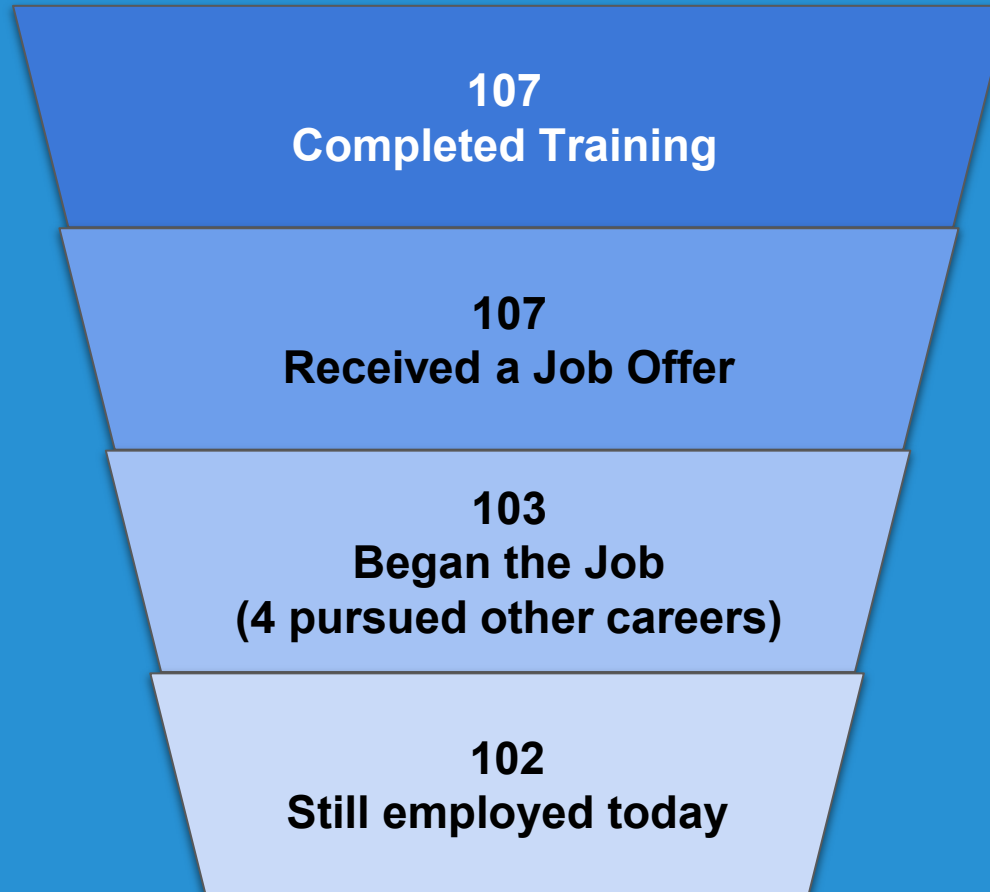
 Alabama Power

 MAGNA
KAMTEK

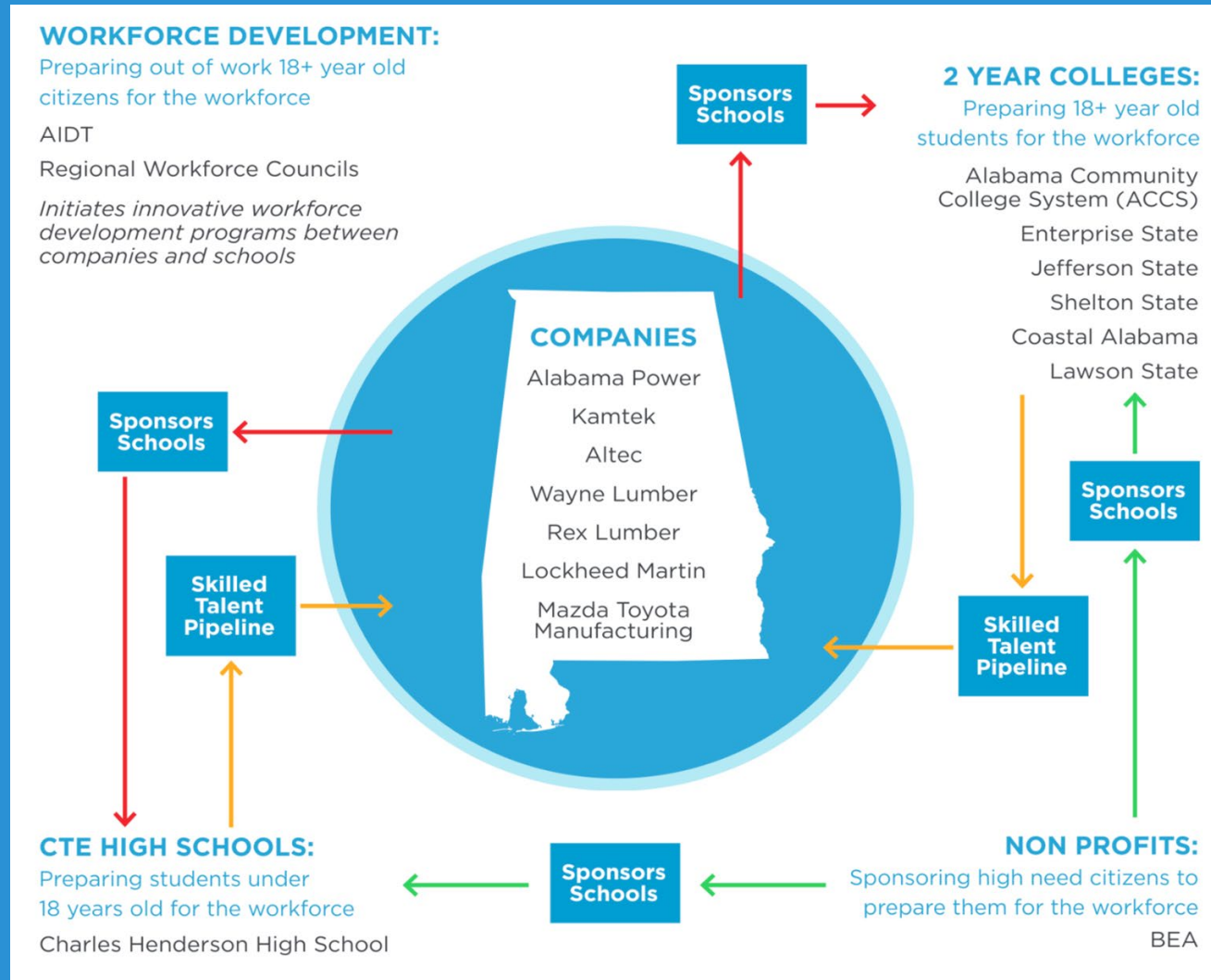


Lockheed Martin continues to hire job candidates through TRANSFR that remain employed after 6 months

Increasing retention by hiring people with the right skills and aptitude.



The standardized training building a talent pipeline for tomorrow



Alternate Pathways to Career success

A scalable and cost-effective
approach to workforce
development

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TRANSFRVR

EXEMPLAR EFFORT

In Louisiana

Louisiana Believes

Virtual Workplace Experience II

Jessica Vallelungo

Executive Director of Quality Diplomas
Office of Career and College Readiness

Louisiana Department of Education

Virtual Workplace Experience II

Why is [Virtual Workplace Experience II](#) (VWE II) Important?

- VWE II is a workplace-based learning (WBL) course that provides students with a guided tour of Louisiana's best-paying careers.
- VWE II provides all students - no matter where they go to school or their personal circumstances - dynamic opportunities to explore careers in Louisiana's high-demand industry sectors.
- VWE II emphasizes student-selected project-based learning.
- VWE II teachers customize the learning experience by offering their students their choice of tasks, reporting formats, and learning goals.
- VWE II enables all students to engage with unfamiliar workplace adults working in Louisiana's high-wage, high-demand industry sectors.
- Students complete mentor engagement projects

Strong Start 2020 CTE Instruction Working Group

- Obstacle #1 : Access to and use of technology for content that can be delivered in a distance modality
- Obstacle #2: Professional Development for Teaching Online
- Obstacle #3: Teaching/Testing performance-based modules, skills, activities, and content
- Obstacle #3 continued EMR/EMT: Teaching/Testing performance-based modules, skills, activities, and content
- Obstacle #3 continued Carpentry: Teaching/Testing performance-based modules, skills, activities, and content
- Obstacle #3 continued Debrief: Teaching/Testing performance-based modules, skills, activities, and content
- Obstacle #4: Student Engagement

DISCUSSION

Q&A with presenters



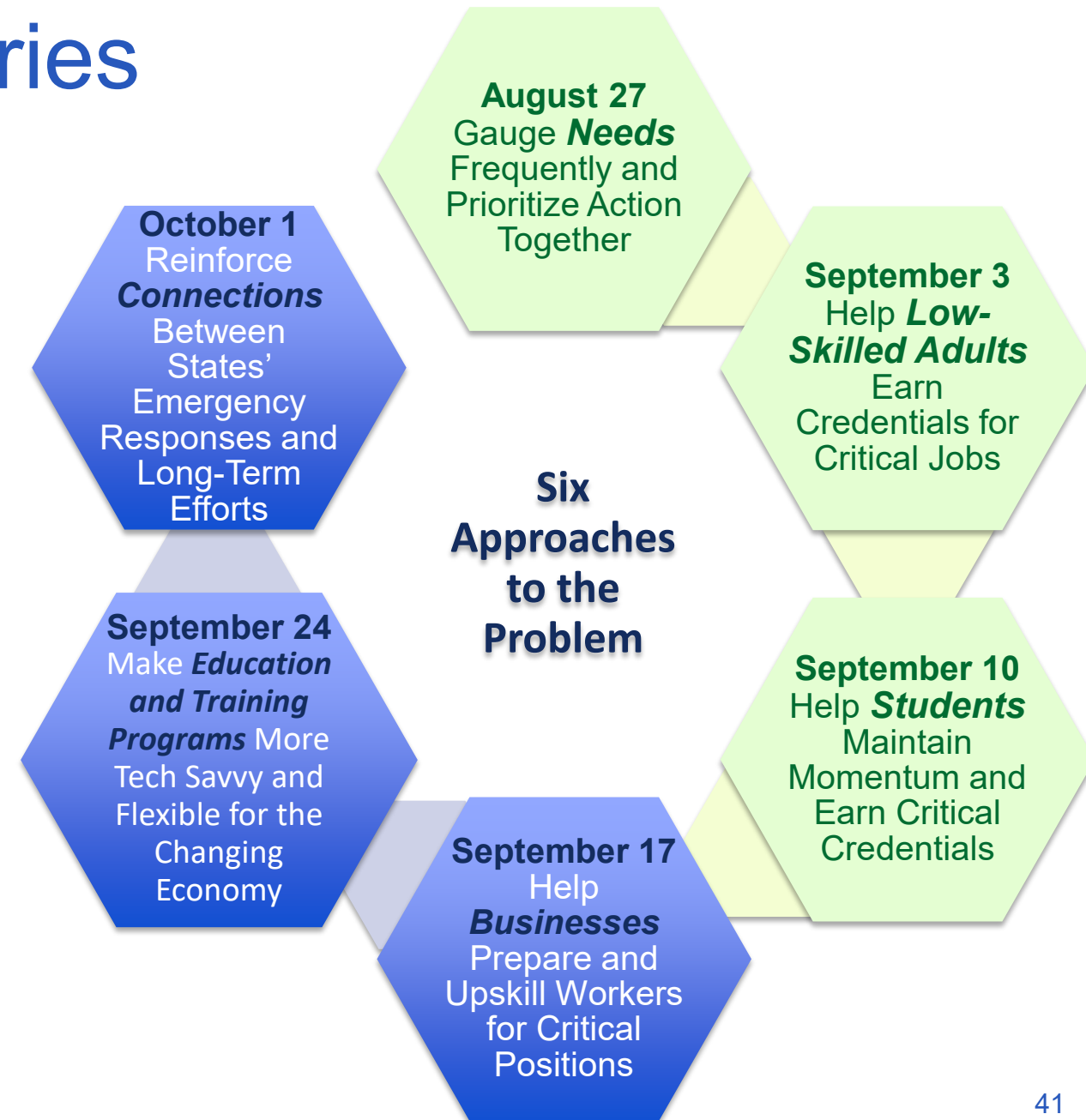
Spotlight efforts in your state in the **chat box**

Join us for the whole series

REGISTER AND

ACCESS MATERIALS:

sreb.org/WorkforceRecovery



We stand ready to support you

Kim Anderson kim.anderson@sreb.org

Stephen Pruitt stephen.pruitt@sreb.org

Dale Winkler dale.winkler@sreb.org



Thank you!

We appreciate
your feedback
on today's
session

One more JAM!

OR

Chat:

A strength

Something we can improve

Support SREB could provide