Bouncing Back from COVID Using Education and Workforce Development Dollars
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?
Six Approaches to the Problem

August 27
Gauge *Needs*
Frequently and
Prioritize
Action
Together

September 3
Help *Low-Skilled Adult* Earn
Credentials for Critical Jobs

September 10
Help *Students*
Maintain
Momentum and
Earn Critical
Credentials

September 24
Make *Education and Training Programs* More
Tech Savvy and
Flexible

September 17
Help *Businesses*
Prepare and
Upskill Workers
for Critical Positions

October 1
Reinforce *Connections*
Between States’ Emergency
Responses and
Long-Term Efforts

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

- 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

- Governor’s economic development cabinet or other state leadership body
- Regional workforce development boards and economic development groups
- Business leaders and industry sector partnerships
- Tech and data experts
- Education and training leaders
- Diverse community members, to spotlight equity

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**

- **Variable pace**
- **Fill gaps quickly**
- **Reward learners along the way**

**Technology rich**
- **Online learning**
- **Virtual Reality**
- **Adaptive Curricula**
- **OER**
- **Gamification**
- **Robotics**
- **Constantly evolving**

**Flexible designs**
- **Mode**
- **Place**
- **Pace**
- **Learning resources**
- **Payments**

**Real-world application**
- **Layered competencies**
- **Domain-based knowledge and skills**
- **Adaptability**
- **Collaboration**
- **Critical thinking**
- **Social and emotional**

**Portable validated accomplishments**
- **Digital badges**
- **Micro-credentials**
- **Recognize prior accomplishments**
- **Streamline credit transfer**

**Modularized and individualized learning**
ACTION 1: Adapt Key Program Elements

- Online learning
- Virtual Reality
- Adaptive Curricula
- OER
- Gamification
- Robotics
- Constantly evolving

Technology rich

Flexible designs
- Mode
- Place
- Pace
- Learning resources
- Payments
Online learning platforms and apps

Adaptive curricula and open educational resources (OER)

Virtual reality

Gamification
ACTION 2: Pursue equity

Whole programs

E.g., California’s Cell-Ed upskill program for recipients of public services
ACTION 2: Pursue equity

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

Accessibility
Design
Content
Assistive technology
ACTION 2: Pursue equity

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

Accessibility

Advising, mentoring
Virtual mentoring
Near peer advisors
AI-enhanced messaging

Design
Content
Assistive technology
ACTION 2: Pursue equity

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

Accessibility

Support services
- Childcare, transportation
- Housing, nutrition
- Internet and device access
- Tech support

Advising, mentoring
- Virtual mentoring
- Near peer advisors
- AI-enhanced messaging

Design
- Content
- Assistive technology
ACTION 2: Pursue equity

Support services

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

Accessibility

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

Design
Content
Assistive technology

Your human resources

Goals
Inclusive planning, evaluation, leadership
Equity officers
These ACTIONS require

- Ongoing educator support
- Collaborative funding
- Nimble policy and leadership
- Continuous improvement approach
- Strong partnerships
- Broad involvement

Collaborative funding
Resources for making programs more tech savvy and flexible

<table>
<thead>
<tr>
<th>ESSA</th>
<th>Perkins V</th>
<th>WIOA</th>
<th>CARES Act</th>
<th>State funds</th>
<th>Other</th>
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| Technology is one of a range of instructional tools to support student success and educator effectiveness | Title I can fund hardware, software, digital content for  
• Instruction  
• Assessment  
• School improvement  
• Accountability  
• Reporting | Digital literacy focus  
Title I  
• State and local workforce development boards responsibility  
• Local funds must maximize effective use of technology in programs | Elementary and Secondary School Emergency Relief Fund | General funds | Business and industry contribution |
| Local funds for  
• Technology hardware and software, OER  
• Helping students master all aspects of an industry, including the latest workplace equipment and technologies  
• Professional learning for educators | Title II Adult Education and Family Literacy  
• State leadership funds  
• Local funds | Higher Education Emergency Relief Fund | Repurpose dollars from pre-COVID initiatives that do not address evolving needs | Community support |
| IDEA Part B for students with disabilities | Eligible training providers are assessed in part on their use of technology | Governor’s Emergency Education Relief Fund | Philanthropic grants |
| Title IV: for  
• Student Support and Academic Enrichment Grants  
• 21st century schools | Title III Employment Services funds to improve technology in labor exchange system | Reimagine Workforce Preparation grants for state workforce boards for short-term education and training | |
| ESSA, Perkins V and WIOA require cross-statute coordination and equity focus | Title IV Vocational Rehabilitation funds  
Partner programs to serve individuals most in need: TANF, SNAP Education and Training | | | | |
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.
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.
Only 5% of high school students are interested in manufacturing.
There are millions of jobs that do not require a 4-year degree.
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
Develop a partnership of public and private entities throughout Alabama to create a next generation of skilled labor utilizing innovative solutions.
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.

107 Completed Training
107 Received a Job Offer
103 Began the Job (4 pursued other careers)
102 Still employed today
The standardized training building a talent pipeline for tomorrow

WORKFORCE DEVELOPMENT:
Preparing out of work 18+ year old citizens for the workforce
AIDT
Regional Workforce Councils
Initiates innovative workforce development programs between companies and schools

2 YEAR COLLEGES:
Preparing 18+ year old students for the workforce
Alabama Community College System (ACCS)
Enterprise State
Jefferson State
Shelton State
Coastal Alabama
Lawson State

COMPANIES
Alabama Power
Kamtek
Altec
Wayne Lumber
Rex Lumber
Lockheed Martin
Mazda Toyota Manufacturing

CTE HIGH SCHOOLS:
Preparing students under 18 years old for the workforce
Charles Henderson High School

Sponsors
Schools

Skilled Talent Pipeline

Sponsors
Schools

Sponsors
Schools

Skilled Talent Pipeline

Sponsors
Schools

NON PROFITS:
Sponsoring high need citizens to prepare them for the workforce
BEA
Alternate Pathways to Career success

A scalable and cost-effective approach to workforce development

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EXEMPLAR EFFORT

In Louisiana
Virtual Workplace Experience II

Jessica Valuelungo
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
• 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

And ... Spotlight efforts in your state in the chat box
Join us for the whole series

REGISTER AND ACCESS MATERIALS:
sreb.org/WorkforceRecovery

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Six Approaches to the Problem
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