

SREB

Bouncing Back from COVID Using Education and Workforce Development Dollars

Webinar Series 2020
Session #3 September 10

SERIES MOTIVATION

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

Existing inequalities are widening.

A pair of hands is shown from the bottom left, cupping a stack of silver coins. A small, vibrant green plant with several leaves is growing out of the top of the coin stack. The background is a bright blue sky with soft white clouds and a blurred green field at the bottom. The overall image conveys a message of financial investment leading to growth and development.

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 will...

SREB
presents

State
experts
present

We all
discuss

Polls and
chat
throughout

Inform our
collective
work, get
inspired and
connect

Share key
strategies
for policies,
programs
and equity

Hear how
leading
states are
doing it

Spotlight
resources to
get the work
done

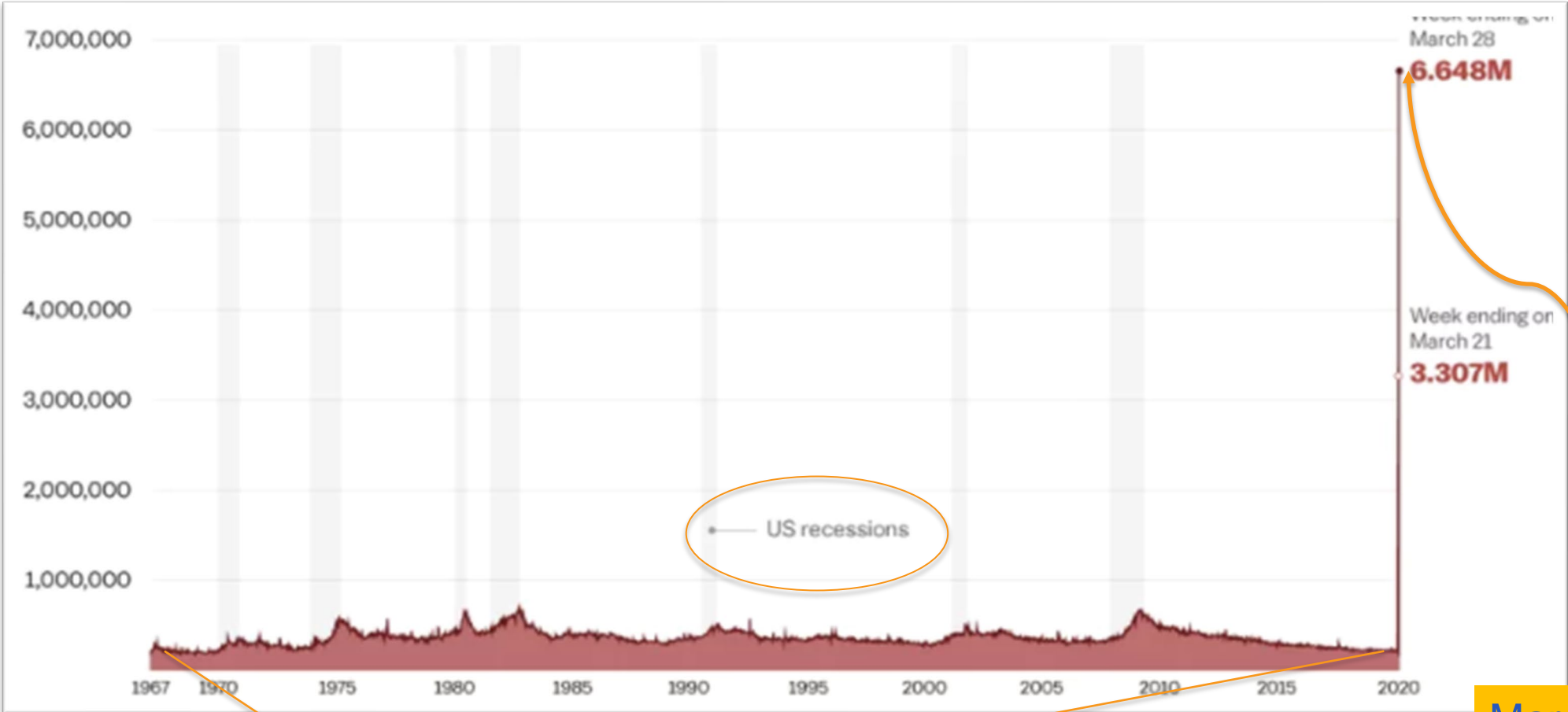
TODAY'S SESSION

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

CONTEXT

The scale and pace of job losses due to COVID is extraordinary, and fluctuations will likely continue

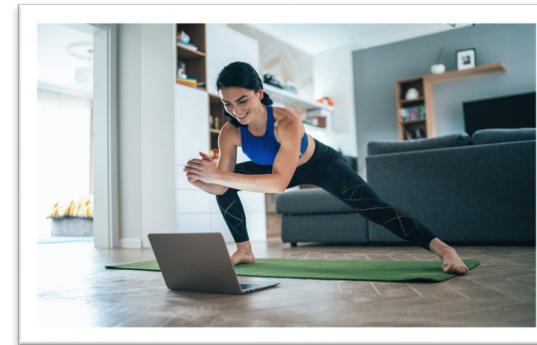
Unemployment insurance claims by week, 1967 - 2020 Source: Bureau of Labor Statistics




But good jobs are out there for people with the right credentials




Some Firms Struggle to Hire Despite High Unemployment
(The Wall Street Journal)
By Mark Whitehouse
Updated Aug. 9, 2010 12:01 am ET



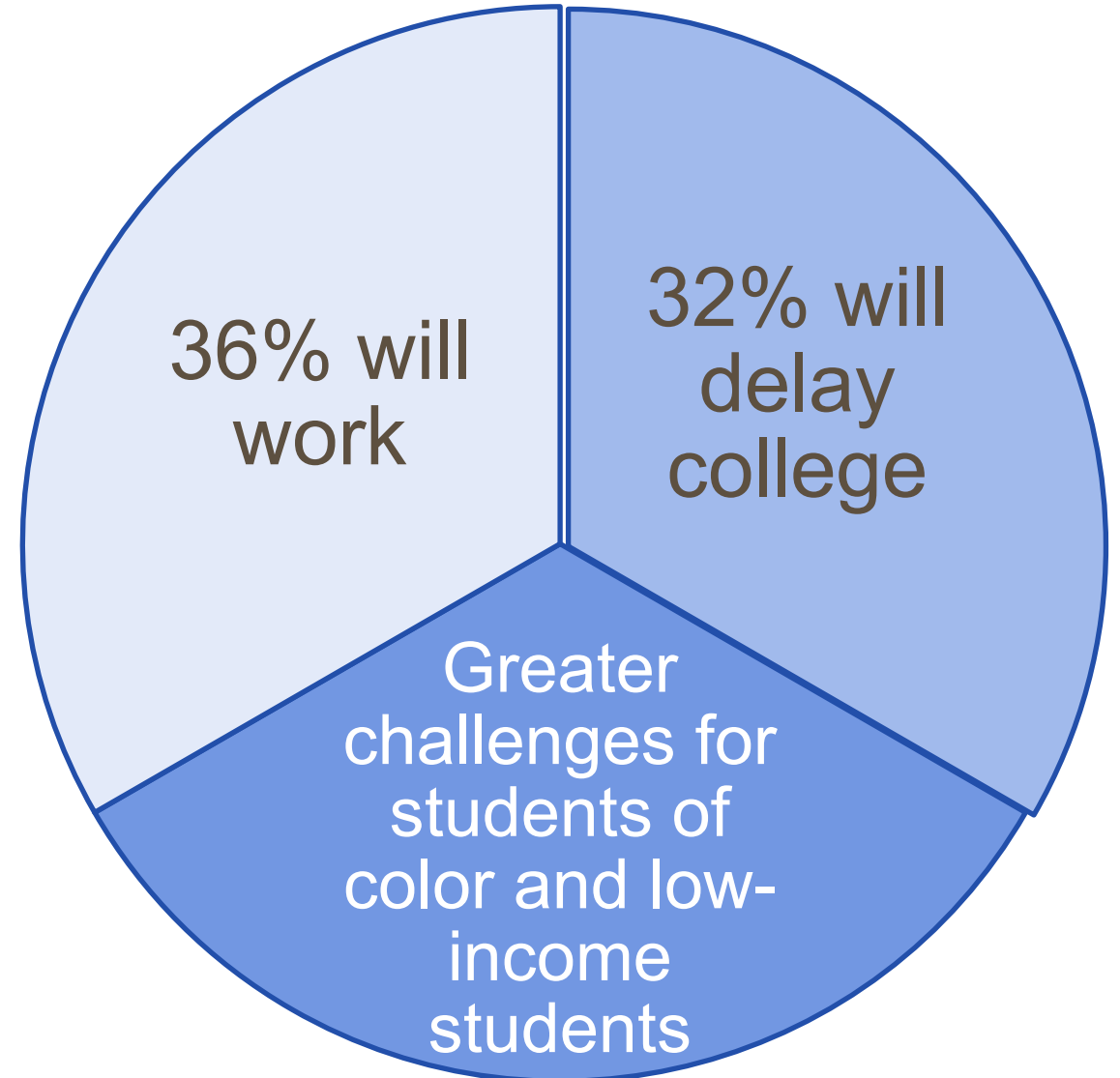
Students face big challenges



Half of 2020's high school graduates changed college plans



40% of those: Now, might not be able to afford college



We must work with more creativity and urgency

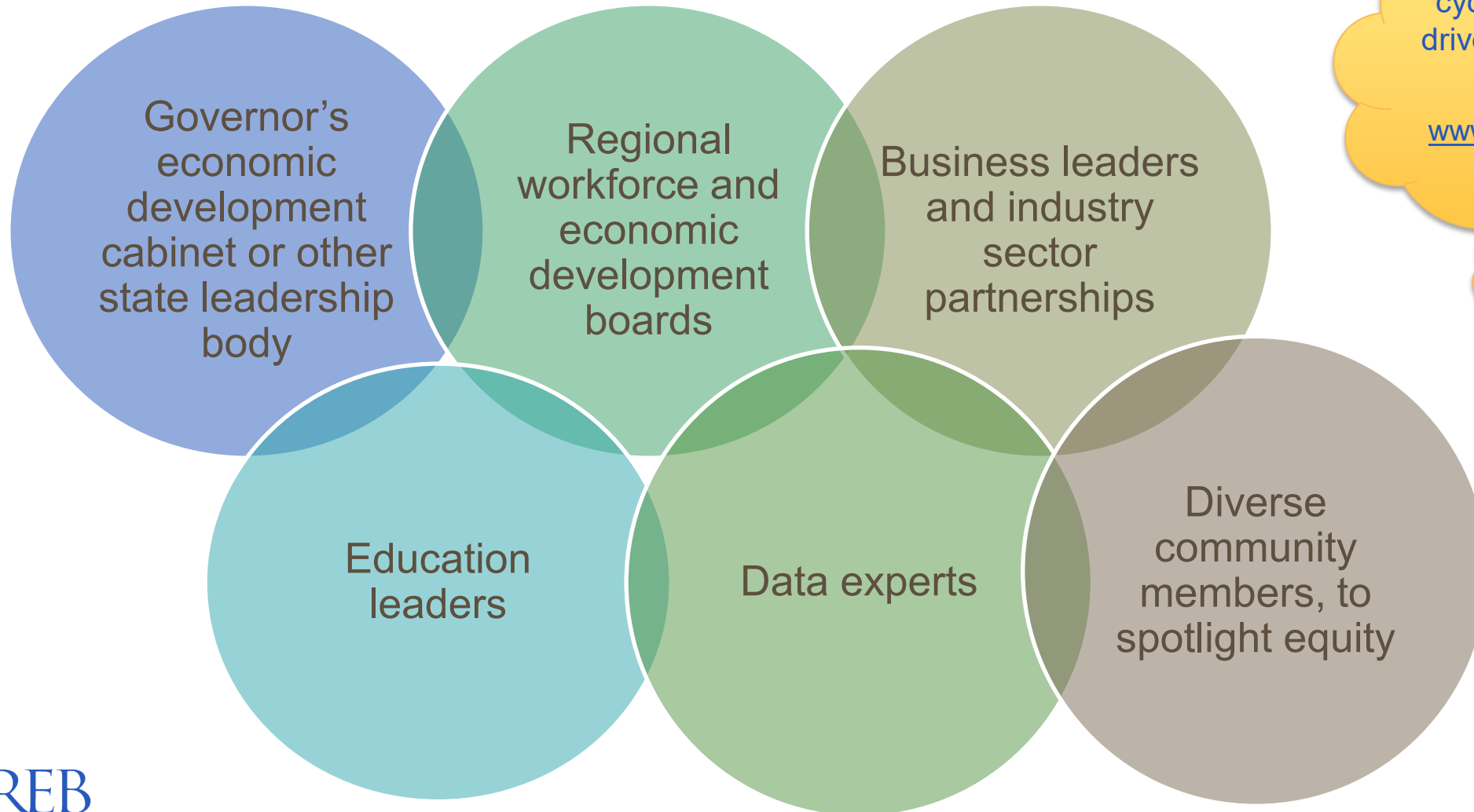


ACTIONS to **Help Students Maintain Momentum** **and Earn Critical Credentials**

Based on data,

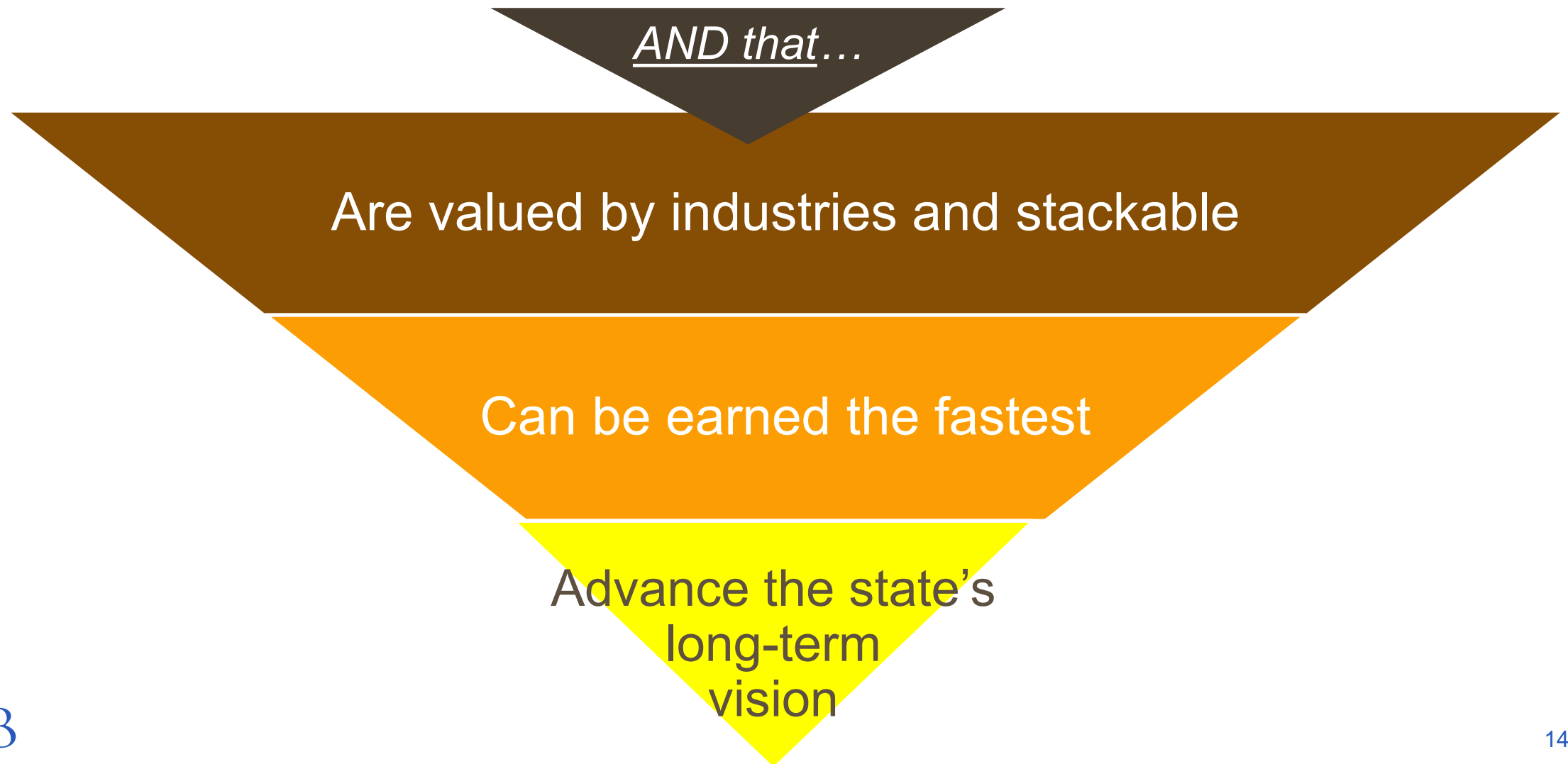
- 1. Prioritize and expand dual enrollment programs for high school students*
- 2. Offer free summer postsecondary options for new high school grads*
- 3. Promote equity*

Based on data, chart a path together



For more about rapid cycle data analysis to drive recovery, access webinar #1 at www.sreb.org/workforce_recovery

Based on data, identify credentials that are needed for the jobs most critical, now





Action 1

Prioritize and expand **dual enrollment** for high school students

Action 2

Offer **free summer postsecondary options** for new high school grads

Action 1

Prioritize and expand **dual enrollment** for high school students

- ❑ Clear goals
- ❑ Aligned policies
 - Credits or training count toward identified credentials
 - Universal credit transfer
 - Accelerated timeline to credential
- ❑ Strong and inclusive partnerships
- ❑ Student supports

Action 2

Offer **free summer postsecondary options** for new high school grads

Action 3 Promote equity

Now

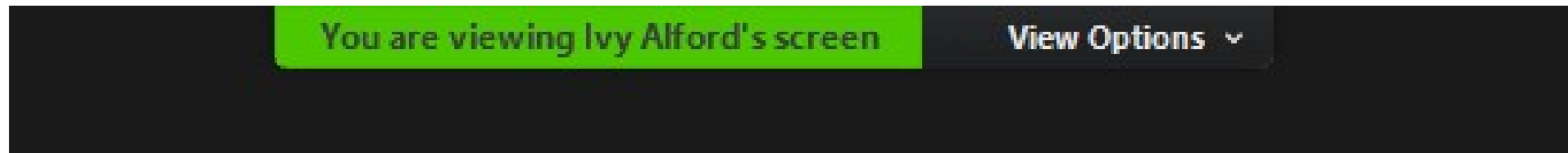
- *Awareness*
- *Entry requirements*
- Tuition and fees support
- Materials – Open Educational Resources
- Mentoring and communication
- Tutoring
- Technology and internet access
- Transportation

Looking Ahead

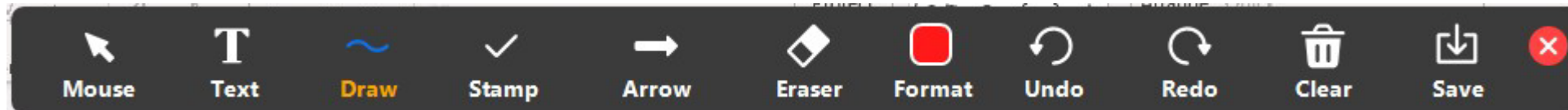
- Help with FAFSA and program applications
- Flexibility in financial aid determinations/appeals
- Ongoing support
- Workplace readiness

Let's reflect on equity: Use Annotation

Find the view options feature on your Zoom task bar.



Select annotate.



Select a stamp from the options.

Or, use the Chat Box

Mark the strategy most challenging to you

Now

- *Awareness*
- *Entry requirements*
- Tuition and fees support
- Materials – Open Educational Resources
- Mentoring and communication
- Tutoring
- Technology and internet access
- Transportation

Looking Ahead

- Help with FAFSA and program applications
- Flexibility in financial aid determinations/appeals
- Ongoing support

SREB's Dual Enrollment Initiative, 2019-2021

- Engage policymakers, educators and students
- Define the purpose of dual enrollment
 - Early start to a degree/credential
 - Address workforce needs
 - Assure students master life skills
- Disseminate promising policies and practices
- Address common issues
 - Equity and access
 - Quality: curriculum, instruction, advising
 - Data, research, funding
- Provide technical assistance to SREB states
- See www.sreb.org/dual-enrollment-initiative



RESOURCES for Getting This Done

Resources for helping students earn credentials for critical jobs

ESSA	Perkins V	WIOA	CARES Act	State funds	Other
<p>Use Annotation to mark the funding source that you are most familiar with</p>					

Resources for helping students earn credentials for critical jobs

ESSA	Perkins V	WIOA	CARES Act	State funds	Other
Title I local program funds and school improvement funds	Programs must lead to credentials that address workforce needs	Title I Youth program funds to help in- or out-of-school youth (beginning at 14 years old) progress in career pathways and earn secondary and postsecondary credentials	Elementary and Secondary School Emergency Relief Fund: For any activity authorized by ESSA or Perkins V	General funds	Business and industry contribution
State funds for Direct Student Services	Definition of CTE includes dual enrollment		Governor's Emergency Education Relief Fund: grants to local educational agencies and institutions of higher education most impacted: to support continuation of services	Repurposed dollars from pre-COVID initiatives that do not address evolving needs	Community support
Title II funds for professional development	Reserve funds				Philanthropic grants
Title III funds for English learners	State leadership funds				
Title IV-A funds for well-rounded education	Title I local program funds				
	State determines split between secondary and postsecondary funds		<i>Reimagine Workforce Preparation</i> grants for state workforce boards: Short-term education and training and career pathways for in-demand credentials; can fund tuition, fees, stipends for work-based learning, support services		
<p><i>Require cross-statute coordination, equity and data focus</i> <i>States can submit combined Perkins V-WIOA plans</i></p>					

Resources for helping students earn credentials for critical jobs

ESSA	Perkins V	WIOA	CARES Act	State funds	Other
<p>Title I local program funds and school improvement funds</p> <p>State Title I funds for Direct Student Services</p> <p>Title II funds for professional development</p> <p>Title III funds for English learners</p> <p>Title IV-A funds for well-rounded education</p>	<p>Programs must lead to credentials that address workforce needs</p> <p>Definition of CTE includes dual enrollment</p> <p>Reserve funds</p> <p>State leadership funds</p> <p>Title I local program funds</p> <p>State determines split between secondary and postsecondary funds</p>	<p>Title I Youth program funds to help in- or out-of-school youth (beginning at 14 years old) progress in career pathways and earn secondary and postsecondary credentials</p>	<p>Elementary and Secondary School Emergency Relief Fund: For any activity authorized by ESSA or Perkins V</p> <p>Governor's Emergency Education Relief Fund: grants to local educational agencies and institutions of higher education most impacted: to support continuation of services</p> <p>Reimagine Workforce Preparation grants for state workforce boards: Short-term education and training and career pathways for in-demand credentials; can fund tuition, fees, stipends for work-based learning, support services</p>	<p>General funds</p> <p>Repurposed 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>
<p><i>Require cross-statute coordination, equity and data focus</i> <i>States can submit combined Perkins V-WIOA plans</i></p>					

EXEMPLAR:

**CAMDEN COUNTY, GEORGIA
DUAL ENROLLMENT PROGRAM**

Dr. John Tucker, Superintendent

Key program elements



- Academic and CTE courses in multiple career pathways
- Strong collaboration
 - Educators
 - Business and economic development leaders
 - Legislators
- Teachers supported to earn advanced credentials
- Equity elements
 - Courses offered at the high school
 - Student placement
 - Tutors
 - Counselors
- Title I school with high academic achievement and accountability rating

EXEMPLAR:

**NORTHERN VIRGINIA COMMUNITY
COLLEGE'S JUMP START PROGRAM**

Dr. Anne Kress, College President

JumpStart Origins

- 12K students in contract dual enrollment
- HS partners express concern about impact of disruption
- NOVA concerned about “summer melt” and dramatically changing economic future of families
- A thought: could we use the summer to help seniors recoup a lost spring and jumpstart their college journeys?
- Challenge: VA has strict limitations on any reduction in cost for HSDE

JumpStart Program

- Service area school districts opt-in
- HS Seniors apply to take up to two courses off a short list for free
- Courses
 - part of “VA passport”
 - cloud computing offered in partnership with Amazon Web Services
- Six week term: June 1 to July 15

JumpStart Promotion and Roll Out

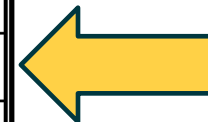
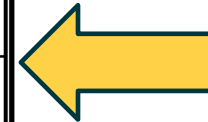
- School Districts
- Parent Zooms
- Social Media
- Senator Mark Warner
- Chambers of Commerce
- Initial spark to first class: apprx two months
- 2,599 students, average 1.6 courses

JumpStart Funding and Financial Aid Work

- Initially planned for CARES Act Institutional Stimulus
- Shifted to institutional scholarship funds
- Pushed in FAFSA information and workshops
- Promoted NOVA's new biweekly payment plan
- Set the stage for plans for county collaboration on online early college high school—tentative launch this year

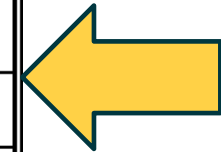
JumpStart Results

Jurisdiction	Enrolled in Summer 2020	Retained in Fall 2020	% Retained
Arlington County	144	41	28%
Fairfax County	1,037	291	28%
Loudoun County	414	133	32%
Prince William County	681	286	42%
Alexandria	122	39	32%
Fairfax City	40	13	33%
Falls Church	40	15	38%
Manassas	84	37	44%
Manassas Park	14	5	36%
Other Virginia	22	15	68%
Outside VA, MD & DC	1	0	0%
Total	2,599	875	34%



JumpStart Results

Ethnicity	Enrolled in Summer 2020	Retained in Fall 2020	% Retained
White	1,072	313	29%
Black/African American	293	94	32%
Hispanic/Latino	260	155	60%
Asian	509	143	28%
Other	465	170	37%
Total	2,599	875	34%



GPA	Enrolled in Summer 2020	Retained in Fall 2020
Term GPA Average	3.02	2.90
Cumulative GPA Average	3.16	2.97

82% C or better

DISCUSSION

Three poll topics

1. HIGHLIGHTS

2. QUESTIONS

3. ACTIONS



IN THE CHAT BOX:

Efforts in your state?

Discussion in brief

- 1 What **STANDS OUT** to you today?
- 2 What **QUESTIONS** do you have?
- 3 Based on what you've learned today, what **ACTION** will you take?
- 4 What efforts in **YOUR STATE** should we know about?

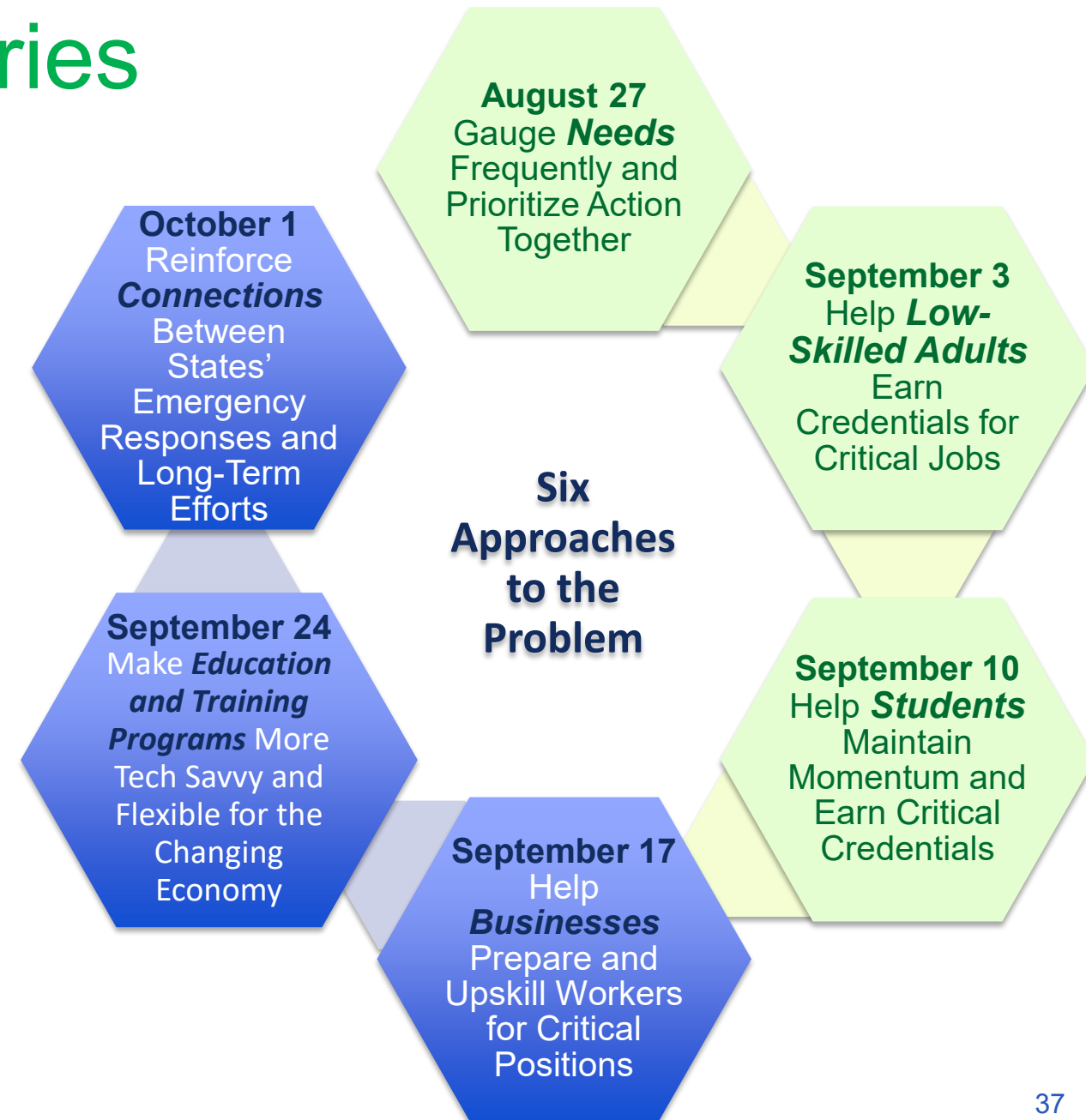


Join us for the whole series

REGISTER AND

ACCESS MATERIALS:

sreb.org/WorkforceRecovery



We stand ready to support you

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Stephen Pruitt stephen.pruitt@sreb.org

Dale Winkler dale.winkler@sreb.org



Thank you!

We appreciate your feedback on today's session

- 1 A **strong** element
- 2 Something we can **improve**
- 3 **Support** SREB could provide

