

NCPN 2020 Virtual

Transcription of Day 2 (Oct 16)

Claudia: welcome today number two of NCPN 2020 virtual. We have a great program planned for you. As a reminder, set your chat on all panelists and attendees. Before we get started, I have some special groups I'd like to recognize. I'm delighted to announce the winners of the career pathways partnership excellence award sponsored by IMCA. First place goes to integrated workplace model ranking technical College.

Don: Hello. I'm honored to accept the career pathway excellence award on behalf of the many faculty and staff who contribute to the execution of the colleges integrated work-based programs. They are in accredited private, not-for-profit College in St. Louis, Missouri. Our mission is to provide the comprehensive training to prepare students for employment and advancement in a variety of technical fields. Central is a close relationship with the industries a higher are graduates. Through these relationships we have developed and approved Department of Labor apprenticeship model that provides students with opportunities for accelerated career advancement. The programs under this model utilizing instructions sequence where students rotate between classes and work-based experience in industry. We have established reversed internships on campus in our recently open free enterprise center. There is enhanced work-based learning by creating and debt -- by creating -- our long-term initiative has engaged thousands of students in grades six through 12 in competitions and dual credit partnerships with secondary schools to prepare the workforce for the 21st century. Thank you again for this award and the support provided by NCPN .

Claudia: second place goes to class act Federal credit Union. The Executive Director is accepting the award.

Tom: Thank you from Louisville, Kentucky. I'm with class act federal credit union and I want to thank the national career path network for this award. It provides an opportunity for students within our school system to participate in a real-life work experience in the classroom where we have credit union branches built out, full-service branches, any of our 19,000 members can go to the school and all students can wait on them just like they were waiting on them and one of our regular branches. It provides an opportunity for students to earn industry certifications and those certifications count toward the credit they need to graduate. So it is a win/win for students in the credit union and the community, so that when the students graduate, they have certifications they can bring to other workplaces and show they have earned those and gain that experience inside the classroom. Thank you again and have a great day.

Claudia: please join me in congratulating both of our winners for their outstanding work in career pathways. Now, it is my honor to recognize the 2020 leadership development Academy graduates. LDA is a year-long professional development program designed to help career pathways practitioners, develop leadership skills that will equip them to better serve the broader goals of their institutions, communities, and stakeholders. Lisa Williams has led LDA this year. Lisa is a program specialist in the career at adult specialist education division. Thank you, Lisa, for your hard work, and congratulations to the 2020 leadership development Academy graduating class. I now have the privilege of introducing our day number two keynote speaker, Dr. Bennie Lambert. There will be Q&A at the end of this session. He has an inspiring personal story. As a low achieving high school student, he was told he was not college ready. That hurdle did not stop him from going to college and earning a PhD. As a student, he often cracked jokes and acted up in class. Those behaviors are now tools that he uses to help students. Today, he is the vice president for student success at Lone Star College in Houston. As a member of the National speakers Association, standup comedian, auctioneer, actor, and author, Benny is living proof that we can all grow. Please join me in welcoming Bennie Lambert.

Dr. Lambert: I think we're there. Do you see me? Fantastic. Let me make certain everything is a go. It's going and we are rolling. We say good morning to all of you there. Sincerely, I'm honored to speak to each of you. I wish I could have been connected to the folks who do what you do when I started school. This is who I am, I want to get right to it. I'm an auctioneer and I can talk fast on I can talk slow, so I'm going to try to cover this we are all connected. I'm from a little bitty place with two red lights. I had the good privilege and pleasure of being raised by both my parents and grandparents, none of whom went to this thing called college. But they wanted myself and my sister to have that experience. In a nutshell, one of the dot -- one of the jobs they had growing up was cleaning up a local football stadium of a college that I was close by and I always dream -- kids dream. We dream as kids that we want to be something and be something big. Long story short, I want to be a pro football player. I grew up in a little rural town in central Texas and at the time, I was influenced by media. Media back in the day where just radio and TV and occasionally someone on a party line. I wanted to be number 35 of the Dallas Cowboys. At the time, they were winning. I haven't one since I haven't wanted to be one of them, but since we are where we are now, that's what I wanted to be was a pro football player. I come to find out a little later in my educational career, my junior year, as a matter of fact, that if you want to be a pro football player, you needed to go to this thing called college. I could tell you right now I wasn't excited about this thing called high school, but nevertheless, I was going to do whatever it would take to get the opportunity to play pro football. The fall of my senior year, I did what I was commissioned to do -- I heard if you wanted to go to college, you needed to apply early. I submitted my application, letters of recommendation, test scores and everything to the college I wanted to go to that had a football team. It was 22 miles west of the town I grew up in. The spring of my senior year, March 17, I still remember the date. It wasn't necessarily St. Patrick's Day, I got the letter in the mail and the letter stated dear Bennie

Lambert, you have honored Baylor University by applying for your admission and we sincerely appreciate your interest. However, due to low test scores and poor class rank, we are unable to admit you to Baylor University's freshman class. Getting that letter shocked me. I was not surprised, but I had to tell big Momma. I was raised by both my parents and grandparents and they were so proud Bennie was going to be going to college. Big mama, we had a party line, she had told everybody on the phone and people were listening that Bennie was going to Baylor and all the sudden I got Baylor University paraphernalia, jerseys, jackets, the works. And I had to go big mama, someone I loved, respected and feared, but I did not want to let her down, that I was not going to Baylor. I told her, I graduated my high school, I was working in the summer at a grocery store, my birthday is August 23, and living with my parents and grandparents, the morning of August 23, after I graduate from high school, big mama said get up, we are going to go. She said get your clothes, we are going to go. She drove me to my comedic college. -- my community college. My initial thoughts was I was just going to 13th grade. Two things you shouldn't do when you're trying to apply to college. Number one, don't show up the first day classes start to register for the first time. Number two, don't bring your grandmother with you. I did both of those things and the irony of all of that, there was a long line, a lot of people doing the same thing I was doing, trying to register on the first day of classes, and there was somebody helping who is not normally an advisor who is the vice president of student services and she was pulling people out of line. Randomly, I got pulled out of line, myself and big mama, we are sitting in a little bee room and she says we are glad you are here and we want to get you registered for college, what do you want to major in? The truth of the matter is I had never thought about what I wanted to major in. But big mama was with me and she said I wanted to be a football player. The vice president said we don't have a football team, but you have to pick a major. I said big mama, what do you want to be? She said be a doctor or lawyer, somebody who made a lot of money. I said I want to be the kind of doctor you have to make an appointment to see. And thank you and this, the vice president of student services at the time did not discourage me. She help me with my schedule and I come to find out if you want to become a doctor on the medical side, you need to like math and science. I can tell you right now I was not that excited at all about either of those subjects. But I figured because it paid great money, I could stick it out and make it work. That particular day, I was enrolled in my classes and one of the classes, I went to all of them that day and I couldn't wait until the day was over because what do you do when you're trying to be cool as a college freshman knowing your grandmother is sitting somewhere in the student center? About six to eight weeks later, I had my first test in my initial biology class. You could have heard pins drop on carpets as the instructors pass the test back. I had another class right after that and I didn't bother going to the class. I called Momma who was a made for some people in the city of Waco and she knows I would never call her at work unless something was wrong and I called the folks at that particular location and said can I speak with big mama and they said one minute. And they said it's Bennie. My grandmother came to the phone, I could feel her breathing -- I said big mama, if you want me to be a doctor, you need to have another grandson. I changed my mind and my major then. It's

ironic that probably the most often asked question of a graduating high school senior and one of the most unfair sometimes this what are you going to major in? What are you going to select right now for the rest of your life to major in? I didn't know. Here's the good part of that. I was able to collect myself and get myself together and I had one teacher who was an English class and I literally made in a -- it was one of the first A's I've ever received. I found out later was a developmental English class but it didn't make any difference. It gave me confidence. I was able to cram a two-year degree into three years. Someone will get that a little later. My biggest goal was not necessarily to be a high achiever academically, it was to get into a position to transfer to Baylor University because they had a football team and I learned that they would take walk-on's. That basically means players who are not going to get a scholarship, they are not on a scholarship, but the coaches and the teams looks for a walk on's so they can have someone for their blue-chip, the players that get to eat three or four meals a day and live in a dorm, they need others they can practice against. I just needed a chance and I knew if I had a chance, Bennie Lambert could indeed play pro football. I'll never forget, the second day out at practice, I was all suited up and I was a running back and we were just standing looking at what was going on and they sent me to run a play. I remember the quarterback pitching the ball to me in the next thing I remember was waking up. In fact, I was knocked out. My face mask was broken and so was the side of my helmet. The guy who hit me, I know there are some folks from the Chicago and Minnesota area, his name was Mike single Terry. He went on to be an all pro football player with the Chicago Bears and went on to be the head coach for the San Francisco 49ers. He was in the business of football and hurting people and Mike hurt me. But I think God every day for sending Mike to hit me. I quit football that day, didn't even turn the uniform in. Here's the good news of all the reason I dreamed of in a pro football player and how it ended. There are two things on the wall and my parents home today. Number one, I paid \$67 to have that letter you just saw that stated dear Bennie Lambert, due to low test scores and poor rank we are unable to admit you to Baylor University's freshman class. Right next to that letter is my bachelors degree in business from Baylor University. You can apply, you can do that -- I'm telling you that not to say how good or great I am because I'm not. I'm telling you that because I did not understand initially why Baylor University did not want me in their freshman class. Later, I did come to find out. There is a picture of me on the screen right now and this is me then and here's my credentials. I had an ACT score -- I love that Afro. I had an ACT score of us of it -- of a 10, 8 -- an SAT score of 700 and I ranked 184 out of 212. I couldn't see then but I could see now why Baylor University did not want me in their freshman class. But I'm thankful and grateful to be talking to you out there because all of you are in areas, industries, and education, teams and organizations and institutions that welcome people who, if they come with the right attitude and try and give their best effort and take advantage of resources, there are a lot of great things that can happen. So I always say were it not for the community in technical colleges, many of us, me number one, I would not have had the opportunity to go to the next level of higher education. There's a saying that says it's not as important in life as to where you start, but where you finish. It's not as important as to what you have, but what you are willing to do with what you

have. I'm absolutely convinced and just to give you a quick picture of who she really and truly is, I love her so much -- that is her, that here's the visual picture of her. I love her so much that on Saturdays, we grew up in the country and on Saturday, we could go to the grocery store with big mama. My sister did not like to go to the grocery store. I like to go to the grocery store because she would lead us put anything in our basket that was a food item. It didn't matter what it cost. If it was a food item, she would get it. Our grocery store was a Piggly Wiggly. You can take that picture off of there. At the Piggly Wiggly, it's no different than the superstores you may shop in your local area is now, no matter if you are going in for five minutes or one hour in five minutes, when it's your turn to check out, everybody is checking out. At that particular time, I was so happy to be in there with her and we were probably in there an hour or so and there is only one checkout line and there was another lady and her young son who was in the area of five to six as I was then. I still remember this -- I was standing next to big mama because I had a lot of cinnamon rolls, pop tarts, I had rings that were bad for you, but big mama let us have food. All of a sudden in front of us, the other ladies son, a green and yellow plastic John Deere tractor pops up and says I didn't get that, we have to put it back. And before she could say that, her son was in the floor throwing a temper tantrum and crying. She finally said to the cashier, let him have it. When he said have it, not a tear to be found and I was standing next to big mama and I love her and she said Bennie, did you see that? I said yes, ma'am, big mama. And with her purse, she said don't you ever do that. She whipped me right there in Piggly Wiggly. That young man getting that tractor -- that's who she was. She knew somebody needed a weapon, -- needed a whipping, and every day when I go home, I wonder what he looks like because I/O him a whipping. She was my influence and she had a great attitude. She worked for other people, she was a maid, but she had the respect of people and I leave this. Charles Swindoll has a piece that says attitude, the longer I live, the more I realize the impact of attitude on life is more important than the path and education than what people think, say, or do. It will make or break a company or church or home. We have a choice every day regarding the attitude we will embrace that day. We cannot change the past, we cannot change the fact people will act in a certain way. The only thing we can do is play on the one string we have and that is our attitude. I am convinced life is 10% what happens to me and 90% how I react to it. And so it is with you. We are in charge of our attitudes. I believe it, I love that. Attitude is an amazing word. You can write the letters in attitude to the corresponding Alphabet. Add it up as it corresponds and added up and attitude added up equals 100. I don't think it's a coincidence that attitude added up equals 100. I'm absolutely convinced of you are surrounded by positive people, your attendance is high and your association is high, there are very few things in life that you won't be able to competitively strive to achieve and we are going to talk a little bit about that in a bit but I wanted to let you know who big mama was. So often, I said earlier, many of the students you work with, many of us, we probably didn't know what we wanted to major in. If you are a nurse, you probably did. If you are an accountant, yes, but always state -- always say to students my degree doesn't mean I'm smarter or no more than anyone else. It does mean I have spent some time or my parents money or your parents money learning how to learn and because you've got that

designation, whether it's a certificate or a degree, you are in a position to compete for opportunities that normally would not be available for it. It doesn't mean you know it all, it does mean you can learn and you will continue to be in the learning state. I believe this also as it relates to attitude -- just a quick piece of our American slide -- we live in a great country, I don't care what you think, what you believe we are all Americans. The opportunity in this country regardless of any hurdle in your way, having the right attitude in the right kind of influence or mentor will really, really help you go a long, long way. A lot of times, people will say as it relates to their major, they want to be in a helping profession like nursing or like medicine. But I'm here to tell you and that's why love this conference, what the community and technical colleges are doing and the sponsor of this of this organization are doing to make certain we realize when you really think about it, if you are in a skilled profession where you had to learn something or be trained or got a certificate or degree, for the most part, you are helping people. There are people right now, as I stand in Houston Texas, virtually, isn't it amazing -- there are people who are working on our freeways and some might say well, I want a job that helps people. I can tell you right now, those working in communities, towns and cities all across this great country, they are helping people. They are helping people who want to help as a social worker or teacher, whatever the profession might be, if they can't get there on great roads and great avenues, there is a challenge. One added -- looking at how that particular skill set, it may not sound as famous or popular as one might be or another might be, but I'm here to tell you right now, whatever one's labor of work is, it is a tool so they can use their gift that they learned not to keep, but to share and help others. That could be their families, that to be friends, that could be people they never met, but then being themselves and taking it to the next level makes a difference. I've always said that college is not for everyone, but education is. College isn't for everyone, but education is. Community and technical colleges, there are many kind of programs that open doors and allow students to get right in to what they enjoy. I told you that science and math were not my great things initially and you have to be in an environment where you can be allowed the opportunity to make a mistake and get some support to realize it can be done. Learning really means three things. The only thing I will ask you to write down is this -- learning equals time on talent times resources times positive experiences. That means there is nothing you and I and those that we work with and care about who want to go with another level cannot learn. No math, no science, no foreign language, isn't that amazing that if the conditions are right and the learners attitude is right, over time, they can learn it. So often, we think we are in a race with the person on the left or the right or in front of us, but when we graduate and get out on our own, you are going to have to learn some things on your own and once you have one degree or level of success, you realize if you need to do it, you will do it. We are having this conference virtually. Can you believe this -- a year and a half ago, no one for the most part dreamed of this virtual reality. I say no one -- someone was dreaming this a long time ago. Thinking one day this will be a tool that will connect everyone and I don't know whether the person went to college or not, it doesn't matter because education is something you can get in a college setting and outside a college setting. I will ask a quick question. Who invented the airplane? Think about it a moment. You would say

correct -- if you said the Wright brothers. Now I will ask you what college did the Wright brothers go to? The people who invented the concept of what connects us to any city in the world, where did they go to college? You are thinking of your answer -- I know some of you have some great answers, great engineering schools and then I will ask you what job did they do? What was their work? What were they experts at? Answer to all those questions are this -- the Wright brothers who fundamentally designed the concept of flight -- they did not go to anybody's college. They did not go to an aeronautical or engineering school. They were basically bicycle mechanics. They were bicycle mechanics at a time when there was no motor on the bicycle. They fixed the wheel, the spokes, the frame, how can someone who did not go to college, did not get engineering, flight, all those things you need to know about flying be the principles behind what bonds us and brings us all together whenever we want to visit friends and relatives wherever it might be? Isn't that amazing? That's why I tremendously say education is for everyone. Education really and truly is for everyone. Knowing that, I say this. Big mama, I promise you said this. She said Benny, you do the little things and the big things will take care of themselves. There are trainers out there who say a little thing makes a big difference. The late Stephen Covey said that and literally one of the pieces -- I use it with my students and anyone I have a chance to talk to you and the great thing about the profession we serve in, I think none of us working in education, whether you are directly involved or supporting on another level, ever work a day in vain because you are helping people who don't have what you have -- and education. Get formal through a certificate, a degree, an advanced level or training, you are helping them seek something they believe they want and no matter how long you help them, it never takes anything away from you. It always continues to add value back to you. What a great profession to be in, what a great group of people to BN. What a great -- you are caretakers, but you are really and truly motivators. Big mama motivated me but at some point, you have to find a role model or mentor and people say how do you find that? Perhaps I will tell you later, but I will tell you this and this is something I did not tell you in my intro. I crammed a two-year degree into three years at my community college and it's not how long it takes, it's the fact is did you complete? I know so many people, relatives, friends, that started school and they had a great attitude starting and a hurdle came up that they refused to go through and they said I will come back at another time. Sometimes a hurdle is coming to register for class after you've been out of school for or five, six or 10 years, realizing some of the same work you are doing, you are working with someone else and doing virtually the same thing but they had that certification or that degree and they are making two or three times more money. Don't get mad, change her attitude and find out the skills you need to learn. It's never too late to go back and get those skills. So know that. The P side did not tell you, were it not for the community college, I would not be here. Here's the kicker. I got to speak at McKinnon Trinity College, the place that allowed me to start as a student. I was asked to go back and speak about four years ago and I spoke at the graduation and during my closing presentation I said to the group, I'm excited you all participated in graduation because there's not too many things you can make feel like graduation except for a graduation. We are trying to do virtual things of that nature but walking through a graduation with a cap and down, having

your family and those who knew what you were about before you started and you finished something that's going to be recognized is an unbelievable feeling. You may not know this but many people who are alpha male or they shed a tear walking across that stage. I know I did. I cried three times. I have a bachelors degree from Baylor, have a masters, have a PhD from A&M and all of them hit me because the real reason is I didn't do it by myself. I had others who were pulling for me but didn't get a chance to go to school for whatever reason it might be. Some of you may work with students who left early and still need their GED. Get that GED. It has value. Participate in a GED graduation program. It has value. They walk the walk with you and it's important they see you completing. With that in mind, as I said to the graduating class about four years ago, my one regret is I left McClendon committee college with one class I did not complete. As fate would have it, the president said we are going to do this later. We are presenting you with your associate degree, I did compete the class. They just transferred to Baylor from McClendon end of all the degrees I have, I always say I've heard Tavis Smiley say it, I've heard others say it, your roots determine your routes. You can't change your roots. Don't forget them. You will realize there are others, we are in 2020 are still experiencing what you experienced. I just told you I started community college on my birthday, August 20 third. That's not the first time you need to go and try to get tested and I met a community college now, one of the largest community colleges in the state and the first day, whether it's fall classes starting or spring classes starting, we have a long line of students who, for the first time, trying to get in college. Were it not the attitude for the person who works with me, the vice president of student services, when I was three months out of high school wondering what I was doing took the time and a pause -- and imparted a positive message on me that we can get you taken care of, I don't know what I would be doing and I say that to each and every one of you who work with students every day either directly or through your administrative role, you are marvelous because I thing it's no coincidence my story is my story. The person who helped me after I got out of high school was the vice president of student services and what am I today? Vice president for student success at a major community college. And guess what? All colleges are major. I don't care for its private, small, large and here's the reason. Because it's about people. There's a saying that says people are the most important resources. It used to say students, but when you think about it, before we were anything, we were people and we've grown to become students. I had the good fortune of being in education ever since I was six years old and I and it ever since and I have no regrets. You know you love something when it's exciting, but secondly, if you wear your school logo, I'm in Houston and often I will find myself wearing a lone star golf shirt to the Walmart or my local Roastery and nine times out of 10, if I go in there with my logo on and sometimes I forget to take my name tag off, I can assure you somebody's going to come up to me and say do you work at the college? I've got a question. Honestly, what a delight because so many of our students are afraid to sometimes come to the college because it looks like it's big. What if I go to the wrong building? My last story -- I've had students who are 25, 35, 40 years old who have come back to college or started college for the first time and I had won about three years ago. I don't know how it works at your institution, but it seems if it's raining or lightning, and it rains a lot in

Houston, there was one fall afternoon three days before classroom start and my office is in a different side. I was walking and I saw a young lady, an African-American female, probably about 40 years old. I said how are you. I said did you get registered? She says I didn't get registered, the computers were down. I said, back, we will do it manually. She said no, that's God telling me it's not my time going to college. People find excuses of any sort to stay away and I think our jobs on the front line and any time you are walking, representing your college come you are on the front line, is to literally let people know you are human, let them know you can help them, you know the people who can and now that we've got ours, whatever our degree might be, certification, a training certificate, a degree, we've got to tell the story of the struggle that we have overcome because there are others sitting out there and they may be a little different in age or a little different in thinking, but many of the same areas, the same fears still exist no matter how great technology we have, we are working with in dealing with people. I'm going to leave it there because we are dealing with people and I want to give each of you a chance to ask me some questions. I'm going to turn it back over to Claudia and see if there's any questions that have come through the chat that I would love to address as many as I could.

Claudia: there's been several comments. You best about stop signs, someone in a small town in Alaska say they have for stop signs, so they can relate. I love the comment a minute ago -- Christie says she wears her colors into her local grocery store, but unfortunately, it's the same color as Kroger so they usually end up asking her where an item is. And several people have commented on big mama and say they either had big mama and big mama help them or they wish they had. So people can relate to those stories. One of the questions I saw was someone said earlier in the presentation, you said learning equals what? They didn't get that.

Dr. Lambert: Time on task times positive experiences. Time on tasks -- an example I like to use as I play a lot of golf. I enjoy golf, but there are not a lot of people who look like me playing professional golf. Why is that? In order to be a true professional golfer, the sooner you can start, the greater the possibility you're going to have the kind of time on task, the resources and positive experience. I started playing golf at 25. Not the time to start playing golf. It is the time to start playing, but to play at the level they play, it takes resources and positive experiences. You need money, you have to get the right kind of equipment. You can't use a bat or a broom. With that in mind, I simply say if someone needs to and wants to learn a foreign language, you can, but it's going to take some time on task and the resources are available now online, but you need some positive experiences. Sometimes it's connecting with someone who already speaks the language and they can give you a shortcut.

Claudia: someone else asks have you ever met Michael single Terry except for that one time?

Dr. Lambert: Believe it or not, Mike and I are very close. I attended many Chicago football games because of Mike. When he retired and got an offer to be the head coach of the San Francisco 49ers, as fate would have it, I was one of the first people he called and he wanted me to come and join as a

success coach for the 49ers, which I did and work with Mike and many of the players because Mike was about the philosophy of what you do is your tool, but you've got to use your tool to help and be of service to people. As a result, I've got to work with a number of players who did have their degrees and guess what? Because I know how it works in higher education, was able to help a lot finish and get their degrees when they were playing football during the off-season.

Claudia: someone else said can you highlight an activity or program at your school that inspires student success and connections?

Dr. Lambert: There is a program we have we were trying to work with students we found at where I serve the lowest achieving student group are Black males. The leadership found that out and I'm sitting here being one of them. So we formed a group and in a nutshell, we had all kinds of people who wanted to help in volunteer. What was lacking was others who would talk their language. Even in the letters we would send out to them. We would use formal college talk and we would use abbreviations and things like ACT and SAT -- spell that out. It doesn't mean anything to them. When we were able to get them in, one on 1, 2 on one, they would open up and you would find out they are some of the brightest people in the world but they had no one to mentor them, no one who could be there go to. Myself and several others became their go to people. Especially first-generation students need -- those who are just scared to go, it's tough coming to a college, big or small, when you are doubting what if. All you need is someone to plant a great seed and say come back and see me anytime and I can tell you right now, they come back and see me anytime.

Claudia: along with that, how -- what recommendations do you give to your students when they don't have a big mama?

Dr. Lambert: There are many people out there who will help them, but here's what's important. One of the most endearing and touching pieces for a person to have who is a professional is for someone else to walk up to them and say I like what you do, I've seen you, you walk around campus, you're dressed up and speak to everybody, I need someone to mentor me through this process. I don't know of anyone who goes I won't do that. They know I do that. I have sessions, they come to my sessions and it's like a support class. I will occasionally bring in some of my pro football linked people who are in town. Once that word gets out, the program starts to go, but the number one pieces you have to go to them on your -- on their level. So if you are walking by and I take my jacket off, if you are all dressed up, sometimes the only people they've seen in a coat and tie is their preacher or someone at the funeral. Sometimes you have to come on their level and when you see them, it's OK to say what's up? Speak whatever their language might be. They will appreciate that and the next thing you know, you will be able to help them with some formal language and visiting with their faculty members. Nearly everyone who works with me, within a week, I say who is your faculty? Sometimes they don't even know their name. In order to

make this work, you are going to get their name, know their office hours and you are going to say I want to the best I can and you would be surprised how far that's going to go in your success.

Claudia: how do you encourage cross campus collaboration virtually with the faculty?

Dr. Lambert: That's great. Right after this is over, I've got a virtual -- it's Friday, particularly on Friday, what we do is you have to have something that intrigues them. You can Google now anything you want to talk about -- just Google intrigued and do the subject. There are things people don't know that our astonishing facts. With that in mind, prior to the pandemic, I walked around campus -- I was in my office 30% of the time and the other 70%, I'm out. They all know me and some of the students think I'm the president. I'm not. The president is leading in another way add another level. But they were starting to call me, that's the president. And I said that's part right. It's the vice president. It's a matter of I have to go and meet the faculty. I have to meet the chairs. It's not on them to come see me when they've got a bad student going on, they just need to know who I am. Once we get a connection, all you need is one thing. I got to travel all over the country and I realized within a two minute conversation, I will get something in common with almost whoever I'm talking with. That opens up the dialogue. There's a big difference between communicating and connecting. John Maxwell says all of us communicate, but only if you connect. That's really just saying if you are trying to get a student to do something and we've got this fancy college language and you are emailing -- students now, send them a text and don't make it a complete sentence because now you've lost your coolness. We want them to do something that's going to work for them. We've got to get on their level and there are many ways to do that but they've got to know you are authentic.

Claudia: we have other questions, but unfortunately, we are out of time. As one of the participants commented, thank you for sharing your routes with us today. -- sharing your root s with us today. When we come back, we will hear from the adult education directors.

Claudia: We are excited to have Reecie Stagnolia to moderate the adult education state directors panel. Reecie is the past chairman Association of State Directors of adult education and CEO of Stanolia strategic solutions. Please welcome Reecie Stagnolia.

Reecie: Thank you, Claudia. And thank you for joining today's session, pursuing pathways with a purpose in spite of a pandemic. In our lifetime, there may never be a more critical time to scale up America than the present. With job loss and unemployment at record highs, individuals with low education and skill levels are likely to be the first out when the economy turns down and the last returning when the economy improves. Adult educators can play a game changing role by providing career pathway programs that allow students to concurrently earns to difficult's -- earn certificates to compete in this pandemic transformed economy. A sense of urgency to take our students further, faster is crucial. Today we will learn from some of the nation's top adult educators how business as usual will not win for our

students today. First, let me frame this new challenge of leading during a crisis in a couple different areas. First, I want to talk about technical support. And how important it is to successfully manage a crisis. These fundamental principles should govern your crisis response. First, to thoroughly understand the issue and its effect on your staff, students, and partners. Respond quickly and decisively with a well thought plan. Build trust by communicating with honesty and transparency. And execute, monitor, and modify the plan as appropriate. The bottom line is strong and courageous leadership is required to respond in a crisis. It starts with anticipating the headwinds of a crisis, and then planning a thoughtful response that fully considers the protection of your critical assets, mainly, your resources, employees, customers, and your partners. What is probably still recognized today as the model for crisis management is how Johnson & Johnson handled the Tylenol crisis in 1982. And how their CEO James Burke responded with clear, transparent communication. And how even though their market share plummeted from 34% to zero, how it then rebounded with stronger than ever market share as a result of their tamper-proof bottles that are still on the shelves as we know today. Next, to talk about the emotional support, which is ever so important. If you are the leader today in your organization, then step out and lead. One of the most important is I hear from a lot of folks is be available, accessible, and encouraging. Folks just want to know and understand that you care. So listen well, communicate often, and really what folks are looking for today is to know that you understand and to offer empathy to them regularly. And you should know that a leader's attitude is observed and contagious. Oftentimes your staff are looking very closely at how you manage and handle and lead during a crisis. Finally, leaders are brokers of information and hope. So it is very important to communicate, communicate, communicate to your staff, your colleagues, and your partners. So today, we're very fortunate to have an esteemed panel of adult educators that I am very pleased to introduce to you today. Teresa Craig. She is the associate vice president with the office of student success with the Wisconsin technical College system. Marilyn Pitzulo is the associate chief of adult education with the Indiana Department of workforce development. And finally, David Walters is the state director of adult education, special projects, and initiatives with the Alabama community college system. So welcome to our panelists today. Let me jump right in and begin first with Terese. At the end, we will have some time free to do some question and answer. First, managing an unexpected crisis but we are dealing with with virtually no planning time to transform how we do business certainly presents a challenge. As your state's adult education leader, what stands out to you as the most significant challenge so far in this pandemic?

Terese: Thank you. Appreciate the opportunity to be with you all today. I think when I think about those first days and weeks of the pandemic and how we were faced with our providers and our adult ed students needing support, it was twofold when we think about resources. Obviously resources needed to shift our programs and our programming from a traditional face-to-face with some of our most vulnerable populations to a virtual or distanced process and making sure we had clear policies and resources available for that to happen. But I think that was in nomination with making sure that our

students, again the most vulnerable in our state,, also had access to resources they needed that were not tied to their education. Food, education, medical care, transportation, connectivity, etc. So we were balancing those along with many of our state partners across the nation simultaneously with our students.

Reecie: Thank you. Marilyn?

Marilyn: Indian is a performance-based state for adult education. For us, resetting performance expectations with our stakeholders, and calming provider funding concerns so that they can continue to execute programming was our most significant challenge. Included in that was providing the resources that our programs needed to continue to operate. One requested resource was professional development to help instructors who lacked virtual teaching skills. We were blessed through our PDF network that our staff was able to quickly identify a skilled virtual instructor, develop training, post, and get that out online as a statewide resource.

Reecie: Thanks. Finally, David?

David: Good afternoon. Like my colleagues said, one of the first things we did here in the great state of Alabama was -- obviously this was something no one really expected to happen, so we wanted to make sure that our team was taken care of from a conversation. Hey guys, we have to get together and start communicating really well with our field out there and let them know what really needs to be done to start changing the instructional process that we were so used to, which was very traditional in its approach. So we quickly went from a face-to-face model to a distance education model. Like Marilyn and others have said, we took an opportunity to make sure we could really pinpoint professional development needs for each program to have instructors that could really, truly be what wiki -- what would be considered a virtual instructor. We wanted to focus on that, so we did. We also looked at policies that we had in change and -- had in place and change so they could do what they needed to do to help students learn from a distance. We were also able to allow them to start really giving students access to equipment. Many of our students did not have equipment to learn from a distance, so we changed some policy allowing them to actually be able to lend out equipment where they could take advantage and learn from a distance. Then we also went to the tried-and-true packets and backpacks, if you will, material and information that we could get out to students so they could keep the learning process going. But it was an effort from the state level and combination from the field to ensure we were giving our students exactly what they needed to continue their education during this pandemic, which really took us all by surprise.

Reecie: Thanks. Next, can you talk about strategies and solutions, with a particular focus on career pathways you have implemented to navigate the providing services during this time?

Terese: Yes. One of the things that we have been talking about, even pre-pandemic, was really focusing on those entry pathway opportunities and looking at ways that we can really shorten the time to completion for our adult education students. Again, pre-pandemic, these were our focus is, and they became more intensified post pandemic. That includes things like reworking our IET plan with our colleges, really re-engaging more intently with workforce development boards and our employers in our different regions with our programs. Along with our state ability to benefit plan that was also approved during the pandemic. So how we have been able to really, again, engage both our adult education and our credit side, training side of our colleges, to look at how where we are going to best serve our Adult Ed students and employers statewide by making sure we are continuing to provide, regardless of the pandemic, those opportunities for just scaling up their skill sets along with new training opportunities because there is employment at the end of that training.

Claudia: Thank.

Reecie: Thanks.

Marilyn: In Indiana, the first thing we did is pause and except that last year's strategies may not work in this year's quarantine. 25% of our adult education funding in Indiana those towards IET programming. We needed to quickly figure out how providers could access and provide occupational and workplace readiness content in the new COVID environment. Working with our partners, are eligible trading -- training provider list added an icon indicating occupational training providers who were offering online classes. Additionally, working with Wynn, we're adding the essential skills curriculum and credentials to provide workplace preparation content to all IET programs. With these tools, our AE providers are now able to build or revise integrated curriculum and create virtual IET programming.

Reecie: OK. David?

David: One of the first things we did was look at our system for the community college system. Adult Ed never really taken advantage of the learner management system, so we were quickly able to put things online where students can access things virtually. We may aired our blackboard products we use and we also looked at Google and Google classrooms. We implemented some of those. Then we look at they programs we already had in place that would be real easy for us to start really doing work-based learning with. We have done a lot of phenomenal things when it comes to integrating education and training, but we wanted to take it to the next level, because the pandemic, one of the silver linings, if you will, as we started seeing a need for individuals to really get schooled up. We started working with our partners in especially the business community. Employers started coming to us and asking us to assist them with opportunities, scale up the staff that they currently have, then obviously to help them get individuals that they can hire. So we have started and continue to do career pathways and integrating our education and still track. We are also doing pre-apprenticeships. We have an opportunity

to get our individuals to a level they can go straight into an apprenticeship program. We are really excited about that. During the pandemic, we were actually awarded the reimagined workforce grant for the state of Alabama, which was \$17.8 million. That is really an effort. Adult Ed is involved and all the other core partners and the governor's office, to really start implementing that. We've taken this as an opportunity to do some things differently that we had never really done before. And doing things virtually has really opened up an opportunity that we really did not take advantage of as much prior to COVID.

Reecie: Thanks, David. Next, if you can talk about, we certainly understand that business as usual won't win for our students, partners, and employers in this environment. What do you anticipate may become the new normal over the next months, year, in the adult education arena? Terese? Terese, I think you are muted.

Terese: Sorry. Thank you. This question excites me, because we have seen our programs be able to expand and shift to meet student's virtual learning needs. And I know that we are finding across our state and in other states that students will become so used to this flexibility that they will expect this as a new normal for programming. And so, from the standpoint of a shift in employment one week, or over time that is needed, maybe in a face-to-face setting, that they will have to, in traditional terms, stoop out, or disappear then reappear and our programs. This pandemic has allowed a lot of nimbleness and pivoting and how we are able to respond, and I think then that speaks to employers, and they will expect, just as we have been talking to our programs and states, will remain responsive to their needs in regards to training and hiring. And I think this collaboration and this responsiveness is exactly the goal, and I think as our programs and as our states are finding that we can do this work, whether it is corrections education, using those visiting booths to do testing and education, these virtual testing policies that we have all been approving, and then helping our programs come up with processes to implement that virtual testing. I think these are all things that are here to stay, and I think that students and employers will come to expect that we can continue this type of education -- of innovation.

Reecie: I have been fond of saying over the last couple years that in the adult education arena, that we have to be flexible, nimble, and responsive to our students, our partners, and employers. So, very good point.

Marilyn: Like you mentioned earlier, 2020 is unlike any economic event adult education has experienced in the past. Generally adult education enrollments increase with high unemployment. For 2020, that has not been the case, at least in Indiana. Factors outside of employment status are impacting participation, and we need to figure out how to respond. How do we reach individuals who need our services but have new barriers to participation outside of transportation and childcare? The National Association of State Directors of adult education just released an issue brief on broadband access. And while access is critical, as important is the digital literacy people need to take advantage of those broadband services. I

see the new normal for adult education being a broader curriculum continuum that begins with digital literacy and continues through IET and/or post secondary tradition. AE is needed now more than ever. And much like you said, it is our time to shine.

Reecie: David?

David: I certainly agree with Marilyn. This is our opportunity to really do things that we have never done before. And I am really excited about being innovative and creative. And I think that is what we are in Adult Ed. We have always been very responsive to the needs of our students and we have always looked at ways to be very innovative and creative when we design instructional programs. So this is an opportunity to keep that going. We are excited from the standpoint of virtual reality. We have actually implemented that into some of our training programs. I just posted a link that I would encourage everyone to go to and check out some of the things we have been able to do through using virtual reality headsets. And that is a different way to really integrate technology into the instructional process. Obviously we felt this very much on digital literacy. That is a skill set that business and industry certainly needs, but they also want individuals to be able to think critically and to apply their knowledge. So we've been able to integrate different various technologies such as virtual reality and augmented reality to our instructional process in Adult Ed and also on the skilled training side. So we are really excited about that. That will not go away, we will continue to build on that. Then obviously all the platforms we use now for communicating to one another, I think it is great that we are able to have conferences now through resume and WebEx and other formats. It really keeps us very well-connected. And it saves when it comes to transportation costs. So I think that is something we will continue to do in our state from the standpoint of making sure that our programs are very well aware of professional development training and opportunities to help them be better when it comes to integrating technology and instruction.

Reecie: Thanks, David. Certainly, as Marilyn pointed out, broadband access for our students is critically important. So, look forward to exploring and having more discussion about increasing that technology availability for our students. Finally, what would you describe as key lessons that you have learned so far? And if so, do you have any specific ideas and/or resources that you could share with our audience? I know David has put in a link, and maybe others, Marilyn and Terese, can put some resources in the chat for you to explore. But if you would share, Terese, how you would respond to lessons learned so far.

Terese: Absolutely. Again, I think one of the biggest lessons learned so far for our state as we can do this work, and we can do it in real time. Things that some of our program providers have said would take us 18 months to make a decision on, decisions were made in a matter of days or weeks, because that is the responsiveness that is needed. I think beyond their -- I think the other thing we have learned in Wisconsin is we have such different parts of the state where we are serving very urban students, very rural students, and we sometimes make stereotype with the needs of those communities are. And I think this really showed that the needs are not that different. Technology and access in this

environment are crucial. And whether it is in our urban setting, maybe there is the broadband, but access to devices beyond cell phones. And in our rural areas, people may have desktops and laptops, but making sure we have hotspots and we are pushing out our Wi-Fi at programs so people can go to a parking lot or in their cars, still access the needed technology because they are lacking broadband in their area. So we have been supporting our programs regardless of where they are in our state, with technical assistance, professional development, and a lot of peer share, depending on what they are finding their barriers are. And embracing various technologies that engage students, that even our students have informed us of. So we have done some sessions on how to teach using cell phones. We found a majority of our students, 80%, do have access, even if they are not on with a contract or a service provider. They can get access to Wi-Fi. That access is now a learning tool. Then the students have helped to drive. Some of the platforms that might be nontypical for our colleges or. Programs. Google chat. -- Other ways that they can engage and still be able to allow that real synchronous and asynchronous learning to occur. So we found that we can do this work, and we can be responsive in different ways than what we would consider when we look at our typical approach to educational processes.

Reecie: Thanks, Terese. You mentioned earlier that the difference of learning platforms, whether it is a cell phone or other devices. I read some research not long ago that indicated that oftentimes, students may want to communicate via social media on cell phone, but they would much prefer learning on a larger device. And I think we have to give some consideration to being able to put larger devices in their hands, because, again, also years ago, folks anticipated that upwards of possibly 50% to 80% of our students may have learning disability differences, and a larger screen would certainly be a device that they would need to be able to access learning. So, good point there. M?

Marilyn: For many years in Indiana, our adult education team has hosted monthly statewide calls. These were not new, but were critical during quarantine, and taught us several valuable lessons. Those who lead, they need to see you lead. And when I say see you, I mean visually see you lead. Our progress -- our past webinars were more -- We heard from many providers how important it was to really connect with us on the calls. So we changed our format, and additionally, we expanded our webinar content, sharing student's success stories, national perspectives through data or research, and then also had Indiana providers sharing best practices. This additional content reminded our directors and staff the "why" behind what it is we are doing and let them know they are not alone. It also gave them time to celebrate successes. So I would strongly encourage however you communicate with your field to continue to use these new devices so that the can really see and connect with you.

Reecie: Thanks, Marilyn. David?

David: Again, I would certainly agree with what Terese and Marilyn have said. We continued that process in Alabama, ensuring that our programs are given the cutting-edge curriculum instruction they

need to work directly with students. One of the things that I kind of reflect on is the resilience of our state staff and our programs out there during this process. I mean, they really rebounded, if you will, in a way that is just phenomenal. I think we were able to very quickly put some things that had only been done in a face-to-face manner into a learner management platform into justice -- into distance format very quickly. One of the first quickly -- one of the first programs we were able to do that with was a ready to work program, which is a foundational skills type of program that helps someone get prepared and ready for the workforce. We've also embedded several certifications into that program as well. And we took it from a face-to-face model to a virtual model in a matter of two weeks. So I cannot thank staff enough for how they were able to do that. And we are actually serving more individuals through are ready to work program through this virtual format than we ever had through our face-to-face format. So that has really given us the impetus to continue to grow what we are doing from distance ed, and looking at different ways to communicate with our students through technology. You mentioned earlier cell phone. We are looking at apps. We have developed several apps our students can use to access education and also skill training. We are also looking at ways that we can get equipment such as laptops and tablets into the hands of many of our students who are economically challenged and do not have the ability to purchase the equipment. So we have been able to do that. We have also worked with our state Department of Education, who obviously in our state and like many other states, are really focusing on helping elementary and middle school and secondary school students to learn at a distance as well. And they have outfitted several school buses that they have strategically placed in rural areas throughout the state where access to Internet is available to all of the citizens within that area. So, Adult Ed has tagged onto that as well. So we are really excited about those partnerships that we have expanded on and developed during this time.

Reecie: So, let me turn now to some questions that are popping up in our chat. And I will throw these out for any of you to respond to. Terese asked, have any of you had any resistance from staff transitioning to how things are now occurring due to the pandemic?

Terese: I will take that one. I would not say resistance per se, but I do think, you know, any change creates fear. And again, as I mentioned, fast change. Where we normally have a lot of time to upscale folks to embrace some new change. So we have done monthly calls and technical assistance to the field. We have increased that two and three fold. threefold. We are digging into the first quarter of data that comes post pandemic. We have the proxy hours I can be counted based on her policy -- our policy will that for this new year. This is where we are able to see those first impacts of the pandemic and really look at some of our stronger programs. Some programs maybe were not strong anyway and figured out how to dig in with them and get moving in the direction we need to see knowing that right now this is still where we are. We have sort of moved out of the shock phase to planning and implementation and now we are able to measure and they continue to do some correction and some technical assistance for folks.

Reecie: Thank you. Another question is, David, specific to you. Can you explain the concept of ready to work in Alabama?

David: You know, I can. It is basically there is a lot to it. There are seven different modules. The modules range from basically digital literacy to financial literacy, to academic foundational support in the areas of reading and mathematics. We also have from the standpoint of the national readiness certificate, ACT were keys, those components are integrated. We have a time on task integrated from the standpoint of ensuring we can show business and industry they have dedicated themselves to this program. It is a program that requires 95% attendance. We have to get creative on how we count that 95% attendance. When we went to a virtual model. We have been able to accomplish that. Many of the assessments after each module, we do it in a virtual environment now. We were able to work that in. Again, there is a lot more to it than what I'm describing. I won't going to all the details but I will say this. I will put a link to information you can learn more about how we have embedded our ready to work in. Also you're working and getting ready to release a ready for industry program that we are really excited about. It takes the foundational skills of ready to work, and we embedded specific skills to either manufacturing, health care, construction trades, information technology and transportation logistics. There is a credit that will be provided for that ready for industry training we will be offering. It will be accountable -- a countable activity. We are excited about being able to roll that out very.

Reecie: Thanks, David. Another question -- Marilyn, I will close this to you. Can you share an example of how out of the pandemic comes success?

Marilyn: As someone mentioned about employer partnerships, we have really seen growth in our workforce education initiative. That is where we go on site to do employer adult education training. We had to check and adjust the way we were doing those classes. But as a result in being responsive we are seeing tremendous growth in workforce education initiative. The other positive I have seen is more engaged partnership with our partners. We were able to receive CARES act funding to pay for high school equivalency testing in the state of Indiana. That was a first. We also had access to our workforce ready grant dollars to help pay for occupational training for some of our student. Yes, all this has been challenging, we have seen a lot of positive successes out of it.

Reecie: Thanks. I will also maybe pose this as a question to any of you. A couple of years ago in Kentucky, we adopted statewide position in our programs for college and career navigators. That is what I think to be a critical support position that offers the wraparound support services that all of our students need today, particularly those most educationally and economically disadvantaged. To help them navigate the maze of student college entrance forms. Can any of you speak to what is going on in your states relative to the critical support needs our students need even more so today? Teresa, do you want to take that?

Teresa: In our state we are in leadership with other partners of the state level. We need typically monthly, and we are finding out again, as Marilyn mentioned with the different or expanded opportunities for resources, taking that information and pushing it across the various programs. That was helpful because in our 16 college programs and our CBO's some of our adult ed students, because we are sitting at the table monthly or even more often with our Department of children and family services, anybody that helps with housing, title III, etc., title I went looking at training because of employer actively hiring, they were able to really push the information out right away. Then our adult ed providers, because they are getting information from the state office are able to rally, so to speak, those case managers to get a hold of all the engaged students or those who have starting to disengage and pulling them back into the loop. Not just based on education. That is where I mentioned straddling of resources both with educational needs and life needs because you can't -- if you are hungry or not sure how you will keep a roof over your head, it is hard to stay super focused on that educational goal. Really using those resources to continue to keep students engaged across so many different facets of what they need to keep going, especially in this pandemic.

Reecie: David, Marilyn?

Marilyn: Indiana, we mandate a career coach. We call them academic and career coaching Oliver education programs, like many programs do across the nation. Our rapid recovery group that was -- that came out of the state workforce board is working to align all career counseling at our community college level, the K-12 level, adult education so they are receiving the same training to help Hoosiers go to the next level. I think that is something that while it was in the state plan, it has been ramped up as a result of the pandemic. I look for a lot of positive outcomes because of that.

Reecie: So we also know today that, as I said earlier, our students need to go further faster. Career pathway programs you can learn concurrently are really critical for our students because as the economy begins to return we want them to be well prepared to reenter. Now there is no better time than today to take advantage of adult education opportunities, earn your high school clemency, enter career pathway programs that provide industry recognized credential. I know in Kentucky we launched a couple of years ago. You can check this out. GED plus KY.org allows students to essentially, within a four-month period, earn a high school equivalency. In Kentucky it is the GED for the Kentucky community and technical College system. All supported by the work rate Kentucky scholarship. A lot of states in response to this are offering more opportunities to support education for our students through -- whether it is a state, federal funds. Any thoughts on that?

David: I will take that one. We are excited about continuing what we are doing with career pathways in the state of Alabama. It has been a phenomenal program for us up to this. We are seeing is needed more than ever. We have been able to really leverage resources and raise funding to continue the work we do when it comes to integrating our education and training. We have been able to through our

partners give students -- get students into a track that leads them not only high school equivalency, but to a skill certification. And then directly into an interview with an employer. That is the missing link. We have to remember it is not just education and skills training. It is ultimately the job we need to focus on. What we have tried to do in our state is focus on the employment opportunities we have in our state. Fleamarket that. Then -- we market that. We tell them they have to have the skill sets. These jobs require you to have a high school, or to have some kind of skills training to be successful in this field. We want to make sure we sell that. Then it is easier to sell the education and skills training when you really get them on track and get them into a path. We can contextualize and integrate our instruction to meet their needs to get them into the employment opportunities they want. I think we have to sometimes realize we may be able to help someone, especially we are integrating education training to get skill certification that would allow them to get a job before they may actually complete a high school equivalency. I think we need to start being OK with that. Not saying we are giving up on the high school equivalency. We are certainly not. What we're doing is we are building that relationship where they can feel comfortable. They may just need a job to feed their family right now but we will always be there for them. In order for you to really be promoted within the job you just received you will have to have at least a high school diploma. In order for you to go somewhere else and maybe get a better job you will have to at least have a high school diploma. That is the message we sent. If we are so focused on nothing but the GED, sometimes we lose the high school equivalency and is focus on the real opportunity to get people into a pathway. Focus on the employment side of it. Get them into a good job. Then the other things will start taking care of themselves.

Reecie: Thanks.

Marilyn: We talk about beginning with the end in mind. That is why it is such a focus in building those employer partnerships. We have been lucky to have several employer partners that were willing to hire individuals without their high school diploma as long as they were taking classes and working towards it, which we would do on site. That has been a promising model for us.

Teresa: I did put a link to Wisconsin's ability to benefit state plan. Everything you all are talking about is really the opportunity for our adult students to not have to choose one or the other. It is that dual enrollment these with the title IV funds. It is using multiple measures. Students are using GED ready because they are working on their GED. The program provider can use that same assessment in lieu of some of the other previous requirements to qualify as a student to go ahead and start their training and credential in a career pathway that then they can use federal and financial aid for. We are excited about that third option. We are really excited to see what that does for our state. All of our programs are in collaboration with employer advisory groups. That is different about our Wisconsin model, I think. I don't think that is news for folks. I think all those things working together really give our adults opportunities to not have to choose work over school and able to do both.

Reecie: I mentioned earlier that being flexible and responsive is really important. Pre-pandemic in Kentucky we are seeing -- were seeing declining enrollments in January and February. It was so robust. Most folks that wanted employment could find employment. As we all know from years in adult ed, as the economy trends up we see enrollment turned down. -- trend down. I think we have to think about new strategies in a very concerted way to go to the workforce. I used to say maybe our sign out front should say "Kentucky skills U has left the building." We have to go our students are and make it accessible for them at their workplace. Any thoughts on that?

Marilyn: That is exactly what the workforce education initiative model is. It is a partnership with employers. We partner with our title I partners, business service reps to identify those businesses. It is a really strong relationship that I would strongly encourage. You are absolutely right. You have to get out of the building.

David: Let me add to that. I certainly agree with what Marilyn said. We are doing a similar thing. We divided our state into North, Central, and South. We have a team of three individuals that work that region from the standpoint of business and industry. We are doing a lot of things we have never done before. We are actually really more engaged with business and industry more than ever. We are going in many cases to the business and industry and doing classes. Classes that would integrate basic skills along with technical skills. Those are very, very exciting for us and what we are doing out there. It takes a really concentrated effort in order to do that. I would encourage states to really make sure to get all your partners on board, especially the state workforce board and the local workforce boards because those boards are full of the business and industry that needs our service. Let's take advantage and work with them to create things that will really make a difference and skill workers up and away we increase the talent population and our states.

Marilyn: Another thing I wanted to mention was Indiana's office of work-based learning and apprenticeships. We -- that office, in partnership with adult education is creating state earn and learn models with employer partnerships and academic partnerships. You can go to the office of work-based learning. You can learn more about that as well.

Reecie: Thank you. Anything else that you would like to share?

Teresa: I think we might have missed a question early on.

Reecie: A number of folks in some states reference they are using win learning. They have a very robust soft skills program. I know we used their products in Kentucky, Indiana, Maryland as well. Thanks to them for sponsoring the session.

Teresa: The question I think I saw was about mental health. I thought I saw one that was missed. I can tell you that one of the things we have heard, and again I know every state is unique but many of our

adult Ed programs our house alongside our college and training programs. We see a very easy transition. A lot of our advising and counseling staff, especially in the first weeks other pandemic were doing a phenomenal job and continue to do so. Numbers are down nationally for engagement, but what that allows from the case management and one-on-one touch point is really being able to reach and continue to check in on them and connecting them to somebody different virtual counseling resources. Many of our program providers because they are parts of our college as well are also looking even now at how they are bringing in health care and testing for COVID right to the community through our facilities. A number of our colleges and providers were actually in this first weeks donating out equipment and PPE, as so many other state providers were. I think there is again this continuum of what our programs mean to communities. I don't think that stops at the educational door. I think it absolutely has to do with the holistic support of the student and family.

Reecie: One of the things sometimes during a crisis, but pandemic like this, we try to find what is -- if there is a silver lining there for us and you guys hesitate leaders. It seems like what this presents is an opportunity to help us transform the way we do business in adult education across the nation. It helps us to really move the needle as it relates to chain management and change. I have always been fond of saying if you don't like change, you will like your Evelyn C -- irrelevancy even less. It forces us to think as leaders at the state level or local level leaders that you have to think about how we change the way we do business and transform to meet today's needs and adult education. With that I think we are at the end of our time. Thank you so much for this esteemed group of panelists. My colleagues, thank you for your time and sharing what innovative things you're doing in each of your respective states today. I will turn it back over to Claudia.

Claudia: Thank you. We are on outbreak. We will see everyone back at 2:00 Eastern for our session with Josh Davies.

Claudia: we are ready for the final presentation by a NCPN favorite, Josh Davies. There will not be Q&A. This session is sponsored by job seeker. Josh Davies is passionate about helping others in their lives, jobs and community. He has worked as a speaker and trainer. He has engaged in encourage professionals across America, the Middle East, and Asia. Josh is currently the CEO of the Center for work ethic development, and organization committed to developing workplace skills in the local workforce. Partnering with organizations in all 50 states and six countries, they -- join in welcoming Josh Davies.

Josh: Thank you so much. That is a fantastic introduction. Hi and so pleased to get a chance to be here with everybody and look forward to a chance to not just share with you but to really learn together as we talk about 2020 and what this crazy year means to all of us. My name is Josh Davies. It is just a pleasure to be here. For many people 20/20 has been a year of chaos and uncertainty. At the same time if we can take our head above the clouds and look at the landscape in front of you, we will find that maybe 2020 can provide more answers and questions. To start off let's take a little time machine ride. I

want to take you back to a magical time, a place of unlimited possibilities. A place we call New Year's Eve, 2020. It was New Year's Day. Everyone was happy. Lots of things are happening. At the same time but we were aware of is quite frankly nothing. We thought 2020 was going to be just another year. The start of a new decade. We made plans to try to do things. And then it happened. Right? Coronavirus. All of a sudden plans changed. Things shut down. We had no idea what was next. We did note there was going to be massive amounts of unemployment. We saw that across the board. Huge losses. In pretty much every sector. In the summer we got another little bolt and social justice and racial inequality became another key point. Just when you thought things cannot get crazier, we also had murder hornets. This year has had everything. I keep hearing people say this is an unprecedented year. Actually, when you step back and look at 2020, it is not unprecedented at all. It's an accelerant. Like this crazy guy who decides that for a can of gasoline on an already burning fire. You know it will explode. 2020 has taken some things that have already been there and caused them to bubble up, in some cases explode. I'm talking about some emerging trends. Four things that have been growing nationwide over the last 10 or 20 years. These four elements come together and three 2020 had taken it to another level. There is the one question about the future of work. A lot of people have discussed this topic. How are things changing in the work world? What is technology doing to drive it? Also we have this idea of increased digital conductivity. We are no longer limited to working in one place. We can work with folks all over the world. This World Wide Web and this idea of interconnectivity has been growing. At the same time we are dealing with an educational system that unfortunately was built in a different era. As we work to change it we know there are major issues where we are not producing the kind of graduates we need to consistently across the board. All three are in the backdrop of a gap. A growing, widening gap between the haves and the have-nots. Whether it is money, education, and pretty much everything. The gap is just continuing to get wide. These emerging trends have all been accelerated as a result of what is happened here in 2020. These trends have been disruptive. These disruption drivers, the things that will be impacting all of those and really take them to another level. We see something that is happening, something growing, something that will impact each one. This disruption is going to be major. When we see what is happening this year, all the timelines, all the horizons have gotten moved up. Each one of these four will disrupt more than ever. There is the idea of automation and artificial intelligence. Some of you may have been to a session I did on this. People are talking about the impact of these two things. They continue to disrupt the work world, educational world, and society. Artificial intelligence and automation are not the only disruptors happening right now. Another thing to be aware of from a technology standpoint is the Internet of things. How data gets stored. Everything we do is getting -- giving up data. That is collected in the information causes people, marketers, computers to know more and more about what we are doing, with the world is about, and how things are being impacted. IOT is a huge disrupter moving forward. Another thing to remember is outside of technology, sociology. In this case diversity. America as a country is getting more and more diverse. Every single generation that we look at is getting more diverse than the one before. Whether or not that is through immigration or birth

patterns. We see America is going to be a minority majority country by 2024. Really soon. This diversity is having a huge impact on everything else. The last thing we have to be aware of in terms of disruptors is the idea of a skills mismatch. We are producing people with skills that are not necessarily ready for the jobs ahead of us. Each of us is in a position to figure out what skills are needed, where we are, and how things are going to be impacted. Our students, employers, and community. These factors that are coming in and disrupting everything are going to be significant because they have all been spat up by the events of 2020. -- sped up by the events of 2020. This growing diversity in the skills mismatch are all impacting us has major disruptors. But we can sit there and say to ourselves, well, that happened in the past and look behind us and try to figure out from there what to do. The problem with looking backwards is the only oversee what has happened. We see how automation has impacted us in the past, how diversity has challenged us. We don't need to look backwards. What we need to do moving forward is to look ahead and see how these things are all coming together. Those four emerging trends and the accelerant of 2020 all coming together. So, let's look ahead. Let's see what is going on. How these things come together, the convergence and impact that will have on our communities, society, and our programs. The four things that are going to start to happen as a result of this convergence we see is this. Number one, the permanent emanation of jobs -- elimination of jobs. Professions will disappear and we have to be prepared for that. Secondly, there will be a transformation of employment as we know it. The idea of how we get employed, who we employ, and working in general is transforming. There is also going to be continued disruption of post secondary education. In particular in the four-year colleges and universities. We have to see the impact that will have on the entire educational system. Finally, we need to realize that unfortunately the chasm that exists is going to get wider and wider. Let's start with the first. The idea of the permanent elimination of jobs and what that looks like. When we talk about this is important to put things in context. We are looking at what's happening in the future. Jobs are going to go away. People are going to have to get retrained. It is estimated in the U.S. that up to 166 million jobs will require people to get retrained or will disappear. That is a huge number. But we need to realize about the 166 million jobs is they are not evenly distributed. When you look at it, the probability of automation removing a job is really high if you are in a low-wage position. We know that to be true. But there are some middle and higher wage jobs that will be impacted. What we need to know now is the jobs we have lost. When you look at the jobs lost in the American economy, 37 million of them, the vast majority are all in low which jobs, and in particular sectors. Food and drink, retail, travel and tourism. These jobs are gone. Maybe they are on furlough, but the sad reality is this. 42% of all the jobs recently lost are not coming back. That is almost 13 million people who are going to be impacted by this pandemic employment. Most of them unfortunately are in low-wage jobs. When we look at this on a planet number, the back this up -- the unclaimed numbers, they back this up. We have Mundipharma claims between 800000 and one million people every week. We have almost 13 million people on unemployment. In January we had historically low in employment. Many people were not prepared for what was about to happen. If you look behind us, you see the signs have been here for a while. Probably

one of the best ideas is the leading indicator. Economists talk about leading and lagging indicators. What is either ahead of a curve or behind the curve. One thing to be aware of in terms of job losses to get a sense of how this will play out is in retail. If you look at the screen in front of me, there are six different companies. They all have something in common. They all went bankrupt over the past two years. When we look at retail, just at the surface, it seems like everything is going well. When you look at retail sales, we have been increasing at about 3% every year. It just gives going up and up. It is predicted, or it wasn't 2017, to continue to grow into the 20 20's. But this retail sale is not all created equally. When you look at the breakdown of retail sales it tells a different story. Brick-and-mortar stores, or any place in general where you would physically go into a location, those sales have been flat or declining since about the year 2000. We've now had 20 years of impacted sales. Why are the numbers up so high? The dark blue line, e-commerce is driving everything. Even in traditional brick-and-mortar retail, we are seeing their online channels drive much of their sales. Whether it is Walmart, Target, or even now Best Buy or other places that had to physically close locations due to the lockdown. If you look at what's happening this year, it's accelerating this trend. Retail sales are down a little over 10% year-to-date. The amazing part is the digital sales. E-commerce is up nearly a third. It is driving everything. People are buying things online. Even people who did not like to buy online are doing it now. This is fundamentally shifting what is going to happen in the physical retail. What has been the outcome of all of this? If you have not been paying attention one thing we noticed is a lot of stores have been closing. This is not a new trend. If you look you can see annual retail stores closing. If Peter Brown the great recession in 2008. That has been slowly climbing. 2017 was what many economist refer to as the beginning of the retail apocalypse. Things just started to get bad. That is the first time we hit the tipping point where we actually had more stores closing and opening. -- than opening. That trend has been growing. While 20 and 2019 some minor increases, 2020, it's estimated between 20,000 and 25,000 retailers close. Those are massive numbers. Last year we had a record because we had 16 national retailers declare bankruptcy in 2019. It was unheard of. We had never had that level. 2020 again, like most things, says hold my beer. 16 is nothing. We've had 26 major national retailers declare bankruptcy just this year. One of the most shocking names, Lord & Taylor. They are a department store so that shouldn't be shocking that they were around for over 150 years. America's longest standing retailer. Wow. This carnage is major. It is going to be significant for a while. UBS, a bank that is the estimation about the retail sector came out with a report last year that estimated that by 2026, 75,000 retailers across the United States would close. People talked about how doom and gloom that was and how unpredictable it was. This year to had to go in in July and redo their assessments and increase the number two 100,000 and cut the year to 2025. This is significant. A great source of real-time data is yelp. Local businesses, mom-and-pop's put themselves into yelp so they can get seen and reviews. Yelp has his finger on the pulse. It also tracks which of those put on their Yelp they are close either temporarily or permanently. What you can see here is that two sectors get hit hard. Restaurants and shopping. There were 32,000 restaurants and 30,000 retailers who closed. Right now both are nearly 60% permanently closed. That is a shocking

number. That is going to have a huge impact. Both industries moving forward, but in particular retail because it had already been there. When you look at retail employment nationwide is probably for most people the largest employer in your communities. The largest employer in 42 states. Dark green has almost often times half a million people working in retail. Or at least had been working in retail. Why is this a problem? Nationwide that number is staggering. 29 million direct workers. That is more than any other sector of the economy. When we say it is going to get hit, these are huge numbers. The worst part about retail workers, when you do an assessment, is most of them don't have any other education. They don't have college degrees. Most in the service sector even have limited literacy and numeracy skills. A huge population of under skilled, undereducated people who are going to need to get reeducated and retrained. We have to figure out how to work them into our program and what we can do. This massive loss of employment is a great opportunity if we know where to look for them. How do we harness their job experience they already have? How do we reach out to them to make sure they know we can help get them any career pathway outside of retail where they can use some of their soft skills to maybe get ahead? This is an important factor. It is not the only thing we see looking at. We see employment itself continuing its transformation. The transmission of employment is not new. Employment has already been evolving. When we think of early employment in the United States, how it had been years ago, it was this Rolex mentality. The idea was he go to college, get a job, stay in that job for your entire professional career. You retire and get the Rolex. That was the idea of what happened. Than that transformed. We got into a new mindset with the idea was you don't work for one company your entire career. You can bounce around. Different jobs, different places. Maybe go back to the old career, the old job, but you are not tied to the single-employer anymore. Freedom was the next transformation. It wasn't the only one. The net transformed. While this was about getting new jobs in the same career, we saw the next evolution. The idea that people would switch careers. You might have an early career, midcareer, and late career. He have multiple jobs within them. We have been up from having a single job from one place to multiple jobs in one career to multiple careers. Even that is involved. We are now in a new place, the side hustle. Fueled often times by technology is the idea in addition to your full-time job you are having a side job. Something else. That little thing you are doing. Maybe driving for Uber, your own consulting firm. Different ways of making money. This reservation to the next one is going to be more dramatic. The next transformation is going to be to virtual employment. That is you are not going to be working even for one full-time place anymore often times. We have seen these trends. The decline of traditional 9:00 to 5:00 employees has been declining since the beginning of the century. What you have also noticed his people in alternative work arrangements, consultants, on-call, temporary has been growing. It is a significant portion of the workforce already. In many cases up to 15% and over 20% depending on the industry. This has caused a lot of remote work. Before you had to go into a physical office. With technology we are able to work anywhere. This growth is staggering. Over the last 12 years it is 160% growth. Then 2020 happens and we have a great accelerant. WF H. Working from home. So many of us could not work in an office anymore so we had to transform overnight to

creating home offices, to working at home. A lot of company said they would never do this. Started to do it. As educators we know our homes and become our classrooms. We doing everything virtually. The idea of virtual employment and working remotely is not necessarily for everyone. Gallup estimated almost six out of 10 remotely at some point during COVID. When you break the numbers down, we start to see some of these gaps emerging. 32% of the people who did get let go and full-time jobs they right now probably going to be replaced I contract employees. People have seen you don't have to physically be somewhere. A lot of white-collar jobs where you can work remotely are now going to be done by consultants, by outside contractors. Not full-time employees. Businesses want the flexibility to do more. Working from home is not for everybody. Exposing some of the device we have in this country. Over 60% of people with a bachelors degree or more can work remotely. Barely a quarter of high school diploma, and less than 10% of those of us who did not have a high school diploma can work remotely. Those of the people left behind. When we talk about the transformational impact we see two things happening. It is not just about education. It's also exacerbating the challenges between the haves and the have-nots when it comes to income. While they are often times related, people of the top core of income can work and home. The rich can take advantage of this. On the bottom we see staggeringly low numbers. Only 10% could possibly do it and very few actually do. That whole group of poor, uneducated workers are not going to be able to take part in this transformative piece and are left hanging. We need to know if those who can be part of virtual employment. It will also have staggering impacts. All the things traditionally they have done as part of the relationship, what happens to those? If you get sick or want to take a vacation, who is paying your pension, your 401(k)? These are real challenges we have to address. We talk about this transformation to a more virtual environment. It will be happening across the board. Another thing we look ahead and see is the idea of the continuing disruption in post secondary education. Primarily with four-year colleges and universities. There is still some disruption at the two-year community college level. What is driving this is a series of factors. The idea of the value of a bachelor degree. It has been and continues to be the pathway to the middle class for so many. Before your degree is really the gold standard. Unfortunately the value of the degree has plateaued. Since 2000, it has been really remaining steady. It is not getting more valuable. The problem with that becomes that people don't necessarily see it as valuable. When you look at people who graduated from college in the last 10 years, 40% say the cost of the education exceeded the value of going to college. People in the workforce longer, those folks see the value of education is there for the people making the decision to go to college don't see it necessarily as valuable. Also, unfortunately, a lot of politicians don't either. Support for post secondary public education has been on the decline. This complicated chart shows all 50 states. Everyone in red and blue had declines over the last eight years in support of post secondary public education. Only two states that increases. These three things, the plateauing value, the lack of value, and the lack of support had huge impact. The impact on our institutions is major. When you look at the price of going to college, a big thing you look at is this. 20 years ago with the 2000, if you went to a public four-year university, the state would subsidize and pay 72% of your education. In the

years have passed that is also entirely flipped. Students now pay two thirds of their education. Prices just keep going up and up as a result. On public education doesn't, private education matches the price. This has led to -- I have to tell you -- an explosion and in student debt. Over \$1.5 trillion. Nick is a demographic challenge. What is happening is enrollment is starting to decline. One of the big reasons why enrollment is declining is because the share of college aged kids demographically is declining. While we had over 60 years of continued growth in colleges and universities, we are seeing to clients that are likely, again, to increase. The effect of 2020 is significant in higher education and will also be for secondary and post secondary budgets as states have to deal with oftentimes massive shortfalls as a result of a lack of tax revenue. Just right now who would talk about the main source of revenue for so many colleges and universities, it enrollment, student dollars. On campus enrollment is down 15% through the fall and the semester. That's a \$23 billion impact on post secondary education. What is really disturbing is normally during bad economic times, or in this place where maybe you don't want to go physically to college because they won't let you or do it remotely, he respected Sea community college in Rome it going up. Bucking all the strands, community college in Rome it is down 22.7% for the fall semester. Huge. What is happening? Not just national students but international students are choosing not to come. When they did an analysis, half of international students coming to American colleges and universities are not going to do it this year. While that may not seem a good big deal, the reality is international students are huge moneymaker for most public and private colleges and universities. To the tune of \$15.5 billion. It is a huge number. What has happened? Unfortunately a lot of universities and colleges are running into serious financial challenges. When you did an analysis and they looked at where the universities stood nationwide, some economists did an analysis of three different scenarios. If the virus was contained and you had to go online into the fall of 2020. If there was a recurrence and had to go online until 2021. Or the pandemic escalated and you had to be online all the way through the summer of 2021. We have already blown their number one. We are at number two and probably going to end up at number three. What does it show you? Private not-for-profit four-year universities are in some sort of financial distress. Costs are 20% or higher than the revenue they will bring in. Public universities, almost half in the category, the two-year partners are almost a quarter. On the right-hand side you can see the numbers become massive. Right now it is estimated that everything has gotten accelerated. Schools that that they could figure out how to make this work are now finding the runway shortened to a year or two. It is estimated almost 350 private colleges are not at risk of shutting their doors in the next six years. The impact is on the educators in the students who no longer have options. Often times is the impact on cities and towns the universities are located in. The real problem is it's between the haves and the have-nots. Harvard is not closing its doors, with a small local college and maybe our state branch may be forced to make difficult choices. The last place where all the things come together is the expansion of the chasm, the growing gap between the haves and have-nots. All these factors already started to have really an impact on this area. When you look at where we are -- I would use three examples of how badly America's divided. One is around race and wealth. When you

look at media net worth, it is almost embarrassing. A typical white median net worth is over \$171,000. On the far left-hand side, a typical black family, \$17,000. That is massive. We want to talk about how we can help. We know this is a big factor going in. It is not only about race. It's also about gender. We have made some gains but regardless of what your education is, women are consistently paid less. This is the result of a variety of factors. Some of it is systemic. Some of it is choices. Oftentimes, it is the whole picture coming in. This really impacts our diversity and our ability to have parity in the work -- quality in the workplace. It is also important to know that business has also been about haves and have-nots. What we see consistently is that big businesses continue to buy up smaller competitors or other brands. A great example of this is in the consumer products industry. You can go to stores where you have millions of choices of things to buy, but the reality is pretty much every single consumer brand around the world is owned by one of these massive, megacorporations, Procter & Gamble, Coke, Unilever, Kellogg's, Johnson & Johnson, Kraft Foods or Nestlé. Pretty much everything is under one of Ashcraft Heinz -- Kraft Heinz or Nestlé. Pretty much everything is under one of those. What are the challenges of trying to improve problems with -- one of the challenges of trying to improve problems with equity and income is equity in education. This is a trend we are making progress on in some places, but oftentimes it is stalled or moving the other direction. Again, systemic issues around women are again, too many to say, but one of the big factors is in job programs how women are encouraged and supported. Apprenticeship is a perfect example. Apprenticeship is a fantastic model. We have been talking about it. We know it works. Especially with skyrocketing costs of education, it's a way to get job experience, education, get paid, it's fantastic. The problem is, we are not inclusive. We know this. When you look at the percentage of people engaged, women are only about 7% nationwide in an effort to ship -- in apprenticeship programs. Blacks and Latinx make up about 30%. There is a digital divide. This has come to the forefront as 2020 has forced more people to be digital than ever before. This is a scary number. When you look at the number of students who have to do their homework on their smartphone because they don't have a PC or broadband connection at home, it's staggering, right? 39% of Hispanics. Almost half the people in America who make less than \$30,000 have to use a mobile device rather than a PC. In 2020, all of these factors have come together, the disruptors, the trends have started to widen the gaps and create real problems in America. Unemployment continues. We see this. White people get rehired faster. Black and Latinx are really struggling. It's not just about race. Gender is playing a huge role. When you look at this chart, this chart is depressing on so many levels. You look at the labor force change from August to September and job changes. Where do we find them? Who is getting rehired? White people. Who is not coming back into the labor force? Women. When you look at job changes in terms of not labor force participation but coming back, Black women and Hispanic women are doing OK, but white women have left the workforce at a rate of 250,000, and when you leave, it is hard to come back to the same place you were before. We all know that. This is going to have a huge impact. Businesses are taking advantage of everything happening and are starting to grow. Walmart, Alibaba, and Amazon have all had phenomenal years. Overall, the stock market is down. Walmart is up 10%. Alibaba is up by

a third. Amazon is up a staggering 42%. What has this caused them to do? Buy more companies. A perfect example, Walmart purchasing TikTok. Who saw that coming? But it's a great distribution channel that can help them sell their stuff online. The rich are getting richer. The poor are getting poorer. When we look at these four things, the permanent elimination of jobs, transformation of employment, disruption and expansion, you might be thinking, this is crazy. I don't want to know what's next. But instead of getting scared, instead of freaking out, we need to take this opportunity to see what is ahead and put on our 2020 glasses. It's a cliché, but it is often said that hindsight is 20/20. But we need to use 2020 as foresight. We need to look ahead. We need to see what is coming and adapt to it. We have seen disruptors. We have seen trends. We have seen the impacts they will have. Let's get prepared. Let's use 2020 as foresight. I have four strategies I really want to focus on moving forward. Number one is to focus on the future and what that looks like. Secondly, build lifelong learning. Focus on skills and degrees. And then intentional inclusion. Focusing on the future is important because we know the employment sector is changing. The careers we are placing people in may go away. Certainly, jobs will transform. Sometimes, entire careers will disappear. But when you look at the probability certain careers go away -- I love this. Telemarketers are number one on that list. But oftentimes, people don't think about other jobs. There are a lot of positions that technology is going to eliminate. We need to look at the careers we are helping people get into and see which ones are repetitive and nonrepetitive. We know that robots and AI will be taking repetitive jobs. Not all growth is equal. Look at the bottom two. Perfect example. Construction has the second-highest growth, but that bar is almost all blue and purple, meaning routine tasks that will probably be automated. On the other hand, health and social assistance, those combined programs, look at how much that bar is red and gold. We know those are tasks that are not going away. We need to make sure that the careers we are preparing for our non-repetitive -- nonrepetitive. We also need to look at the skills that will be most in demand. Problem-solving, teamwork, critical thinking, creativity, these are the skills we need to be developing in all of our pathways regardless of where we are going because we know those skills are transferable and will help focus on the future. What are some best practices? One of the ones I think is really important is to build sustainable skills in what we do. We have a couple of answers already in front of us. A great example is figuring out how to do more fusion between the academic and the technical. How do we get CTE examples? How do we make it practical. How do we get that context by incorporating it into our liberal arts classes? Another great example of how we can help do this is to take advantage of dual enrollment. We know that dual enrollment is powerful. It not only helps people be successful as we move to the future, it helps improve graduation rates. One of the things we don't always think of with dual enrollment is the opportunity for people who have left behind. In particular, the Hispanic, Asian, Black community really take advantage of dual enrollment. We want to get folks in these dual enrollment programs and figure out how they can combine CTE and the academic space and make the two come together. Another thing we need to focus on is building multiple partnerships, not just one place, but multiple firms. It used to be that a partnership with an employer would be them sitting on our advisory

board. We need to do more than that. We need to engage in multiple ways. A great example is what is happening in Cuesta, New Mexico. Their high school has created a program where they brought together the University of Mexico, Taos, the Los Alamos National laboratory, and their local trades. They combine that with a high school to create a job specific, one year post high school program that combined work at the high school level with work at the college level, with an apprenticeship program on site. This allowed them to develop the multiple skills they needed to be successful in that market, but also involved other partners so that it was not one and done. They could continue their education as they move forward. This idea of stackable education will continue to be important as we move forward. The next thing we need to emphasize is the idea of lifelong learning. Unfortunately, many folks see education as one and done. Either you go to high school and graduate and don't go again. You get your bachelors and don't go again. Very few people intend to go back to school. But most people are going to have to get re-skilled, are going to need more education. In some cases, it's over a year that they are going to need. 54% of jobs are going to require some sort of reeducation, and most people don't want to go back to school, especially folks who don't have a lot of education. Strata education in real time did an analysis of people who have been laid off and asked them what they want to do from an educational standpoint in order to get trained to get a new job. Overwhelmingly, they said traditional post secondary education was not for them. Bachelors degrees, graduate degree, associates, very low. Even a skills training program was the number one answer. More and more people are seeing nontraditional education. We have to figure out how to incorporate and use more of those sources. How do we help bring them into the fold and make sure, again, that they are as stackable and transferable as possible moving forward? That is going to be a critical piece as we move into the next step. Again, we want to make sure people can get on and off our ramps and pathways. The reality is people are not going back to school. Very few folks outside age 25 are. We have to help break this down. Here are some ideas of ways to do that. Number one, Corsair. Corsair it -- corsera is an online platform. Google launched three different Google career certificates available on Corsera. They take about six months to complete. They are all online. Very low cost. And Google in terms of hiring say they are an equivalent of a four year degree of the peasant -- in terms of the positions they are hiring for. It's not just Google that is hiring. They have a consortium of more than 50 other companies doing this. Another example is infosys. They got a whole bunch of employers together to launch a program called reskilled restart. It is a free resource using online training to help people get retrained for jobs. How can we use that same mindset, that same approach in terms of how we can build? Another great resource out there is skilled education. Guild is working with employers to help employers do a better job get employees up skilled while they are still incumbent workers. They come in and have career counselors help them pick out which online university, help them get financial aid, take advantage of the system that is there. Many people don't know how to navigate it or they are too fearful. Three great examples of how to do that lifelong learning. Another strategy is to focus not just on degrees, but on degrees and skills. When you look at the prediction of a successful hire, what is the most likely indicator that an employer and employee are

going to have a match and it's going to work? It's when the skills the employer needs and the skills the employee has come together. But we don't always think about that. We think about education and resume, it's loaded with those kinds of things. But academic achievement and education are two of the worst predictors of future success. In fact, more and more companies are seeing a degree simply as a price of entry. Only about a quarter of companies factor in in terms of who they hire. That's important to know because the degree will get your foot in the door, but the skills you have will get you the job and keep that job for you. Again, a couple of resources you can tap into that will be helpful given this additional information and mindset about how to quantify and define skills, first, skillful. Skillful is an initiative between the Markle foundation and linked in. It is helping employers break out of hiring patterns and determine what skills are necessary. They are also launching career coaching for states. Already, Indiana and Colorado are participating. They have people go out and help others develop their skills. Coaching cannot just happen at the employer level. It has to happen for employees, and our jobseekers are students, so they know what their skills are. Another great resource is opportunity at work, a nonprofit group focused on stars. Stars stands for skilled through alternative routes. It's oftentimes finding people in low-paid jobs who have developed skills that will make them more successful moving forward, but because they do not meet traditional employment standards like a degree or a credential, they often get overlooked. By helping identify these skills, they estimate they can make a huge difference, a \$6.2 million difference. We get paid more for Black stars, jobs that pay 70% more. That has to be the goal for all of our programs. The final thing we need to make sure we are being intentional about our inclusion. Inclusion and diversity is something that is a buzzword this year, but for many of us, it is something we have been doing for a long time. But we need to make sure that more than ever we are doing what we can to be intentional. One of the ways to do that, as we think about pathways, oftentimes, when we think about education, we don't think about the whole continuum. We think about education and a post secondary institution or professional certificate. The time and money it takes to complete those things are very high. We need to figure out how to be more inclusive of the rest of the spectrum all the way down to free resources that help people along their journey. One of the challenges is how we make sure that all of this information can be accessible. If you are getting all of these different credentials, getting your skills ready, how do we make sure there is a place that can be seen by everyone? Most colleges and universities won't even share a transcript without written permission. They need to make sure the system is secure. The American Council on education recently announced to the education block chain initiative. What they are trying to do is create a space where everyone's credentials can be stored so we make sure people have different paths, different parts of the continuing, that those get counted and they are all in one place, one record. Another thing we really have to do in terms of being inclusive is focus on low tech. Unfortunately, as we work from home and go virtual, we assume that's where everyone is. But all it does is widen the gaps. How do we make sure the education we are providing, the outreach, the systems, are all available to people even if they don't have the technology? I was talking to a workforce director who was overseeing one stop in their local

community. They were not getting huge numbers. It was just a month ago and they didn't have that many people coming into the center. With all this unemployment, you would think they would. We asked what was going on. They said we had four Facebook lives, we thought that should get everybody. They are not doing boots on the ground. They are not finding people where they are. We need to use low-tech initiatives to meet people where they are. That's super important. The last thing we need to keep in mind in terms of this inclusiveness is keeping in mind childcare. Childcare is one of the defining factors in defining success or failure in employment. It impacts us. We talk about the divide between men and women. There are educational institutions doing some cool things with this. I want to highlight the Excel center. The Excel center is a charter school for adults started in Indianapolis with goodwill. It has branched out to lots of different places. What is cool about this school is it is not just a place for adults to get their high school diploma and additional training, it has wraparound resources, including childcare, so that parents don't have to make a choice between getting ahead -- getting ahead and their children. Very important to consider. When we look at where we are, 2020 has been a crazy year, but it has not been unprecedented. It has just accelerated trends we already had. If we use 2020, this year, right now, to not bemoan all the things that happen, not worry about everything that is destroyed, but instead say what have we learned, and how do we prepare so that we can become stronger, that is what 2020 is about. As we come down this road and climb up the hill, we can prepare ourselves to get to the top. 2020 gives us the opportunity to take a look, to see what we can do, to modify where we want to go so that we can put our arms around it and know that we have the vision and the clarity to prepare ourselves, our students, our programs, and our communities for the world ahead by using 2020 vision. Yankee while very much for being a part of this. Thank -- thank you all very much for being a part of this. Thank you for sharing your time with me. I know there are so many demands on your time, but I appreciate you taking the time for this. Claudia, I am going to pass it over to you.

Claudia: Thank you, Josh, for this presentation, and thank you all for participating in our first virtual conference. As a reminder, please complete the conference evaluation in your email. The conference presentations and asynchronous sessions will be available online. The URL is in the chat. And he will be able to access the October 30 -- you will be able to access the October 30 and November sixth sessions. Be safe and stay well. Thank you for joining us.