Session 1: Deploying Action Plans for Safe Reopening and Contingency Strategies for Setbacks

October 20 at 1:45 PM ET
Session 1 Speakers

✓ **Diane Targarona**, Director, Allied Health Apprenticeships; Community College of Baltimore County
  Scaling Apprenticeship grant

✓ **Josh Williams**, MAPS Program Director, University of Louisville
  Closing the Skills Gap grant

✓ **Nicole Cobb**, Associate Vice President for Workforce Solutions, Jefferson Community and Technical College
  Closing the Skills Gap grant

✓ Moderator: **Patti Bartels**, Scaling Apprenticeship TA Coach
COLLEGE PRESIDENTS’ LONGER-TERM CONCERNS

How would you rate your level of concern with the following potential long-term issues at your institution in regard to COVID-19?

<table>
<thead>
<tr>
<th>Issue</th>
<th>Very Concerned (%)</th>
<th>Somewhat Concerned (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inequitable impact on underrepresented students†</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>Decline in overall future student enrollment</td>
<td>90</td>
<td>88</td>
</tr>
<tr>
<td>Overall financial stability</td>
<td>88</td>
<td>89</td>
</tr>
<tr>
<td>Ability to afford to employ staff and faculty</td>
<td>83</td>
<td>81</td>
</tr>
<tr>
<td>Decline in alumni/donor giving rates</td>
<td>64</td>
<td>56</td>
</tr>
<tr>
<td>Perceived decrease in the value of higher education*</td>
<td>60</td>
<td>48</td>
</tr>
</tbody>
</table>

* Includes concerns about the long-term effects on the institution's ability to attract and retain students, faculty, and staff, as well as concerns about the institution's financial stability and long-term viability.

† Includes concerns about the long-term effects on the institution's ability to provide equitable access to education for all students, regardless of background.
Which of the following most closely reflects your view of how your institution will respond to the COVID-19 pandemic and economic recession?

<table>
<thead>
<tr>
<th>Trajectory Description</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Transform institution: My institution should use this period to make difficult but</td>
<td>50%</td>
</tr>
<tr>
<td>transformative changes in its core structure and operations to better position itself</td>
<td></td>
</tr>
<tr>
<td>for long-term sustainability.</td>
<td></td>
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<tr>
<td>Reset for growth: My institution should use this period to focus more on what it does</td>
<td>35%</td>
</tr>
<tr>
<td>best so it can invest and grow in those areas once the recession ends.</td>
<td></td>
</tr>
<tr>
<td>Return to normal: My institution can ride out the current difficulties and return more</td>
<td>11%</td>
</tr>
<tr>
<td>or less to normal operations within 12-18 months</td>
<td></td>
</tr>
<tr>
<td>Shrink institution: My institution should use this period to tighten its focus to come</td>
<td>3%</td>
</tr>
<tr>
<td>out of the recession smaller but better.</td>
<td></td>
</tr>
</tbody>
</table>
Community College of Baltimore County
Re-Opening Strategies

Diane Targarona, Director, Allied Health Apprenticeships,
Community College of Baltimore County
Six campuses open
- In-person screening for campus access
- Social distancing metrics for acceptable classroom attendance
- Socially distanced operations
- Telework, rotating campus schedules with social distancing restrictions
Fall Semester Instruction and Support Services
80% Online/Remote and 20% On-Site

All Offices and Services Open
Related Technical Instruction Strategy

- **Modalities**
  - Socially distanced face-to-face courses
    - PPE for instructors and students
    - Directional restrictions
  - Online courses
    - Zoom/Microsoft Teams
    - Synchronous/Asynchronous
    - SoftChalk-content authoring platform
    - Flipgrid-platform to create and share short videos
  - Hybrid
    - Online courses with in-person skills labs to demonstrate competencies
On-the-Job Training

- Clinicals and OJT have been on hold due to COVID-19 priorities of partner healthcare organizations
- Planning for spring OJT experiences
## Lessons Learned

### Challenges

- Online delivery is challenging to many students/instructors
- Student access to technology
- Retention

### Solutions

- Offer in-person socially distanced options
- Provide on-boarding information via emails and videos to students
- Student support staff
- Instructional design/IT staff held online training sessions for instructors with technology and provided delivery guidance
- Provide laptops to individuals; service providers supported access to internet
- Focus on working closely with instructors via weekly classroom reports to identify performance/operational issues
- Specialized case managers with targeted underserved populations
Modern Apprenticeships Pathways to Success (MAPS)

Josh Williams, MAPS Program Director, University of Louisville

Nicole Cobb, Associate Vice President for Workforce Solutions, Jefferson Community and Technical College
Overview of MAPS

✓ Expand apprenticeships (overall) into non-traditional sectors and occupations:
  ▸ Developing 49 existing academic programs into competency-based RAPs in three H-1B Sectors: Healthcare, Advanced Manufacturing, and Information Technology

✓ Actively engaging Kentuckians who could benefit from these pathways most:
  ▸ Enrolling and supporting 5,300 students intentionally targeting the military-connected and underrepresented populations

✓ Foster integration and connectivity to regional/state workforce ecosystem
What COVID-19 challenges are you experiencing?

- Let us know in the chat what challenges your grant project is experiencing in light of COVID-19.
Current State: What We’re Hearing/Experiencing in Louisville

- Related Technical Instruction (RTI)
- On-the-Job Training (OTJ)
- Existing programs versus new programs
- COVID-19 + Apprentices and Faculty
Addressing Those Challenges:

- Healthy at Work guidelines:
  - Masking
  - Social distancing
  - Monitoring classroom capacity
  - Enhanced cleaning

- Contact tracing

- Virtual, hybrid, full face-to-face
Future State: Innovation and Risk Management

- Virtual
- Simulations
- Optimizing community space
- Adding offsite facilities
Questions?
Something to Think About

- How are you working together with employer partners during this time?
- Have you moved the RTI to online learning?
- Have you moved the RTI to online learning?
- How can simulations substitute for clinical experiences?
- How are you supporting your partners and participants?
- How are you supporting your staff?
More Things to think about

- Despite the impact of COVID-19, many of you are still moving forward with positive results. What activities are still "full steam ahead" with your grant?
- What specific challenges (if any) are your employer partners facing during COVID that are impacting your ability to manage the grant?
- What structures need to be in place to enable you to be successful with your grant in the wake of COVID?
Resources:

- **DOL Covid-19 FAQs**
  https://www.workforcegps.org/resources/2020/03/18/23/35/Coronavirus-COVID-19-Resources

- **Distance and Online Learning: How a Health Sciences University Faces Crisis**

- **STRADA Center for Consumer Insights: Public Viewpoint: COVID-19 Work and Education Survey**
  https://www.stradaeducation.org/publicviewpoint/

- **The World Remade by Covid: Scenarios for Resilient Leaders**
  www2.deloitte.com
Thank You!