



# Education and Workforce Roundtable

Aug 10, 2021

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# Sponsors

Special thanks:

TAG - catering

Science is US - graphics

QTS - location



# Science for Georgia: Science Outreach Journey

<https://scienceforgeorgia.org/>



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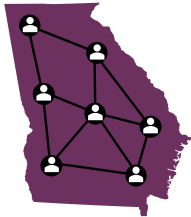
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Partner Network and Networking Events



# Agenda

10:00 – 10:10	Introduction
10:10 – 10:30	Brainstorm I
10:30 – 11:15	Set the Stage
11:15 – 11:20	Break and Split into Groups
11:20 – 12:00	Brainstorming Event: solutions to the areas
12:00 – 12:25	Lunch
12:25 – 12:55	Groups polish ideas for reporting
1:00 – 2:00	Report out, next steps, summarize, flag bearer identification

# Why are we here?

- Address the Education and Workforce Pipeline
- Make sure the things we learned don't fall on the floor

# But...



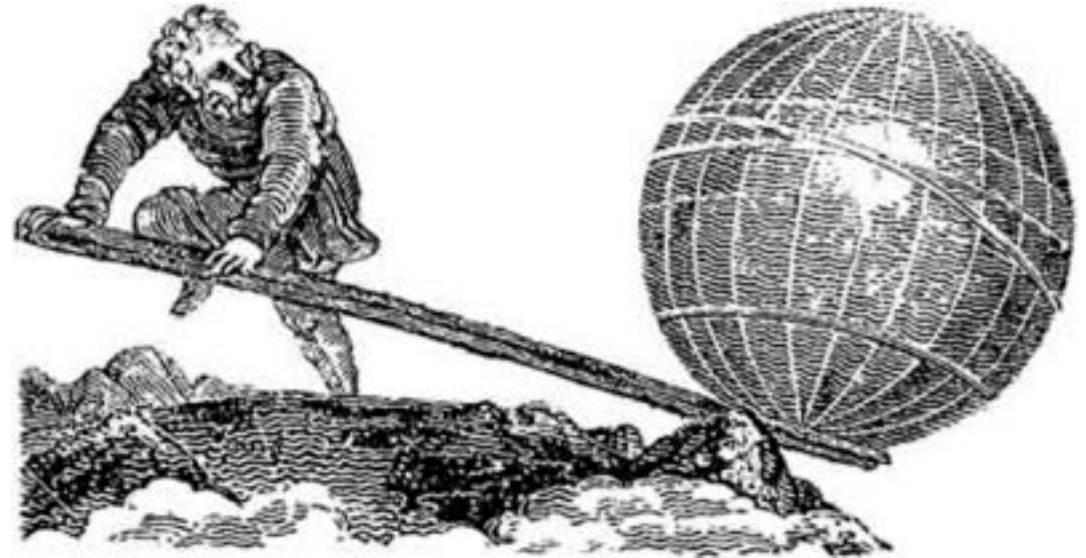
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“It is not your responsibility to finish the work of perfecting the world, but you are not free to desist from it either.”

- Rabbi Tarfon, Pirke Avot 2:21

# What does the science say?

- Literacy begins at birth
- Literacy opens doors to life success
- There is a right way to teach reading (hint: only Mississippi is doing it right!)
- Adults can upskill!



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# Georgia

An economic analysis report by Science is US found that the majority of Georgia's employment, economic activity and tax revenues are supported by STEM:

**61%**

of employment

**\$61 billion**

in federal tax  
revenue

**71%**

of economic output

**\$28 billion**

in state and local  
tax revenues

**66%**

of GDP

**59%**

of STEM jobs are held by  
individuals without a  
bachelor's degree

SOURCE: STEM AND THE AMERICAN WORKFORCE

AN INCLUSIVE ANALYSIS OF THE JOBS, GDP AND OUTPUT POWERED BY SCIENCE AND ENGINEERING ([BIT.LY/STEMWORKFORCE-REPORT](https://bit.ly/stemworkforce-report))

Science is **US**



# Purpose & Goals

- Pick things to beat the drum for in each category



- Long term goal coupled with **one thing** for this year

# What Science for Georgia will do

- Dedicated web site with resources
  - Our chosen “thing” for this year
    - Evidence behind it
  - Successful programs
- Work to get testimony around these things
- Carry forward our action items...

# Set the stage

# What we are doing well...

- Start with some positives
  - Lots of amazing people who care and do good things:
    - Reach Out and Read, Learn4Life, GEEARS, Voices for GA's Children, GFCP, GA Partnership for Excellence in Education
  - Schools
    - GA did get most of the QBE funded in 2020
    - Food distribution during the pandemic
    - Fulton County's literacy program
  - Post-secondary
    - Career Ready Diploma Seal – 2018
    - Pilot program to have TCSGs confer HS Diplomas
    - Two-Generation (2-Gen) Innovation partnership between DECAL and the Technical College System of Georgia (TCSG)

# A primer on the GA Budget

<https://www.youtube.com/watch?v=x4bMligSiVg>

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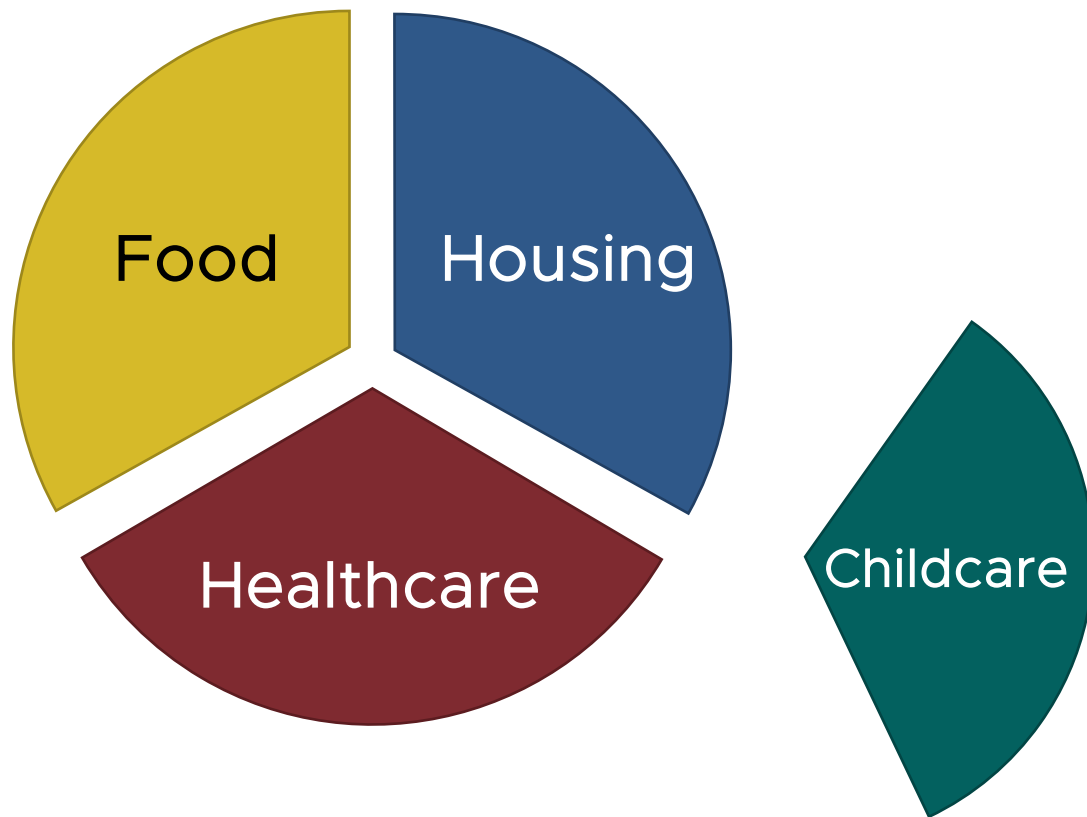


**HOW DOES GEORGIA FUND SCHOOLS?**

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# Bad Math:

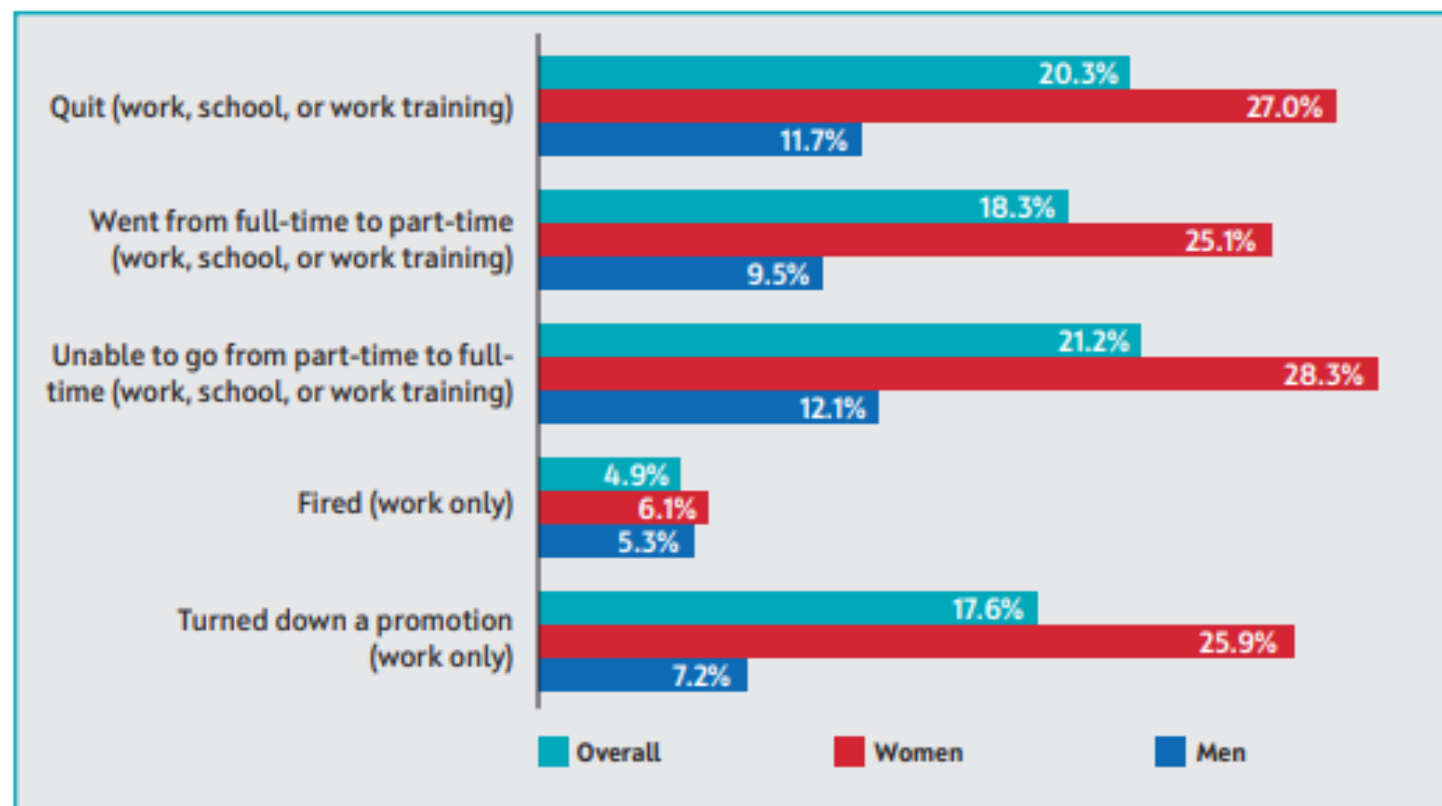
Food + housing + healthcare + childcare = 120%



- The SNAP formula assumes families will spend 30% of their net income on food.
- HUD labels those who spend over 30% on housing as cost burdened. 30% of Americans are cost burdened.
- Lowest income earners spend 35% of pre-income incomes on healthcare.
- Childcare costs families who make under \$52K over 1/3 of their income.

# Not just kids who suffer...

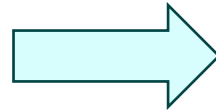
**FIGURE 3.1** INCIDENTS OF LONG-TERM DISRUPTIONS TO EMPLOYMENT, SCHOOLING, OR WORK TRAINING DUE TO CHILD CARE ISSUES, BY GENDER<sup>57</sup>



# Literacy Definitions

## From the web...

- Illiterate – inability to read and write
- Low literacy – ability to read and write between the 5<sup>th</sup> and 8<sup>th</sup> grade level of difficulty
- Literate – read, write, and *comprehend*



## NAEP

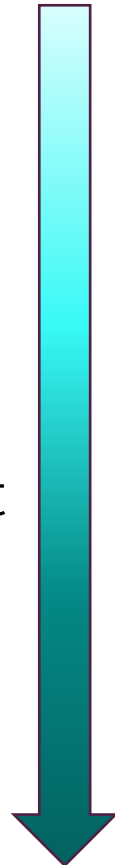
- At grade level (basic) – understand the words, answer simple questions, get through the written material in a certain amount of time
- Proficient – make reasonable inferences from the material

Percentage  
of Georgia  
4<sup>th</sup> Graders

37% 4<sup>th</sup>  
graders

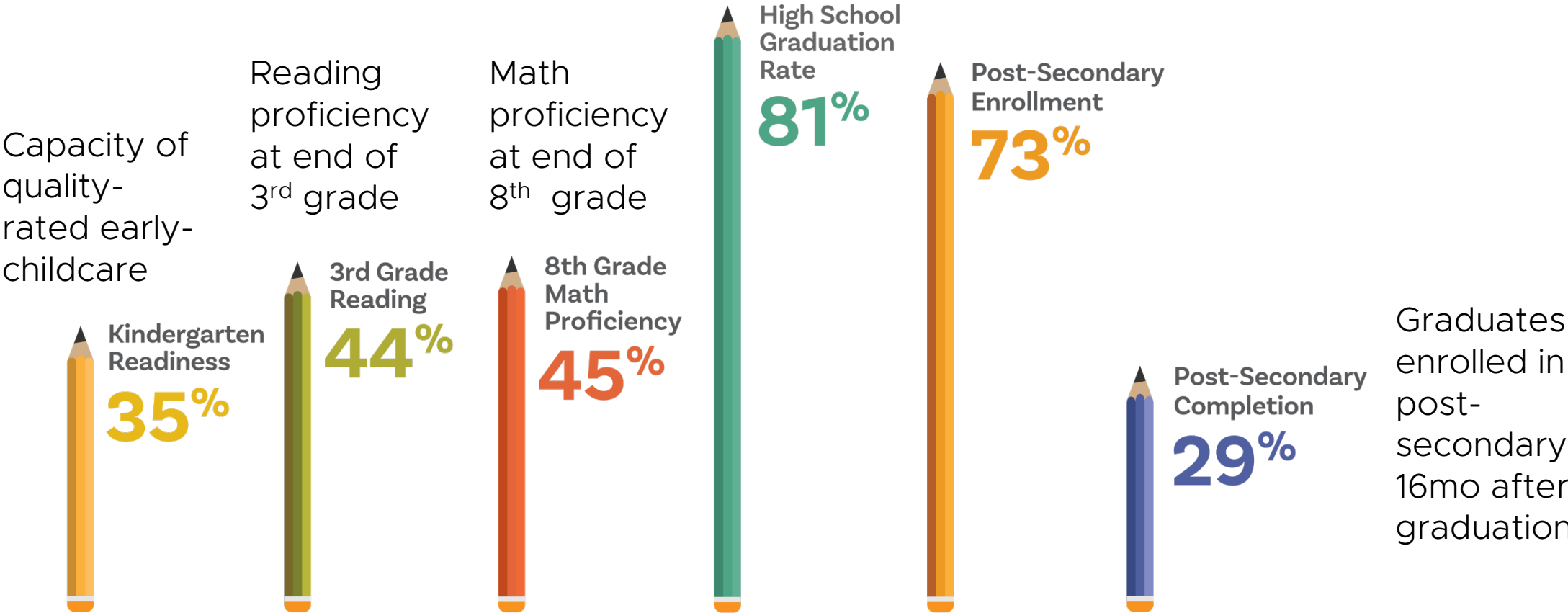
31% 4<sup>th</sup>  
graders

32% 4<sup>th</sup>  
graders





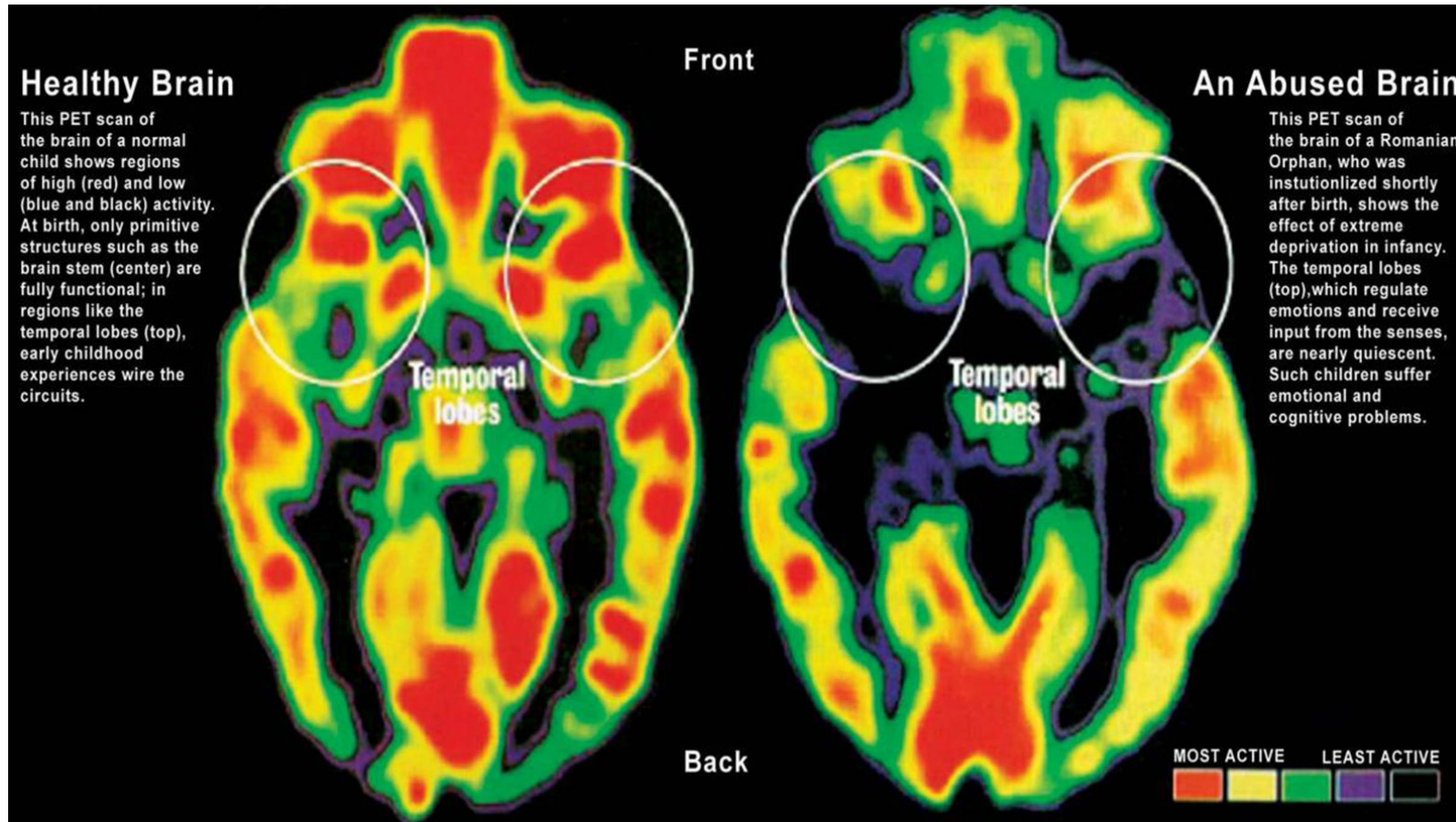
# Metro Atlanta



Source: Learn4Life 2020 Report  
[https://secureservercdn.net/198.71.233.227/ede.c3c.myftpupload.com/wp-content/uploads/2020/11/L4L-SOE-2020\\_v6.pdf](https://secureservercdn.net/198.71.233.227/ede.c3c.myftpupload.com/wp-content/uploads/2020/11/L4L-SOE-2020_v6.pdf)

# Cognitive Development – a Crash Course

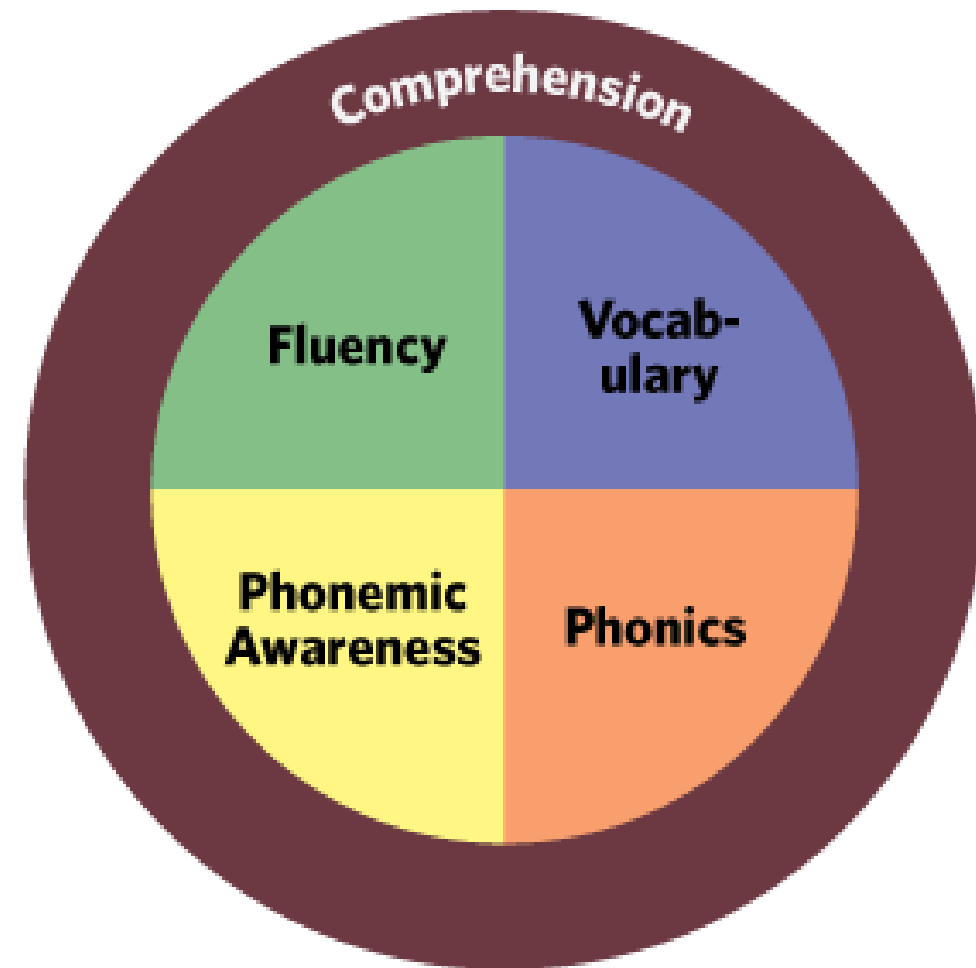
# Cognitive Effects | Birth - 5



# What Complete Literacy Looks Like

Consistent, rigorous applications of each of these elements is what creates strong readers

## Essential Components of Reading



# What Literacy Looks Like in Georgia

The Georgia Literacy Task Force's definition of literacy is the ability to speak, listen, read, and write, as well as to view print and non-print text in order to achieve the following:

- to communicate effectively with others,
- to think and respond critically in a variety of settings to a myriad of print and non-print text, and
- to access, use, and produce multiple forms of media, information, and knowledge in all content areas.

## What ECE Programs are Available to Support Georgia's Working Families?

Program	Age Served	Cost	Annual Capacity	Access/Eligibility
Early Head Start	0 to 2 years-old	None	~5,000 children	100% of federal poverty level (FPL) (\$26,200 annually for a family of 4); there is a waitlist and very few programs in area
Head Start	3 to 5 years-old	None	~19,500 children	100% FPL; there is a waitlist and are few programs in area
Immigrant & Seasonal Head Start	0 to 5 years-old	None	~360 children	100% FPL; only 4 locations in the state

# What Mississippi Does Differently

Utilizes the Simple View of Reading :

$$\text{Decoding Ability} \times \text{Language Comprehension} = \text{Reading Comprehension}$$

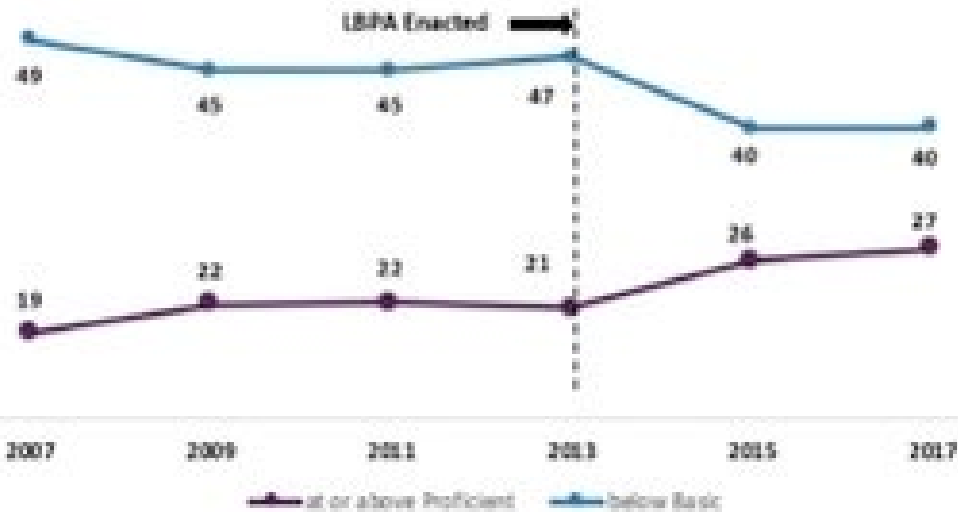
# Literacy Based Promotion Act

- Statewide training to support teachers with scientifically-based reading instruction and intervention.
- Reading coaches to provide job-embedded training and support for teachers.
- Early identification of K-3 students who have a reading deficiency. Parent notification and regular communication with parents of students identified with a reading deficiency.
- Individual reading plans, created in collaboration with the parent, prescribing the immediate specialized instruction and supports that will be provided to the student identified with a reading deficiency.
- Retention for third graders who do not meet the cut score for promotion.
- Good cause exemptions from retention to recognize the needs of some students. Specific intervention services for retained third-grade students, including resources to support parents with literacy activities at home.

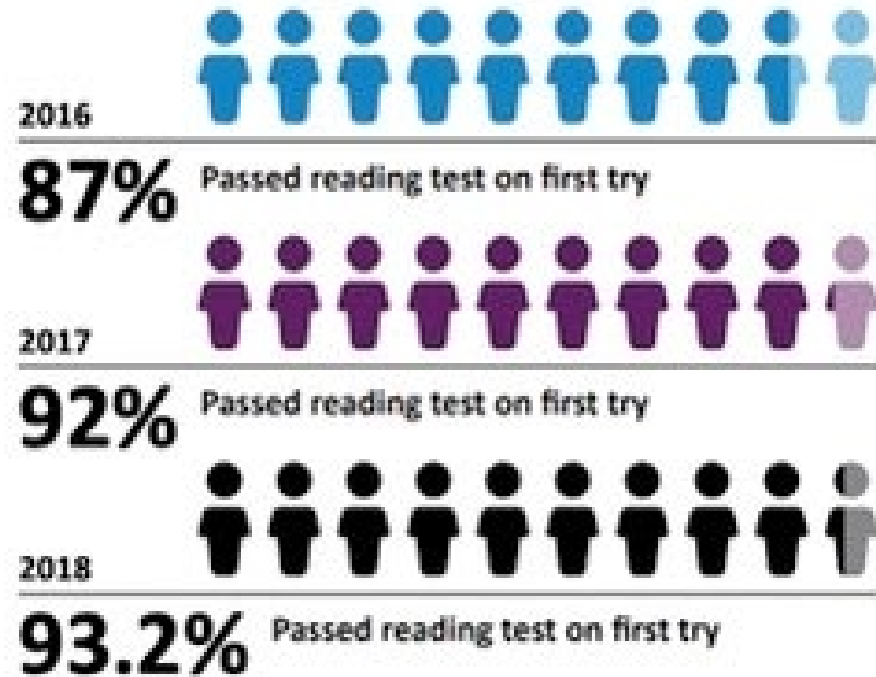


# Literacy Based Promotion Act

Mississippi 4th Grade Reading Performance on NAEP



Third Graders



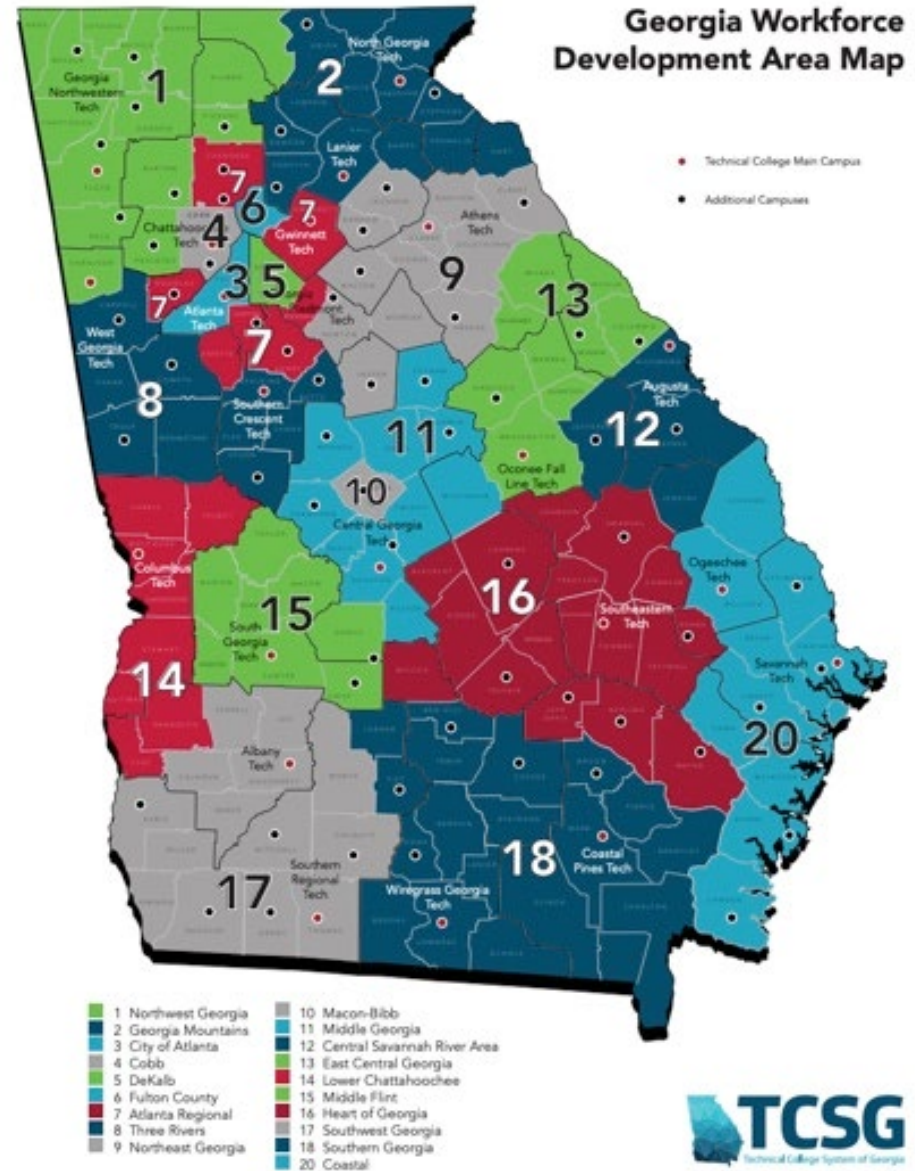
High School → TCSG →  
Career

# High School Pathways

- Career, Technical, and Agricultural Education (CTAE)
- Career Ready Diploma Seals (Employability Seal, Pathway Career Seal, and Leadership Career Seal)
- Work Based Learning
- Move on When Ready (Formerly Accel)

# TCSG Opportunities

- Free/ Affordable Higher Ed Tuition
- 600 Programs Statewide
- 99% Job Placement
- Smooth Transfers
- Convenient Access
- Free GED and HiSET Prep
- Free ESOL Courses
- Certified Literate Community Program



# What Gaps Exist?

- Advertising!
- High School Guidance
- Clear paths from CTAE courses to the technical college
- Funding
- Infrastructure

# The Job Market

- <https://www.sreb.org/publication/georgia-1>

## Pandemic Accelerates Jobs Lost to Automation

Workforce Outlook for Georgia, 2021-2025

The COVID-19 pandemic has **accelerated automation** by **5 years**, meaning **30%** of work activities could be automated by **2025**.

In the industries that employ the most people, automation potential is often greater:



Food Preparation and Serving



Sales and Related



Production Occupations



Office and Administrative



Transportation and Material Moving

Adults with **lower levels of education** are **more vulnerable** to technology advancements.



**63%** of Georgia workers have a high school diploma or less.

based on employment in May 2019

Sources: McKinsey & Company and the U.S. Bureau of Labor Statistics

# The Job Market

- <https://www.sreb.org/publication/georgia-1>

## Pandemic Exacerbates Risk for Vulnerable Workers

### Unemployment Potential in Georgia

Workers most **vulnerable to automation** are also those with the **greatest risk** for work disruptions during the pandemic:



Those with the lowest levels of education



Women and people of color



Workers ages 16-23 and 56-74

2 million workers —  
**45% of the workforce** — are at risk for unemployment, reduced work hours or exiting the labor force due to economic impacts from the pandemic.

16% of workers are considered essential



33% of workers can work from home

and are therefore highly unlikely to be out of work in the pandemic.

based on employment in May 2019

The **percentage of vulnerable workers** varies by industry:



100%

Food Preparation and Serving



70%

Sales and Related



90%

Production Occupations



99%

Installation and Maintenance



56%

Transportation and Material Moving



460 thousand workers were officially **unemployed** while **222 thousand more** were likely **out of work** or left the labor force. Of these, **370 thousand** are highly **unlikely to be called back** to work.

SREB analysis based on May 2019 employment data from the U.S. Bureau of Labor Statistics  
Other sources: The Economic Policy Institute and the Federal Reserve Bank of St. Louis

# What we have learned

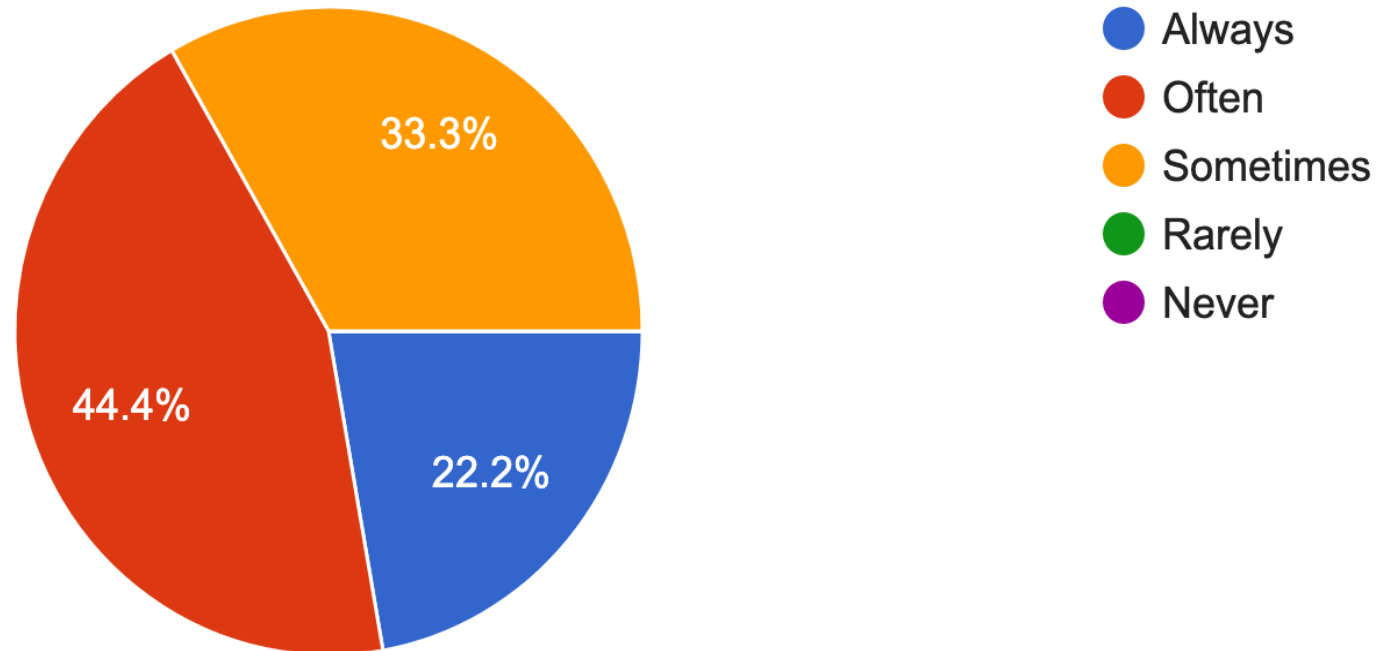
Results of Survey of Roundtable Attendees



# Results from the Survey

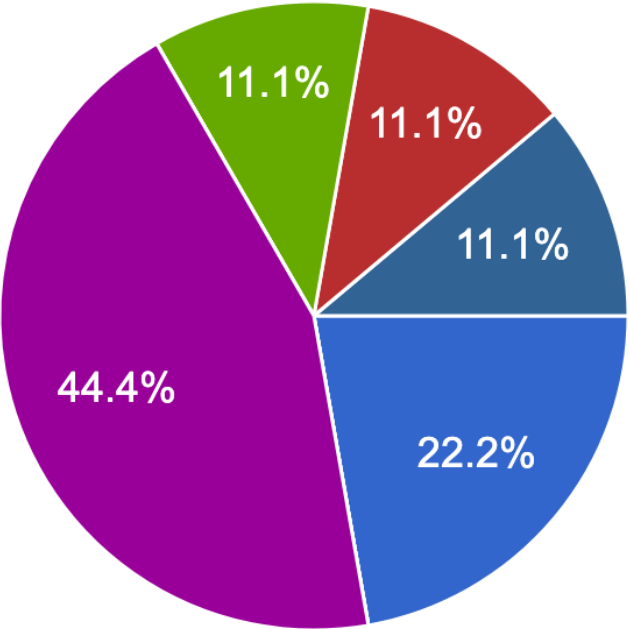
How often do you refer to scientifically-based studies and research in your work?

9 responses



# What area of the education and workforce pipeline does your work most directly involve?

9 responses

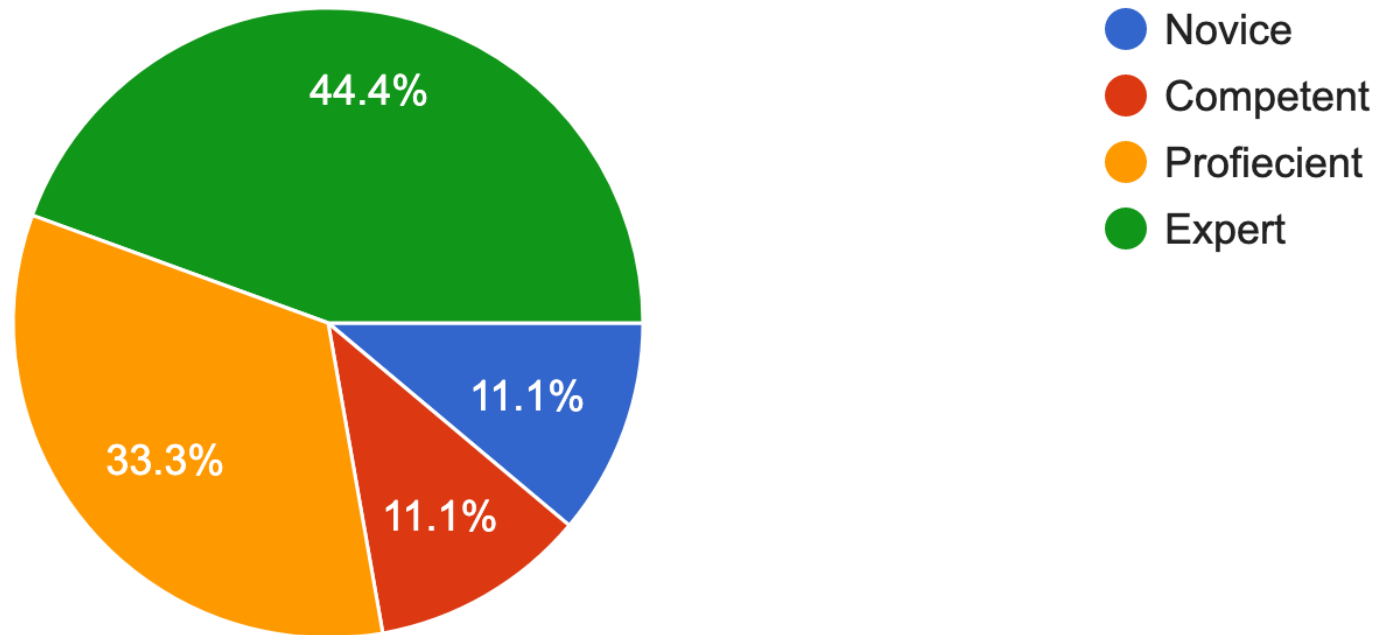


- Literacy Rates
- Fund Allocations
- Infrastructure Support
- Technical and Community College Pro...
- Career Tech Training
- Disability Support
- Social Services (Food, Mental Health...)
- evidence based practices

▲ 1/2 ▼

# How would you label your knowledge on issues relating to education and the workforce?

9 responses



## Greatest obstacles to legislative change?

- Lack of knowledge (specifically on the prevalence of low literacy and its impact)
- Not enough funding
- Disorganization and redundancy– too many differing systems, too many voices, unclear priorities

## How can we better work towards resolving these issues?

- Clear and concise vision
- Increased communication with policymakers, the public, and everyone in between on these issues
- Leveraging formal partnerships – working together

# Solutions and Magic Wands

- Assuming GA is working toward *UNIVERSAL BROADBAND*
- Portal outlining different agencies and groups (and ways they overlap) in the education sphere for consumers and educators
- Post HS: TCSG - Pathways
  - Clarification and codification of pathway agreements
  - HS Advertising: websites, assemblies, morning announcements, school twitter, national honor society / eagle scout projects
  - Increased number of HS counselors
  - Partnered high school and work programs
  - Targeted ads to promote education programs (ex. Job sites promote GED programs to those without high school diplomas, or certificate programs for upskilling)
  - Expand pilot program that enables TCSGs to confer HS diplomas
  - Two-Generation (2-Gen) Innovation partnership between DECAL and the Technical College System of Georgia (TCSG)
  - Educational Apps
  - Supports for FAFSA completion
  - In state tuition for DACA students
  - Increase reach of Last Mile Fund (bridges funding gaps for TSCG students to remain in their programs)

- **Kids - comprehension**

- Mississippi legislation
- Literacy screening (piggy-back on the Dyslexia legislation, form 3300) make sure that once screened the kids / teachers have access and funding for the right pathways/interventions
- Increased learning disability screening for overlooked disorders (Dyscalculia, dysgraphia, and auditory processing disorders)
- Increased early coding education (making coding an education priority)
- Community health centers near/at schools – wrap around supports

- **O-K Child pathways**

- Send all newborns home with:
  - Book, information for local libraries/resources (incl adult literacy programs), checklist of 10 things to know/do before Pre-K, post-partum depression screening checklist (and hotline for help)
- Get Georgia Reading Campaign
- Reach Out and Read
- Adding cognitive development classes to HS health classes
- Access to high-quality childcare / Pre-K / K for all
  - Mandatory Pre-K / K
  - Increase the CAPS budget by \$20 million, allowing an additional 3,000+ infants and toddlers to be served. Modify the funding strategy related to CCDF to prioritize infants and toddlers. Expand CAPS eligibility to 85% of state median income, allowing more families subsidy access. Build a state fund for capital improvements, rewarding childcare facilities committed to improving quality.\*

# Existing Legislation

## Enacted

- SB 204 – Pilot program, TCSG can award High School Diplomas

## Introduced

- HB 118 – Update QBE and expand more funding to rural schools.
- HB 10 – Update QBE and expand more funding to districts serving students in poverty.
- HB 155 – Raise mandatory enrollment from age 16 to age 17.
- HB 262 – Mandatory Pre-K and K for all Georgia children.
- HB 201 – Certify schools in Whole Child Model.