Mississippi Valley Workforce Development Board

Youth Committee Meeting Agenda

Monday, July 11, 2022, at 5:00 p.m.

Join Zoom Meeting
https://us02web.zoom.us/j/83923925051?pwd=EFOH1i03mZVFhvoVgKT6jUn7nsMJOF.1
Meeting ID: 839 2392 5051   Passcode: 655847
One tap mobile: +13126266799,,83923925051# US

Called to Order	Jacob Nye	
Roll Call	Phyllis Wood	
*Excused Absences	Jacob Nye	
*Approval of Agenda	Jacob Nye	page 1
*Approval of Previous Meeting Minutes	Jacob Nye	pages 2-4
*Stipend and Incentive Policy	Liz Rodriguez & Kendra Schaapveld	pages 6-13
*VR WEP Plan	Miranda Swafford	pages 15-21
Equus June Youth Report	Kendra Schaapveld	pages 23 -28
Other Business		
Public Comment		
Adjourn	Jacob Nye	

*Items Requiring a Vote ** Items Requiring a Roll Call vote

Accommodations

Accommodations are available upon request for individuals with disabilities. If you need an accommodation, please contact: Miranda Swafford director@mississippivalleyworkforce.org or at 319-759-8980.

Mississippi Valley Workforce Development Board

Youth Committee Meeting

Monday, June 13, 2022, at 5:00 p.m., via Zoom

Members Present: Jacob Nye, Heather Halbrook, Regina Matheson, Carol Reynolds, and Rebecca Ruberg
Members Absent: Patrick Stock, Ron Schaefer, and Andy Sokolovich
Staff Present: Miranda Swafford, Executive Director, Elizabeth Rodriguez, Associate Director, and Phyllis Wood, Executive Assistant
CEO Present: Shane McCampbell
Equus Staff: Shannon Weaver, Operations Supervisor, Taylor Longstreth, Operations Supervisor, Tabytha Seigfried, Quality Assurance Specialist, Brett Schwoebel, Youth Career Planner, and Kendra Schaapveld, Project Director
One-stop Operator: Robert Ryan

CALLED TO ORDER
Nye called the meeting to order at 5:01 p.m.

QUORUM
There was a quorum to conduct business.

EXCUSED ABSENCES
Reynolds made a motion to approve Stock and Schaefer absences, seconded by Matheson, the motion carried. Sokolovich was an unexcused absence.

APPROVAL OF AGENDA
Matheson made a motion to accept the agenda, seconded by Ruberg, the motion carried.

APPROVAL OF MINUTES
Reynolds made a motion to approve the previous meeting minutes, seconded by Matheson, the motion carried.

*CHAIR/ VICE CHAIR ELECTION
Nye noted the vice chair role was suggested so meetings could continue in the absence of the chair. Ruberg nominated Nye for the chair role and Nye accepted. Nye nominated Ruberg for the vice-chair role, and Ruberg accepted. Halbrook made a motion to approve the nominations into their respective roles, seconded by Reynolds, the motion carried.

VIRTUAL REALITY/ YOUTH WORK EXPERIENCE
Schaapveld spoke about the use and functionality of the virtual reality headsets. They offer the opportunity to test an occupation without fully committing the resources and time of an organization or

the participant. The plan is to purchases 20 headsets and the full suite of applications available which will include access to the healthcare suite when it is released later this year. Schaapveld shared they would be getting training on the headset utilization and software to track participation progress on June 22. Once Equus has a better understanding of the training process, they will write policy to guide participation and use of the headsets. Swafford created the materials in the packet to justify the expense to IWD. It does show some success stories from other areas and goals for the program. We are shaping the model of VR use in the workforce system in Iowa. The utilization that allows us to bill to the work experience program must be the priority use of the headset but when the headsets are not in use for a WEX they could be used for outreach and career exploration.

REVIEW OF PY22 BUDGETS

Swafford reported we did get our program budgets from the state and with an estimated carryover MVWDB will have approximately $1.9 million for program year 2022. Part of the reason the virtual reality concept became a proposal was due to the available funding. We must spend at least $670,000 by June 2023 or we will lose money back to the state. We are interested in hearing innovative ways to serve youth.

PY21 Q3 PERFORMANCE OUTCOMES

Swafford reported this is the first quarter MVWDB has had enough data to be provided feedback from the state on our performance outcomes. Schaapveld explained the measurable skills gain is a real time measure and low enrollments will bring these numbers down. The basic skills test we administer requires a learner to improve an educational functional level which is up to the equivalent of three years of education to count towards measurable skills gain but testing can only be conducted once every 90 days. Schaapveld discussed solutions of incentivizing the testing by modifying the Youth Incentive Policy. The policy would be modified to include the testing stipends. Swafford said the July agenda for the Youth Committee meeting will include proposed adjustments to stipends. Nye and Ruberg felt the proposed stipends would need to be higher. The committee will discuss in depth next month.

YOUTH AMBASSADOR

Schaapveld said this is Brent Schwoebel's brainchild to tap into one of the 14 youth requirements. Schwoebel said the youth will share events and activities on their social media, they would gain leadership skills but would receive no preferential treatment. The youth ambassador would get Financial Economic Opportunity credits for attending the youth committee meetings and will add valuable experience for their resumes. Nye likes the idea but will proceed with caution. Schwoebel looking at 6-8 ambassadors to try and get one from each county. Nye asked how many ambassadors will be attending a youth committee meeting. The process has not been looked at, but Swafford and Rodriguez will meet with Schwoebel to discuss the committee meetings attendance policy. The committee is encouraged to send any concerns or ideas to Rodriguez to incorporate.

EQUUS APRIL & MAY REPORT

Swafford asked the committee to provide feedback to her about the reporting out of youth activities as far as items they either don't find valuable or would like more information on. Schaapveld reported on April and May program numbers. There were 517 contacts with participants, with $1,618 spent on WEX wages, $5,350 paid out in incentives/stipends, and $8,578 on support services. The WEX percentages are below 20% but should come up as the new enrollees continue beyond orientation into work experience opportunities. Getting the WEX wages up will also help improve this number. There were 1

In-School Youth and 28 Out-of-School Youth enrollments during April and May, which has them above enrollment goals for the year but no plans of slowing down. The average caseload size is balancing out because Equus is fully staffed. The iLegacy course had a total of 7 participants complete the course in April and May. Legacy in Action customer satisfaction survey was at 95.53%. Challenges include the complexity of the enrollment process.

PY22 MEETING SCHEDULE
Wood presented the meeting schedule for the youth committee. The committee discussion concluded with the March 13 meeting would be the in-person meeting. Wood will poll the committee to determine where the location will be.

OTHER BUSINESS
There was no other business discussed.

PUBLIC COMMENT
There was no public comment.

ADJOURN
Ruberg made a motion to adjourn, seconded by Matheson, the motion carried. Nye adjourned the meeting at 5:57p.m.

Youth Incentive and Stipend Policy Modifications

Mississippi Valley Workforce Development Board

Youth Incentive and Stipend Policy

Approved Date: October 19, 2020

Effective Date: July 1, 2020

Amended Date: N/A

A. Introduction

1. As WIOA youth programs are driven by performance outcomes, incentives encouraging successful completion are beneficial to youth, program providers and local areas. The Mississippi Valley Workforce Development Board Youth Incentive and Stipends Policy will ensure that allowable and necessary incentives and/or stipends will be given to WIOA youth participants to help encourage achievement of goals outlined as part of their Individual Service Strategy (ISS).

B. Policy

1. The criteria for incentive awards are tied to the youth performance outcomes as established by WIOA. Incentives may be awarded to participant based upon their progress and/or achievement of milestones in the program tied to work experience, education, or training outlined in their Individual Service Strategies (ISS).

2. A participant may receive more than one incentive for the achievement of multiple outcomes. Incentives will be awarded to participants through follow-up services. Due to availability of funds, incentive amounts may vary throughout a program year.

3. Incentive and Stipends must be:
   a. Outlined in writing before the commencement of the program that may provide incentive payments
   b. Align with the local program's organizational policies
   c. Are in accordance with the requirements contained in the Uniform Administrative Requirements 2 CFR 200 in regards to cost principles and audit requirements for federal awards.

4. The Mississippi Valley Workforce Development Board WIOA youth provider will make sure that Incentive and stipend payments are administered in a manner which ensures all participants receive equal rewards for equal achievements/activities.

C. Definitions:

1. Incentive
   a. An incentive is a payment to an enrolled youth participant for successful participation and achievement of expected outcomes as identified in the participant's Individual

Youth Incentive and Stipend Policy

Service Strategy (ISS).

    b. The incentive must be linked to attendance or achievement and must be related to training, education, work readiness and or an occupational skills attainment activity that specifically addresses at least one of the fourteen (14) required youth program elements.

    c. Such achievements must be documented in the Iowa*WORKS* case management system and the participant's Individual Service Strategy (ISS).

2. Stipend

    a. The stipend payment must be a lump sum based on attendance, for a specific time frame, and may not be based on an hourly rate to encourage participation.

    b. The stipend is used as a subsidy and is for activities such as classroom instruction.

    c. Stipends must be paid based on actual hours of attendance.

    d. Attendance in the activity must be documented as the basis of stipend payments.

    e. Payment must be based on actual time of participation in the activity as documented on the attendance sheet.

    f. The attendance sheet must be signed by the participant and the instructor/Case Manager and submitted for payment.

    g. The original will be maintained in the participant's file.

D. Allowable Incentives and Stipends

Incentives

Incentive	Amount
High School Diploma	$250.00
High School Equivalency	$250.00
High School Grades	$50/$40/$30
Achievement of Basic Skills/Benchmark Goal	$75.00
Completion of Workplace Readiness Curriculum	$75.00
10 Future Economic Opportunity Credits	$100.00
Completion of Work Based Learning	$200.00
Monthly Perfect Attendance for Employment	$100.00
Credential Attainment	$100.00
Employed for both 2nd and 4th Quarter after Exit	$500.00

Stipends

Stipend	Amount
9 Hours of High School Equivalency Classes	$65 per wk.
High School Full Week of Attendance	$65 per wk.
Class Directly Related to the 14 Youth Services	$50 per class

E. Description and Documentation Requirements

1. In order to process the incentive, the required documentation will be placed in the participant's file, documented in the appropriate Iowa*WORKS* screen, and case noted in Iowa*WORKS* demonstrating the criteria to receive the incentive has been met.

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2. A completed request form (with supporting documentation) will be submitted for approval to the WIOA Supervisor

3. High School Diploma Incentive Award $250
   a. Participants, enrolled in education at the date of participation or at any point during the program, are authorized to receive an incentive award for earning a high school diploma.
   b. The amount of the incentive is $250.00.
   c. In order to receive the incentive, documentation, in the form of a copy of the diploma or transcripts, will be submitted.

4. High School Equivalency Incentive Award $250
   a. Participants who earn their high school equivalency after the date of participation, or at any point during the program, are authorized to receive an incentive award for successful completion of the program.
   b. Participants will receive an incentive of $250 for successful completion.
   c. In order to receive the incentive, documentation in the form of a copy of the High School Equivalency transcript or comprehensive score report indicating scores will be submitted.

5. High School Grades Incentive Award ($30-$50)
   a. Participants, enrolled in high school at the date of participation or at any point during the program, are authorized to receive an incentive award for earning a grade of "C" or better, in each subject, at the end of each formal grading period.
   b. High School Grade Incentives will not be paid for "C" or better grades at the end of any formal grading period in which the participant earned "F" or "Failing" grades for any High School class/course.
      i. Participants will be eligible to receive: $50 for A's, $40 for B's, and $30 for C's.
      ii. In order to receive the incentive, documentation in the form of a formal grade card will be submitted.
      iii. Participants enrolled in both high school and college courses simultaneously will be eligible for incentives pertaining to high school grades only.
   c. Participants, enrolled in adult high school at the date of participation or at any point during the program, are authorized to receive an incentive award for earning a passing grade in each subject, upon completion of course.
      i. Participants will be eligible to receive: $50 for A's, $40 for B's, and $30 for C's.
      ii. In order to receive the incentive, documentation in the form of a formal grade card will be submitted.
   d. This award shall be given no more than once per course.

6. Achievement of Basic Skills/Benchmark Goal Incentive Award $75.00
   a. In the youth program, goals are determined as part of the Individual Service Strategy (ISS).
   b. Benchmark goals are set to enable participants to receive incentives for accomplishing those benchmarks.

    c.   Goals must be attainable within one year of the date established; if one is accomplished another goal can be set.

    d.   Example goals include but are not limited to:

       i.   obtaining unsubsidized employment,

      ii.   completing semesters of post-secondary education,

     iii.   completion of entrepreneurship courses, attaining a certificate that is not a credential (OSHA 30, etc.),

     iv.   basic skills improvement goals,

      v.   and any activity that links to the 14 elements and is appropriate for the individual participant.

7. Completion of a Workplace Readiness Curriculum Incentive Award $75.00

    a.   Participants who complete 6 hours of ILegacy will receive an incentive in the amount of $75.00.

    b.   ILegacy consists of 4 hours of training covering resume writing, interviewing skills, and financial literacy.

    c.   The participant will also have to complete 2 additional hours of relevant coursework.

    d.   To receive the incentive a score of 80% must be obtained on the final test.

8. 10 Future Economic Opportunity (FEO) Credits Incentive Award $100

    a.   A full list of the FEOs can be found in Attachment A. A student must complete 10 activities listed to receive the $100 incentive. Maximum per participant is $400.

9. Completion of a Work Based Learning Incentive Award $200

    a.   Participants who successfully complete a Work Based Learning associated with an ISS identified goal during WIOA youth participation are authorized to receive an incentive award.

    b.   The amount of the incentive is $200.

    c.   In order to receive the incentive, documentation in the form of a participant evaluation form will be completed showing satisfactory progress or better on all training objectives and placed in the file.

    d.   Incentive is limited to one per participant.

10. Monthly Perfect Attendance for Subsidized/Unsubsidized Employment Incentive Award $100

    a.   Participants who are in either subsidized or unsubsidized employment who have a perfect attendance record in any given month will receive a $100 incentive.

    b.   Perfect attendance must be backed up by a timesheet signed by the employer.

    c.   Maximum per participant $600.

11. Achievement of a Credential Incentive Award $100

    a.   Participants, enrolled in education at the date of participation or at any point during the program, are authorized to receive an incentive award for attainment of a credential as

defined by WIOA.
   b.   The amount of the incentive is $100.00.
   c.   In order to receive the incentive, documentation in the form of a copy of the degree, certificate, or transcript will be submitted.

12. Employed for Both 2nd and 4th Quarter After Exit Incentive Award $500
   a.   As a performance measure any participant who is successfully employed in both the 2nd and 4th quarter after exit will receive an incentive in the amount of $500.

F. Stipends

13. Stipend payments may not be paid for more than 70 weeks total.
   a.   Minimum of 9 Hours of High School Equivalency Classes Stipend $65
      i.   A stipend of $65 per week will be awarded to students who attend a documented minimum of 9 hours of High School Equivalency classes in a week.
   b.   High School Full Week of Attendance Stipend $65
      i.   A stipend of $65 per week will be awarded to enrolled high school students with a documented full week of attendance as defined by school district policy.
   c.   Class Directly Related to the 14 Youth Services Stipend $50
      i.   A stipend of $50 per class for attending and successfully completing any class directly related to the 14 youth services will be paid to participants.
      ii. Classes include but are not limited to: leadership development, entrepreneurial skills and financial literacy, up to a maximum of $300.00 per program year.

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Attachment A Future Economic Opportunity (FEO) Credits

Academic Skills
Increase at least one grade level in math (Can earn credit only once a month) Non-Basic Skills Deficient only
Increase at least one grade level in reading (Can earn credit only once a month) Non-Basic Skills Deficient only
Increase typing skills by 10 wpm
Complete computer literacy class (Basic Computers, Word and Excel)

Occupational
OSHA 10-hour certification
First Aid/ CPR training/certification

Career Readiness
Create a career portfolio
Create a workable resume
Obtain 2 letters of recommendation (non-family)
Complete a scholarship application/letter (1 credit for each, up to 5)
Complete the FAFSA application (Work through worksheet first with case manager)
Attend a college tour
Participate in job shadowing (min 4 hours)

Work Readiness
Participate in employer mock interview (Above average Rating)
Complete a job contact/ employment plan through current curriculum
National Career Readiness Certification - at least a Silver

Leadership
Attend City council meetings
Participate in the legislative breakfast/ eggs n issues (At Library once a month)
Participate in community presentations
Attend a smoking cessation class (each time)
Serve on community committees (each time attend)
Participate in WIOA staffing (each time)

Personal Growth
Open a savings account
Make monthly deposit into savings account (1 credit per month with minimum $25 deposit - up to 6 months)
Attend class on creditor reports
Do a budget for housing
Complete income tax return
Participate in parenting classes (each time)
Register to vote
Attend class on how to plan a trip (location, trans., food and activities)
Set up an appropriate email account
Create an appropriate voice mail message
Obtain a library card
Utilize library services monthly (each time)

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Read a book and write a one-page report (each time)	
Clean up social media	

Wellness/Leisure
Attend counseling/ treatment classes (each time)
Complete a continuing education class/ demonstrate skill

Stipend and Incentive Policy Proposed Modifications

Incentive	Amount (Current from 2015)	Equus Proposed	% Increase	Jacob Nye (committee chair) Input for discussion
*High School Diploma	$250.00	1000	75%	1000
*High School Equivalency	$250.00	1000	75%	1000
High School Grades	$50/$40/$30	100A/80B/60C	Doubled	Are there other supportive services that they may be getting or have the opportunity to get. It is certainly better than previous.
Achievement of Basic Skills/Benchmark Goal	$75.00	150	50%	Maybe reward this at a higher amount?
Completion of Workplace Readiness Curriculum	$75.00	300	75%	At least 300. This is one of our priorities and we should show it.
10 Future Economic Opportunity Credits	$100.00	100	0%	Might look to increase the 400 max per participant. Include in discussion: does this have to be while enrolled, or could it follow exit? A good youth ambassador would be someone that has exited the program.
Completion of Work Based Learning (OJT, Work Experience, Transitional Job, all are about 14 week programs)	$200.00	500	60%	This one I feel we should be careful with. We don't want to load them up with some cash in turn preventing them from having the desire to work, but I would like to see it raised.
Monthly Perfect Attendance for Employment	$100.00	250	60%	250 is a good start
Credential Attainment	$100.00	750	87%	750
Employed for both 2nd and 4th Quarter after Exit	$500.00	500	0%	Similar to the completion of work based learning. Don't want them to be discouraged from working, but I would like to see it higher. It would help keep them engaged through both quarters?
Stipend	**Amount**	**Equus proposed**	**% Increase**	
9 Hours of High School Equivalency Classes	$65 per wk.	100 for 70 max	35%	Good starting point
*High School Full Week of Attendance	$65 per wk.	100 for 70 max	35%	Good starting point
Class Directly Related to the 14 Youth Services	$50 per class	50 max 6/yr		Might increase the 300 max per program year?

Background Info for Committee:

- * Where most fund disbursements are made currently, highlighted areas are discussion items from chair
- Inflation rate between 2015 and today = 23.32%
- Highest increase is to positively impact areas of MVWDB priorities and address PY21 performance gaps in Measurable Skills Gains and Credential Attainment

VR WEP Plan

Work Experience Virtual Reality Plan

Purpose
Transfr Virtual Reality (VR) is an innovative work-based learning addition to maximize results of our youth work experiences, leading to greater results and job ready candidates for long-term stability and development of career pathways.

What is VR Training?
VR training simulates the type of training that takes place in a physical training facility. VR simulations teach trainees in the same way that experts teach novices — through trial and error — with the guidance of a digital coach. VR safely replicates an on-the-job environment anywhere — in rural areas, at home, or in the classroom.

VR hands-on simulation-based training helps youth develop the skills they need to secure well-paying jobs in high-demand fields. Construction, Manufacturing, Healthcare, Transportation Distribution & logistics, Automotive & Aviation and Hospitality & Tourism are the current industries offered through VR headsets. The skills gap in the manufacturing sector exists because of an outdated view or lack of awareness of the opportunities in the automotive and construction industries and other skilled trades. Over half of the manufacturing workforce is set to retire by 2030, creating millions of openings for jobs that do not require a 4-year degree.

Subject matter experts ensure the immersive training simulations are designed to be authentic, efficient, engaging, and effective, and aligned with industry standards. Trainees master skills at their own pace and receive direct one-to-one feedback from the digital coach.

Demand for talent is growing in industries like manufacturing, transportation, construction and skilled trades – professions that can often lead to long-term economic and career stability. However, students often lack awareness of the education or training options they need to get started.

The full Catalog of Career Exploration Options and Virtual Training Facility Courses can be found at https://docsend.com/view/3tchewxytffvqayq

VR Coaching and Supervision
A digital coach guides trainees through modules where they interact with realistic tools and environments and receive live feedback based on their actions. The one-to-one relationship of digital coach to trainee provides a level of consistency and personal attention that is not possible

in a traditional teacher-student environment, and also gives trainees the freedom to fail without being subject to peer pressure. Trainees develop the confidence they need to:

- complete the training within the simulation, and then
- transfer their new skills to a real-world environment

VR Performance Dashboard
The VR Dashboard provides instructors with granular, customizable views into learner progress and overall class performance, allowing them to tell who needs more help and what challenges may be common across all learners.

Within the VR experience the software continuously evaluates trainee engagement and quantifies their behaviors as they progress towards skill mastery. This intelligent system is driven by machine learning algorithms that capture behavioral trends in the trainee's performance.

The Virtual Training Facility platform gives instructors insights into class performance and where students and trainees exceed or face challenges. The dashboard's customized scoring fosters mastery through repetition of actions and skills. It assigns weights to different steps depending on their individual importance or difficulty. Instructors can quickly review student performance (score, status, time spent, number of attempts, etc.) and make changes as required.

The platform combines a learner's in-game play data with real-world business data, providing a ground truth in understanding how users' performance in the training system is related to real-world outcomes. It then provides trainees with personalized feedback that helps them become more proficient.

Benefits of Incorporation of VR Training:
- Increased confidence for youth participants
- Youth learn skills to enter the workforce more quickly and set them up for long term success in unsubsidized employment
- Reduces training time and material costs compared to traditional methods.
- Immersive simulations are also shown to have higher retention when compared to video tutorials, slide presentations, or other presentation styles.
- Adding VR to existing programs helps increase local employment levels and lower cost and risk for employers.
- Build training programs that scale and quickly deliver ROI.
- Reduce onboarding training costs for employers
- Close the skills gap for roles businesses are trying to fill
- Create alternative pathways to career success for Youth job seekers with barriers
- More attractive to employers than traditional WEPs

Local Incorporation of VR Technology into WEP Programming
- VR can be used during a pre-WEP activity to provide job readiness training to prepare youth for an experiential learning activity.
- VR simulation will provide the youth participant with opportunities for career exploration and skill development.
- VR simulation can be used as part of the classroom training or orientation to introduce new skills to Youth during their WEP experience.
- VR will be incorporated into an employers onboarding process when applicable or as the first number of hours of a WEP or group session while the youth is being paid

PY22 Goals
- Place 60 youth into work experience opportunities
- Build VR training into WEP training plans
- Focus on placing WEP in-demand industries in MVWA in Construction, Manufacturing, Healthcare, Transportation Distribution & logistics, Hospitality & Tourism. (See Appendix A)
- Increase businesses willingness to participate in WEP placements.
- Measure the Youth's mastery of skills through the VR dashboard from pre-test to post test.
- Measure the participants satisfaction with the VR training component of their WEP.
- Develop model and standards that can be replicated in other Youth WEP programs.

Monthly Youth Reports Will Include:
- Data on number of Youth participated
- Number of Youth interested in each career
- Survey results
- Number of hours Youth participated
- And other instructor dashboard metrics

Transfr Training and Implementation Support
Transfr provides Training and Implementation Consulting and Technical Support through their Career Success Manager and Customer Support Specialist

Implementation Consulting
- On a quarterly basis the Career Success Manager will meet with the board and Project Director staff to review data retrieved from the dashboard.
- Monthly the Career Success Manager will meet with local Operations Managers who provide strategic guidance and direct oversight of the program. These Individuals own the overall success of the Transfr program and lead the strategic use, adoption, and best practices of Transfr within the MVWA.

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- Local Instructors will be the subject matter expert and individuals responsible for instruction and / or oversight of training with participants. There will be two instructors in each center who will be Transfr certified after completion of the Training Workshop.

Technical Support Provided for Instructors by Transfr
- Initial Training Workshops
- Train-the-Trainer Workshop
- Supplemental Self-Paced Training Resources

VR as an Evidence Based Approach
Alabama Lockheed Martin Student Pilot Program
- Nearly half of the trainees scored at or above 90% on the real-world transfer test with no prior human coaching or hands-on experience with the tools.
- Less than 25% of Learning and Design professionals would recommend their own corporate learning pro- gram; traditional corporate training is often seen as ineffective and boring.
- The VR pilot revealed that 80% of trainees reported TRANSFR Inc's VR training was engaging.
- 75% of trainees self-reported that they preferred TRANSFR Inc's VR training to traditional training.
- The average increase in proficiency scores from pretest to posttest was 8.6%, increasing from 82.6% on the pretest to 91.2% on the posttest.
- Training in VR was found to be effective at improving content knowledge at half the cost to traditional learning approaches with a trainer.
- 75% of trainees said they felt like the TRANSFR training they experienced prepared them for what they will face on the job.

Jumpstart Alabama Overview
JumpstartAL is a virtual reality-based workforce development initiative created through a public-private partnership with the state's most influential organizations to develop the next generation of skilled labor by using innovative technology solutions. JumpstartAL is working with TRANSFR to make hands-on training simulations available to schools in order to successfully meet the state's current and future need for skilled labor.
- The program offers scalable work-based training simulations.
- Pre-apprenticeship training in virtual reality that enables a job seeker to practice the hands-on skills required for the job.
- Provide a virtual training center that makes training for in-demand skills available on demand.

Altec Case Study

Transfr is building a classroom-to-career pipeline that reduces burdens related to cost, scalability, and risk. The hands-on, simulation-based modules provide people with the marketable skills they need to secure careers that offer livable wages, upward mobility, and sustained success.

- In 2020, 16 Shelton State cohorts were completed, preparing 79 students for their next career move.
- 1,244 total TRANSFR training simulations were completed with an average mastery score of 92% throughout 16 cohorts.

Appendix A

Local Area Labor Market Information

According to JobsEQ the largest sector in the MVWA is Manufacturing, employing 37,200 workers. The next-largest sectors in the Local Area are Health Care and Social Assistance (25,763 workers) and Retail Trade (23,420).

TOTAL WORKERS FOR MVWA BY INDUSTRY

- Public Administration 3.6%
- Other Services (except Public Administration) 4.2%
- Accommodation and Food Services 7.8%
- Arts, Entertainment, and Recreation 1.2%
- Health Care and Social Assistance 13.3%
- Educational Services 7.5%
- Administrative and Support and Waste Management and Remediation Services 5.8%
- Management of Companies and Enterprises 1.7%
- Professional, Scientific, and Technical Services 3.1%
- Real Estate and Rental and Leasing 1.0%
- Finance and Insurance 2.7%
- Information 0.7%
- Transportation and Warehousing 4.6%
- Retail Trade 12.1%
- Wholesale Trade 3.5%
- Manufacturing 19.2%
- Construction 5.6%
- Utilities 0.5%
- Mining, Quarrying, and Oil and Gas Extraction 0.1%
- Agriculture, Forestry, Fishing and Hunting 1.7%

Source: JobsEQ®,Data as of 2020Q3

Employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and imputed where necessary. Data are updated through 2020Q2 with preliminary estimates updated to 2020Q3.
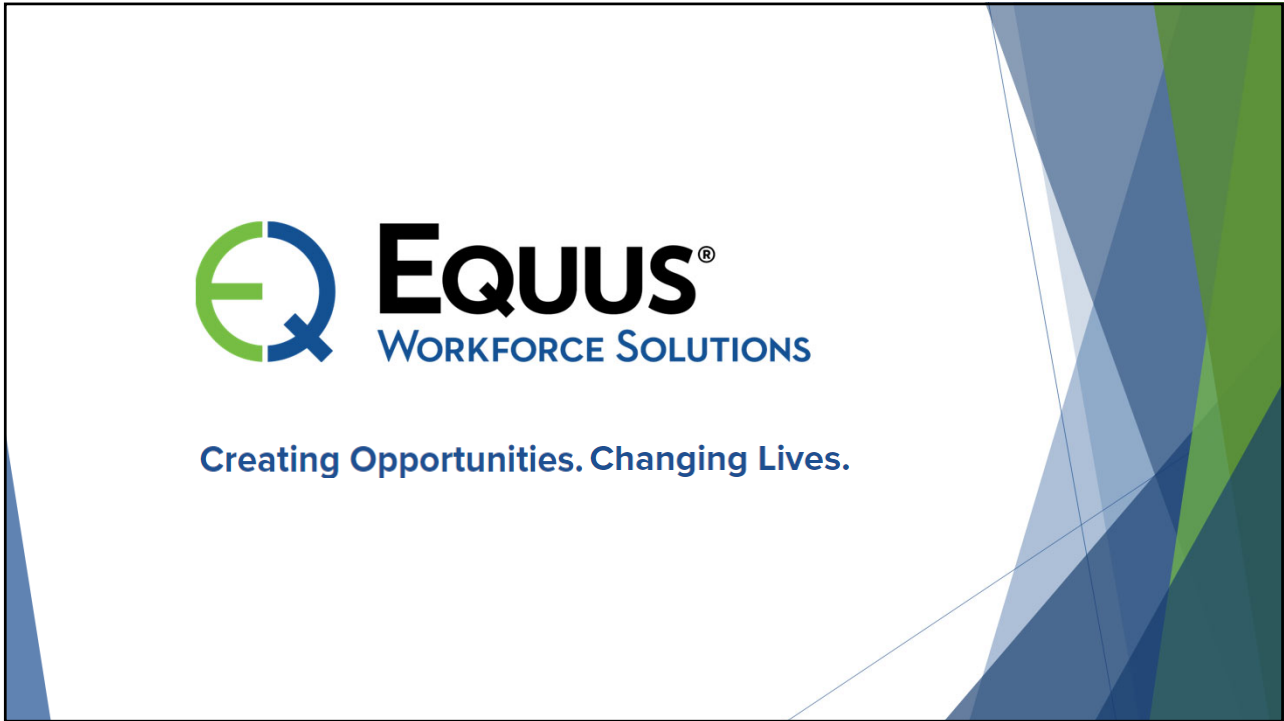
The fastest growing sector in the Local Area is expected to be Health Care and Social Assistance with a +0.6% year-over-year rate of growth. The strongest forecast by number of jobs over this period is expected for Health Care and Social Assistance (+157 jobs), Professional, Scientific, and Technical Services (+12), and Accommodation and Food Services (+10). Despite Manufacturing jobs contracting during this period the annual demand is still the largest in MVWA with a total annual demand of 3,453 jobs.

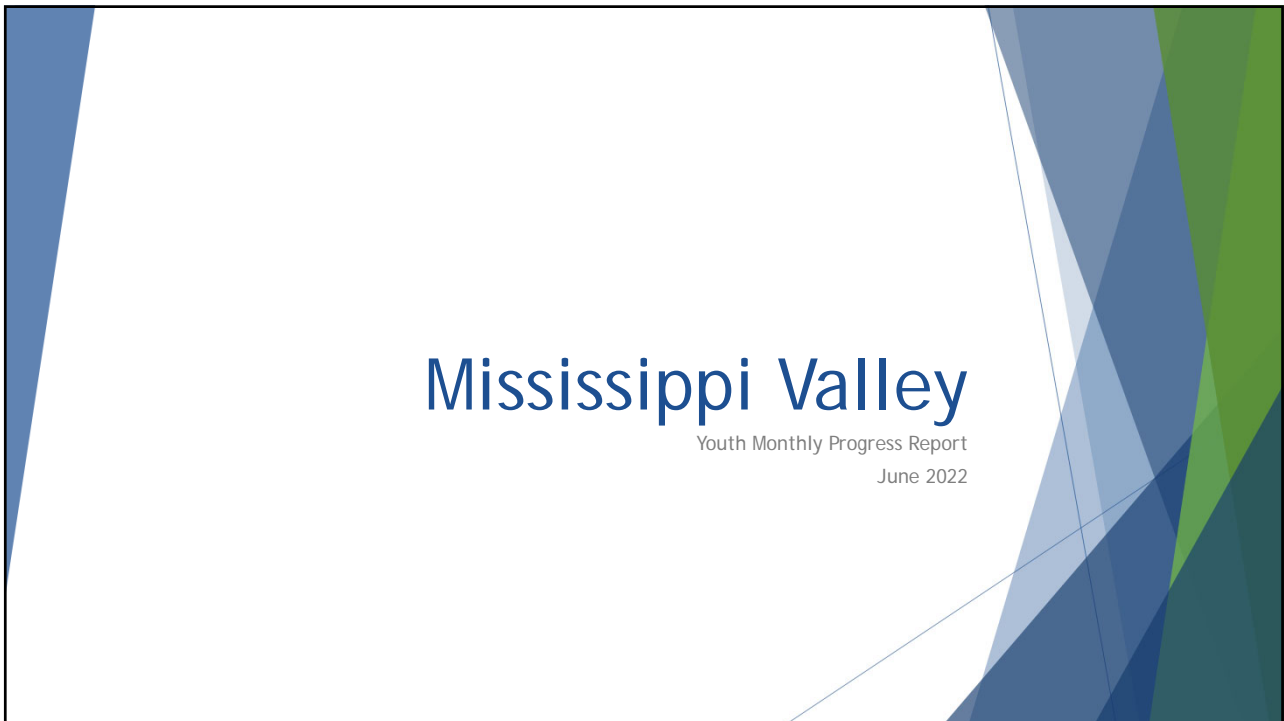| NAICS	Industry	CURRENT			5-YEAR HISTORY		1-YEAR FORECAST				
		Empl	Avg Ann Wages	LQ	Empl Change	Ann %	Total Demand	Exits	Transfers	Empl Growth	Ann % Growth
31	Manufacturing	37,200	$61,980	2.33	-1,178	-0.6%	3,453	1,423	2,436	-406	-1.1%
62	Health Care and Social Assistance	25,763	$46,051	0.90	-1,283	-1.0%	2,586	1,194	1,235	157	0.6%
44	Retail Trade	23,420	$29,166	1.18	-1,705	-1.4%	2,867	1,376	1,738	-247	-1.1%
72	Accommodation and Food Services	15,184	$16,533	0.97	-1,326	-1.7%	2,463	1,085	1,367	10	0.1%
23	Construction	10,783	$55,987	0.95	-1,964	-3.3%	1,021	379	676	-34	-0.3%
48	Transportation and Warehousing	8,834	$50,086	0.96	-186	-0.4%	904	399	540	-35	-0.4%

Source: JobsEQ®
Employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and imputed where necessary. Data are updated through 2020Q2 with preliminary estimates updated to 2020Q3. Forecast employment growth uses national projections adapted for regional
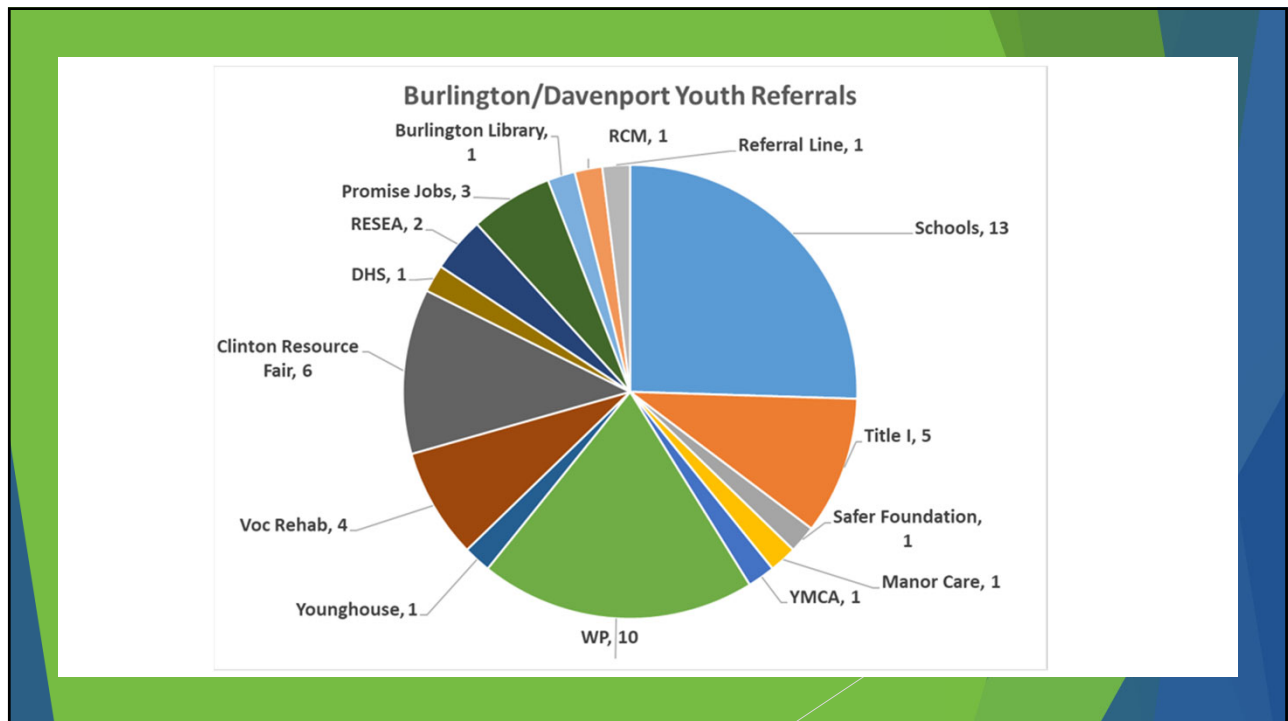
Equus June Youth Report

1

Mississippi Valley

Youth Monthly Progress Report

June 2022

2

June 2022

Davenport

Burlington

345 contacts with potential participants

Stipends/Incentives
*21 Attendance
*3 iLegacy
*2 FEO Credits
*1 High School Completion
*1 Perfect Attendance

Pet Bath & Beyond, PAWS, Pritchard Broadcasting

WEX Wages

$ 3 6 1

273 contacts With participants

$4950 ITA's

$5154 Support Services

WBL %
18.46% May

3

Burlington/Davenport Youth Referrals

- Burlington Library, 1
- RCM, 1
- Referral Line, 1
- Promise Jobs, 3
- RESEA, 2
- DHS, 1
- Clinton Resource Fair, 6
- Schools, 13
- Title I, 5
- Safer Foundation, 1
- Manor Care, 1
- YMCA, 1
- Voc Rehab, 4
- Younghouse, 1
- WP, 10

4

Enrollments

	June	YTD Actual	% of Goal (60)
In School Youth	0	3	
Out of School Youth	9	77	133%

5

Caseload-June

▶ Cannot pull, system down at time report was due

6

Occupational Skills Training

	June	YTD Goal	YTD Actual	% of Goal
Occupational Skills Training	1	15	17	113%

7

Legacy in Action

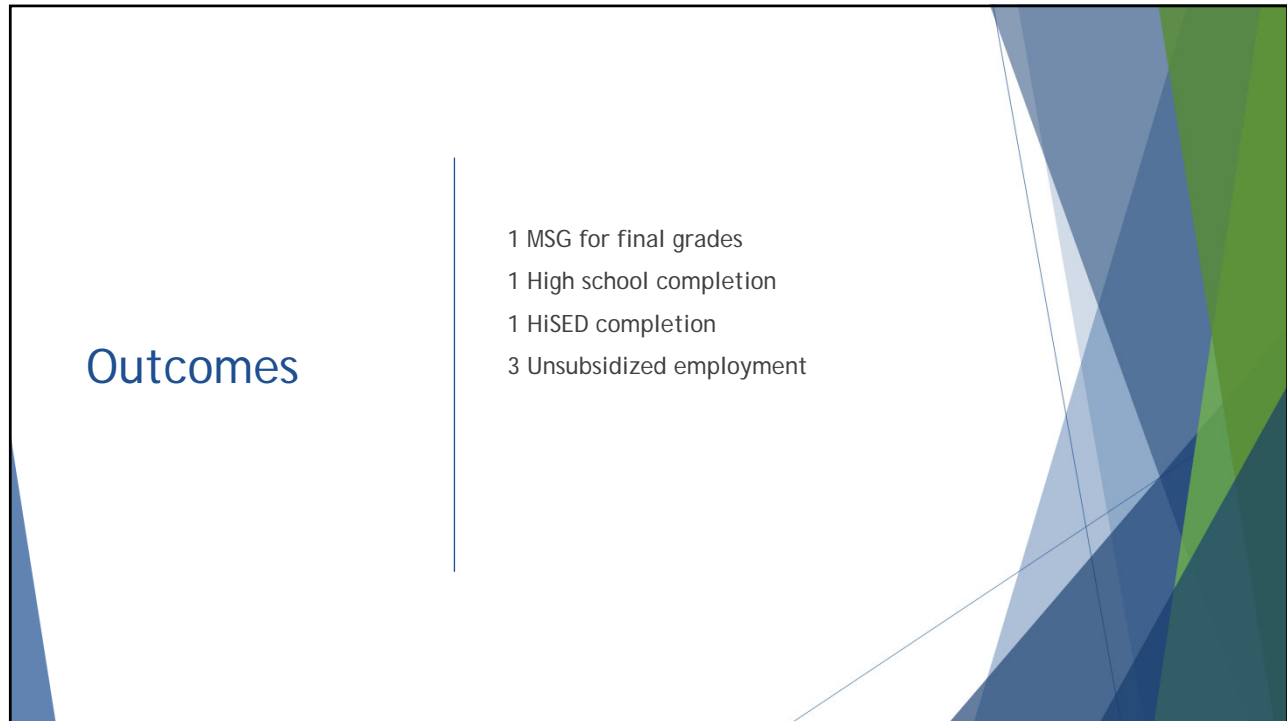|		
IA MISSISSIPPI VALLEY IOWA ADW	06/28/22	Every was great!!
IA MISSISSIPPI VALLEY IOWA ADW	06/13/22	everyone was very helpful
IA MISSISSIPPI VALLEY IOWA ADW	06/14/22	My worker helped me get the job I have wanted since I was 18...I'm 58! She was new but helped me each step of the way. Very glad Megan was the one who answered the door when I needed assistance after losing my job during covid!
IA MISSISSIPPI VALLEY IOWA ADW	06/06/22	Nothing
IA MISSISSIPPI VALLEY IOWA ADW	06/30/22	Very informative and helpful. Great communication easy to talk to very understanding and very educational knowledge that I know will help me move forward and lea alot also really liked the teacher her personality was wonderful and warm made me feel very comfortable to open up to no complaints thank you very much.

95.5% Customer Satisfaction Rate

19 Surveys Completed

8

Outcomes

1 MSG for final grades

1 High school completion

1 HiSED completion

3 Unsubsidized employment

9

Challenges

► Getting documentation to me; TABE Test-whether is not being able to get them scheduled around participants schedules or participants not showing up for their tests. This has been a huge problem of late. Have tried to do appointments after hours and still having same issues. Lack of time; spent at least twice as much time this month trying to get TABE and documentation for new participant than one my own participants.

► Slow turnaround with employers responding to applications, participants who were turned away from companies that offered them jobs due to over staffing. IowaWORKS is down and I was unable to enroll two participants.

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Participant Highlights

(Homeless primarily resides in Henry County now) OSY, Completed HSED and now working full time as a tattoo artist and has the potential to own the shop in the future.

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