

ICT Educator Webinar Series

Remote Employer Engagement with Nepris

May 15, 2020

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[00:00:00]

Welcome



STEVE WRIGHT: Good morning, everybody! I'm Steve Wright. This is the ICT Educator Webinar Series. I'm the Statewide Director for the community college ICT Sector Team, and if you visit our website, you'll be able to see all the wonderful things we've done and the number of people that work on our team throughout the state, and you'll find their emails and phone numbers, so you can call them up and say, "Hey, how do I get more of that?"

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IT/CYBERSECURITY

ICT GENERAL

BUSINESS APPLICATIONS

DIGITAL MEDIA/ENTERTAINMENT

VIRTUAL LABS

Over the last year and a half or so, we've done over 30, maybe 40, webinars by now. The general categories are here. They're all uniquely tailored to the community college system and the kinds of things that we need to find out, and things that we can implement, so I strongly encourage you to take a look at the list to see if there's something there that you like. It's all video recorded, transcribed, with original PowerPoints, links – everything to make it easy for you.

- **MAY 29 – Virtual Reality Training for Labs with EON Reality**

We're at what was going to be the last one of the year, but we decided, based on the interest with COVID-19 and remote everything else, that we would do one more not next Friday but the following Friday. We'll be looking at virtual reality training labs with EON Reality, perhaps a replacement for welding labs, some nursing, some advanced manufacturing. So, we'll see what EON has been doing worldwide with that technology on the 29th.

[00:01:21]

Overview



STEVE WRIGHT: Today, however, we have, I think, a really special presentation. Thomas McMullen from Nepris is going to be walking us through their program, which has been around for quite a while, engaging businesses and students, and sharing information virtually. And it's just what we need right now!

Shehzad Bhojani, who is working in the San Bernardino County Office of Education, has done an implementation in the K12 system, and he'll share their reaction to it.

And Lena Heckbert is with Miramar, one of our community colleges, and they have just recently decided to go ahead and adopt. She's going to give us some feedback on the faculty impressions and some of the things that she's heard. So, I think we'll kind of get a feel for whether this is the right thing, and that's how we'll go ahead.

By the way, I did want to mention that toward the end of this episode, broadcast, whatever you want to call it, we're going to have an online survey, asking you if you're interested in this kind of support service and whether you think Nepris is something you'd like to do. And it will be one where you can actually say who you are, so we can get back to you, because what I'd like to do is at least get a general assessment from the people that are on the call. How many colleges are interested? I think that speaks volumes when it comes to funding and that kind of thing, so that's just a little opportunity we have toward the end of the call.

At this point in time, I think our first speaker is Shezad. You're going to tell us a little bit about what's going on in the San Bernardino area, right?

[00:02:56]

SHEZAD BHOJANI: Yes, absolutely. Good morning, everybody. Thank you for having me on this call. I want to take this time to share what we've done with Nepris to connect our business community to our K12 system. And I think my goal for this presentation is, basically, to show you how we used it, the scope of our work, supported with the data, so that it gives you some context of some of the successes that we've had and some of the challenges that we faced along the way, which will, hopefully, help you make a better decision for the community colleges.

So, with that said, let's get started. Hopefully, you can see my screen. Let me get back to my first screen...

[00:03:40]

SBConnect: Leveraging Technology to Connect San Bernardino County Students to the World

SHEZAD BHOJANI: So, we've called our project SBConnect because our hope was to really connect our students and our county, which encompasses 33 school districts, 3 community colleges, and 3 [ROPs 00:03:55] to the world of work, and we wanted to use a virtual platform to do that, given that we are the largest county in the country, and we actually encompass not just San Bernardino County but also Riverside County in the Greater Inland Empire region.

And some of the reasons we wanted to do that were... We know from a data standpoint we have a high level of low socioeconomic status within our community. We know that the post-secondary education attainment rate is really low, and we know that there's a lack of economic mobility within the communities that we serve.

[00:04:37]

Alliance for Education



SHEZAD BHOJANI: And one of our efforts with the Alliance for Education is to really support the county-wide alliance to produce an educated and skilled workforce.

So, just to give you a broad scope of the work that we do, we're involved in two sides of the house. One is the career education side, as you can see on that screen, where we want to really educate our students for the world of work. And on the right-hand side, we'll see the SBConnect, which is where we want to connect our workforce... We want to connect our industries and business partners to the K12 system so that they're able to see the economic opportunities and the skills and attributes that are needed to be prepared for the changing workforce.

So, the scope of using the virtual platform to bridge this gap between the workforce and the K12 system falls from the SBConnect, where we have three different series. We have a Student Series, we have an Educator Series, and then we have a Family Series, which we're trying to build right now.

[00:05:42]

Connecting Industry to Every Classroom



SHEZAD BHOJANI: So, the platform that we have been using is Nepris, and Thomas will tell you more about that after my presentation. But we were using the platform to connect our industry to every classroom. We wanted to make it really easy for our teachers in our county to invite business professionals and industry experts within our county to their classrooms to speak to students. Whether it is speaking, as you can see on that screen... If you are a manufacturer...

The lady on the top-left there, her name Cinnamon Alvarez. She's a manufacturer based in Ontario, and they produce our ceramic lighting fixtures, so she talked with students about her business plan, entrepreneurship, and really kind of answered questions for our students, showed them a virtual tour of her facility.

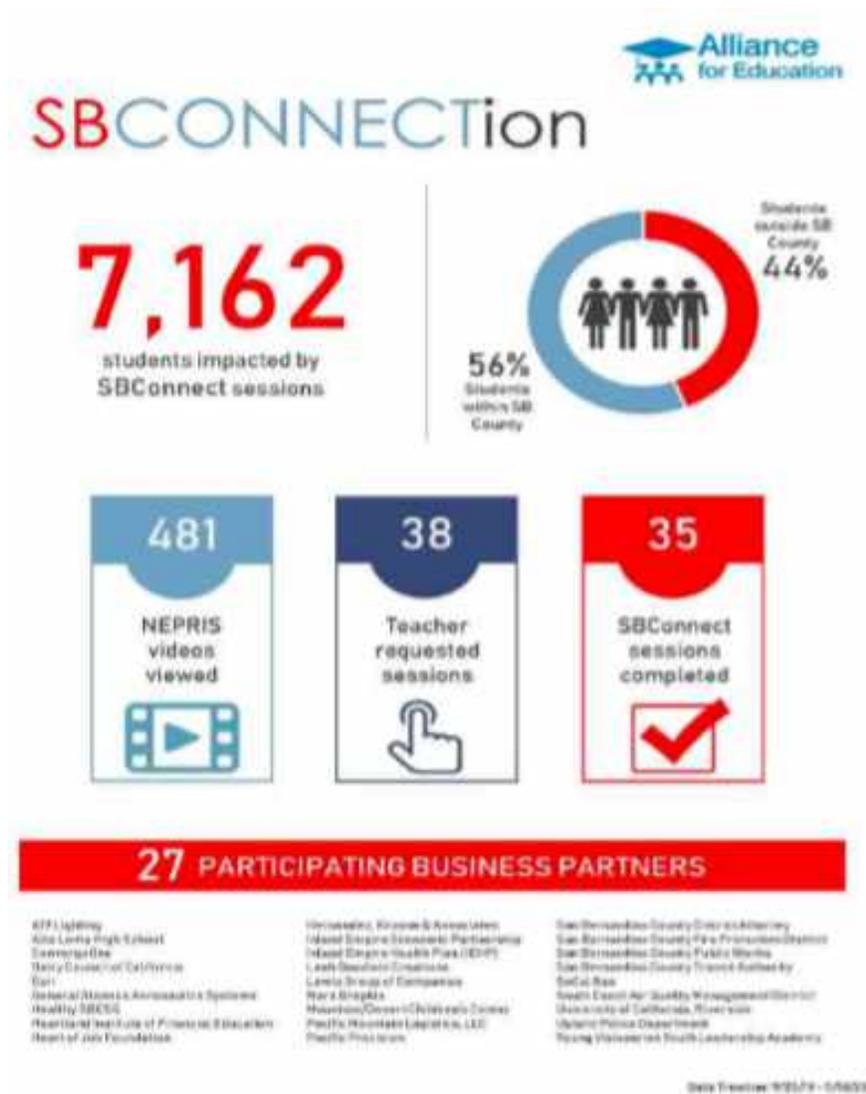
On the right there, you can see the San Bernardino County Fire Department. They wanted to address students around fire safety, so they used the platform to be able to do that.

And down at the bottom, you'll see VJ Patterson from Pacific Mountain Logistics, who gave students a virtual tour of the warehouse, looking at demystifying the myths that they have about warehouse work and the logistics industry.

You know, the scope of how we've used it includes elementary students, middle school students, and high school students as well, and that's how we've kind of used it.

[00:07:07]

The Data



SHEZAD BHOJANI: So, here's some of the data we will share with you, what we have so far. We started this work in September of last year – September 25th, the end of September. And so far, we've been able to impact 7,162 students with our SBConnect Sessions.

And what we mean by SBConnect Sessions is where our team facilitates sessions with our business industry partners, 35 of whom have agreed to and participated in conducting live chats from all different sorts of industries, whether it's sitting in front of a computer and sharing a day in the life

of what you do, or whether it's how you got to where you did, whether it's talking about certifications in your industry, whether it's giving a virtual tour of a particular machine that works, whether it's evaluating projects for students.

As you can see, 56% of those 7,162 students have been within our county, and because the national platform, 45% of the students have been outside of the county in our state, across the country, who have been able to benefit.

You'll see, down at the bottom, that we have 27 different participating business partners who have been able to do these different sessions, and some of them who have been doing this multiple times – that's why we have 35 different sessions. We've got a very broad range of sectors from the public sector to the nonprofit sector to the manufacturers, and all the different CTE sectors as well. But that's been our data so far.

You know, the data had been an area that we are kind of working with Nepris on because we really wanted to use data to make sure we can show the impact of our work, and there have been some glitches around the data, which we're working through to make sure we can accurately portray the number of students that have been impacted, and so on and so forth. But I think those are conversations that we're continuing to have as we kind of go forward.

[00:09:07]

Geographical Reach



<https://arcg.is/1XKW4H>

SHEZAD BHOJANI: On this map, you will see the county, but you can also see all the different geographical areas where we've been able to engage our partners within, with the hope that we've got three different regions within our county. We've got the West End, the East Valley, and the High Desert. Each of them has their own identity, so we want to make sure that we can capture business partners from all those different areas – and we're getting there. The High Desert has been the most challenging so far, but we're starting to make inroads within that.

There's an important piece here I want to show you... Let me move this out of the way... So, here, let me click on this... I don't know if you can see my screen. All right, can you all see my screen? I just shifted it to showing you a map.



OK, so on this screen, what we've done is we've put together a map based on all the different CTE sectors of the industry chats that we've done so far. So, if you look at ICT, which is what we are, let me kind of show you what we've done...

So, you'll see that we've partnered with ConvergeOne based out of Ontario around Engineers Week, where career opportunities in IT consulting were shared with students.

We also partnered with... We did an Information and Community Technology Regional Advisory, which I'm sure all of you are pretty familiar with, and this was where we had different experts from the industry there, and we were able to broadcast this live. Educators from across our county joined virtually to learn about industry trends. We also had students virtually participate in this so that we could capture their voice as well.

ESRI – Geographic Information Systems... At the bottom, you can see the students that were impacted within the county, and nationally as well.

General Atomic... But you can kind of see different regions and different sectors that we've been able to impact as we go forward.

I wanted to show you here, in the Health/Science that we were able to do another Regional Advisory as well with the Health/Sciences as well.

We've also worked with Crafton Hills College. I know one of the things with the way we use the platforms is we've had our students and our teachers in our K12 system and be what are called Takers, so they take the information.

We've also used our industries, our community colleges, and our universities to showcase programs that they have. So, the Crafton Hills Community College Paramedic Program did a virtual tour from which students could see not just what the skill is, or the profession is, but also the program that's offered in the community college in their neighborhood.

We've also done this with a manufacturing company, with Pacific Precision, where we had Chaffey College, the intech center close off the chat, but we had a virtual tour of the facility. But then Chaffey College came in and talked about the services they provide to get the jobs that they saw in the tour that they had.

So, those are some of the ways that we've kind of used it that I wanted to showcase to you, and I can send you a link for this as well, so you guys can see and explore further, if you'd like to do that as well.

[00:12:47]

Workstreams

GIVERS

(INDUSTRY, NON-PROFITS, COMMUNITY-BASED ORGANIZATIONS)

- Over 200 SBCounty givers in Nepris
- Presentations/Networking at COC meetings, Rotary meetings, business/industry-related events
- Pre-Chat – Inform, Register, Set-up, Schedule, Tech Check
- During Chat – live stream support (equipment, internet, etc.)
- Post-Chat – additional SBConnect opportunities

TAKERS

(SCHOOL DISTRICTS)

- 12 School Districts (including ROP, Alt Ed, Charters)
- Differentiated support for district admin, site leaders, and teachers
- Presentations to different groups
- Marketing Industry Chats using different social media platforms
- Leveraging district partners in creating local industry Chats
 - Workforce Wednesdays

SHEZAD BHOJANI: So, some of the workstreams to kind of be aware of, in terms of what we've done. We figured out that this platform was only as good as it's used. And even though Nepris has a lot of training in place and they have a lot of support in place with resources and online virtual support, we really have to put resources together on our team to really engage both the Givers (the industries in our community) and the school districts. It wasn't an easy sell by any means.

We're 33 school districts wide, and only 12 of them have been able to engage in this platform so far. As with any new platform or any new technology, we have to figure out a way to be able to our sites and our districts how they can utilize it with their existing platforms and their existing curricular structure to see the value of the tool.

So, we've really been able to do that with our differentiated support for district administration, for site leaders and teachers... You know, the face-to-face conversations, being able to show them how things work within their existing projects has become really important.

So, I think one of the things for you to consider is we really have to invest resources within our team to make sure that we can go out with our Givers, with our industry professionals, to go out and film things with our equipment, to make sure that our students on the other side are getting a really good experience and it's really meeting their needs, and then working with our school districts to make sure that we are marketing and meeting their needs through the project.

[00:14:33]

STEVE WRIGHT: Shezad, have you had any occasion to use it since this whole sheltering at home and remote schooling has happened? Have you figured out how to adapt it or what you're going to do in the fall?

SHEZAD BHOJANI: Yeah. Well, you know, actually the number of industry partners that have been willing to do these Chats has greatly increased for us, because I think a lot of our partners realize that the time to do this is now, so we've really seen a rise in the number of Givers within our county who are willing to participate.

What we have seen, though, is a decline in the number of students that have participated because, as we can imagine, not being within a traditional classroom where a teacher can guide the conversation or show on a virtual chat, it's left up to the students, and the students currently require an access code from the teacher to access a live chat. So, we've seen a decline in that, but I think that's been across the board, and Thomas can talk to that a little bit during his presentation.

As we look at the fall, we certainly see this continuing. I think we are thinking about, as we all know some of the budget crises, the budget falls that are coming through, and how do we take our network that we've built and really meet the need, going forward? I think we're thinking about that as well, going forward, but I know the districts that are using Nepris are starting to think about how they can utilize this, going into more of a distance learning model when they start the school year.

[00:16:07]

STEVE WRIGHT: That's great, Shezad. Anything else you wanted to comment on?

SHEZAD BHOJANI: No, that was it. If there are any questions, I can answer them, but that's all I have.

STEVE WRIGHT: I think we want to move right through the presentation quickly. We've got to get as much information in as possible before we start asking questions. I'd like to shift it over to

Thomas, if you could release your screen, and he'll pick it up. I'm sure Thomas will tell us how everybody is adapting in this COVID environment.

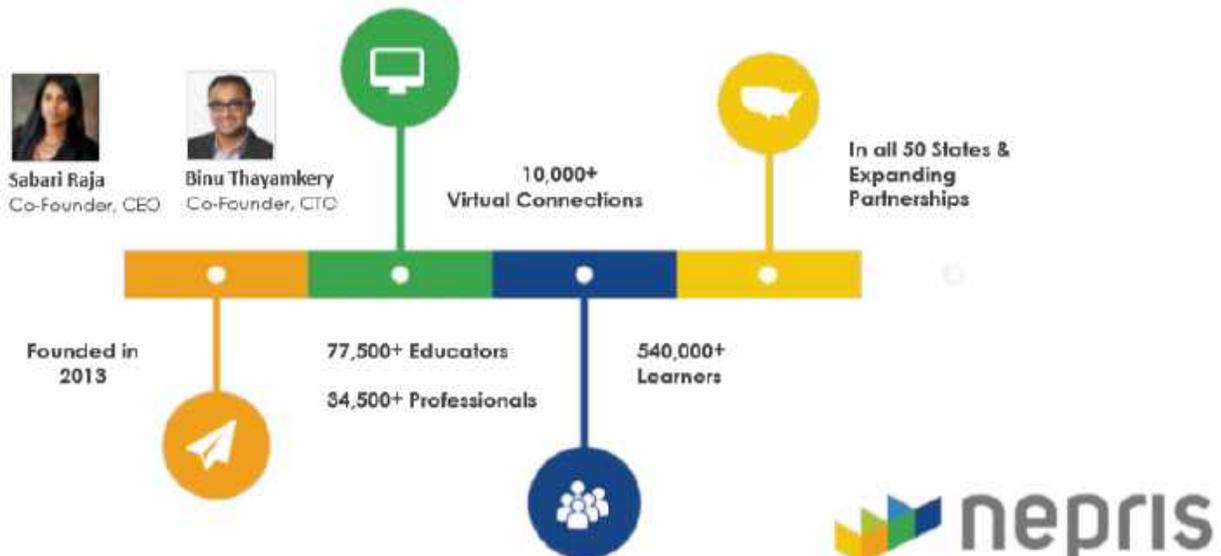
[00:16:33]

Virtual Connections to Real-World Learning

THOMAS MCMULLEN: I want to say a thank-you to Shezad for presenting there on Nepris because I know how much of an integral part we play in a lot of things that they do in the county there, definitely. So, a couple things I want to talk about in particular...

[00:16:47]

About Nepris



THOMAS MCMULLEN: First and foremost, we've been around, doing this, for 7 years. This isn't something that we just jumped into in February because of the distance learning. We've been doing this for about 7 years. We have over 86,000 educators on our platform, roughly 35,000 professionals. We run the gambit – every single career cluster you can think of that you guys have, we're a part of it.

News Headlines

Bloomberg

Companies Say 3 Million Unfilled Positions in Skill Crisis: Jobs

The Gazette

Lack of soft skills is the real issue in labor mismatch

McCLATCHY

Math problems are a problem For job-seekers employers say

The Miami Herald

\$75,000 a year with benefits; yet local employers can't fill jobs

THOMAS MCMULLEN: Some of the things going on in the headlines right now... You know, we have the baby boomers – those guys are starting to retire, and we need some skillful folks that can come in and take over and do the work that these baby boomers were doing, so there are a lot of positions out there that are available, and there are a lot of folks out there that aren't necessarily qualified for those positions, and that's kind of where we come in.

Why Isn't Industry Engagement A Part of Every Classroom?

-  Geographic barriers
-  Too time consuming
-  Can't match professionals skills to curriculum needs
-  Lack of access to diversity of career pathways
-  Lack of a universal platform that enables teachers and industry experts to collaborate effectively

But there are some struggles, right? There are some legitimate struggles out there with how we actually get professionals in the classroom to interact. Why is that not happening all the time? There are a couple reasons why that's not happening...

And I'll say, first and foremost, it's the geographical barriers that are causing the issues, where I need to, as a professional, travel to. And just to be frank, there's going to be a serious reluctance when you guys get back to this hybrid model, when you get back to back to brick-and-mortar. There's going to be a serious, serious reluctance on the part of professionals to come to campuses and on the part of campuses to actually want to interact with those professionals face to face, right? We can help with that, definitely.

It's very much so time consuming in that professionals coming out, it's going to take them a long time to get there. It's also very difficult to get professionals to come out more than twice in a year. With Nepris, they come out between four and six times, as Shezad stated. You know, they can get repeat folks coming back and back, and the beauty of that is you can utilize your own professionals. Keep that in mind as well.

Most schools want to hoard their professionals. We understand that. There are competitive reasons behind that, and we can help with that in that, if you have a professional that you want to come into your classroom to talk to your students, or want to speak to –

[crosstalk 00:19:20]

THOMAS MCMULLEN: - environment, definitely, our professionals can do that. There's no problem with that. We can definitely come and speak to your class, and our professionals can take requests individually from the school sites you want them to take them from, right?

And then there's this need of 'how do I align the professional coming in so that they come in fresh, with an understanding of exactly what's going on in the classroom, so there's no wasted time whatsoever?' We can help with that as well in that all of our video requests that come in, they all have a description, they all have key questions that are going to be addressed, and they all have

the student learning outcomes that are expected from any and every teacher that's doing any lesson, or faculty member.

There's also a lack of diversity. Folks need to see folks that look like them. Women need to see women in positions that are predominantly male dominated. They need to see that they can become those things also, right? They need to have mentors that look like them. There's nothing wrong with that. That's an awesome piece to the puzzle. So, I just wanted to bring that up.

[00:20:31]

Nepris Solution



GLOBAL
PATHWAYS
INSTITUTE

"The single biggest factor in enhancing career development of young people is engaging business and industry in the classroom."

Bill Symonds – Global Pathways, Arizona State University

THOMAS MCMULLEN: So, the way we do it is we're similar to what you may know as Match.com in that we have a professional that wants to really engage with students, want to pay it forward. How do they do that? They don't have a medium in which to do that. Well, Nepris has become that medium for any and all professionals to come on board and present to students, telling them the ins and outs of their career, showing them and mentoring them via projects, helping your faculty and staff evaluate students, especially those students that are competing against other colleges around the state and nationally. Our professionals can help with that.

Also, on the flipside of that, your faculty and your staff members are saying, "I have three or four engineers that I can call upon, but if they're not readily available, who do I call upon, and how do I do that?" Well, Nepris is the way to do that.

And it says here, from Bill Symonds, "The single biggest factor in enhancing career development of young people is engaging business and industry in the classroom." He's from ASU.

So, this is something that's very, very poignant. That is something that is going to help. It is about the here and now, not about a book that they're reading from five years ago. Our professionals are going to come into the class and talk about the cutting-edge technology that's being used right now in the workforce, and that's what our students need. A lot of them are going to be going directly into the workforce – how about giving them a really deep knowledge and understanding of the career field and the career pathway they're looking to choose?

[00:22:11]

Nepris Platform – Engagement Models



THOMAS MCMULLEN: So, one quick thing... There are four engagement models. Two of those engagement models are live, and then the other two engagement models are recorded versions of live sessions that have already taken place.

The first is our Industry Chats. Our Industry Chats are awesome, and that's primarily what Shezad was speaking about, are the Industry Chats. They are a powerful way for our professionals to reach students. In this day and age, in the distance learning, as an example... I know Terry can attest to this – we did a biotech session. We also did one on dairy farming, and we had 8,000 participants in that mobile dairy farm. So, just keep in mind, as long as teachers have an opportunity to utilize

Schoology they can share all of the information and any link that they want. And I'll show you guys when we get into the platform just a little bit. I'll show you how that works, but the live Industry Chats, are a beautiful way for teachers and students to engage with professionals.

Keep in mind – other folks from other community colleges may be there as well for that live Industry Chat. It's one to many. It's similar to a webinar, similar to what we're doing now.

The other piece, the other component, the second engagement model is an individual teacher saying, "I would love to have a professional come into my class and just talk to my class about the ins and outs, just talk to my class about a project they're working on, talk to my class and evaluate some things that are going on. I want them to come and talk to my students individually at the date and time I want."

And the beauty in that is we can make that happen. The teacher only has to select the person they want. They don't have to go back into the system. They select the date and time they want them there, and Nepris... The onus is on Nepris – if that person says yes, no, nor nothing... If that person says yes, the session happens, no problem. But if that person that the teacher selects, that professional they select to come into the class, says no or nothing, the beauty is Nepris will find someone for your faculty or your staff member. And we do it with about a 97% success rate. So, that's the beauty in that. We can do those two sessions live.

Our Video Library has roughly 9,200 unique videos unto themselves. Each one of those is a unique video where a professional is coming in and bestowing the information that the teacher or the faculty member is requesting of that professional. So, they're not coming and going, "Hey, guys, what's going on in the class?" They're coming in knowing exactly what's going on, knowing exactly what questions they need to address, and knowing what the expected outcome of that session is. And the beauty there is our library, if you have questions, you can still, from that recorded version in the library, ask questions of that professional. So, keep that in mind.

The fourth engagement model is our Career Explorer tool – very, very powerful in that I can do a comparative analysis between various industry sectors. So, if I'm talking about engineering, maybe

I want to look at mechanical engineering and do a comparative analysis between mechanical engineering, aeronautical engineering, and maybe chemical engineering, because I know I want to go into engineering, but I'm not sure which one works for me.

Not only can I get all the information from the U.S. Department of Labor from ONET, but I can also hear from professionals that align to those specific pathways to those specific professions. So, if I want to become, let's hypothetically say, a registered nurse, I know the personality type I need to be, I know the low-end salary, the high-end salary, whatever the educational levels I'll need to have. All of that I can find out through the Career Explorer tool, so it's a great engagement model for your students to have so that they can understand, like I said, and build a deep knowledge of the profession they're looking to go into.

[00:26:21]

Nepris Industry Leaders



THOMAS MCMULLEN: So, these are just a few of our industry partners. Of course, like I said, we have 35,000 professionals in our platform. We also have about 300,000 professionals that are in the background saying, "Hi, I need to use at least 40 hours of my time." So, keep that in mind as

well, that a lot of our volunteers that are coming in, they need to volunteer, and they want to volunteer and pay it forward for the generation that's coming behind them.

[00:26:52]

Nepris Reporting



Our Admin Dashboard makes it easy to run reports for....

- Usage
- Activity
- Number of Sessions
- Unique Videos Watch
- Companies Represented
- Students Reached

THOMAS MCMULLEN: With regards to reporting, I know Shezad mentioned this. This is something that we have definitely prided ourselves on, and we are definitely improving, so if there are things that need to be said or need to be done or changed, if you will, we can definitely do that, but we do keep track of the usage, the activity, the number of sessions, the unique videos that are being watched, the companies that are represented, and, obviously, the number of students that are impacted by the session.

[00:27:24]

Nepris Pricing – Post Secondary

System	Community College / Institutions
CTE Access	\$22,500/3 Year CTE Site License
Campus-Wide Access	\$45,000/3 Year Campus Site License

THOMAS MCMULLEN: Secondary to that is pricing. I know we're not really talking necessarily about it, but keep in mind that the pricing you see in here is for a 3-year model. This is what we've done with every single college that's out there, whether or not they want it strictly for CTE, or they want it for their entire campus, so we can provide a campus-wide site, or we can provide a CTE site license. Just keep that in mind, and these prices here, once again, are for a \$7500-per-year 3-year commitment at \$22,500, or a \$15,000 per year commitment for 3 years.

[00:28:04]

Nepris – Customer Success Plan



THOMAS MCMULLEN: Following that up, we do have a plan in place that allows for the success of the team. At the end of the day, your teachers and faculty members need to be trained. There needs to be a way of doing that, and the beauty there is I know for a fact, being a former educator

myself, coming out one time, training a faculty or staff member, and then leaving and not ever seeing them again is not an effective approach to making sure that there is usage.

As Shezad said, we have a plan in place. We know how to make this work, so that first meeting that we have with you is going to be an implementation meeting, where we're going to set goals. We're going to understand how to utilize the platform. We're going to help you guys understand how to utilize the platform from an administrative level so that we can assess some usage goals, and then we're going to set some training dates in that meeting as well.

So, the first professional workshop that we have 1.0 is going to be within the first 30 days. We're going to train all your... If you're just doing CTE, we'll train all your CTE teachers that are there. We can record the session so that those that aren't able to make it will be able to... You know, we can house it somewhere that is for public consumption. But we're going to get all those teachers trained up, whether they're accredited or not, accredited as part of the CTE program. We're going to get those folks trained up.

Training PD 2.0, we're going to come in, and we're going to do some more training within the first 60 to 90 days. We'll then have a mid-year review, where all of us will come back together, and we'll have an end-of-the-year review as well. So, just keep that in mind.

[00:29:44]

[Contact Nepris](#)

Thomas McMullen M. Ed., Regional Sales Director

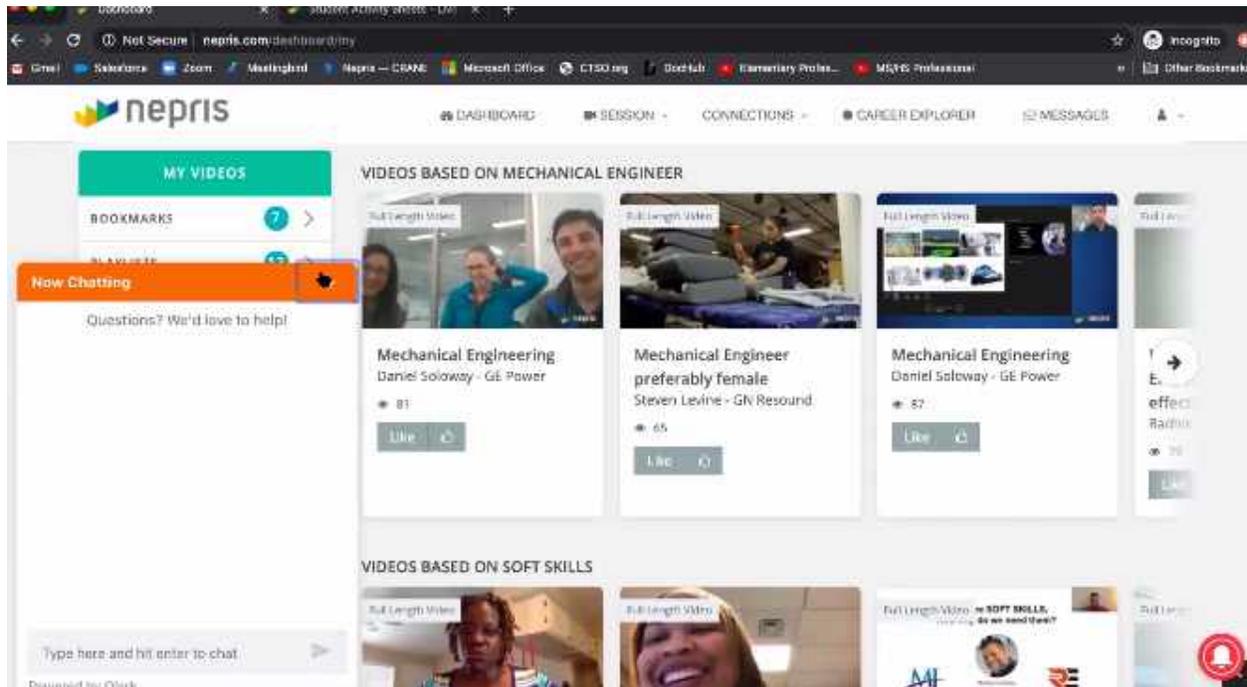
- thomas@nepris.com
- Phone: (424)282-0277
- Twitter: @neprisapp
- Facebook: Neprisapp

THOMAS MCMULLEN: I want to come out... This is my contact information – thomas@nepris.com. I can easily be reached if you guys have any questions with regards to the platform, but I want to exit out, and I want to go into looking at the platform here a little bit. I'm logged in right now.

[00:30:01]

Live Demo of Nepris

THOMAS MCMULLEN: A couple things I want you to take note of...

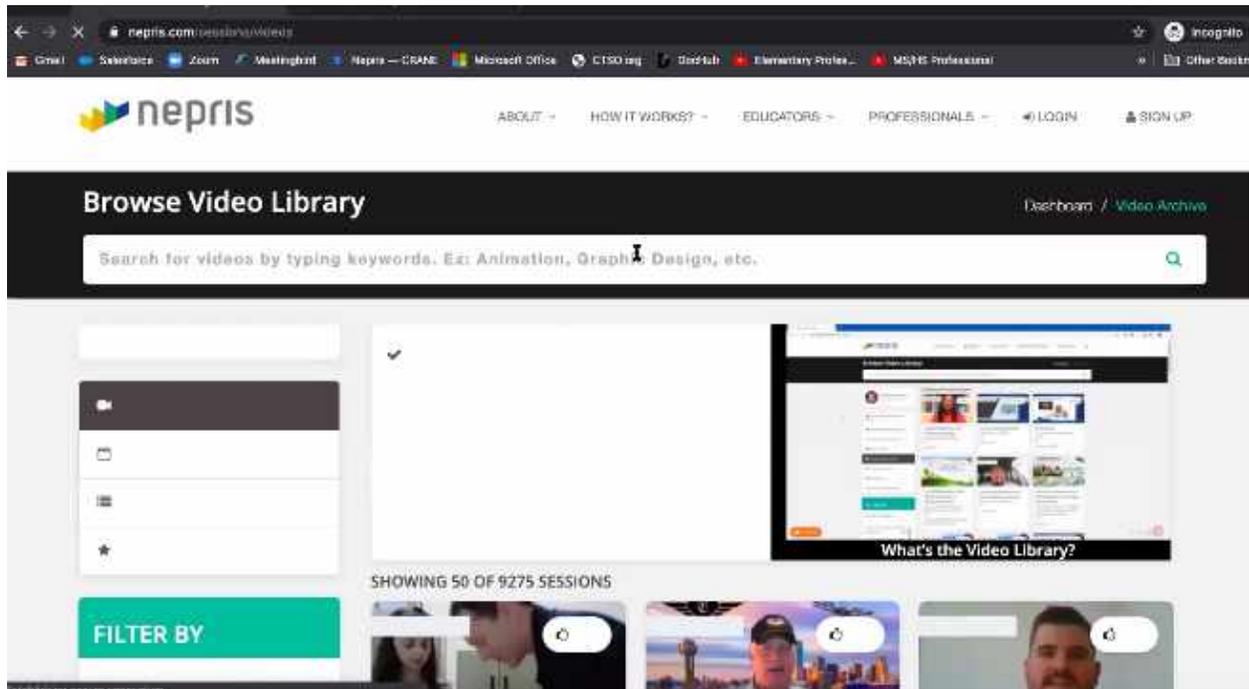


If students have any questions whatsoever, this little orange dot over here will help them. There is somewhere there for them from about 7 AM until about 3 PM Pacific Standard Time, so keep that in mind. There is always going to be someone there to help your faculty, your staff members understand exactly what it is they need to do within the platform, because the training happens, maybe they've been using it, or maybe they haven't used it in a month, and they say, "Oh, how do I join an Industry Chat?" or "How do I look at the library?" They can quickly ask someone at around that time, so there will be someone there for them. And if it's after hours, usually, it will be in an email format, where they can type their question in there. It will go to someone on our team, and they'll get back to them via email with a reply.

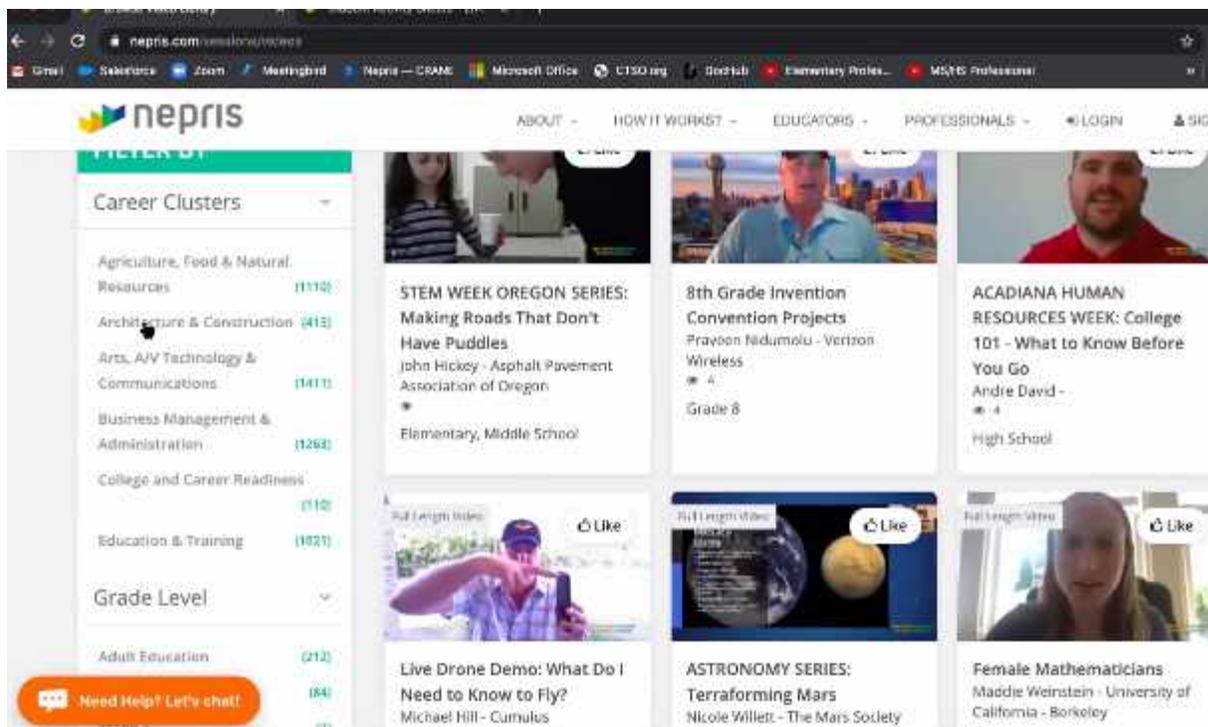
So, right now, I'm in here, and I'm a mechanical engineering faculty member. I also want my students to understand soft skills, so I have videos. The algorithms pick up the videos that are

based on soft skills. And then, if I'm teaching higher ed, or if I'm teaching whatever grade level I'm teaching, it's going to provide me with videos that are along the lines of where I am.

So, remember I talked about those different areas, those four engagement models? The first thing I want to show you is our library really quickly...



So, our library, once again, consists of 9,200 videos, almost 9,300. A couple things... These Career Clusters that we have...



These green numbers represent the number of videos that we have that deal with the specific Career Cluster: Architecture and Construction, Arts, A/V Technology and Communications, Business Management, College and Career Readiness, Education and Training, Finance, Government, Health Science...

So, a couple things here...

I wanted to go... And I can even look at various grade levels. So, I can look to see what videos we have in post-secondary, that align to post-secondary. I can see we have 271 videos that align to post-secondary in particular.

So, if I wanted to look in, say, 'Working as a Respiratory Therapist,' and I want to look in a little bit more detail... A couple things I want to share here and help you guys understand... Let me log back in. Sorry. So, a couple things I want to help you guys understand here...

The screenshot shows the Nepris website interface. At the top, there's a navigation bar with 'nepris' logo and menu items: DASHBOARD, SESSION, CONNECTIONS, CAREER EXPLORER, and MESSAGES. The main content area features a video player with the title 'Be An RT' and 'RESPIRATORY THERAPIST'. The video player has a play button and a 43:05 duration. To the right of the video player is a sidebar for 'Children's Hospital' with the following text:

ALTERNATIVE TITLES:
 Clinical Instructor Health Education Specialist
 Health Educator-Public Health Educator

WHAT THEY DO:
 Provide and manage health education programs that help individuals, families, and their communities maximize and maintain healthy lifestyles. Collect and analyze data to identify community needs prior to planning, implementing, monitoring, and evaluating programs designed to encourage healthy lifestyles, policies, and environments. May serve as a resource to assist individuals, other healthcare workers, or the community, and may administer fiscal resources for health education programs.

WHAT THEY NEED:

- **Basic Skills**
 listening to others, not interrupting, and asking good questions talking to others
- **Social**
 understanding people's reactions changing what is done based on other people's actions.
- **People and Technology Systems**

Below the video player, there's a 'RELATED VIDEOS' section with three video thumbnails. The first thumbnail shows a man with glasses and a beard, with a chat bubble that says 'Need Help? Let's chat!'.

We do have some information here, some intel here. If I wanted to learn more, I could learn more. It's going to take me right to our Career Explorer tool. If I really enjoy this library session that's been done here, or that I shared with my students and it really resonates with them, keep in mind, I can recreate this for my own individual classroom as well.

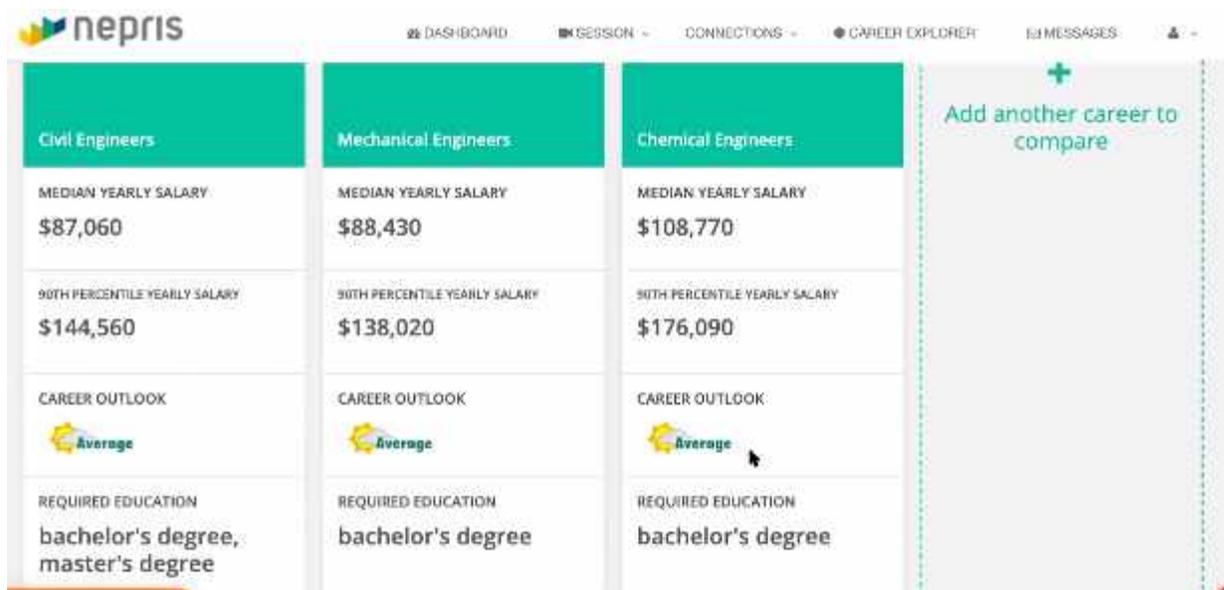
But the beauty here also is, if I have a question to ask Monique here, I can ask Monique the question. Usually, she gets back within 24 to 48 hours. Both the question and the answer are here for public consumption, just in case another student or another faculty member might have that same question to ask. We'll post the question and the answer there.

But also, if you guys are using Schoology in your distance learning right now, what's really nice is I can add this... I can create a playlist, and I can add this video to my playlist. Let's just say I was looking at Patient Care, and I want to save this to Patient Care, and I want to go back in, and I want to add a video or a series of videos this week for dealing specifically with Patient Care.

So, I can come here, look at my details, and I can just share this link out so that, even if my students aren't logged into Nepris, they can just literally go to Schoology, click on this link, and this page will pop up with all these videos. We have some Q&A. If your faculty members don't have

necessarily Q&A, we can have some Q&A that can be attached to each and every video for your students to be able to pick up the key skills and concepts from industry professionals. This is also a way for your faculty and staff to be kept abreast with what's going on as well.

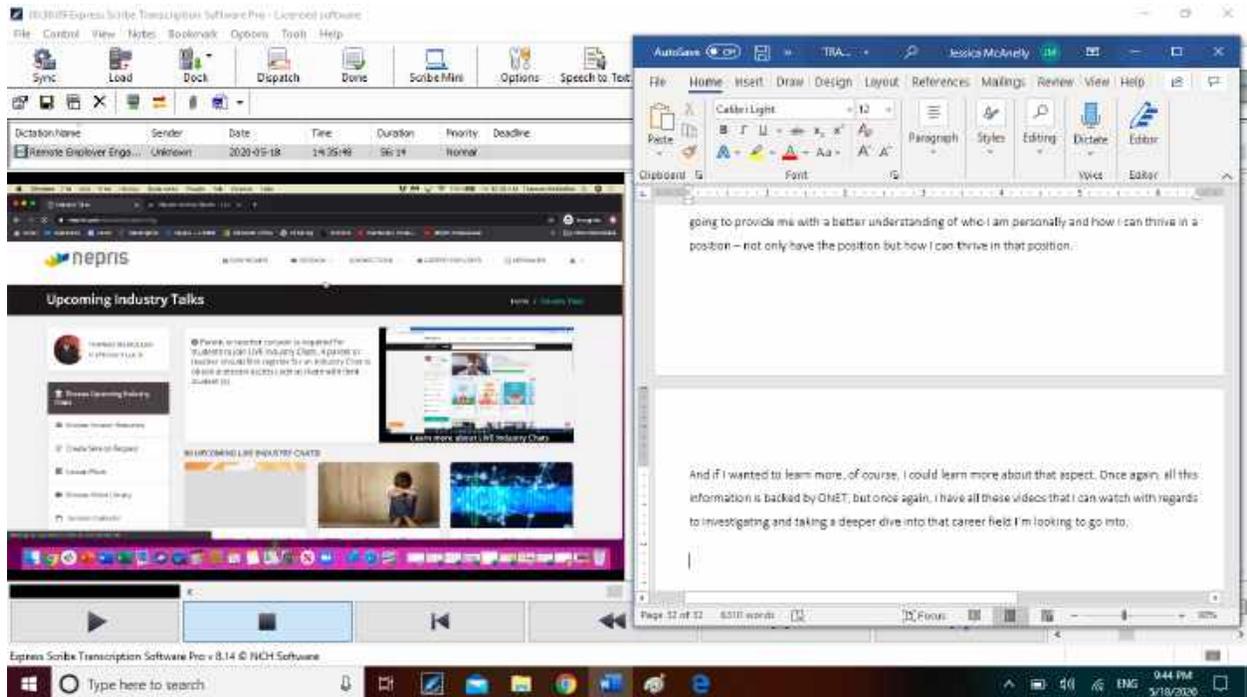
So, that's our video library, just in a nutshell. The second piece that I wanted to talk to you about is our Career Explorer tool – very, very awesome. Once again, if we're looking at, you know, "I just want to become an engineer, but I'm not certain as to what type of engineer I want to become," the nice thing is I can do a comparative analysis, like I said, between the civil engineer, if I wanted to look at a mechanical engineer, and maybe I wanted to look at chemical engineer as well.



So, I could do a comparative analysis, see the median yearly salary, see the 90th percentile salaries. Keep in mind, we're in California, so most is going to hover around the 90th percentile salaries. The career outlook, what the required education is, what they do, what they need, what tasks they're tasked with, the working style...

In my opinion, the most important thing is the personality type, because the personality type is going to provide me with a better understanding of who I am personally and how I can thrive in a position – not only have the position but how I can thrive in that position.

And if I wanted to learn more, of course, I could learn more about that aspect. Once again, all this information is backed by ONET, but once again, I have all these videos that I can watch with regards to investigating and taking a deeper dive into that career field I'm looking to go into.



The third piece is our live component, and that's the Industry Chat. The Industry Chats are beautiful, as I stated before, because we put out roughly 60 to 70 Industry Chats every month. The beauty is, if the community colleges come on board, you guys have themed months that you would definitely want for Nepris to take part in.

So, the beauty there is, if you guys have themed months, like, "Oh, February is Financial Literacy Month..." So, we want throughout the month some things that are catering to higher ed institutions with regards to financial literacy, so your administrative teams will dictate the types of Industry Chats that are going to be made available for your particular colleges. So, keep that in mind.

How Do I Visualize an Idea?

Dashboard / Upcoming Sessions / How Do I Visualize...

[← Go Back](#)
[← Previous](#)
[Next →](#)
[Actions](#)

To sign up, make your selection below and click on Submit

- Register to attend this live, interactive Industry Chat
- I can't attend but please email me the video

Session Date

📅 05/15/2020 8:00 AM Pacific Time

Duration

🕒 00:30

Description

During my presentation, I will help students learn how to visualize an idea by introducing them to my sketch process for a recent prototype project related to COVID-19. I will share 5 simple steps that they can try out as well, and use images and sketches to illustrate the content I am sharing.

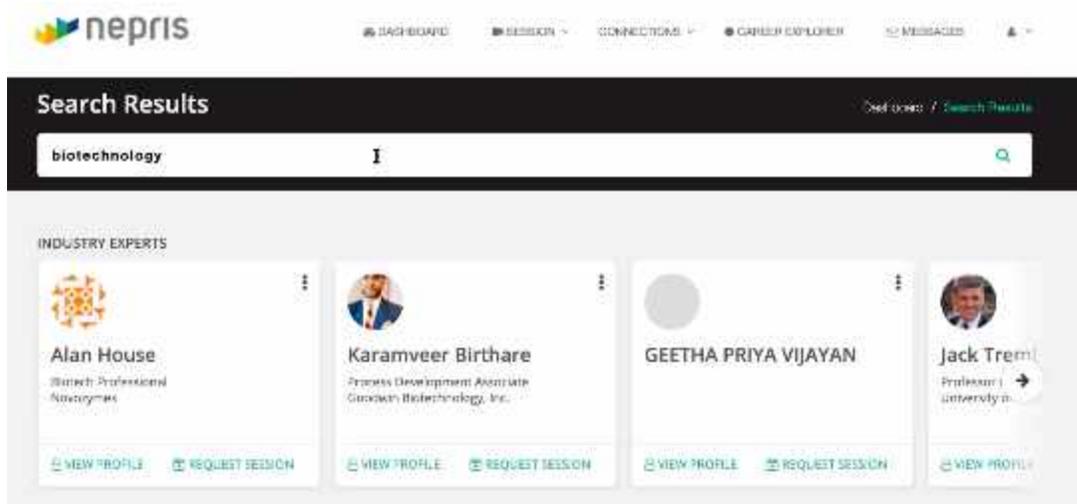
Target Grade Levels

High School

As I told you before, there's a description, there are key questions that are going to be addressed in every one of our videos, and then the SLOs are there as well. This Industry Chat is for a professional or a team of professionals that are going to come in and talk to any and everyone that is in our platform for that particular demographic. This one just so happens to be for high school. Keep in mind, we have some for higher ed as well.

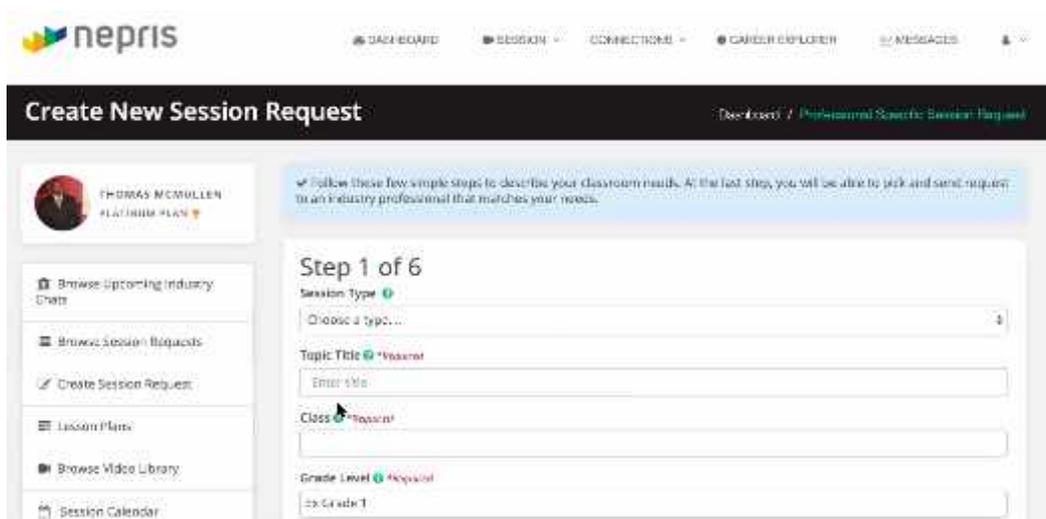
And then, if it's not there, you guys can actually add it. That's the beauty of the platform, is it's always growing. Last week, we had 9,205. This week, we have 9,275. So, 70 videos were added within the last week.

So, this one has a Session Date of May 15th, 8 AM. If I can make it, great! I'm going to register to attend this and interact with this Industry Chat live, but if I can't make it because it's too early, I don't think my students can make it at that time, but we still want to see this video with regards to 'how do I visualize an idea?' I can say, "I can't attend but please email me the video," so that I can then share that out on Schoology with my class. I can do that easily.



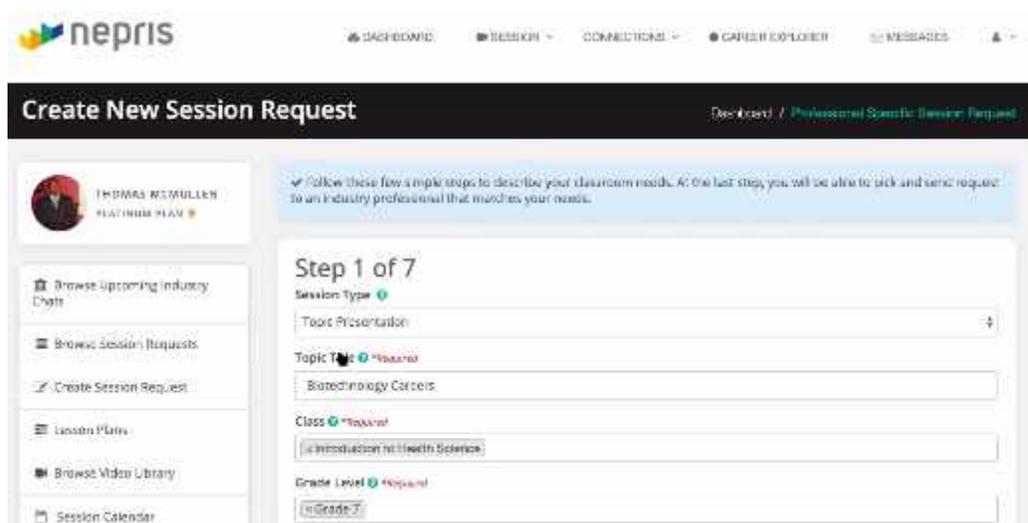
Lastly, if I wanted to just create a session request for myself, keep in mind, I can do that. Or I can just go back to the dashboard to the home screen, and I say, "I want someone in Biotechnology." Once I click from my dashboard, where it says 'Start Here,' I click Biotechnology because I want a biotechnologist to come into my classroom.

The engagement models that we have afford for this to happen very easily, and right now, it's sifting through all of our Biotech. Anyone who has a skillset set for Biotech, it's going to be here, and I can ask any of these folks to come in individually. So, if I want Jennifer to come in, I can have her come in. I can view her skills, her bio, whatever I want to do.



But you'll see here, when I click on 'Request Session' from Jennifer, nothing is filled out for me, so it's going to take me a little while to fill that out. I'm pressed for time, a lot of times. I don't have the time.

So, the beauty is that I can look at videos, of course, for best practices and share with my students these videos, like 'An Introduction to Biotech' or 'GMO Use in Food,' but what's really, really powerful is we have session templates that have already been done by other educators, and all you need to do now is manipulate that session. I can use this as a template.



And now you'll see that all the information is filled out for me. I can change this from Grade 7. Keep in mind, all we're doing is frontloading the information, so the professional coming in knows, "I'm not speaking to a 7th grader. I need to step it up a notch because I'm speaking to folks who are seriously about ready to get into a Biotech career." So, keep that in mind. All this information, all these steps here, are just providing that intel.

A couple things really quick, before I turn it over...

There's always going to be...

- Topic Presentation of some sort – so, usually, a general overview.
- Project Mentoring, as I stated before.

- Project Evaluations, where you have a team of folks, a panel, an advisory board that can come in and help evaluate students' work.
- Student Self-Assessment is something that's done in Louisiana only.

But as Shezad said, virtual tours are very, very key, right? When a person comes into the classroom live, they can't help students turn on the lightbulb and understand what it's like to be in that position. It simply can't be done. It can't be replicated, but we can replicate that with regards to a virtual tour.

How about a professional coming in and the faculty or staff member saying, "I just want my students to hear a departmental meeting, what that sounds like, the innate language that's being utilized in that departmental meeting. That's powerful for my students to hear because they've never sat in a meeting before. They don't know what it's like to be in a job meeting, other than maybe if they worked in fast food or somewhere, but they don't understand how, in a career field, what those meetings look like, what they sound like." So, it's an awesome piece to be able to do that.

Also, mock interviews... As we say, your folks are going to be going into the real world, and what better place to have them practice than right in their class or right in their home with their distance learning, but they can do it multiple times, so they become comfortable.

Everyone knows there are two sides to any position. It's the knowledge that you have in the position, and it's the knowledge you need to actually find and understand how to grasp and get into a position to be hired for the position, right? So, I just wanted to say that really quickly.

Also, the last thing I want to talk about is... "What is your class studying?" That's the description. "What do you want your students to learn from the expert?" And then the question here – "What are some of the questions you have?" – that's powerful.

But one thing I wanted to bring up that I think is very, very important is, if I want someone who is Latino/Latina to come to my classroom, I can request that here. If I want someone who is African-

American, if I want someone who is young, if I want someone who is older... I can project whatever person I want into the class as the faculty member/staff member, and I can also select the company that they come from. So, keep that in mind.

I'm going to stop there. I know it's been a little bit longwinded, but I'm going to stop there and answer any questions, if you guys have any.

[00:42:44]

Questions

STEVE WRIGHT: I'll tell you what I think would work good in the interest of time. We're going to go ahead and switch over to Lena Heckbert from Miramar in just a second here, but Thomas, if you could kind of scan the chat box and see the questions. There have been a lot of them.

THOMAS MCMULLEN: Oh, OK!

STEVE WRIGHT: Most of you realize, listening to Thomas (I've listened to his twice now), he knows everything about this system, and he will tell it to you! OK, it was very hard for me to arm-twist him into doing a high-level presentation, and he did an excellent job. I appreciate that. It's really very powerful.

I think some of the things that are unique to us – it can be used in a remote sequestered environment, where now people are getting access codes from their home. Also, it supports our advisory board capability or compliance capability that we have, so people would be able to do virtual advisory boards and still have people distributed remotely to attend that.

So, those are powerful tools. We're required to have advisory boards, so in addition to that, all the other benefits, the fact that K12, in some cases, is using them... I think it's just a lot of good things happening here that should be considered.

The price is what the price is. I think your per year price is reasonable, but I think the biggest thing I learned from talking to you, Thomas, and others is it's kind of like a gym membership. You could buy it and pay for it, but if you don't use it, it's not worth anything!

THOMAS MCMULLEN: That's right.

STEVE WRIGHT: So, that's the big deal. All right...

[00:43:53]

THOMAS MCMULLEN: I can answer a couple of these questions, if you don't mind. With regards to Adult Ed, yes, the program works with Adult Ed – in fact, just as it would work within a post-secondary environment. Keep in mind, a lot of these folks don't understand a lot of concepts with regards to career pathways, so this is where, like I said, they could take that deep dive, like their students are going to be taking that deep dive, into having better understanding these career pathways.

The cost of the program is \$7,500 a year for your CTE program, but it's a 3-year commitment – that's why it comes up to \$22,500, unless you're going to go whole school, which just doubles the cost because we're looking at more of an implementation.

How does one submit to make a presentation for a future webinar? I can give you my... If you just reach out to me at thomas@nepris.com, I can definitely present individually to your campus, if you guys want me to. That's not a problem. Keep in mind, we have four schools, roughly five because Southwestern College is coming on as well. But guess how many schools I've actually spoken with – five. I've spoken with five community colleges, and all five of them are coming on, so keep that in mind. We haven't spoken with a lot of community colleges because you guys are hard to read, and I'm glad I've reached the right people so that I can make those connections.

What percent... Oh, yeah, I already gave that – 97%.

Would that pricing be consistent with K12 schools? Yes, it's very, very consistent with regards to that. In fact, our price point was a lot higher, but after speaking with the four or five schools that we have on board now, we decided to go in a different direction and lower that price point because we felt like that price point would give us the median value of the platform and allow more schools to come on board at that lower cost. The understanding was people are liking this, and I don't want our prices to be all over the place in the state, and we wanted our early adopters to have the same price as those that are coming in later.

Yeah, I wish we had a... I think VR is the next level. Keep in mind, your colleges are going to get more students because of the fact that you are going to be Givers and Takers with your local high

school districts. How about them understanding now exactly the programs you guys have, and some of your lead students being able to explain it to high school students that are looking into community college as opposed to Cal State or UC? It gives your schools a leg up over those others because they're going to be able to do that. The CTE frameworks are there. Yes, all the standards are there on the back end, though. Just keep that in mind.

[00:47:11]

STEVE WRIGHT: OK. Well, thank you for going through that very quickly.

THOMAS MCMULLEN: Of course.

STEVE WRIGHT: Lena, could you share with us now? You're at Miramar, and you guys have decided to go ahead and do this. You mentioned before the call that you had some faculty reactions. Can you go ahead and brief us?

[00:47:31]

Nepris at Miramar

LENA HECKBERT: Yeah, we've only been toying around with this for about a month. I like everything Thomas had mentioned as far as some of the things I can present, bringing on a guest speaker or bringing on some of these work-based learning opportunities. I think that Nepris just fills in those gaps and really makes it easier for this to happen across the board and across classes.

One of the features I really enjoyed using was the 'Recreate This Workshop.' So, I was able to... I was looking at some workshops for our Childhood Development department, and I was looking at different ones, and I specifically wanted to know if there was anything that speaks to your at-home daycare versus working for a traditional preschool.

So, I was able to look that up and find a workshop that was very similar, but she was based in Kansas, and she went into a little bit more of the Kansas licensing. But when I did the 'Recreate This Workshop' and clicked on that, all of a sudden, she contacted me that evening. I think it was in hours – it wasn't even 24 hours that she got back to me. We were able to look at that workshop a little bit, just make a few alterations, and then found that it would be a really good fit that, if we just kind of left that part out, and she would be willing to come and speak to our classes as well. I think it's just a really good opportunity to make that even more accessible for faculty right now – and especially as things are changing so quickly.

[00:49:00]

Wrap-Up and Questions

STEVE WRIGHT: Thank you, Lena. I appreciate that. We try to get comments from the user community – you, Lena and Shezad – so that the idea of looking at what Thomas has presented is kind of seen in the light of day, and I appreciate your comments very much.

From the chat box, I think Thomas took care of most of that. Any questions?

TERRY: Hey, Steve?

STEVE WRIGHT: Yeah, Terry. By the way, I mentioned before we started recording, but Terry is the one who got all the sector directors statewide to listen to Thomas and get excited about this. I'm the kind of person that's like, "You want me to listen to what about what?" But anyway, Terry got us going, so thank you Terry. And as a result of that, we're having this sector-wide presentation today. Terry, do you want to share?

TERRY: Yeah. You're welcome. And by the way, getting Steve on board – you came on hard and fast. I thought that was a really big endorsement. That's kind of a good monitor of kind of testing how this is going to go – and I think for good reason – that you came on board very quickly to this, because I think it's a great opportunity.

But before we leave from Lena, I just wanted to come back to... You know, I'd like, Lena, maybe if you could just briefly tell them who you are. What is your role at Miramar College and the interest? And maybe a little bit of what you know about why the college wanted to adopt Nepris?

[00:50:38]

LENA HECKBERT: Yeah. So, I work at Miramar College as their Work-Based Learning Coordinator. Part of my vision for the role of work-based learning and on campus is that we'd be able to see it

across disciplines, across the campus, and across all classes. And I think a tool like this really just makes it more accessible.

Our faculty are great at utilizing their network to bring guest speakers in, to bring those field trips, and just to bring other exploration opportunities to our students, but I think... Yeah, so a tool like this can just help bring it across the board and bring it to even more faculty. It's just easy to use. Thomas kind of touched upon some of the challenges you can find if you're just relying solely on your own network – if someone is unavailable, it's time consuming, all of those things. So, I think a tool like this really does help just make it even more across campus.

[00:51:36]

STEVE WRIGHT: One of the things I liked that Terry brought up to the Sector Directors is that, between the Sector Directors and all the Regional Directors of the Economic and Workforce Development group, we have about 65 people whose job is to focus on employer engagement, and if we can't scare up some bodies to appear on a platform like this with those kinds of connections... I mean, shame on us!

But the problem has always been, before, "OK, you can scare them, and now we've got to get them down to having a chicken lunch at the local college, or we've got to have this, that, and the other." It's very hard to make it more replicable and accessible and all these other things, so I'm really impressed. Especially, obviously, in this post-COVID timeframe right now, this is critical.

The point I was making is we have a team of people that are prepared to help something like this work. So, I think for the colleges that do want to go forward with this, we want to encourage you to work with your Regional Directors to help populate it.

Now, this might be a good time, Nicole, for us to run that survey. You all have heard this – we have a couple questions, and you have the opportunity to say where you're from. Or Nicole automatically knows who it is... So, if you could go ahead and answer this, I'll be utilizing whatever the results are and sharing it with the Sector Directors to determine if this is the kind of

recommendation we want to make to the Chancellor's Office (or wherever we can find the money these days) as to how this kind of tool could be utilized.

We believe most investments are made through the districts and through the colleges – that's typically the way the money flows – but sometimes an endorsement, or perhaps a statewide user group, or some kind of program that encourages something can be very helpful.

[00:53:26]

THOMAS MCMULLEN: I hope I can fill that out. Can I fill that out also, Steve?

STEVE WRIGHT: Yes! We'll let your one vote count, yes! Go right ahead. OK, so we have a 41% yes, 47% maybe... Are we done? Is this over yet, Nicole?

NICOLE SHERMAN: We have votes trickling in. We can let it go another ten seconds or so, and then I'll end it.

STEVE WRIGHT: Yeah, obviously, what we're seeing is that people want a virtual platform because, obviously, we're stuck. We're all virtual right now. Is it Nepris or not? Kind of 50/50 at this point in time. It's good positioning for a start, and all right! That's good.

Well, we're pretty close to the end of our hour. I'd like to ask our speakers, Thomas, Lena, and anybody else, to give a final statement to... I think Shezad had to go.

[00:54:21]

THOMAS MCMULLEN: Sure.

STEVE WRIGHT: Any kind of comments?

THOMAS MCMULLEN: I just want to say, when you guys go back to your brick-and-mortar classes, chance are there's going to be a hybrid type of setting, I would imagine, in order to make sure that we can adhere to some sort of safety measures until we have a vaccine, right?

So, with Nepris, keep this in mind as well – I know you guys are using Schoology, but keep in mind, for your CTE staff members in particular, they can have a portion where they can be recorded in their classroom, and the portion of students that are in the classroom will be able to pick up that key knowledge, but that can also transcend to the virtual space, where those students are not in the classroom. They can also get those key skills and concepts taught to them at the very same time, so they are, at the exact same time, utilizing the platform. So, if we wanted to have a professional come in and bestow knowledge, we can have both of those happening at the exact same time. That is something that we can do, and it's not a problem. I just wanted to end with that.

[00:55:28]

STEVE WRIGHT: Yeah, now you've mentioned Schoology. I've actually... I think you mean...

THOMAS MCMULLEN: LMS?

STEVE WRIGHT: LMS, and I think we use Canvas.

THOMAS MCMULLEN: Oh, sorry – Canvas. I always get Schoology in my mind. Sorry about that, guys.

STEVE WRIGHT: That's OK, but for everybody here that's on Canvas, it integrates well with Canvas, right? That's probably an important point to make. OK, good. All right, well, I want to thank our speakers very much. Everybody who attended today, please share the information with your friends and associates. If they want to see this, this whole thing is recorded, edited, transcribed, PowerPoints available. It should be up on our website by late next week. OK? Thank you very much! Have a good week.

THOMAS MCMULLEN: Take care.