

Proposal Presented To:



February 27, 2017

Background and Experience

Tech Comm. Partners, Inc. (TCP) and its staff have more than 40 years of experience developing eLearning content for diverse audiences. Our samples illustrate a range of work in K-12 education and blended workplace learning. We have engaged in a number of statewide workforce development initiatives and served in consultative positions for the Governor's Workforce Board of RI Employer Advisory Group, Secondary and Post-Secondary Articulated Technology Education (SPATE), and the Information Technical Academies at the Woonsocket Area Vocational Technical School and Chariho Career and Technical Center [both part of the National Academy for the Future project (NAF)].

Our CEO, Trudy Mandeville, served on the Skills Gap Task Force for entry level IT workforce, was a member of the Soft Skills Advisory Committee for RI Adult Education Professional Development Center, and chairperson of the "Women in Technology" Committee for TechCollective (www.tech-collective.org).

TCP's Learning Producer, Anne Devaney, is a seasoned HR professional with manufacturing, higher education and hospitality expertise in recruitment, retention, training and talent building. Through her work with the Newport Skills Alliance, Rhode Island Hospitality Education Foundation and Newport County Chamber of Commerce, Anne has addressed employer skills gaps, overseen hospitality-based workforce development and built a Youth Workforce Development Pilot Program to tackle the ongoing shortage of employees in healthcare in RI. She also provides full cycle recruiting, sourcing, screening, and interviewing for construction and manufacturing positions.

Anne's applied experience in developing sector-focused career exploration programs combined with TCP's ability to build the eLearning infrastructure that supports them offers Work Systems a customized content development solution.

TCP uses an agile approach to content development and incorporates it directly into our project management platform: Teamworks (www.teamworks.com). Teamworks manages internal deliverables and is accessible to clients for complete transparency throughout our process. We use a set of review tools (ReviewLink, Articulate Review, VidHub and Vimeo Video Review) for both the internal management of quality control and a streamlined revision and approval process for clients. This approach reduces the length of production time and ensures efficiency.

Program Design for Career Exploration Courses

Introducing Our Approach

TCP uses our own learning delivery model (see Samples) for the analysis, design and delivery of technology-supported programs. While that model serves as the foundation for every project we manage, their execution lies in the cornerstone method of eLearning instructional design known as ADDIE (Analysis, Design, Development, Implementation and Evaluation).

Train Oregon Approach

For each of the four sectors identified in this RFP, we recommend creating an immersive, storytelling learning environment with real world introduction to relevant careers. It will use a variety of visual and interactive cues that meet the needs of a multi-literate audience. The following table outlines the topics, learning objectives and assessment opportunities for each sector:

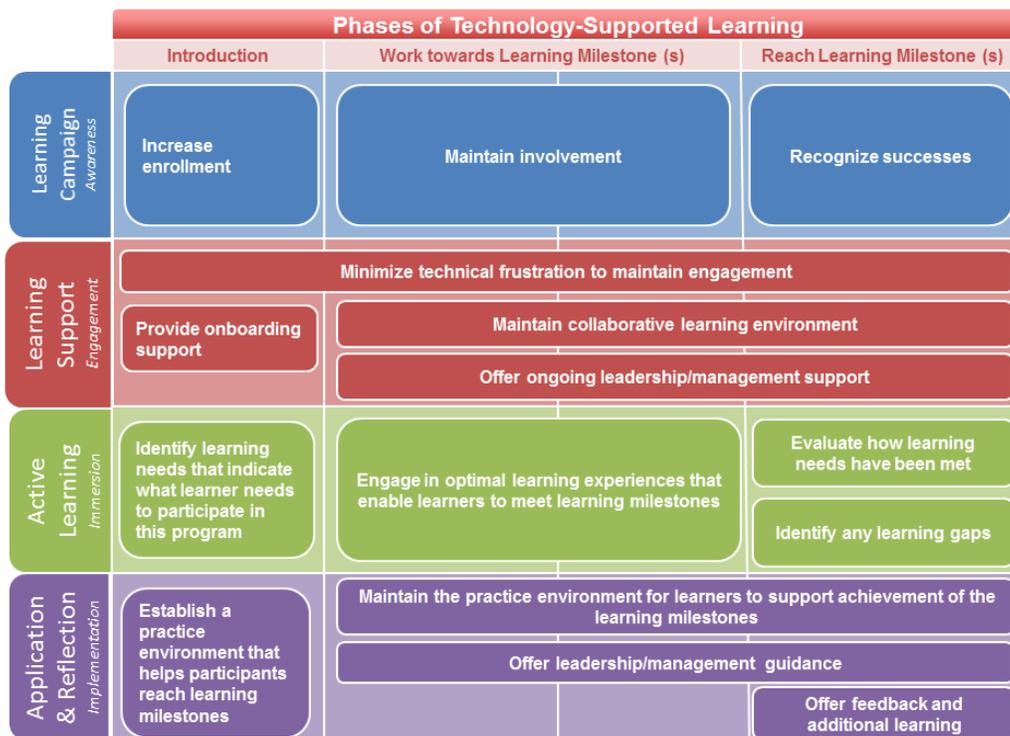
Topic	Learning Objective(s)	Key Features	Assessment(s)	Examples
Introduction to the Sector	Select at least one career path for investigation.	Use storytelling approach to engage the audience.	Complete one career path.	The story begins at a construction site (based on available research) for an environmental project. There is an intro to the project stages. For example, the participant meets the engineer, foreman, equipment operators and laborers. They are asked to select a career focus based on these storylines.
Tools	Distinguish the tools and related training required for proper use.	Within each storyline, they engage in the use of at least one tool.	Complete the topic for at least one tool.	In a technology story, the participant selects IT support as a career choice and has the opportunity to answer service requests from a customer.
Minimum Requirements	Recognize the learning path required for each stage in a career.	Within the storyline, the participant has the opportunity to review job requirements.	Complete review of at least one career path.	In a healthcare story, the participant attends a patient care team meeting. They have the chance to view the minimum job requirements for each role.
Stress Points	Identify at least one stress point within a career path.	Within the storyline, the participant has the opportunity to identify what they believe are the stresses.	Complete one set of stress examinations.	In a manufacturing story, the participant views a product's quality control process. They are asked to determine the challenges the machinist faces such as time constraints, limited resources, etc.
Resources and Growth	Create an online journal for personal reflections and development.	Within each storyline, the participant is asked to build their own career journal.	Complete a set of journal pages.	Each sector story would have a related journal, pre-populated with questions and information. Using form-manipulating technology, the participant can use it as an independent virtual resource or share it with a career counselor.

Samples

Each of the following samples demonstrates TCP's creative methodology for a variety of audiences in a number of verticals.

Technology Supported Model

As previously noted, TCP's philosophy of e-learning is rooted in a delivery model that incorporates four key objectives. The first involves creating and maintaining the awareness of a learning environment. This often requires the use of multiple communication tools, including social media. The next objective is engagement with the environment. This assures an appealing design while considering the constraints of our audience—like lack of access to broadband connectivity or limited technological knowledge. The third objective involves aligning the content, context and metacognitive needs of our participants. And the final (and often most elusive) objective is application and reflection. TCP uses a number of tools to support this particular objective, such as journaling.

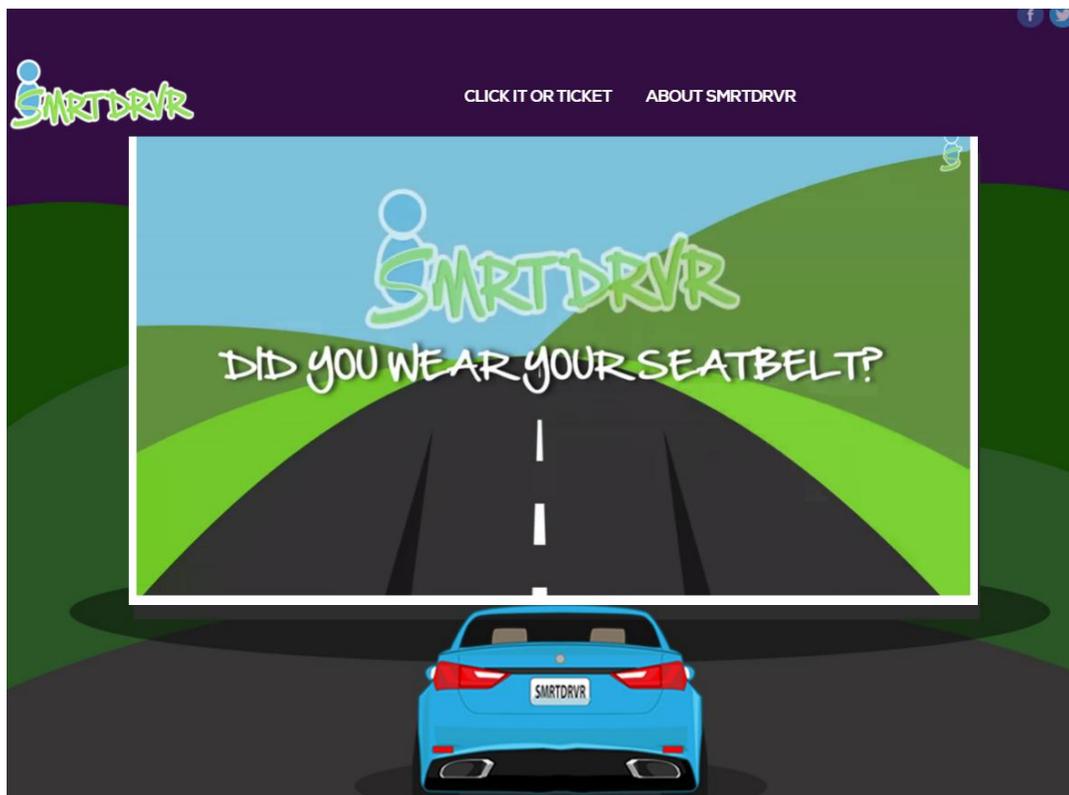


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Gamification and Learning Campaign

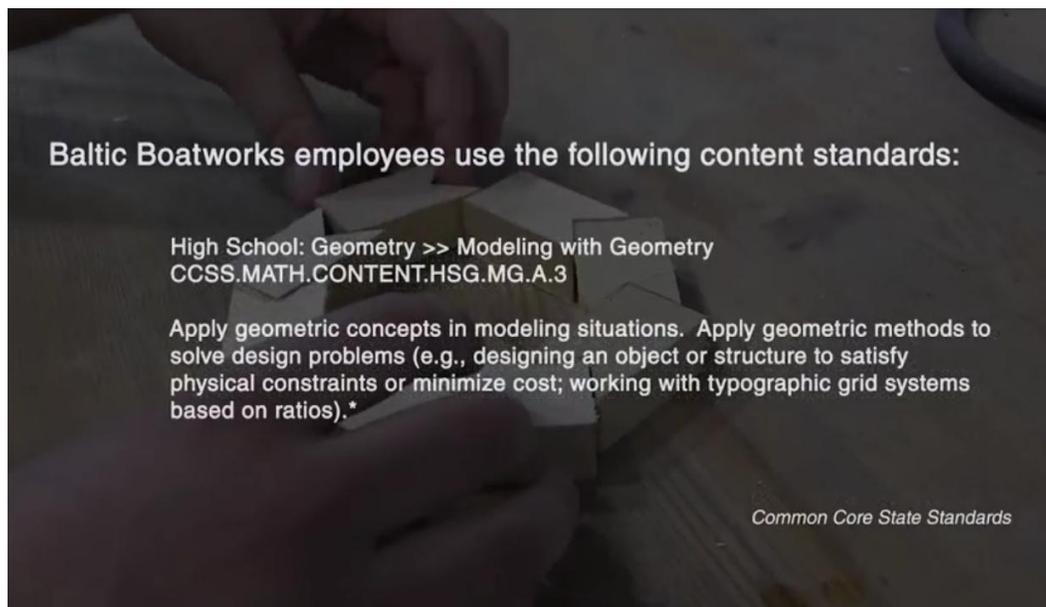
The following sample demonstrates TCP's use of the optimal eLearning and visual design skills. We partnered with our client, the Brain Injury Association of RI (www.biaofri.com), on a Rhode Island Department of Transportation grant for increasing the awareness of seat belt safety in the 18-36 year old male population. This audience had the highest incidence of traumatic brain injury and death associated with lack of seat belt use. The campaign we created, *Smart Driver*, used three different tools to reach an estimated 25,000 males in the target audience. (Note: The campaign was initially projected to reach up to 2,500 males, but with use of social media we increased that number by 1000%). Our research showed this constituency responded well to Facebook, so we advertised a series of videos depicting the key objections to seat belt use and the related (and often catastrophic) results. From Facebook, internet browsers were directed to a web-portal (www.smrtdrvr.com) with an e-

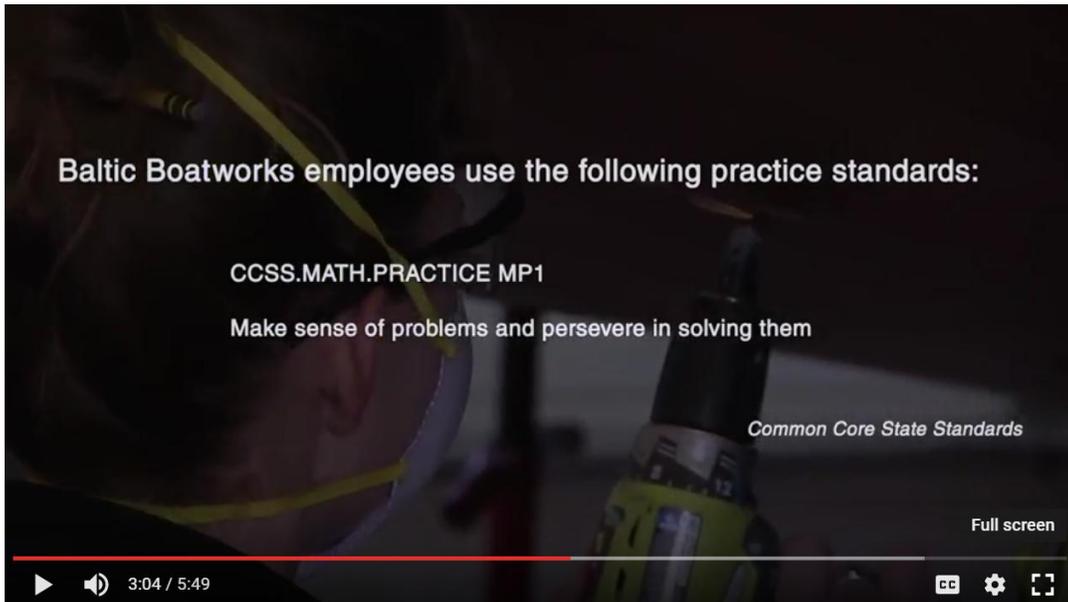
learning game that reinforced the principles of seat belt safety. In addition to the web portal, BIA of RI outreach officers wielded a mobile version of *SmartDriver* at numerous neighborhood and statewide events.



E-Learning Video Production

As part of an e-learning project for the Rhode Island Department of Education (in conjunction with *The Charles A. Center of the University of Texas at Austin*), we developed a set of videos for elementary and high school educators that depicted how the standards and practices of K-12 curriculum fit into the job requirements of R.I. employers. We produced three videos that correlated with technology, construction and healthcare. The following [sample](#) demonstrated geometry and physics standards as part of a boat restoration project.





IT Boot Camp

TCP has a long history of engagement in a variety of workforce development projects. The following sample curriculum illustrates an IT Boot Camp we conducted for underemployed and unemployed individuals in Rhode Island. We successfully placed 80% of the students in career-relevant employment after the conclusion of the boot camp.

IT Boot Camp Calendar

Module 1: Industry Knowledge		January 11 - 14
Jan 11 - Welcome and Kick Off	TCP Offices – 9 AM – 4 PM	
Jan 12 - 13 – Facility Tours		
Jan 14 – Coaching and Group Debrief		

Module 2: Career Essential Soft Skills		January 17 - 28
Monday January 17	Listening and Negotiating Skills	
Tuesday January 18	Customer Service with Lunch and Learn	
Wednesday January 19	Business Writing	
Thursday January 20:	Personal Style and Presentation AND Working as Part of a Team	
Friday January 21:	Critical Thinking and Continuous Learning with Lunch and Learn	
Monday January 24:	Personal Leadership introduced by an industry leader	
Tuesday January 25:	Capstone Project Preparation with Lunch and Learn	
Wednesday January 26	Interviewing – Part 1	
Thursday January 27	Interviewing – Part 2	
Friday January 28	SWING DAY 1	
Monday January 31	SWING DAY 2	
Tuesday February 1	Capstone Project with industry leaders with Lunch and Learn	

Module 3: Technical Skills		February 2 - 25
TRACK 1	Workshop 1 CompTIA A+ Training (Essentials and Practical)	Feb 2 – 16
Workshop 2 – Choice of:		Feb 17 - 24
• CompTIA Strata IT Sales Training - 14 hours		
• CIW Internet Business Associate - 35 hours		
• CompTIA Networking+ and lab - 30 hours		
• CompTIA Security+ and lab - 30 hours		
TRACK 2	Track 2 Workshop 1 CompTIA A+ Training (Comprehensive)	Feb 17 – 24
Workshop 2 – Choice of:		Feb 2 - 16
• CompTIA Strata IT Sales Training - 14 hours		
• CIW Internet Business Associate - 35 hours		
• CompTIA Networking+ and lab - 30 hours		
• CompTIA Security+ and lab - 30 hours		
• Certified Internet Webmaster (CIW) Site Development Associate - 70 hrs		
Tuesday February 8 and 15, 22	Lunch and Learn	
Wednesday February 16	Swing Day 3	
Monday February 21	President's Day	
Friday February 25	Interviews for Experiential Learning	

Module 4: Experiential Learning		February 28 – March 25
Monday – Thursday Weeks 1 – 4:	Daily journal entries	On Site Shadowing –
Friday Weeks 1 – 4 February 25, March 4,11, and 18:	Group Event and Debrief	