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## CR101 Session

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EOLWD  
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## GOAL FOR PRESENTATION

- Overview of system-level opportunities for OSCC's and WIBS
  - WIOA implementation, customer flow and CR 101
  - Build Career Pathways in Regions
  - Employer Engagement - Job Profiles
- Identify strategies to create learning/remediation opportunities for customers

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## Audience Questions

- Logged into CR101?
- Your organization convened your leadership to strategize on using CR101 for customer populations?
- You have customers who are held back because of basic skills?
- Your “region” and its partners have developed a solution to get people those basic skills on-demand?

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## KEY CHANGES IN WIOA

- Focus on Demand-Driven Services
- **Priority on Business Customer**
- **Priority on Individuals with Barriers**
- Downsize Workforce Board Structures
- Increased Expectation to Create Partnerships Across Programs
- Requirement for Regional Planning
- Performance Metrics Across All Partners (New Business Measures)
- **Credentialing & Career Pathways**

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## Priority: Individuals with Barriers

WIOA created enhanced “priority of service” requirements to ensure that recipients of public assistance and other hard-to-serve populations are able to access critical employment and training services through the OSCC system.

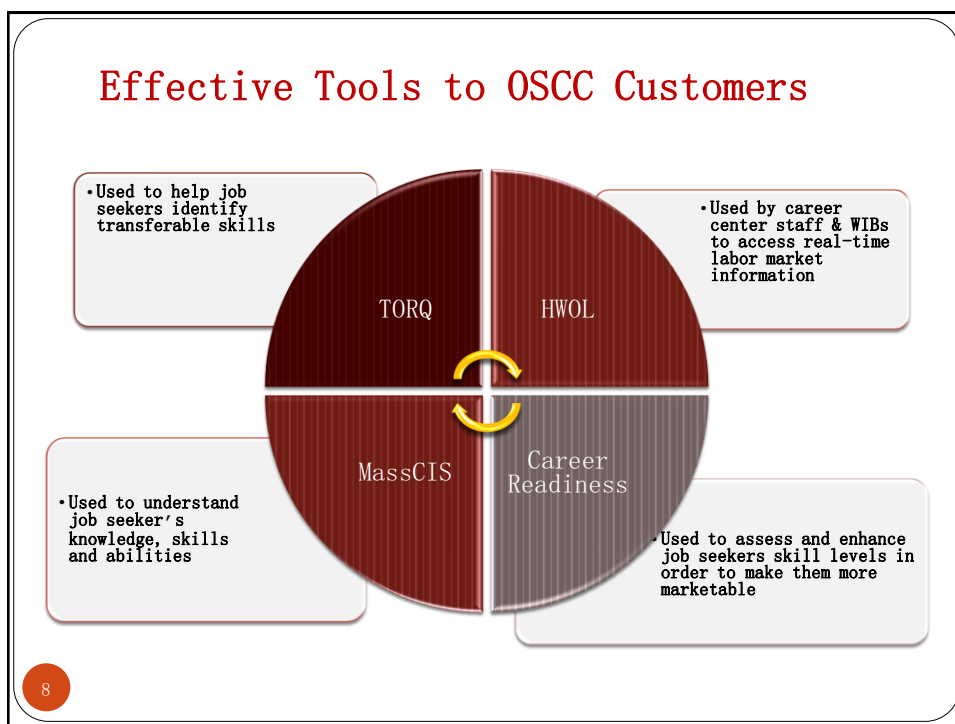
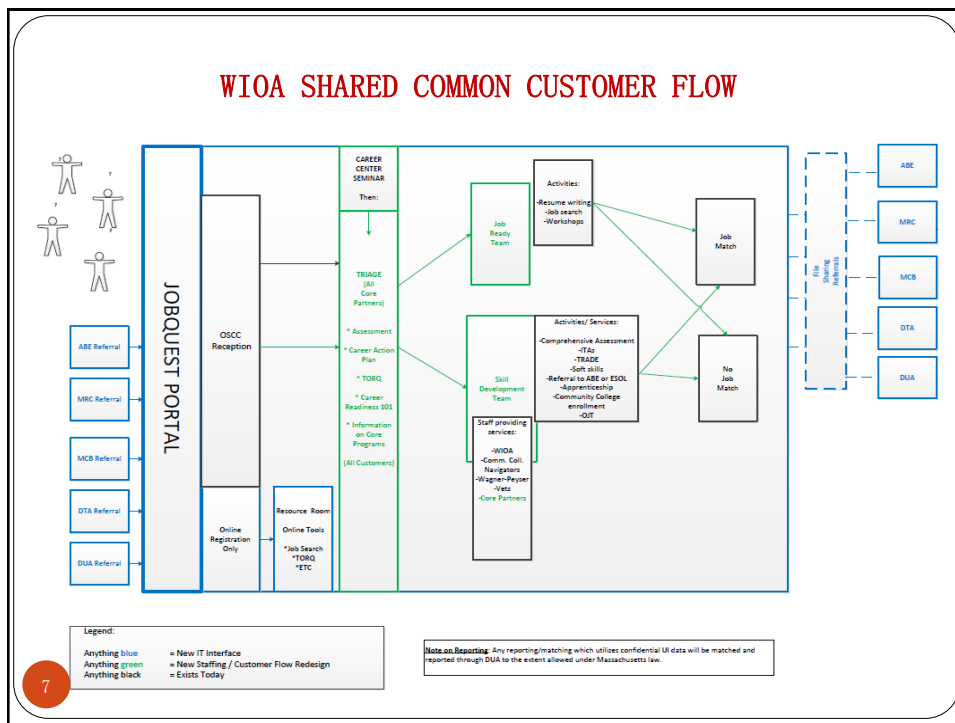
### o How?

- o OSCC Customer Flow (Segment Customer Pop)
- o “Shared” Customers: multi-partner approach to services AND case management
- o Tools: Assessment, remediation, priority for credentialing

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## New Customer Flow (WIOA)

- o Declining customer base
- o Segment at registration/ Career Center Seminar (Job Ready v. Skill Development)
  - o Work History?
  - o Level of Education?
  - o Income level
- o Skill Development
  - o Career Action Plan – including career “pathway” for customer
  - o Workshops on all available resources
  - o TORQ
  - o CR101



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## WIOA Approach: New Bedford

*Under WIOA we'll all be accountable for the same outcomes whether we're Title I or Title II providers. So we'll want to be smart within our regions, about how we can use the tools to reach the outcomes. How can we co-enroll and use cross referrals to provide more comprehensive supports, for example?*

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## ASSESSMENT AT CAREER CENTERS

- **Training Referrals:** CR101/WorkKeys to screen for training referrals (adult education, Adult Career Pathways, community colleges etc)
- **Testing for individuals with barriers (TANF, Disability, Vet etc)**
  - Redesign North Shore OSCC assessment process under DEI grant using CR101 to increase the # of individuals moving into post-secondary
- **Career Action Plan:** CR101 pre-testing to develop career action plan using Job Profile (with other tools)
- **Alternative, Competency-Based Assessment:**
  - Proof of "competency" for individuals with limited educational attainment – for the individual and employer
  - Proof of "commitment" by tracking time-on-task

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## North Shore

Transitioned from TABE as assessment for Individual Training Account eligibility. "Huge advantage for the Career Center and our customers."

### TABE

- TABE results were not meaningful to customers alone.
- OSCC was powerless to provide options to help them improve their scores and their opportunities for training.
- Customers felt discouraged by TABE. They'd be referred elsewhere and give up.

### CR101

- Pre-test identifies the foundational skills the customer needs to improve and it identifies and places them in a starting module, OSCC can keep them engaged
- Empowers customer to stay on track and remediate applied math, reading and using information skills where necessary
- Contextualization and making the learning concrete and practical
- Correlation between the skills and the occupation profiles makes a lot of sense to the customers
- Assessment system is that it's based in the students' interest and relevant to their goals

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## REMEDICATION AT CAREER CENTERS

### CR101 COHORT WORKSHOPS - Assign Job Seekers

- Facilitated by Coach (not teacher)
- Orientation on Tool
- Goal setting for individual (based on Career Plan)
- Hours in computer lab on set schedule – Coaching (not teaching)
- Online time at "home"
- Advancing basic skills toward "next step":
  - Credential
  - Specific Job (based on profile)

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## DTA Workshop: North Shore

*"We have found that a lot of people are capable and disciplined to utilize the self-paced learning"*

- Facilitator is available in the face-to-face learning lab
- Lab facilitator uses the tracking tools - outreach to individual not progressing
- Cohort approach also helped the "esprit de corp"
- Participants became mentors – paired learning
- Built self-esteem to keep going for individuals

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## Job Seeker Example

- Cindy was laid off from her job and recognized she needed to acquire new marketable skills. After meeting with a Case Manager at the North Shore Career Center and reviewing the local labor market she decided that the healthcare field would be a good match for her, in particular the Central Sterilization Certificate program at North Shore Community College.
- Her Case Manager had her take the Career Ready 101 assessment baseline tests right away. The results showed that Cindy needed to improve her Reading and Locating Information skills before referral to the program. Cindy immediately began working on the study modules and within two weeks she had reached the required levels. Cindy's improvement in these areas opened the opportunity to enter the training program.
- She completed the certificate program and is currently working as a Sterile Tech 1, 40 hours a week at Partners/Union Hospital in Lynn.

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## SOFT SKILLS

- Workshops using “soft skills” curriculum
  - Work Behavior
  - “Networking” groups
  - Financial literacy

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## PATHWAYS AND CREDENTIALING

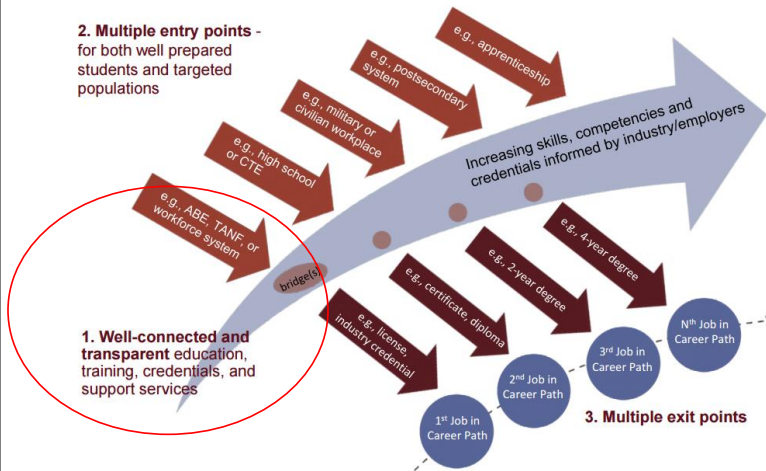
- Co-creation of “career pathways” that support job seekers – supported by all WIOA partners in an area – to achieve post-secondary credentials and advance employment.
- WIOA strengthens the workforce system's focus on work-based training strategies for adults and youth with barriers to employment, including on-the-job training, subsidized employment, and work experience.



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## INTEGRATED CAREER PATHWAYS

### THREE CORE FEATURES OF A CAREER PATHWAY



CLASP GRAPHIC: <http://www.clasp.org/resources-and-publications/publication-1/Alliance-WIOA-CP-Summary.pdf>

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## Examples

Assist individual Career Center customers with remediation to:

- Achieve HiSet
- Enroll in post-secondary credential (without developmental ed)
- Support individual to enroll in "sector" project or career pathway model (Adult Career Pathway, WCTF, DEI, etc.)

Develop new Regional Models with Partners and Employers

- Fill the programming "gap" on basic skills

*New Bedford:  
You don't have to choose between teaching HiSET preparation and using CR 101. Explain to your HiSET students that the NCRC is different from a high school diploma and can help them with their career goals and work opportunities. It is a confidence builder that helps build academic skills as well as language to build a stronger resume that reflects one's skills.*

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## EMPLOYER ENGAGEMENT

- Workforce Development Boards must engage employers in order to ensure that workforce investment activities meet the needs of businesses.
- WIOA emphasizes the creation and use of industry or sector partnerships, which bring together stakeholders connected to local industries to develop short and long-term workforce strategies in those industries.

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## Examples

### Train WIB, OSCC staff on:

- **Ability to “sell” job seeker qualifications** by focusing on competencies (make a match)
- **Ability to demonstrate “job ready” skills**
- **Use of Job Profiles** to help employers understand competency needs
- **Ability to organize “sectors”** and engage business on meeting their needs
- **Future Business Campaign:** NCRC brand recognition

## Forest from the Trees

- o **Gather leadership** – who/how are customers help back by basic skills?
- o **Define the Groups** (#s, demographics etc)
- o **Program Design**
  - o How are services currently targeted to these customers? (WIOA? Vets? REA/RES?)
  - o How can use of remediation/ blended learning be incorporated?
- o **Define goals** for the group and set program design
  - o *Strategic*: What if we collective said that our goal is to ensure that all CC customers get to at least level 3s (bronze) in a region?
  - o *Program Specific*: Sally needs X, X, X in CR101 to move toward her career goals.
- o **Create a Champion**