



WHAT WIOA MEANS TO YOU

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GOALS:

- Increase understanding of WIOA
- Learn the vocabulary of WIOA
- Discover the connections between NEDP, WSCS and the intent of WIOA
- Generate ideas for participation in local and State Plan development activities

WIOA is...

- Workforce Innovation and Opportunity Act (replaces Workforce Investment Act 1998)
- Targets low-skilled, low-income adults
- Improve alignment across core programs
- Intended to increase access to employment, education, training, and support services for individuals

Updates federal workforce programs

Core Programs:

- Adult, dislocated worker, youth programs
- Adult Education and Family Literacy (Title II)
- Vocational rehabilitation
- Wagner-Peyser (employment services)

Adult Education & Family Literacy - Title II



We know WIA - Title II - AEFLA (1998)

- Basic Skills
- ELL and ESL Civics
- High School Diploma [NEDP] or Equivalency
- Family Literacy

NRS Performance Accountability

Structure of WIOA

- Workforce Development Boards
- One Stop Career Centers/American Job Centers
- Workforce Development Partners
 - Employers
 - Workforce Development Providers
 - Education

 - Human Resources Programs

One Stop Delivery System



American Job Centers

- Coordination and collaboration
- Streamline Service Delivery for job seekers and employers
- Customer-focused
- Partners co-locate, coordinate, integrate activities and information

- Workforce Preparation services
- Integrated Education and Training (IET)
- Digital Literacy
- Performance Accountability

Programs and services designed to help an individual acquire a combination of basic academic, critical thinking, digital literacy, and self-management skills

- Using resources and information
- Working with others
- Understanding systems
- Obtaining skills necessary to successfully transition to and complete post-secondary education, training and employment

WIOA Integrated Education and Training (IET)

- Service approach that provides adult education and literacy activities **concurrently and contextually with workforce preparation activities** and
- Targets training in occupations or clusters that assist adults in their educational and career advancement

Required Components

- Adult Education and Literacy [NEDP]
- Workforce Preparation Activities
- **Workforce Training** for specific occupations or occupational cluster

NEDP Components

Academic, HS Competency

- Focuses on application and demonstration of knowledge and skills
- Clients acquire a high school diploma

College and Career Competency

- Clients demonstrate progress in preparation for transition to postsecondary education, training and work

- Occupational/vocational
- **Specialized Skills**
- Transition to Post-secondary

All provide direct links to the goals of WIOA!

The skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.

How does NEDP encourage the development and assessment of digital literacy skills

?

Performance Accountability - ROI



1. % of participants in unsubsidized employment in 2nd quarter after exit from program
2. % of participants in unsubsidized employment in 4th quarter after exit from program
3. Median earnings in the 2nd quarter after exit
4. % of participants - Post-secondary credential attainment & high school completion during participation in program or within 1 yr. after exit - ONLY if employed or enrolled in an education/training program **leading to a recognized post-secondary credential within 1 yr. after exit from program.**

5. % of participants in an education or training program leading to a recognized post-secondary credential and are achieving measurable gains
e.g. established milestones within training program, attaining a high school diploma

- Measurable Skill Gains -
- *-the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment, and who are achieving measurable skill gains toward such a credential or employment.*

- Adult Education's role in foundational skill building during an adult's progress through a training and employment path
- Co-enrollment in education and skills training
- Leads to secondary school diploma or equivalent and transition to postsecondary education and training, or leads to employment

A High School Diploma is not enough!

The activities, tasks, or structures within NEDP make it a program of value to other WIOA partners!

- Workforce Preparation
- Integrated Education and Training
- Digital Literacy
- Performance Accountability

How can NEDP be used to meet
WIOA goals?

How can NEDP be an asset to
local and state WIOA plans?

?

NEDP Supports WIOA Goals

- Allows clients to obtain a HS diploma while meeting other WIOA goals
- Provides a stackable credential that certifies to employers that the client has the **foundational, cognitive, and occupational-specific** skills needed for work readiness.
- Offers an ideal option for WIOA partners looking to develop integrated education (IE) and training program.

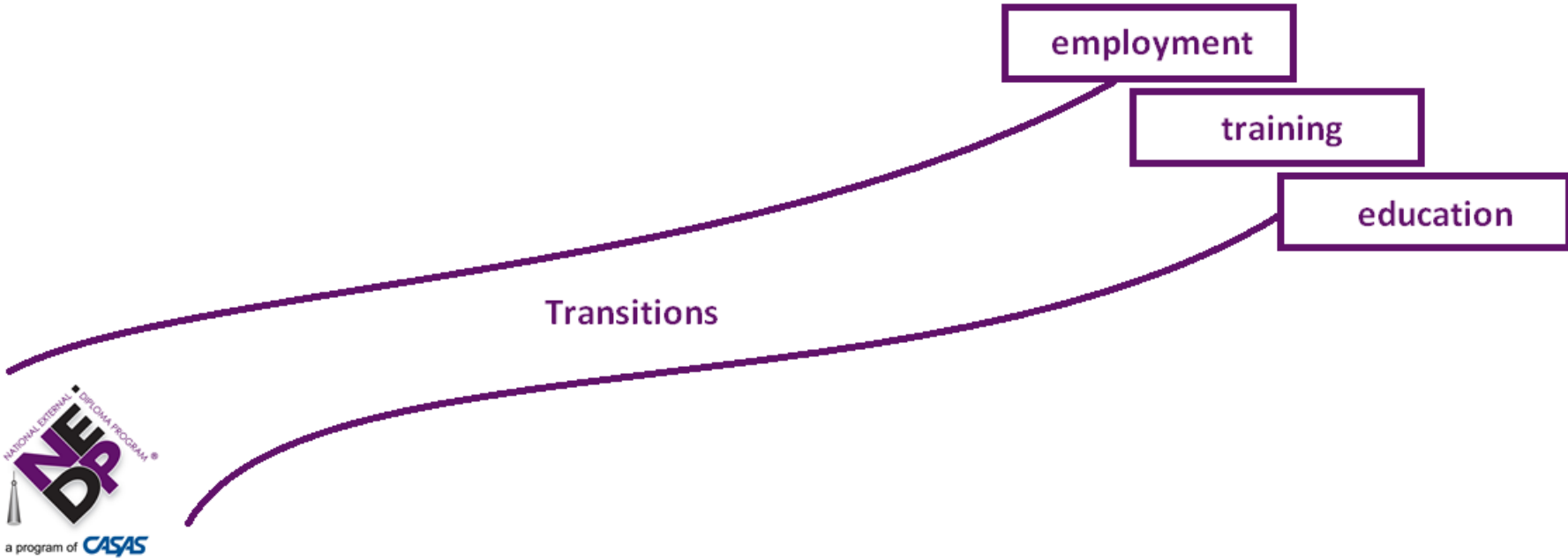
The Language: NEDP and WIOA Integration

NEDP Provides Workforce Preparation Activities in Alignment with WIOA



- NEDP is designed to help clients acquire a combination of basic academic, critical thinking, digital literacy, and self-management skills
- NEDP includes competencies in utilizing resources and using information, and acquiring other skills necessary for successful transition into postsecondary education, training, or employment

NEDP Transitions to WIOA Goals



HS diploma + ICDI = **get a job** **get a better job** **upgrade skills** **move to another career field**

- NEDP historically values the linkage between earning a high school diploma and college and careers.
- NEDP includes a college/career component [since its inception in 1975].
- The NEDP College and Career Competency requires graduates to demonstrate work history, attainment of an occupational credential/certificate, complete job training prior to graduation or demonstrate skills for college.

About the NEDP (Elevator Speech)



- The National External Diploma Program® (NEDP) is a competency-based, applied performance assessment system in which participating adults and out-of-school youth (OSY) can demonstrate their abilities in a series of simulations that parallel job and life situations.

About the NEDP (cont.)



- Participants are evaluated against a criterion of excellence instead of by comparison to others, take responsibility for acquiring instruction by using existing resources, and **achieve mastery of all required competencies, plus an occupational, or specialized skill.**

Sample Item: Occupation, Skills and Education

Competency Area

- 21st Century Workplace

Competency

- 61. Identify occupations and the skills and education required for specific jobs

Performance Indicator

- 61.1 Compare and contrast two or more similar employment opportunities and summarize the following information:
 - a) salary and benefits;
 - b) the education level;
 - c) experience required;
 - d) hours of employment;
 - e) transportation options for getting to each job.
- 61.2 Describe for each: specific skills/abilities; personal skills; and job outlook.

Sample Item: Occupations, Skills and Education, cont.

Competency 60: Locate information on employment opportunities including online searches, job ads, and career center offerings

Foundation Skills	NEDP Performance Indicator	CCR Standard(s)
<p>ICT 26.6 Demonstrate the ability to use the Internet by:</p> <ul style="list-style-type: none"> a) opening a Web browser to access a supplied Web site; b) researching an issue for a purpose; c) locating and documenting multiple resources; d) obtaining information in the form of a downloadable document, e) submitting information online. 	<p>61.1 Compare and contrast two or more similar employment opportunities and summarize the following information :</p> <ul style="list-style-type: none"> a) salary and benefits; b) the education level; c) experience required; d) hours of employment; e) transportation options for getting to each job. <p>61.2 Describe for each:</p> <ul style="list-style-type: none"> a) specific skills/abilities b) personal skills c) job outlook. 	<p>CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

Applicability of NEDP Skills

- NEDP skills are applied in performance tasks in life and work contexts.

Foundation Skills and Core Subjects	21 st Century Themes in Context Areas	Self-efficacy Skills
Reading Writing Listening Speaking Mathematics Information and Communication Technology Listening/Speaking Media Literacy Geography and History Science	21 st Century Workplace Cultural Literacy Civic Literacy and Community Participation Health Literacy Financial Literacy and Consumer Awareness	Self-Assessment Learning to Learn Problem Solving Critical Analysis Goal Setting Time Management Personal Responsibility Self-direction

- Foundation and self-efficacy skills are applicable to college and careers.

- Flexible schedule
- Contextualized activities
- Assesses Information and Communication Technology skills
- NEDP can be offered at partner agency
- Proctored assessments with a certified NEDP Assessor may be administered at an adult education center, America's Job Center or community college

- Accelerates the acquisition of skills by allowing concurrent work or job training activities
- Utilizes web-based technologies to further develop digital literacy skills
- If a person gets a job, no interruption to educational goals with NEDP

Key Characteristics of NEDP



- Performance-based
- Uses a competency-based approach
- Focused on life and work skills
- Self-paced and flexible
- Appropriate for ESL and special needs learners
- Encourages learner self-efficacy and active engagement
- Offers a locally or state-awarded high school diploma

- Focus on application of knowledge.
- Demonstrates participants' knowledge and skills in more complex tasks.
- Mirrors realistic performance in our lives.
- Allows for more in-depth content coverage.
- Integrates web-based technology.
- Determines that participants know how to apply their knowledge and skills.
- Application of skills allows for transferability of skills to different contexts.

What Do Graduates Like about NEDP?

- Relevance to tasks to everyday life and client goals
- Active participation and self-directed learning
- Hands-on activities
- Advisor and Assessor relationships
- Flexibility to work at own pace
- Program structure of clear phases and regular appointments
- Regular feedback and progress reports
- Multiple opportunities to demonstrate competencies
- Encouragement of self-confidence and self-worth





WSCS at the WIOA Table



Individualized Competency for NEDP

Three options:

Occupational/vocational

Specialized Skill

- **WSCS**

Transition to Post Secondary



Workforce Skills Certification System

Add workforce preparation component to the education program to meet WIOA goals.

Provide an optional component of the **Individualized Assessment** and assist the transition of NEDP clients into the workforce

Adult Literacy clients are able to:

- Utilize the work readiness skills identified and valued by employers
- Earn **Workforce Skills Certification** in addition to basic and ELL skills and a high school diploma



Assesses skills to ensure:

- **Alignment:** A match between a job's skill requirements and an applicant's skills
- **Success:** A learner has the ability to succeed in job training and on-the-job.



- **Assesses both Academic and Soft Skills**
- **Recognizes demonstrated skills**
- **Provides Tools to develop deficit areas**
- **Completers hold **Profile** for employer use to document qualified, job-ready candidates**



Workforce Skills Certificate

Certifies workforce readiness in

- **Workforce Basic Skills - CASAS**
 - Reading Comprehension (advanced level)
 - Math (advanced level)
 - **Critical Thinking and Problem Solving**
- **Soft Skills – Learning Resources, Inc**
 - Personal Qualities
 - Customer Care Skills



WSCS: A National system for local needs

A partnership of two nationally recognized and validated skill measurement systems

- CASAS – workforce basic skills
- LRI – soft skills

To meet local labor market needs, WSCS helps

- Employers identify skill levels required for jobs
- Job candidates document skill attainment
- Education/Training providers establish competence targets for learning



Workforce Readiness and Certification

Workforce Readiness = PROFILE

**Documents current skill attainment and
progress toward Workforce Skills
Certification**

Workforce Certification = CERTIFICATE

Certifies workforce readiness



WSCS Profile



Workforce Skills Profile

Awarded to: Dow, John J.
By Agency: Rolling Hills Adult
Date Issued: January 12, 2010

ACADEMIC SKILLS

Basic		Advanced		Academic skills typically demonstrated at this level			
1	2	3	4		5	6	7
Reading					<ul style="list-style-type: none"> Interprets common written material related to everyday needs and materials in everyday and work contexts Interprets text in standard organizational formats, including tables Finds information in directories and simple reference materials Interprets illustrations and simple diagrams Has sufficient reading skills necessary for using a computer for content understanding Web page content 		
Math					<ul style="list-style-type: none"> Uses mental math to solve simple problems Converts and calculates with units of time Calculates linear measurement in inches, feet and miles. Uses conversion factors Interprets data in tables and charts. Records data in simple formats 		

SOFT SKILLS

Basic		Advanced		Personal Quality skills demonstrated			
1	2	3	4		5	6	7
Integrity					<ul style="list-style-type: none"> Tries to stop others who are about to break a rule. Reminds them of the rule to a manager or supervisor if necessary. 		
Responsibility					<ul style="list-style-type: none"> Tries to keep private life from affecting work. Doesn't say "That's not my job." when something unusual or unexpected happens. Willing to ask for help, more information or clearer instructions. Recognizes quality work, ready to go the extra mile to make sure it's done right. Responds by helping out when needed, even if it means giving up some of his/her own time. 		
Self-Esteem					<ul style="list-style-type: none"> Stands up for self where appropriate; on the other hand, doesn't let others know he/she is doing poorly done work; accepts suggestions for ways to do the job better. Willing to try new things, learn new skills and ask for help when needed. 		
Self-Management					<ul style="list-style-type: none"> When things get slow, finds something to do rather than wait to be told. Asks for help when he/she can't do something, whether it's because he/she is busy or because he/she doesn't know how to do it. 		
Reliability					<ul style="list-style-type: none"> Is open and honest with coworkers because he/she knows it's easier to be honest than to lie. 		



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SOFT SKILLS

Basic		Advanced		Customer Care skills demonstrated			
1	2	3	4		5	6	7
Decision Making					<ul style="list-style-type: none"> Recognizes when it is best to personally handle customer needs versus when to direct the customer elsewhere. Recognizes priorities, then implements solutions based on an understanding of business need. Decides when to vary from routine operating policies/guidelines and when to adhere to them. Recognizes when more information is needed for making a decision. 		
Customer Relations					<ul style="list-style-type: none"> Remains polite and professional when interacting with customers who make unreasonable demands. Faced with a hostile customer, maintains positive demeanor and earnestly attempts to help the customer. 		
Commitment to Quality					<ul style="list-style-type: none"> Evaluates alternative strategies for customer satisfaction, then chooses one that minimizes harm and makes the customer feel supported. Proactively assists peers for the purpose of increasing overall quality of company operations. Appropriately uses voice and body language communicate to the customer that satisfying the customer's need is of highest importance. Balances own work schedule against customer needs; willingly makes adjustments. Determines customer need and improves customer relations by listening to customer comments and requests. 		

ACADEMIC SKILLS as measured by CASAS

The Academic skill scores are determined by an individual's responses to an internationally validated standardized assessment. Results are reported using National Reporting System (NRS) Educational Functioning Levels (EFL) accepted by both the U.S. Departments of Labor and Education to track academic skill achievement. Detailed information about the full range of skills measured by CASAS can be found at www.casas.org

SOFT SKILLS as measured by LRI

The Soft Skill scores are determined by individual's responses to an objective, employer-validated assessment (using work-related video simulations) that has been used to assess millions of applicants and incumbent workers. A person with a score of 7 means that the individual scored better than 70% of those tested. Detailed information about the full range of soft skills measured by LRI can be found at www.learning-resources.com



Workplace Behaviors

Personal Qualities

- Integrity
- Responsibility
- Self-Esteem
- Self-Management
- Sociability

Customer Care

- Customer Relations
- Decision Making
- Commitment to Quality





Workforce Skills Profile

- Documents current skill attainment
- Provides tools to help employers identify key entry-level skills
- Indicates readiness for certification



WSCS Certificate

National Workforce Skills Certificate

Awarded to

John Dow

for demonstrating mastery of
Workforce Basic Skills and Soft Skills

Rolling Hills Workforce Center
August 30, 2010



**Workforce Skills
Certification System**
a program of **CASAS** and **LRI**



Preparing Clients: the Road to Certification

- Determine current skill levels and learning needs
- Available curriculum support
- Measure progress and readiness for certification



Soft Skills Development

Targeted Developmental Options, Curricula and Integration Tools

- Individual or Group Development plans
- On-line development
- Workshops and Job Clubs
- Coaching – Modular Curriculum
- On-line curriculum: Customer Service
- Reassessment
- Work Experience and/or Post-Employment Feedback



Contact Information

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- This is a time of tremendous change and pressure on workforce development programs- business as usual will not be an effective response.
- NEDP and WSCS process can contribute to re-visioning programs and strengthening their value to education, learners and employers.
- Integrating soft skills into academic and career components of WIOA programs can begin to be done now.

PRE-EMPLOYMENT, WORK MATURITY CHECK LISTS

CASAS:

Focus on Job Readiness Skills & Employment
Preparation - Checklists:

- A: Career awareness
- B: Preparing a Resume
- C: Cover Letter
- D: Filling Out an Application
- E: Interviewing
- F: Work Maturity
- G: Job Experience/Training

List 3-5 components of the NEDP and WSCS programs, or the CASAS system that you will highlight for WIOA planning purposes.

Thank you for coming!