Welcome to the 2017 NTI in Charleston, SC!
National Adult Education Professional Development Consortium

National Training Institute • November 14-17, 2017

NAEPDC

NTI Planning Committee

Sheryl Hart, Arizona (Chair)
Sandy Crist, Mississippi
Susan Fish, Oregon
Jennifer Foster, Illinois
Marcia Hess, Wyoming
Jacqueline Korengel, Kentucky
Philip Less, Rhode Island
Lennox McLendon, NAEPDC Emeritus
Design of 2017 NTI

- Six sessions on topics highly relevant to states, according to surveys
- Four of these sessions incorporate smaller breakout groups to allow participants to dive deeper into the topic
- NTI Session Organizer Tool sent to attendees – this tool is intended for use before, during and after the NTI
Session 1

Workforce Preparation Strategies & Options

Presenters: Sandy Crist (MS) & Jacqueline Korengel (KY)

Wednesday, November 15, 9am – 12:30pm
Kentucky Adult Education
Skills U

Workforce Preparation/Essential Skills

Presented at National Training Institute (NTI)
November 15, 2017

Jacqueline E. Korengel, Ed.D.
Associate Vice President for Adult Education
Kentucky Council on Postsecondary Education
KYAE Skills U’s “Story”

➢ Why
➢ What
➢ Who
➢ How
➢ Where & When
Why are Workforce Preparation Skills important?
• Lack of workers with ‘soft skills’ demands a shift in teaching, The Conversation, Libby Sander, February 27, 2017.
• The Cost of Poor Communications, A Business Rationale for the Communications Competency, Society for Human Resource Management (SHRM), online: Excerpted from Patricia M Buhler & Joel D. Worden, Up, Down, and Sideways: High-Impact Verbal Communication for HR Professionals (SHRM, 2013).
• Collaborative Overload, Rob Cross, Reb Rebele, and Adam Grant, Harvard Business Review, January-February 2016 Issue.
• The New Basics: Big data reveals the skills young people need for the New Work Order, Foundation for Young Australians: fya.org.au, 2016.
• Data Reveals the Most In-Demand Soft Skills Among Candidates, Buy Berger, Linkedin Talent Blog:, August 30, 2016.
Who is uniquely positioned?
## EMPLOYABILITY STANDARDS

The employable adult should be able to:

| E.1 | Effectively contribute to a team through cooperation, leadership, and giving and accepting critical feedback to work toward a common goal. |
| E.2 | Utilize workplace tools and technologies to communicate effectively (e.g., memos/e-mails, basic computer programs, phone systems). |
| E.3 | Model compliance of workplace policies and procedures. |
| E.4 | Utilize and support workplace organizational structures (e.g., company departments, corporate goals, chain of command). |
| E.5 | Utilize resources responsibly. |
| E.6 | Identify and effectively use skills and materials needed for a particular task. |
| E.7 | Accurately analyze information and respond appropriately. |
| E.8 | Interact with others in a professional manner. |
| E.9 | Analyze self-performance to better understand strengths and areas for improvement. |
| E.10 | Seek out opportunities for advancement and improvement of personal skills and abilities. |
Strengthen Partnerships
Continuous improvements on **How**

**CONTEXTUALIZE**

**BLENDED LEARNING**
Stackable Credentials
When?
Where are we?
Where are we going?
KYAE Skills U Resources


http://lessonbank.kyae.ky.gov/
Mississippi Works
Smart Start Career Pathway

Sandy Crist
State Director
What is the Mississippi Works Smart Start Career Pathway?

• Avenue used to implement the State Combined Plan.

• “No Wrong Door” concept.

• Requires a close relationship among core partners, local agencies and staff.
Smart Start Career Pathway Model

**No High School Diploma/Equivalent**
- Adult Education
  - Smart Start Course
  - Basic Skills
  - Career Awareness
  - Necessary Skills

**Career Tech Education**
- Basic Skills
- Certification/MIBEST
- Credential Degrees
- Apprenticeships
- Necessary Skills

**High School Diploma/Equivalent**
- Work Ready
  - Job Search
  - Job Referral
  - Resume Preparation
Smart Start Course
MS Adult Education Program

Basic Skills
- Reading, Writing, Math
- National Career Readiness Certificate (NCRC)

Career Awareness
- Career Counseling (Sector Strategies)
- Job Search
- Career Goals
- Financial Awareness

Necessary Skills
- Communication
- Teamwork
- Work Ethic
- Financial Awareness
Internet-based learning system

KeyTrain Foundation Skills
- Trainability
- Transferable skills

KeyTrain Career Skills
- Soft skills in the workplace

Job Search Skills
- Resumes, Job Search, Job Applications
- Interviewing

Career Exploration
- Search careers by WorkKeys skills and interest areas
Teach
Click *Teach* for classroom tools like presentations, handouts, and grading.

Next up on your agenda:
There are no dates on the agenda for this class.
*Add assignments to agenda now*

Setup
Work with students, classes, lessons and settings.

Calendar
View upcoming sessions and tasks in a calendar format.

Reports
See data about student and class performance and progress.

Career Exploration
Search jobs by category and skill levels.

Portfolio Browser
View and print portfolios for the students in this class.

Announcements
Nothing new to say today!
Viewing a Lesson and Topic:
Interactive Lessons or Classroom Presentations & Exercises
Instructor-Led Lessons include lecture guides, presentations, handouts and printable quizzes.
# Career Ready 101 Class Reports

<table>
<thead>
<tr>
<th>Report Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Report</td>
<td>New! See attendance records for all instructor-led sessions for this class. Coming soon!</td>
</tr>
<tr>
<td>Progress Report</td>
<td>Generate a multi-sheet Microsoft Excel spreadsheet showing progress during a date range and selection of courses specified by you. Technically, since the product of this report is a spreadsheet of exported data, it is categorized as an Export. But we have included a link to it here because it serves as a powerful Report, too!</td>
</tr>
<tr>
<td>Class Status Report</td>
<td>Student Status Reports for each student in the class - status of each course assigned including goal, score and time spent.</td>
</tr>
<tr>
<td>Grade Book Report</td>
<td>Class pretext and final quiz scores by course and student in grade book format. Includes number of quiz attempts per student.</td>
</tr>
<tr>
<td>Lesson Statistics</td>
<td>Average class scores for each course lesson, number of students completing each lesson, time spent by lesson and total time spent.</td>
</tr>
<tr>
<td>Course Objective Analysis</td>
<td>Quiz results by level for selected courses: attempts, average class scores, number passed and failed. Optionally includes topic objectives and results.</td>
</tr>
<tr>
<td>Class Detail Report</td>
<td>Assigned courses/lessons, last quiz date, status, scores/targets and number of quiz attempts.</td>
</tr>
<tr>
<td>Class Roster</td>
<td>List of all students in a class</td>
</tr>
<tr>
<td>Career Skills Analysis</td>
<td>Course/lesson objectives and outcomes and student quiz data for all students.</td>
</tr>
</tbody>
</table>
Smart Start Course

MS OAE SMART START PATHWAY COURSE

Course Number and Name:   LLS 1722/RST 1312   Smart Start Pathway

Description: Students entering the Smart Start Pathway under the Workforce Innovation and Opportunity Act will be placed in this course. Students will enroll in the MS Works system and learn three components within the pathway: Career Awareness, Necessary Skills, and Basic Skills. They will develop the foundational skills needed for their careers, learn and practice good work habits and effective communication that is necessary in successful employment. Students will learn how to become prepared to learn new skills for future careers within their region’s workforce sector, identifying the career components that are necessary for middle-skill employment. Students will complete the WorkKeys® assessments in Reading for
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<td>Work Ethic</td>
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<td></td>
<td>Financial Awareness</td>
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</table>
Smart Start Course

1. Basic Skills
   - Reading, Writing, Math
   - National CRC Preparation
   - High School Equivalency
The National Career Readiness Certificate™ (NCRC®) is based on an individual’s performance on three WorkKeys® skills assessments:

- Applied Mathematics,
- Workplace Documents, and
- Graphic Literacy.

Scores on these assessments determine the certificate level—bronze, silver, gold, or platinum—an individual can earn.
2. Career Awareness

- Learning about your career interests,
- Exploring career options and creating career goals,
- Resume writing,
- Conducting a job search,
- How to handle job applications and interviews,
- Developing career skills to succeed in the workplace.
Smart Start Course

3. Necessary Skills

- Communication / Listening Skills
- Teamwork / Collaboration
- Goal Setting / Time Management
- Professionalism / Work Ethic
- Role of Employer / Role of Employee
- Conflict Resolution
- Financial Awareness / Life Skills
Successful Completions

• Smart Start Pathway State Credential
  • approved and issued by the MCCB
• National Career Readiness Certificate NCRC
  • **Bronze - Minimum**
  • Silver – (Goal)
• High School Equivalency Diploma
  • or continued enrollment in HSE program.

Creating Student Portfolio for all of our students based on the Success Plan at entry into the pathway.
Questions for Small Group Discussion:

1. How do you ensure workforce preparation is available/integrated in provider instruction?

2. Are workforce preparation efforts stand alone or are integrated through contextualizing or another method?

3. Do you award a certificate? Or certificates (stackable)?

4. How do you efficiently and effectively integrate workforce preparation in your IET models?

5. How do/did you engage employers/employers’ associations in specifying workforce preparation areas of interest, e.g., communication, digital literacy, etc.?

6. What policies have you put in place to ensure workforce preparation accompanies academic instruction?

7. Are there any other unique ways (outside of what’s been discussed) in which states’ providers are providing workforce preparation?
Session 2

WIOA One-Stop Partnerships

Presenter: Cheryl Keenan (OCTAE)
Questions for Small Group Case Study Discussion:

Read your assigned case study and note any questions or observations that occur to you. Work with your facilitator in your small group and evaluate the case study considering the following questions:

• 1. Based on the information presented, what did you observe went well?

• 2. What information is missing or what questions does the case raise for you in terms of meeting the one-stop partnership requirements?

• 3. If this was a program in your state, what are some of the issues/problems you observed and their solutions?