CTECS Workplace Readiness Skills Summit 2019
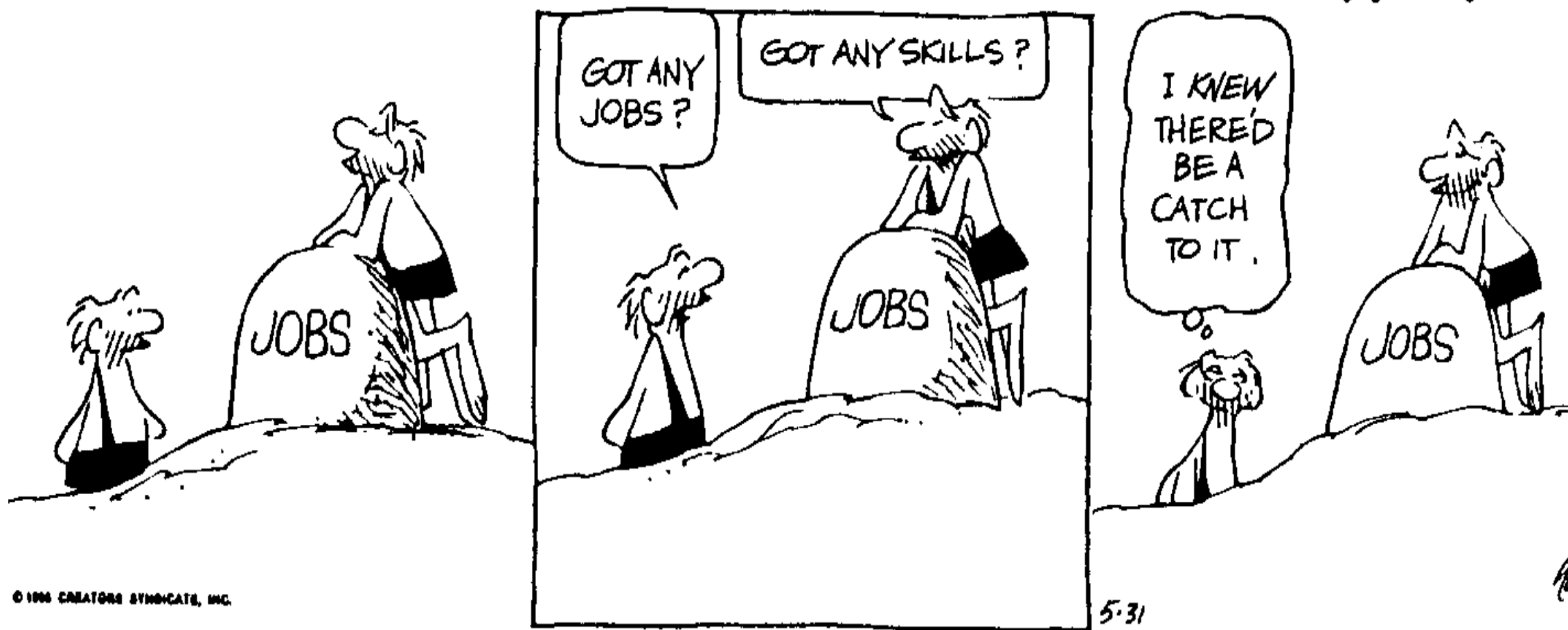
Sacramento, CA

Career readiness skills are a universal behavioral expectation of *every* employee, regardless the specific career choice
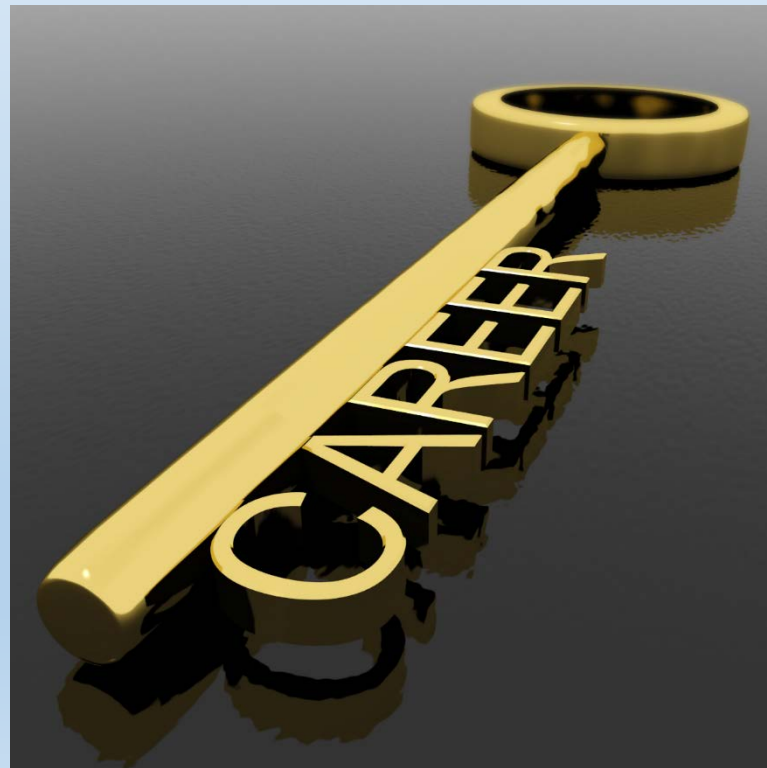
CTECS
Career and Technical Education
Consortium of States

WRS Resources and Exposing Students Early through Life - Impetus

WRS Summit Agenda

- Introductions—name, title, state and briefly, your job role
- CTECS Overview
- Ground Rules
- Summit Purpose
- Summit Goals
- WRS Context

CTECS

- Since 1973, to provide industry-based resources and services for the improvement of career technical education and workforce development instruction, assessment, certification, and delivery.

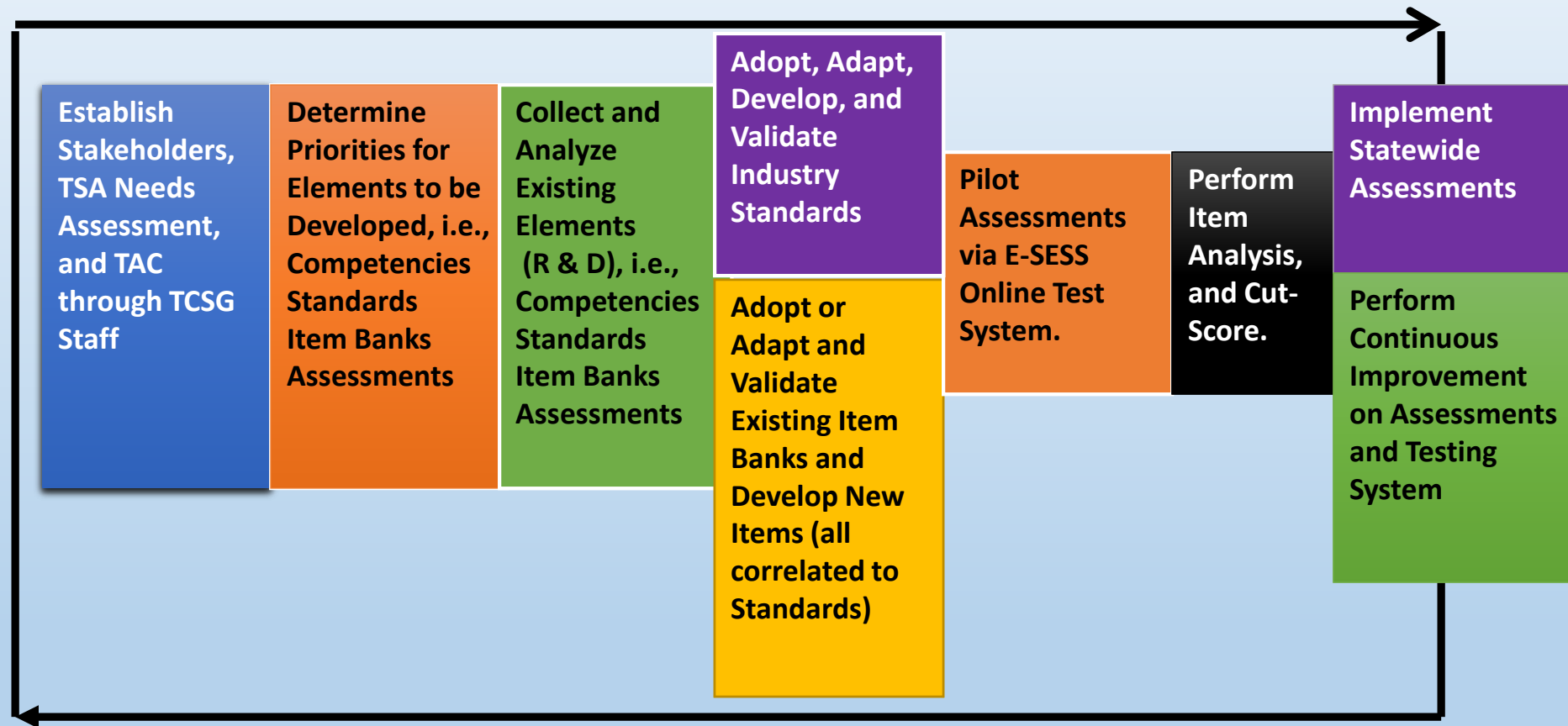- To meet Perkins end-of-program skills attainment and program improvement goals.

Our Current Members

- Florida (FADA, industry)
- Idaho
- Idaho Apprenticeships
- Kentucky
- Maine
- Nevada
- Oregon (regional)
- South Carolina
- Virginia
- California

See our website for work history with government, industry associations, postsecondary

How We Do It

Establish Stakeholders, TSA Needs Assessment, and TAC through TCSG Staff

Determine Priorities for Elements to be Developed, i.e., Competencies Standards Item Banks Assessments

Collect and Analyze Existing Elements (R & D), i.e., Competencies Standards Item Banks Assessments

Adopt, Adapt, Develop, and Validate Industry Standards

Adopt or Adapt and Validate Existing Item Banks and Develop New Items (all correlated to Standards)

Pilot Assessments via E-SESS Online Test System.

Perform Item Analysis, and Cut-Score.

Implement Statewide Assessments

Perform Continuous Improvement on Assessments and Testing System

CTECS Technical Assessment Design Model

WRS Summit Ground Rules

Controlled Chaos
- We are doing a digital sound recording
- Hold your questions for the Open Collaboration Q and A
- Think of one or two poignant questions during presentations
- Use the notecard for questions
- Respect the presentation time allotted
- Make sure the community is both local and global
- Always be authentic and transparent
- First uncomfortable; then comfortable
- Exchange of ideas lead to tangible steps and outcomes

WRS Summit Purpose and Goals

Listen to each other's perspectives and collaborate on ways to build a career ready systemic infrastructure that puts the student (future workforce) and community first:

- Identify career ready challenges and shortcomings in our educational and workforce environments
- Identify solutions to overcome these challenges.
- Collaborate on career ready resources that supports and strengthens our infrastructure.
- Takeaways: Stakeholder Coalition
- Summit Tangibles (surveys) and (your commitment)

WRS Summit Purpose and Goals

- Collaborate here

- Plan to collaborate later

- Listen and take notes on the continuum of perspectives:
  - MS
  - HS
  - Board of Education Policies
  - Post-secondary
  - Adult Education
  - Veterans Service
  - HR
  - Workforce: Business and Industry
  - Perkins V
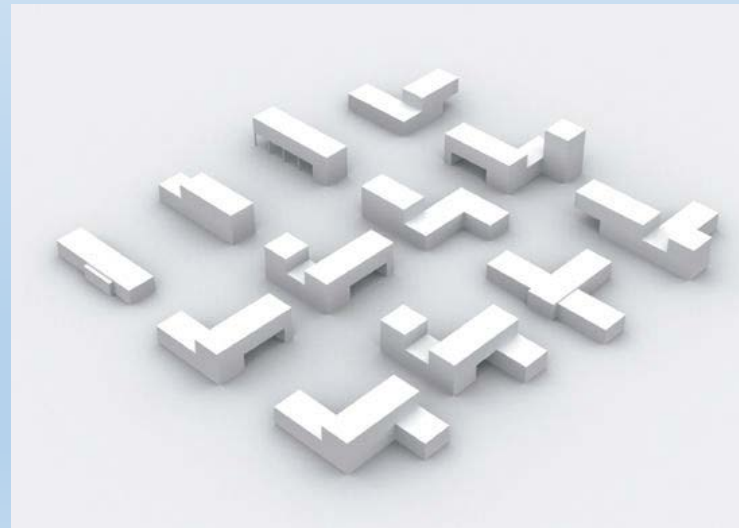
Context

- Call from employers—put career education in the classroom
- Demographics & Workforce Group, Weldon Cooper Center, University of Virginia
- Teens were not receiving work experience from summer jobs—significantly down over the last 30 years
- Inconsistent support for career education
- Perkins—accountability & middle school career education
- The changing ways we work together
- The changing ways we must prepare the next generation of workers—the skills gap

Emphasis on Career Ready

Federal and state policies point toward reinforcement and enhancement, if not stronger initiatives and mandatory measures, of career readiness skills. Employers continue to call for teaching them and education is beginning to respond.

WRS Assessment

Your programs got them **technically-ready** for the workforce, but did it get them **workplace-ready?**

- Measures curricular validity
- Dramatically aids program improvement.

Embedded Accountability

- Ensures, through shared identification and curriculum, that skills are taught in CTE and beyond

- Determines, through precise reporting, where teaching is strong and where students need more instructional resources

Reporting

- Reported data identifies where instruction is strong and weak among a full array of standards.

- Student success on the test indicates to employers and postsecondary personnel that students possess an awareness of employment expectations.

Depth: 3) Standard

1) Idaho Workplace Readiness Skills	81.18 %
A) Personal Qualities and People Skills	85.91 %
1) Positive Work Ethic: Comes to work every day on time, is willing to take direction, and is motivated to accomplish the task at hand	81.56 %
2) Integrity: Abides by workplace policies and laws and demonstrates honesty and reliability	84.22 %
3) Teamwork: Contributes to the success of the team, assists others, and requests help when needed	93.44 %
4) Self-representation: Dresses appropriately and uses language and manners suitable for the workplace	83.26 %
5) Diversity Awareness: Works well with all customers and coworkers	92.62 %
6) Conflict Resolution: Negotiates diplomatic solutions to interpersonal and workplace issues	83.55 %
7) Creativity and Resourcefulness: Contributes new ideas and works with initiative	82.27 %
B) Professional Knowledge and Skills	76.93 %
8) Speaking And Listening: Follows directions and communicates effectively with customers and fellow employees	87.94 %
9) Reading And Writing: Reads and interprets workplace documents and writes clearly	61.28 %
10) Critical Thinking And Problem Solving: Analyzes and resolves problems that arise in completing assigned tasks	79.43 %
11) Health And Safety: Follows safety guidelines and manages personal health	85.46 %
12) Organizations, Systems, And Climates: Identifies big picture issues and his or her role in fulfilling the mission of the workplace	67.38 %
13) Lifelong Learning: Continually acquires new industry-related information and improves professional skills	65.6 %
14) Job Acquisition And Advancement: Prepares to apply for a job and to seek promotion	75.18 %
15) Time, Task, And Resource Management: Organizes and implements a productive plan of work	74.47 %
16) Mathematics: Uses mathematical reasoning to accomplish tasks	87.47 %
17) Customer Service: Identifies and addresses the needs of all customers, providing helpful, courteous, and knowledgeable service	83.87 %
C) Technology Knowledge and Skills	83.29 %
18) Job-Specific Technologies: Selects and safely uses technological resources to accomplish work responsibilities in a productive manner	87.23 %
19) Information Technology: Uses computers, file management techniques, and software/programs effectively	80.14 %
20) Internet Use And Security: Uses the Internet appropriately for work	91.49 %
21) Telecommunications: Selects and uses appropriate devices, services, and applications	75.6 %

Curriculum Modules and Resources

- Short-duration activities
- Accessible to students, not just teachers
- Useful in targeted remediation, used along with
  CTECS/ESESS reporting
- Focus on vocabulary via Quizlet
- Focus on students quickly creating a product rather than just delivering potential knowledge (contextual learning rather than rote memorization)