Career readiness skills are a universal behavioral expectation of every employee, regardless the specific career choice.
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.
<table>
<thead>
<tr>
<th>1) Idaho Workplace Readiness Skills</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td><strong>A) Personal Qualities and People Skills</strong></td>
<td></td>
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<tr>
<td>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</td>
<td>81.18%</td>
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<td>2) Integrity: Abides by workplace policies and laws and demonstrates honesty and reliability</td>
<td>85.91%</td>
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<td>3) Teamwork: Helps the team, assists others, and requests help when needed</td>
<td>81.56%</td>
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<td>4) Self-representation: Dresses appropriately and uses language and manners suitable for the workplace</td>
<td>84.22%</td>
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<td>5) Diversity Awareness: Works well with all customers and coworkers</td>
<td>93.44%</td>
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<td>6) Conflict Resolution: Bridges differences between interpersonal and workplace issues</td>
<td>92.62%</td>
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<tr>
<td>7) Creativity and Resourcefulness: Contributes new ideas and works with initiative</td>
<td>83.26%</td>
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<tr>
<td><strong>B) Professional Knowledge and Skills</strong></td>
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<td>8) Speaking And Listening: Follows directions and communicates effectively with customers and fellow employees</td>
<td>86.55%</td>
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<td>9) Reading And Writing: Reads and interprets workplace documents and writes clearly</td>
<td>92.62%</td>
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<td>10) Critical Thinking And Problem Solving: Analyzes and resolves problems that arise in completing assigned tasks</td>
<td>76.93%</td>
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<td>11) Health And Safety: Follows safety guidelines and manages personal health</td>
<td>87.94%</td>
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<td>12) Organizations, Systems, And Climates: Identifies big picture issues and his or her role in fulfilling the mission of the workplace</td>
<td>61.28%</td>
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<td>13) Lifelong Learning: Continually acquires new industry-related information and improves professional skills</td>
<td>79.43%</td>
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<td>14) Job Acquisition And Advancement: Prepares to apply for a job and to seek advancement</td>
<td>85.46%</td>
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<td>15) Time, Task, And Resource Management: Organizes and implements a productive plan of work</td>
<td>67.38%</td>
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<td>16) Mathematics: Uses mathematical reasoning to accomplish tasks</td>
<td>75.38%</td>
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<td>17) Customer Service: Identifies and addresses the needs of all customers, providing helpful, courteous, and knowledgeable service</td>
<td>74.47%</td>
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<tr>
<td><strong>C) Technology Knowledge and Skills</strong></td>
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<td>18) Job-Specific Technologies: Selects and safely uses technological resources to accomplish work responsibilities in a productive manner</td>
<td>83.29%</td>
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<tr>
<td>19) Information Technology: Uses computers, file management techniques, and software/programs effectively</td>
<td>83.29%</td>
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<tr>
<td>20) Internet Use And Security: Uses the Internet appropriately for work</td>
<td>87.47%</td>
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<tr>
<td>21) Telecommunications: Selects and uses appropriate devices, services, and applications</td>
<td>91.49%</td>
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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)