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WELCOME

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- We will learn about:
 - ✓ Capital Workforce Partners (CWP) School-to-Career Strategies and Program Outcomes
 - ✓ Employer Engagement
 - ✓ *CWP Career Competency System*



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The CWP Career Competency System

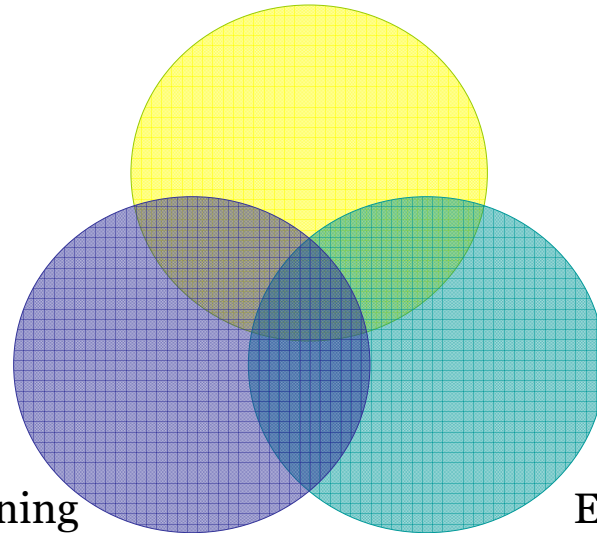
School-To-Career Strategy



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THE BUSINESS EDUCATION

To Achieve Outcomes, Three Elements Must Work Together:

Technical Assistance



Employment and Training

Employer Engagement

CWP School-to-Career Strategies



- Create intentional, focused programming
 - Leads to Short- and Long-Term Outcomes
 - Outcomes are beneficial for both CWP Customers:
 - ✓ Employers
 - ✓ Job Seekers
- Partners are necessary for success:
 - Funders
 - School Systems
 - Employment and Training Providers
 - Employers
 - Municipalities and related services

School-To-Career Programs



Long-term program outcomes for CWP in-school youth:

- Youth will graduate from high school on time;

- Youth will a enter post-secondary career education program; and

- Youth will demonstrate their ability to enter the workforce and/or post-secondary career education by becoming Workforce Certified (the achievement of *CWP Career Competencies*).

School-To-Career Programs



Short-term program outcomes for CWP in-school youth :

- Youth will gain career competencies;
- Youth will gain insight into career interests, various careers and related educational pathways;
- Youth will identify personal development assets and how external and internal factors affect both learning and working; and
- Youth will remain in school and progress into next tier level.

School-To-Career Programs



To achieve these outcomes, CWP focuses all of its in-school youth programs on the following strategies:

- Use *CWP Career Competencies* as the foundation for all programming;
- Use “work and learn” tier level design approach to competency development; and
- Design youth workforce development services to reflect the needs of regional growth industries.

School-To-Career Strategy: Career Competency Development



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***CWP Career Competencies* are used as the foundation for all programming:**

Basic Skills

Customer Service

Computer Literacy

Problem Solving and Decision Making

Interpersonal Communications

Personal Qualities

Job Seeking Skills

School-To-Career Strategy: Career Competency Development



The CWP Career Competencies:

- Were identified by employers as necessary to success in entry-level employment and/or post-secondary education;
 - ✓ *Success = ability to obtain, retain, and progress in a workplace or education setting*
- Were validated by Strumpf and Associates, a national workforce consulting firm;
- Are most accurately assessed using the CASAS; and
- Can be certified using the CASAS Workforce Skills Certification System (WSCS).

School-To-Career Strategy



Technical Assistance Provided by CWP:

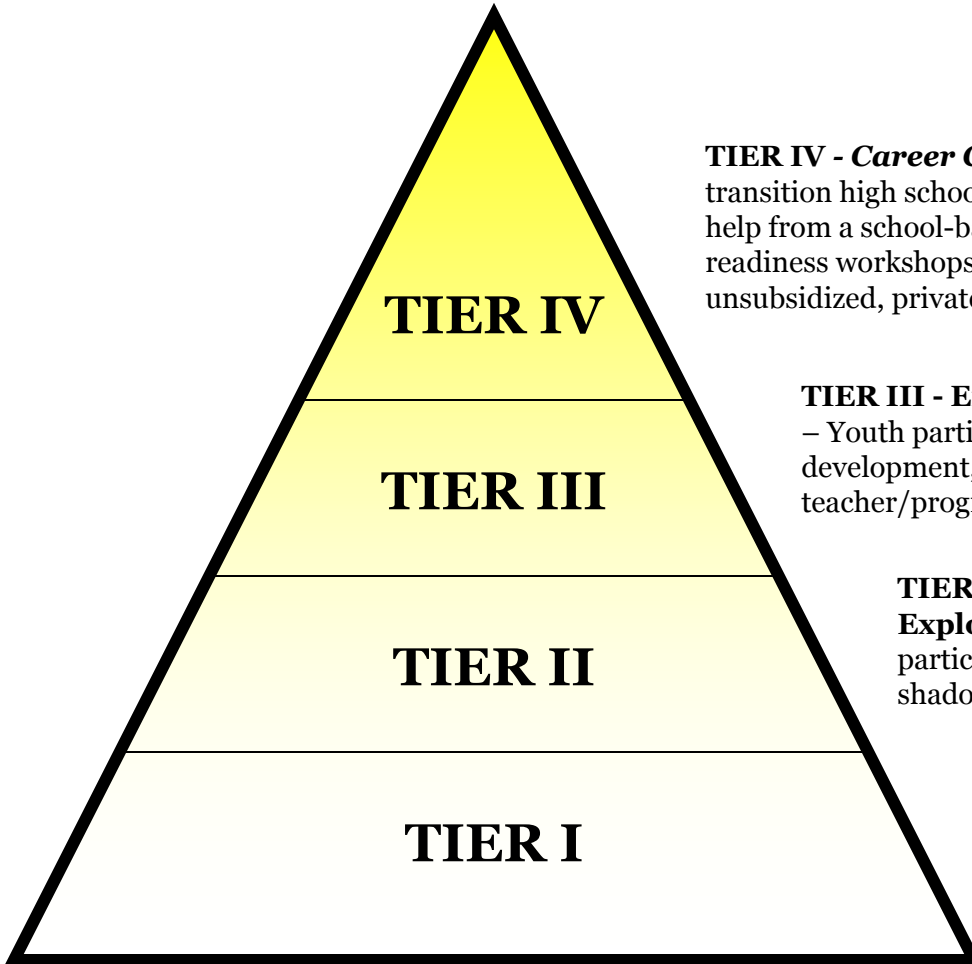
- All Service Provider training on *CWP Career Competency System*:
- Hartford Connects II training for year round contracts:
- Monthly meetings for year round service providers:
- Ongoing technical assistance for contract specific questions/concerns offered through CWP; and

School-To-Career Strategy: Tiered Level Programming



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Workforce Certification



TIER IV - Career Connections - “Work and Learn” model designed to transition high school seniors and juniors to a successful career path. Through help from a school-based career coordinator, youth receive mentoring, job readiness workshops, learn how to conduct a job search and secure unsubsidized, private sector employment. For ages 17+.

TIER III - Enhanced Employability Skills Training and Employment – Youth participate in subsidized internships preceded by competency development, and accompanied by supervision of both worksite and teacher/program coordinator. Suitable for ages 16+.

TIER II - Simulated Work Environments and Career Exploration- Continuation of competency development. Youth participate in a simulated work environment and participate in job shadowing and/or sector-related field trips. For ages 15 – 18.

TIER I - Project-based Learning and Career Exploration - Career exposure activities and introduction competency development and team building. For youth ages 14-16.

School-To-Career Strategy



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Youth Employment and Learning Program Timeline

Summer (July & August)	Year Round (Sept. through June)
TIER I - Project-based Learning and Career Exploration	
TIER II - Supported Work Environments and Career Exploration	TIER II - Supported Work Environments and Career Exploration Or TIER III - Enhanced Employability Skills Training and Employment
TIER III - Enhanced Employability Skills Training and Employment	TIER III - Enhanced Employability Skills Training and Employment Or TIER IV - Career Connections
TIER IV - Unsubsidized Employment	



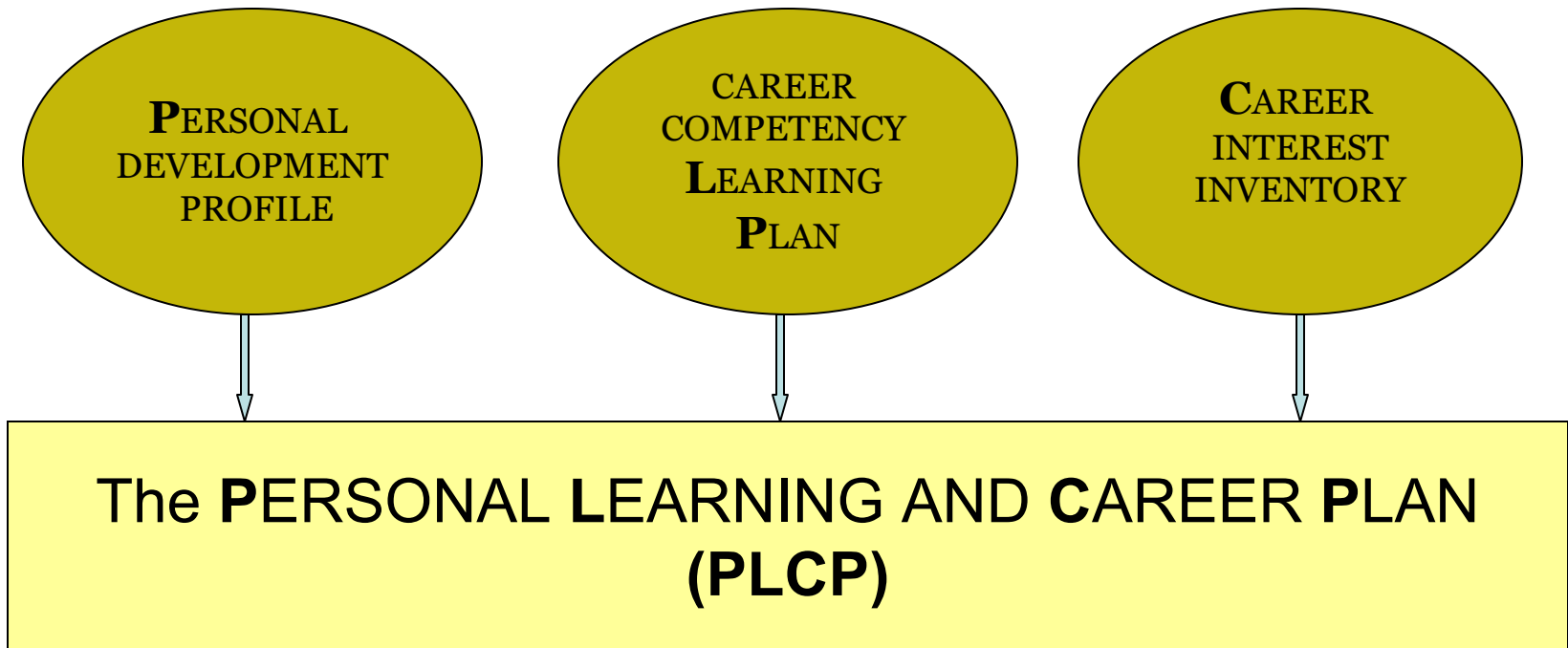
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*CWP Career
Competency
“Tools of the System”*

CWP Career Competency System:



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SAMPLE: Personal Development Profile



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Empowerment- *Community values youth, youth as resources, service to others and safety*

I feel valued by adults in my community.

Rarely Sometimes Often Almost Always

I seek to be in useful roles in my community.

Rarely Sometimes Often Almost Always

I feel safe at home.

Rarely Sometimes Often Almost Always

I feel safe at school.

Rarely Sometimes Often Almost Always

I feel safe in my neighborhood.

Rarely Sometimes Often Almost Always

Harrington O'Shea Career Interest Inventory



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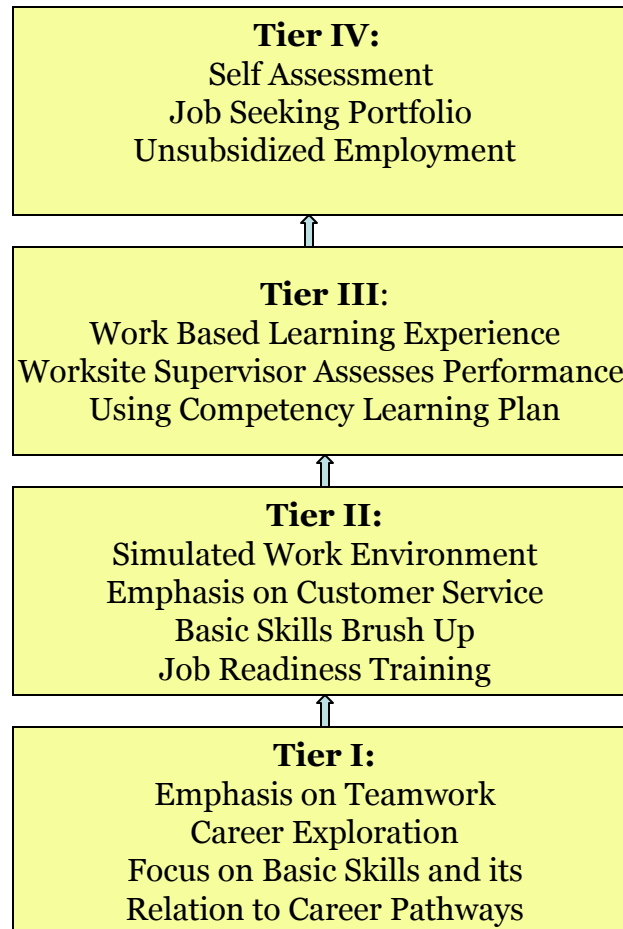
- Self Assessment
- Self “Scored”
- Identifies:
 - ✓ Jobs youth might be interested in;
 - ✓ School subjects youth likes best;
 - ✓ Strengths/abilities youth has; and
 - ✓ What a youth values most in a workplace (salary, helping others, etc.)
- Easily Translates into Career Interest Goals for PLCP
 - ✓ Career Research
 - ✓ Career Education Exploration
 - ✓ Mentoring, etc.

School-To-Career Strategy: Employment and Training



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**CWP Career
Competencies
and
Learning Plans
are
Separated
into
Four
Tier Levels**



**And
Build
Upon
Each
Other**

School-To-Career Strategy: Career Competency Development



CWP Career Competency Learning Plans:

- Inform youth about competencies and why they are important;
- Assess youth's ability in each competency area (pre-and post-assessments);
- Capture data regarding individual youth progress; and
- Capture data regarding program progress for evaluation purposes.

School-To-Career Strategy: Basic Skills Assessment



The Comprehensive Adult Student Assessment System (CASAS)

- Assesses actual competencies, no assessment comparing other youth or grade level;
- Basic skill levels (reading and math) correlates to skill level in all other competencies;
- Appraisals used translate into “level” which can correlate to our tier structure; and
- Levels / tiers then translate into appropriate instructional resources.

Career Competency Development



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Instructional Resources Menu

CASAS Appraisal

CASAS Levels
A, B, C, D, E

Instructional Resources

Tier I (A/B)

Tier II (B/C)

Tier III (C/D)

Tier IV (D/E)



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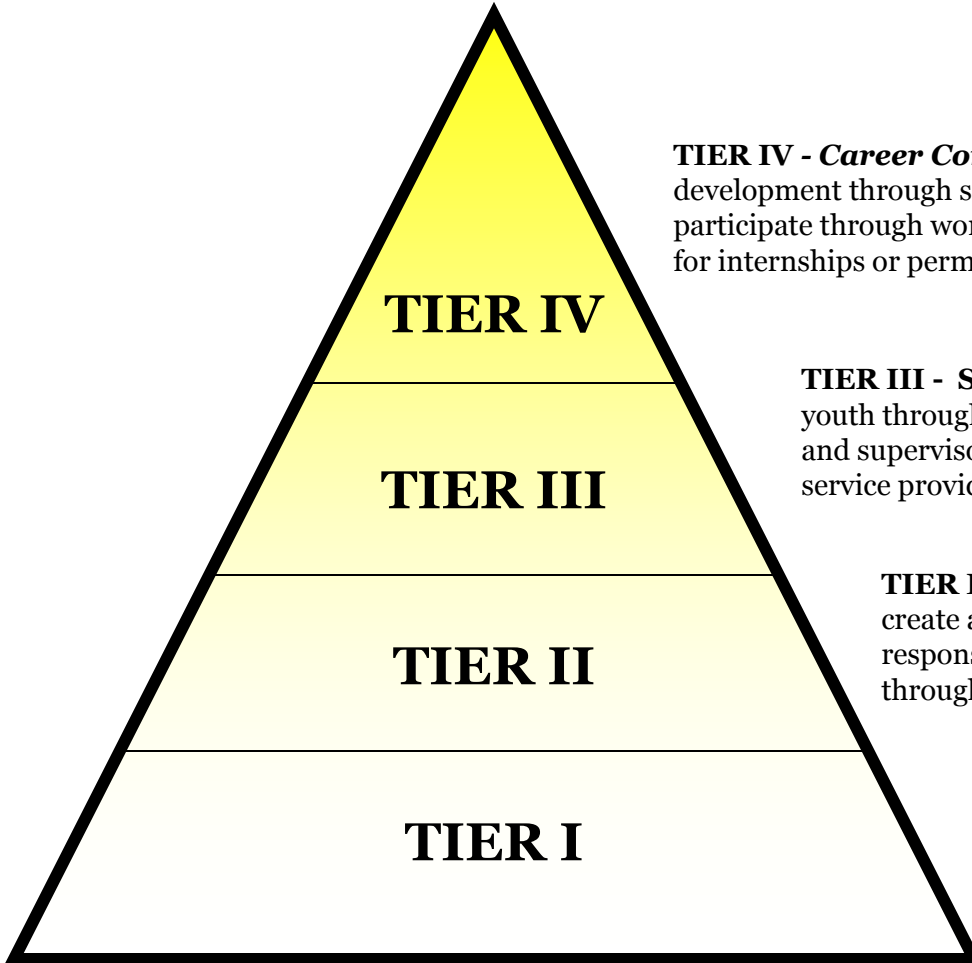
Employment Engagement

Employer Participation in Youth Development



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Workforce Certification



TIER IV - Career Connections - Youth takes lead in his/her career development through self-initiated job search and employment. Employers participate through workshops, career mentoring, and the actual hiring of youth for internships or permanent employment.

TIER III - Subsidized Internships - Employers participate more fully with youth through offering Capital Workforce sponsored work experiences. Youth and supervisors work together on youth development efforts with support from service provider staff.

TIER II - Simulated Work Environment - Service providers create a “work environment” for youth and youth take on more responsibility. Employer participation still as an enhancement through career exploration efforts, job shadows, etc.

TIER I – Project-Based Learning - Service providers take lead in youth development and asks for employer participation in career exploration program elements.

Employer Participation in Youth Development



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Employer Engagement by Youth Program Tier Levels:

Tier I	Tier II	Tier III	Tier IV
<p>Guest Speakers (industry information, career pathways, reinforcement of the Career Competencies, etc.)</p> <p>Company Tours</p> <p>Job Shadowing</p> <p>Career Mentoring</p> <p>Donated Goods</p>	<p>Guest Speakers (industry information, career pathways, reinforcement of the Career Competencies, etc.)</p> <p>Company Tours</p> <p>Job Shadowing</p> <p>Career Mentoring</p> <p>Donated Goods – especially in facilitating a simulated work environment</p> <p>Assistance with curriculum and program development</p> <p>Participate in workshops and/or simulated experiences such as mock interviews</p>	<p>Career Mentoring</p> <p>Participation in workshops and/or simulated experiences such as mock interviews</p> <p>Provide a quality internship experience subsidized by Capital Workforce Partners</p> <p>Participate more fully with youth development through use of companion Career Competency learning tool</p>	<p>Guest Speakers</p> <p>Company Tours</p> <p>Career Mentoring</p> <p>Employer-Lead Workshops</p> <p>Assistance with curriculum development</p> <p>Externships for teachers/staff</p> <p>Participation in mock and/or real career fairs</p> <p>Willingness to accept resumes and interview youth for current job openings</p>

Additional activities may be added in each tier level.



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Innovative Partnerships and Collaboration:

*Blue Hills Civic Association and
Capital Workforce Partners*

Focus on Tiers:

- Tier I: Primarily classroom & project-based (separate slide)
- Tier II: Classroom & simulated work/project experience
- Tier III: Working at partner agencies

Outcomes:

#1 - Increased competencies in:

- Job seeking
- Customer service
- Computer literacy
- Interpersonal
- Problem-solving & decision making
- Personal qualities

#2 – A Portfolio that documents achievements

Tier I Success Story

Building A Community Service Agency



**Tier 1 Assignment
Summer 2008**

Directions: Over the past few weeks we have discussed many work place competencies, as well as ideas and strategies for success in college and on the job. We've held class discussions concerning reasons people delay their success or don't succeed.

As a class you came up with the following reasons:

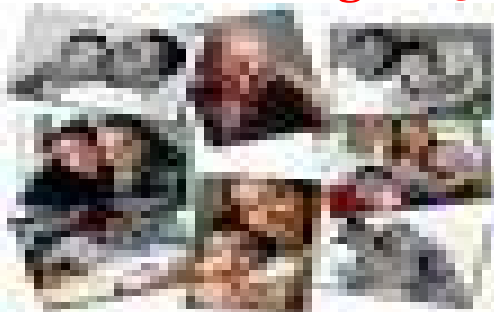
poverty, violence, teen parents, drugs, lack of education and lack of positive models.

Your job is to design a community agency that addresses one of the above mentioned issues.



Please provide the following information for your agency

- Agency name
- Mission statement (what is your agencies goal/policy)
- What population do you serve?
- How many staff members does your agency employ / what are their educational backgrounds?
- Budget including staff salaries and operating cost
- Organization chart
- Scope of services (what services are offered)
- Are you a nonprofit? If yes where does your funding come from?
Ex. Capital Workforce
- Hours of operation
- Does your agency work collaboratively with other agencies?
- Location: should be easily accessible to the community
- **You must also design a 3D model, business card and agency pam**



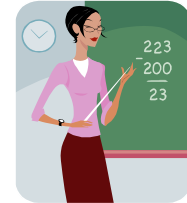
**Adult and
Family Services**

The Competencies covered in this assignment are as follows:

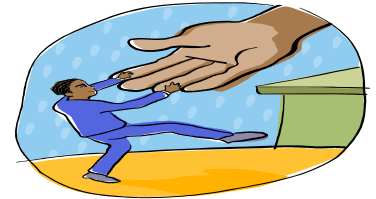
1. Computer Literacy (Researching careers/educational requirements)



2. Math (computing the budget / salaries for your agency)



3. Personal Qualities (understanding the needs of others)



4. Communication (projects will be presented in front of a panel of judges)



5. Problem Solving/Decision Making (deciding on an agency/services offered and population served)

