The webinar will begin shortly.
Leveraging the Employability Skills Framework for Cross-Agency Collaboration

December 13, 2016
Mission

The mission of the College and Career Readiness and Success Center (CCRS Center) is to foster the capacity of vibrant networks of practitioners, researchers, innovators, and experts to build and sustain a system of support for states as they implement strategies to improve college and career readiness and eventual success of their students.
Who?  
State education agencies (SEAs)

What?  
Build SEA capacity to implement college and career readiness policies.

How?  
Provide technical assistance, including targeted and intensive support.

Why?  
Support SEAs to plan for and implement the Every Student Succeeds Act.

www.ccrscenter.org  
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The College and Career Readiness and Success Center

- Career readiness
- Postsecondary pipelines
- Data use
- ESSA implications for college and career readiness
Engaging With Us

Postevent feedback survey

Recorded webinar

http://www.ccrscenter.org/products-resources/ccrs-center-webinars-events
Today’s Presenters

Tessie Rose Bailey, PhD, Senior Technical Assistance Consultant, CCRS Center

Dwayne Hobbs, Program Manager—CTAE Delivery Unit and Program Specialist—Work-based learning/YAP

Helga Gilbert, MRC, CRC Program Administrator, Office for the Blind
Employability Skills Framework

Tessie Rose Bailey, CCRS Center
Poll:
How familiar are you with the Employability Skills Framework released by the U.S. Department of Education?
Employability skills are cited as among the most important skills by employers (Hart Research Associates, 2015; Think Global and the British Council, 2011).

A lack of employability skills may contribute to a “talent shortage” (ManpowerGroup, 2012).

The demonstration of employability skills is correlated with better hiring rates, success on the job, and earnings (Lippman, Ryberg, Carney, & Moore, 2015).
Employability skills are the general skills and knowledge that are necessary for success in the labor market at all employment levels and in all sectors.
Employability Skills Framework: Developed Through Cross-Agency Collaboration

- Guided by a group of the following: career and technical education (CTE), adult education, workforce development, and business organizations
Employability Skills Framework

The thoughtful integration of academic knowledge and technical skills, put to practical use in the workplace

The skills that enable individuals to interact effectively with clients, coworkers, and supervisors

The skills employees need to successfully perform work tasks
## Employability Skills Connections

### Employability Skills Framework – Source Matrix

<table>
<thead>
<tr>
<th>Resource</th>
<th>Applied Knowledge</th>
<th>Critical Thinking Skills</th>
<th>Interpersonal Skills</th>
<th>Personal Qualities</th>
<th>Workplace Skills</th>
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<tr>
<td></td>
<td>Applied Academic Skills</td>
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<td>Career Clusters Framework, National Association of State Directors of Career Technical Education Consortium</td>
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</tbody>
</table>
Employability Skills Connections

- National Career Clusters Framework (Advance CTE)
- Industry Competency Models (U.S. Department of Labor)
- Equipped for the Future (Center for Literacy, Education & Employment)
- National Career Readiness Certificate (ACT)
- National Work Readiness Credential (National Work Readiness Council)
- Partnership for 21st Century Skills
- Common Career Technical Core (CCTC) developed by Advance CTE
- Every Student Succeeds Act (ESSA)
Using the Employability Skills Framework to Address IDEA Requirements

- Provides a framework for assessment and transition plan development for employment-related transition services (Individuals with Disabilities Education Act [IDEA] Indicator 13).

- Essential for success on postsecondary employment and education outcomes for students with disabilities (IDEA Indicator 14).
Questions?
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Work-Based Learning Specialist  

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Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

1.3 Exhibit critical thinking and problem-solving skills to locate, analyze, and apply information in career planning and employment situations.

1.4 Model work readiness traits required for success in the workplace, including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

1.6 Present a professional image through appearance, behavior, and language.
Involvement

- Existing network and relationships
- Seeking volunteers and recommendations
- Personal conversations
- Phone calls
- Followed up by e-mail invitation that made selection an honor
- Meeting notices and communications by e-mail
Employability Skills Resources Used

Total Respondents = 74

- Georgia Best: 40
- Other: 21
- Career Solutions Publishing: 18
- Growing Leaders - Habitudes: 12
- Virtual Job Shadow.com: 10
- Junior Achievement: 9
- USDOL: 7
- Edutopia: 4
- Goodwill Curriculum: 4
- Reality Works: 4
- The Work Ethic Site UGA: 4
- Soft Skills Solutions: 2
- IDEALS: 1
- Youth.gov: 1
- AES: 0
- Bright Hub: 0
- Conover Workplace Readiness Credential: 0
Stakeholder Selections

- Georgia Department of Education (K–12 all disciplines)
- CTAE Resource Network
- Georgia Association of Educational Leaders
- Business and Industry
- Legislative (Senator and House)
- Technical College System of Georgia
- University System of Georgia
- Georgia Department of Labor
- Vocational Rehabilitation Agency
- Consultants
- American Institutes for Research
Results and Challenges

1. Definitions, common language, consensus
2. Identification of gaps, needs, and ownership
3. Development of resources
4. Multilayered approach at all levels of educational community, family, and community
Next Steps

- Root cause analysis
- Formulate solutions
- Task force recommendations
Questions?
Successful Pathways to Cross-Agency Collaborations and Careers: Project CASE and Kentucky

Kentucky Office for the Blind
Kentucky Office of Vocational Rehabilitation
Career Pathways for Individuals with Disabilities Model Demonstration Program (CFDA 84.235N)

Through this proposed priority, the Office of Special Education and Rehabilitative Services seeks to support collaborations among State VR agencies, secondary and postsecondary educational institutions, workforce centers and other training providers, human and social service agencies, employers, and other community stakeholders.

These collaborations will demonstrate how career pathways can help individuals with disabilities served by State Vocational Rehabilitation agencies to acquire the marketable skills and to attain recognized postsecondary credentials that lead to employment in high-demand occupations.
Kentucky’s Project CASE

- Build on what we already have!
- Focus on Information Technology, Manufacturing & Industrial Technology, Health Care/Nursing & Allied Health.
- Engage employers through KentuckianaWorks and Eastern Kentucky Concentrated Employment Program, Inc (EKCEP) initiatives, support participant-focused training and education opportunities, and increase work experiences and job placement.
Cross-Agency Collaborations

1. Be guided by a strong framework.
2. Gather the willing.
3. Learn the language.
4. Create liaisons.
5. Plan events and spend time together.
6. Move from relationship to collaboration.
1. Be Guided by a Strong Framework

- Alliance for Quality Career Pathways

Figure 3-1. The Seven Components of an Adult Career Pathway

1. Personal Needs
   - Study Skills • Self-Discipline
   - Child Care • Financial Aid

2. Academic Skills

3. Career Focus

4. Employability Skills

5. Career and Technical Skills

6. Job Entry Skills

7. Advanced Skills

To Employment in High-Demand Field
2. Gather the Willing

- Advisory team that represents the entire Career Pathways model
- Regional, state, and a variety of professionals
- Timelines
- Roles
3. Learn the Language

**Jargon, professional language, acronyms**
- LMI, ADA, OVR, TVI, O&M, TABE, NCRC
- Consumer, student, client, customer, youth
- Counselor, success coach, transition coordinator, teacher, instructor, case manager, business service team member
- Plans, goals, and case management
4. Create Liaisons

In Project CASE, six Career Pathways Coordinators serve as resources to the Vocational Rehabilitation Counselors and liaisons among agencies, employers, and schools. They are located within sector-based Career Centers in Louisville, and Hazard Career Center and Office of Vocational Rehabilitation in Eastern Kentucky.
5. Spend Time Together

- Regional kick-offs
- Trainings
- Invite to join/present
- Invite to other
Collaborations require a lot of communication to move from “talking” to “doing.”

Collaboration takes time—it is ongoing.
Questions?
Closing
Employability Skills Framework

http://cte.ed.gov/employabilityskills
Professional Learning Module

Integrating Employability Skills: A Framework for All Educators

http://www.ccrscenter.org/technical-assistance-networks/professional-learning-modules/integrating-employability-skills
Career Pathways Modules

Designing a Career Pathways System: A Framework for State Education Agencies

1. Engaging in Defining a Goal
   - Identify key stakeholders, define the roles of stakeholders in designing a system, and determine the goals of the system.

2. Mapping Pathways Industries
   - Map and assess existing career programs, identify growing occupations, and prioritize industries to focus the career pathways.

3. Designing Pathways
   - Prioritize labor market data, understand skills, and competencies students need to succeed in specific industries and interpret data to develop a career pathway.

4. Implementation and Continuous Improvement
   - Create a process for refining the career pathways system over time, by identifying outcome measures, collecting data on the measures, and analyzing the data to continuously improve and sustain the career pathways system.

http://www.ccrscenter.org/technical-assistance-networks/career-pathways-modules
NASDSE: Leading by Convening

- Provides resources and tools to initiate and sustain cross-agency and community collaboration
National Center for Systemic Improvement

- Provides states with technical assistance to support their districts and local early intervention service programs in improving educational results and functional outcomes for children and youth with disabilities
Recommended Next Steps

- Create a list of potential partners at the state and local levels.
- Develop an outreach plan that brings partners to the table.
- Seek technical assistance to support efforts.
Poll:
What additional information are you interested in?
Questions?
Links to Resources


- College and Career Readiness and Success Center: [www.ccrscenter.org](http://www.ccrscenter.org)

References


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