All Hands on Deck: Serving Diverse Clients through Partnership and WorkKeys Profiling

Tammy Green, Metropolitan Community College
Keith Station, Heartland Workforce Solutions, Inc.
Cindy Hill, ACT
Presenters

Cindy Hill
PRINCIPAL INDUSTRIAL ORGANIZATIONAL PSYCHOLOGIST

Tammy Green
DIRECTOR OF WORKFORCE & IT INNOVATION- CAREER SKILLS

Keith Station
DIRECTOR OF BUSINESS RELATIONS HEARTLAND WORKFORCE SOLUTIONS, INC.
Agenda

- Opening/ice breaker activity
- Opening Introduction
- Pulling the Curtain Back
- Activity 1: Describe the goal or aim of partnerships for your organization.
- Job Profiling models
- Partnership Models
Revolutionizing the Workforce Ecosystem

*Proven Strategy to Reduce Turnover and Training Costs*

- High Barrier Populations: 90% retention rate, 6 months after employment
- MCC Students: 94% retention rate, one-year after employment
  - Industry Average hovers around 50% for most industry sectors: [https://www.bls.gov/news.release/jolts.t16.htm](https://www.bls.gov/news.release/jolts.t16.htm)
- Proven, verifiable means to determine applicant’s job skills
- Increases on-the-job productivity
Partnership

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Enables value to flow between partners and by combining value inputs create new forms of value that benefit those they serve.
Purpose

How can you contribute to a better, more complete experience for your customer?
Describe the aim or goal of the partnership for your organization.
Partnership Canvas

Created Value
What will result be of the value transfer between partners?

Transfer Activities
How will the partners’ values be connected & made mutually accessible?

Desired Value
What value is sought for in a partner?

Value Offer
What value is offered to the partner?
Behind The Curtain

*Sometimes it Sucks!*

• Take Funding Conversation Off the Table
  • US Department of Labor TAACCCT Grant
  • City of Omaha Funding: Career Readiness to Eliminate Disparities
  • GAP Assistance Dollars
  • Private Foundation Funding

• Find Your Champions

*It is amazing what you can accomplish if you do not care who gets the credit.* -Harry S Truman
Partnership Is Key

Metropolitan Community College (MCC) delivers relevant, student-centered education to a diverse community of learners. Metropolitan Community College offers quality, affordable education to Dodge, Douglas, Sarpy and Washington counties, providing a learning environment where students can thrive and reach their academic goals.

Heartland Workforce Solutions (HWS) is a non-profit organization made up of agencies from both the private and public sectors, dedicated to expanding employment opportunities for job seekers and employers in Douglas, Washington and Sarpy counties.
Partnership Is Key

**Business and Industry** work to develop pre-Earn & Learn and Earn and Learn programs that align with their workforce needs.

- K-12 Public Schools
- Greater Omaha Chamber
- Human Service Agencies

**Dual clientele:**
- Job Seekers (Human Service Agencies, GED, ESL, Re-entry, Unemployed, Under-employed)
- Businesses (H3- High Demand, High Wage, High Skill)
- Training Programs
- Adult Basic Education Programs
Partnership Is Key

1. Understand Partnerships in the Community- (Activity- list of partners)
2. Understand the Roles of each program
3. Share what we did to create the partnerships:
   - Heartland Workforce Solutions
   - Metropolitan Community College
   - K-12
   - Greater Omaha Chamber
   - Business Champions
   - Human Service Agencies
4. Champions- Influential Stakeholders who are willing to lend influence to advance projects
5. Partners have a shared responsibility in Outcomes & Goals
Heartland Work Ready Communities

Heartland Work Ready Community  https://youtu.be/vpAlc3LHxpc

Join the conversation using #ACTWorkforce @ACT
High Barriers to Employment

Common Elements
Individuals who experience one or more of these life situations in less than two years:

• Poverty
• Individuals with Disabilities
• Re-entry Populations
• Homelessness
• Foster Care Youth
• English Language Learners
• Low Levels of Literacy
• Exhausting TANF
• Single Parent
• Long Term Unemployed
WorkKeys System is a Tool

Understand a career seeker’s Workplace Skills
Align those skills with specific jobs
Provide a training program for remediation
Develop credit and non-credit courses/clases
Skill Gap Identification: National Career Readiness Certificate (NCRC)

The credential is awarded in four levels and verifies skills proficiency in:

- Problem solving and critical thinking
- Reading and using work-related text
- Applying information from workplace documents to solve problems
- Applying mathematical reasoning to work-related problems
- Setting up and performing work-related mathematical calculations
- Locating, synthesizing, and applying information that is presented graphically
- Comparing, summarizing, and analyzing information presented in multiple related graphics
Skills Based Approach

Career Placement Program
• Career Mapping
• ACT National Career Readiness Certification (NCRC)
• ACT WorkKeys Curriculum: Individualized Training Program
• Basic Computer Certification
• Customer Service Certification
• Work Ethics Certification

Short Term Certifications
• Based on Career Mapping
• High Demand, High Wage
• CDL, Welding, Production Technician, Sheet Metal
Career Skills Development

**Partnership**
- Heartland Workforce Solutions & Douglas County Department of Corrections

**Elements**
- Work Ethic Certification (established by the Institute for Work Ethics)
- National Career Readiness Certification
- Registration with State Workforce System
- Degree & Short Term Industry Recognized Certification

**Logistics**
- Brought in Laptops- Education Building
  - Must provide 100% oversight
- Had Laptops approved
Skill Gap Identification: National Career Readiness Certificate (NCRC)

The credential is awarded in four levels and verifies skills proficiency in:

- Problem solving and critical thinking
- Reading and using work-related text
- Applying information from workplace documents to solve problems
- Applying mathematical reasoning to work-related problems
- Setting up and performing work-related mathematical calculations
- Locating, synthesizing, and applying information that is presented graphically
- Comparing, summarizing, and analyzing information presented in multiple related graphics
Career Skills Coaching

Participants are leveraging the ACT National Career Readiness Certificate (NCRC™) to measure and close the skills gap — and building common frameworks that link, align, and match their workforce development efforts.

- Establish partnership with industry/employers
- Key component of pre-apprenticeship
- Provide essential skills training customized for specific positions
- Assistance with pre-employment activities for potential candidates
- Coordinate Career Maps with resume and workforce training workshops
- Coordinate with Educational Pathways
Week 1 - Basic Needs Advocate (Sustainability building & Case Management)

Week 2 - MCC Certification Class & Employment Offer

Week 3 - Individual is employed

Week 4 - Team review & Plan next class

Identify 20-25 potential candidates - October 2018

Area Partners -

October 29th - Nov. 2nd

WorkKeys Education Training

November 5th - 9th

TBD

November 19th - 21st

Area Partners:

- WorkKeys Education Training
- November 12th - 16th

December 2018:
- Job Coach follows-up 6 months
- Employer Connections Follow-Up
- On-going Communication
Bottom Line Results for Career Seekers

Case studies and research show that Career Seekers Benefit:

- Better quality hire
- Count how many times they got the job
- Reduction in time to hire
- Shortened training periods
- Increased performance ratings for skilled workers
- Improved employee morale
- Decreased operator error
- Improving promotional procedures
Business and Employability

Employers need a reliable way to measure skills to ensure that they are hiring the most qualified, trainable candidates.

National Career Readiness Certification:

- Identify and invest in employees who can make real contributions
- Find qualified workers- Connect to under and unemployed individuals served through Re-Entry programs.
- Proven, verifiable means to determine applicant’s job skills
- Reduce turnover & training costs
- Increases on-the-job productivity
- Streamline Applicant Screening
- Employees have the employability/soft skills
Tools to Support Common Understanding: Labor Market Data Uniquely Branded for Nebraska

H3.ne.gov

What are H3 Occupations? -
High Wage, High Skill and High Demand jobs are today’s in-demand jobs.

- Occupations are high wage when at least half of their wage measures are at or above the regional average for all occupations.
- Occupations that require some college, no degree or a higher level of educational attainment are high skill, as well as occupations that require a high school diploma or equivalent plus long-term on-the-job training, an apprenticeship, or internship.
- The number of annual openings, net change in employment, and growth rate determines whether an occupation is high demand. An occupation must be High Wage, High Skill and High Demand to be an H3 occupation. For more information on the methodology for H3 occupations, click here.

H3 Report Generator

Reports on H3 occupations can be viewed and downloaded here.

*Area (State/Region): Nebraska

Generate Report

Top Ten H3 Occupations by Demand Rank

An occupations demand ranking is based on three factors: the number of annual openings, the net change in employment, and the growth rate.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Occupation</th>
<th>Average Hourly Wage</th>
<th>Average Annual Wage</th>
<th>Required Education</th>
<th>Required Work Experience</th>
<th>Job Training</th>
<th>Annual Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Heavy and Tractor-Trailer Truck Drivers</td>
<td>$21.50</td>
<td>$44,710</td>
<td>Postsecondary non-degree awarded</td>
<td>None</td>
<td>Short-term on-the-job training</td>
<td>3,408</td>
</tr>
<tr>
<td>2</td>
<td>Registered Nurses</td>
<td>$29.85</td>
<td>$62,086</td>
<td>Bachelor's degree</td>
<td>None</td>
<td>None</td>
<td>1,600</td>
</tr>
<tr>
<td>3</td>
<td>General and Operations Managers</td>
<td>$50.96</td>
<td>$105,780</td>
<td>Bachelor's degree</td>
<td>5 years or more</td>
<td>None</td>
<td>1,476</td>
</tr>
<tr>
<td>4</td>
<td>Carpenters</td>
<td>$18.40</td>
<td>$38,270</td>
<td>High school diploma or equivalent</td>
<td>None</td>
<td>Apprenticeship</td>
<td>1,208</td>
</tr>
<tr>
<td>5</td>
<td>Accountants and Auditors</td>
<td>$33.34</td>
<td>$69,340</td>
<td>Bachelor's degree</td>
<td>None</td>
<td>None</td>
<td>1,082</td>
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<tr>
<td>6</td>
<td>Software Developers, Applications</td>
<td>$43.06</td>
<td>$89,563</td>
<td>Bachelor's degree</td>
<td>None</td>
<td>None</td>
<td>534</td>
</tr>
<tr>
<td>7</td>
<td>Elementary School Teachers, Except Special Education</td>
<td>N/A</td>
<td>$66,206</td>
<td>Bachelor's degree</td>
<td>None</td>
<td>None</td>
<td>865</td>
</tr>
<tr>
<td>8</td>
<td>Electricians</td>
<td>$23.74</td>
<td>$49,396</td>
<td>High school diploma or equivalent</td>
<td>None</td>
<td>Apprenticeship</td>
<td>703</td>
</tr>
<tr>
<td>9</td>
<td>Plumbers, Pipefitters, and Steamfitters</td>
<td>$26.02</td>
<td>$55,155</td>
<td>High school diploma or equivalent</td>
<td>None</td>
<td>Apprenticeship</td>
<td>658</td>
</tr>
</tbody>
</table>
H3 Occupations

High Wage + High Skill + High Demand = H3
High Wage, High Skill, High Demand (H3) Occupations

Demand:
• Combination of:
  • Number of Projected Openings
  • Net Change in Employment
  • Growth Rate

Skill:
• Some College or higher
  OR
• High School Diploma or Equivalent + Long-term on-the-job training, Apprenticeship, or Internship/residency

Wage:
• Higher than the all occupations wage in 4+ out of 8 wage categories
Take a P.I.C.

• Pipelining
  Intentional placement from outset

• Industry-Led Initiatives
  Employers’ leadership is essential; their unique needs prioritized

• Certifications
  Credentials are embedded within training

Join the conversation using #ACTWorkforce @ACT
Evaluation & Building on Success

• Career Placement Pipeline
  • Various Industries

• Hard Hat in Hand
  • Turner Construction-led Project for Facebook Data Center

• Legacy I-3 Program
  • Omaha Public Power District – Energy Industry Internship
# Work Ready Communities Outcomes

![National Career Readiness Certificate](image)

## ACT WORKKEYS NCRC LEVELS

<table>
<thead>
<tr>
<th>Level</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Platinum</td>
<td>249</td>
</tr>
<tr>
<td>Gold</td>
<td>806</td>
</tr>
<tr>
<td>Silver</td>
<td>1,610</td>
</tr>
<tr>
<td>Bronze</td>
<td>1,272</td>
</tr>
</tbody>
</table>

**TOTAL** 3,937

### Heartland Work Ready Communities

**ACT Communities**

- Join the conversation using #ACTWorkforce @ACT
Congratulations! Douglas County is a certified ACT Work Ready Community. You have joined an elite group of counties who have demonstrated they have a robust workforce development initiative in place that links education and workforce development, aligns to economic development and matches people to jobs.

As you visit your county’s website, you will now see the certified ACT Work Ready Community badge. To begin using your badge, please login to your county dashboard page accessible from the bottom of the www.workreadycommunities.org home page.

The certified ACT Work Ready Community designation is effective for two years from the date earned. You now have the opportunity to begin to maintain your county's certification status.

Congratulations!

ACT Work Ready Communities
Partnership Canvas

Created Value
What will result be of the value transfer between partners?

Transfer Activities
How will the partners’ values be connected & made mutually accessible?

Value Offer
What value is offered to the partner?

Desired Value
What value is sought for in a partner?

Step 1
Describe the characteristics of the ideal partner to work with and why.

Describe the missing element from your own business model, for which you are seeking a partner.
Partnerships + Profiling = Alignment
SKILL GAP

SUPPLY

DEMAND
SUPPLY

DEMAND

SKILL GAP
**Employers**

What skills do my new hires need?
What skills do my employees need to progress within the company?
What skills will my employees need in the future?

**Educators**

What skills do my students need to get a job?
How are our existing CTE programs aligned with our local employers’ current needs?
How do we develop new programs to meet future employer needs?
Curriculum Profile
Instructors, Graduates, Students

- Identify Learning Objectives
- Identify Knowledge, Skills & Abilities
- Identify WorkKeys Foundational Skills & Levels for entry and exit from program

Job/Occupation Profile
Job Incumbents or Trainers

- Identify Work Activities
- Identify Knowledge, Skills & Abilities
- Identify WorkKeys Foundational Skills & Levels for entry and effective performance of job/occupation

Alignment
Instructors & Incumbents/Trainers

- Match Learning Objectives & Work Activities
- Match Knowledge, Skills & Abilities
- Remaining Areas Trained by Educators or Company? Revisions to Training and/or Curriculum?

Exit = Entry?
Ways to Use Results

WorkKeys Profiling
- Help Wanted
- Job

WorkKeys Estimator
- Curriculum
- Occupation

Selection/Hiring/Promotion for Employers
Selection/Hiring/Promotion for very small employers
Uniform Guidelines for Employee Selection Procedures

Create Local Industry Skill Profiles

Identify the NCRC Level
Not selection/hiring/promotion for employers

Prior Learning Assessment Credit

Pre-requisites for Training

Align Curriculum & Job/Occupation

Development of Training/Apprenticeship

Design New Jobs

Redesign or Updating Jobs

Update Job Descriptions and Job Postings

Develop Training and Performance Appraisal Checklists
<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Job Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the purpose?</td>
<td>Establish content validity by linking the job tasks with the ACT WorkKeys</td>
</tr>
<tr>
<td></td>
<td>job skill assessments</td>
</tr>
<tr>
<td>How can the results be</td>
<td>Use the ACT WorkKeys assessments for hiring, recruiting, advancement</td>
</tr>
<tr>
<td>used?</td>
<td>and training.</td>
</tr>
<tr>
<td>Who are the Subject</td>
<td>Job Incumbents from one company</td>
</tr>
<tr>
<td>Matter Experts (SMEs)?</td>
<td></td>
</tr>
<tr>
<td>How many Subject Matter</td>
<td>Representative sample of job incumbents (e.g., race, ethnicity, gender,</td>
</tr>
<tr>
<td>experts are needed?</td>
<td>age)</td>
</tr>
<tr>
<td>How are the WorkKeys</td>
<td>List of tasks critical to performing the job is developed and linked to</td>
</tr>
<tr>
<td>skills linked to the job,</td>
<td>WorkKeys skills by SMEs</td>
</tr>
<tr>
<td>occupation or curriculum?</td>
<td></td>
</tr>
<tr>
<td>What skill levels are</td>
<td>Entry and Effective Performance</td>
</tr>
<tr>
<td>identified?</td>
<td>Levels needed for the job</td>
</tr>
<tr>
<td>What are the deliverables?</td>
<td>Content Validation Report addresses</td>
</tr>
<tr>
<td></td>
<td>the requirements in Section 15c of the Uniform Guidelines on Employee</td>
</tr>
<tr>
<td></td>
<td>Selection Procedures</td>
</tr>
</tbody>
</table>
Must have flexibility to work off shift on either a 2nd or 3rd shift basis, with exceptions.

2nd Shift Schedule: Monday - Friday 3PM-11PM ($0.30 per hour premium pay)

3rd Shift Schedule: Sunday - Thursday 11PM -7AM ($0.30 per hour premium pay)

1. General Scope of Position

Under direction from the shift lead, line spiral winder operator, or members of management; ensure that products are of high quality, palleterize product in a safe and effective manner, maintain equipment such as strappers and stretch-wrappers, assist with the completion of assigned paperwork and reporting.

2. Required Qualifications

2.1. High School Diploma or equivalent.

2.2. Must pass Work Keys Test – Graphic Literacy 4 and Workplace Documents 4

5. Responsibilities and Tasks

- Open and close machines except for those which require trained operators.
- Help line members of management
- Report all unsafe conditions.
- Complete assigned quality checks throughout shift.
- As assigned by shift lead, line spiral winder operator, line members of management.
- Operate equipment as needed or instructed.
- Provide feedback for review and communicate hold to shift control.
- Jamaing seamer, un-jamming bonfig and cleaning tasks.
The Report

- document content validity
- be in compliance
- meet client expectations
- have useful results
- required to meet ACT standards

Content Validity Report

For the Customer Service Representative Job Profile

GCOMM-217
EduFree - Education 20XX

November 20XX

Addresses requirements of Uniform Guidelines
WorkKeys Estimator

Help Wanted

Job

For Small Employers

All employers, including small employers, can benefit from high quality candidate selection processes. WorkKeys Estimator can provide a process for small employers to take advantage of WorkKeys assessments when they are selecting candidates. Even though small employers are not required to follow all of the same EEOC rules for candidate selection that large employers follow, small employers can benefit from a process to determine whether a skill is relevant for a particular job.

WorkKeys Estimator is designed to assist small employers with a method of documenting their decisions concerning the use of WorkKeys assessments. With this product, businesses can assign job experts who are familiar with the tasks and demands of a specific job (e.g., job incumbents, supervisors, etc.), to estimate the skill levels for that job using WorkKeys skill and skill level definitions.

This product uses estimates and does not create task lists that link skill levels to the tasks of the job. As a result, it does not meet the requirements set forth in the Uniform Guidelines on Selection Procedures (1978), which have been adopted by the Equal Employment Opportunity Commission (EEOC) and various other federal agencies (Ref: 29 C.F.R. Part 1607). However, not all employers are covered by the Uniform Guidelines. A companion “Questions & Answers” document was finalized on May 2, 1980 that included 93 questions and answers regarding some of the topics covered by the Guidelines. Question 3 addresses the question of who is covered.

Who is covered by the Uniform Guidelines on Selection Procedures?
A. The Guidelines apply to private and public employers, labor organizations, employment agencies, apprenticeship committees, licensing and certification boards, and contractors or subcontractors, who are covered by one or more of the following provisions of Federal equal employment opportunity law: Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 (hereinafter Title VII); Executive Order 11246, as amended by Executive Orders 11375 and 12086 (hereinafter Executive Order 11246); the State and Local Fiscal Assistance Act of 1972, as amended;

This product uses estimates and does not create task lists that link skill levels to the tasks of the job. As a result, it does not meet the requirements set forth in the Uniform Guidelines on Selection Procedures (1978), which have been adopted by the Equal Employment Opportunity Commission (EEOC) and various other federal agencies (Ref: 29 C.F.R. Part 1607). However, not all employers are covered by the Uniform Guidelines. A companion “Questions & Answers” document was finalized on May 2, 1980 that included 93 questions and answers regarding some of the topics covered by the Guidelines. Question 3 addresses the question of who is covered.

WorkKeys Estimator is but one tool in the suite of WorkKeys job analysis products. If an employer decides that they are covered by the Uniform Guidelines and require greater information than skill estimates, they should consider WorkKeys job profiling. In developing WorkKeys job profiling, ACT was guided by the Uniform Guidelines and professional documents such as the Standards for Educational and Psychological Testing (2014; developed by the American Education Research Association, American Psychological Association and National Council for Measurement in Education), and the Principles for the Validation and Use of Personnel Selection Procedures (2003; Society for Industrial and Organizational Psychology).

If an employer has specific questions relating to their use of WorkKeys Estimator, they should consult their legal counsel.
WorkKeys® Estimator

One page form documents decisions concerning the use of WorkKeys assessments

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<table>
<thead>
<tr>
<th>Expert Name</th>
<th>Expert Title</th>
<th>Experience with Company</th>
<th>Years of Experience in Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim Black</td>
<td>Welder</td>
<td>10 years</td>
<td>10 years</td>
</tr>
<tr>
<td>Sue Temple</td>
<td>Welder</td>
<td>5 years</td>
<td>5 years</td>
</tr>
<tr>
<td>Jose Ariz</td>
<td>Welder</td>
<td>2 years</td>
<td>2 years</td>
</tr>
<tr>
<td>Tim Otto</td>
<td>Welder</td>
<td>5 years</td>
<td>3 years</td>
</tr>
</tbody>
</table>

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**Estimated Effective Performance Skill Level**

<table>
<thead>
<tr>
<th>WorkKeys Skills (Listed in the order to be reviewed by Experts)</th>
<th>Median Skill Levels</th>
<th>Skill Level Ratings</th>
<th>Estimated Skill Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workplace Documents</td>
<td>3</td>
<td>3 3 4 3 3</td>
<td>3</td>
</tr>
<tr>
<td>Graphic Literacy</td>
<td>4</td>
<td>4 5 4 4</td>
<td>4</td>
</tr>
<tr>
<td>Applied Math</td>
<td>3</td>
<td>3 3 4 3</td>
<td>3</td>
</tr>
</tbody>
</table>

---

**Estimated Entry Skill Level**

<table>
<thead>
<tr>
<th>WorkKeys Skills (Listed in the order to be reviewed by Experts)</th>
<th>Median Skill Levels</th>
<th>Skill Level Ratings</th>
<th>Estimated Skill Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workplace Documents</td>
<td>3</td>
<td>3 3 3 3 3</td>
<td>3</td>
</tr>
<tr>
<td>Graphic Literacy</td>
<td>4</td>
<td>4 4 4 4 4</td>
<td>4</td>
</tr>
<tr>
<td>Applied Math</td>
<td>4</td>
<td>3 3 3 3</td>
<td>3</td>
</tr>
</tbody>
</table>

---

File this form with copies of information used to assist in completing WorkKeys Estimator.
<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Occupational Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the purpose?</td>
<td>Identify skill levels required for an occupation across jobs, companies, or industries</td>
</tr>
<tr>
<td>How can the results be used?</td>
<td>Use for career advising and to set instructional standards to ensure curricula links to an occupation</td>
</tr>
<tr>
<td>Who are the Subject Matter Experts (SMEs)?</td>
<td>Job Incumbents from multiple companies</td>
</tr>
<tr>
<td>How many Subject Matter experts are needed?</td>
<td>Sample of job incumbents from each company (e.g., each company sends 1 subject matter expert)</td>
</tr>
<tr>
<td>How are the WorkKeys skills linked to the job, occupation or curriculum?</td>
<td>List of tasks critical to performing the occupation is developed and linked to the WorkKeys skills by the SMEs</td>
</tr>
<tr>
<td>What skill levels are identified?</td>
<td>Entry and Effective Performance Levels needed for the occupation</td>
</tr>
<tr>
<td>What are the deliverables?</td>
<td>Occupational Profile Report that includes a list of tasks critical to the job and that are linked to the WorkKeys skills</td>
</tr>
<tr>
<td>Characteristics</td>
<td>Curriculum Profile</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>What is the purpose?</td>
<td>Analyze WorkKeys-related curriculum requirements through a review of the curriculum objectives and a skill analysis.</td>
</tr>
<tr>
<td>How can the results be used?</td>
<td>Use to determine pre or co-requisite requirements for entry into a curriculum and the exit level that will be attained upon graduation.</td>
</tr>
<tr>
<td>Who are the Subject Matter Experts (SMEs)?</td>
<td>Instructors, students, recent graduates, instructional developers, and others familiar with curriculum</td>
</tr>
<tr>
<td>How many Subject Matter experts are needed?</td>
<td>No set number</td>
</tr>
<tr>
<td>How are the WorkKeys skills linked to the job, occupation or curriculum?</td>
<td>Learning objectives are reviewed and linked to WorkKeys skills by the SMEs</td>
</tr>
<tr>
<td>What skill levels are identified?</td>
<td>Entry requirement (i.e., pre or co-requisite) for the program and exit level at program completion</td>
</tr>
<tr>
<td>What are the deliverables?</td>
<td>Curriculum Profile Report that includes a list of learning objectives linked to the WorkKeys skills</td>
</tr>
</tbody>
</table>
## Deliverables

<table>
<thead>
<tr>
<th>Deliverable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generic tasks from O*NET</td>
</tr>
<tr>
<td>Customized, detailed task list</td>
</tr>
<tr>
<td>Critical/Important Tasks are identified and ordered</td>
</tr>
<tr>
<td>Critical tasks are linked to skills and skill levels</td>
</tr>
<tr>
<td>Entry and Effective Skill Levels for WorkKeys Assessments</td>
</tr>
<tr>
<td>All Knowledge, Skills, Abilities, and Tools and Technology are identified and defined</td>
</tr>
<tr>
<td>One Page Documentation Summary</td>
</tr>
<tr>
<td>Content Validation Report including table of critical tasks linked to WorkKeys Skills</td>
</tr>
</tbody>
</table>
WorkKeys Estimator

Deliverable: Generic Task List from O*NET

1. Visit the O*NET Online website.
2. Search for the occupation of interest (Example: 51-4121.06 - Welders, Cutters, and Welder Fitters).
3. Review the tasks listed in the Details Report. These tasks are derived from the O*NET database.
<table>
<thead>
<tr>
<th>Importance</th>
<th>Category</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>Core</td>
<td>Weld components in flat, vertical, or overhead positions.</td>
</tr>
<tr>
<td>89</td>
<td>Core</td>
<td>Operate safety equipment and use safe work habits.</td>
</tr>
<tr>
<td>87</td>
<td>Core</td>
<td>Lay out, position, align, and secure parts and assemblies prior to assembly, using straightedges, combination squares, calipers, and rulers.</td>
</tr>
<tr>
<td>85</td>
<td>Core</td>
<td>Examine workpieces for defects and measure workpieces with straightedges or templates to ensure conformance with specifications.</td>
</tr>
<tr>
<td>84</td>
<td>Core</td>
<td>Recognize, set up, and operate hand and power tools common to the welding trade, such as shielded metal arc and gas metal arc welding equipment.</td>
</tr>
<tr>
<td>83</td>
<td>Core</td>
<td>Weld separately or in combination, using aluminum, stainless steel, cast iron, and other alloys.</td>
</tr>
<tr>
<td>83</td>
<td>Core</td>
<td>Clamp, hold, tack-weld, heat-bend, grind or bolt component parts to obtain required configurations and positions for welding.</td>
</tr>
<tr>
<td>83</td>
<td>Core</td>
<td>Select and install torches, torch tips, filler rods, and flux, according to welding chart specifications or types and thicknesses of metals.</td>
</tr>
<tr>
<td>82</td>
<td>Core</td>
<td>Ignite torches or start power supplies and strike arcs by touching electrodes to metals being welded, completing electrical circuits.</td>
</tr>
<tr>
<td>82</td>
<td>Core</td>
<td>Connect and turn regulator valves to activate and adjust gas flow and pressure so that desired flames are obtained.</td>
</tr>
<tr>
<td>81</td>
<td>Core</td>
<td>Determine required equipment and welding methods, applying knowledge of metallurgy, geometry, and welding techniques.</td>
</tr>
<tr>
<td>81</td>
<td>Core</td>
<td>Monitor the fitting, burning, and welding processes to avoid overheating of parts or warping, shrinking, distortion, or expansion of material.</td>
</tr>
</tbody>
</table>
| 81         | Core     | Operate manual or semi-automatic welding equipment to fuse metal segments, using processes such as gas tungsten
WorkKeys
Estimator

Help Wanted
Job
Occupation

Deliverable:
Generic Task List from O*NET

<table>
<thead>
<tr>
<th>Task</th>
<th>Task Is Performed</th>
</tr>
</thead>
<tbody>
<tr>
<td>51-4121.06 - Welders, Cutters, and Welder Fitters</td>
<td></td>
</tr>
<tr>
<td>Instructions: Place an X in the column if you do perform this task as part of your job.</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td></td>
</tr>
<tr>
<td>1. Weld components in flat, vertical, or overhead positions.</td>
<td></td>
</tr>
<tr>
<td>2. Operate safety equipment and use safe work habits.</td>
<td></td>
</tr>
<tr>
<td>3. Lay out, position, align, and secure parts and assemblies prior to assembly, using straightedges, combination squares, calipers, and rulers.</td>
<td></td>
</tr>
<tr>
<td>4. Examine workpieces for defects and measure workpieces with straightedges or templates to ensure conformance with specifications.</td>
<td></td>
</tr>
<tr>
<td>5. Recognize, set up, and operate hand and power tools common to the welding trade, such as shielded metal arc and gas metal arc welding equipment.</td>
<td></td>
</tr>
<tr>
<td>6. Weld separately or in combination, using aluminum, stainless steel, cast iron, and other alloys.</td>
<td></td>
</tr>
<tr>
<td>7. Clamp, hold, tack-weld, heat-bend, grind or bolt component parts to obtain required configurations and positions for welding.</td>
<td></td>
</tr>
<tr>
<td>8. Select and install torches, torch tips, filler rods, and flux, according to welding chart specifications or types and thicknesses of metals.</td>
<td></td>
</tr>
<tr>
<td>9. Ignite torches or start power supplies and strike arcs by touching electrodes to metals being welded, completing electrical circuits.</td>
<td></td>
</tr>
<tr>
<td>10. Connect and turn regulator valves to activate and adjust gas flow and pressure so that desired flames are obtained.</td>
<td></td>
</tr>
<tr>
<td>11. Determine required equipment and welding methods, applying knowledge of metallurgy, geometry, and welding techniques.</td>
<td></td>
</tr>
<tr>
<td>12. Monitor the fitting, burning, and welding processes to avoid overheating of parts or warping, shrinking, distortion, or expansion of material.</td>
<td></td>
</tr>
<tr>
<td>13. Operate manual or semi-automatic welding equipment to fuse metal segments, using processes such as gas tungsten arc, gas metal arc, flux-cored arc, plasma arc, shielded metal arc, resistance welding, and submerged arc welding.</td>
<td></td>
</tr>
<tr>
<td>14. Analyze engineering drawings, blueprints, specifications, sketches, work orders, and material safety data sheets to plan layout, assembly, and welding operations.</td>
<td></td>
</tr>
<tr>
<td>15. Mark or tag material with proper job number, piece marks, and other identifying marks as required.</td>
<td></td>
</tr>
<tr>
<td>16. Chip or grind off excess weld, slag, or spatter, using hand scrapers or power chippers, portable grinders, or arc-cutting equipment.</td>
<td></td>
</tr>
<tr>
<td>17. Remove rough spots from workpieces, using portable grinders, hand files, or scrapers.</td>
<td></td>
</tr>
<tr>
<td>18. Prepare all material surfaces to be welded, ensuring that there is no loose or thick scale, slag, rust, moisture,</td>
<td></td>
</tr>
</tbody>
</table>
### Deliverable: Customized, Detailed Task List

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Profiling</th>
<th>Profile Plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Align Curriculum &amp; Job/Occupation</td>
<td>Job/Occupation</td>
<td>Job/Occupation</td>
</tr>
<tr>
<td>Development of Training/Apprenticeship</td>
<td>Job/Occupation</td>
<td>Job/Occupation</td>
</tr>
<tr>
<td>Design New Jobs</td>
<td>Job</td>
<td>Job</td>
</tr>
<tr>
<td>Redesign or Updating Jobs</td>
<td>Job</td>
<td>Job</td>
</tr>
<tr>
<td>Update Job Descriptions and Job Postings</td>
<td>Job</td>
<td>Job</td>
</tr>
<tr>
<td>Develop Training and Performance Appraisal Checklists</td>
<td>Job</td>
<td>Job</td>
</tr>
</tbody>
</table>

### Grouped Ordered Task List

**Group - Group 1 - Customer Service**

1. Assists customers in the selection and purchase of specialized telephone services, such as long distance plans by using plan descriptions and test from relevant scripts to review and suggest options and to answer questions.

2. Calls prospective new customers to explain new services and products by using the appropriate script, marketing materials, and pricing charts based on the client’s current plan and usage information as shown in the computer record.

3. Checks for accuracy of customer name and mailing address each time a customer calls or writes by asking them for this information and comparing it to the information already in the database.

4. Handles customer complaints concerning billing by identifying the nature of the problem, correcting minor billing errors, and forwarding other requests.

5. Prevents customers from discontinuing their service if their reason is due to poor service or a competitor's better deal by offering special Retention Plans, beginning with the least expensive options.

6. Processes customer requests for refunds that are due to a move or change of service plans in the middle of a billing cycle by locating the customer’s record in the database to enter the appropriate debit or credit code in their billing screen.

7. Sells telephone services to preferred business accounts by offering special plans and upgrades outlined in the plan descriptions and scripts.

8. Arranges for payment of delinquent accounts by calling customers, getting them to agree on a payment plan, setting dates and amounts of payments, documenting in the database, and sending a form letter with the agreed upon terms.

9. Assists customers in placing long-distance phone calls by asking them the nature of the problem and either accessing their account and dialing the call for them, or connecting them to the appropriate service company.

10. Determines if customer problems are due to hardware (e.g., boxes, cables, telephone) by finding the problem on the Troubleshooting Chart and reading the action to take to the customer and issuing a work order if indicated by the test.

11. Opens accounts for customers by adding a new record in the computer database and completing the required fields such as name, street address, billing address and service plan option(s).

**Group - Group 2 - Sales**

12. Prepares for a sales call by finding the correct Prospect Screen that shows the services currently subscribed to by the customer, and using this information to determine the additional services to recommend and the script to follow.

13. Prepares for a sales call to a non-GOMM customer by reviewing the printout showing the prospect’s current phone number, company name, number of people in household, and annual income to determine the appropriate script to follow.

14. Processes orders (e.g., installation, discontinuance, or change) by inserting the appropriate transaction code in the client’s computer record along with any special instructions (e.g., requested service date, dangerous dog in yard).

15. Quotes prices for customized plans to non-GOMM customers by entering all charges included in the quote and charges for current plan onto the electronic Price Quote worksheet and then using the information to explain why GOMM’s plan is best.
5. Responsibilities and Tasks

5.1. Complete assigned paperwork and reporting.
5.2. Keep work area clean and orderly.
5.3. Correct and / or report all unsafe conditions.
5.4. Other tasks as assigned by shift lead, line spiral winder operator, line assistant operator, or members of management.
5.5. Complete required quality checks throughout shift.
5.6. Palletize cans safely while maintaining line flow.
5.7. Place suspect product on hold for review and communicate hold to shift lead and quality control.
5.8. Un-jam support equipment as needed or instructed.
5.9. Complete utility tasks safely as assigned to include but not limited to loading ends in roto-feed, loading stretch-wraper, loading strapper, un-jamming strapper or stretch-wraper, un-jamming pallets, sorting cans, un-jamming seamer, un-jamming bonfig and cleaning tasks.

2. Required Qualifications

2.1. High School Diploma or equivalent.
2.2. Must pass Work Keys Test — Graphic Literacy 4 and Workplace Documents 4
### Deliverable:
- Critical/Important Tasks are identified and ordered
- Critical tasks are linked to skills and skill levels

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Importance</th>
<th>AM</th>
<th>GL</th>
<th>WD</th>
<th>WO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processes customer requests for refunds that are due to a move or change of special services in the middle of a billing cycle by locating the customer's record in the database to enter the appropriate debit or credit code in their billing screen.</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sells telephone services to preferred business accounts by offering special plans and upgrades outlined in the plan descriptions and scripts.</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranges for payment of delinquent accounts by calling customers, getting them to agree on a payment plan, setting dates and amounts of payments, documenting in the database, and sending a form letter with the agreed upon terms.</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assists customers in placing long-distance phone calls by asking them the nature of the problem and either accessing their account and dialing the call for them, or connecting them to the appropriate service carrier company.</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determines if customer problems are due to hardware (e.g., boxes, cables, or telephone) by finding the problem on the Troubleshooting Chart and reading the action to take to the customer and issuing a work order if indicated by the test.</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opens accounts for customers by adding a new record in the computer database and completing the required fields such as name, street address, billing address and service plan option(s).</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>Prepares for a sales call by finding the correct Prospect Screen that shows the services currently subscribed to by the customer, and using this information to determine the additional services to recommend and the script to follow.</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Prepares for a sales call to a non-GCOMM customer by reviewing the printout showing the prospect's current phone company, number of people in household, and annual income to determine the appropriate script to follow.</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Deliverable:
Entry and Effective Skill Levels for WorkKeys Assessments

Table 1. Entry – Level Skill Requirements for the Job

<table>
<thead>
<tr>
<th>WorkKeys Skill</th>
<th>Skill Level Range</th>
<th>Group A</th>
<th>Group B</th>
<th>Final Entry Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Math</td>
<td>3–7</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Graphic Literacy</td>
<td>3–7</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Workplace Documents</td>
<td>3–7</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Workplace Observation</td>
<td>1–5</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 2. Effective Performance Level Skill Requirements for the Job

<table>
<thead>
<tr>
<th>WorkKeys Skill</th>
<th>Skill Level Range</th>
<th>Group A</th>
<th>Group B</th>
<th>Final Effective Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Math</td>
<td>3–7</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Graphic Literacy</td>
<td>3–7</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Purpose | Profiling | Profile Plus | Estimator | Estimator Plus |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection/Hiring/Promotion for Employers</td>
<td>Job</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selection/Hiring/Promotion for very small Employers</td>
<td></td>
<td></td>
<td>Job</td>
<td></td>
</tr>
<tr>
<td>Uniform Guidelines for Employee Selection Procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create Local Industry Skill Profiles</td>
<td></td>
<td>Occupation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the NCRC Level</td>
<td></td>
<td>Job/Occupation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not selection/hiring/promotion for employers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prior Learning Assessment Credit</td>
<td>Curriculum</td>
<td>Curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-requisites for Training</td>
<td>Curriculum</td>
<td>Curriculum</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Deliverable:
All Knowledge, Skills, Abilities, and Tools and Technology are identified.
Curriculum Profile
Instructors, Graduates, Students

- Identify Learning Objectives
- Identify Knowledge, Skills & Abilities
- Identify WorkKeys Foundational Skills & Levels for entry and exit from program

Job/Occupation Profile
Job Incumbents or Trainers

- Identify Work Activities
- Identify Knowledge, Skills & Abilities
- Identify WorkKeys Foundational Skills & Levels for entry and effective performance of job/occupation

Alignment
Instructors & Incumbents/Trainers

- Match Learning Objectives & Work Activities
- Match Knowledge, Skills & Abilities
- Remaining Areas Trained by Educators or Company? Revisions to Training and/or Curriculum?

(Exit = Entry?)
SUPPLY

SKILL GAP

DEMAND
Step 2

**Partnership Canvas**

- **Created Value**: What will result be of the value transfer between partners?
- **Transfer Activities**: How will the partners' values be connected & made mutually accessible?
- **Desired Value**: What value is sought for in a partner?
- **Value Offer**: What value is offered to the partner?
What is your matching value offer that connects to the partner’s value offer?

A value offer is based on one or more elements from your own business model.

An effective offer either complements or enhances the value you would desire from a partner. Online if this connection is made, do you have a basis for creating a relationship.
Step 3

**Partnership Canvas**

- **Created Value**
  - What will result be of the value transfer between partners?

- **Transfer Activities**
  - How will the partners' values be connected & made mutually accessible?

- **Value Offer**
  - What value is offered to the partner?

- **Desired Value**
  - What value is sought for in a partner?
How will you connect the desired and offered value?

It is essential that both parties find a way to integrate the value that they are putting to the table.

This **transfer activity** building block is the exchange by which synergy between the partnering business models is created.
Partnership Canvas

- **Step 4**
  - **Created Value**: What will result be of the value transfer between partners?
  - **Transfer Activities**: How will the partners' values be connected & made mutually accessible?
  - **Desired Value**: What value is sought for in a partner?
  - **Value Offer**: What value is offered to the partner?
What new value will be created that you can utilize to innovate?

With the third building block, an engine is created that enables value to flow between partners. But the partnership discussion doesn’t end there. Essentially what we’ve defined so far is a basis for connecting values.
The Negotiating Table

• Each team has 2 minutes to present their partnership canvas
• Compare value offers of other teams, to desired value of your team, and whether there is mutual understanding of the transfer activities.
• Do the elements of created value provide clear added value to each partner’s organization?
Related Sessions

Credentialing for Apprenticeship with Julie Gibson, Tammy Green, and Neil Reddy

- Breakfast Round Table Discussion  Tuesday 7:30-8:45 AM

Incarceration to Employment:  How Re-entry Populations are an Essential Element of the Workforce Elements with Tammy Green, Ken Gurka and Carol Ogletree

- Concurrent Session Tuesday 2:30- 3:20 PM Providence Ballroom Registration with State Workforce System

An Innovative Approach – Bridging Job Seekers to Gainful Employment with Lyndsie Gibbs and Krystal Rider

- Concurrent Session Tuesday 3:35 – 4:25 PM Providence Ballroom III

Work-based Learning Models for Youth that Leverage Certifications and Apprenticeships

- Concurrent Session Wednesday 9:45 – 10:30 AM Providence Ballroom II

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