

National Work Readiness Credential

“Preparing local workers for the 21st century global economy.”



A Partnership between:

Champlain Valley Educational Services

Clinton Community College

OneWorkSource

Workforce Investment Board

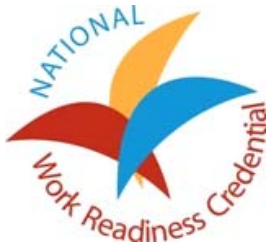
The Development Corporation

North Country Chamber of Commerce

Supported by:

New York State Education Department

New York State Department of Labor



National Work Readiness Credential

Overview

In order to meet the needs of a changing workplace in the 21st century global economy, the US Chamber of Commerce, encouraged by national advisors to the National Institute for Literacy, conducted research into the emerging needs of communities, businesses, and industry. Through the joint efforts of the US Chamber of Commerce, National Institute for Literacy, Institute for Educational Leadership, National Association of Manufacturers, National Governors Association, National Retail Federation Foundation, Junior Achievement Worldwide, and policymakers from Florida, New Jersey, New York, Washington, Rhode Island, and the District of Columbia; the foundation for the National Work Readiness Credential was created.

The NWRC course was created to enable job seekers to be well prepared to enter the workforce with the necessary skills to not only succeed in entry level work, but to prepare for future training and continued growth and success in the workplace. The National Institute for Literacy's Equipped for the Future Skills (EFF) offered a foundation for standards based instruction and assessment, certifying that candidates for the National Work Readiness Credential are assessed on the skills needed in an emerging marketplace.

Eligibility Requirements

Candidates must be a minimum of 16 years of age.

Candidates will take a pre and post assessment using the Test of Adult Basic Education (TABE).

To enroll in the NWRC Preparation Course, candidates must achieve TABE pre-test

Reading Level: Grade Equivalent 8.0

Math Level: Grade Equivalent 8.0

To sit for the NWRC Tests, candidates must achieve TABE post-test

Reading Level: Grade Equivalent 10.0

Math Level: Grade Equivalent 9.0



The National Work Readiness Credential

Meeting the Demand for 21st Century Workers

The Need

For Employers

40% of job applicants lack the basic skills necessary to be successful entry-level workers.

For Workforce Investment Systems

Education & Training programs are not aligned with labor market needs and there is no general agreement on what is important for entry-level workers to know

Benefits of the Credential

For Employers

- Reduce recruitment costs
- Improve productivity
- Minimize turnover
- Maximize the effectiveness of on-the-job training

For Job Seekers

- Demonstrate to employers that they have the skills to be successful in entry-level jobs and advance in the workplace

For Workforce Investment System

- Facilitate a common understanding among employers, workers, and educators about the skills necessary to obtain entry-level work
- Promote the development of training programs that are appropriate to the needs of employers and job seekers



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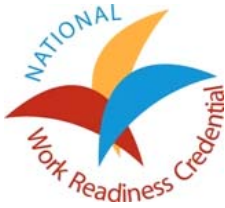
Tests

Test Section	Type of Test	Time Allotted
Work Readiness Reading Test	35 multiple-choice items	45 minutes
Work Readiness Situational Judgment Test	45 multiple-choice items	60 minutes
Work Readiness Active Listening Test	35 multiple-choice items	45 minutes
Work Readiness Math Test	35 multiple-choice items	45 minutes
All Four Sections		3 hours and 15 minutes

Testing Format

- Candidates sit for the tests at an approved test site. The OneWorkSource Centers in Elizabethtown, Malone, and Plattsburgh are all approved test sites.
- All testing is done via computer.
- Math and Reading are in a multiple choice format.
- Situational Judgment is in a multiple choice format with candidates choosing two answers for each question: the *best* and the *worst* response to a typical workplace issue.
- Active Listening requires candidates to listen to a situation and then choose a correct response in a multiple choice format.
- Candidates must register for all four sections of the test the first time, but do not need to take all four parts at once.
- Candidates have thirty days to complete all four sections of the test.
- In order to receive the National Work Readiness Credential candidates must pass all four sections of the test within one year of taking the first test. If a candidate does not pass one section of the test, he or she only needs to retake the failed

section, not all four sections. A candidate must wait 25 days from the initial test date to retest.



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Curriculum Overview

While there are no eligibility requirements to take the NWRC test, preparation for success has been built into the initial research and construction of the NWRC course. The NWRC is built around 10 foundational skills entitled Equipped for the Future or EFF. Of these 10 skills, Take Responsibility for Learning is the skill that drives the instruction and learning in all test areas. The ten foundational EFF skills have been incorporated into lessons created for each of the four test areas:

- **Reading:** Take Responsibility for Learning
Read with Understanding
Observe Critically
Cooperate with Others
Use Information & Communications Technology
- **Active Listening:** Take Responsibility for Learning
Speak so Others Can Understand
Listen Actively
- **Math:** Take Responsibility for Learning
Use Math to Solve Problems and Make Decisions
Use Math to Solve Problems and Communicate
- **Situational Judgment:** Take Responsibility for Learning
Resolve Conflict and Negotiate
Cooperate with Others

The National Work Readiness Credential curriculum is designed to promote the following principles:

- alignment with Adult Education Learning Standards and the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS)
- skills based instruction within Equipped for the Future Skills Wheel
- student driven instruction and learning in authentic settings
- documentation of student progress through process and outcome assessments

- curriculum design based on professional, peer reviewed research on adult learning
- Part 1: Career Planning**

The New York State Department of Labor has developed a free, online service to help candidates with their career planning and job search called NYJobZone. Candidates will use this website and follow a process to help them make decisions about appropriate career choices. Candidates will develop a career plan and professional portfolio throughout the course. The process will include the following steps:

1. *Self-exploration.* Candidates will complete online activities through NYJobZone to identify career interests and work values. They will also use the website to identify their individual strengths, skills, and talents.
2. *Career Exploration.* Candidates will complete online activities to identify careers of interests. Included in this search will be education and training requirements, employment opportunities, and employment outlook. Candidates will keep an online job search journal.
3. *Search Education and Training Databases.* Candidates will use the site to find training opportunities and complete a college search in relation to their career interests.
4. *Build and Store Résumés.* Candidates will utilize the One Work Source Centers to enroll in various job search activities and to attend work related workshops, such as interviewing techniques and resume writing.

Part 2: Instructional Strategies

Candidates will receive classroom instruction and distance learning assignments within each of the four NWRC test areas: Work Readiness Situational Judgment, Work Readiness Active Listening, Work Readiness Math, and Work Readiness Reading. The process will include the following steps:

1. *Learning Centers.* Candidates will have the opportunity to practice skills through learning activities designed to replicate workplace situations.
2. *Computer Research and Document Creation.* Candidates will use a computer to research a variety of sites as well as to create, store, and access documents.
3. *Case Studies.* Candidates will share and discuss work place situations regarding ethical and professional expectations.

4. *Small Group and Large Group Discussion.* A variety of instructional strategies will be used throughout the NWRC course. Skills will be modeled and candidates will have many opportunities to engage in guided and independent practice of EFF skills.
5. *Guest Lecturers.* Speakers from academic and employment sectors will present and engage candidates in discussions on current marketplace issues.

Part 3: Roles and Responsibilities

Worker Role Maps were created as a guide for instructing the whole person. The roles of citizen/community member, family member, and worker are designed to address all aspects of a successful person. Candidates will have instruction and practice focused around each of the skills delineated within the member role map framework. The EFF skills are aligned with the key activities outlined within this framework. The process of integrating the concepts within each role map will include the following steps:

1. *Health Literacy Skills.* Learning activities are built upon the seven core skills outlined in the New York State and National Health Learning Standards: communication, decision making, planning and goal setting, stress management, self management, relationship management, and advocacy.
2. *Review and Reflection.* Candidates will have multiple opportunities to set, review, and refine learning and employment objectives and goals throughout the NWRC curriculum.
3. *Critical Thinking Skills.* Through the process of reflection and revision, candidates will engage in learning situations to develop deep levels of comprehension and skill within the settings of work, family, and community.
4. *Authentic Learning and Assessment.* Candidates will practice skills within the context of their personal experience as they work through the activities of the NWRC curriculum.

Part 4: Outcome Measures and Assessments

The Adult Student Information System and Technical Support (ASISTS) web-based data collection system will be utilized to collect data and to monitor and report goals and outcomes of NWRC candidates. Data will be collected on the number of participants who meet their goals of:

- Attaining the NWRC
- Obtaining employment
- Retaining employment
- Improving employment

- Improving literacy skills
- Earning a GED
- Enter Training
- Entering Post Secondary Education
- Reducing Public Assistance

Data will be collected through the candidates Education and Employment Plan which identifies:

- Test of Adult Basic Education (TABE) pre and post assessments
- Equipped for the Future Skills self-assessments
- One Stop Operating System (OSOS) registration and follow-up
- Pass rate for NWRC
- Enrollment in post-secondary or training
- Follow up business surveys



SCANS Skills: Foundation Skills and Personal Qualities

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

Thinking Skills: Thinks creatively, makes decisions, reasons, solves problems, visualizes, applies learning strategies to complete tasks

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, integrity and honesty

Resources: Identifies, organizes, plans, and allocates resources

Time

Money

Material and Facilities

Human Resources

Interpersonal: Works with Others

Participates as a member of a team

Teaches others new skills

Serves clients/customers

Exercises leadership

Negotiates

Works with diversity

Information: Acquires and uses information

Acquires and evaluates information

Organizes and maintains information

Interprets and communicates information

Uses computers to process information

Systems: Understands complex inter-relationships

Understands systems

Monitors and corrects performance

Improves or designs systems

Technology: Works with a variety of systems

Selects technology




Applies technology to task

Maintains and troubleshoots equipment



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Performance Rubric

Skill	Platinum 	Gold 	Silver 	Assessment
Basic Skills				
Communication Speaking & Listening	Speaks clearly; uses proper grammar to communicate messages Engages in appropriate conversations and discussions Initiates conversations and can act as a mentor	Speaks clearly; uses proper grammar to communicate messages Engages in appropriate conversations and discussions	Speaks clearly; occasionally uses slang or improper grammar to communicate messages Engages in appropriate conversations and discussions	Observation Portfolio Review
Technology	Effectively uses computer in personal and professional situations Independently navigates career based websites to support educational and job seeking efforts	Effectively uses computer to find information for personal situations Navigates career based websites to support educational and job seeking efforts with limited guidance	Limited experience with computer Navigates career based websites with on-going guidance and support	Class/Distance Learning Lessons Portfolio Review
Mathematics	Demonstrates ability to use mathematical concepts to support and guide work in the roles of employee, community member, and family member TABE Level 6	Performs basic computations correctly and independently TABE Level 5	Performs basic computations correctly after instruction and guided practice TABE Level 4	Pre/Post: TABE Class/ Distance Learning Lessons Portfolio Review
Reading and Writing	Creates documents to convey information using multimedia technology Reads and comprehends text with speed and accuracy TABE Level 6	Creates, stores, and accesses documents by using word processing programs Reads and comprehends text with speed and accuracy TABE Level 5	Creates documents which include basic technology Reads and comprehends text with speed and accuracy at TABE Level 4	Class/Distance Learning Lessons Pre/Post: TABE Observation Portfolio Review




Interpersonal Skills




Self Management	<p>Highly motivated and persistent in accomplishing tasks</p> <p>Exhibits keen insight on how to address personal and professional needs</p> <p>Consistently exhibits solid work ethic</p>	<p>Takes initiative to accomplish a task</p> <p>Exhibits positive feelings about self and abilities</p> <p>Can be counted on by others to complete a task</p>	<p>Accomplishes a task with minimal guidance</p> <p>Exhibits awareness of personal and professional needs</p> <p>Demonstrates reliability when given direction</p>	<p>Observation</p> <p>Student Reflections</p> <p>Class/Distance Learning Lessons</p>
Professional Relationships	<p>Extends self to others in a warm and positive manner, respectful of others</p> <p>Motivates and influences others in a positive manner, personally and professionally</p>	<p>Consistently adapts to change, responds appropriately to a situation</p> <p>Demonstrates motivation for personal and professional development</p>	<p>Considerate of others, responds to the needs of others</p> <p>Demonstrates willingness to grow personally and professionally</p>	<p>Observation</p> <p>Student Reflections</p> <p>Class/Distance Learning Lessons</p>
Professional Appearance	<p>Exceeds appearance standard for specific employment situation</p>	<p>Well groomed, care for appearance is evident</p>	<p>Dresses appropriately for situation</p>	<p>Observation</p> <p>Self Assessment</p>
Negotiation	<p>Seeks to solve conflict through negotiation as a way to avoid problems</p> <p>Demonstrates ability to mediate conflict situations and reach reasonable compromise</p>	<p>Identifies common goals among different parties, seeks resolution</p> <p>Deals well with people, listens attentively and evaluates a situation for possible compromise</p>	<p>Recognizes conflict situations</p> <p>Works well in a team situation, contributes observations about a situation</p>	<p>Observation</p> <p>Student Reflections</p> <p>Class/Distance Learning Lessons</p>
Teamwork	<p>Takes lead in group discussions, recognized as a leader by others</p> <p>Resolves differences for the benefit of the team, offers consistent solutions to problems</p>	<p>Contributes to group efforts, offers original thinking to situations</p> <p>Supports resolutions created through teamwork, carries out tasks without guidance</p>	<p>Supports group initiatives</p> <p>Supports group efforts, takes on a participatory role</p>	<p>Observation</p> <p>Student Reflections</p> <p>Class/Distance Learning Lessons</p>
Professional Demeanor	<p>Encourage others through assertive communication and positive reinforcement</p>	<p>Patiently listens to others, willingness to be a team player</p>	<p>Relates well to others</p>	<p>Observation</p> <p>Self Assessment</p> <p>Student Reflections</p>



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Course Requirements

Personal Qualities			
	Platinum 	Gold 	Silver 
Attendance	Attends all NWRC Preparation Classes	Attends all NWRC Preparation Classes	Attends all NWRC Preparation Classes
Punctuality	Arrives on time for all NWRC classes	Arrives on time for all NWRC Classes	Arrives on time for all NWRC Classes
Skills Self Assessment	<p>Conducts accurate assessment of personal skills and abilities</p> <p>Monitors progress toward realistic goals, makes revisions as needed</p> <p>Motivates self through goal achievement</p>	<p>Demonstrates growing awareness of personal skills and abilities</p> <p>Monitors progress toward goals, makes revisions after guided review</p>	<p>Demonstrates emerging awareness of personal skills and abilities</p> <p>Sets and monitors progress toward goals with guidance</p>
Professional Portfolio	<p>Portfolio is well designed for ease of use by prospective employers</p> <p>Portfolio includes designated assignments as well as additional samples of outstanding work</p> <p>Includes evidence from EFF Skills Assessment in each area of personal and professional responsibility</p> <p>Resume and cover letter are professional quality and ready to be presented to prospective employers</p>	<p>Portfolio is complete and ready for use in professional settings</p> <p>Portfolio includes designated assignments as well as additional work samples from course</p> <p>Includes evidence from EFF Skills Assessment in each area of personal and professional responsibility</p> <p>Resume and cover letter are professional quality and ready to be presented to prospective employers</p>	<p>Portfolio is complete</p> <p>Portfolio includes designated assignments from course</p> <p>Includes evidence from EFF Skills Assessment in each area of personal and professional responsibility</p> <p>Resume and cover letter are professional quality and ready to be presented to prospective employers</p>
Distance Learning Assignments	All NWRC distance learning assignments are complete, well organized, and on time. Assignments reflect a deep understanding and application of course material	All NWRC distance learning assignments are complete and on time. Assignments reflect thorough understanding of course material	All NWRC distance learning assignments are complete and meet a high standard for passing

Personal Qualities			
	Platinum 	Gold 	Silver 
Resume	Resume has been reviewed, printed on high quality paper	Resume is complete and ready to be sent to employers	Resume is complete
Interviewing Skills	Attends Interviewing Workshop Demonstrates exemplary interviewing skills	Attends Interviewing Workshop Demonstrates proficient interviewing skills	Attends Interviewing Workshop Demonstrates adequate interviewing skills
Prove It!	Completes and passes three Prove It! assessments of choice Results of Prove It! are included in professional portfolio	Completes and passes two Prove It! assessments of choice Results of Prove It! are included in professional portfolio	Completes and passes one Prove It! assessment of choice Results of Prove It! are included in professional portfolio
NWRC Credential	Passes all 4 NWRC tests	Passes all 4 NWRC tests	Passes all 4 NWRC tests
Employment Seminar	Attends Employment Seminar dressed in interview attire Presents professional portfolio Participates in a professional interview/discussion	Attends Employment Seminar dressed in interview attire Presents professional portfolio Participates in a professional interview/discussion	Attends Employment Seminar dressed in interview attire Presents professional portfolio Participates in a professional interview/discussion



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Grading Procedures



Platinum

90-100 points

(5 points)

Candidate earns required points to meet Exemplary Standard.



Gold

80-89 points

(4 points)

Candidate earns required points to meet Highly Proficient Standard.



Silver

70-79 points

(3 points)

Candidate earns required points to meet Proficient Standard.

Portfolio Guidelines

Resume and Cover Letter
Letters of Recommendation

Certificates/Trainings/Awards

Math Samples: Workplace Documents

Writing Samples: Letter to the Editor

Workplace Documents
Sample W-4 Form
Personal Data Form

Post Interview Checklist

Equipped for the Future Skills



Worker Role Map: Key Activities

Effective workers adapt to change and actively participate in meeting the demands of a changing workplace in a changing world.

Do the Work

Workers use personal and organizational resources to perform their work and adapt to changing work demands.

- Organize, plan, and prioritize work
- Uses Technology, resources, and work tools to put ideas and work directions into action
- Respond to and meet new work challenges
- Take responsibility for assuring work quality, safety, and results

Work with Others

Workers interact one-on-one and participate as members of a team to meet job requirements.

- Communicate with others inside and outside the organization
- Give assistance, motivation, and direction
- Seek and receive assistance, support, motivation, and direction
- Value people different from yourself

Work within the Big Picture

Workers recognize that formal and informal expectations shape options in their work lives and often influence their level of success.

- Work within organizational norms
- Respect organizational goals, performance, and structure to guide work activities
- Balance individual roles, and needs with those of the organization
- Guide individual and organizational priorities based on industry trends, labor laws/contracts, and competitive practices

Plan and Direct Personal and Professional Growth

Workers prepare themselves for the changing demands of the economy through personal

renewal and growth.

- Balance and support work, career, and personal needs
- Pursue work activities that provide personal satisfaction and meaning
- Plan, review, and pursue personal and career goals
- Learn new skill



Parent/Family Role Map: Key Activities

Effective family members contribute to building and maintaining a strong family system that promotes growth and development.

Promote Family Members' Growth and Development

Family members support the growth and development of all family members, including themselves.

- Guide and mentor other family members
- Make and pursue plans for self-improvement
- Foster informal education of children
- Support children's formal education
- Direct and discipline children

Meet Family Needs and Responsibilities

Family members meet the needs and responsibilities of the family unit.

- Provide for safety and physical needs
- Manage family resources
- Balance priorities to meet multiple needs and responsibilities
- Give and receive support outside the immediate family

Strengthen the Family System

Family members create and maintain a strong sense of family.

- Create a vision for the family and work to achieve it
- Promote values, ethics, and cultural heritage within the family
- Form and maintain supportive family relationships
- Provide opportunities for each family member to experience success
- Encourage open communication among the generations



Citizen/Community Member Role Map

Effective citizens and community members take informed action to make a positive difference in their lives, communities, and world.

Become and Stay Informed

Citizens and community members find and use information to identify and solve problems and contribute to the community.

- Identify, monitor, and anticipate problems, community needs, strengths, and resources for yourself and others
- Recognize and understand human, legal, and civic rights and responsibilities for yourself and others
- Figure out how the system that affects an issue works
- Identify how to have an impact and recognize that individuals can make a difference
- Find, interpret, analyze, and use diverse sources of information, including personal experience

Take Action to Strengthen Communities

Citizens and community members exercise their rights and responsibilities as individuals and as members of groups to improve the world around them.

- Help yourself and others
- Educate others
- Influence decision makers and hold them accountable
- Provide leadership within the community

Work Together

Citizens and community members interact with other people to get things done toward a common purpose.

- Get involved in the community and get others involved
- Respect others and work to eliminate discrimination and prejudice
- Define common values, visions, and goals
- Manage and resolve conflict
- Participate in group processes and decision making

Form and Express Opinions and Ideas

Citizens and community members develop a personal voice and use it individually and as a group.

- Strengthen and express a sense of self that reflects personal history, values, beliefs, and roles
- in the larger community.
- Learn from others' experiences and ideas

- Communicate so that others understand
- Reflect on and reevaluate your own opinions and ideas