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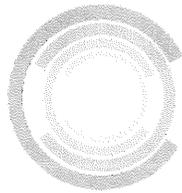
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The Lab's 21st Century Skills Badges



21st Century Skills Badging Challenge

How might we capture learning beyond the traditional transcript in ways that are meaningful to employers?

EXPLORE THE SUITE OF BADGES

[Learn More](#)

Over the past three years, the Education Design Lab has engaged a wide range of school administrators and faculty, students, employers, entrepreneurs, technologists and subject matter experts in designing and piloting 21st century skills badges that could be meaningful within the complex and rapidly changing hiring ecosystem.



To date, the work has yielded a transparent, replicable framework of competencies, learning outcomes as well as a set of student-tested practices that are focused on learner growth and transformation.

As the Lab continues piloting 21st century skills badges with schools this upcoming academic year, we will also increase our work with employers—testing the efficacy of the digital badges and understanding how they can be a valuable signal at all stages of the hiring process.

21st Century Skills Badges

Over the past three years, the Lab has engaged a wide range of school administrators and faculty, students, and employers in the co-design of meaningful 21st century skills badges that transform the way learners recognize and activate their skills.

12

SCHOOLS

Students design and implement pilots

300+

LEARNERS

Feedback on pilot badge earning processes and potential tech solutions

50+

EMPLOYERS

*Feedback on badge criteria
Student mock interviews
Insight into hiring practices*

The work has yielded a rigorous and transformative badge earning process, combining knowledge, assessment, and experience and reflection.

Each skill has 4 core sub-competencies that make up the badge. There is a performance-based assessment associated with each of the sub-competencies which must be completed to stack up to the awarding of the badge.



Initiative

The individual who has earned this badge has demonstrated 21st century leadership skills, which include the capacity to: **motivate and influence others; act as a catalyst; demonstrate self-awareness, and learn from experience.**

Lead without a title Individuals motivate and guide others; raising the morale of their group; and taking responsibility for what needs to be done.

Act as a catalyst Individuals galvanize action; identifying and seizing opportunities for change; and overcoming inertia.

Demonstrate self-awareness Individuals evaluate their own performance; recognizing their motivations; and managing their anxiety.

Learn from experience Individuals welcome and apply feedback; resisting defensiveness; and seeing "failure" as an opportunity for greater understanding.

Developed in partnership with Georgetown University



Collaboration

The individual who has earned this badge has demonstrated 21st century collaboration skills, which include the capacity to: **work productively with others toward a common goal by: valuing and strengthening relationships; incorporating diverse viewpoints, using active listening skills; and focusing on solutions rather than problems**

Strengthen relationships Individuals create networks through which they access and provide resources, information, and support.

Listen actively Individuals form productive working relationships; ensuring that others feel heard and valued; and grasping and retaining information.

Incorporate diverse perspectives Individuals enlarge the conversation; challenging their own thinking; and maximizing group effectiveness.

Focus on solutions Individuals create the forward momentum that advances the work of the organization.

Developed in partnership with University of Arizona



Creative Problem Solving

The individual who has earned this badge has demonstrated 21st century creative problem-solving skills, which include the capacity to: **exercise both divergent and convergent thinking; identify patterns; manage ambiguity; and apply an iterative process**

Exercise convergent and divergent thinking Individuals generate fresh ideas and apply a process for evaluating them.

Identify patterns Individuals recognize commonalities among situations that may at first appear unrelated; framing problems more accurately; and accessing relevant solutions.

Manage ambiguity Individuals trust the process; tolerating their own anxiety; and gathering information before settling on solutions prematurely.

Apply an iterative process Individuals systematically test ideas; challenging their own preconceptions; and expanding the range of potential solutions.

Developed in partnership with University of Virginia



Critical Thinking

The individual who has earned this badge has demonstrated 21st century critical thinking skills, which include the capacity to **gather and assess relevant information; identify patterns; question assumptions; and support ideas with evidence.**

Gather and assess relevant information Individuals ground problem-solving in facts rather than assertions.

Identify patterns Individuals make sense of data; recognizing commonalities among seemingly unrelated situations; and framing novel problems in familiar terms.

Question assumptions Individuals resist easy answers; probing more deeply; and improving the problem-solving process.

Draw conclusions Individuals use logic and reasoning to evaluate arguments, form judgments, and make recommendations.

Developed in partnership with Andrews University, Aquinas College, and Hope College



I feel that I can use the badge as a talking-point on my next interview. I can expand on the details, and even share my narrative of how I embody resilience.
- Junior, George Mason University



Intercultural Fluency

The individual who has earned this badge has demonstrated 21st century intercultural fluency, which includes the capacity to recognize and challenge one's own cultural biases; show curiosity; demonstrate self-awareness; and incorporate diverse perspectives.

Recognize and challenge one's own cultural biases Individuals reject "othering"; working effectively in multicultural settings; and avoiding ethnocentrism.

Show curiosity Individuals demonstrate cognitive and affective openness to and interest in change and difference.

Demonstrate self-awareness Individuals evaluate their own performance; recognizing their motivations; and managing their anxiety.

Incorporate diverse perspectives Individuals enlarge the conversation; challenging their own thinking; and maximizing group effectiveness.

Developed in partnership with Vassar College



Empathy

The individual who has earned this badge has demonstrated 21st century skills in empathy, which include the capacity to listen actively; validate others' feelings and perceptions; incorporate diverse perspectives; and recognize others' needs and values.

Listen actively Individuals forming productive working relationships; ensuring that others feel heard and valued; and grasping and retaining information.

Provide validation Individuals create a safe and participatory environment in which each member of a team can contribute.

Identify others' needs and values Individuals put themselves in others' shoes.

Incorporate diverse perspectives Individuals enlarge the conversation; challenging their own thinking; and maximizing group effectiveness.

Developed in partnership with Bay Path University



Oral Communication

The individual who has earned this badge has demonstrated 21st century oral communication skills, which include the capacity to speak with clarity and precision; adjust tone and word choice for both formal and informal settings; listen actively, and recognize nonverbal cues.

Speak with clarity and precision Individuals communicate ideas and information effectively, minimizing unintended confusion, misinformation, and offence.

Use appropriate tone and word choice Individuals adjust their style and approach for different settings; building rapport; and communicating up and down the organization.

Listen actively Individuals recognize and respond to both verbal and nonverbal cues; by ensuring that others feel heard and valued.

Tell stories to express ideas Individuals capture their audience; using the components of storytelling to draw attention.

Developed in partnership with Makerere University and Tunis Business School



Resilience

The individual who has earned this badge has demonstrated 21st century resilience, which includes the capacity to learn from experience; exhibit flexibility; demonstrate self-awareness, and focus on solutions.

Learn from experience Individuals welcome and apply feedback; resisting defensiveness; seeing "failure" as an opportunity for greater understanding; and cultivating optimism by consciously challenging negative self-talk.

Exhibit flexibility Individuals adapt and adjust to new and changing situations.

Demonstrate self-awareness Individuals evaluate their own performance; recognizing their motivations; and managing their anxiety.

Focus on solutions Individuals create the forward momentum that advances the work of the organization.

Developed in partnership with George Mason University

Interested in adopting the Badges?

Contact us at labinfo@eddesignlab.org

The Education Design Lab was founded to bring the latest in design, innovation tools, and processes to bear on the 'wicked' problems facing education today. The Lab's team combines deep vertical expertise in higher education with training in design and innovation processes. Beginning with an obsessive focus on the student journey, understanding the dreams and challenges of "non-traditional" learners, we help our partners design, test and pilot transformative changes in the postsecondary education landscape.



STUDENT REACTIONS



The Resilience Badge is unique...I have left with a greater understanding of myself and my abilities. I am mindful to the fact that I need to discuss this experience to other peers and employers. I feel that I can use the badge as a talking-point on my next interview. I can expand on the details, and even share my narrative of how I embody resilience.

Junior

George Mason University



Tunis Business School students share their reactions to the Oral Communication Badge pilot.

21st Century Skills Badges

What's behind the badges?

With the goal of sending a united signal to employers, the Lab and partners have built 21st century skills badges that share important criteria, components, and learning outcomes.

[Learn More](#)

What We've Learned

Now that 300+ learners have been through our pilots, and 50+ employers have weighed in, we are more convinced than ever that the intentional development and assessment of 21st century skills can be a game changer...

[Read Now](#)

21st Century Skills Webinar

Want to learn about our latest work advancing 21st Century Skills? Watch our webinar!

[Watch Now](#)

RESILIENCE AT GEORGE MASON UNIVERSITY

George Mason University offers students opportunity to participate in Resilience badge workshop.

[Read More](#)





Education Design Lab Partners with Leading Credentialing Platform to Help Universities Close the 21st Century Skills Gap

Education Design Lab, a nonprofit that applies design thinking to create new pathways from education to employment, announced the launch of a new partnership with Credly that will designate participating colleges and universities as authorized issuers of nationally-designed digital credentials that recognize workforce-relevant skills.

[Read More](#)

Interested in Getting Involved?

CONTACT US



The Governor's Work Ethic Certificate

Bridging Education and Success

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TABLE OF CONTENTS

PURPOSE OF THE GOVERNOR’S WEC IMPLEMENTATION GUIDE.....	5
WORK ETHIC CERTIFICATION PROGRAM HISTORY	6
TIMELINE OF ACTIVITIES.....	7
GOVERNOR’S WEC OVERVIEW.....	8
GOVERNOR’S WEC APPLICATION PROCESS	9
OVERVIEW OF GCCS CORPORATION’S PRIDE PROGRAM	10
GCCS PRIDE RUBRIC OVERVIEW	11
2015-2016 GCCS PRIDE RUBRIC	12
COLLEGE AND CAREER READINESS ADVISORY COUNCIL.....	13
SAMPLE COLLEGE AND CAREER READINESS ADVISORY COUNCIL ACTION PLAN	15
SAMPLE GCCS ADVISORY COUNCIL MEETING AGENDA.....	17
BUSINESS PARTNERSHIPS.....	18
SAMPLE BUSINESS PARTNERSHIP LETTER.....	20
BUSINESS PARTNERS – INCENTIVES	21
PARENT/GUARDIAN LETTER.....	22
SAMPLE PARENT INFORMATION LETTER.....	23
STUDENT ACKNOWLEDGEMENT FORM/CHECK SHEET	24
SAMPLE STUDENT PARTICIPATION ACKNOWLEDGEMENT FORM.....	25
SAMPLE WORK ETHIC TEACHER/ADULT VERIFICATION FORM	26
COMMUNITY SERVICE DOCUMENTATION	27
SAMPLE COMMUNITY SERVICE DOCUMENTATION FORMS	28
Community Service Documentation.....	28
Community Service Documentation	28
CRITERIA MONITORING SPREADSHEET	29
SAMPLE CRITERIA MONITORING SPREADSHEET	30
DATA COLLECTION AND ANALYSIS.....	31
DEMOGRAPHIC DATA	32
POST-SECONDARY PLANS DATA.....	33
SUMMATIVE DATA	34
STUDENT CERTIFICATE	35

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PURPOSE OF THE GOVERNOR'S WEC IMPLEMENTATION GUIDE

The Governor's State Workforce Innovation Council (SWIC) views the development and adoption of a community and employer recognized Work Ethic Certificate (WEC) as an important tool that can help provide a pipeline of skilled high school graduates into today's workforce. The employability skills recognized in the Governor's WEC have been vetted by Hoosier employers, community based organizations and post-secondary education institutions and are designed to encourage students to meet the benchmarks that will assist them in their college or career goals.

Under the leadership of the SWIC, the Department of Workforce Development (DWD), in partnership with the Greater Clark County School Corporation (GCCS) and a special taskforce including members of the Indiana Department of Education (IDOE), Vocational Rehabilitation (VR), Indiana Chamber of Commerce and local employers developed the WEC Implementation Guide designed to provide instructions and sample documents for local school corporations to implement their own WEC program for high school students. The implementation guide also contains planning tools and data tracking worksheets that can be used to measure the program's effectiveness during the implementation phase.

All information contained in this guide are recommendations based upon the experiences of GCCS and is meant to serve as a starting point. The most effective WEC programs contain local guidance and feedback from the business community in order to ensure the students are prepared with the most in-demand industry employability skills. Sample documents contained in this guide can be modified to suit the needs of the individual school corporation and community.

WORK ETHIC CERTIFICATION PROGRAM HISTORY

In 2006, the Indiana DWD scaled the WEC model from East Allen County Schools statewide. Although this program contained the soft skills deemed necessary for employment, it lacked several components that would allow it to be a sustainable program in the participating school corporations. There was no employer driven recognition of the value of this program, and without local and state champions of this work, it was eventually discontinued.

In the 2013-14 school year, GCCS decided to take a comprehensive look at student soft skill proficiency. At that time, a few of the district's 20 schools had implemented Positive Behavior Interventions and Supports (PBIS) programs, and a decision was made to implement PBIS in all district schools. PBIS focuses on identifying student behavioral expectations that staff members will teach and positively reinforce school-wide.

Around that same time period, discussions began about implementing a WEC program. This concept was familiar to the district's Superintendent, Dr. Andrew Melin, as he had experience as a high school principal in the East Allen County Schools in 2006 during DWD's statewide implementation of the WEC. The need for a WEC was identified as a best practice by GCCS' College and Career Readiness Advisory Council, which is comprised of K-12, higher education, non-profit and for-profit employers, and elected officials as a necessary step to meet the talent pipeline needs of the regional economy.

While planning for WEC implementation, the GCCS administrative team identified the need to merge the district's PBIS and WEC efforts. Utilizing the district's administrative team and College and Career Readiness Advisory council, a single program combining PBIS and WEC was created and called PRIDE: Persistence, Respectfulness, Initiative, Dependability, and Efficiency.

The PRIDE program, implemented in GCCS during the 2014-15 school year, is designed to provide students from pre-school through 12th grade with a foundation of work ethic and character skills that will translate into a future workforce with the soft skills needed to help businesses and communities thrive. PRIDE, when taught and reinforced on a daily basis, can dramatically improve student behavior and create a positive school culture.

While PRIDE focuses on five character skills, the culminating event of the PRIDE program is the ability for graduating seniors to earn a Work Ethic Certification that documents a student's proficiency in those five character skills as well as in four quantifiable measures, i.e., attendance, behavior, community/school service, and grade point average. The WEC verifies high school graduates possess the soft skills necessary to succeed in any post-secondary endeavor and, when supported and implemented by businesses and organizations, greatly enhances a community's ability to meet workforce needs.

Through an ongoing partnership between GCCS and the Indiana DWD, the Governor's WEC, modeled after the successful PRIDE program, launched in the 2016-17 school year for a group of pilot school corporations.

TIMELINE OF ACTIVITIES

As mentioned in the historical information, GCCS Corporation served as the initial pilot implementation site of the Governor's WEC program. Below is a suggested timeline of activities that will help local school corporations convene a College and Career Advisory Council or similar body of committed employers, post-secondary institutions and community based organizations to assist in the planning and implementation process.

To best serve students with time to understand the WEC competencies in order consistently demonstrate them at school and in extracurricular activities, there are identified planning and implementation years. An effective and widely-regarded WEC program will not happen in one school year.

School Year 1:

- Establish a College and Career Readiness Advisory Council by the end of the first semester (more information on the Advisory Council on pages 10-14).
- Schedule meetings with the Advisory Council during the second semester to provide them more information the about the WEC Program and develop an action plan.
- Develop business partnerships to understand how they will honor the WEC.
- Meet with 10th and/or 11th grade students prior to the end of the year and inform them about the program.
- Send written overview of the program home to the parents.
- Provide staff professional development to inform them about the program and their roles in implementing the WEC Program.

School Year 2:

- Meet with 11th and/or 12th grade students within the first two weeks of school to:
 - Review program requirements;
 - Discuss with students the value of earning the WEC;
 - Distribute criteria checklists;
 - Establish deadline for students to enroll in the program.
- Schedule meetings with parents of 11th and/or 12th graders to:
 - Review program requirements and deadlines (provide copy of criteria);
 - Discuss the value of earning the WEC.
- Establish and communicate system to collect and monitor student data and progress.
- Order sashes, awards, etc. that will be used to acknowledge the WEC recipients at commencement.
- Establish and communicate deadlines for:
 - Community service hours to be completed and forms submitted;
 - Cut-off date for monitoring attendance and discipline.
- Submit student names of those who could potentially receive the signed Governor's WEC to DWD (April/May).
Establish procedures for staff to sign the student's criteria letter:
 - Do not allow students to present their forms to staff;
 - All staff in the building should be utilized;
 - Allow 2-3 days for this to occur;
 - Use a location that can be secured and locked.
- Finalize list of WEC recipients and submit to the Department of Workforce Development

GOVERNOR'S WEC OVERVIEW

Students participating in the Governor's WEC program will be required to demonstrate the following employability skills consistently throughout the school year of participation.

The following 5 competencies will require the signature of three (3) teachers who have had the student candidate in class for the entire academic year.

- Student is able to persevere through challenges and problem-solve;
- Student is accepting and demonstrates service to others, possesses a positive attitude and communicates clearly;
- Student is a self-starter and a critical thinker;
- Student is reliable and demonstrates responsibility and teamwork;
- Student is organized, punctual and demonstrates self-management.

Student candidate will also be required to meet the following four (4) objective competencies for the entire academic year.

- Student demonstrates academic readiness and has a cumulative GPA of at least 2.0 and has met or is on track to meet all graduation requirements;
- Student attendance rate is 98% or higher;
- Student has 1 or fewer discipline referrals for the school year;
- Student has completed a minimum of 6 hours of community service or volunteerism during the academic calendar.

Student must meet a score of 9 of 9 in order to obtain the Governor's WEC.

GOVERNOR'S WEC APPLICATION PROCESS

Below is the approved process for participation in the Governor's WEC program through the SWIC Youth Committee.

- Local schools shall submit to the Department of Workforce Development, via email, a completed program application of any WEC program that they wish to be signed by the Governor of the State of Indiana and the Commissioner of Workforce Development.
- Local schools shall include letters of support from local employers.
- All applications that directly follow the prescribed Employability Skills Benchmarks, shall receive notification of approval from the Department of Workforce Development within 10 business days.
- Should the local WEC application and rubric deviate from the Employability Skills Benchmarks, the school shall submit justifications for these changes or additions. Justifications shall include employer support.
- Within 5 business days from receipt of all emailed applications, the Department of Workforce Development shall send, via email, any submitted application that deviates from the Employability Skills Benchmarks established in Appendix A to the SWIC Youth Committee.
- Within 10 business days from receipt of the email, SWIC Youth Committee members shall submit to the chair whether they approve or deny any deviations from the Employability Skills Benchmarks established in Appendix A, or if they have any additional questions for the school prior to making a decision.
- Once all questions have been addressed, the SWIC Youth Committee will vote at their next meeting on any pending WEC submissions.
- All approved submissions will be signed by the Governor of the State of Indiana and the Commissioner of Workforce Development.
- Beginning in school year 2017-2018, all schools who wish to have their certificates signed shall submit their program rubric to the Department of Workforce Development and SWIC Youth Committee no later than September 30 of the school year for which they wish to have their certificates signed. Schools only need to submit their program rubric to the SWIC if it is 1.) A new program, or 2.) The rubric has changed from the previous school year, however, program outcomes will be reviewed annually (see next bullet).
- By June 30 of each year, a school shall submit the outcomes of the program for the previous school year. DWD shall review each program's outcomes to determine if a school corporation is meeting the expectation of the department, the SWIC and the Governor's office.

OVERVIEW OF GCCS CORPORATION'S PRIDE PROGRAM

The mission of GCCS is to assure that every student graduates accepted to a post-secondary opportunity, i.e., four-year college, two-year college, military, workforce., etc. In order to meet that goal, students must not only have academic skills, but also the soft skills or process skills necessary to succeed in their chosen post-secondary setting.

To this end, Greater Clark staff members have worked to merge several systems into one system to instruct students on the expectations that exist in the school and career settings. These three systems, College Career Readiness (CCR), Positive Behavior Interventions and Support (PBIS), and Work Ethic Certification have merged to become the PRIDE Program.

At the start of the 2014-15 school year, PRIDE was introduced to all school staff, students, parents, and community supporters. PRIDE is essential for our students not only as a means to teach and reinforce behavioral expectations in our schools, but, more importantly, to assure our students graduate prepared to succeed in their chosen post-secondary opportunity.

The acronym PRIDE stands for:

Persistence – persevere through challenges, problem-solve

Respectfulness – accept and serve others, possess a positive attitude, communicate clearly

Initiative – self-starters, critical thinkers

Dependability – academic readiness, reliable, demonstrate responsibility and teamwork

Efficiency – organized, punctual, self-management

The PRIDE Program allows schools to address common expectations and assess student performance as it relates to CCR, PBIS, and Work Ethic. Teaching these expectations and measuring student performance provides the data to determine each student's college and career readiness.

Schools incorporated PRIDE into their building-level plan during the 2014-15 school year to guide them in teaching PRIDE expectations and to acknowledge positive student behavior. Seniors who met specific PRIDE expectations were eligible to earn a Work Ethic Certification, supported by our Region 10 Works Council. Students wishing to obtain the Work Ethic Certification were measured in nine areas of academic and work ethic competency. Five subjective measures (PRIDE) required three teachers each to sign stating that a student had met these requirements. Four additional objective competencies, i.e., community/school service, attendance, academic readiness, and behavior were obtained from the district's student management system to indicate competency in measurable areas. At the end of the 2014-15 school year, WECs, signed by Governor Pence, were distributed to 170 Greater Clark graduates, which was 24% of the senior class.

In 2015-16, 208 Greater Clark graduates (30%) earned the WEC. The Work Ethic Certification program was also implemented with 5th and 8th graders with 31% of 5th graders and 24% of 8th graders earning the certification. In an effort to embed PRIDE into classrooms daily, a numerical PRIDE score, based upon a district created rubric, was given to all students on each nine week report card. Out of two points possible, K-12 students averaged 1.5 for the school year. PRIDE has proven to be rigorous and respected by all stakeholders.

GCCS PRIDE RUBRIC OVERVIEW

In an effort to embed **PRIDE** into classrooms daily, a numerical **PRIDE** score that is based on a district created rubric (following page), is given to all WEC student participants on each nine week report card. Every teacher gives every student a score based on the following scale:

- 2 Exceeds Expectations
- 1 Meets Expectations
- 0 Below Expectations

The **PRIDE** rubric was created by a team of educators and reviewed by the district's College and Career Readiness Advisory Council.

Teachers are not obligated to track daily **PRIDE** grades, but must be able to provide justification to administrators and/or parents if necessary.

All teachers are expected to teach and positively reinforce **PRIDE** on a daily basis. Being responsible for giving a **PRIDE** score for each student on every report card enhances accountability to this expectation.

2015-2016 GCCS PRIDE RUBRIC

SCORE	Persistence	Respectfulness	Initiative	Dependability	Efficiency
2 - Exceeds Expectations A teacher would say: "Student is a positive role model in this school."	Student consistently demonstrates persistence through challenges and problem solving.	Student consistently demonstrates both respectful and helpful behavior to fellow students and all school staff. Student seeks and accepts the opinions and input of others.	Student initiates curiosity and an interest in learning. Student independently engages in learning activities. Student consistently perseveres; problem solves, and actively seeks assistance when needed.	Student consistently demonstrates academic readiness and reliability. Student acts as a leader or exemplary team member. Student consistently values and encourages all member of teams.	Student is consistently punctual and prepared. Student almost always completes homework and classroom assignments in a timely fashion. Student almost always demonstrates strong personal, time management, and flexibility skills.
1 - Meets Expectations A teacher would say: "Student demonstrates this in observable ways."	Student demonstrates persistence through challenges and problem solving.	Student demonstrates both respectful and helpful behavior to fellow students and all school staff. Student listens and accepts the opinions and input of others.	Student demonstrates curiosity and an interest in learning. Student engages in learning activities. Student demonstrates perseverance, seeks assistance when needed.	Student often demonstrates academic readiness and reliability. Student is a strong team member. Student usually values and encourages all member of teams.	Student is often punctual and prepared. Student often completes homework and classroom assignments in a timely fashion. Student often demonstrates strong personal, time management, and flexibility skills.
0 - Below Expectations A teacher would say: "Student could use support here."	Student needs improvement in demonstrating persistence through challenges and problem solving.	Student seldom demonstrates both respectful and helpful behavior to fellow students and all school staff. Student usually ignores the opinions and input of others.	Student seldom demonstrates curiosity and an interest in learning. Student rarely engages in learning activities. Student lacks initiative in seeking academic assistance.	Student rarely demonstrates academic readiness and reliability. Student rarely participates in team activities. Student rarely values and encourages all member of teams.	Student is rarely punctual and prepared. Student rarely completes homework or assignments in a timely manner. Student does not demonstrate efficiency skills

COLLEGE AND CAREER READINESS ADVISORY COUNCIL

The most effective change in the implementation of the WEC from 2006 to present, is Greater Clark County's use of a College and Career Readiness Advisory Council.

Purpose:

- To help improve student achievement by increasing relevancy of content;
- To develop a stronger talent pool;
- To promote economic development in the region.

Suggested Membership:

- Education, business, and government leaders.
- The following are specific examples from the GCCS advisory council:
 - Hospital CEO
 - President & CEO of One Southern Indiana
 - Director of Business Retention One Southern Indiana
 - Executive Director Region 10 Workforce Board
 - Govt. & Community Relations Mgr. for Duke Energy
 - Regional President of Credit Union
 - Commercial Real Estate Broker
 - Owner of Lumber Company
 - Architect
 - President & CEO of Construction Company
 - Mechanical Engineer from HVAC Co.
 - Executive Director of Local Independent Electrical Contractors
 - President of IT Company
 - President of Junior Achievement Kentuckiana Inc.
 - President & CEO of Family Scholar House
 - Big Brothers Big Sisters of Kentuckiana
 - Metro United Way-Southern Indiana Director
 - Chancellor of Local Ivy Tech Campus
 - Director from Purdue Polytech
 - Admissions Director from Indiana University Southeast
 - Career Development Center-Asst. Director-IUS
 - President or CEO of Manufacturing Companies (3)
 - Ford Motor CO. HR Rep/Ford NGL Partnership Mgr.
 - Director of the Ports of Indiana
 - Amazon Fulfillment Services – Plant Manager
 - Human Resources Directors
 - Mayor
 - State Senator
 - Regional Director from U.S. Senator's Office
 - Attorney
 - Regional Director – Career & Technical Education
 - School District Representatives (e.g. Superintendent & Assistant Superintendent, College & Career Readiness Coordinator, Department Supervisors/Directors, Principals, Counselors, Teachers)

Action Plan:

The next step is the development of a CCR Action Plan which should include the following:

- Goals
- Action Steps
- Timeline for Implementation
- Current Data
- Target Data
- Data Source
- Position/Person Responsible
- Actual Results

The advisory plan goals could include:

- Implement the Work Ethic Certification program.
- Establish partnerships with Business/Industry, Governmental Agencies and Post-Secondary Institutions to create community support for the WEC.
- Develop a campaign to make parents, students and the community aware of the WEC Program.

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SAMPLE COLLEGE AND CAREER READINESS ADVISORY COUNCIL

ACTION PLAN

Sample Action Plan						
Strategic Objective	Action Items	Current Data	Target Data	Timeline	Responsible Party	Actual Results
Nurture an outstanding work ethic in Economic Growth Region 10 students as needed to succeed in any workplace or career endeavor	1. Increase awareness of the value of a work ethic certification to students, parents, educators, and business/organizational leaders.			14/15 School Year	Greater Clark CCR Team	Presentations made to GCCS seniors and their parents, community groups, and regional and state level groups.
	2. Develop a set of criteria for the Work Ethic Certification that be supported by the educational and business community.			14/15 School Year	Greater Clark CCR Team	Nine criteria established by GCCS staff and CCR advisory
	3. Implement the Pilot of Work Ethic Certification program with Greater Clark Schools high school and Prosser seniors.			14/15 School Year	Greater Clark CCR Team	170 GCCS seniors and 34 Prosser seniors earned certification
	4. Expand the Work Ethic Certification pilot program to include both the 5 th grade and 8 th grade levels and implement PRIDE curriculum to teach character skills to pre-school through 12 th grade students. Student progress toward earning the WEC will be monitored quarterly.	Meetings have been held with all 12 th grade students and for parents at all high schools. Letters sent home to all parents. Students signed up: 12 th Grade = 568 Students (73% of Class)	At least 25% of all 12 th graders will earn the WEC: 12 th Grade = 194 Students	15/16 School Year	Greater Clark CCR Team	Calendar attached.

	<p>5. Recruit employers who will recognize and champion a WEC.</p> <p>Prepare an informational packet that can be shared with business partners.</p> <p>Develop a list of things that businesses could do to honor and recognize the WEC.</p> <p>Individual meetings with current and future business partners to finalize how each will recognize the WEC.</p>	<p>During 2014/15 partnership meetings 90 organizations stated they would support the WEC.</p> <p>Following items are complete: -Informational letter -Student checklist with the 9 required criteria. -Form businesses will use to confirm how they will honor the WEC. -Sample certificate.</p> <p>Draft list has been developed.</p> <p>Spreadsheet has been created and will be used to document meetings, business information and how each will honor the certificate.</p>	<p>At least 100 employers will commit to the WEC.</p>	<p>15/16 School Year</p>	<p>Greater Clark CCR Team</p>	
	<p>6. Encourage and Support the implementation of the Work Ethic Certification in all region 10 school corporations.</p> <p>Mr. John Dattilo and CCR Counselor will contact each corporation to request a meeting.</p>	<p>Meetings to date: South Harrison 8/20/2015. Scottsburg High 8/25/2015.</p>	<p>At least two school districts and/or high schools will commit to implementing the WEC</p>	<p>15/16 School Year</p>	<p>Greater Clark CCR, Prosser Admin, John Dattilo</p>	<p>South Harrison plans to implement the WEC 2016/17. Scottsburg High implementing WEC 2015/16 (Attachment)</p>

SAMPLE GCCS ADVISORY COUNCIL MEETING AGENDA



College and Career Readiness Advisory January 29, 2015

- I. Welcome
- II. School-Based Advisory Update – Michael Denny
- III. Career Center Update – Jeanne Null
- IV. Work Ethic Certification – Jan Myers and Christi Steller
- V. Discussion – Dr. Melin
- VI. Adjourn
- VII. Next Meeting: Wednesday, April 22 from 11:30 a.m. – 1:00 p.m.
(GCCS Administration Building)

BUSINESS PARTNERSHIPS

Business partners who will recognize and honor the WEC are crucial to the success of the program. Following are some strategies and activities used by GCCS when engaging their local business community.

- Business leaders were included as members of the College and Career Advisory when it was established. This allowed them to be engaged in the process from day one and play an integral role in developing the criteria for the program and in identifying ways businesses could potentially recognize and honor the WEC. The business partnership letter is reflective of the work done by the advisory.
- It is important to have representatives from across the business community to ensure that all sectors have a voice in the process. The GCCS advisory has representatives from manufacturing, logistics, building and construction, the health industry, the financial sector, public service, non-profit organizations, the chamber of commerce or a comparable organization, post-secondary education and K-12 education. The advisory also reflects diversity in the kinds of roles the advisory members have within their respective organizations. Included are business owners, CEO's, plant managers, human resource specialists, state representative and senator, liaison from U.S. Senators office, financial managers and directors of non-profits. This also includes a post-secondary education chancellor, a campus director, an admissions director and others from leadership positions. From K-12 education, members include teachers, counselors and representatives from the administration. Experience has shown that you can start with a small but representative advisory and as the program develops others will want to join and become a part of what you are doing.

Following are some of the ways GCCS informed and engaged their business community:

- Current advisory members shared information about the program with their colleagues and counter-parts;
- Informational materials and a brochure were created and these were used to create talking points. This provides consistency to the message being shared with potential business partners.
- Staff attended chamber of commerce events, job fairs, business expositions, community days and any other events where we could tell others about the program and provide them with information;
- Conducted door-to-door visits or cold calls to make businesses aware of the program.

The sequence of activities varied based on circumstances but GCCS used the following process for development of their partnerships:

- Visit the business (cold call) and ask that informational materials and contact information be shared with a company representative;
- Place a follow-up call within two to three days to schedule a meeting with a company representative;
- Use the meeting to provide a program overview, share program materials and answer questions;

- Second follow-up call was made at which time the partnership was finalized;
- If already engaged with a company via the advisory council or other college and career readiness activities then utilize the partnership letter to connect via email and follow that up with a phone call.

The resources available within each school corporation will vary which means the process will look different but can still result in an effective implementation of the program.

SAMPLE BUSINESS PARTNERSHIP LETTER

[Insert Mailing Information]

[Insert Date]

Dear [Insert Name],

One component of the [School Corporation] College and Career Readiness Program is to identify business and industry partners who will honor the WEC earned by graduates. Students receiving the WEC will have been measured in nine areas of academic and employability skills competency. This certificate includes five subjective measures (persistence, respectfulness, initiative, dependability, efficiency) which will require three teachers each to sign stating that a student has met these requirements. Students must also complete 6 hours of community service, have a GPA of 2.0 or higher and meet all graduation requirements, have an attendance rate of 98% and one or fewer discipline referrals for the year.

Based on discussions with the district's College and Career Advisory and many of you in the business community we believe that the requirements for a student to earn the WEC are rigorous and that students earning the certificate have demonstrated the academic and work based skills needed to become successful employees. We are happy to report that [Insert Data # or %] of our graduating class met all of the criteria and received their WEC.

Our next step is to determine how our business community will commit their support of this program and to the students earning the certificate. Listed below are suggestions from discussions with business leaders, our administrative team and the college and career readiness advisory council as possible ways a business could honor the certificate. This list is certainly not inclusive and we would appreciate your feedback on any additional way that your organization might honor the WEC.

Please provide the following information if your organization will partner with (corporation) Schools in recognizing and honoring those students who have earned the WEC.

Name: _____ **Business:** _____

Phone: _____ **Email:** _____

Certificate Holder will be provided:

- | | |
|---|--|
| _____ 1) Job Interview – Guaranteed | _____ 7) Bonus Vacation Day @ End of First Yr. |
| _____ 2) Applicant Pool Preference | _____ 8) Sign-On Bonus |
| _____ 3) Increased Base Pay ____5% ____10% | _____ 9) Tuition Re-Imbursement |
| _____ 4) College Orientation Class Waived | _____ 10) Health Club/Gym Membership |
| _____ 5) Professional Mentoring Opportunity | _____ 11) Flexible Scheduling |
| _____ 6) Professional Seminars/Development | _____ 12) Other: _____ |

We want to thank you again for your support as we prepare students for a successful post-secondary experience. If you have any questions or need additional information please contact [Insert contact name, title, phone number and email].

BUSINESS PARTNERS – INCENTIVES

There are a number of ways for businesses to partner with your school corporation and that information is included in the Business Partnership Letter. Following are some suggested ways to share information with your community about those businesses who are recognizing and honoring the WEC.

- Business partners can be listed and recognized on the school and corporation websites.
- Business partners can be identified and recognized at different meetings and forums.
- Digital displays can be placed in your schools (high traffic locations) with a continuous scroll identifying your business partners and the ways they recognize the WEC.
- Business partner information can be shared at faculty meetings.
- Business partners can be recognized at student meetings.
- A list of the business partners can be posted in the schools, athletic facilities, etc.
- Business partner information can be included in both school and corporation newsletters.

Below is a sample tracking form that can be used to track commitments from business partners.

Business	Job Interview Guaranteed	Applicant Pool Preference	Increased Base Pay	Professional Mentoring Opportunity	Professional Seminars	*Bonus Vacation Day	*Tuition Reimbursement	Flex Schedule
Company #1	X							
Company #2			X					
Company #3	X	X						
Company #4		X						X
Company #5	X			X				
Company #6	X							
Company #7	X	X	10%			X	X	X
Company #8	X	X						
Company #9	X	X					X	
Company #10	X						X	

PARENT/GUARDIAN LETTER

The following letter is sent to parents during the second semester of the year their child/children are completing their junior year.

- School should meet with all juniors to explain/review the Work Ethic Certification program.
- The parent/guardian letter can be provided to students at the meeting and request that they take it home to their parent/guardian.
- Schools should also consider mailing the letter home following the student meeting.
- Schools could host a parent meeting following their receipt of the informational letter.

As these students begin their senior year, schools should schedule the following activities within the first two weeks of school:

- Meeting with the senior class. At this meeting either the superintendent, principal or a designee will review the program with the students and discuss with them the benefits of earning the WEC.
- The parent/guardian letter should be distributed to students with a request that they take it home to their parent/guardian.
- Host a second parent meeting. Another opportunity to inform parents about the program and encourage them to have their child/children participate in the program.

Following are other ways to provide information to students/parents regarding the Work Ethic Certification program:

- Include article in school newspaper;
- Information can be included in school/corporation newsletters;
- Program information can be posted to school/corporation webpages;
- Request local media organizations to help inform the public about the program.

Please note that this letter can be used as either an informational letter or as the meeting invitation letter to parents. Simply replace the last paragraph with the paragraph highlighted in red text.

SAMPLE PARENT INFORMATION LETTER

[Insert Mailing Information]

[Insert Date]

Dear Parent/Guardian,

One aspect of our College and Career Readiness Initiative is the Governor's Work Ethic Certification program. There are a limited number of school corporations in Indiana who are currently providing this opportunity to students. Earning this certificate is a way for students to demonstrate that they possess the employability and character skills needed to be successful as they enter post-secondary institutions, apprenticeships, the military or the workforce.

Students receiving the Governor's WEC are measured in nine areas of academic and work ethic competency. Five subjective measures (persistence, respectfulness, teamwork, initiative and efficiency) will require three teachers each to sign stating that a student has met these requirements. Students must also complete 6 hours of community service, have a GPA of 2.0 or higher and meet all graduation requirements, have an attendance rate of 98% and one or fewer discipline referrals for the year.

Our next step is to continue working with our business community and post-secondary institutions to determine how they will commit their support of this program and to the students earning the certificate. Based on feedback we have received from the business community it is obvious that they place great value on employees being at work on a regular basis and on time, being able to work with others, being able to solve problems and being a self-starter. The goal this year is to partner with businesses in the local area that will honor the Governor's WEC.

We would like for you to encourage your child/children to participate in the program. Students can sign up for the program in the [designated location] at their school. If you have any questions or would like more information about the program please contact [Name] at [Phone Number] or [Email].

We want to invite you to attend a parent meeting on [Day, Month/Date, Year, Time and Location]. The meeting will be an opportunity for you to learn more about the Governor's WEC program and for us to answer your questions. In the event you are unable to attend the meeting please contact [Name] at [Phone Number] or [Email] for more information about the program.

Sincerely,

Name

Title

STUDENT ACKNOWLEDGEMENT FORM/CHECK SHEET

The Governor's WEC Acknowledgement Form/Checklist is used for the following:

- Students sign the form at the beginning of the school year to acknowledge that they are making a commitment to earn the WEC.
- The form is used at the end of the year to verify which students have met all the criteria for earning the WEC.

Students will have been informed about the WEC in the years leading up to their senior year. At the beginning of the senior year, a meeting will be held to share with the students the value of earning the WEC and a review of the criteria that must be met. Following the senior meeting, students will be provided the opportunity to sign their form indicating that they are committing to earn the WEC.

- Students put their name and the school they attend on the form and then sign/date indicating they have read and understand the guidelines for successfully completing the established criteria.
- The forms are collected and maintained by the designated school staff.

At the end of the school year the forms for all students eligible to receive the WEC will be placed in a secure room for a designated period of time during which staff will sign student forms.

- The forms should be placed in a secure room to provide staff the anonymity to sign based on their honest assessment of the student.
- All staff at the school are eligible to sign forms for students (including, but not limited to teachers, administrators, counselors, coaches, office staff, custodial staff, cafeteria staff, para-educators, etc.)
- Staff can sign for students in the areas of persistence, respectfulness, teamwork, initiative and efficiency. Each student must have three staff members sign in each of the five areas (a total of 15 signatures). Staff may sign for one area or could sign all five areas for a student; this is at the discretion of the staff member.

The student check sheets are then completed by designated staff using the data that has been recorded on the Criteria Monitoring Spreadsheet. These areas include the following:

- Community Service: students must have completed at least six (6) hours of community service and submitted the documentation forms.
- In the area of dependability staff will record the following:
 - Student must have a 2.0 GPA (cumulative, grades 9-12) and meet all graduation requirements;
 - Students must have a 98% attendance rate and have four (4) or fewer sign-ins, sign-outs or times tardy to school; and
 - Students must have no more than one (1) discipline referral. For serious infractions such as assault, drugs/alcohol or weapons the student would immediately lose their eligibility for the WEC.

SAMPLE STUDENT PARTICIPATION ACKNOWLEDGEMENT FORM

Student Name: _____ School: _____

Students wishing to obtain the Governor's WEC will be measured in nine areas of academic and work ethic competency. Five subjective measures will require three teachers each to sign stating that a student has met these requirements. Four additional objective competencies will be obtained from the student management system to indicate competency in measurable areas.

1. **Persistence:** Student is able to persevere through challenges and problem-solve.
2. **Respectfulness:** Student accepts and demonstrates service to others, possesses a positive attitude and communicates clearly.
 - **Teamwork**
 - **Community Service:** Student has completed a minimum of six hours of service this school year.
3. **Initiative:** Student is a self-starter and a critical thinker.
4. **Dependability:** Student is reliable and demonstrates responsibility and teamwork. Student also demonstrates academic readiness.
 - **Academic Readiness:** Student has a GPA of 2.0 or higher and will have met criteria for graduation.
 - **Reliability Attendance Rate:** Student attendance rate is 98% or higher AND has four or fewer sign-ins, sign-outs or times tardy to school.
 - **Responsibility:** Student has one or fewer discipline referrals for the school year.
5. **Efficiency:** Student is organized, punctual and demonstrates self-management.

Instructions: Please read the following statement, complete this form and return it to your counselor.

I have received, read and understand the standards and requirements for the Governor's WEC program. I fully understand the guidelines for the successful completion of all established criteria necessary for awarding of the certificate. I am committing to pursue the WEC.

By signing, I verify that I am a senior in high school and I am eligible to apply for participation in the Work Ethic Certification Program.

Student Signature: _____ **Date:** _____

Administrator Signature: _____ **Date:** _____

SAMPLE WORK ETHIC TEACHER/ADULT VERIFICATION FORM

Student Name: _____ School: _____

By signing, I verify that the above student is a senior in high school and successfully demonstrated the below competencies to complete the Governor's WEC requirements.

Persistence: Student is able to persevere through challenges and problem-solve.

1. _____ 2. _____ 3. _____

Respectfulness: Student accepts and demonstrates service to others, possesses a positive attitude and communicates clearly.

1. _____ 2. _____ 3. _____

Teamwork

1. _____ 2. _____ 3. _____

Community Service

_____ **Number of Hours Completed:** Student has completed a minimum of six hours of service this school year.

Initiative: Student is a self-starter, critical thinker and completes required tasks with minimal assistance.

1. _____ 2. _____ 3. _____

Dependability: Student is reliable and demonstrates responsibility, teamwork and community/job readiness.

Career Readiness: Student participates and progresses in job training (for Students with Disabilities)

In-School Job

Job Shadow

Work Study

Reliability Attendance Rate _____ **Number of times tardy to school:** Student attendance rate is 98% or higher AND has four or fewer sign-ins, sign-outs or times tardy to school.

Responsibility

_____ **Number of Referrals:** Student has one or fewer discipline referrals for the school year.

Efficiency - Student is organized, punctual and demonstrates self-management.

1. _____ 2. _____ 3. _____

WEC Student Score / 9

A student **must** earn 9/9 Work Ethic Points to obtain the Governor's WEC.

COMMUNITY SERVICE DOCUMENTATION

Students have many opportunities to complete their community service requirement. The hours may be completed in the community at large or at school. Any activity where the student volunteers their time is acceptable provided they receive no monetary compensation or a grade/credit if the activity occurs at school.

Following are some examples of activities that would qualify as community service:

- Helping at an animal shelter;
- Service activities with organizations like Boy Scouts, Girl Scouts, etc.;
- Volunteering at a nursing home;
- Volunteering with a church group;
- Working with a group to help clean up a local park, etc.;
- Helping a neighbor by mowing their yard or other tasks (no pay);
- Service activities with schools clubs/organizations such as Key Club, Jobs for America's Graduates, National Honor Society, etc.;
- Volunteer work in classrooms, athletic event, school plays, etc.

This is certainly not an inclusive list and there are many other activities that students could do to complete their community service requirement.

The documentation form can be modified or edited as needed. This allows for schools/corporations to adapt the form to include specific information they want to include. It is also at the discretion of the school/corporation to decide if students need to turn in a form for each activity or use only one form if all the volunteer hours are completed at the same organization.

SAMPLE COMMUNITY SERVICE DOCUMENTATION FORMS

Community Service Documentation

Student Name: _____ School: _____

Organization: _____

Briefly describe the community service activity completed by the student:

Number of hours completed: _____

Signature: _____ Date: _____

Students are to return completed forms to the College and Career Center (or other designated location).

Community Service Documentation

Student Name: _____ School: _____

Organization: _____

Briefly describe the community service activity completed by the student:

Number of hours completed: _____

Signature: _____ Date: _____

Students are to return completed forms to the College and Career Center (or other designated location).

CRITERIA MONITORING SPREADSHEET

The collection and monitoring of data is an integral part of the Work Ethic Certification program. It would be at the discretion of each school/corporation to determine a methodology that works best for them. That said, after trying several different methods we have found the Criteria Monitoring Spreadsheet to be both efficient and effective.

Following are some basics for using the spreadsheet:

- Column A: Student names can be imported from your student database or entered manually.
- Column B: Participation is optional for seniors and can be marked accordingly.
- Column C: Record the student enrollment date. If students are enrolled less than a semester we do not allow them to participate. Students who are enrolled for the entire second semester have their data adjusted accordingly (2 days absence, etc.).
- Columns D-J: Record specific data categories related to competencies. GCCS found it helpful to record the number of instances for absences, tardies, etc. Example – Student H has at least 1 discipline referral, 8 absences, and 17 sign-ins.
- Column K: Record community service information. Highlight or color code students who meet the standard.
- Column L: Indicates those students who earn the WEC.

Once the data collection has been finalized:

- Students receiving the WEC are identified.
- The data is shared with building administrators, counselors and administrative office staff.
- Students not receiving the WEC are made aware of the criteria they did not meet. This can be done on an ongoing basis throughout the school year.
- The data is shared with parents only when they inquire as to why their child/children did not receive the WEC.
- If a school corporation has more than one school participating this data is used to compile corporation results and reports.

SAMPLE CRITERIA MONITORING SPREADSHEET

Column A	Column B	Column C	Column D	Column E	Column F	Column G	Column H	Column I	Column J	Column K	Column L
Student Name	WEC Candidate	Date of Application	Less than 2.0 GPA	Less than Req. Signatures (15)	More than 1 Disciplinary Referral	Total Absences (no more than 4)	Total Tardies (no more than 4)	Total Sign-ins (no more than 4)	Total Sign-outs (no more than 4)	Community Service Hours (min. 6 Req.)	Earned WEC
Student A	X	7/30/2015				6					
Student B	X	8/5/2015								6	X
Student C	X	7/30/2015					10		8	6	
Student D	X	7/30/2015	X			5					
Student E	X	7/30/2015								6	X
Student F	X	7/30/2015			X	9			10		
Student G	X	7/30/2015								6	X
Student H	X	7/30/2015			X	8		17			
Student I	X	7/30/2015				5	7		19	6	
Student J	X	7/30/2015								6	X
Student K	X	7/30/2015		X						6	
Student L	X	7/30/2015				25	15				
Student M	X	7/30/2015								6	X
Student N	X	7/30/2015						12		8	
Student O	X	7/30/2015	X			14					
Student P	X	7/30/2015				12	6				
Student Q	X	7/30/2015		X							

DRAFT

DATA COLLECTION AND ANALYSIS

During the implementation year of the Governor's WEC program each school/corporation needs to designate someone who will be responsible for collecting, recording and analyzing the data.

The first year data is used to establish the baseline. Each successive year creates longitudinal data from which growth targets and goals can be established. Data also validates area where the program is experiencing success.

Each school corporation would need to decide how the data would be shared and with whom it would be shared. At present we share the data with our board of trustees, the administrative team (central office and school), our college and career advisory and the counselors. We will be sharing the data with students and parents but are still working on the logistics of how best to accomplish this.

DEMOGRAPHIC DATA

The demographic data currently compares the data on a year to year basis only for the identified groups. In moving forward schools/corporations will want to compare/contrast their results to the total school/corporation population for each identified group.

Following are some activities that can be used to better engage students from identified groups where participation or success in the Work Ethic Certification Program has been lacking.

- The superintendent should speak to all senior classes to address the importance of the program and their support of the program.
- Counselors should make the WEC a focus of their meetings with students during the years leading up to them becoming seniors. The program needs to be strongly emphasized during final planning for the senior year.
- Teachers should promote the program and encourage students to participate.
- Schools/corporations can use newsletters, websites and other media to promote the program and the benefits it brings to the student.
- Business partners can meet with specific groups of students to promote participation in the program.

	School 1	School 1	School 2	School 2	School 3	School 3	School 4	School 4		Overall Corporation	Overall Corporation	Overall Corporation	% CHANGE
School Year	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16		2014-15	2015-16		
MALE	0	1	20	25	57	70	11	10		88	106	18	20%
FEMALE	0	0	24	23	50	68	8	8		82	99	17	21%
WHITE	0	1	39	44	84	89	19	18		142	152	10	7.0%
BLACK	0	0	0	0	14	22	0	0		14	22	8	57.1%
MULTI-RACIAL	0	0	0	2	5	11	0	0		5	13	8	160.0%
HISPANIC/LATINO	0	0	5	2	2	13	0	0		7	15	8	114.3%
HAWAIIAN/PACIFIC ISLANDER	0	0	0	0	0	1	0	0		0	1	1	0.0%
AMERICAN INDIAN/ALASKAN	0	0	0	0	0	1	0	0		0	1	1	0.0%
ASIAN	0	0	0	0	1	1	0	0		1	1	0	0%
SPECIAL EDUCATION	0	1	2	4	12	10	2	2		16	17	1	6.3%
FREE LUNCH	0	1	11	5	19	43	3	2		33	51	18	54.5%
REDUCED LUNCH	0	0	2	3	9	13	2	1		13	17	4	30.8%
PAID LUNCH	0	0	31	40	79	82	14	15		124	137	13	10.5%

POST-SECONDARY PLANS DATA

The post-secondary data provides an overview of what students are planning to do following graduation.

All seniors are required to provide written verification of their post-secondary plans:

- College bound must provide letter of acceptance.
- If entering the military the students must have letter of having been accepted for service.
- If they are going to work they need a letter from their current or prospective employer.

The data can then be used to look for trends and patterns of what students are doing when they graduate. Example: When GCCS looked at first set of data, they found that 91% of the students earning the WEC indicated they were going to either a 2-year or 4-year college while only 7% were planning to enter the workforce. This information is then used to establish growth targets to students without a post-secondary plan or to better engage Career and Technical Education students who may be interested in pursuing apprenticeship programs or matriculate directly into the workforce.

This information can be shared in the same manner as referenced above for the demographic data.

An example of a Post-Secondary Tracking Sheet is below.

School	4 Year College			2 Year College			Employment			Military			Apprenticeship			Total		
	Class of 2015	Class of 2016	Diff	Class of 2015	Class of 2016	Diff	Class of 2015	Class of 2016	Diff	Class of 2015	Class of 2016	Diff	Class of 2015	Class of 2016	Diff	Class of 2015	Class of 2016	Diff
School 1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	1
School 2	25	36	11	17	5	-12	0	1	1	1	5	4	0	1	1	43	48	5
School 3	86	111	25	19	13	-6	12	7	-5	1	7	6	0	0	0	118	138	20
School 4	14	13	-1	2	3	1	1	1	0	0	1	1	0	0	0	17	18	1
Total	125	160	35	38	21	-17	13	10	-3	2	13	11	0	1	1	178	205	27

SUMMATIVE DATA

Summative data is used to establish targets for the upcoming year and we share this data in the same manner as referenced above for the demographic data.

School	Number of Participants	# Met Criteria	% Met Criteria (Goal=30%)	# Not Met Criteria
School 1	166	48	29%	118
School 2	21	0	0%	21
School 3	9	1	11%	8
School 4	437	138	32%	299
School 5	54	18	43%	36
Totals	687	205	30%	482

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STUDENT CERTIFICATE

**Placeholder for DWD Designed
Governor's WEC**



INDIANA
WORKFORCE
DEVELOPMENT
AND ITS **WorkOne** CENTERS



A State that Works

1st Edition, September 2016
For questions, contact the Indiana Department of Workforce Development
Phone Number: 317-xxx-xxxx

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[History](#)

[Making a Difference](#)

[Financial Profile](#)

[Funders](#)

The driving force behind MDRC is a conviction that reliable evidence, well communicated, can make an important difference in social policy.

Gordon L. Berlin, President, MDRC

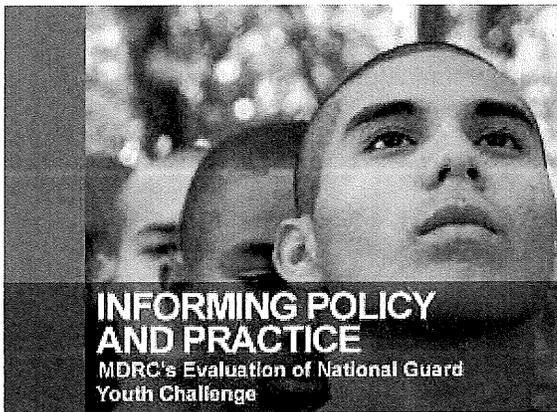
MDRC is committed to finding solutions to some of the most difficult problems facing the nation — from reducing poverty and bolstering economic self-sufficiency to improving public education and college graduation rates. We design promising new interventions, evaluate existing programs using the highest research standards, and provide technical assistance to build better programs and deliver effective interventions at scale. We work as an intermediary, bringing together public and private funders to test new policy-relevant ideas, and communicate what we learn to policymakers and practitioners — all with the goal of improving the lives of low-income individuals, families, and children.

[MDRC Corporate Report 2017/18](#) [Statement of Principles for MDRC's Work](#)

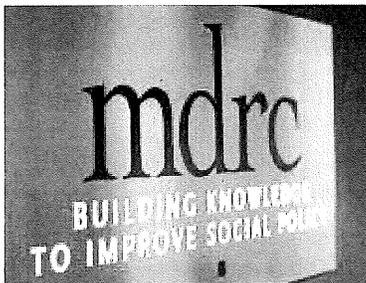
Founded in 1974 as the Manpower Demonstration Research Corporation, "MDRC" became the official name of our organization in 2003.

What makes us unique





A Brief History



Created in 1974 by the Ford Foundation and a group of federal agencies, MDRC is a nonprofit, nonpartisan education and social policy research organization dedicated to learning what works to improve programs and policies that affect the poor. MDRC is best known for mounting large-scale demonstrations and evaluations of real-world policies and programs targeted to low-income people. We helped pioneer the use of random assignment — the same highly reliable methodology used to test new medicines — in our evaluations. From welfare policy to high school reform, MDRC's work has helped to shape legislation, program design, and operational practices across the country. Working in fields where emotion and ideology often dominate public debates, MDRC is a source of objective, unbiased evidence about cost-effective solutions that can be replicated and expanded to scale.

More »

Project Overview

Twenty-first-century skills (also known as noncognitive or soft skills) are increasingly viewed as critical for both education and employment outcomes. Research has shown that these skills — such as effective teamwork, problem-solving, and functioning in diverse work settings — are highly valued by employers and important to academic success as well, but community colleges either offer no instruction in these skills, or do so in a nonrigorous or ad hoc manner. Now, postsecondary institutions are increasingly realizing that if they do not offer opportunities for their students to master 21st-century skills they may be hurting both their educational attainment and their economic prospects — particularly important outcomes for community colleges, which train many of the nation's entry- and middle-skill workers.

New World of Work (NWoW), a 21st-century skills program currently being piloted at a number of community colleges in California, incorporates three key components: a curriculum designed to be taught in the classroom, a work-based learning component, and a credential. Taken together, these three components, once enhanced and strengthened with evidence from this study, may have the potential to improve students' 21st-century skills, which in turn could help move the needle on educational outcomes, such as college completion, and the likelihood of finding and keeping a job with family-supporting wages.

In partnership with the developers of the NWoW program and nine community colleges in California, MDRC will strengthen and refine the program and then pilot the refined model in career and technical education programs to assess its promise for improving educational and employment outcomes for students.

Agenda, Scope, and Goals

The New World of Work intervention is designed for students in California community colleges enrolled in discipline-specific, single-semester career and technical education (CTE) courses. The finished intervention will have three components, each associated with a set of specific practices, activities, and elements:

1. **Classroom instruction** of a uniform duration and intensity, covering one of ten skills each week; supported by initial and ongoing professional development and support.
2. The **work-based learning experience**, concurrent with the class, aligned with the student's major or field of study, and meeting specific quality standards.
3. An **assessment** to measure mastery of each of the ten skills, and an opportunity to earn up to ten digital badges:
 - Adaptability
 - Analysis/solution mindset
 - Collaboration
 - Communication
 - Digital fluency
 - Entrepreneurial mindset

- Empathy
 - Resilience
 - Self-awareness
 - Social/diversity awareness
-

Design, Sites, and Data Sources

The New World of Work study launches in July 2017 with a two-year iterative development phase to strengthen and standardize all three components of the program. Drawing on interviews and focus groups from current NWoW users, the team will revise the existing curriculum and draft guides for colleges to use to develop strong work-based learning options. The team will also improve on the existing assessments and the badging system to make it more accessible to its end users: students, instructors, and employers. This iterative improvement process will conclude in the fall of 2019.

The pilot phase of the study will begin in 2020 using the final version of the program. It will consist of a randomized controlled trial efficacy study in five career and technical education (CTE) departments within six California community colleges, using a cluster random assignment design. Data sources will include administrative records data, 21st-century skills assessment data, student course evaluation data, employer assessments of student internship performance, and student survey data.

Funders

Institute of Education Sciences, U.S. Department of Education

Partners

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MDRC Staff



Mary Visher **Co-Principal Investigator**

Senior Associate, K-12 Education and Young Adults and Postsecondary Education Policy Areas

Visher has many years of experience in public-policy research, spanning several sectors including education (K-12 and postsecondary), workforce development, and adult education.

**Michael J. Weiss**

Senior Associate, Postsecondary Education Policy Area

Weiss's work focuses on evaluating programs designed to improve community college students' chances of achieving academic success. He is also deeply involved in methodological projects intended to improve the quality of random assignment evaluations.

**Evan Weissman**

Senior Associate, Postsecondary Education Policy Area

Weissman has nearly 20 years of experience at MDRC directing projects, providing technical assistance, conducting qualitative research, and disseminating findings in a wide range of education and social policy settings.

Project Overview

Twenty-first-century skills (also known as noncognitive or soft skills) are increasingly viewed as critical for both education and employment outcomes. Research has shown that these skills — such as effective teamwork, problem-solving, and functioning in diverse work settings — are highly valued by employers and important to academic success as well, but community colleges either offer no instruction in these skills, or do so in a nonrigorous or ad hoc manner. Now, postsecondary institutions are increasingly realizing that if they do not offer opportunities for their students to master 21st-century skills they may be hurting both their educational attainment and their economic prospects — particularly important outcomes for community colleges, which train many of the nation’s entry- and middle-skill workers.

New World of Work (NWoW), a 21st-century skills program currently being piloted at a number of community colleges in California, incorporates three key components: a curriculum designed to be taught in the classroom, a work-based learning component, and a credential. Taken together, these three components, once enhanced and strengthened with evidence from this study, may have the potential to improve students’ 21st-century skills, which in turn could help move the needle on educational outcomes, such as college completion, and the likelihood of finding and keeping a job with family-supporting wages.

In partnership with the developers of the NWoW program and nine community colleges in California, MDRC will strengthen and refine the program and then pilot the refined model in career and technical education programs to assess its promise for improving educational and employment outcomes for students.

Agenda, Scope, and Goals

The New World of Work intervention is designed for students in California community colleges enrolled in discipline-specific, single-semester career and technical education (CTE) courses. The finished intervention will have three components, each associated with a set of specific practices, activities, and elements:

1. **Classroom instruction** of a uniform duration and intensity, covering one of ten skills each week; supported by initial and ongoing professional development and support.
2. The **work-based learning experience**, concurrent with the class, aligned with the student’s major or field of study, and meeting specific quality standards.
3. An **assessment** to measure mastery of each of the ten skills, and an opportunity to earn up to ten digital badges:
 - Adaptability
 - Analysis/solution mindset
 - Collaboration
 - Communication
 - Digital fluency
 - Entrepreneurial mindset

- Empathy
 - Resilience
 - Self-awareness
 - Social/diversity awareness
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the **QA** commons

THE QUALITY ASSURANCE COMMONS

for HIGHER and POSTSECONDARY EDUCATION

EEQ CERT Graduate Profile

EEQ Certified programs foster a distinctive set of attributes in their graduates. These qualities, which are embodied in the EEQ Graduate Profile, are intended to prepare graduates to make important contributions in their workplaces. The qualities are not specific to any discipline, field, or industry, but are applicable to most work-based, professional environments; they represent the knowledge, skills, abilities, and experiences that help ensure that graduates are not only ready for their first job, but also to support learners' foundation for a lifetime of engaging employment in the rapidly changing workplace of the 21st century.

A Student's Perspective

These qualities clearly communicate a set of attributes that students will be developing through the course of their program, and also communicate to students what employers will be expecting of them in the workplace. Students can use the Profile to continually self-assess, develop, provide evidence of, and communicate their EEQs.

An Employer's Perspective

These qualities reflect what employers are seeking in people they hire and wish to retain, particularly in regard to the continuously changing nature of work in the modern era. The QA Commons has validated* these qualities through the analysis of national data sets and feedback from numerous employer groups. They will be continually reviewed and revised to ensure currency and relevance, and can be adapted at the regional or local level to ensure relevance to specific workforce needs.

Academic Features & Employer Frameworks

Many of the EEQs build upon existing learning outcomes embedded in many programs. The qualities can be appropriately adapted to degree and certificate programs of different levels, timeframes, and modalities. Many of these qualities are included in existing aspects of some programs, but by necessity, they have an applied work-based character that may warrant separate or supplemental articulation and application in order to prepare graduates for a lifetime of successful employability.

There are existing frameworks that generally reflect aspects of the EEQs, including:

- [Lumina Degree Qualifications Profile \(DQP\)](#)
- [AAC&U's Essential Learning Outcomes](#)
- [NACE's Career Readiness Competencies](#)
- [Connecting Credentials Framework](#)



The QA Commons

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The EEQs also represent current and future employer expectations as reflected in studies completed by Burning Glass, LinkedIn, ACT, the Foresight Alliance, Jobs for the Future, Career Tech, the Business Roundtable, O*NET, third way, National Network of Business and Industry Associations, and the Institute for the Future, to name a few.

Developing Learners' EEQs

While individual general education and disciplinary courses may address the qualities, they are best developed over time and with continued attention across students' curricular, co-curricular, and applied and work-based experiences. Generally, the qualities are developed and fostered by programs that:

- Intentionally integrate authentic, work-relevant, and applied or experiential learning activities into the curriculum and co-curriculum, such as through internships, apprenticeships, community-based and service learning activities, work-based projects, simulations, and leadership roles in student organizations.
- Directly address and assess these qualities in an ongoing way throughout the student's educational pathway, recognizing qualities that learners bring with them; identifying areas where learners need more development and providing resources or interventions to support them; and engaging learners in reflecting on their own development in these areas.
- Engage deeply with employers to ensure that the programmatic and curricular approaches develop these qualities in ways that are authentic to the workplace and meet the needs of the local employment community.

***Validation:**

Preliminary validation sources include:

- Burning Glass National-Level Job Postings; Foundational Skills Requested by Burning Glass Occupation, Burning Glass Occupation-CIP6 Program Matrix. Analysis conducted by the National Center for Higher Education Management Systems.
- Review of studies and resources cited above.
- The QA Commons' Employer Advisory Group (pending)
- Additional sources of data and direct feedback from employers and professional groups.



Graduates of the EEQ Certified Program are:

Communicators

Graduates express ideas and information confidently, creatively, and appropriately for work-based contexts, and in a variety of modes (written, verbally, interpersonally, and presentationally). They participate in discussions by listening actively and responding constructively.

Thinkers & Problem Solvers

Graduates exercise initiative in applying critical and creative thinking skills to identify and address complex work-related problems, and to make reasoned, ethical decisions. They apply quantitative, financial, and technical fluency to work-based situations with confidence in their own ability to grow.

Inquirers

Graduates conduct inquiry and research by reviewing, evaluating, citing, and applying multiple sources of information to help address a work-based problem or perform a task. They generate new ideas through independent or collaborative inquiry.

Collaborators

Graduates engage in groups and work effectively and willingly in collaboration with others both in person and virtually. They seek a range of points of view, are willing to modify their perspectives, and they help resolve conflicts where appropriate. They work effectively with diverse colleagues individually or in groups. Graduates take initiative in leading work-based groups, and/or follow direction from others as appropriate.

Adaptable

Graduates approach new or unfamiliar work-based situations and uncertainty with courage and forethought, and they explore, learn, and apply new roles, ideas, approaches, tools, technologies, and strategies.

Principled, Responsible, Self-Directed, and Professional

Graduates act with integrity and honesty, with a strong sense of fairness and respect for individuals, groups, and communities. They carry out their responsibilities consistently, persistently, reliably, and with integrity, and maintain appropriate confidentiality.

Graduates establish priorities and manage their time to meet the obligations of work-related assignments with a minimum of external supervision or direction, and they take responsibility for their own actions and the consequences that accompany them.

Learners

Graduates continually develop themselves professionally and personally. They assess and understand their strengths and areas for improvement in order to support their learning and professional development. They seek out and engage in formal and informal professional learning opportunities on a continuing basis and actively apply learning from these opportunities to work-related assignments. They are system thinkers and demonstrate an ability to understand concepts across multiple disciplines and different cultures.



