

Conference Board Workforce Readiness Barometer

What value can CPS bring to the discussion?

***Developing and Assessing Core College and Career
Readiness Social-Cognitive Skills***

What is career assessment?



Most commonly used definition:

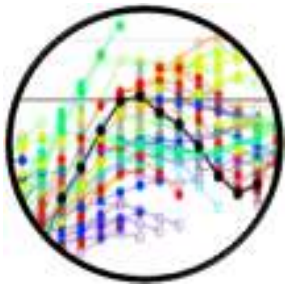
The codification and measurement of skills perceived to have economic value to employers



So what is an assessment really?



What we like to think assessment is...



An objective evaluation based on careful analytical evaluation

What assessment really is...



A socially constructed tool informed by socioeconomic interests that defines individual, cultural and institutional value

What role does assessment play?



What roles does a Work Ready Assessment play in the lives of those being assessed:



Policymaker defining what schools teach you



Gatekeeper defining what access you get



Investor defining how much money you will make



Parent defining what skills your family values



Arbiter defining what value your culture has



Counselor defining how you feel about yourself

What are Chicago's Readiness Goals?



1

Committed to Collaboration



2

Committed To Student Momentum

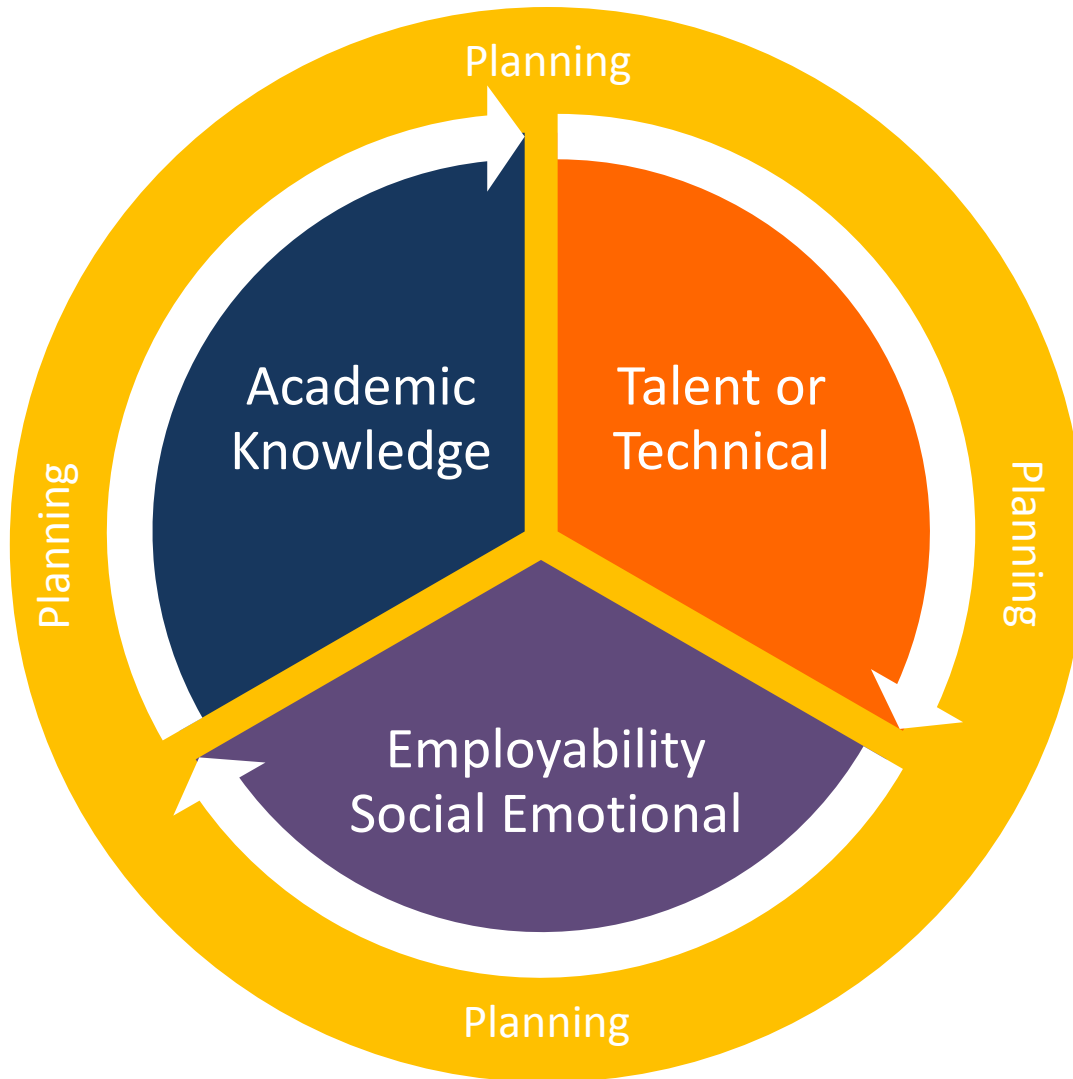


3

Committed To Equity



What construct do we use?



Our approach to college and career readiness is focused on developing skills that when aligned to a plan of action drive success in a college or work setting.

What are a few of the 22 existing models researched?



PARTNERSHIP FOR
21ST CENTURY SKILLS



What skill sets were selected?



**Funda-
mentals**

**Work
Ethic
Character**

**Problem
Solving**

**Verbal
Comm**

**Computer
Literacy**

What core skills were selected?



FUNDAMENTALS

Appearance/Hygiene
Timeliness
Oratory/Speaking

WORK ETHIC / CHARACTER

Attitude
Accountability/Integrity
Self Control
Ambition/Initiative

COMPUTER : Computer Literacy

PROBLEM SOLVING

Supervision
Procedure/Rule Following
Problem Solving Approach
Information Management

INTERPERSONAL

Verbal Communication
Active Listening
Feedback
Teamwork ≥ 2 people

What design principles were used to develop the assessment?



“Everything should be made as simple as possible, but not simpler.” - Albert Einstein

- **AUTHENTIC**
- **DEVELOPMENTAL**
- **FORMATIVE**
- **AGE-NEUTRAL**
- **INDUSTRY-NEUTRAL**
- **FREE**
- **QUICK**
- **PRACTICAL**
- **MULTI-USER**

How simple is the scorecard?



FUNDAMENTAL		YES OR NO	
Appearance/Hygiene			
Timeliness			
Oratory/Speaking			
WORK ETHIC / CHARACTER		1 = Below Standard/Expectation 2 = Meets Standard/Expectation 3 = Exceeds Standard/Expectation	
Attitude			
Accountability/Integrity			
Self Control			
Ambition/Initiative			
PROBLEM SOLVING			
Supervision			
Procedure/Rule Following			
Problem Solving Approach			
Information Management			
INTERPERSONAL			
Verbal Communication			
Active Listening			
Feedback			
Teamwork ≥ 2 people			
COMPUTER			
Computer Literacy			

How are Fundamental & Work-Ethic Skills defined?



FUNDAMENTAL	YES or NO		
Appearance	Dresses according to the defined norms of the workplace or school activity. Categories are business casual, business (coat and tie), and business formal (suit). Understands that appropriate appearance impacts cultural fit at the workplace.		
Timeliness	Arrives on time and is rarely absent without cause. Understands the relationship between punctuality and how people perceive them.		
Oratory/Speaking	Uses appropriate language, volume, clarity and tone based on the norms of the environment. Uses friendly tone and smiles when conversing with others.		
WORK ETHIC/ CHARACTER	1 = Below Standard/Expectation	2 = Meets Standard/Expectation	3 = Exceeds Standard/Expectation
Attitude	Is often negative and struggles to reorient negative outlook into a positive outlook. Does not understand or is not concerned with how attitude affects performance and group dynamics.	Is usually optimistic and can reorient negative outlook into a positive outlook. Understands how attitude affects performance and group dynamics.	Is optimistic and quickly reorients negative outlook into a positive outlook. Values how attitude affects performance and group dynamics and tries to positively influence conditions.
Accountability/ Integrity	Rarely acknowledges responsibility for own actions and decisions. Does not complete assignments and is not concerned with quality of work. Has a generally low standard of performance.	Acknowledges responsibility for own actions and decisions. Completes assignments and is concerned with quality of work. Works towards a high standard of performance for self.	Assumes responsibility for actions and decisions. Completes assignments and is concerned with quality of own work and that of peers. Works towards a high standard of performance.
Self Control	Does not have control over emotional reactions. Responds to difficult individuals or situations with an agitated and defensive manner. Struggles to keep personal matters from interfering with performance.	For the most part, controls emotional reactions. Responds to difficult individuals or situations with a calm and non-defensive manner. Usually keeps personal matters from interfering with performance.	Can suppress own reaction and remedy difficult individuals or situations with a calm and non-defensive manner. Keeps personal matters from interfering and maintains top performance.
Ambition/Initiative	Has difficulty setting and achieving short term goals. Rarely takes initiative and waits for others to give work. Is only motivated under excessive influence or threats. Has a low expectation for self.	Can set and achieve short and moderate term goals. Takes initiative and does not wait for others to give work. Is self motivated but needs encouragement at times. Sets moderate expectations for self.	Can set and achieve short and long term goals. Takes initiative and does not wait for others to give work. Is self motivated and can strive independently. Sets high expectations and strives to surpass them.

How are Interpersonal Communication Skills defined?



INTERPERSONAL	1 = Below Standard/Expectation	2 = Meets Standard/Expectation	3 = Exceeds Standard/Expectation
Verbal Communication	Does not effectively express his/her ideas in a clear and logical manner. Has difficulty building on information presented during a conversation. Usually responds with yes/no answers. Often uses communication destructively to gossip or cause harm.	Effectively expresses his/her ideas in a clear and logical manner. Can have a two-way conversation building on information obtained during the conversation. Uses communication constructively to promote goals not to gossip or cause harm.	Effectively promotes his/her ideas in a clear and logical manner. Supports his/her ideas with data and research versus personal opinion. Is a skilled conversationalist and can successfully engage others in brainstorming and conflict resolution. Uses communication constructively to promote goals not to gossip or cause harm.
Active Listening	Struggles to understand, interpret, and evaluate what he or she heard. Does not accurately recall information. Does not ask clarifying statements. Does not maintain eye contact. Does not use listening cues such as nodding and verifying statements.	Can understand what he or she heard. Can accurately recall information. Asks clarifying statements. Maintains eye contact. Uses listening cues such as nodding.	Can understand, interpret, and evaluate what he or she heard. Accurately recalls and summarizes information. Asks clarifying statements. Maintains eye contact. Uses listening cues such as nodding and verifying statements.
Feedback	Responds defensively to constructive criticism. Often deflects by providing excuses. Resists being redirected to appropriate behavior. Does not defer judgment.	Responds civilly to constructive criticism. Absorbs feedback as a learning tool. Can be redirected to appropriate behavior. Reflects on feedback and defers immediate judgment.	Proactively seeks feedback and responds positively to constructive criticism. Absorbs feedback and seeks new ways to perfect behavior or performance. Easily redirected to appropriate behavior. Reflects on feedback and defers immediate judgment.
Teamwork ≥ 2 people	Does not work well in a team situation. Does not share responsibility for team deliverables. Deflects workload onto other team members. Often seeks to reduce level of quality. Is critical of other team members. Disrespects other team members' input. Is unwilling to compromise to achieve overall team success.	Works with other team members to accomplish shared goals. Shares responsibility for team deliverables and accomplishes an equal portion of the workload. Respects and values other team members' input. Willing to compromise to achieve overall team success.	Works with other team members to accomplish shared goals and often takes on team leadership position. Shares responsibility for team deliverables and accomplishes an equal portion of the workload. Provides team members with constructive guidance, encouraging others to do high quality work. Respects and values other team members' input. Supports negotiated compromise to achieve team success.

How are Problem-Solving & Computer skills defined?



PROBLEM SOLVING	1 = Below Standard/Expectation	2 = Meets Standard/Expectation	3 = Exceeds Standard/Expectation
Supervision	Needs constant supervision to complete tasks.	Needs moderate supervision to complete tasks.	Needs minimal supervision to complete tasks.
Procedure/Rule Following	Has difficulty following rules and procedures. Jumps into tasks without first reading the directions. Does not seek clarification when unclear. Does not see the relevance of procedures to performance.	Follows rules and procedures. Reads all directions before starting. Checks for clarification when unclear. Understands relevance of procedures to performance.	Follows rules and procedures. Reads all directions before starting. Can break down instructions and prioritize implementation. Checks for clarification when directions are unclear. Appreciates relevance of procedures to performance and contributes suggestions for new/better procedures.
Problem Solving Approach	Does not approach program solving with any process. Has difficulty constructing and executing a plan.	Uses a basic process for problem solving. (1) Understand the problem (2) Construct a plan to solve the problem (3) Execute the plan.	Uses an advanced process for problem solving. (1) Identify the problem (2) Understand the problem (3) Construct a plan to solve the problem (4) Execute the plan (5) Evaluate results
Information Management	Struggles to identify and acquire information needed to solve a problem. Has difficulty extracting and understanding information from charts and graphs. Has difficulty organizing information effectively.	Can identify and acquire information to solve a problem. Can extract and understand information from charts and graphs. Can organize information effectively.	Can identify, acquire, and analyze information across disciplines to solve a problem. Can extract and understand information from charts and graphs. Recognizes information most relevant to a situation. Can organize information effectively. Seeks opportunities to learn new information.

COMPUTER	1 = Below Standard/Expectation	2 = Meets Standard/Expectation	3 = Exceeds Standard/Expectation
Computer Literacy	Can operate a computer. Can connect to internet. Can use search engines. Can send/receive email. Has difficulty using word processing software.	Can operate a computer. Can connect to internet. Can use search engines. Can send/receive email. Can use word processing software.	Can operate a computer. Can connect to internet. Can use search engines. Can send/receive email. Can use word processing, presentation and spreadsheet software.

How does EA differ from other market assessments?



TESTED BEHAVIOR

Tests can tell an instructor or an employer if a person understands what an employability skill is or what to do in a particular scenario....



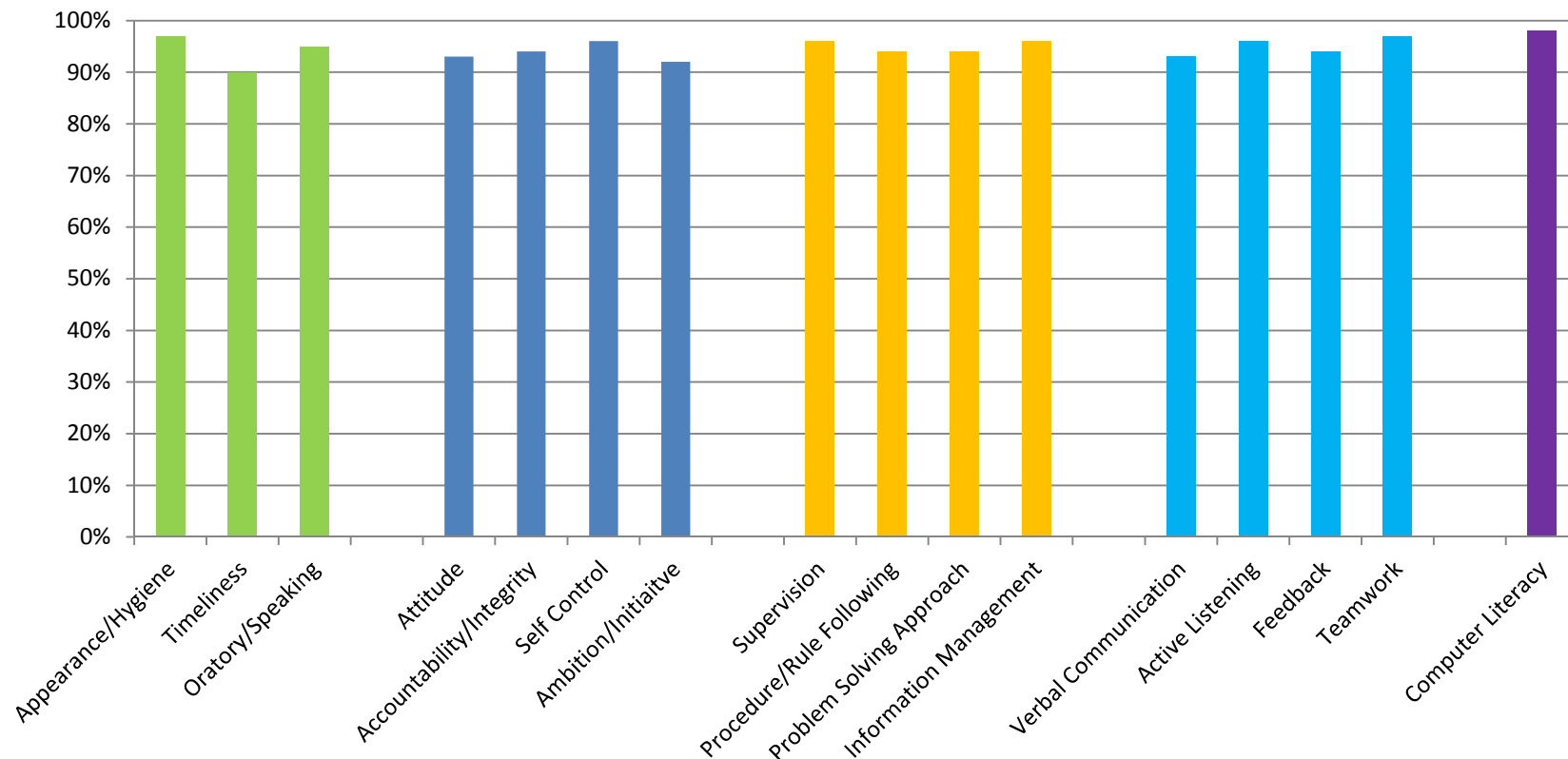
EA OBSERVED BEHAVIOR

Observed – Authentic Assessments can tell an employer whether or not a person demonstrates these skills in a real world scenario over a course of time

What did employers think of Cohort One?



In the summer of 2011, 313 employers responded to our evaluation of approximately 500 summer interns. They used the same Employability Assessment and Rubric.



What else did they think?



2011 Employer Questionnaire

	2011 Employer Questionnaire	
PERFORM	The student intern performed better than expected	64%
	The student intern performed on par with other employees in this position	72%
	The student intern out-performed compared to other employees in this position	48%
HIRE	If I had openings, I would consider hiring this student part-time or full-time after graduation.	65%
	Yes, I am interested in offering this student an extended internship position during the upcoming school year.	43%
IMPACT	I enjoyed supervising the student intern and personally benefited from the engagement.	82%
	Supervising the student intern increased my management skills	63%
	Overall, this was a positive experience for our organization.	89%

How many youth are being assessed in 2012?

