

#### Lessons Learned: Innovative Strategies for Workforce Development

#### Northeast Kentucky Regional Workforce Conference September 7, 2022

Robert Boone, EdD, MPA Chief Officer, National Workforce Solutions Career TEAM, LLC

#### Context Matters



Many of us have "pivot points" in our career

- These points are where growth and discovery are accelerated through experiences
- My pivot point happened in 2017
- Led the organization through intense transformation
- Built a national network out of necessity



#### Further pivot

In 2018, I helped develop a technology solution to standardize service delivery and increase accessibility

- This experience caused me to see the need for a technology enabled workforce development system
- In February 2021, I moved to helping other workforce organizations across the county through consulting on service delivery and implementations of remote access technology for large-scale organizations and regions





## What we will cover

- - development
- Technology enabled workforce development

  - based on how people learn
- Workforce Development Systems Building
  - Integrated Service Delivery
  - Strategic-plan based organizations

#### • Understanding the concept of "First-Gen Career Seekers"

• People are the most important part of workforce development

Understanding how people interact with the world of work and learn are foundational to effective (transformational) workforce

• How tech can standardize, scale, and increase accessibility

How tech "meets people where they are" and should be designed

rst-Generation Career Seekers: A ractitioner Solution to Career Development nd Upward Mobility

Robert Boone, Chief Officer



## Understanding the "New Workforce"

- the workforce, etc.
- and public workforce levels
- system for 75k students

Not talking about inter-generational dynamics in

• I'm talking about a new terminology that requires systematic change in how services are delivered to career-seekers at the secondary, post-secondary,

 Started consulting with Dallas College in March to design "first-generation career seeker" workforce





## Research that is personal

- First-generation college student •

  - •
  - Stopped out first semester of music school •
  - Second semester had a 1.3 GPA at MSU •
  - Undiagnosed Dyslexia ullet
- education

- 17 on the ACT
  - Almost didn't graduate high school

• Single mother who cobbled together an income from factory work during the day and retail in the evening

Raised by great aunt who had an eight-grade

# What I've learned in working with people (and from personal experience)



Most students/career-seekers

Have skills Have an idea of what program of study to pursue Were willing to work



Most students/career-seekers simply did not have a "certain something" to successfully navigate the implicit nuances of the world of work

Research on Bourdieu's concept of cultural capital Research on first-generation college students

#### Research Lens: Cultural Capital

- Much of the conversation in workforce development regarding post-secondary education centers on the perceived misalignment of employer needs and community college output--skills gaps, skills shortages, skills mismatch (Cappelli, 2015)
- There is no mention at all about the role of cultural capital in workforce misalignment
- It is misguided to not understand the role of cultural capital and to not prepare the workforce through the lens of cultural capital
- The field of workforce development cannot be void of conversations from the fields of sociology and cognitive psychology

#### Research Lens: Cultural Capital

- Cultural capital defined: Knowing and navigating the "rules of the game" in a particular environment. Challenge: Many rules are nuanced, implicit, and biased in favor of those with the "right kinds" of capital
- Bourdieu (1973) theorized that the development of cultural capital occurs primarily from parental investment with the right kinds of cultural training
- The result: Power structure that rewards those who know the "rules of the game" according to how its supposed to be played (Dumais, 2010)

#### Research Lens: Cultural Capital

- Cultural capital is attained through *habitus*, which is defined as "feel for the game" (Dumais, 2010). This is a habituation of the right kinds of behaviors that are socially rewarded. Practicing the wrong kinds of behaviors moves one further from being able to transact in the environment.
- Dumais (2010), indicated that children who possess dominant cultural capital are likely to receive more attention from teachers, better grades, and more encouragement to pursue higher education. Habitus starts early.

## Research Lens: First Generation College Student Literature

Collier and Morgan (2008) found that difficulty in carrying out classroom expectations disproportionally impacted first generation college students

- Inability to adequately understand instructor jargon
- Inability to understand course expectations as outlined on a syllabus
- Lack of self-confidence in the post-secondary setting
- Not understanding faculty instructions for writing a paper (handwriting) instead of typing, for example)

Research Lens: First Generation College Student Literature

Collier and Morgan (2008) also found that non first-generation college students are given a head start at "pattern recognition" typical in a post-secondary environment

The resulting bias is one that allows non firstgeneration college students to much more successfully navigate the nuances of postsecondary education

Symbolic Interactionist view of role theory in higher ed: students who begin college with greater mastery of the student role, possess a more refined concept of what instructors **want** 

#### The Intersection

First generation college students are more likely to:

- Stop out of college
- Be shut out of the pipeline of upward mobility
- Unsuccessfully navigate the system of post-secondary education
- In reading the literature on first generation college students, it became clear that the concept of cultural capital was the primary cause for first generation college student lack of success in the post-secondary environment.



#### First generation college students are more likely to:

Stop out of college

Be shut out of the pipeline of upward mobility

Unsuccessfully navigate the system of postsecondary education



#### First generation career seekers are more likely to:

Stop of the workforce or not advance in employment

Be shut out of the pipeline of upward mobility Unsuccessfully navigate the world of work

## The Concept of First-Generation Career Seekers



### The Concept of First-Generation Career Seeker

- Individuals whose foundational career development is either non-existent or independent from familial involvement or from other social networks
- Often come from backgrounds where family either does not have an income from work or income is cobbled together for multiple part-time gigs, which offer low sustainability and stability
- First-generation career seekers lack the necessary cultural capital to navigate the hidden world of work. The risk and likely result is being shut out of the pipeline of employment and upward mobility.

## The Best Solution: Work Based Learning Opportunities

- Work Based Learning Opportunities (WBLOs) were found to be the most impactful mechanism to help first-generation career seekers prepare for the world of work.
  - WBLOs should be "safe space"
  - WBLOs should be structured
  - WBLOs should be reflective
  - WBLOs should be combined with work-related curricula





#### Use Cases



#### 19,000 inmates to be served through a combination of remote access technology up to six months prior to re-entry Combined with staffing support and workforce simulations Concept designed to lower recidivism through advanced career preparation while incarcerated

# CONNECT

#### Use Cases: Washington DC Summer Youth Employment Program



MAYOR MURIEL BOWSER

• Serves about 15,000 young adults ages 16-24 every summer

Most young adults are firstgeneration career seekers

•

Employment combined with mentorship, remote access career preparation, and structured reflection

Similar programs for Detroit, LA, Baltimore, and Kalamazoo



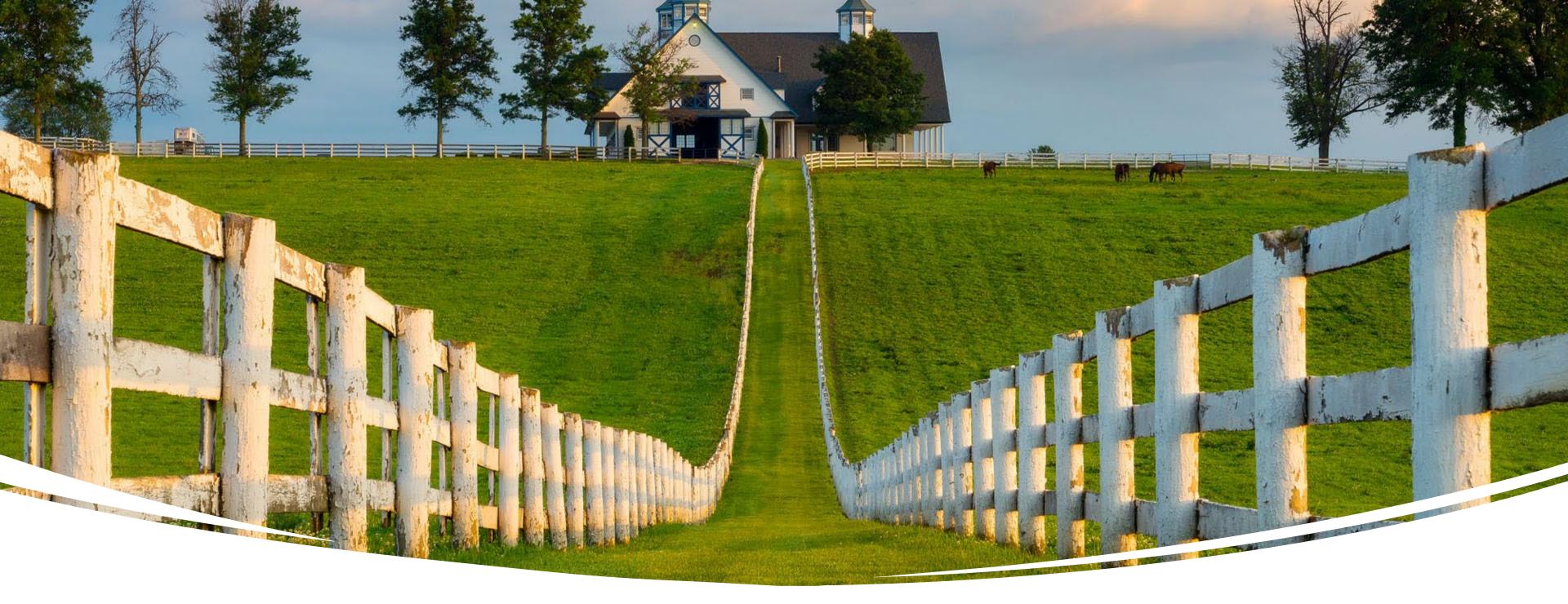
#### Part II: Technology Enabled Workforce Development

- organizations

• South Central Workforce Development Board began utilizing Career EDGE as a remote access career preparation program in 2018

• The platform was later adopted statewide for all 10 workforce boards, serving about 20k Kentuckians and 60 workforce partner

• The platform has been leveraged to tie together workforce partners in the state and to increase the reach of the public workforce system

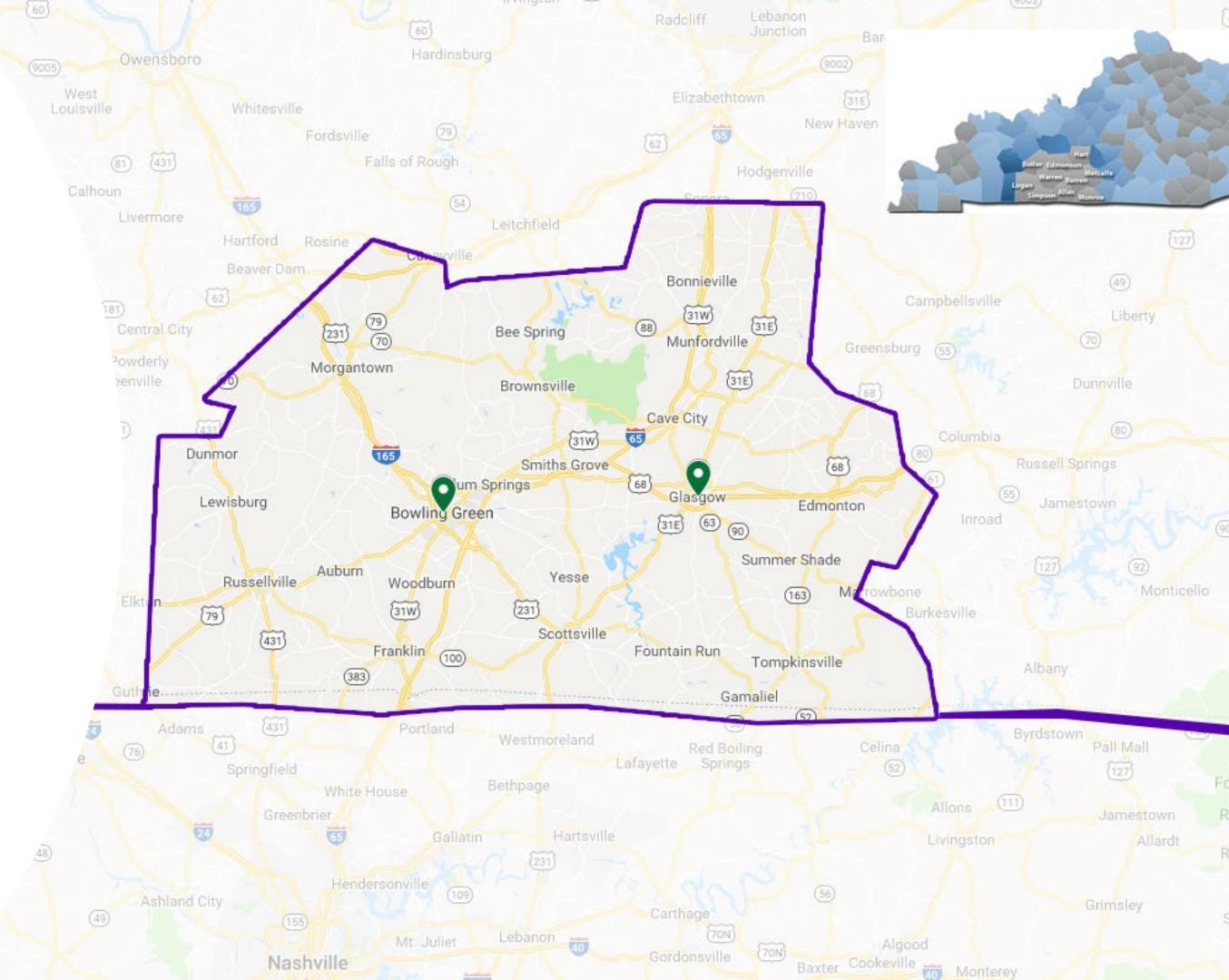


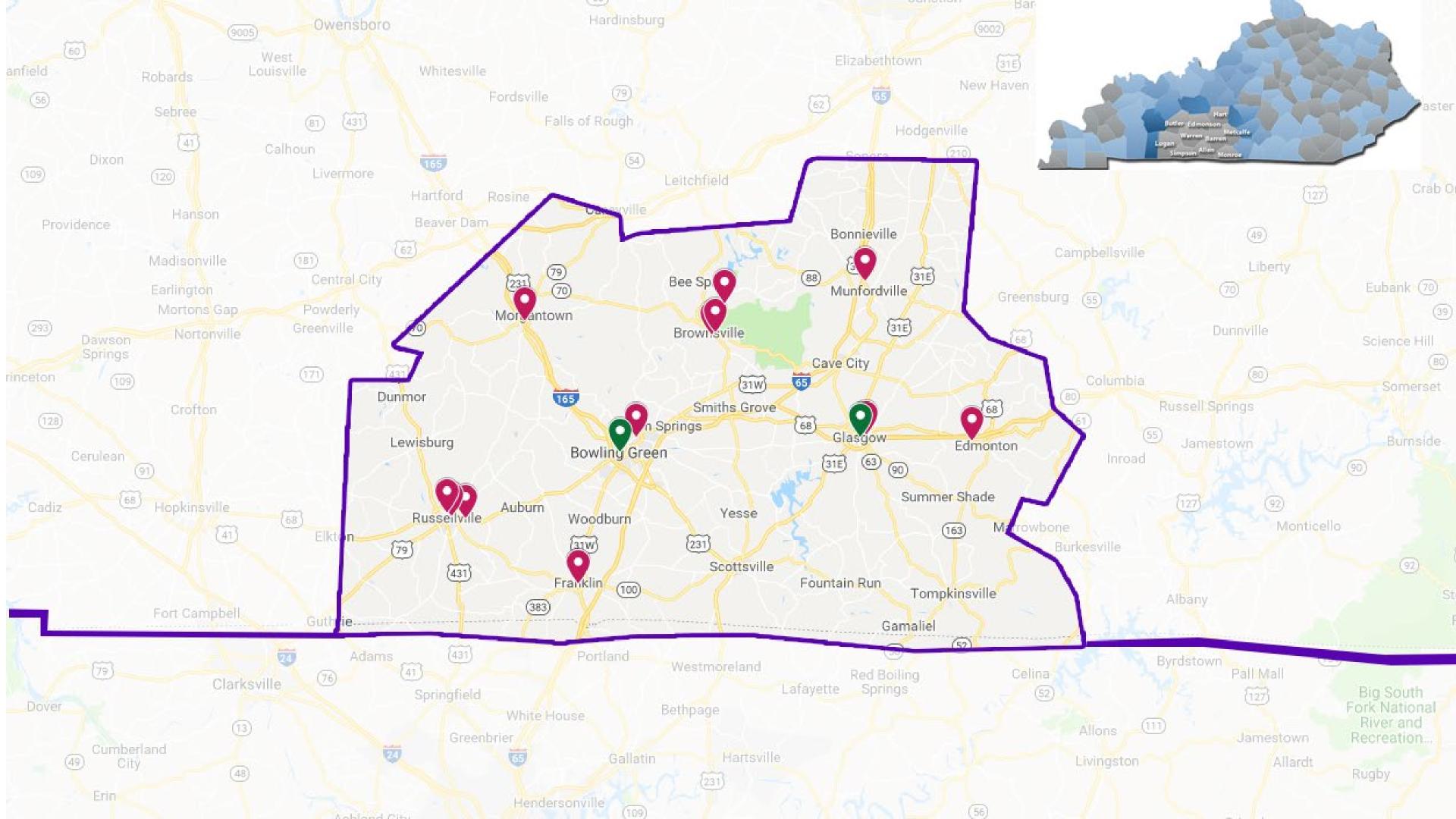
#### Reasons for Remote Access

- Accessibility •
- Standardization of Quality Service Delivery
- Scalability of Staffing Capacity
- Partner Systems Integration

#### South Central KY Region Prior to 2017

- Two AJC locations about an hour or more from rural locations
- AJC hours of operation 8:00-4:30, Monday through Friday
- Limited staffing capacity





#### Research Based



University of Kentucky UKnowledge

Theses and Dissertations--Educational Policy Studies and Evaluation

**Educational Policy Studies and Evaluation** 

2019

EXPLORING THE IMPACT OF WORK-BASED LEARNING OPPORTUNITIES FROM THE STUDENT PERSPECTIVE: THE DEVELOPMENT OF CAREER PATHWAYS, WORKFORCE EXPECTATIONS, AND THE TRANSMISSION OF CULTURAL CAPITAL

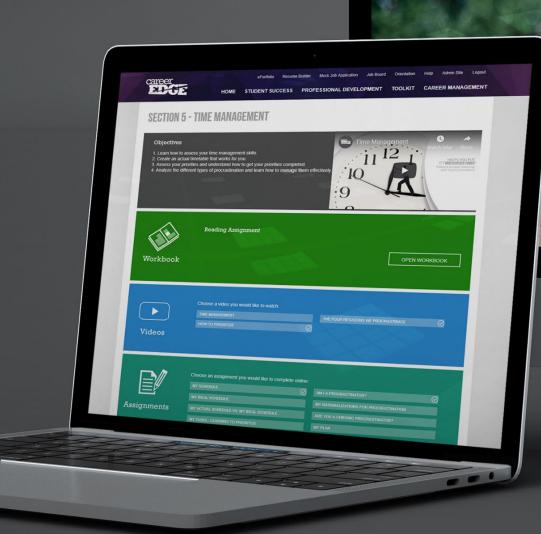
**Robert Boone** 

• Coined term "First-Generation Career Seekers" in 2019 after a year's worth research, leading to the publication of two papers by the University of Kentucky.

• Research found that work-based learning/simulation of career activities were foundational in the transmission of workplace cultural capital.

 Career Edge provides a structured and accessible mechanism for clients to prepare for success in the world of work.



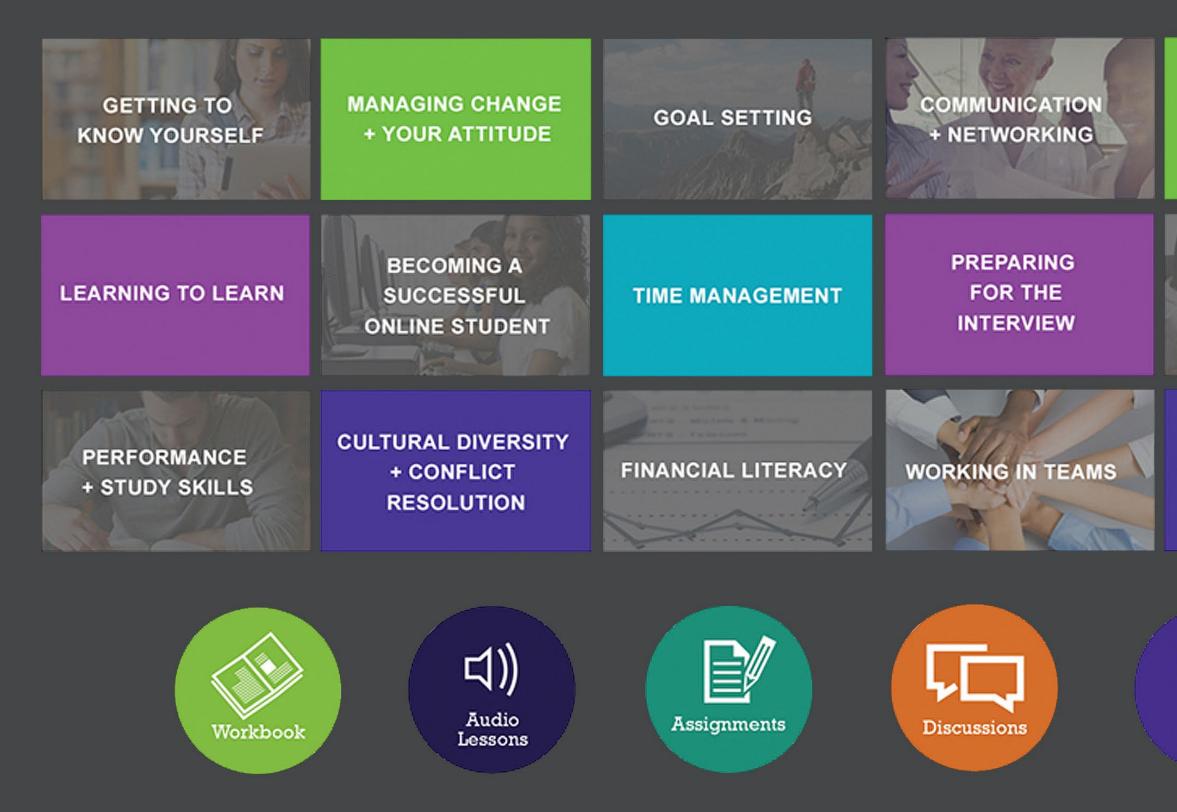


careeredgedemo.com

caree



## JOB SEEKER MODULES



TODAY'S JOB SEARCH STRATEGIES BRANDING: RESUME, COVER LETTER, JOB APPLICATION, ONLINE PRESENCE Top Applic

THE INTERVIEW PROCESS PART 2 ANSWERING DIFFICULT QUESTIONS

ON THE JOB SUCCESS

WORK LIFE BALANCE + PREPARING FOR THE FUTURE



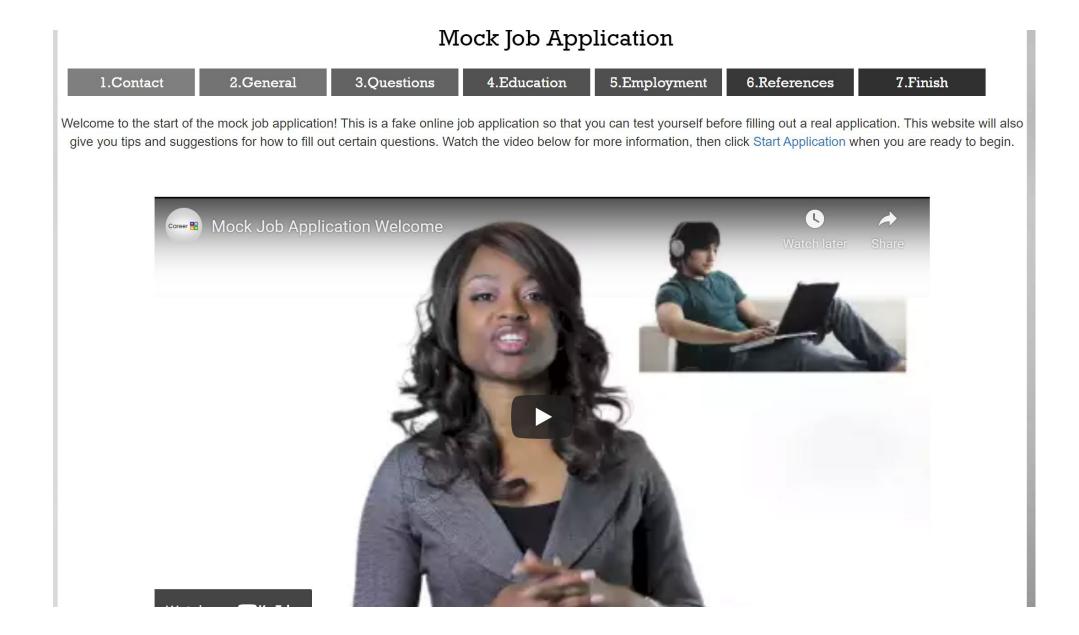


#### **PROFESSIONAL DEVELOPMENT TOOLKIT**

RESUME BUILDERREFERENCESMOCK JOB APPLICATIONCOVER LETTERVIRTUAL INTERVIEW SIMULATORePORTFOLIOTHANK YOU LETTERBUSINESS PLAN BUILDERTIME MANAGEMENT CALCULATORGOAL TRACKER



#### Mock Job Application





 Like all Career Edge content, the Mock Job Application begins with an introductory video to provide for a contextualized learning experience.

#### Mock Job Application

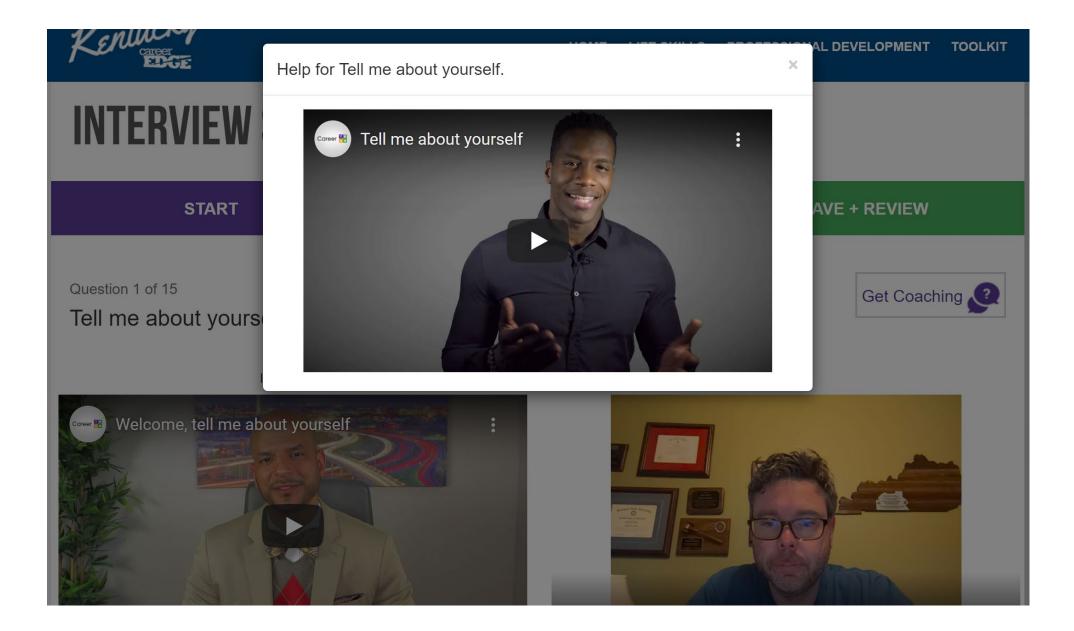


1.Contact	2.General	3.Questions	4.Education	5.Employment	6.References	7.Finish
Personal	Contact In	formation				
*First Name:	robert			Make sure to cap	italize the first letter	
*Last Name	Boone					
*Email	rsmboone@			Use a professional email address in this field, we suggest using your Dorsey email address that		
*Address	632 East 13th Avenue			was given to you.		
Address2	Address 2					
*City	Bowling Green					
*State	KY			~		
*Zip Code	42101					



- The career-seeker is coached on how to complete a job application accurately as well as how to answer tough job application questions like, "Are you willing to work nights and weekends?" "What is your salary requirement?" "Are you willing to take a drug test?"
- The answers on the mock application are then saved, enabling the career-seeker to access responses from the e-portfolio section of Career Edge for easy copying and pasting on actual job applications.

#### Interview Simulator





- The interview simulator takes the career-seeker through 15 commonly asked job interview questions.
- A virtual coach (center screen) walks the career-seeker through how to best answer each question.
- The interviewer (bottom left screen) asks the interview questions.
- The career-seeker (bottom right screen) answers the question and records a response.

#### Interview Simulator





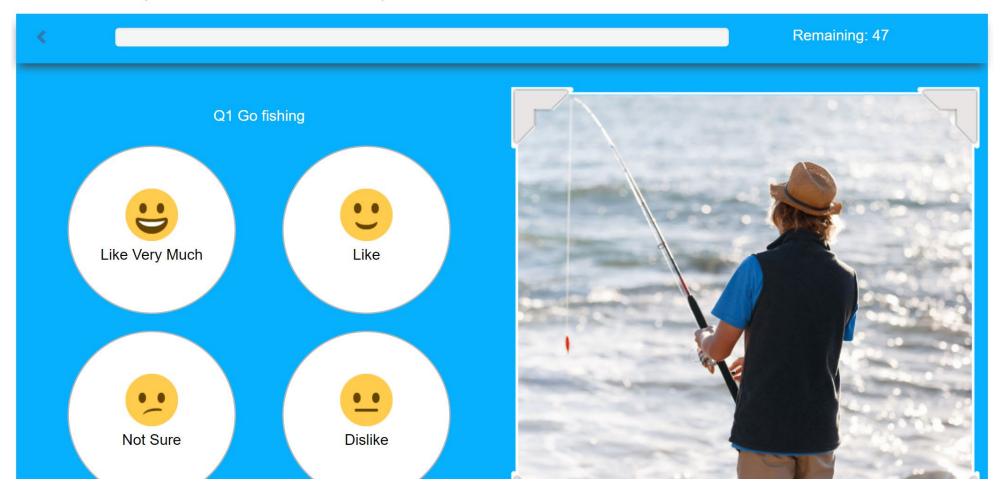
Questions	Playback Recordings	Notes + Comments	Reviewed + Approved
1. Tell me about yourself.	►	9	Please, Record Video.
2. Why have you chosen this particular industry?	-	9	Please, Record Video.
3. Why should I hire you?	-	9	Please, Record Video.
4. Why did you leave your previous place of employment?	-	9	Please, Record Video.



- The career-seeker records job interview responses. By using the administrative portal, career coaches, case managers, guidance counselors, etc. can leave feedback on each recorded question, thus providing another touch point for interview coaching.
- The interview simulator can be utilized as part of a "flipped classroom" approach where the simulation is assigned and then feedback is provided. This method of learning empowers the career-seeker and frees the career coach up to help many more career-seekers.

#### Career Assessment

- Number of items: 48
- · Each statement describes a different activity
- For each activity take time to imagine doing it
- Rate how much you would like or dislike each activity





- Based on Myers-Briggs assessment
- Emoji and picture based, which appeals to young adult participants
- Assumes no prior experience with career assessments or personality assessments

#### Career Assessment

EDGE

#### HOSPITALITY AND TOURISM



In the Hospitality and Tourism cluster, you would help restaurants, hotels, attractions, recreation events, and travel related services operate.

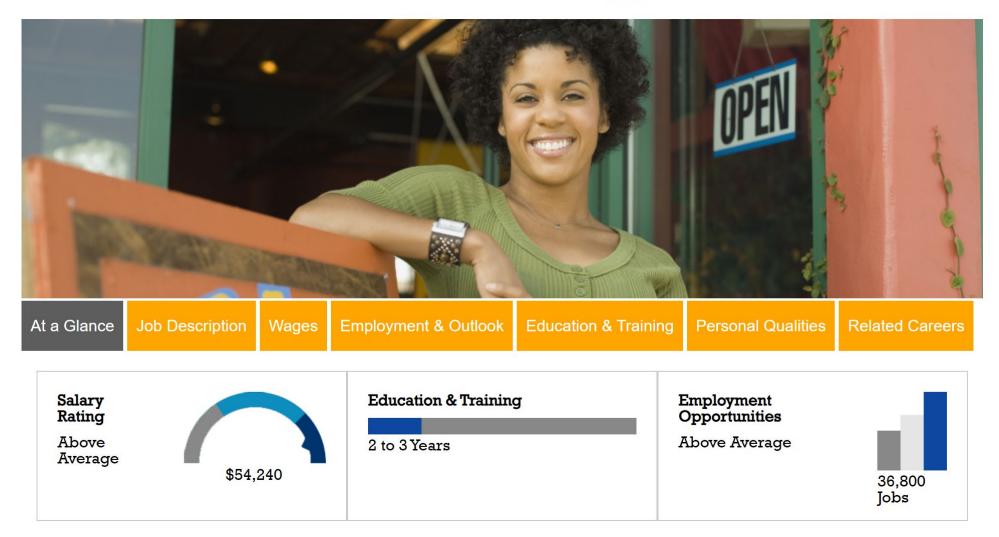
 \$ TOP 5 SALARIES
 C TOP 5 EMPLOYMENT OPPORTUNITIES

 Restaurant Managers
 Counter Attendants

- The results of the career assessment are ranked industry sectors, such as the example of the right.
- Each industry sector details salary data, education requirements, common pathways toward a career, and top job titles.
- Job titles can be clicked on for more job-specific information.

#### Career Assessment

#### RESTAURANT MANAGERS





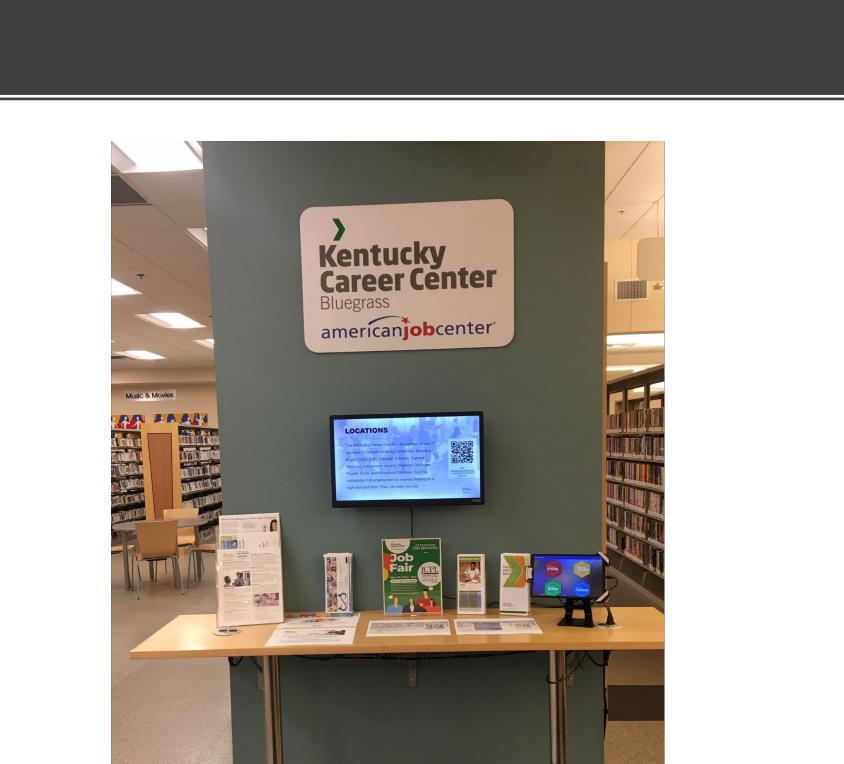
- After a job title is clicked, salary details, employment outlook, education/training, personal quality, and related careers are highlighted. This information is updated daily from BLS data.
- This level of detail provides a great start to career coaching and to career pathway planning.

#### E-portfolio

I TOILE OF			Check to copy		
BASIC INFORMATION	CAREER PREFERENCE	EMPLOYMENT INFORMATION	ASSESSMENT		
YOUR ePO CHECKL	IST				
Complete Basic In	formation	Upload Transcripts			
Upload Resume		Upload Letters of Recommendation			
Upload Profession	al Headshot	Complete Skills Section			
Complete UVP		Complete Awards Section			
Upload Projects		Upload Video Resume			
Import References					
First Name	Robert	Upload Your Resume			
Last Name	Boone	Choose File	Or Choose from the Resume Builder		
Address					
Zip code 42101		Upload Your Transcripts			



- All of the content produced by the career-seeker utilizing the Career Edge platform is stored in the e-portfolio. The e-portfolio is a uniquely assigned URL. This enables the career-seeker to access their resume, cover letter, job application, and other material quickly and easily.
- The e-portfolio is also a powerful workforce systems integrator, which enables the career-seeker to not have to start from scratch if seeking services from another agency of partner.



## DELIVERING SUCCESS BGWB

**BLUEGRASS WORKFORCE INNOVATION BOARD** 



## Kiosk Access: Public Libraries

- Kiosks are installed in each public library in 17 counties of BGWIB and are loaded with remote access technology solutions to reach career seekers
  - Library staff are trained in basic career services to better help navigate career-seekers
  - Additionally, kiosks are outfitted with a screen to showcase open job postings and employability resources
  - Kiosk serve as an entry-point for remote access career services that are delivered through a mobile device

## Kiosk Access: Addiction Treatment Facilities

- Grant from Isaiah House for technology installation in 30 recovery facilities in 17 counties
  - Residents complete referral process upon entering facility and are contacting within 48 hours by BGWIB staff for customized support
  - Most recovery facilities require employment
  - Career EDGE is leveraged as a remote access solution to provide around-the-clock career preparation services that enables careerseekers to move toward upward mobility



### Tech Use Cases

remote WIOA eligibility through virtual coaching

# San Diego Workforce Partnership

• Consulted with two of the most innovative workforce boards in the country to standardize in house service delivery and to create a career-seeker experience that enables completely

### CareerSource TAMPA BAY

# Part III: Integrated Service Delivery, Pac Mtn. Washington









TRAINING AND EMPLOYMENT NOTICE	<b>NO.</b> 13-20
	<b>DATE</b> January 4, 2021

TO: STATE WORKFORCE AGENCIES STATE WORKFORCE LIAISONS STATE WORKFORCE DEVELOPMENT BOARDS LOCAL WORKFORCE DEVELOPMENT BOARDS ALL AMERICAN JOB CENTER PROGRAMS

FROM: JOHN PALLASCH Assistant Secretary

SUBJECT: Advancing a One Workforce Vision and Strategy

- 1. <u>Purpose</u>. Promote adoption of a One Workforce strategy by State Workforce Agencies, State and Local Workforce Development Boards, American Job Centers (AJCs), and Workforce Innovation and Opportunity Act (WIOA) partner programs and stakeholders.
- 2. <u>Action Requested</u>. Share the *One Workforce* vision broadly with all workforce stakeholders and to promote its adoption.

### 3. Summary and Background.

a. Summary - The One Workforce approach, endorsed and recommended by multiple federal programs, fosters greater collaboration, integrated service delivery, shared data, and leveraged resources that leads to positive employment and training outcomes for

# Department of Labor

**Functional Teams** 

Strategic Co-Enrollment

**Braiding and Blending of Funding** 

**Seamless Service Delivery** 





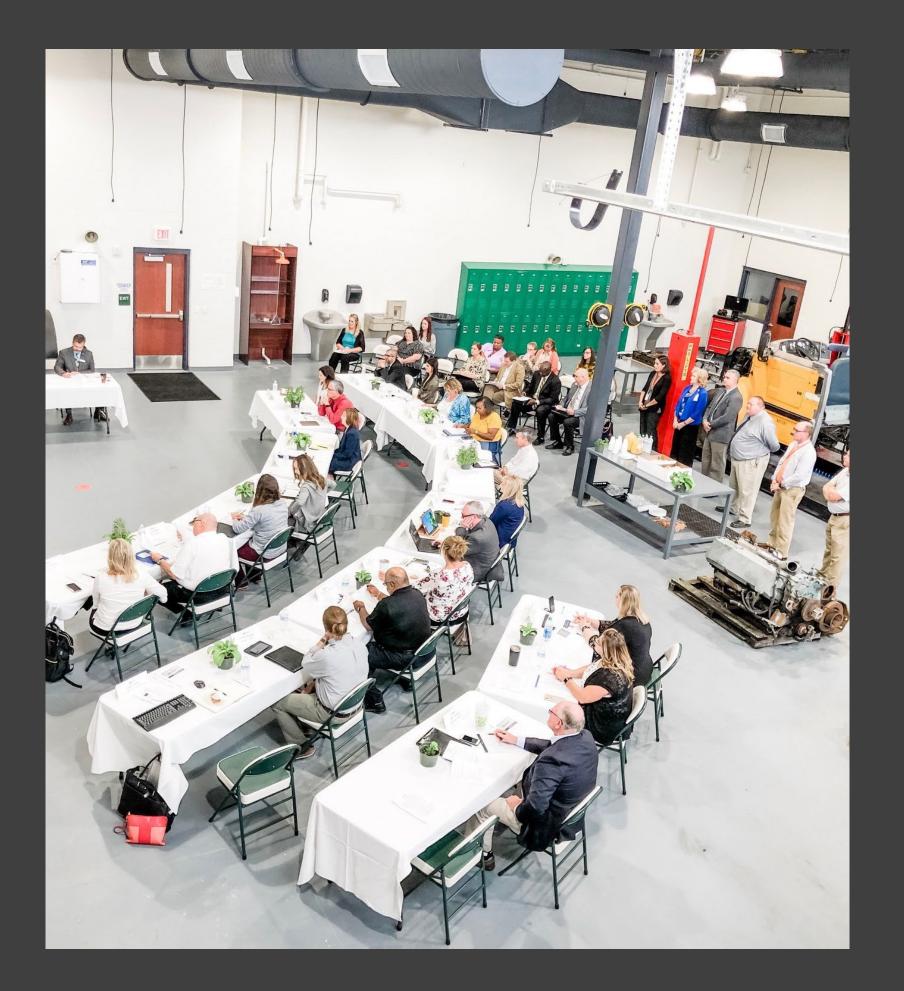
## Part Illa: It all hinges on strategy

- Workforce organizations are called not to be operational, but to be strategic
- In 2018, our team at the SCWDB made a renewed commitment for our board to be strategically "move the needle" on regional workforce goals
  - In 2017, my role was 100% operational
  - In 2018, I hired a VP of Operations, that allowed me to focus 90% on strategy and 10% on operations









### Elements of a Strategic Plan-Based Board Meeting

- Build the board agenda around the strategic goals • and objectives of the board
- Demonstrate measurable movement related to  $\bullet$ strategic objectives that prop up strategic goals
- Highlight example programs through numbers, pictures, testimonials, and other results that align with strategic goals and objectives
- Engage staff in presenting strategic objectives ullet
- OSO leads discussion prompts to help with board • engagement after each strategic goal

### Every board meeting contains



Strategic plan-based agenda



Slides with pictures, data, testimonials to highlight specific objectives and movement toward each strategic goal



Red-Amber-Green assessment tool to demonstrate movement in current quarter and expected movement in the next quarter toward supporting objectives that prop up each strategic goal

### Agenda

- Strategic goals are built into the agenda
- Each strategic goal is measured by a strategic  $\bullet$ objective
- Examples of the strategic objective are ullethighlighted by specific examples of programs
- Multiple staff are given the opportunity to  $\bullet$ present
- Each part of the agenda is TIMED  $\bullet$
- Built the agenda based on how people learn • and engage
  - Action items are placed at the beginning of the  $\bullet$ meeting.
  - Strategy and engagement is given the bulk of the • meeting

community.

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н.	Presid		
III.	Approv		
IV.	Execu		
ν.	Fiscal		
VI.	One S		
VII.	<b>Reent</b> (Action		
VIII.	Financ		
IX.	Strate		
	Strate innova •		

Vision: Lead a dynamic region with high-quality jobs where employers can find the skills they need to be competitive and job-seekers have the skills they need to acquire high-quality jobs. Be knowledgeable, action-oriented, and respected as the leader in defining workforce development needs and in creating integrated solutions for employers, job-seekers, students, and our

ome (Information) (Treva Shirley) (8:30-8:32)

lent/CEO Opening Remarks (Information) (Jon Sowards) (8:32-8:35)

oval of April 14, 2022 Minutes (Action) (Treva Shirley) (8:35-8:38)

**Itive Committee Update from May 14** (*Information*) (Treva Shirley) (8:38-8:42)

Management Contract Renewal (Information) (Jon Sowards) (8:42-8:48)

Stop Operator Contract Renewal (Action) (Jon Sowards) (8:48-8:53)

try MOA between Cumberlands Workforce Development Board and SCWDB n) (Jon Sowards) (8:53 – 8:59)

cial Report (Information and Action) (Khalid Qazi) (8:59-9:04)

gic Goals (Information and Discussion)

egic Goal #1. Actively engage employers and stakeholders to drive ative workforce solutions across the region.

Assessment (Brian Becker) (9:04-9:07)

### Strategic Goal #2. Align and integrate education to provide career pathways for P-12 youth, post-secondary students and adult job seekers.

Assessment (Brian Becker) (9:07-9:09)

Increase Career Exploration Opportunities:

- High School Exploration Events & Job Fairs (Matt Bacon) (9:09-9:14)
- SKYCTC Hiring Events (Matt Bacon) (9:14-9:19)
- Create Learning Opportunities:
  - Hart Co. CDL Cohort (Jasmine Bass) (9:19-9:24)
  - Work Experience Participant Highlight (Bionca Wilson) (9:24-9:28)

Next Meeting: August 11, 2022, 8:30-10:30AM



• Increase Dual Credit and Credentialing Opportunities:

Heavy Equipment Sciences Pathway Update (Matt Bacon) (9:28-9:32)

Strategic Goal #3. Increase regional workforce participation by creating opportunities, incenting workforce participation, and removing barriers to employment.

### This is provided as a hand-out to Board Members prior to the Board Meeting

### **Strategic Goal #4 Assessment:**

**GOAL #4:** <u>Maintain viability of the SCWDB's financial growth, quality delivery system and return on investment (ROI) for job</u> seekers and employers

• Beginning of 2022

Supporting Objectives	3Q Activities (Apr-June 2022)	Assessment (Current & Projected)	Planned 4Q Activities (Jul-Sep 2022)
<b>4a</b> . Implement a framework that monitors and forecasts our ability to meet goals and programming metrics	<ul> <li>Weekly System Synch Meeting</li> <li>Monthly Operations meeting; monthly Data Collection meeting</li> <li>Bi-weekly financial review meeting</li> </ul>		<ul> <li>Complete State compliance monitoring</li> <li>Continue External Monitoring (MCM CPAs)</li> <li>Provide Annual Report to LEOs and Board Members</li> </ul>
<b>4b</b> . Identify and address organizational and structural changes necessary to improve outcomes, collaboration and accountability	<ul> <li>Revamp Customer Flow and data collection in Kentucky Career Centers</li> <li>Pursue Governor's Reserve and ARC Grant opportunities for Reentry initiatives</li> </ul>		<ul> <li>Refine Customer Flow and data collection in Kentucky Career Centers</li> <li>Pursue new FTE titled "Workforce Participation Lead"</li> </ul>
<b>4c.</b> Define and create an effective communication approach to services to ensure consistent, quality customer experiences	<ul> <li>Revamp Customer Flow and data collection in Kentucky Career Centers</li> </ul>		<ul> <li>Begin Kentucky Career Center certification process</li> <li>Complete MOU / IFA</li> </ul>
<b>4d</b> . Implement processes that strengthen relationships between key stakeholders across the region's workforce system	<ul> <li>Host / lead local Workforce Participation Working Group (every 3 weeks)</li> </ul>		<ul> <li>Evolve Workforce Participation Working Group into a full-time Task Force</li> </ul>

# I'd Love to **Connect with You**

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# Robert Boone, Ed.D., MPA

