

Ohio Department of Education: Adult Workforce Education Full Service Center Guidelines

FY2000 Overview

Career-Technical and Adult Education has as its primary goal the training of personnel to meet society's needs for skilled workers. While the need for trained personnel has historically been recognized, the problem of providing such personnel has become increasingly difficult. At one time people could expect to spend a lifetime in the same occupation and could in turn expect to transmit to their children the occupational skills and knowledge they had acquired. Today with a constantly changing society and economic structure, few people can expect to engage in the same occupational activity for any length of time. This environment of constant technological change, places a heavy demand on career-technical and adult education, a primary provider of training for America's business and industry. This fast-paced technological change coupled with the deficiencies in basic skills many workers bring to the workplace, makes it imperative that the career-technical and adult education system provide a full-range of services to meet the changing training needs of business and industry.

In an effort to be more responsive to the needs of business and industry, the Division of Career-Technical and Adult Education, Ohio Department of Education has designated forty full service adult workforce education centers since July 1, 1987. In subsequent years additional full-service adult workforce education centers may be designated. The purpose of the full-service centers is to provide to business and industry, regardless of their location in Ohio, a cost efficient, educationally sound way to train and upgrade the skills of their personnel. The full-service adult workforce education centers provide a foundation of skill and student services as well as specialized courses designed to meet local training needs. Ohio's full-service centers have been designated by the U. S. Department of Education as a model for Skills Clinics as called for in America 2000. The prudent and effective use of local and state resources allow the full-service adult workforce education centers to provide a complete range of services at a cost unparalleled by other educational institutions. Furthermore, business and industry no longer need to seek a variety of providers to meet their employee training needs.

Each site designated as a full-service center will offer a common core of services. The core of services will include both training and student support services. Training services include supplemental, full time, and customized training for business and industry, agencies and other organizations. Student services include adult basic and literacy education (ABLE), General Education Development (GED), vocational counseling, assessment, displaced worker support instruction, placement, financial aid assistance and access to child care.

Benefits of a Full-Service Center

Benefits to Community-Business-Industry. Communities that are best prepared to engage in and provide the needed training and retraining are the ones that will survive tough economic times. To meet labor market needs, educational institutions must provide a full range of services on a short delivery notice. Business and industry is not interested in the problems education might have in organizing needed training, they are only interested in the efficient and effective delivery of the needed training. A community that has a full-service adult workforce education center will be attractive to new business and retain existing business because of the training capacities that exist. Creation of new jobs and retention of existing jobs yield a better economic base within a geographic area, thereby creating a positive climate for further economic development.

Benefits to Educational Institutions. There are several benefits to an educational system being designated as a full-service adult workforce education center. These benefits can be classified in three areas; 1) status and credibility within the community, 2) programming incentives, and 3) opportunities for participation in new and pilot projects.

- **Status and Credibility.** A system designated as a full-service center will receive widespread recognition throughout the state as a provider of full service training to business, industry and individuals. Recognition would include items such as press releases, inclusion in brochures distributed to business, industry and trade associations throughout the state, publicity from the Ohio Department of Education and linkages with other associations involved with training. The full-service adult workforce education center is promoted as part of a statewide network that can provide business, industry or individuals with a full range of needed training and support services.

Full-service centers will also act as a training resource network where highly specialized and technical training will be available. A business seeking highly specialized training will be able to obtain the training at the local full-service center or be referred to a nearby full-service center that can provide required training.

- **Programming Incentives.** Programming incentives will also be available to full-service centers. The programming incentives include 1) special incentive grant applications pilot projects and 2) full-service center quality enhancement grants. Systems designated as full-service centers will be eligible for special selective grants available through the Ohio Department of Education.

To promote quality programs and enhance services to business and industry, those systems designated as full-service centers will receive a set dollar amount through a full-service center quality enhancement grant. The amount of financial support will be established yearly by the Ohio Department of Education, Division of Career-Technical and Adult Education.

- **Opportunities for Participation in New and Pilot Projects.** Full-service centers will be offered initial opportunities for participation in new and/or pilot projects. Examples of projects are job profiling and the opportunity to be designated as an ACT Work Keys Service Center, the Hospitality On-Site Training Program (HOST) and new programs.

PHILOSOPHY OF ADULT WORKFORCE EDUCATION

The concept of the full-service adult workforce education center is based on the following philosophical beliefs:

- Adult workforce education is a locally based, integral part of public education.
- Adult workforce education responds quickly and effectively to business/industrial/community training needs.
- Adult workforce education trains, retrains and/or provides upgrading of skills for the unemployed, underemployed or employed adult. These adults may include individuals who have completed or discontinued their formal education and want preparation to enter the labor market as well as those who want to learn new skills to remain employable. Individuals who are most likely to benefit from adult workforce education programs are competent in the basic skills.
- Adult workforce education provides programs designed to enhance the quality of work/family life. Referrals to accessible child care services are essential for individuals who need and qualify for such services.
- Adult workforce education provides job readiness and employability skills as well as manipulative skills and related information allied to a specific occupation.
- Adult workforce education provides programs for special populations such as disadvantaged, handicapped, limited English speaking persons, older workers, displaced homemakers, single parents, criminal offenders and those persons entering non-traditional occupations.
- Student support services such as ABLE/GED, vocational counseling, assessment, job placement, financial aid assistance, and employability/job readiness instruction are an essential component of adult workforce education.
- Adult workforce education seeks to meet the training needs of the existing business and industrial community while also establishing programs to fulfill the training needs of new and expanding business and industry.
- Adult workforce education programs are easily accessed by individuals as well as business and industry community and are available at a reasonable cost.
- Financial resources for the operation of adult workforce education programs are obtained from a combination of federal, state and local moneys in conjunction with student tuition and business/industry fees.
- Accountability and responsibility for effective adult programming at the state level lies within each program service area with coordination and leadership from the staff within the office of Adult Workforce Education and Agency Linkages.

- Adult workforce education will complement the secondary career-technical education program offerings and whenever possible, articulate programs with institutions of higher education.
- Based upon this philosophy a full-service adult workforce education center will provide a full range of training and support services to business, industry, agencies and other organizations and the adult student.

SCOPE OF FULL-SERVICE CENTERS

The services available at the full-service center are divided into three categories; 1) administration, 2) training services and 3) student supportive services.

Administrative/Ancillary Services

Administrator

A full-service adult workforce education center must be in operation 12 months per year and have a licensed administrator assigned full time to the job of administering adult education. This administrator shall show commitment to career-technical and adult education through membership and active involvement in professional associations. The administrator shall have direct responsibility for, but not limited to, staff development, program development, business/industry contacts, program supervision, budget preparation, staff supervision, staff evaluation, program funding, program promotion, and linkages with other agencies.

The administrator's contact with business/industry, agencies and other organizations will include on site visits to market adult education, survey training needs, promote and supervise on-going training programs, develop new training programs, monitor customer satisfaction, and initiate cooperative efforts between adult education and the total community. Administrators are encouraged to spend 25% of the time implementing the aforementioned activities in the community.

Secretarial Support

Secretarial support services must be available at a full-service center with full secretarial support assigned to adult workforce education. Additional secretarial assistance must also be available for adult instructors. Phone coverage for adult education must be available to respond to business, industry, agency and student requests and needs. Phone and secretarial coverage must be available during all hours of operation.

Accreditation

In addition to a full time licensed administrator and secretarial staff, institutions applying for designation as a full-service center must be accredited by North Central Association of Colleges and Schools. Systems must also have a locally developed professional staff development program that meets the needs of the adult workforce education instructor.

Training Services

A broad range of training services must be available to business, industry, agencies and the general adult population. The training must be provided through full time (preparatory or career development), hourly part-time (supplemental or career enrichment), and customized programs.

Both full time adult and part-time adult programs are designed to provide training for the emerging, transitional, and current workers.

Emerging workers are individuals who are in the process of developing and improving academic skills, occupational skills and employability skills and work ethics and habits to enter or re-enter the workforce. The emerging worker includes: older youth ages 16-21; high school graduates; high school dropouts; ABLE participants; TANF clients; and long term unemployed.

Transitional workers are individuals who are coping with changes in job status or lifestyle. Events such as a layoff, relocation, divorce, and/or illness or injury may precipitate the need for training. The transitional worker includes: dislocated workers; displaced homemakers; under-employed individuals; postsecondary enrollees; older workers; disabled youth and adults; and injured workers.

Current workers are individuals who are already established in a job or profession in the workforce. Changes in the economy, technical advances or changes in the field require continuing education and skill upgrades for continuation and advancement. The current worker includes: workers in need of skill upgrading, credentialing and/or continuing education; the under employed; and the working poor.

Full Time. The focus of full time skill training programs is to prepare unemployed and/or underemployed persons for employment. Such training will reflect local needs and be supported by adult education advisory committee input. Ideally, full-service centers should have job preparation skill training programs that are well distributed across the career-technical and adult service areas.

Part-Time. The primary purpose of hourly programming is to upgrade the skills of employed workers. Hourly part time training must be offered across the six skill training areas and reflect local needs. An adult workforce education advisory committee must offer suggestions for needed programming. The offering of avocational, interest enrichment, and hobby courses does not meet this requirement and will not be funded.

Customized. Individualized and customized training for a specific business is an essential component of full-service adult workforce education centers. Programs must be customized to meet the needs of a specific business or industry.

Student Support Services

Adult workforce full-service centers must offer a variety of student support services to enable students to more easily complete their adult workforce education training. These student services must include, but are not limited to, adult basic and literacy education (ABLE), General Education Development (GED) preparation and testing, vocational counseling, student assessment, job placement, financial aid assistance, child care and employability/job readiness instruction.

Adult Basic and Literacy Education (ABLE) and General Education Development (GED). ABLE provides adults with the opportunity to master basic skills necessary to function more effectively in society. ABLE can help adults obtain reading, writing and mathematics skills needed to obtain or retain a job, to meet entrance requirements for skill training courses or to provide preparation for the GED, a nationally recognized test for a Certificate of High School Equivalence. Many employers require a high school diploma or Certificate of High School Equivalence as a prerequisite to employment or promotion.

Vocational Counseling. A vocational counseling program must be organized to assist adult students, teachers and administrators. A certificated guidance counselor, working with other staff personnel, will provide extensive services including counseling, career information, the development of individualized career plans, appraisal, student follow-up studies, testing, orientation, the processing of Career Passports, and placement. Additional responsibilities may include surveys, records, data collection, and contacts with business and industry.

Job Placement. Job placement is critical to the success of full time training programs and the full-service center. The job placement staff must be in daily contact with business and industry representatives to inform them of available candidates, to encourage them to contact the full-service center when openings exist, to assist in monitoring customer/client satisfaction, and market the full-service center programs and services. Placement staff must also work closely with counselors, job readiness instructors and occupational instructors to maximize student opportunities.

Student Assessment. Assessment centers should provide appropriate testing and other appropriate services for adult students and businesses. Information gathered from tests can play a vital role in a student's career planning. Furthermore, industries can be far more productive if employees and jobs are well matched. An assessment center staffed with properly trained and credentialed evaluator(s) must offer a variety of instruments including: interest inventories, achievement test batteries (reading, mathematics and language), manipulative tests, personality, values, work samples, and aptitude/ability tests.

Financial Aid. Financial aid assistance must be available to help qualified adult students in paying for education after high school. A certified staff member must be assigned to administer the financial aid services. The financial aid office must be knowledgeable about the variety of grants, loans and scholarships available to adult students and provide continuous access to this information to students.

Child Care Services. Demographic shifts indicate that there will be fewer job seekers from which employers may hire new employees. In addition, there will be a larger proportion of entry-level job seekers from minority, female and other populations. Therefore, to accommodate the growth in number of female and single parents needing adult workforce education training, full-service centers should provide referrals or establish networks or partnerships or secure grants in order for participants to access child care.

Employability and Job Readiness. Instruction for employability and job readiness skills is another required segment of the support services component. This instruction will be made available for dislocated workers, displaced homemakers, older youth, and unemployed adults. Students will be provided with career transition instruction for enrolling in remediation programs and/or skill training and securing employment. A state approved Transitions program will fulfill this requirement.

Work Keys Service Centers. A Work Keys Service Center is licensed by American College Testing (ACT) to provide a full range of Work Keys Systems services in concert with its own educational offerings. Included in the center are services for job profiling and Work Keys testing.

The Work Keys tests and job profiling are important tools for full-service centers to use with business and industry. The job profile yields a metric of what skills within the Work Keys system are actually required for a worker to complete her/his job. The Work Keys tests provide a quick, convenient and cost efficient way for employers to measure skills of prospective employees. Individuals not meeting the required test level can obtain training from the full-service center to assist them to advance to the required level.

An additional impact of the job profiling for business and industry is that it establishes industry expectations and requirements for secondary and adult career-technical education students who also complete the Work Keys tests. Thus, the critical step of linking secondary and adult Work Keys testing to their future employment is accomplished through the full-service center's job profiling efforts. Six or more job profiles are required yearly for each Work Keys job profiler.

REQUIREMENTS TO BECOME A FULL-SERVICE ADULT WORKFORCE EDUCATION CENTER

Requirements to become a full-service center are divided into the following categories:

- I. Administrative/Ancillary Services
- II. Training Services-Programming Requirements
- III. Student Support Services Requirements
- IV. Match Requirements
- V. Quality Enhancement Grant
- VI. Proposal and Designation
- VII. Future Requests

I. Administrative/Ancillary Services

In order for an educational institution to be designated as a full- service center, the following is necessary:

1. Adult programming is available 12 months per year.
2. Adult education administrator assigned full time (48 weeks) to adult education with evidence of a portion in collaboration with business, industry, agencies and other organization activities.
3. Full time secretarial assistance with phone coverage during adult program operation.
4. A locally developed program of professional staff development for adult workforce education instructors.
5. A needs analysis system to determine labor market and specific business/industry and agency needs which is used to develop new program offerings and refine existing programs.
6. A general adult workforce education advisory committee in addition to specific program advisory committees.
7. A system of formal staff evaluation by administration and students.
8. A separate budget item provided for program promotion/public relations.
9. Submission of an annual accountability report to the Division of Career-Technical and Adult Education, Ohio Department of Education.

II. Training Services - Programming Requirements

Full Time Programs. Programming within the full-service center will be provided through full time, part-time/hourly, and customized programs. To qualify as a full-service center a system must have at least five (5) different full time skill training programs, one of which can be a consultative program, within one of the following fiscal years; FY98, FY99. Programs may either be reimbursed or non-reimbursed as long as they have been filed on a VE-21 and approved. Full time program requirements must be in skill training for at least four of the five programs. Consultative units such as Work and Family, Farm Business Planning and Analysis, Human Resource Development, Small

Business Management, Customized Office Skill, or Diversified Industrial Training may be used to meet one of the required five programs. Supportive units such as Transitions, Family Life, and adult enrollment in a secondary program do not qualify as requirements for a full time skill training programs.

Part-Time Programs. Part-time hourly training programs must be labor market job specific, offered in all six skill training areas and be taught in five of the six skill training areas between the dates of July 1, 1997 and June 30, 1999. Avocational, interest enrichment, and hobby courses will not be considered as meeting this requirement and will not be funded.

Customized Programs. Full-service centers must have demonstrated the ability to plan, develop, promote, implement, and evaluate customized training for business, industry, agencies and organizations. Evidence of customized training must be available in at least two (2) of the six (6) skill training areas between the dates of July 1, 1997 and June 30, 1999.

III. Student Support Services Requirements

Student support services that are required include: ABLE, GED, vocational counseling, assessment, job placement, financial aid, child care and employability/job readiness instruction. Use of full time instructors for placement, financial aid assistance, counseling and student assessment can not be part of the time required for the reimbursement of the full time program.

ABLE/GED. ABLE and GED preparation and testing must be available at the full-service center site or at another site that is easily accessible for the students. If the center is not an ABLE/GED site, a written formal agreement of services or the description of the cooperative relationship with the ABLE/GED site is required. If services are not provided at your site describe the transportation arrangements that are available for students who do not have their own transportation. A school system may elect to provide transportation where none other is available.

REQUIRED HOURS FOR STUDENT SUPPORT SERVICES

Hours of employment for each of the four (4) following positions financial aid, student assessment, counseling, and placement will be calculated on the number of full time programs* (not units) for each prospective center.
8 programs or less - 8 hours/week for 36 weeks
9 - 14 programs - 13 hours/week for 36 weeks
15 or more - 17 hours/week for 36 weeks
* Excludes FBPA, Work and Family, HRD, SBM, COST, and DIT

Counseling and Placement. Vocational counseling must be available from a certificated guidance counselor who is available during times when adult students are attending the full-service center. A job placement specialist must be available during times when the adult students are attending the full-service center. Their services must

be available to all adult workforce education students not just selected groups such as Single Parent Homemakers and displaced homemakers. (See chart above to determine the number of hours of employment per week required). All full-time students will complete a career passport at the completion of their program. The required credentials for the vocational guidance counselor is one of the following:

- A. A license in guidance and counseling issued by the Ohio Department of Education -or-
- B. A licensed professional counselor (LPC) certificate issued by the state of Ohio -or-
- C. A licensed social work (LISW) certificate issued by the state of Ohio

Student Assessment. A vocational assessment center must be staffed with properly trained and credentialed evaluators. The required credentials for the assessment evaluator is one of the following:

- A. A license in vocational evaluation issued by the Ohio Department of Education -or-
- B. A baccalaureate degree in vocational rehabilitation with two years work experience in vocational rehabilitation -or-
- C. A masters in guidance and counseling with experience using a variety of assessment instruments under supervision of a certified evaluator, task analysis, and understanding different student populations -or-
- D. A baccalaureate degree and completion of the credential track training program for post secondary adult workforce education evaluation

The assessment center must have available a variety of instruments including: interest inventories, achievement test batteries (reading, mathematics, and language), manipulative tests, personality values, work samples and aptitude and ability tests. All students enrolled in full time skill training programs of at least 540 hours must go through the assessment process and take Work Keys and the appropriate OCAP assessment.

Financial Aid. A licensed staff member must be assigned to administer the financial aid services. The financial aid administrator must be available during times the students are attending the full-service center. (See chart to determine the number of hours of employment per week required)

Child Care Services. Referral or access to child care services either at the adult workforce education full-service center site or off site must be provided.

Employability and Job Readiness. Instruction for employability and job readiness instruction must be provided for those adult students who need and/or want such instruction. Each full-time student will develop an individual career plan that brings together the necessary training and support services essential for student training and re-employment.

Work Keys Service Center Designation. All districts initially applying to become an adult workforce education full-service center must achieve the status of a Work Key Service Center (WSC) by July 1 of the current year. Existing full-service centers must maintain their WSC status on a yearly basis.

The components of the WSC are as follows:

1. Employ an ACT licensed job profiler**
2. Each job profiler, must complete a minimum of six (6) each year
3. Provide instruction in each of the Work Keys skill areas
4. Have a computer* Skill Pro software and pay the ACT software license fee (currently \$1400 per year)
5. Have a scanner* and Express Score software
6. Provide test security for on site storage of ACT Work Keys tests
7. Pay the annual ACT WSC fee (currently \$1400 per year)
8. Agree to and sign an ACT/satellite WSC agreement
9. Provide Work Keys testing.
- 10.

*must meet ACT hardware specifications

**must meet ACT personnel qualifications and complete ACT training

IV. Match Requirement

In order for a system to be designated as a full-service center and receive the full-service center quality enhancement grant, the local board of education must provide general fund money for the operation of the program. The amount of money to be provided by the board of education must be a minimum of 10% of the adult workforce education yearly budget or \$50,000, which ever is less. The dollar contribution may consist of both direct contribution in the form of fund transfer or salary of administrator/faculty/secretarial staff and in-kind contributions. If in-kind contributions are used, no more than 50% of the local match requirements may be in-kind contributions. Local money for the grant match must be from the general fund and cannot include state subsidy, tuition, other match dollars, etc. This match is required for each year of full-service center designation.

V. Quality Enhancement Grants

Schools will be required to demonstrate how the full-service center grant will be used to improve or enhance adult workforce education.

The quality enhancement grant is designed to improve the full-service center through use in one or more of the following targeted areas:

1. Networking with agencies and service providers
2. Promoting and marketing the full-service center

3. Developing the professional staff
4. Linking with business, industry, agencies and community organizations
5. Demonstration projects (only those centers seeking redesignation may apply for this category).

Quality enhancement grant dollars may not be used for equipment purchase or rental. Furthermore, grant moneys are not program specific in nature and must be used to generically improve the full-service center within the aforementioned categories.

An initial quality enhancement grant will be awarded during the first year of center designation. A sustaining grant of a lesser amount will be awarded in subsequent years. An accountability report for usage of the quality enhancement grant moneys must be submitted by June 30 of each year.

VI. Proposal and Designation

Proposals to be considered for designation as a full-service adult workforce education center must be submitted no later than 4:00 p.m., Monday August 2, 1999 to Barbara L. Nicol, Assistant Director, Adult Workforce Education and Agency Linkages, Ohio Department of Education, Division of Career-Technical and Adult Education, 25 South Front Street, Columbus, Ohio, 43215. The Division of Career-Technical and Adult Education, in the Ohio Department of Education, will award full-service center status in September. As part of the designation process, on-site visits will be made by a peer review team and state staff members. The designation as a full-service center will be effective July 1, 1999 through June 30, 2001. Incomplete proposals will not be considered. The number of full-service centers will be limited.

VII. Redesignation

Those career-technical centers whose full-service center designation expires June 30, 1999 must re-apply using the criteria and deadline dates established for the initial designation outlined in this proposal if they wish to be considered as a full-service center. As part of the re-designation process, on-site visits will be made by a peer review team and state staff members. The designation as a full-service center will be effective July 1, 1999 through June 30, 2002. Incomplete proposals will not be considered. The redesignation period will be three years in length from July 1, 1999 to June 30, 2002.

VIII. Future Requests

School districts not wishing to apply for full-service center designation in 1999 may apply on a subsequent year's application. Full-service center applications will be available yearly contingent upon available funds.