



# To Best Unite People With Opportunities

Assessing Best Practices in Work Training  
Programs and the Workforce Institute

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# About Me

- American University '21
  - Community Based Research Scholar (CBRS)
  - BA/MA – C.L.E.G./MPA
- Spring of 2018 - Volunteer
  - Homelessness Section of Community Needs Assessment
  - Hotline Transport Data Digitization Proposal
- Fall of 2018 – Capstone Intern
  - Administering Community Needs Assessment
  - Workforce Institute Best Practices and Assessment

# Best Practices and Assessment Sources

- Best Practices
  - U.S. Department of Labor ([link](#))
  - McKinsey & Company ([link](#))
  - Third Way ([link](#))
  - Heartland Alliance, The National Transitional Jobs Network ([link](#))
  - Rutgers' Bloustein School of Planning and Public Policy, TransCen Inc ([link](#))
  - Generation: You Employed, Inc. ([link](#))
- Program Assessment
  - UPO Workforce Institute Program Catalog 2018-19

# Overview

<b>Student Support</b>	<b>Student Learning</b>	<b>Program Efficacy</b>
Making sure students are able to complete the program and get the most benefit out of it	Making sure students learn useful skills in a way that is most productive to the individual	Making sure the program is running at the highest possible efficiency and providing the best possible opportunities

# Student Support

- Ensure eligibility for all parts of program and employment
- Individualized case management
- Provide internally or connect students with low cost or free
  - Childcare
  - Transportation
  - Mental Health/addiction/family counseling
  - Wrap-Around Social Services
- Provide remedial classes/ tutoring for struggling students

# Student Learning – Course Structure

- Have programs be comprised of short (1 - 2 week) modules
- Programs be stop-and-start-able
- "Employment Ladder"
  - Learn clusters of skills that build up to full employability
- Assess competency/learning regularly and in practical/contextualized fashion
- Students who have successfully completed a program should have a tangible outcome
  - Certification/Licensing/Accreditation
- Keep in supportive contact/mentor students for the first few months on the job

# Student Learning – Course Content

- Teach academic prerequisites concurrently and heavily contextualize them
- Teach soft skills and professional traits
  - Interpersonal
    - Effective & respectful communication
    - Workplace conflict resolution
  - Professional
    - Resume and cover letter writing, interviewing, time management
  - Self
    - Punctuality, Organization, Hardworkingness, Responsibility
    - Conscientiousness, Honesty, Self-esteem, Resiliency

# Program Efficacy

- Keep up to date with labor market trends and evolve programs accordingly
- Identify sectors with high growth potential where there are shortages or high turnover of workers
- Work with employers to clarify demand for types of jobs and skills within them
- Partner with local employers for training and certification
- Keep data on all students, including post-program completion
  - Where they are employed, position, promotions/firing
- Embrace evaluation from internal, governing, employing, and outside groups
  - Consider a "cost-per-employed-day" method of analysis

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Thank You