

## Summary of National Best Practices in Workforce Development – 2/23/2009

| Relates to<br>RSA, FC3 and BCJ |     |     | #   | National Best Practice  | Skills Now!<br>Slide Reference              |
|--------------------------------|-----|-----|-----|---|---|
| RSA                            | FC3 | BCJ |     |   |   |
| X                              |     | X   | 1.  | Focus on essential foundational skills for the 90 million Americans that lack sufficient skills to succeed in occupational training and post-secondary education. Recognize the large benefit to region and society that will result. | 6, 15, 19, 20, 54, 100, 110, & 114          |
| X                              |     | X   | 2.  | Create a regional skills agenda. Align adult education with preparing students for post-secondary education and careers.  | 27, 35, 41, 61, 111, & 112                  |
|                                |     | X   | 3.  | Use the National Career Readiness Certificate as an alignment tool to coordinate essential skill building. Use the certificate to provide clear direction, recognize achievements, and report talent levels.                          | 29, 30, 102, 103, 116, 117, 118, 119, & 120 |
|                                |     | X   | 4.  | Recognize and communicate the value of foundational skills.   | 13, 29, 30, & 112                           |
|                                |     | X   | 5.  | Create alignment between agencies to support learners and to track their education and outcomes over time, across services, and into the labor market.  | 27, 54, & 62                                |
|                                |     | X   | 6.  | Build effective “bridge programs”.  | 108   |
| X                              | X   |     | 7.  | Career pathways. Strategies to promote career advancement for low-skilled workers through partnerships that connect workforce pipelines.  | 51, 64, 108, & 111                          |
| X                              | X   |     | 8.  | Focus on high growth middle-skill jobs (more than high school, less than bachelor’s degree). The jobs pay well. They require shorter education and training periods.  | 19, 36, 37, 38, 39, 44, & 45                |
| X                              | X   |     | 9.  | Focus on a dual customer approach that meets the needs of both workers and employers.   | 48, 51, & 54                                |
|                                | X   |     | 10. | Use third parties, workforce intermediaries, to bring together parties to meet the needs of low-skill, low-wage workers, increase business productivity, and improve regional competitiveness.  | 49  |
| X                              | X   |     | 11. | Invest in education and weave workforce strategies with economic development strategies and the needs of employers.   | 22 & 57                                     |
|                                |     |     | 12. | Fund completions not enrollments in post-secondary.   | 60  |
| X                              |     |     | 13. | Strong and committed local leadership from the funding community investing in workforce development, local business, government, and workforce development institutions.  | 13, 51, 53, 57, & 111                       |
| X                              | X   |     | 14. | Engaged and committed employer involvement in designing and implementing sectoral workforce partnerships and in adopting effective employer practices.  | 51, 59, & 86                                |
| X                              | X   | X   | 15. | Potential to influence state and regional workforce policy, leading to better outcomes at lower costs. Addresses national priorities.   | 51, 54, & 63                                |
| X                              | X   | X   | 16. | Is truly comprehensive, high quality and relevant.  | 53 & 105                                    |
| X                              | X   | X   | 17. | Measure results.  | 59, 62, & 112                               |