

# NAWDP Advantage

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## NAWDP "Genesis" – A Personal Perspective

By Hank Weisman, founding member and first president of NAWDP

"In the beginning..." starts the first book of the Bible, Genesis. For as long as people can remember, they have argued on *when* "the beginning" actually was. As it is for the cosmos, the world in which we live, each individual life, and so many other things, many probably would argue about when that which we know as the National Association of Workforce Development Professionals (NAWDP) had its inception. From my perspective, it began in the early 1980's with the transition from programs under the Comprehensive Employment and Training Act (CETA) to the emerging structure and programs under the Job Training Partnership Act (JTPA).

A number of important changes and realities attended that time in our history. The "global economy" was becoming a reality. American economic

dominance, especially in manufacturing, was being challenged everywhere as its key components – natural resources, transportation, communication, investment capital, technology and a skilled workforce – were becoming more available to nations worldwide. It became clear that workforce skill and productivity was a key battleground in global economic competitiveness.

At the same time, sizable layoffs in many skill-dependent industries pointed to the need for a flexible, nimble workforce that could adapt to rapid changes. Indeed, "job training" was no longer viewed only as an anti-poverty strategy, but as a key to economic development and competitiveness in this new world economy.

In the early 1980's, emerging federal job

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## NAWDP Member Profile

Workforce Development Professionals are everywhere! This new feature of *The Advantage* will feature NAWDP members from across the profession.



Sal Adamski, CWDP  
NAWDP Chair: 2005,  
2006

Workforce Improvement  
Director

Workforce Solutions for  
Tarrant County

Fort Worth, TX

As Workforce Board Staff (Workforce Improvement Director) I and my staff work primarily with the business and education community. We develop business networks within targeted industries, establish training programs, based on business input, for our school districts to grow the future workforce and recruit new businesses into county.

**How did you get started in Workforce Development?**

My career in workforce development began as the Director for a large proprietary school. I worked closely with my student placement staff to ensure our graduates had opportunities with local businesses. As the administrator for the school, with a student body of over 400, I became active with numerous community organizations such as Rotary and Kiwanis, which I knew had contacts with the business community. I would gather technical information from local businesses to ensure our training curriculum was up to date, and glean job search techniques from employers that would be taught in job search classes for our graduating students. After six years in education I was recruited by our local workforce system to develop, and teach a three day job search workshop for dislocated, professional clients. Another aspect of

Continued on page 6

# NAWDP

National Association  
of Workforce  
Development  
Professionals

# Building Employability Skills Across Your Workforce

By Mike Markiewicz, Sr. Manager, Enterprise Learning Solutions, ManpowerGroup



The changing world of work requires organizations to create an agile workforce to succeed in the face of talent shortages, margin compression and economic uncertainty. Clearly organizations need talent with good technical skills, but when that talent doesn't possess strong employability skills, often referred to as soft skills, the organization can run into difficulty in communicating, managing projects, and problem solving to name a few. These challenges can lead to increased operating costs, less efficient processes, and dissatisfied clients, which makes a case for providing employability skills training to employees.

## Design Decisions: eLearning, ILT, Blended

When thinking about employability skills training for your workforce, it's important to view training as an extension of



learnings, not a singular event. Employees need multiple opportunities to develop their employability skills, and determining how and what to offer requires some analysis. It's helpful to think in terms of the "Time, Cost, Quality Triangle" to ensure business constraints are factored in along with meeting the needs of learners and the organization. Questions to ask include:

- What are you trying to achieve?
- What are your priorities?
- Who needs it?
- What's your budget and timeline?
- What content already exists?
- What capabilities do you have to develop training?

## eLearning vs. Instructor Led Training (ILT)

If you are trying to build employability skills across your entire workforce, eLearning might be the right place to start. eLearning can be quickly deployed to a large, geographically dispersed audience, which makes it an attractive option for large organizations. eLearning can be purchased and used off-the-shelf or custom built. Keep in mind that off-the-shelf content will be less expensive than custom content, but might not speak to your organization's values and culture.

Advances in technology have made it easier to deliver eLearning through mobile devices, allowing quick access to audiences like sales teams who are always on the move. Gamification can simulate challenging situations requiring learners to use their life experience while at the same time creating a safe environment to make mistakes. Innovation in these areas has created more options to offer employability skills training in an eLearning format.

Although the eLearning market is growing, ILT is still widely used, especially for employability skills courses. The key advantage of ILT is two-way communication. Good facilitators can dynamically tailor content based on their audience and provide comprehensive coaching and feedback to individuals. A classroom of learners can also collaborate and help each other learn. On the other hand, the actual cost of sending people to training combined with the opportunity cost of not servicing clients can add up quickly. To lower costs, Virtual Instructor-Led Training (VILT) can be used to gain the benefit of having an instructor facilitate without requiring learners to come to a central location.

## Blended Solutions

Blended solutions can be designed to provide learning options that leverage the strength of each delivery medium while addressing all aspects of the "Time, Cost, Quality Triangle" and boosting learner engagement.

At ManpowerGroup, we believe it's important to maximize every minute employees spend in training since it is time away from clients. For this reason, ManpowerGroup takes a blended solution approach by inserting numerous activities, role playing, and rich discussion in ILT. Content that lends itself to presentation is usually pre-work delivered via eLearning or other self-guided activities.

Supplemental learning materials, sometimes referred to as learning nuggets, which can take the form of quick reference guides or short video snippets of content, are also becoming more popular ways of blending a solution.

## Driving Behavior Change and Measuring Effectiveness

To achieve a return on investment, learners need to demonstrate a behavior change as a result of participating in training. To achieve this, manager involvement is crucial. The organization

needs to help managers understand their role, which includes debriefing the learner's training experience, providing opportunities to use new skills and knowledge, and holding learners accountable for working differently. In-person or virtual communities can also be created to reinforce concepts and drive new behaviors.

Quantifying the business impact of employability skills training requires a hard link to business metrics. As the saying goes, what gets measured gets improved. Select metrics at the beginning of a project to aid in focusing your content.

There are many variables that need to be considered to meet an organization's needs when it comes to developing employability skills. eLearning and ILT can positively impact an organization, but when blended together, they provide more opportunities to engage your workforce while strengthening the collective ability to achieve your business goals and help your clients win.

*ManpowerGroup™ (NYSE: MAN) is an innovative workforce solutions company specializing in temporary and permanent recruitment, career management, outsourcing and HR consulting. Founded in 1948, Milwaukee-based ManpowerGroup is a \$22 billion company with offices in more than 80 countries and territories around the world. Each day, ManpowerGroup connects more than 630,000 people to meaningful work through its relationships with 400,000 clients worldwide. In the United States, ManpowerGroup operates more than 500 offices through its family of companies, including Manpower®, Experis™, ManpowerGroup™ Solutions and Right Management®. To learn more, visit [www.manpowergroup.us](http://www.manpowergroup.us) and [press.manpower.com](http://press.manpower.com).*

## BY THE NUMBERS

# 87%

The percentage of senior managers in a study who admitted to uploading work files to a personal email or cloud account. Another 58 percent said they have sent an email to the wrong person, and 51 percent have held onto proprietary company files after leaving a job.

Source: STROZ FRIEDBERG



## Linking Economic and Academic Development through Workforce Innovations: A best practice in establishing a targeted, talent supply chain

We are inundated daily with bleak news of the economic challenges facing our country--leaving all of us to feel as if the ship may be going down. Among the most alarming trends are our plummeting international standings in education, innovation, growth, and competitiveness, and to compound matters, the complete unpreparedness of our students for the global workforce.

Linking educational offerings to actual economic demand is one way to save the ship. There is a decreasing or nonexistent skilled talent pipeline for many of the key industries directly impacting regional, state and national economic well-being and global standing. Now is the time to redefine the relationship between education and business - strategically aligning multi-agency initiatives to achieve the powerfully unique vision of student marketability directly supporting business recruitment and retention.

Schools have been “partnering” with local businesses for years. Yet, results have remained the same. The fact is the innovation in this new alignment between industry and education lies in re-defining the term “partnership” and going deeper by inviting other key stakeholders, such as workforce and economic development

agencies, to jump in the boat and start rowing with education leaders.

These agencies can assist school districts in the selection and design of career and technical education programs based on relevant, current and projected labor market information (LMI), and they have insights into talent supply, as well as, in-demand skill sets. The synergism among these stakeholders is unmistakable and critical to changing the outcomes.

Workforce Florida, Inc. (WFI), Florida’s state workforce agency, recognized the value of this synergy and, in 2012, established a youth talent development initiative, beginning in *middle school*, to provide a talent pipeline tailored to ensure the future human capital demands of industry could be met. Not only did WFI give these students the opportunity to prove themselves in rigorous coursework, they also identified a replicable talent development model that gives Florida the ability to develop a talent supply system to meet future workforce demands of specific sectors/occupations.

Leveraging the strengths of multiple state agencies and using sound LMI, the CAPE Middle School Information Technology (IT) Career Academy Technical Assistance

Demonstration Project was seed funded by WFI’s Global Competitiveness Council and implemented by The Whetstone Group (TWG). TWG specializes in youth talent development and has a proprietary career pathway design and development model called Linking Economic and Academic Development (LEAD) Through Workforce Innovations®. LEAD is a step-by-step tool to easily and quickly establish replicable career pathway training programs. Programs designed to provide students with marketable skill sets for college and/or career while emphasizing stakeholder collaboration, as well as, fiscal and program sustainability.

Why IT? It’s one of Florida’s top economic and workforce drivers. “IT skills are foundational, core, skills that transcend industry sectors and occupations,” said Jeff Scroggins, TWG principal and project instructor. By ensuring student digital literacy, the state of Florida will be impacting all of the key economic drivers for the state.

The project, implemented in two phases (2012-2013), selected 25 middle schools from across the state representing a broad range of geographic (rural and metro), social and economic populations (Title I schools, a charter school, and a juvenile

## WASHINGTON UPDATE by Bridget Brown, Executive Director

Congress narrowly approved a clean bill suspending the nation’s debt ceiling for one year. The “clean” bill extending the government’s borrowing authority passed 221-201, with 193 Democrats and just 28 Republicans voting in favor. There had been concerns that the debt limit vote would be tied to additional funding cuts in domestic programs or other Republican priorities that would have delayed the vote and sent the stock market into a spiral. The White House, which had refused to negotiate on the debt ceiling, applauded Congress for not waiting until the last possible moment to extend the government’s borrowing authority.

But, waiting does seem like the name of the game in Washington, DC these days. While the fate of the reauthorization

of the Workforce Investment Act is still unclear, the President is launching an initiative to make changes that do not require congressional action. Examples include:

- **Presidential Memorandum Directing the Vice President to Lead an Across the Board Review of How to Best Reform Federal Training Programs.** In the State of the Union, the President asked the Vice President to lead an across the board review of our federal employment and training programs to ensure that programs are completely focused on helping people who are ready to work attain the skills needed to fill good jobs that are in high-demand industries.

- **Focus Final \$500 Million Community College Competition on Best Practices for Job-Driven Training.** This grant competition will seek to scale job-driven training partnerships between regional employers and national industry associations that advance the best practices identified throughout the immediate stakeholder consultations.
- New private commitments to expand models that help the long-term unemployed get back to work.
- White House Releases Fact Sheet – Opportunity for All: Empowering All Americans with the Skills Needed for In-Demand Jobs (January 30, 2014)

## NAWDP "Genesis" – A Personal Perspective

Continued from front page

training legislation was based on forming new partnerships between government and the private sector as well as between levels and agencies of government. But the structure of current interest groups and advocates was not partnership oriented. Various industries formed organizations to promote and argue on their own behalf. Likewise, levels of government – states, counties and cities – as well as their component agencies, had their own associations and interest groups to champion their points of view and maximize their pieces of the proverbial pie. Absent was a neutral arena for all those who needed to be at the table to discuss and act on behalf of a workforce development partnership as a whole.

The pieces of the partnerships and structures needed in each state under the new JTPA were just forming when an effort to emulate these partnerships at the national level was undertaken. The idea was an affiliation of all the main actors – states, counties, cities, and private industry councils – and their representative associations – NGA, NACO, NLC/USCM and NAPIC – coming together and addressing their common concerns in workforce development. And so they convened, first in Charleston, SC, with many truly excited about the possibilities, some just curious, and others whose primary concern was protecting their own sphere of influence and interests. Thus began an "organization of organizations" called The National Job Training Partnership (NJTP).

As the NJTP began its deliberations, various "needs" were discussed. With some of the leading thinkers and voices in the field now at the table, areas of agreement and disagreement quickly formed. Consensus could not be found on many issues that had traditionally divided the players, but agreement was found on the need to professionalize those who made up the service delivery system. Those who watched the "employment and training system" evolving into a "workforce development system" asked the question: "Who *trains* the trainers? Who *develops* the developers?"

My own perspective on this conundrum was shaped by how I spent the previous decade, the 1970's. When the nation was dealing with a growing crime rate and an immediate concern with civil disorder in the streets during the late 1960's, Congress created the Omnibus Crime Control and Safe Streets Act and through the U.S. Justice Department, built a delivery system not dissimilar to the one later required under JTPA. State planning agencies and sub-state planning districts were designated by

Governors with each having guidance from a multi-disciplinary board. These entities developed plans and managed grants to improve the criminal justice system and "reduce crime." I had a role at both the state and national levels during the formative years of the Safe Streets program. Given the scope of factors that impact crime increase or reduction, as well as the limited amount of funds involved, the goal of "crime reduction" attributable to this program was never realistic. However, improvement of the criminal justice system was both possible and incredibly necessary. The money available was inadequate to do much about the system's bricks and mortar needs, but was enough to make incredible impact on capacity building, new practices and modern technology and equipment.

The way funds were targeted under the Safe Streets Act, in contrast to JTPA, has much to do with identifying the clients of the respective systems. Under the Safe Streets Act, the *clients* were those in the service delivery system itself. The clients were not the accused, the convicted offenders or even the general public, though all these benefited from a more fair and effective criminal justice system. A better system to deal with crime (which the justice system mostly encounters after the fact) depends on building the capability of peace officers, detectives, criminalists, prosecutors, public defenders, judges, jailors, probation staff, parole officers, rehabilitation staff and those who support them. So, funds distributed under the Safe Streets Act were mostly dedicated to building the capacity of the people in an entire system of service delivery. A major initial and continuing focus of programming and funding was the establishment of mandatory entry-level and advanced training as well as professional standards and certifications related thereto.

Under JTPA, however, the *clients* were seen as those targeted for entry and re-entry to the workforce, not the system that served them to make that possible. "Capacity building" under JTPA was about the prospective worker's capacity to meet employer needs, not the capacity of those who facilitated their successful employment. As such, resources devoted to train and professionalize the workforce developers, were scant under JTPA and many who came into the field did so with highly diverse backgrounds and an unidentified or ill-defined skills set. The good thing about that was the multiple perspectives and differing experiences many brought to the teams for the job training and placement system. But on the other hand, there was no basic or advanced

level of skills identified and thus expected of workforce development employees.

After working as a State Criminal Justice Planning Agency administrator and then as the Director of the Washington, DC-based association of the State Criminal Justice Planning Agency directors, my final role in the Safe Streets Act-funded system was Director of one of the five regional Criminal Justice Training Centers (CJTCS) developed and funded under that federal act. The Safe Streets program was so centered on "capacity building" that many millions of dollars were spent on developing courses and technical assistance in the areas of planning, evaluation, analysis, program development and program management. Nationwide, thousands of individuals from both line and support criminal justice agencies benefitted from training and assistance from these CJTCS and professionalism notably increased system-wide in management skills, along with direct client service skills.

And so it was that in 1983 I came to what had been known as the "employment and training system" and found "capacity building" for this system's employees way behind that which I had seen in efforts to enhance criminal justice. I too joined the discussion of how to "professionalize" the field of workforce development.

The National Job Training Partnership was an interesting first step. With good leadership plus strong staff support from Martin Jensen, NJTP became widely respected for the speed and thoroughness of important information distribution and analysis. It was also admired for the scope and quality of its annual conferences. But the organization's long term viability and purpose continuously came into question. The diverse public and private interest groups could not come together on many issues and NJTP was unable to be a unified voice on many vital subjects. Although some limited staff development activities were mounted by individual interest groups for their own constituents, no real progress was being made on system-wide capacity building and professionalism. Questions persisted - what is a workforce development professional, what is one's skill set, how can I recognize one?

Soon consensus emerged – repurpose NJTP from an "organization of organizations" to an "organization of individuals" and make the new entity a vehicle to identify, define, certify and serve job training or workforce development professionals. This prospect satisfied both the desires of those who wished to advance the profession as well as those who wanted

to dissolve NJTP to protect themselves and serve their interest group politics. Various models of existing professional development organizations were reviewed to find the best and most appropriate approaches applicable to our field. The U.S. Department of Labor supported the idea and provided a transition grant to help prepare the way for the creation of the newly named Partnership for Training and Employment Careers.

The transition period included heavy marketing efforts to encourage individuals to replace the organizations as members. Of course, the dues structure for individuals would generate far less income per member than what the organizational dues had brought, so increased member numbers were vital. As an example of what a professional association could provide, the first issue of a journal was assembled, published and distributed. Newsletter content was supplemented and reoriented. A new organizational and governance structure was put in place including

districting the nation and the electing a new Board of Directors from members in those districts.

When the Board of Directors of the Partnership for Employment and Training Careers convened, hard realities had to be faced. The transition grant from the USDOL was gone and the membership dues from the former member organizations were also nearly exhausted. Unless new revenue streams were established, the projected expenses could not be covered. It was clear that individual memberships and the dues they would bring had to expand quickly and other funding sources, like conference registrations, had to materialize. Board members had questions of personal liability and responsibility should revenues projected (and prayed for) not materialize. A few were unwilling to take that chance. But the vast majority of the Board members were ready to dig in, “tighten the belts” and do what was necessary to build this new Partnership. As part of that resolve, the first steps were taken in the long process of identifying core

competencies needed to certify workforce development professionals.

In a significant way, the challenge facing the new Partnership paralleled the challenge facing the individual workforce development professional. For years, these individuals were dependent on the largess and whims of the federal government or their agencies to determine and provide training and development opportunities. This “training” was far more often on compliance procedures than on substantive skill building. Professional development was not an organizational priority. If workforce development professionals wanted to be treated as “professionals”, they had to stand on their own feet and take responsibility for their own standards and practices, investing as needed in their own futures. So too was it time for this new professional association to stand up and take responsibility for its future. And so it did. And the rest, as they say, is history.

The National Association of Workforce Development Professionals was created.

## One-Quarter of Adults Hold Educational Credentials Other than an Academic Degree

*Measuring Alternative Educational Credentials: 2012, from the U.S. Census Bureau, reports that in fall 2012, more than 50 million U.S. adults, or one in four, had obtained a professional certification, license, or educational certificate apart from a postsecondary degree awarded by colleges and universities.*

Among the adults included in the report, 12 million had both a professional certification or license and an educational certificate; 34 million had only a professional certification or license; and 7 million had only an educational certificate.

These alternative credentials include professional certifications, licenses, and educational certificates. The fields of these professional certifications and licenses were wide-ranging and include business/finance management, nursing, education, cosmetology, and culinary arts, among others.

The report shows that, in general, these alternative credentials provide a path to higher earnings. Among full-time workers, the median monthly earnings for someone with a professional certification or license only was \$4,167, compared with \$3,433 for one with an educational certificate only; \$3,920 for those with both types of credentials; and \$3,110 for people without any alternative credential.

Professional certification or license holders earned more than those without an alternative credential at each level of education below a bachelor's. Among people with some college but no degree or less education, educational certificate holders earned more than people without an alternative credential.

### Other findings:

- Professional certifications and licenses were more common among people with an associate's degree or higher, and they were particularly concentrated at the master's and professional degree levels. In contrast, educational certificates were most prevalent at the associate's degree level.
- There were 11.2 million adults with a high school diploma or less education who held a professional certification or license. If this alternative credential were incorporated into an expanded measure of education, these adults might be re-categorized into the “more than high school” category, representing a shift of almost 5 percent of the adult population.
- About three-quarters of professional certifications and licenses were required for the current or most recent job. More than 90 percent of these credential holders took training or

courses and had to demonstrate on-the-job skills or pass a test or exam in order to earn them.

- Among people with an educational certificate, 82 percent reported that some type of educational institution awarded their credential.
- People working in technical occupations were the most likely to hold an alternative credential (71 percent).
- Around 30 percent of adults who worked during the previous four months held an alternative credential. In contrast, just 16 percent of the unemployed and 13 percent of those not in the labor force did so.
- Non-Hispanic whites were more likely than other race or ethnic groups to hold professional certifications, licenses, and educational certificates. Among advanced degree holders, there were similar rates of professional certifications across racial and ethnic groups except for Asians, who had significantly lower rates than all other groups.
- Women had higher rates of alternative credentials than men at the bachelor's degree and advanced degree levels. Among adults with a high school degree or less, more men than women held alternative credentials.

**Linking Economic...** Continued from page 3 justice facility). Each of the schools established an IT Career Academy with students earning nationally recognized industry certifications in Microsoft and Adobe (students in the 15 Phase 1 schools earned 1477 industry certifications the first year of their academies). In addition to the certifications, Florida Department of Education CAPE reports indicate additional significant positive impacts of these career academies on traditionally targeted areas impacting student performance such as attendance, graduation/drop-out rates and disciplinary incidents.

This project demonstrated that geographic and socio-economic conditions should not impact outcomes. In addition, "The success of the Middle School IT Career and Professional Academy Project demonstrates the possibilities when Florida's public and private education partners collaborate with workforce organizations at the speed of business to meet marketplace needs," said Workforce Florida President/CEO Chris Hart IV.

The success of this unique project is a powerful example of how everyone wins and is shedding a bright light on the real possibilities for students and their communities when all the key stakeholders row together with the common goal of creating a talent supply chain.

It's time to change course and follow a new LEAD.

For more information, please contact Jeff Scroggins, The Whetstone Group 850-259-2121 or visit TWG's website at [www.experiencetwg.com](http://www.experiencetwg.com).

**NAWDP MEMBER PROFILE**

Continued from front page

my position was to connect with local chambers of commerce and community organizations to advance the workforce center system, and provide placement opportunities for our clients. As the workforce system evolved into WIB's I was asked to join board staff as the Director of Workforce Improvement and Business Services. The workforce development career field was a natural fit from several counseling and public relation positions I held in my Navy career.

assist in getting his teaching certificate and found a position in one of our local school districts teaching high school math. That same year he also became the girls' soccer coach.

**What was best piece of career advice you have received and by whom?**

The best career advice was from a deacon, and a WWII Navy veteran, in a church I attended when I first retired from the U.S. Navy in 1985. He knew I was trying to find the right second career. His message was "don't be afraid to launch out and seek new horizons." That led to education and ultimately workforce development.

**What was your best workforce development success story?**

During the early 90's, I assisted several of workforce center clients acclimate into new, diverse careers. One client that stands out was a dislocated nuclear engineer who had been out of work for over a year, and didn't want to relocate from the area. During a lengthy discussion with him I found out that he had been a professional soccer player in his home country of Yugoslavia, and was very open to coaching youth. We were able

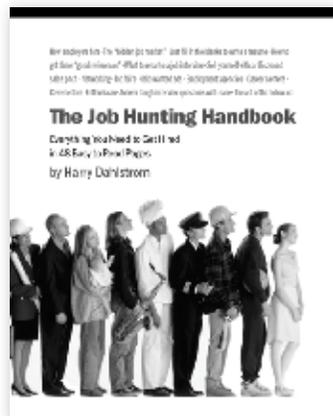
**What do you value most about your NAWDP membership?**

Being part of an active professional workforce association that believes in advancing the workforce profession through education, networking and advocating.

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## 2014 NAWDP Annual Conference Registration, May 4–6, 2014

First Name \_\_\_\_\_ Last Name \_\_\_\_\_

Organization \_\_\_\_\_ Title \_\_\_\_\_

Address \_\_\_\_\_ City/State/Zip \_\_\_\_\_

Phone \_\_\_\_\_ Email of registrant \_\_\_\_\_

I work primarily with (select one)  Adults  Youth  Business/Employers  Individuals with Special Needs

Please identify any special needs you have that require assistance (Vegetarian, Vegan, Gluten Free, Mobility, Vision, Hearing, etc):

Are you a NAWDP Member?  Yes (Membership # \_\_\_\_\_ )  No

### Registration Fee (includes all meal functions)

*Regular (Payment received by 3/24/14)*

*Late (Payment received after 3/24/14)*

NAWDP Member \$485

NAWDP Member \$505

New/Renewing

New/Renewing

NAWDP Member\* \$560

NAWDP Member\* \$580

Non Member \$610

Non Member \$630

*\*includes 1 year NAWDP membership PLUS member registration fee*

### Preconference Sessions (May 4th at 8:00am-noon) – Additional \$135 fee. SELECT ONLY ONE

- Living the Dream: Secrets to Starting and Running a Profitable Business Right Now with Arel Moodie
- You Can Be a Change Agent: How to Increase Employment Motivation in the Hard-to-Employ with Larry Robbin

Pre-registrations will be accepted until April 28, 2014. After April 28th, registrations must be made onsite.

### Payment Information

Check Enclosed  Purchase Order (No registrations will be processed until full payment is received for the Purchase Order)

Credit Card: (VISA, MasterCard, AMEX) Account Number: \_\_\_\_\_

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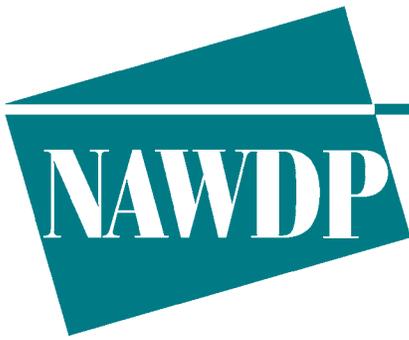
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### Cancellation Policy: Please Read Carefully!

*A \$75 cancellation fee will be charged for any registrations cancelled before 5:00 pm Eastern Time on March 24, 2014. After that date, no refunds will be provided, except for documented cases of medical emergencies. Substitutions may be made at any time at no cost, but non-NAWDP members will be billed the difference if replacing a member. Cancellations or substitutions must be provided in writing and will not be accepted over the phone.*

Register online at [www.nawdp.org](http://www.nawdp.org) or send registration with payment to:

NAWDP • Attn: Conference Registrations • 1133 19TH Street, NW – 4th Floor • Washington, DC 20036  
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Go to [www.nawdp.org](http://www.nawdp.org) to register today!

## NAWDP Webinar:

Stand out in a

Crowd with Your

**CWDP Endorsement**

March 24, 2014

2:00pm - 3:00pm ET

Already certified? NOW it is time to take the next step. Stackable credentials are effective tools in today's competitive marketplace. The Endorsements to the CWDP allows you to stand out in the crowd.

## NAWDP Webinar:

Applying for Your

CWDP: Tips and

**Strategies**

March 31, 2014

1:00pm - 2:00pm ET

The presentation will focus on how to complete your application, the new competency areas, and the process by which applications are evaluated.