



LOS ANGELES COUNTY

WIA YOUTH DIRECTIVE

Number: LACOD-WIAD08-15

**Subject: Final Policy on Assessment Tools
Skill Attainment**

Date: 04/30/08

Effective Date: Immediately

Page 1 of 1

TO: WIA YOUTH CONTRACTORS

This Directive replaces WIA Youth Bulletin YTH02-D-10, dated 07/03/02.

Purpose

The purpose of this directive is to re-notify WIA Youth Contractors of the final policy on assessments and measuring younger youth skill attainment.

Background

On June 13, 2002, the Youth Council met and approved the final policy for the listing of acceptable assessment tools and the younger youth skill attainment standards. The final policy is contained in the attached documents as Attachment A and Attachment B, respectively.

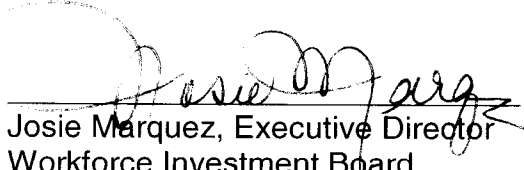
Attachment A contains a detailed listing of the assessment tools available and acceptable for each given skill and areas of assessment required under the WIA Youth Program. Attachment B is the finalized handbook providing an overview of the County WIB's policies and procedures for assessing and setting younger youth skills, and what constitutes an "attainment" of those skills goals.

Assessment tests and forms must be properly signed and dated.

Youth with Disabilities

Please note that the policy for assessment and measuring skill attainment, in addition to determining the diploma rate, for youth with disabilities are contained in the Skill Attainment Handbook (Attachment B, page 5). General assessment policies for youth with disabilities can also be referenced under WIA Youth Bulletin YTH01-13.

If you have any questions, please contact Maggie Mireles at (213) 738-2198 or Robert Brieff at (213) 351-8924 or rbrieff@css.lacounty.gov.



Josie Marquez, Executive Director
Workforce Investment Board

Attachments

ATTACHMENT A

LOS ANGELES COUNTY WORKFORCE AREA



ASSESSMENT TOOLS CHART & GUIDELINES

INTRODUCTION

The following sets out the County's policy on acceptable assessment tools for the WIA Youth Program. The attached chart provides a working list of assessment tools that appropriately meet the WIA requirements for thorough and objective assessments of academic, skills levels, and/or service needs.

INTERESTS/APTITUDES

TOOLS (PROVIDERS)	INFORMATION
*Careerkey	www.careerkey.org
Choices	Http://www.choices.org/
CareerScope (vocational Research Institute)	www.vri.org See also Training Employment Notice (TEN) No. 4-01
Career Futures	http://www.bridges.com/us/prodnserv/cfutures/index.html
ASVAB Career Exploration Program	Http://www.asvabprogram.com/
LiveCareer	http://www.livecareer.com
O*NET	http://www.onetcenter.org/overview.html
Holland's Self Directed Search (SDS) (Psychological Assessment Resources)	See also TEN No. 4-01
Kuder Career Search Assessment (National Career Assessment services)	See also TEN No. 4-01
Myers-Briggs Type Indicator (MBTI) (Consulting Psychologists Press, Inc.)	See also TEN No. 4-01
Strong Interest Inventory (Consulting Psychologists Press, Inc.)	See also TEN No. 4-01
Differential Aptitude Tests (Harcourt Educational Measurement Customer Services)	See also TEN No. 4-01

Career Maturity Index (Careerware)	See also TEN No. 4-01
Harrington-O'Shea Career Decision-Making System (American Guidance Counselors)	See also TEN No. 4-01

***Free service**

BASIC SKILLS

BASIC SKILL AREA	ASSESSMENT TOOLS	
Reading & Math	CASAS TABE ABLE DOL-WLT ALT AFQT CAT CAPS	GATB ITBS MAT RJCST WRAT BSI Wonderlic
Writing	CASAS TABE	
Speaking	Tool must have criterion reference standard with measurable pre-post test	
Listening	CASAS Life Skills Assessment - ABE	
Problem Solving, Reasoning, Decision Making	*Ansell – Casey Life Skills Assessment (ACLSA) (See also TEN No. 4-01) CASAS	
ESL	CASAS	
Life Skills	* Ansell – Casey Life Skills Assessment (ACLSA) (See also TEN No. 4-01) CASAS	
Approved vendors for Basic Skills	Academic Innovations Fosters Assessment	

*Free service

WORK READINESS SKILLS

TOOLS (PROVIDER)	INFORMATION
Employability & Work Maturity (The Computer Learning Works, Inc)	See also TEN No. 4-01
Approved Vendor for Work Readiness Skills	Academic Innovations

OCCUPATIONAL SKILLS

TOOLS (PROVIDER)	INFORMATION
AccuVision Workforce Readiness System (WRS) (Learning Resources, Inc)	See also TEN No. 4-01
Apticom (vocational Research Institute)	See also TEN No. 4-01

The listing of acceptable tools and/or vendors above is not intended to be an exhaustive list but an enabling guideline which allows for program flexibility and standardized quality. Please note that many skills area overlap and therefore a single tool can cover multiple skills area.

ATTACHMENT B

LOS ANGELES COUNTY
WORKFORCE AREA



**SKILL ATTAINMENT
HANDBOOK**

INTRODUCTION

The purpose of this Handbook is to provide all WIA Youth Contractors with an overview of the County's policies and procedures for younger youth skill attainment: (1) assessing for skills, (2) setting skills goal(s), and (3) attainment of goals set.

This Handbook is divided into two (2) sections:

- **PART I:** Definitions

- **PART II:** Younger Youth Skills Goals
 - Description of Youth Skills Goals category:
 - (A) Basic Sills
 - (B) Work Readiness and
 - (C) Occupational Skills

 - Assessment requirements and procedures for each of the above-mentioned Youth Skill category.

PART I: DEFINITIONS

The purpose of this first section is to provide a uniform and consistent set of definitions for each of the following program specific term: "PERFORMANCE MEASURES", "GOALS", "SKILL ATTAINMENT RATE", "BASIC SKILLS", "WORK READINESS SKILLS", "and OCCUPATIONAL SKILLS".

PERFORMANCE MEASURES

The following list indicates all of the youth core performance measures or indicators. **ALL of these core measures, except 1) the younger youth skill attainment rate and 2) the employer customer satisfaction measure, are exit-based measures and will be effective when the participant has exited the program. (TEGL 7-99)**

Older Youth (aged 19-21)

1. Entry into unsubsidized employment;
2. Retention in unsubsidized employment six months after entry into the employment;
3. Earnings change in unsubsidized employment (2Q & 3Q Post-program earnings – 2Q & 3Q Pre-program); and
4. Attainment of a recognized credential relating to achievement of educational skills, which may include attainment of secondary school diploma or its recognized equivalent, or occupational skills, by participants who enter unsubsidized employment or who enter post-secondary education, advanced training or unsubsidized employment.
5. Customer Satisfaction

Younger Youth (aged 14-18)

1. Attainment of basic skills and, as appropriate, work readiness or occupational skills;
2. Attainment of secondary school diplomas and their recognized equivalents; and
3. Placement and retention in post-secondary education, advanced training, military service, employment, or qualified apprenticeships.
4. Customer Satisfaction

SKILLS GOALS

The term "goal(s)" pertains to the setting of skills goal for younger youth. There can be a minimum of one skill goal and maximum of three skill goals set per year, per participant.

SKILLS ATTAINMENT RATE

The number of skills goal attained divided by the total number of skills goals set per year is the "skill attainment rate". In other words, this is the number of basic skills goals attained by younger youth plus number of work readiness skills goals attained by younger youth plus number of occupational skills goals attained by younger youth divided by the total number of basic skills goals plus the number of work readiness skills plus the number of occupational skills goals set.

- Or -

$$\text{Skill Attainment Rate} = \frac{\text{BS Goals} + \text{WR Skills Goals} + \text{OS Goals Attained}}{\text{BS Goals} + \text{WR Skills Goals} + \text{OS Goals Set}}$$

Only **younger youth** have a **skill attainment rate**. Therefore, for the purpose of this Handbook, references to Basic Skills, Work Readiness Skills, and/or Occupational Skills pertain only to younger youth, aged 14 – 18. (TEGL 7-99)

YOUTH SKILLS GOALS

Youth Skills goals are organized into the three following categories (A) Basic Skills; (B) Work Readiness and (C) Occupational training Skills.

A. BASIC SKILLS GOALS

Measurable increase in basic education skills including reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills. (TEGL 7-99)

Basic Skills Deficient (WIA Section 101(4))

The term **basic skills deficient** means, with respect to an individual, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test or comparable score on a criterion-referenced test.

Goals under Basic Skills category may be: *(Refer to EDD Goals Form)*

1. Reading Comprehension*
2. Math Computation*
3. Writing*
4. Speaking
5. Listening
6. Problem Solving, Reasoning, Decision Making
7. ESL/Vocational ESL
8. Life Skills

*Mandatory basic skills as defined under WIA Section 101(4)

B. WORK READINESS SKILLS

Work readiness skills includes world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (resumes, interviews, applications, and follow-up letters). Included in this grouping of work readiness skills are:

- Survival/daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation.
- Positive work habits, attitudes, and behaviors such as punctuality, regular attendance, presenting a neat appearance, keeping along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job.
- Developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self image.

Goals under Work Readiness Skills are: *(Refer to EDD Goals Form)*

1. World of Work Awareness
2. Labor Market Knowledge
3. Career Planning
4. Job Search Techniques
5. Leadership
6. Allocates Resources
7. Team Work
8. Interpersonal Skills

C. OCCUPATIONAL SKILLS

Occupational skills consist of both primary and secondary occupational skills. Primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary occupational skills entail familiarity with and use of set-up procedures, safety measures, work-related terminology, record keeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines.

Goals under Occupational Skills category are: *(Refer to EDD Goals Form)*

1. Perform actual tasks
2. Familiarity with Procedures, Tools
3. Technology
4. Information Skills

PART II

A. BASIC SKILL

Definition: A youth is defined as basic skills deficient under the WIA Section 101(4) if he/she has:

English **reading, writing, or computing skills** at or below the 8th grade level on a generally accepted standardized test or comparable score on a criterion-referenced test.

Mandatory Assessments

All youth enrolled in the WIA Youth Program **MUST** be assessed for proficiency/ deficiency in the **above 3 areas of basic skills**, and where deficient, at least one basic skills goal must be set for the younger youth per year.

As Appropriate Service Needs Assessments

Service providers should assess for and address other areas of basic skills such as Listening, Problem Solving, reasoning, Decision Making, ESL/Vocational ESL and Life Skills where it is determined that the youth, while not deficient in the above areas of reading, writing or computing skills, does not perform **at a level necessary to function on the job, in the individual's family, or society**. (TEGL 7-99)

Basic Skills Priority

Basic skills are a priority among younger youth skills goals. Where a younger youth is determined to be basic skills deficient or unable to perform at a level necessary to function on the job, in the individual's family, or in society, a basic skills goal **MUST** be set.

BASIC SKILLS GOAL ATTAINMENT

- The skill is attained if the Participant increases **one grade level** in math, reading, writing, problem solving or English speaking within a year of the goal being set.
-or-
- Improves his/her post-test score on a criterion reference test the **equivalent of one grade level** within a year of the goal being set.

YOUTH WITH DISABILITIES

- **Assessment:** Acceptable tools for youth with documented disabilities are tests administered by local schools to assess specifically the mental and physical capabilities of this target group (**reference WIA Youth Bulletin YTH01-13**).
- **Skill Attainment:** It is acceptable to use the Individual Education Program (IEP) as a guide for documenting skill attainment. To claim a skill attainment, local school personnel may make the determination of whether the youth has achieved the skill goals documented on the IEP and school records may be used to measure progress.
- **Attainment of diploma:** Successful completion of the IEP will satisfy the attainment of a secondary (high school) diploma for youth with disabilities (**TEGL 14-00**).

PART II

B. WORK READINESS SKILLS

PART II (B) WORK READINESS SKILLS

INTRODUCTION

The county of Los Angeles is dedicated to ensuring that young People obtain the full range of skill needed to successfully transition Into adulthood and become employed, productive members of our community.

Setting and Prioritizing Goals: Any and all youth skills assessed And goals set should be age appropriate, prioritized by type of skills needed, and take into consideration the youth's interests and aptitudes.

For example, a youth in need of basic skills must have basic skills addressed prior to or in conjunction with a work readiness service activity, but not the other way around.

In order for young people to successfully prepare for, find, and retain Employment, they must be able to demonstrate their ability to apply And use a variety of *work readiness skills*. The Department of Labor has categorized the necessary work readiness skills area as follows:

1. World of Work Awareness
2. Labor Market Knowledge
3. Career Planning
4. Job Search Techniques
5. Leadership
6. Allocates Resources
7. Team Work
8. Interpersonal Skills

PART (B) WORK READINESS SKILLS

The eight (8) skills area listed above can be further broken down into the following subset of measurable skills:

I. World of Work Awareness

1. Understand organization's expectations for punctuality and adheres to them.
(i.e. arrives on time for work, takes and returns from breaks as scheduled, and calls prior to being late to notify appropriate person)
2. Follow workplace procedures for use of machinery and equipment.
3. Follow workplace safety procedures and develop safe working behaviors.
4. Know where and to whom to go within the workplace when a problem or specific situation arises.
5. Maintain equipment and technology in proper working order.
6. Use workplace equipment, tools, and technology for the ways in which they were intended.
7. Demonstrate self-control by responding unemotionally and non-defensively to workplace requests and situations (even when they may be unpleasant).
8. Demonstrate trustworthiness by adhering to workplace policies, expectations, and values.
9. Demonstrate honesty when faced with critical decisions at the workplace.
10. Select appropriate and clean clothing or uniform and maintain personal hygiene (washed and styled hair, clean hands, absence of offense body odors and fragrances) for the industry / company policy.

PART II (B) WORK READINESS SKILLS

11. Stick to the task complete projects fully even when undesirable or unpleasant.
12. Understand organization's expectations for attendance and adhering to work schedules (at work when scheduled, notifies when absent, arranges time off in advance and completes appropriate vacation/day off forms).
13. Understand organization's expectations for punctuality and adheres to them (arrives on time for work, takes and returns from breaks as scheduled, and calls prior to being late to notify appropriate person).
14. Understand organization's expectations of timeliness for task completion or product delivery and manages time accordingly. Manage multiple tasks or responsibilities, prioritizing work activities and scheduling work accordingly.

II. Labor Market Knowledge

1. Make career decisions and understand how personal skills can be applied in a variety of work-related settings.
2. Use labor market information to decide on career opportunities which align with personal values, and income needs.
3. Understanding labor laws and your rights as a worker.

III. Career Planning

1. Complete applications to highlight skills, experience, and personal information pertaining to the job opening.
2. Make Career decisions and understand how persona skills can be applied in variety of work-related settings.

PART II (B) WORK READINESS SKILLS

IV. Job Search Techniques

1. Prepare a resume that summarizes skills and experience related to the targeted job or career.
2. Write a cover letter which highlights the most important qualifications for the job, shows interest in obtaining the job and calls for action.
3. Develop interviewing skills that promote personal skills, previous experiences, and transferability of skills when changing jobs or careers.
4. Follow up after the interview to express appreciation, recap ability to do the job, and express interest in the job.
5. Develop appropriate telephone skills for employer contacts, Interviews, and follow up activities.
6. Use variety of job search techniques to identify potential job openings.
7. Use computer technology conduct job search activities and apply for job openings.
8. Ask appropriate questions to clarify intent, understand outcomes, or solve problems.

V. Leadership

1. Assert self and present ideas in familiar and unfamiliar work settings.
2. Understand the impact of one's work on others and the final outcome.
3. Ask appropriate questions to clarify intent, understand outcomes, or solve problems.

PART II (B) WORK READINESS SKILLS

4. Response appropriately to written and oral instructions in the workplace.
5. Complete necessary forms, reports, and documents accurately.
6. Recognize problems that exist (discrepancy between what is and what should be or could be), identify possible causes of the problem and create plans to solve the problems.
7. Recognize and apply new knowledge and skills in both familiar and unfamiliar situations.
8. Specify goals to achieve, generate alternatives to accomplish the goals, consider risks, evaluate possible solutions, and choose the best plan of action.
9. Exert a high level of effort and perseverance toward goal completion, work hard to learn new tasks.
10. Seek out information to improve skills and performance.
11. Believe in own self-worth and maintain positive view of self and contributions to workplace.
12. Be a self starter/initiate work activities and complete tasks without being told.

VI. Allocates Resources

1. Get to work and personal appointments by understanding a variety of transportation methods, routing the best possible path, and selecting the appropriate strategy to arrive on time.
2. Establish independent living situation including arranging housing, turning on public utilities, and setting up your living quarters.
3. Organize daily activities and scheduling personal and work related activities.

PART II (B) WORK READINESS SKILLS

4. Open a bank account to manage income and pay bills.
5. Manage crisis situations and identify alternative solutions when established plan of actions fails.
6. Maintain personal documents including work papers, social security card, drivers license, birth certificate, and pay stubs
7. Access community resources to assist in overcoming potential barriers, avoid potential setbacks in your progress toward success.
8. Understand organization's expectations for attendance and adhering to work schedules (at work when scheduled, notifies when absent, arranges time off in advance and completes appropriate vacation/day off forms).
9. Understand organization's expectation's for punctuality and adheres to them (arrives on time for work, takes and returns from breaks as scheduled, and calls prior to being late to notify appropriate person).
10. Understand organization's expectations of timeliness for task completion or product delivery and manages time accordingly. Manage multiple tasks or responsibilities, prioritizing work activities and scheduling work accordingly.

VII. Team Work

1. Demonstrate speaking, listening, writing, and social skills to participate as an effective team member.
2. Understand the impact of one's work on others and the final outcome outcome.
3. Ask appropriate questions to clarify intent, understand outcomes, or solve problems.

PART II (B) WORK READINESS SKILLS

VIII. Interpersonal Skills

1. Assert self and present ideas in familiar and unfamiliar work settings.
2. Demonstrate speaking, listening, writing, and social skills to participate as an effective team member.
3. Interact appropriately with persons of authority and respond appropriately to workplace requests.
4. Interact with co-workers in a professional manner.
5. Respond appropriately to customer requests.
6. Choose appropriate language/manners of expression and engage in appropriate conversations in the workplace.
7. Ask appropriate questions to clarify intent, understand outcomes, or solve problems.
8. Respond appropriately to written and oral instruction in the workplace.

“Other” Designation: Please note that the above eight (8) categorization and subgroupings of skills are a representative listing of the array of skills considered to be necessary for the development of work readiness skills. They are not intended to be limitations but guidelines. Any skills that *appropriately* falls under any of the above categorization and which are not listed may be added to the list, so long as they can be assessed and measured for progress.

PRE-ASSESSMENT

Service providers must utilize pre-assessment tools that assess for work readiness skills and which will enable service provider to identify and prioritize the set of skills participant is in most need of developing. (*Refer to Assessment Tools Chart for a reference list*)

May consist of interviewing strategy or actual demonstration of the skill area, which need to be documented in a **checklist** list format (*see attached sample form*).

POST-ASSESSMENT

The participant should be assessed using a variety of assessment strategies or actual demonstration of the skill area, which would then be documented on a **checklist** (*see attached sample form*). These skills could be assessed through classroom-based activities or actual demonstration of ability to perform tasks.

A. Must be demonstrated through a work-based learning activity with supervisor evaluations and feedback.

- The young person must have been evaluated at the worksites and receive a “meets expectations” or “exceeds expectations” rating.
- The following performance evaluation (*see attached form*) may be customized for each young person identifying the specific job skills in which training at the worksite is to be provided. The intent of this tool is to mirror authentic evaluations employers use and to provide feedback to the young person on evidence of the skill in use at the worksite and give suggestions on how to improve performance.

Documentation Requirement

As with any reporting system, there are multiple and integrated methods and tools for documenting skills outcomes. For the work readiness attainment the following apply:

1. Pre-Assessment documentation on the identified tools showing need for service.

NOTE: All pre-assessments and post-assessments for work readiness must be documented by more than just case manager notes of scores and/or observation.

An example of sufficient documentation would be actual “pen and paper” assessments containing PARTICIPANT answers and/or input.

2. Identified Work Readiness Skills form to document the specific 10 skills in which training intervention will be provided. (See attached sample form)
3. ISS documentation stating that the goal was set, the service interventions to meet the goal and progress notes toward goal attainment.
4. Training curricula and methods used to attain skills.
5. Post-Assessment documentation. (See attached sample form)

SKILL ATTAINMENT

Based on the Participant's needs as determined by their pre-assessment, case manager shall identify ten (10) work readiness skills that they feel the Participant is most in need of developing and/or improving. To make this selection, case manager should refer to the grouping of skills (subset of skills) listed under the eight (8) skills area. Case manager may also identify a skill not specifically listed, provided that it falls under one of the eight (8) identified skills area(s).

Case manager shall set as a goal a (at a minimum one and up to three) the skill area which a majority of the identified subset skills falls under. For instance if case manager has identified 3 skills under World of Work Awareness and 1 under Labor market Knowledge and 6 under Career Planning, they can set Career Planning as the goal for the Participant during that program year and indicate so on the MIS Goals form.

The youth shall be provided training on the identified skill area(s) and if the youth demonstrates proficiency within 12 months of setting the goal, this will qualify as a skills attainment under Work Readiness.

Thus, any mix of 10 skills the young person needs to develop based on pre-assessment outcomes will be individually defined and documented, based on the Participant's needs as indicated in their ISS. This system will allow for flexibility and provide Case Managers the opportunity to customize training plans on an individual basis, which supports the concept of giving the young people credit for the skills they bring with them into the system and only providing the training skills they need.

To report a "skill attainment" for work readiness:

- The skills group (i.e. World of Work, Labor Market information) to provide training on must be identified.
- There must be a goal set on the ISS and entered into the MIS system;
- All identified skills must be obtained;
- There must be documentation supporting the goal setting process and attainment of the skills, and
- The goal must be obtained within a 12-month period once the goal was set.

The sample forms provided on the following page may be used to (1) identify the "grouping" of the skills area which are the targets for the skill attainment and (2) chart the progress of the identified skills in need of development. Any service provider developed form must, at a minimum, be able to record assessed needs and chart progress in accordance with the above skill attainment criteria.

**SAMPLE
WORK READINESS SKILLS
ASSESSMENT &
ATTAINMENT FORMS**

Identified Work Readiness Skills

Based on pre-assessment outcomes, the young person has been determined in need of developing the following skills.

Category:	World of Work Awareness (WWA)	Labor Market Knowledge (LMK)
	Career Planning (CP)	Job Search Techniques (JS)
	Leadership (L)	Allocated Resources (AR)
	Team Work (TW)	Interpersonal Skills (IS)

Indicate Category i.e. "CP" for Career Planning

_____	1.	_____

_____	2.	_____

_____	3.	_____

_____	4.	_____

_____	5.	_____

_____	6.	_____

_____	7.	_____

_____	8.	_____

_____	9.	_____

_____	10.	_____

Performance Evaluation and Feedback

Performance evaluation for _____ SS# _____

Evaluation Period: From _____ to _____ Evaluation# _____

This evaluation is to provide you with feedback on your current performance and ways in which you can continue to improve upon your skills.

You have agreed to learn, practice and demonstrate the skill areas listed. For each skill area, there is a rating of your current performance with comments on how you have demonstrated use of the skill and/or how you can continue to improve on that skill.

Skill Area

	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation
Comments			

Skill Area

	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation
Comments			

Skill Area

	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation
Comments			

Skill Area

	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation

Comments

Skill Area

	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation

Comments

Skill Area

	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation

Comments

Skill Area

	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation

Comments

Skills Area

	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation

Comments

Skill Area

	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation

Comments

Skill Area

	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation

Comments

Other observation and comments

This performance evaluation has been discussed with me and I certify that I have received training in the skills listed.

I have discussed this performance evaluation with the intern and certify that I have evaluated the skills objectively.

Participant Signature

Date

Supervisor Signature

Date

PART II

C. Occupational Skills Goals

PART II (C) Occupational Skills Introduction

Setting and Prioritizing Goal: Any and all youth skills assessed and goals set should be age appropriate, prioritized by type of skills needed, and take into consideration the youth's interests and aptitudes.

Example: Most youth 14-18 will invariably lack work experience. However, a youth aged 14-16 year old will most likely require different sets of service goals than a 17-18 year old (i.e. approaching high school graduation and job market prospect for 17-18yrs). Thus, occupational skills training is more appropriate and/or necessary for a 17-18 year old in comparison the needs of a 14-16 (who will more appropriately benefit from service goals aimed at work readiness skills).

The Department of Labor defines two types of Occupational Skills

1. **Primary Occupational Skills** are those skills required to perform the actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced
 2. **Secondary Occupational Skills** are those associated with set-up, procedures, safety, work-related terminology, etc.
- I. **Quantifiable Learning Objectives**
The Quantifiable Learning Objectives for the Occupational Skills are job-based. That is, they will change for each occupation and each specific job.

For worksite training, there must be at least eight (8) competencies statement (learning goals). There must be at least one learning objective statement that is identified within each of the SCANS competency areas: resources, information, interpersonal, systems and technology. The remaining objectives may be in these same SCANS competency areas or other specifics of the job.

PART II (C) Occupational Skills

II. Pre-Assessment

Pre-assessment will be based on a combination of age appropriate determination and a “presumptive need” test, if the participant has never worked or has minimal experience (less than 3 months) and has not received training in the specific occupation. The sample Occupational Skills Presumptive Need Checklist may be used as the Pre-Assessment.

Minimum Level of Need: A participant who has not worked, or has had minimal experience (less than 3 months full time employment) and has not received training in the specific occupation will be determined in need of Occupational Skills training.

III. Related Curricula, Training Modules and Approaches

a. Curricula:

Industry and employer prerequisites (as described in paragraph I above). Sequence, content, structure, resources, etc., will be included in the Lessons Plans for contractor-provided classroom training and in standard curriculum for industry accredited classroom training. Methods to be used will include: Instructor/Employer taught, observation, hand-on application and Independent assignment.

b. Participant Orientation:

Orientation will include explanation of training, goals, activities, responsibilities, policies and procedures, health and safety procedures, payroll information and other information to ensure adequate understanding of expectations and procedures.

c. Worksite Supervisor/Instructor Training:

Training will include an explanation of competencies, policies and procedures, expectation, payroll information where applicable, and other information to ensure adequate understanding of expectations and procedures.

d. Duration of Training:

The duration of training shall be based on the needs of the participant as documented on the ISS.

PART II (C) Occupational Skills

IV. Documentation

Participant records must include at a minimum: the participant's ISS, pre/post assessment results, certificate, orientation signature page, case notes and progress notes.

V. Post-Assessment

On-going assessment and post-assessment will be conducted by the employer, utilizing the Worksite Training Evaluation (worksite training) or the classroom instructor, utilizing the evaluation developed/selected by the agency (classroom training). A minimum rating of 4 on a 5-point scale (80%) in each skill on a final evaluation is required for proficiency. The Worksite Training Outline and Evaluation is included at the end of this Section.

SPECIFIC REQUIREMENT FOR COMPETENCY

Worksite Training:

SCANS Competencies and Foundation Skills will be used to develop SCANS-based Occupation Skills. The contractor will develop an individual Training Outline and Evaluation with an employer that designates occupationally specific skills in which the participant will be trained. Participants must demonstrate proficiency in each skill at a minimum of 80% to attain an Occupational Skills Goal. Proficiency ratings will be based on product and/or performance review.

Classroom Training:

Contractors will develop Lesson Plans for each occupation in which classroom training is provided prior to enrolling participants in a WIA-classroom training activity. Participants must demonstrate proficiency in each skill included in the Competency Acquisition Plan at a minimum of 80% to attain an Occupation Skills Goal. Proficiency ratings will be based on product and/or performance review.

Note: If a participant is enrolled in an *accredited* occupational/vocational classroom training program that results in industry certification/credentialing or licensing (e.g. child-care certificate, LPN license), a Lesson Plan will not be required.

**SAMPLE FORMS:
OCCUPATIONAL SKILLS ASSESSMENT
&
PROGRESS CHART (ATTAINMENT)**

ASSESSMENT INSTRUMENT DESCRIPTION

See attached ***Occupational skills Pre-Assessment: Presumptive Need*** form

Description/Purpose:

The Occupational Skill Pre-Assessment-Presumptive Need Checklist is one (1) page instrument in a YES or NO format, used to determine whether or not the participant is in need of training in a specific occupation. It is a “presumptive need” pre-assessment, whereby series of questions are asked that assesses the participant’s ability to demonstrate a variety of skills and knowledge that, together, comprise proficiency. The questions contained in this instrument assume that if an individual has never worked in a particular occupation or has never received training in that occupation, that individual needs training in order to become proficient. The degree of proficiency is also assessed if the participant has experience and/or training. Section of II of the instrument (See Attached form) assumes that a person with less than three months experience in a specific occupation is not proficient, and therefore is in need of training.

When Is It Used?

The Occupational Skills Pre-Assessment-Presumptive Need Checklist is used prior to entry into an occupational training activity.

Who Uses It?

Depending on how the Lead Agency structures its collaborative, this instrument can be completed by the assessing team, job developer, occupational instructor or the counselor/case manager.

How Is It Used?

This instrument uses the interviewing assessment strategy to determine participant responses to question included in the instrument.

- The interviewer will ask questions designed to obtain information about the youth’s prior experience and training in the specific occupation.
- Based on the participant’s responses, the interviewer will mark the YES or NO box next to the appropriate questions.
- If two boxes are marked NO in Section I, the participant is in need of training in the specific occupation, and training should be provided.
- The participant’s Individual Service Strategy (ISS) will indicate the need for training and the service strategy planned.
- If at least one NO box is marked in Section I, the interviewer may proceed to Section II. The same process is used as for Section I.
- If at least one NO box is marked in Section II, the participant can be presumed to be proficient and training in occupation skills is not necessary.
- Once the pre-assessment is completed, both the participant and pre-assessment/staff person should sign and date the instrument in the spaces provided.

**COUNTY OF LOS ANGELES
Community and Senior Service
WIA Youth Program**

OCCUPATIONAL SKILLS PRE-ASSESSMENT – PRESUMPTIVE NEED CHECKLIST

Name: _____
Job Title: _____

SNN: _____
DOT: _____

This form is designed to document for an Occupational Skill Goal (Work-site or Classroom Occupational Skill). If the need for training is determined, the client is eligible for an "Occupational Skills Goal".

INSTRUCTIONS: Respond to questions regarding the client's prior experience/occupational training by circling the appropriate boxed (Yes or No). **Notes/comments must be included to explain and verify all responses.**

Section 1:

- A. Does the client have experience in the occupation in which will be provided? Yes No
- B. Has the client successfully completed training (received a certificate or credential) in the Occupation which training will be provided. Yes No

If 2 "No" responses have been recorded, need has been established for this goal. If one or more "Yes" responses have been recorded, proceed to Section II.

Section II:

- A. Does the client have more than three (3) month of experience in the occupation in which training will be provided or is experience sufficient in the occupation as shown by circumstances identified in the ISS? Yes No
- B. Has the client successfully completed training (received a certificate or credential) in The occupation in which training will be provided? Yes No

If 2 "No" responses have been recorded, need has been established for competency attainment. If one or more "Yes" responses have been recorded, the participant is determined not in need of Occupational Skills training for this particular occupational title.

Note: The contractor may elect to enroll the client in non-competency-based training at this point and plan for outcomes other than Occupational Skills Goal,

I certify that the above information is accurate and represents my determination of the client's need for assistance.

Staff Signature: _____

Date: _____

This report has been discussed with me.

Client Signature: _____

Date: _____

OCCUPATIONAL SKILLS TRAINING OUTLINE AND EVALUATION FOR WORKSITE TRAINING

DIRECTIONS:

- 1) COMPLETE INTERN AND WORKSITE INFORMATION AT THE TOP OF THE NEXT PAGE.
- 2) LIST RELEVANT JOB SKILLS THAT MUST BE EVALUATED BY THE WORKSITE SUPERVISOR.
- 3) PARTICIPANTS MUST DEMONSTRATE PROFICIENCY IN MINIMUM OF EIGHT (8) JOB SKILLS. OF THE EIGHT (8), ONE MUST BE FROM EACH OF THE FIVE SCANS COMPETENCY AREAS:
 - RESOURCE
 - INFORMATION
 - INTERPERSONAL
 - SYSTEM
 - TECHNOLOGY

THE OTHER THREE (3) OCCUPATIONAL SKILLS CAN BE ANY SCANS JOB SKILLS DEEMED APPLICABLE TO THE SPECIFIC OCCUPATION BY THE WORKSITE SUPERVISOR OR JOB DEVELOPER. THESE STATEMENTS ARE TO BE WRITTEN IN BLANK LINES.

- 4) EVALUATE INTER'S PERFORMANCE USING THE FOLLOWING RATING SCALE.

CIRCLE THE APPROPRIATE NUMBER

1. INTERN IS PROFICIENT ON THIS TASK LESS THAN 20% OF THE TIME.
2. INTERN IS PROFICIENT ON THIS TASK 20% TO 49% OF THE TIME.
3. INTERN IS PROFICIENT ON THIS TASK 50% TO 79% OF THE TIME.
4. INTERN IS PROFICIENT ON THIS TASK 80% TO 95% OF THE TIME.
5. INTERN IS PROFICIENT ON THIS TASK OVER 95% OF THE TIME.

COUNTY OF LOS ANGELES

WORKSITE TRAINING OUTLINE AND EVALUSTION

Participant _____ SSN#: _____

Job Title: _____ DOT: _____

Worksite: _____ Contract #: _____

Evaluation period from _____ to _____ Total Hours: _____

Evaluation No.: _____

<u>JOBS SKILL</u>	<u>RATING</u>
<i>RESOURCE</i>	
	1 2 3 4 5
	1 2 3 4 5
	1 2 3 4 5
<i>INFORMATION</i>	
	1 2 3 4 5
	1 2 3 4 5
	1 2 3 4 5
<i>INTERPERSONAL</i>	
	1 2 3 4 5
	1 2 3 4 5
	1 2 3 4 5
<i>PERFORM ACTUAL TASKS</i>	
	1 2 3 4 5
	1 2 3 4 5
	1 2 3 4 5
<i>SYSTEM</i>	
	1 2 3 4 5
	1 2 3 4 5
	1 2 3 4 5
	1 2 3 4 5

<i>TECHNOLOGY</i>	
	1 2 3 4 5
	1 2 3 4 5
	1 2 3 4 5
FAMILIARITY WITH PROCEDURES/TOOLS	
	1 2 3 4 5
	1 2 3 4 5
	1 2 3 4 5

Comments:

Worksite Certification: I certify that the participant has received training in the skills listed above, as applicable to this position, during the current evaluation period and I have evaluated the participant's skills objectively.

Date _____

Supervisor's Signature: _____

Intern's Certification: I certify that the participant has received training in the skills listed above, as applicable to this position, during the current evaluation period and I have evaluated the participant's skills objectively.

Date _____

Participant's Signature: _____

FOR OFFICIAL USE ONLY:	
To be proficient, intern must achieve a rating of 4 or higher in each core skill appropriate to the position.	
Intern meets the Occupational Skills requirements for certification by satisfactorily receiving a rating of 4 or above on each skill noted. Yes <input type="checkbox"/> No <input type="checkbox"/>	
Counselor's Signature: _____	Date Certified: _____