

SKILL ATTAINMENT FOR YOUNGER YOUTH (age 14-18) UNDER WIA:

(Youth skill attainment FINAL, 11-20-01, SKO)

All youth skill attainment outcomes must be in accordance with the local Workforce Investment Board established competencies. The three skill attainment areas are:

1. Basic Academic Skill Attainment is defined as:

- i) If youth is deficient* based on tested academic levels below the 9th grade level**, an increase of at least half a grade level in math, problem solving, reading, writing or speaking English within one year from the date of establishing the goal. (Maximum time one year from date the goal was established.)
- ii) If youth is deficient* based on a covered disability**, appropriate progress in math, problem solving, reading, writing or speaking English in accordance with goals stipulated in his or her school district IEP can be appropriate goals to continue to reinforce under the WIA program. (Maximum time one year from date the goal was established.)
- iii) If youth is deficient* based on his or her inability to achieve a passing score on any section of the State of Alaska High School Exit Exam**, achieving a passing score on that section(s) would be an appropriate goal if that goal can be achieved within the allotted timeframe. For instance, if the youth failed two sub-tests, attaining a passing grade on one test could be considered achievement of one goal; passing the second sub-test could be considered achievement of a second goal. (Maximum time one year from date the goal was established.)

*Basic Skill Deficient is defined as any one of the following:

Younger youth who computes, solves problems, reads, writes or speaks English below the 9th grade level on a generally accepted standardized test or a comparable score on a criterion referenced test;

OR

A youth who has a disability covered under the Americans With Disabilities Act, whose skills in these areas (computes, solves problems, reads, writes or English speaking ability) are such that the individual is unable to function on the job, in a family situation or in society;

OR

A youth who fails to receive passing scores on any section of the State of Alaska High School Exit Exam.

All younger youth who have are assessed as having a Basic Skill deficiency must complete at least one skill attainment in basic skills within a year of program registration.

2. Occupational Skill Attainment is defined as:

The Occupational Skill Attainment Competency System includes three possible levels of training (Example in Appendix 7):

- Level 1 - Entry Level Training
- Level 2 – Intermediate Level Training
- Level 3 – Advanced Level Training

Each level must include a minimum of five specific learning tasks. The program provider, in conjunction with the local worksite, will develop these detailed learning tasks in an occupational skill training plan based on the specific requirements of the job.

Occupational Skills include both primary and secondary job tasks. Primary job tasks encompass the proficiency to perform actual tasks and technical functions required by a particular job, occupational cluster or employment fields at entry, intermediate or advanced levels. Secondary job tasks include the ability to use setup procedures, safety measures and equipment, work related terminology, record keeping, paperwork formats, tools, equipment and materials, breakdown and cleanup routines.

As participants complete each level of training, a salary increase can be awarded. Youth can attempt only one Occupational Skill Level at a time. Each occupational skill level goal (minimum of five specific learning tasks) must be documented in the youth's Individual Service Strategy (ISS). This goal must be attained within one year of establishing the goal. Additional skill level goals can be established upon the successful attainment of the prior Occupational Skill Level. Each subsequent level must also be attained within one year of the date the goal is established.

Pre-assessment

Pre-assessment will consist of either an interview with the youth or a worksite evaluation.

For a youth to be considered in need of training, he or she must meet one of the following criteria:

- The youth has no job experience in the occupation in which training will be provided at the proposed level of training AND has not successfully completed skills training (received a certificate or credential) in the occupation in which training will be provided or
- The youth is able to perform less than 60% of the occupational skills training tasks on any of the three skill levels. Pre-Assessment will be documented as part of the overall youth assessment.

Post-assessment

Occupational Skill Attainment will be assessed by the worksite supervisor at the worksite through demonstration of tasks at the level (Level 1, Level 2, or Level 3) for which the youth is being trained. Skill attainment will be documented in the participant file. A certificate of competency at that level must be provided to the participant listing all tasks that have been mastered. A copy will be retained in the participant file.

Occupational skill attainment definition

Occupational Skill Competency is attained when the youth can perform **ALL** tasks listed on the occupational skills training plan (minimum of 5 tasks) at either Level 1, Level 2 or Level 3 with 100 percent competency.

3. Work Readiness Skill Attainment defined:

There are two options for defining 'work readiness skill deficiency':

- 1) Pre-testing at less than 80% on 8 or more of the specific 17 work maturity skill competencies listed below.

OR

- 2) Pre-testing at less than 80% in at least one of the three skill areas listed below. This would allow for a maximum of three specific Work Readiness skill areas depending upon pre-testing results. See NOTE below*

Work Readiness Skill Attainment definitions:

There are two options for attaining 'work readiness skills' that are associated with the two deficiency options above:

For Option #1 above, Work readiness skill attainment is achieved once a youth has post-tested with a passing score of at least 80% in all 17 skills above.

For Option #2 above, Work readiness skill attainment is achieved once a youth demonstrates at least 80% proficiency in the skill area pre-assessed as deficient. See NOTE below*

*NOTE: Option 2 is particularly useful for youth who pre-tested at low levels in most of these skill attainments areas and need to focus a lot of work on one specific area in order to achieve some success.

Work Readiness Skill Attainment Areas:

Career Decision Making

1. Self assessment of interests, abilities, and strengths
2. Career exploration, including self employment
3. Making use of labor market information
4. Identifying goals, training and education needs, and opportunities for improvement

Job Seeking Skills

1. Job search
2. Resume, including the ability to transmit electronically
3. Job application
4. Interview, including appropriate attire
5. Identify required job-specific training and experience
6. Awareness of employee and employer rights and responsibilities, such as sexual harassment, safety, FMLA, ADA, EEO, wage & hour, child labor laws

Work Maturity

1. Punctuality and attendance
2. Demonstrates productive attitude -
Willing to learn, pride in doing a good job, safety conscious, willingness to follow the rules, shows courtesy and respect towards others, accepts constructive criticism/advice and supervision, honesty and integrity
3. Interpersonal skills -
Good team member, courtesy and respect towards others, acceptance of multicultural diversity, ability to negotiate toward agreement/change (conflict management), communicates effectively
4. Allocates time and resources to complete tasks –
Dependability/follows through, productive/adequate output of work, accuracy of work, manages on-the-job stress, manages personal life to support productive work
5. Critical thinking skills –
Problem solving and decision-making, knowing how to learn and apply skills, ability to recognize and address hostile work environments/adversity, coping skills (“power & politics”)
6. Information management and use of technology –
Uses appropriate technology including basic computer skills, organizes and communicates information accurately (telephone, e-mail, fax, copier)
7. Job Transition Skills –
Knows appropriate skills for transitions in the workplace, e.g. begin and leave a job, promotion, replacement of supervisor, reorganization of the workplace, fired or laid off, requesting references.

Vendors interested in providing training in this area are strongly encouraged to utilize the 'Employability and Work Maturity Skills' software product available Computer Learning Works, at:

<http://www.netdoor.com/com/clw/ewms.htm>

The cost of this educational software may be charged to the WIA funded project

CONSIDERATIONS APPLYING TO YOUTH SKILL ATTAINMENT AREAS:

- If a participant is deficient in basic literacy skills, the individual **must** set, at a minimum, one basic skills goal.
- All In-School youth must have a minimum of one skill goal set per year.
- If an Out-of-School youth is assessed as not in need of basic skills, **it is a local option whether or not a work readiness skills goal and/or an occupational skills goal is necessary**. A judgement should be made based on the overall objective assessment as to what services can best help the youth.
- Participants may have any combination of the three types of skill goals.
- There is no maximum number of goals that can be set. The number of goals set should be based on the needs and progress of the youth. However, only the first three goals set will count towards WIA performance. Best practice is to set goals sequentially, adding a new goal only after the attainment of a prior one.
- The target date for accomplishing each skill goal must be set for no later than one year.
- Success of skill attainment goals will be recorded in the quarter of goal achievement, while failure will be recorded in the quarter one year from the time the goal was set if not attained by such time.