

<p><b>MARICOPA COUNTY</b></p>  <p>HUMAN SERVICES DEPARTMENT Workforce Development Division</p>	<p><b>SECTION/REFERENCE</b> Federal Register/Vol.65, No.156 - §664.450</p>	<p><b>PAGE 1 OF 3</b></p>
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<p><b>SUBJECT:</b> Skill Attainment</p>		<p><b>ADDENDA:</b> AZ Skill Attainment System Skill Attainment Logs (JT-036-1,2,and 3) Skill Attainment Documentation Checklist</p>

**Background:**

In order to provide comprehensive workforce development services, all eligible youth should be assessed for deficiencies in one of the three skill attainment areas regardless of age. A core indicator of performance for younger youth (age 14-18) under WIA is the younger youth skill attainment rate. For all younger in-school and any appropriately assessed out-of-school youth, a minimum of one goal per year (participant year) is required. This measure is intended to create an appropriate, intermediate-type measure for youth who require more services, such as academic and soft skills development, prior to attaining a secondary school diploma or equivalency, employment, and post secondary education. However, all youth regardless of age must receive skill attainment training in one of the three areas based on individual needs. Skill attainment goals must be set and attained throughout youth participation in WIA.

**Policy:**

There are three (3) skill areas in which a skill attainment goal may be set: Basic Educational Skills, Occupational Skills, and Work Readiness Skills. A one goal minimum per participant year is required for all youth who assess in need of basic, occupational or work readiness skills. The Arizona Job Connection (AJC) will not require a Basic Skills Goal to be set. If a youth deficient in Basic Skills at the date of participation, a goal must be set within 30 days. AJC will track younger and older youth goals.

All goals set for WIA eligible youth must be tracked using the ISS, appropriate Skill Attainment Logs as stated in the Arizona Skill Attainment Manual, and AJC case notes. For all older youth (ages 19-21), all Skill Attainment Logs must be documented as "Older Youth: For tracking purposing only."

Participants may have any combination of the three types of skill goals; three skill goals in the same category, two skill goals in one category and one skill goal in another, or one skill goal in each category, etc. However, you must set at least one goal, and if the youth is determined to be basic skills deficient (at or below 8.9), one of the goals must be basic skills.

**Basic Skills Goals**

Basic Education Skills are defined as those academic skills and abilities necessary and/or beneficial for a person to function successfully in an employment environment. Basic academic areas are Reading Comprehension, Math Computation, and Writing.

All participants who are determined to be basic skills deficient (defined as having English, Reading, Writing or Computing Skills at 8.9 or less on a generally-accepted standardized test) must have at least one basic skill goal to which the Maricopa Workforce Connection Youth Program will be held accountable in its Skill Attainment performance measure. MWC requires providers to use the Test of Adult Basic Education (TABE) assessment version 9 as the standardized test. The same version of the TABE assessment must be used for the pre and post assessments. The required version of the assessment may be updated by the Department of Education. The participant will continue to receive services year-round until the skill attainment goal is met. At this time, please refer to the Arizona Skill Attainment Guide.

Additional services may include assistance in attaining a high school diploma, assistance in obtaining a GED for dropouts, satisfying entry requirements for an apprenticeship program or post secondary school, or to develop the basic skills needed for entry level employment in specific occupations.

### **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.

The attainment of Occupational Skills indicates that the participant had demonstrated proficiency in those technical occupational skills necessary to maintain employment in a certain occupation or occupational cluster. Occupational skills are divided into two certain groups:

1. On-site training which can be accomplished by training contracts such as Work Experience
2. Classroom Training components designed to provide training in a minimum of six (6) occupational skills as set forth by industry generated requirements

Presumptive need may identify a participant's deficiencies in the skills needed for employment in an occupation. If not by the presumptive need, the Occupational Skill Attainment Log (JT- 036 # needed) will identify deficiencies. Deficiencies will be noted on the ISS and training will be provided to help the participant attain an agreed upon skill level. Post assessment will be the supervisor/instructor assessment of participant skills by actual paper/pencil and/or observation.

### **Work Readiness**

Work Readiness Skills include 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). They also encompass survival/daily living skills such as using the phone, telling time, shopping and renting an apartment, opening a bank account, and using public transportation.

Work Readiness Skills also include positive work habits, attitudes, and behavior such as punctuality, regular attendance, presenting a neat appearance, getting 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. Participants must be assessed as deficient in at least five (5) of the twelve (12) skills to be eligible for a Work Readiness Skill attainment outcome. Up to twelve (12) can be attained if the participant demonstrates need. The twelve Work Readiness Skills are listed below:

Work Readiness 1-6

1. Making Career Decisions
2. Using Labor Market Information
3. Preparing Resumes
4. Filling out Applications
5. Interviewing/Follow-Up Letters
6. Survival/Daily Living Skills

Participants can obtain WR 1-6 through training WR must be documented in case file, i.e. post-test rating sheet.

Work Readiness 7-12

7. Being Consistently Punctual
8. Maintaining Regular Attendance
9. Demonstrating Positive Attitudes/ behavior
10. Presenting Appropriate Appearance
11. Exhibiting Good Interpersonal Relations
12. Completing Task Effectively

Participants can obtain 7-12 through a work experience (paid or unpaid), school, and/ or current employer. WR must be documented in case file, i.e. evaluations, timecard, WEX Agreement, etc.

Things to Remember:

- If Basic Skill Deficient, a basic skills goal must be set.
- Enroll the participant in the activities/ services that is appropriate for the goal you are setting.
- The basic skills goal must be set on the Individual Service Strategy (ISS) and in AJC. The first Skill Attainment Goal must be set within 30 days; however, the date will revert back to the date of participation.
- Skill Attainment Goals must be attained within one year from the date the goal was set or by program exit, whichever occurs first.
- If the goal set is not attained by the one-year anniversary date or by exit, it is considered a failure.
- Goal is set on ISS. State what goal, level, etc. and any other pertinent information relating to the goal being set.