



## **WIA TITLE I-B PROGRAM MANAGEMENT POLICIES AND PROCEDURES**

### **MEMORANDUM #00-07**

**To: All WIA Title I-B Youth Program Subrecipients**

**Subject: Youth Skills (Transitional)**

**Effective Date: July 1, 2000**

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The United States Department of Labor is replacing the youth competencies system with youth skills outcomes. These outcomes are related to one of the Department's core indicators of younger youth program performance. We have received limited guidance to date on the structure and form of these outcomes. Within the context of this guidance, the following policies and procedures apply.

1. The three skills areas for which there are younger youth (14-18 years of age on the date of registration) outcomes are:
  - a. basic skills,
  - b. work readiness skills,
  - c. occupational skills.
2. Per the Department's TEGL 3-99, until the Workforce Development Council approves a younger youth skills system, the youth competency system developed by the local Private Industry Council may be used with the basic skills competency corresponding to the basic skills outcome, the pre-employment/work maturity skills outcome corresponding to the work readiness skills outcome, and the job specific skills competency corresponding to the occupational skills outcome.
3. Every registered younger youth must have at least one outcome goal established per program year (July 1-June 30) as reported on the Youth Skills Outcome Form with the first goal being set on the date of registration.
4. No more than three outcome goals may be established per program year for a given younger youth as reported on the Youth Skills Outcome Form. The goals established may be in any combination of the three categories (e.g., three basic skills outcome goals, one in each category, two basic skills and one work readiness, etc.).

5. If a given younger youth is basic skills deficient (that is, scoring at or below 8.9 in reading or mathematics), s/he must have a basic skills outcome goal established. In such instances, up to two additional outcome goals may, but need not be, established within the same program year. Given that summer youth opportunities must be tied to academic learning, every younger youth enrolled during the months of May through August, 2000 must have a basic skills goal.
6. Any goal set must be achieved within one year of the date of being set as reported on the Youth Skills Outcome Form to count positively in the performance indicators. If a goal is not met within one year of being set will count negatively in the performance indicators.
7. The one year period may be extended in instances such as hospitalization or institutionalization of the younger youth as reported on the Youth Skills Outcome Form. In such instances, the extension will be for the period of hospitalization or institutionalization.
8. Attainment of a given younger youth skills outcome goal is to be reported using the Youth Skills Outcome Form as the goal is achieved at any time during the course of program participation.
9. Since our Workforce Development Council has not yet established a younger youth skills system, Private Industry of Snohomish County Policy 471- *Summer Youth Competencies* will govern the procedures for attainment of youth goals in basic and work readiness skills with the following revisions:

**A. Section 2., Assessment, shall be revised to read:**

*"All summer programs conduct an assessment of skills and needs. The assessment assesses general need for basic and work readiness skills. The primary instrument to be used for documentation of the assessment of skills is the Youth Intake Assessment.*

*Basic skills is pre-assessed from standard test scores provided by the school or administered by the program. School test scores must be from the recent school year. Suitable test include, but are not limited to: The Comprehensive Test of Basic Skills, TABE, CASAS.*

*Subsequent pre and post testing must be based upon clearly defined criteria, be objective, consistent and accurate through field testing. Interim or progress testing may be provided as indicated. There should be methods to train and prepare staff.*

*For work readiness, participants complete the pre-employment/work maturity pre-assessment to determine entering benchmark level as*

*documented on the Pre-Employment Competency Assessment Checklist. Participants must demonstrate at least one benchmark level improvement in each of the five pre-employment competencies where improvement is possible. Participants must also obtain a satisfactory worksite supervisor evaluation based on the attached benchmarks. The majority of youth will progress sequentially through the levels for satisfactory completion of the instructional activity or satisfactory supervisor evaluation.*

*For classroom basic skills, pre and post assessment shall be specific to program design. For workbased basic skills, supervisor evaluation and satisfactory job ratings showing that the participant has demonstrated an array of skills in a specific job task or work duty may be used. Initial skill level and final attainment shall be measured and documented."*

**B. Section 3., Individual Service Strategy, shall be changed to read:**

*"Information from the assessment shall be used as a basis to assess services to the participant on an Individual Service Strategy. All participants shall be assigned to basic skills services."*

**C. In Section 4., Training Curriculum, paragraph 1, the words, "by the Private Industry Council and augmented" shall be struck.**

**D. Section 7., Application Process shall be struck and replaced with the following:**

**"7. Summary Documentation**

*Documentation of attainment of the basic skills outcome must be maintained in the participant file. Documentation of attainment of the work readiness competency must be provided through maintenance of the completed Pre-Employment Competency Checklist and supervisor evaluation in the participant file. All competencies attained must be consistent with the assessed needs and service strategy as documented in the Youth Intake Assessment and Individual Service Strategy forms. Only fully developed competency systems can be authorized. The attainment of any younger youth skills outcome goal must be documented and is subject to audit."*



JOBS FOR PEOPLE  
PROFITS FOR BUSINESS

Private Industry Council  
of Snohomish County  
917 134th Street SW  
Everett, Washington 98204  
(206) 743-9669 353-2025  
TDD (206) 743-9669  
FAX (206) 742-1177

Revised: 1/30/95

## POLICY

### PROGRAM ADMINISTRATION

Policy 417 Summer Youth Competencies

### PURPOSE

This policy describes the Summer Competency System. Basic skills and pre-employment/work maturity comprise the two primary areas authorized by the PIC to award competencies in the Summer Program. Awarding competency is a means for measuring, documenting and recognizing the gain made by youth in the program. Successfully attaining competencies in both areas is a PIC recognized Employability Enhancement for the development of long-term employability in youth and a measure of effectiveness for summer youth programs.

### DEVELOPMENT AND IMPLEMENTATION OF THE SYSTEM

The Summer Pre-employment/Work Maturity Competency Program was begun in 1989 and has been successfully field-tested and implemented systemwide. Taking into consideration that for a majority of summer youth the program is their first exposure to work, there are levels of attainment that allow youth to progress through subsequent summers in order to build a reliable work history and continue to develop their basic skills.

Since Summer 1993 and continuing forward from then, the U.S. Department of Labor has issued a Summer Challenge to improve the connection between work and learning, tackle the academic deficits and reduce basic skills deficiencies in youth. To this end, the PIC has established a goal to build upon the successful classroom models it has in place and add to them opportunities for workbased learning. It also has established a goal to continue to strengthen relationships with local Schools to share information from the classroom and the worksite so that Schools can build upon the participant's accomplishments in the Summer. For Summer 1995, the PIC will begin workbased learning models for basic skills and thinking skills that it will refine over subsequent Summers.

This policy details the Summer Competency System to meet the requirements of a fully developed system for: clearly stated and measurable competency statements, consistent and objective means to pre, post and interimly assess progress; utilization of assessment for development of the Summer Service Strategy; a focused curriculum/ training methodology; adequate recordkeeping, and certification. Each

of these elements is described below for pre-employment/work maturity and basic skills.

1. Competency Statements

A participant shall attain a pre-employment/work maturity competency when s/he has satisfactorily completed 15 hours of class instruction, attained the eleven benchmarks (attached) and completed a minimum of 75% of the work hours assigned on the ISS. Any variations to these for the specific individual needs of a participant or program design must be approved by the PIC.

Basic skills competencies are recognized for both classroom and workbased instruction. A classroom basic skills competency may be awarded when the participant has satisfactorily completed 90 hours of instruction and demonstrated skill level achievement for: attainment of credit for youth who are deficient or lacking in credits towards graduation for math, language arts/English; academic credit for enrichment in science or history; grade level, scale score gains or at minimum no grade level loss in reading or math; equivalent computer assisted learning gains measured through programmed learning; attainment of specific language skills for limited English speakers; and for progress towards GED attainment.

A workbased competency may be awarded when the participant has satisfactorily completed 120 work hours, successfully applying the necessary SCAN math, reading, writing and thinking skills to accomplish the job tasks and duties. Definitions of these skills are attached.

2. Assessment

All Summer programs conduct a two part upfront assessment of skills and needs. The Initial Assessment for program suitability assesses general need for pre-employment/work maturity development, prior program experience and basic skills levels. The primary instrument is the PIC Initial Assessment form. Basic skills is pre-assessed from standard test scores provided by the school or administered by the program. School test scores must be from the recent school year unless authorized by the PIC. Suitable tests include, but are not limited to: The Comprehensive Test of Basic Skills, TABE, CASAS.

Subsequent pre and post testing must be based upon clearly defined criteria, be objective, consistent and accurate through fieldtesting. Interim or progress testing must be provided. There should be methods to train and prepare staff.

For pre-employment/work maturity, assessment is provided in the PIC Summer Competency Program. After initial assessment, participants complete the structured pre-employment/work maturity pre-assessment to determine entering benchmark level. Participants must demonstrate at minimum one benchmark level improvement in each competency. The majority of youth will progress sequentially through the levels for satisfactory completion of the instructional activity or satisfactory supervisor/employer evaluation.

For classroom basic skills, pre, post and interim assessment shall be specific to the program design. For workbased basic skills beginning in Summer 1995, the PIC shall use supervisor evaluation and satisfactory job ratings showing that the participant has demonstrated an array of skills in a specific job task or work duty. Initial skill level, interim progress and final attainment shall be measured and documented. In addition, the PIC shall consider alternative ways to document progress and share information with local area schools for portfolios, work products and other proof of participant's attainment that can be useful and incorporated in the participant's school record and work history.

3. Individual Service Strategy

Information from the assessment shall be used as a basis to assess services to the participant on an Individual Service Strategy. Participants deficient in basic skills shall be assigned to basic skills services. Additionally, the Summer job description shall be provided to the participant and become part of their Individual Service Strategy.

4. Training Curriculum

A focused training curriculum provided by the Private Industry Council and augmented by the program will be used to teach pre-employment work maturity competencies. At minimum, 15 hours of instruction and 80 hours of work must be satisfactorily completed.

Classroom basic skills must be based upon at minimum 90 hours of instruction. Instruction should strengthen the connection between work and learning by using work and lifeskills based materials, examples and curriculum. Use of learning technology such as the PIC Learning Center or other resources available in the Schools and community are encouraged.

Workbased basic skills must be based upon at minimum 120 work hours. Major activities take place on the job although there is flexibility for class or group activities in support of the job duties. Job descriptions are enriched for duties and activities that center around researching, planning, implementing and evaluating all aspects of a project or work assignment. Supervisors or employers are oriented to the goals of the program in order to be supportive of learning. A curriculum is structured from the range of job tasks and work assignments so that participants have multiple opportunities to develop and apply the skills.

5. Recordkeeping

All assessment information and records shall be maintained in the participant's file.

6. Certification

Proof of competency attainment in the form of a certificate shall be awarded to youth who attain competency in the two areas. A copy of the certificate will be maintained on file.

7. Application Process

To award youth competencies for the Summer Program, contractors must have prior PIC approval as per PIC Policy 405. Only fully developed competency systems can be authorized.

1/30/95  
BW

## SYETP YOUTH COMPETENCIES AND BENCHMARK LEVELS

### 1.0 CAREER DECISION MAKING

#### Competency

The youth has basic knowledge of his/herself to begin to identify life, job and career interests.

#### Benchmarks

- 1.1 From a listing of summer jobs or other appropriate youth employment opportunities, the youth can select 3 and state 1 reason for interest in each.
- 1.2 From a review of school, spare time and other activities, the youth can identify 3 interests and/or skills he/she is developing.
- 1.3 From a review of school, spare time and/or previous summer part-time experience, the youth can identify 3 interests and 3 skills he/she is developing.
- 1.4 From a review of school, spare time and at least one summer or part-time job, the youth can identify at least 5 interests and 5 skills he/she is developing.
- 1.5 From a review of interests and skills developed through school, spare time and if appropriate past employment, the youth can identify at least 1 area of potential long-term interest and 2 occupations in that area.

### 2.0 LABOR MARKET INFORMATION

#### Competency

The youth has basic knowledge of how to find out about jobs and job openings.

#### Benchmarks

- 2.1 Given a list of common youth job opportunities, the youth can identify 3 employers in the county.
- 2.2 Based upon lecture, discussion or other structured activity, the youth can select 3 sources of job information matching each with the type of information to be found.
- 2.3 Based upon a networking exercise, the youth can identify 5 people who could help him/her to find a job.
- 2.4 After identifying 1 job or interest, the youth can review labor market information through at least 1 source to identify starting wage, working conditions, and job duties.
- 2.5 After identifying 2 jobs of interest, the youth can review labor market information through at least 2 sources to identify starting wages, working conditions and job duties. The youth can then identify 2 employers in the county for each job.

### 3.0 RESUME

#### Competency

The youth has basic knowledge of the resume.

#### Benchmark

- 3.1 The youth can state the purpose and parts of the resume.
- 3.2 The youth can form and provide basic self-marketing information through: identifying 8 "hire me" words or "action phrases"; 2 favorite school subjects, 1 hobby, extracurricular or spare time interest; all part-time/post employment.
- 3.3 The youth can complete a pre-resume worksheet that includes: name, address, telephone number, years of education, general and favorite or exceptional coursework, general skills, interests and accomplishments, and as appropriate previous work history.
- 3.4 The youth has a current resume with at least 1 past summer or part-time job.
- 3.5 The youth can maintain and update a resume to include at least 2 part-time or summer jobs.

### 4.0 APPLICATIONS

#### Competency

The youth has basic knowledge of job applications:

#### Benchmarks

- 4.1 The youth can state the purpose and parts of a job application and 3 do's and don'ts in properly completing them.
- 4.2 The youth can complete the basic information for a pre-application worksheet to include: name, address, telephone number, social security number, highest grade completed, general course of study, general skills.
- 4.3 The youth can review a filled-out model standard application to identify at least 5 strengths in the manner completed.
- 4.4 The youth can complete a standard application with at most 2 corrections allowable and corrected.
- 4.5 The youth can complete a standard application with no corrections.

5.0

## INTERVIEW

### Competency

The youth has basic knowledge about the job interview.

### Benchmarks

- 5.1 The youth can state the purpose of the interview and 3 positive factors employers look for in their hiring decisions.
- 5.2 Given a job interview scenario, the youth can identify 3 questions the employer could ask and 1 question he/she would ask the employer.
- 5.3 The youth can complete a practice interview and identify 2 strengths and 2 weaknesses of that interview based upon instructor, and/or self-evaluation.
- 5.4 The youth can complete a mock interview to a satisfactory rating as evaluated for such factors as: handshake, eye contact, dress, appropriateness of response and questions.
- 5.5 The youth can complete a job interview for his/her summer job obtaining satisfactory overall feedback from the hiring supervisor or employer.

## WORK MATURITY

Note: Work Maturity skill gains may be attained through the minimum WEX hours specified in the program contract up to a maximum of 350 hours. Skills will be measured through mid and final supervisor ratings with final rating representing the post level.

### WORK MATURITY BENCHMARKS

1. Attendance
  - 100% attendance - 5
  - Complies with program policy, notifies of absence - 3
  - Often absent without good reason - 1
  
2. Punctuality
  - 100% on time to work and from breaks, ready to work - 5
  - Complies with program policy, notifies supervisor if going to be late - 3
  - Lax in punctuality, late more than four times in two-week period - 1
  
3. Behavior/Attitude\*
  - Demonstrates acceptable behavior; dependable in work assignments to supervisors satisfaction.
  
4. Completing Tasks\*
  - Completes jobs in productive, thorough fashion to the supervisor's satisfaction.
  
5. Interpersonal Relations\*
  - Demonstrates ability to work with co-workers, willing to learn from supervisor and follow the chain of command to the supervisor's satisfaction.
  
6. Appearance\*
  - Wears appropriate work clothes, demonstrates good grooming and hygiene.

\* FOR BENCHMARKS 3-6 USE THE FOLLOWING RATING SCALE

Rating of 5 - Above standard - meets the work maturity benchmark independently with no supervision.

Rating of 3 - Standard - meets the work maturity benchmark with normal supervision.

Rating of 1 - Poor - requires constant and close supervision in order to meet the work maturity benchmark.

# WORKSOURCE SNOHOMISH COUNTY YOUTH INTAKE ASSESSMENT

Applicant Name: \_\_\_\_\_

In School: \_\_\_\_\_

Interviewer/Agency: \_\_\_\_\_

Out of School: \_\_\_\_\_

**Section A: Education**

	<b>Yes</b>	<b>No</b>
Basic Skills Deficient	<input type="checkbox"/>	<input type="checkbox"/>
Need for Basic Skills Training	<input type="checkbox"/>	<input type="checkbox"/>

**Assessment Method:**

TABE   
WASL

**Date:** \_\_\_\_\_

BOLT  BEST   
IEP  OTHER

**Grade Parity & At-Risk Factors**

	<b>Yes</b>	<b>No</b>		<b>Yes</b>	<b>No</b>
Appropriate Number of Credits	<input type="checkbox"/>	<input type="checkbox"/>	Pregnant or Parenting	<input type="checkbox"/>	<input type="checkbox"/>
Passing Majority of Classes	<input type="checkbox"/>	<input type="checkbox"/>	Enrolled in Alternative Education	<input type="checkbox"/>	<input type="checkbox"/>
Lacking credits or requirements	<input type="checkbox"/>	<input type="checkbox"/>	Enrolled in Special Education	<input type="checkbox"/>	<input type="checkbox"/>
Below C average	<input type="checkbox"/>	<input type="checkbox"/>	Discipline / Adjustment Referral	<input type="checkbox"/>	<input type="checkbox"/>
Eligible for 504	<input type="checkbox"/>	<input type="checkbox"/>	Other (Describe)	<input type="checkbox"/>	<input type="checkbox"/>

Comment: \_\_\_\_\_

Favorite School Subjects: \_\_\_\_\_  
 Least Favorite School Subjects: \_\_\_\_\_  
 Favorite Activities: \_\_\_\_\_

**Section B: Interests**

*Check all that apply*

Accounting <input type="checkbox"/>	Data Entry <input type="checkbox"/>	Insurance <input type="checkbox"/>	Printing <input type="checkbox"/>	Welding <input type="checkbox"/>
Acting <input type="checkbox"/>	Dental <input type="checkbox"/>	Hospital Service <input type="checkbox"/>	Recreation <input type="checkbox"/>	Woodwork <input type="checkbox"/>
Aerospace <input type="checkbox"/>	Designing <input type="checkbox"/>	Housekeeping <input type="checkbox"/>	Repairs <input type="checkbox"/>	Working in Factory <input type="checkbox"/>
Agriculture <input type="checkbox"/>	Diet & Nutrition <input type="checkbox"/>	Interior Design <input type="checkbox"/>	Reporting <input type="checkbox"/>	Working in Hospital <input type="checkbox"/>
Animals <input type="checkbox"/>	Drafting <input type="checkbox"/>	Inventory <input type="checkbox"/>	Retailing <input type="checkbox"/>	Working in Office <input type="checkbox"/>
Architecture <input type="checkbox"/>	Driving <input type="checkbox"/>	Journalism <input type="checkbox"/>	Sales <input type="checkbox"/>	Working in Restaurant <input type="checkbox"/>
Art <input type="checkbox"/>	Electronics <input type="checkbox"/>	Landscaping <input type="checkbox"/>	Secretary <input type="checkbox"/>	Working Independently <input type="checkbox"/>
Assembling <input type="checkbox"/>	Engineering <input type="checkbox"/>	Law <input type="checkbox"/>	Security <input type="checkbox"/>	Working Outdoors <input type="checkbox"/>
Banking <input type="checkbox"/>	Environment <input type="checkbox"/>	Library <input type="checkbox"/>	Shipping <input type="checkbox"/>	Working with Machinery <input type="checkbox"/>
Bookkeeping <input type="checkbox"/>	Fashion <input type="checkbox"/>	Life guard <input type="checkbox"/>	Social Work <input type="checkbox"/>	Working with Animals <input type="checkbox"/>
Building <input type="checkbox"/>	Filing <input type="checkbox"/>	Machines <input type="checkbox"/>	Sports <input type="checkbox"/>	Working with Children <input type="checkbox"/>
Business <input type="checkbox"/>	Fire Figthing <input type="checkbox"/>	Maintenance <input type="checkbox"/>	Stocking <input type="checkbox"/>	Working with Computers <input type="checkbox"/>
Carpentry <input type="checkbox"/>	Fish & Game <input type="checkbox"/>	Mechanics <input type="checkbox"/>	Surveying <input type="checkbox"/>	Working with Hands <input type="checkbox"/>
Cashier <input type="checkbox"/>	Floral Arranging <input type="checkbox"/>	Medical <input type="checkbox"/>	Teaching <input type="checkbox"/>	Working with Information <input type="checkbox"/>
Childcare <input type="checkbox"/>	Food Service <input type="checkbox"/>	Music <input type="checkbox"/>	Technology <input type="checkbox"/>	Working with Peers <input type="checkbox"/>
Cleaning <input type="checkbox"/>	Forestry <input type="checkbox"/>	News <input type="checkbox"/>	Traffic <input type="checkbox"/>	Working With People <input type="checkbox"/>
Computers <input type="checkbox"/>	Gardening <input type="checkbox"/>	Office <input type="checkbox"/>	Trail Building <input type="checkbox"/>	Working with Plants <input type="checkbox"/>
Construction <input type="checkbox"/>	Groundskeeping <input type="checkbox"/>	Pharmacy <input type="checkbox"/>	Travel <input type="checkbox"/>	Working with Tools <input type="checkbox"/>
Cooking <input type="checkbox"/>	Hair Styling <input type="checkbox"/>	Photography <input type="checkbox"/>	Typing <input type="checkbox"/>	Other: _____
Counseling <input type="checkbox"/>	Health Care <input type="checkbox"/>	Plumbing <input type="checkbox"/>	Veterinary Med. <input type="checkbox"/>	Other: _____
Crafts <input type="checkbox"/>	Horticulture <input type="checkbox"/>	Police Work <input type="checkbox"/>	Video Production <input type="checkbox"/>	Other: _____

I am most interest in learning more about: \_\_\_\_\_

# WORKSOURCE SNOHOMISH COUNTY YOUTH INTAKE ASSESSMENT

**Section C: Personal Characteristics**

**Skills: Check all that apply**

- |             |                          |             |                          |              |                          |          |                          |           |                          |
|-------------|--------------------------|-------------|--------------------------|--------------|--------------------------|----------|--------------------------|-----------|--------------------------|
| Art         | <input type="checkbox"/> | Computers   | <input type="checkbox"/> | First Aide   | <input type="checkbox"/> | Music    | <input type="checkbox"/> | Translate | <input type="checkbox"/> |
| Assemble    | <input type="checkbox"/> | Cook        | <input type="checkbox"/> | Fix things   | <input type="checkbox"/> | Organize | <input type="checkbox"/> | Tutor     | <input type="checkbox"/> |
| Babysitting | <input type="checkbox"/> | CPR         | <input type="checkbox"/> | Gardening    | <input type="checkbox"/> | Sort     | <input type="checkbox"/> | Typing    | <input type="checkbox"/> |
| Build       | <input type="checkbox"/> | Draw        | <input type="checkbox"/> | Housekeeping | <input type="checkbox"/> | Spelling | <input type="checkbox"/> | Write     | <input type="checkbox"/> |
| Beauty      | <input type="checkbox"/> | Electronics | <input type="checkbox"/> | Lawn Mowing  | <input type="checkbox"/> | Sports   | <input type="checkbox"/> | Other     | <input type="checkbox"/> |
| Car Repair  | <input type="checkbox"/> | File        | <input type="checkbox"/> | Life-saving  | <input type="checkbox"/> | Swim     | <input type="checkbox"/> | Other     | <input type="checkbox"/> |

**Qualities: Check all that apply**

- |            |                          |              |                          |             |                          |          |                          |             |                          |
|------------|--------------------------|--------------|--------------------------|-------------|--------------------------|----------|--------------------------|-------------|--------------------------|
| Artistic   | <input type="checkbox"/> | Enthusiastic | <input type="checkbox"/> | Intelligent | <input type="checkbox"/> | Outgoing | <input type="checkbox"/> | Respectful  | <input type="checkbox"/> |
| Assertive  | <input type="checkbox"/> | Friendly     | <input type="checkbox"/> | Integrity   | <input type="checkbox"/> | Punctual | <input type="checkbox"/> | Responsible | <input type="checkbox"/> |
| Creative   | <input type="checkbox"/> | Hard Working | <input type="checkbox"/> | Mature      | <input type="checkbox"/> | Quiet    | <input type="checkbox"/> | Shy         | <input type="checkbox"/> |
| Dependable | <input type="checkbox"/> | Honest       | <input type="checkbox"/> | Motivated   | <input type="checkbox"/> | Reliable | <input type="checkbox"/> |             |                          |

**Section D: Personal Circumstance**

Check form of transportation to school, work or other activities:    Bus     Personal Car     Ride

Describe any circumstances that need to be considered (court disposition, family issues, pregnancy, living arrangements, counseling plan, pending move, etc) during course of program:

Describe any physical, medical, or psychological conditions that need to be considered for training or employment:

Describe living situation:

List number & ages of dependents:

Will dependents require day care?

**Section: E Job Readiness (Check Applicable)**

**Punctuality**

- Evidence of a pattern of tardiness to school
- Evidence of a pattern of tardiness to work
- Tardy to intake interview

Comment:

**Attendance**

- Evidence of pattern of excessive school absences
- Evidence of pattern of excessive missed work days

Comment:

**Positive Attitude**

- Appropriate eye contact, posture, and handshake
- Responsive to questions
- Willingness to follow directions and take supervision
- Cooperative

Comment:

# WORKSOURCE SNOHOMISH COUNTY YOUTH INTAKE ASSESSMENT

## Appearance

- Well groomed and neat in appearance
- Appropriate clothing & appearance

Comment:

## Completing Tasks Effectively

- History of frequent job changes
- Below "C" grade in past year school classes
- Eligible for rehire by prior employer
- Return accurately completed intake forms promptly

Comment:

## Effective Interpersonal Relationships

- Demonstration of positive interpersonal relationships
- Demonstration of team participation skills
- Discipline or counseling referral

Comment:

## Work History

(See WIA Application Work History)

- Evidence of job readiness sufficient to enter labor market
- Requires training in job readiness and appropriate job behaviors
- Has never work for employer
- Little or inconsistent work history

Comment:

## Occupational Skills

- Completed vocational training course in \_\_\_\_\_ (Specify)
- Acquired occupational competency through work experience in \_\_\_\_\_
- Has never applied vocational skills in employment environment
- Deficient in specific job skills

Comment:

# WORKSOURCE SNOHOMISH COUNTY INDIVIDUAL SERVICE STRATEGY

Name: \_\_\_\_\_

Date: \_\_\_\_\_

A. Education Goals

Description	Activity	Date Attained

B. Career Awareness / Pathway Goals

Description	Activity	Date Attained

C. Job Readiness Goals

Description	Activity	Date Attained

D. Job / Occupational Skills Goals

Description	Activity	Date Attained

E. Personal & Supportive Service Goals

Description	Activity	Date Attained

I agree with the training plan that has been developed with staff assistance. I agree to attend all scheduled activities and I will call in advance if unable to do so. I understand that participation in this plan is important for successful completion and full services.

**Applicant Signature:** \_\_\_\_\_

**Interviewer:** \_\_\_\_\_

# PRE-EMPLOYMENT COMPETENCY ASSESSMENT CHECKLIST

Program: \_\_\_\_\_

Participant: \_\_\_\_\_

Mark as appropriate pre and post benchmark levels.

	PRE	POST	DATE ATTAINED
<p>1. Has basic knowledge to begin to identify life, job and career interests</p> <p>1.0 No competency</p> <p>1.1 Can list 3 summer jobs and give 1 reason of interest in each</p> <p>1.2 Can list 3 interest or skills</p> <p>1.3 Can list 3 interests, 3 skills</p> <p>1.4 Can list 5 interests, 5 skills</p> <p>1.5 Can list 1 are of long-term interest and 2 occupations</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>2. Has basic knowledge of how to find a job</p> <p>2.0 No competency</p> <p>2.1 Identifies 3 employers</p> <p>2.2 Identifies 3 sources of information and knows kinds of information they give</p> <p>2.3 Identifies 5 people in job hunting network</p> <p>2.4 Reviews labor market information for 1 job to give wage, working conditions and duties</p> <p>2.5 Reviews 2 different sources for 2 different jobs to give same as above and 2 employers that hire for each job</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>3. Has basic knowledge about resumes</p> <p>3.0 No competency</p> <p>3.1 Can state purpose and parts</p> <p>3.2 Can identify 8 hire me words, 2 favorite school subjects, 1 hobby, part-time/past employment</p> <p>3.3 Can complete pre-resume work sheet</p> <p>3.4 Has current resume with at least 1 past summer job</p> <p>3.5 Has current resume with at least 2 past jobs</p> <p>3.6 Citizenship: Can identify citizenship goals</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>4. Has basic knowledge about applications</p> <p>4.0 No competency</p> <p>4.1 Can state purpose and 3 do's or don'ts</p> <p>4.2 Can complete basic information</p> <p>4.3 Can state 5 strengths/weakness in a sample application</p> <p>4.4 Can complete a standard application with at most 2 corrections</p> <p>4.5 Can complete a standard application with no corrections</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>5. Has basic knowledge about interview</p> <p>5.0 No competency</p> <p>5.1 Can state purpose and 3 positive factors employers look for</p> <p>5.2 Can give 3 questions employer asks 1 question interviewer asks</p> <p>5.3 Can complete practice interview and self-critique 2 strengths, 2 weaknesses</p> <p>5.4 Can complete practice interview with satisfactory instructor evaluation</p> <p>5.5 Can complete interview with hiring supervisor, employer for satisfactory evaluation</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Total hours pre-employment training provided</b></p> <p>_____</p>			
<p><b>CERTIFICATION</b></p>			
<p><i>I certify that the above information is accurate.</i></p>			
<p>Signature (pre)</p>			<p>_____</p> <p>Date</p>
<p>Signature (post)</p>			<p>_____</p> <p>Date</p>
<p>Participant's Signature (pre)</p>			<p>_____</p> <p>Date</p>
<p>Participant's Signature (post)</p>			<p>_____</p> <p>Date</p>

## WIA YOUTH SKILLS OUTCOME FORM

<b>1</b>	SSN	<b>3</b>	Sub Code
<b>2</b>	Last Name	<b>4</b>	ID Number
	First Name		

**GOAL**

<b>5</b>	Year	<b>6</b>	Goal Number	<b>7</b>	Type of Goal	<b>8</b>	Date Goal Set
					<input type="checkbox"/> Basic Skills <input type="checkbox"/> Occupational Skills <input type="checkbox"/> Work readiness Skills		Month Day Year

<b>9</b> Signature of Local Area Representative	<b>10</b> Date
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<b>11</b> Hold <i>FIRST HOLD</i>	<b>14</b> Reason for Hold
1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	
Hold Dates	
<b>12</b> Start Date <b>13</b> End Date Month Day Year	

<b>9</b> Signature of Local Area Representative	<b>10</b> Date
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<b>11</b> Hold <i>SECOND HOLD</i>	<b>14</b> Reason for Hold
1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	
Hold Dates	
<b>12</b> Start Date <b>13</b> End Date Month Day Year	

<b>9</b> Signature of Local Area Representative	<b>10</b> Date
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<b>ATTAINMENT</b>	
<b>15</b> Type of Attainment	<b>16</b> Attained Date
1 <input type="checkbox"/> Attained 2 <input type="checkbox"/> Set but not attained 3 <input type="checkbox"/> Set but attainment pending	Month Day Year

<b>9</b> Signature of Local Area Representative	<b>10</b> Date
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