

NORTH CENTRAL COUNTIES CONSORTIUM

YOUTH EMPLOYMENT COMPETENCIES

- I. Purpose:** This administrative procedure is designed to outline the steps designated by the Workforce Investment Act (WIA) and the Local Workforce Investment Area (LWIB), North Central Counties Consortium (NCCC) to be taken to achieve the Younger Youth Skill Attainment Rate Measure. TEGL 7-99 states “the measure should create an appropriate intermediate-type measure for youth who require more services, such as academic and soft skills development, prior to attaining a diploma or equivalency, employment and or post secondary education”. WIA participants counted in this measure will be all in-school youth and out-of-school youth ages 14 – 18 who are assessed to be in need of Basic Skills, Work Readiness Skills, and/or Occupational Skills.
- II. Background:** Section 136(b)(2)(A)(ii) of the Workforce Investment Act (WIA) cites one of the performance indicators for youth age 14-18 as the attainment of basic skills and, as appropriate, work readiness or occupational skills goals. The Department of Labor (DOL) Training and Employment guidance Letter (TEGL) 7-99 defines this performance indicator as Measure 13, Younger Youth Skill Attainment Rate:

“Of all in-school youth and any out-of-school youth assessed to be in need of basic skills, work readiness skills, and/or occupational skills; Total 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”. Competency gains must be achieved through program participation and be tracked through sufficiently developed systems that must include: Quantifiable learning objectives, related curricula/training modules, pre and post assessment, employability planning, documentation, and certification.

III. References:

- WIA Section 136(b)(2)(A)(ii)
- Title 20 CRF 666.100(a)(3)(i)(A)
- DOL TEGL 7-99, Core and Customer Satisfaction Performance Measures for the Workforce Investment System
- DOL TEGL 3-99, Program Guidance for Implementation of Comprehensive Youth Services Under the WIA
- WSD09-12, WIA Client Forms Handbook
- NCCC Youth Competency System

IV. **PROCEDURE:**

The North Central Counties Consortium Youth Employment Competency System includes the following standards:

- A. **Quantifiable Learning Objectives:** LWIB-recognized competency statements of quantifiable, employment-related, measurable, verifiable learning objectives specifying the proficiency to be achieved as a result of program participation.
- B. **Related Curricula, Training Modules, and Approaches:** Focused curricula, training modules, or behavior modification approaches which teach the employment competencies in which youth are found to be deficient.
- C. **Pre-Assessment:** Assessment of participant employment competency needs at the start of the program to determine if youth require assistance and are capable of benefiting from available services.
- D. **Post-Assessment / Post-Test:** Evaluation of the participant's achievement as goals are attained and no later than one year from the point of enrollment into the goal.
- E. **Individual Service Strategy:** Use of assessment results in assigning a youth to appropriate learning activities/sites in the proper sequence to promote participant growth and development, remedy identified deficiencies, and build upon strengths.
- F. **Documentation:** Maintenance of participant records and reporting of competency-based outcomes is requested. For those youth who are to be reported as having attained basic skills, work readiness, or occupational skills goals, documentation must be on file to substantiate the goal attainment as a result of WIA participation. Participant files must include the pre-assessment, post assessment and all appropriate ISS documentation of need, activities provided and outcomes achieved. In addition, all appropriate MIS forms must be submitted to NCCC and original forms maintained in the participant files such as: WIA Enrollment/Registration, Goals forms, etc.
- G. **Certification:** Proof of youth employment competency attainment in the form of a certificate for participants is suggested.
- H. **Goal Attainment:** Within the skill attainment rate there are three different types of skills being assessed: Basic Skills, Occupational Skills and Work Readiness Skills. A youth must be deficient in the skill area (see item IV.I.) where credit for goal attainment is achieved. At least one goal (within a skill area) must be set on the date of Enrollment/Registration and the MIS forms must be submitted to NCCC within 30 days. A maximum of three goals and a **required** minimum of one goal per year shall be set for youth competencies.

Participants may have any combination of the three types of skill goals however a youth who is determined to be basic skills deficient **must**, at a minimum, set one basic skill goal.

The target date for goal attainment must be set for no later than one year after setting the goal. This target date can only be extended if the participant has a gap in service where they are placed in a hold status in which the participant is not receiving services, but plans to return to the program. When the participant enters a hold status the “one year” clock for goal attainment stops, to begin again once the participant is no longer in a hold status. New goals may be set as initial goals are achieved and once a goal is set it cannot be deleted.

I. Goal Types: The Youth Council and the Workforce Investment Board (WIB) has approved the following goals within the NCCC Youth Employment Competency System (YECS).

1. **Basic Skills Goal:** Set for all youth who are Pre-Assessed (based on a standardized assessment) to be Basic Skills Deficient (*defined as an individual who computes or solves problems, reads, writes or speaks English at or below the 8.9th grade level; or is unable to compute or solve problems, read, write or speak English at a level necessary to function on the job, in the individual’s family or in society*). Basic Skills Goal Attainment is defined as a measurable increase in basic education skills and the capacity to use these skills, which includes:

- Reading Comprehension
- Math Computation
- Writing
- Speaking
- Listening
- Problem Solving, Reasoning, Decision Making
- Life Skills
 - Using the Phone
 - Telling Time
 - Shopping
 - Renting An Apartment
 - Opening a Bank Account
 - Using Public Transportation

2. **Occupational Skills Goal:** Set, as appropriate, for youth who based on the Occupational Skills Pre-Assessment is considered in presumptive need of assistance in occupational skills. Occupational Skills are designed to allow the participant to gain skills and attain competency in an occupation in either the classroom or at the job-site. Occupational Skills include both primary and secondary skill goals:

- Perform Actual Tasks
 - Primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels.
- Familiarity with Procedures, Tools and Equipment
 - Secondary job-specific 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.

Either or both Occupational Skills Goals may be set and attained, however, it may be more appropriate to set the secondary goal first if the participant has little or no exposure to the world of work and set the primary goal second once the individual is ready to perform more comprehensive tasks.

3. Work Readiness Skills Goal: Set, as appropriate, for youth who based on the Work Readiness Skills Pre-Assessment are considered in presumptive need of assistance in Work Readiness Skills. Work Readiness Skills are designed to allow the participant to gain skills and attain competency(s) in one or more of the following five goal areas:

- World of Work Awareness
 - World of Work Awareness
 - Work Skills
 - Work Habits
 - Work Attitudes
 - Productivity
- Labor Market Knowledge
 - Labor Market Knowledge
- Career Planning
 - Career Planning/Decision Making and Occupational Information
 - Character Development and Personal Understanding
- Job Search Techniques
 - Job Search Techniques
 - Filling out Applications
 - Preparing a Resume
 - Mock Interview
 - Follow-up Letter
- Allocates Resources
 - Using the Phone
 - Telling Time
 - Shopping
 - Renting An Apartment
 - Opening a Bank Account
 - Using Public Transportation

One or more of the five Work Readiness Skills Goals may be set and attained, however, goal attainment is met once all the competencies under the goal are achieved.

V. ATTACHMENTS:

- A. NCCC Youth Performance/Goal Attainment Chart
- B. Basic Skills Goal Attainment
- C. Work Readiness Skills Goal Attainment
 - Work Readiness Skills Pre/Post Assessments
- D. Occupational Skills Goal Attainment
 - Occupational Skills Pre/Post Assessments