

# Oklahoma Employment Security Commission



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## Oklahoma Employment and Training Issuance # 07-2010 Final State Policy

**TO:** Local Workforce Investment Boards

**FROM:** Richard J. Gilbertson, Director  
Workforce Integrated Programs

**DATE:** May 12, 2010

**SUBJECT:** TANF SYEP Individual Service Strategy (ISS) and Oklahoma Work Readiness Skills Assessment

**PURPOSE:** To outline effective work readiness individual service strategies for youth participating only in TANF funded summer youth employment program (TANF SYEP). For the purpose of this policy, summer employment is defined as May 1, 2010 through September 30, 2010. **This document establishes policy and standard procedures to be adopted by each Local Workforce Investment Board (LWIB).** The TANF Work Readiness Summer Youth Employment ISS, the Work Readiness Indicator Checklist and the Oklahoma Work Readiness Skills Assessment are provided in this policy and must be used by each local area.

**MESSAGE:** The Employment and Training Administration (ETA) and the US Department of Health and Human Services Administration for Children and Families (ACF) issued a joint letter in January 2010, encouraging the workforce and human services agencies to work together to explore all funds available for the creation and expansion of subsidized summer employment programs for low-income youth.

This letter explains that even before the recent recession the overall teen employment rate was appallingly low, reaching levels unheard of for 60 years. Each year, the 16 to 24 year old labor force increases sharply during the months of April through July, and the current recession has eliminated many employment opportunities for youth in this age group. July of 2009 marked the lowest employment rate for this month on record since 1948, with only 51.4 percent of this age range employed.

*Subsidized employment provides valuable skills and work experience for young people, and serves as a stepping stone on the path to unsubsidized employment. For example, over 10,000 older youth in the Workforce Investment Act (WIA) subsidized summer youth employment this past summer transitioned into unsubsidized employment. By accessing resources made available by the Temporary Assistance for Needy Families (TANF) program and WIA employment and training programs, State and local TANF agencies and Workforce Investment Boards (WIBs) have the potential to bring additional subsidized job opportunities to youth across the nation this summer. (Training and Employment Notice No. 24-09)*

It is as a result of this letter and the State of Oklahoma's concern for the plight of youth during these uncertain economic times that OESC and the Department of Human Services TANF Division have decided to partner and create summer employment opportunities for youth.

**ACTION:** Distribute copies of this policy to all appropriate staff. LWIBs must adopt this OETI as their local work readiness policy for the TANF SYEP, effective May 1 through September 30, 2010.

**RESCISSIONS:** None.

**REQUIRED FORMS:**

- Form 07-2010/01 – Work Readiness Skills Interview Guide
- Form 07-2010/02 – Oklahoma Work Readiness Skills Assessment

**INQUIRIES:** If you have any questions please contact Kim Braddy at 405-557-5394, [kim.braddy@oesc.state.ok.us](mailto:kim.braddy@oesc.state.ok.us), or Tami Decker at 405-962-7595, [tdecker@oesc.state.ok.us](mailto:tdecker@oesc.state.ok.us).

## **TANF Funded Summer Youth Employment Individual Service Strategy (ISS)**

The State of Oklahoma was granted two waivers for use during the TANF SYEP. As a result of these waivers, LWIBs will have the following flexibility for participants participating only in the TANF SYEP:

- Waiver of the **Youth Common Measures** for Youth Participating Only in the TANF Funded Summer Youth Employment Program between May 1, 2010, and September 30, 2010
  - Work readiness is the only indicator of performance for those youth enrolled in the TANF SYEP between May 1 and September 30, 2010. LWIBs can focus on a summer program that emphasizes work readiness, work experience, and preparing youth for long-term employment opportunities rather than on meeting performance measures that do not align with the purpose of a summer youth employment program.
- Waiver allowing **Program Design Flexibility** to Serve Any Youth Participating Only in the TANF Funded Summer Youth Employment Program between May 1, 2010, and September 30, 2010.
  - Follow-up services are one of the 10 required youth program elements as indicated in 20 CFR 664.410(a)(9). A minimum of 12 months of follow-up services are generally required to be provided to participants. Given that summer employment programs usually run for six to eight weeks, LWIBs have the flexibility to determine if and when the 12-month follow-up requirement will be necessary for youth participating only in the TANF SYEP during the period of May 1 to September 30. LWIBs should provide follow-up services when deemed appropriate.
  - LWIBs have the flexibility to determine the appropriate type of objective assessment for youth participating only in the TANF SYEP during the period of May 1 to September 30. A full objective assessment as mandated in the WIA regulations is not required for these youth during the summer months. The State has developed the TANF SYEP Work Readiness Individual Service Strategy (ISS) and a standardized work readiness assessment to be used by all local areas. Upon transition of summer employment only participants into any of the year round programs, basic and occupational skill levels must also be assessed and a comprehensive ISS/Individual Employment Plan (IEP) must be developed according to existing policies and procedures.
  - Under WIA regulations at 20 CFR 644.600, LWIBs are required to offer summer youth employment opportunities that link academic and occupational learning. Rather than requiring a link to academic and occupational learning for all summer youth participants, LWIBs have the flexibility to determine for some youth participants whether academic learning must be directly linked to a summer employment opportunity. LWIBs may choose to have a direct link between summer employment and academic learning when deemed appropriate for individuals other than Out of School youth who do not have a high school diploma or GED. All Out of School youth who do not have a high school diploma or GED will be required by the State to participate in an academic enrichment activity.

The TANF SYEP Work Readiness ISS will follow the logical order listed below and will result in the development of a TANF SYEP Work Readiness Goal:

- Determine Age Appropriate Career Pathway/Goal;
- Determine Lack of Work Readiness Skills;
- Identify Work Readiness Objective;
- Select Services/Method; and
- Complete the TANF Work Readiness Summer Youth Employment ISS and enter the TANF SYEP Goal in the Goals and Interests section of OSL.

### **A. Determine Age Appropriate Career Pathway/Goal**

Participants may choose either a single career goal or identify a career pathway. Goals should be age appropriate and designed to encourage participants to take responsibility for their learning, to understand and manage their career options, and to develop social skills and a maturity level that will help them positively interact with others. Efforts should rely on strategies based on age and stages of development. Once the initial goal or pathway has been determined, a work site should be chosen to expose youth to the knowledge and skills of the pathway when possible.

**NOTE:** Circumstances may dictate the use of professional discretion when selecting a worksite. For example, a participant may live in a rural area where there are no worksites relating to their chosen pathway/goal(s). When deviating from the pathway/goal(s) during the assignment of a worksite, rationale must be documented in OSL in the ‘Program Notes.’ Although local areas have flexibility to use professional discretion when placing participants in a worksite; choosing quality worksites that introduce and reinforce the rigors, demands, rewards, and sanctions associated with holding a job shall be a priority. Local areas should seek employers that are committed to helping participants receive the experience and training that is required to meet the work readiness goal set for the TANF SYEP.

Information and understanding relating to participants’ pathways may be acquired through the following:

- Labor Market Knowledge;
- Occupational Information;
- Career Planning;
- Decision Making;
- Personal Understanding; or
- Values Clarification.

### **B. Determine Lack of Work Readiness Skills**

The participant’s lack of work readiness skills must be determined. Form 07-2010/01 Work Readiness Skills Interview Guide must be utilized by the case manager during the intake process to determine a lack of work readiness skills. Each “Yes” answer on the Work Readiness Skills Interview Guide is worth 5 points and each “No” answer is worth zero points. A score of 80 or less indicates a lack of work readiness skills. A copy of the Work Readiness Skills Interview Guide must be placed in the participant’s paper case file.

### **C. Identify Work Readiness Objective**

An objective must be identified to assist youth in obtaining the work readiness skills necessary to meet the TANF SYEP Work Readiness Goal. The objective must address the identified lack of work readiness skill(s). For youth participating in the TANF SYEP, the objective must be “To improve work readiness skills,” which includes the following components:

- **Career Development** – Include skills such as labor market knowledge, occupational information and personal understanding, career planning and decision making.
- **Pre-Employment** – Include skills such as job search techniques (resumes, interviews, applications, etc.).
- **Survival/Daily Living** - For the purpose of this model, this category uses daily living skills that are job related, such as perseverance, staying organized, etc.
- **Job Retention** – Includes skills such as positive work habits, attitudes, and behaviors 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. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self image.

#### **D. Identify Service Method**

A service method enabling youth to meet the Work Readiness Objective must be identified. As part of the TANF SYEP Work Readiness Goal, all youth must participate in a pre-employment skills/job readiness activity and a work experience. The pre-employment skills/job readiness activity must be structured to convey information or lessons related to Career Development, Pre-employment, Survival/Daily Living, and Job Retention Skills.

#### **E. Attainment of TANF SYEP Work Readiness Goal**

Local areas must use Form 07-2010/02, Oklahoma Work Readiness Skills Assessment, to determine if the participant has exhibited competency in work readiness skills by the end of the work experience. The Oklahoma Work Readiness Skills Assessment is a diagnostic, goal setting and assessment tool designed to drive learning and productivity on the job. This assessment will:

- Help the participant to be productive and successful on the job;
- Help the participant to recognize opportunities to build skills – including foundation skills and more advanced workplace and career specific skills;
- Make it clear how the participant can use the work experience as a learning opportunity; and
- Provide information to assess employability skill gain.

Sections 1 through 3 of the Oklahoma Work Readiness Skills Assessment must be completed by the participant’s Worksite Supervisor. During the participant’s orientation at the Worksite, the employer must go over the job description and Sections 1 and 2 of the Oklahoma Work Readiness Skills Assessment with the participant. Sections 1 and 2 identify the expectations the Worksite Supervisor has regarding the participant’s skills and job performance. Skills 3-5 of Section 2 must be identified by the case manager prior to the Worksite Supervisor receiving the Oklahoma Work Readiness Skills Assessment, and will come from the Duties and

Responsibilities section of the participant's WIA Trainee Work Plan. Skills listed may include but are not limited to:

- Collecting and Organizing Information
- Computer Technology
- Interacting with Customers or Clients
- Leadership
- Mathematics and Numeric Analysis
- Project Management
- Reading, Research and Analysis
- Teaching and Instructing
- Time Management
- Understanding All Aspects of an Industry
- Writing
- Occupation-Specific Skills

Section 3 is the Worksite Supervisor's evaluation of the participant's skills and job performance, and three reviews will be conducted throughout the participant's work experience. The case manager must schedule three reviews to be conducted by the Worksite Supervisor throughout the duration of the work experience. All reviews must be scheduled prior to the Worksite Supervisor receiving the Oklahoma Work Readiness Skills Assessment. The case manager must use the following guidelines in scheduling reviews:

- Review 1 must be conducted within the first two weeks of the work experience to assess the individual's level of competency and to set goals;
- Review 2 must be conducted at the mid-point of the work experience; and
- Review 3 must be conducted within the last two weeks of the work experience.

There may be times when a review date must be modified for some reason, such as illness. In these instances, no justification needs to be provided and the dates listed in the Signatures section of the Oklahoma Work Readiness Skills Assessment will serve as record of the actual review date. Both the participant and Worksite Supervisor must sign each review evaluation.

Section 4 of the Oklahoma Work Readiness Skills Assessment must be completed by the participant's case manager. Section 4 determines if the participant has exhibited competency in work readiness skills by the end of the work experience. The case manager must utilize Review 3 when determining work readiness attainment. A participant must have an average score of at least 3.0 to attain the Work Readiness performance measure.

After the case manager had made a determination regarding the participant's attainment of the Work Readiness performance measure, the case manager must update the Status and Date of Attainment fields of the TANF SYEP Work Readiness ISS in Goals and Interests section of OSL accordingly. A copy of the Oklahoma Work Readiness Skills Assessment must be placed in the participant's paper case file.

## **F. Transition Strategy**

Through the TANF SYEP, youth have access to opportunities for learning and improving the required social, emotional, and academic workforce skills sets necessary to become self sufficient and acquire long-term unsubsidized employment. At the end of the summer program, a transition strategy must be recorded in the Goals and Interests section of OSL for each participant documenting the youth's next step toward self sufficiency and long-term employment including, but not limited to returning to school; hired full-time at Dr. Xs office; enrolled in year round youth program; summer employment ended – youth exiting program; etc.

## H. Required Information for Oklahoma Service Link (OSL)

The purpose of the OSL *Youth Goals and Interests* section is to provide specific data to OESC for both state and federal reporting requirements. The *Goals and Interests* section of the Youth Stimulus enrollment must be used to document the TANF SYEP Work Readiness ISS as well as capture the attainment of the goal. All services selected to assist the youth in meeting the TANF SYEP Work Readiness Goal must be recorded in the OSL *Service and Training Plan*.

**NOTE:** All youth (including those who are currently enrolled in the year round Youth Program) participating in the TANF SYEP must have documentation of the TANF SYEP ISS in the Goals and Interests section of OSL. For those youth participating in *both* the year round Youth Program and the TANF SYEP a note must be entered in the **Additional Notes** section of the **OSL Employment Plan** stating: *A TANF SYEP ISS has been added in the Goals and Interests section of OSL.*

In the *Goals and Interests* section of the Youth Stimulus enrollment in OSL, click on *Add New Goal*. Enter the information listed below in the appropriate fields of the *Edit Goal* section.

Field	Information to Enter
<b>Date Set:</b>	Enter the date the Work Readiness Goal was set ( <i>not prior to June 1, 2010</i> ).
<b>Goal Type:</b>	Choose <i>Work Readiness Skills</i> in the drop down box.
<b>Description:</b>	Enter information related to the TANF SYEP Work Readiness ISS in the text box. Follow the format below:  <b>Career Pathway/Goal:</b> (specific to the participant) <b>Career Assessment:</b> (assessment used to determine pathway/goal) <b>Work Experience Job Title:</b> (specific to the participant) <b>Objective:</b> To improve Work Readiness Skills. <b>Service Method:</b> (specific to the participant – must include a pre-employment skills/job readiness activity and a work experience) <b>Transition Strategy:</b> (specific to the participant)
<b>Status:</b>	Choose the status in the drop down box (i.e., Set But Attainment Pending) Note – By no later than September 30, 2010, the status must be updated to reflect the appropriate outcome.
<b>Planned Date of Attainment:</b>	Enter the planned date of attainment.
<b>Date Attained:</b>	Enter the date of attainment ( <i>this date will be on or before September 30, 2010</i> ).

### EXAMPLE:

Field	Information to Enter
<b>Date Set:</b>	June 2, 2010
<b>Goal Type:</b>	Work Readiness Skills
<b>Description:</b>	<b>Career Pathway/Goal:</b> Nursing <b>Career Assessment:</b> OKCIS <b>Work Experience Job Title:</b> Medical Office Receptionist <b>Objective:</b> To improve Work Readiness Skills.

	<p><b>Service Method:</b> Attend workshop "Success in the Workplace" and participate in work experience at Dr. Smith's medical practice.</p> <p><b>Transition Strategy:</b> Returning to school – not participating in the year-round formula program.</p>
<b>Status:</b>	Attained
<b>Planned Date of Attainment:</b>	September 1, 2010
<b>Date Attained:</b>	September 15, 2010

## Work Readiness Skills Interview Guide

Participant Name: \_\_\_\_\_ Participant ID: \_\_\_\_\_

Date: \_\_\_\_\_ Score: \_\_\_\_\_ /100 Lack of Work Readiness Skills?  Yes  No

### SKILL AREA I: CAREER DEVELOPMENT SKILLS (\_\_\_\_\_/25 POINTS)

1. Participant knows the kind of jobs he/she ideally wants to obtain and has developed a plan to help achieve those goals.  
 Yes  No
2. Participant has researched other career/job/major choices, even if he/she is extremely confident in the career choice he/she has already made.  
 Yes  No
3. Participant has determined that the skills, interests, and abilities that match up well with the chosen career path.  
 Yes  No
4. Participant knows what a Career Readiness Certificate is.  
 Yes  No
5. Participant is aware of financial aid resources that are available to help further education.  
 Yes  No

### SKILL AREA II: PRE-EMPLOYMENT SKILLS (\_\_\_\_\_/25 POINTS)

1. Participant has prepared, proofread, edited, and printed copies of resume.  
 Yes  No
2. Participant has all the key information needed to apply for jobs (including Social Security card, photo ID, driver's license, and any other documentation required by the state for employment).  
 Yes  No
3. Participant understands the importance of interviewing and has developed answers to some common interview questions.  
 Yes  No
4. Participant has reviewed at least one job application form so that he/she knows what to expect when applying for jobs.  
 Yes  No
5. Participant has attended and completed a Job Search Workshop.  
 Yes  No

**SKILL AREA III: JOB RELATED SURVIVAL/DAILY LIVING SKILLS (\_\_\_\_\_/25 POINTS)**

1. Participant knows what deductions are taken out of a paycheck.  
 Yes       No
2. Participant knows what information is safe to post on the Internet.  
 Yes       No
3. Participant knows what community agencies might be able to provide assistance  
 Yes       No
4. Participant knows how to make a budget for monthly expenses and balance a checkbook.  
 Yes       No
5. Participant has attended and completed a Life Skills Workshop.  
 Yes       No

**SKILL AREA IV: JOB RETENTION SKILLS (\_\_\_\_\_/25 POINTS)**

1. Participant knows in what instances it is acceptable to use a personal phone or the business phone at work.  
 Yes       No
2. Participant knows how to dress appropriately for work.  
 Yes       No
3. Participant knows the correct steps to take when too ill to come to work or when becoming sick while at work.  
 Yes       No
4. Participant knows what rights he/she has as an employee and what to do if he/she is being unlawfully discriminated against.  
 Yes       No
5. Participant has held the same job for at least 6 months.  
 Yes       No

**CERTIFICATION**

Case Manager Signature: \_\_\_\_\_

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



# Oklahoma Work Readiness Skills Assessment

The Oklahoma Work Readiness Skills Assessment is a diagnostic, goal setting and assessment tool designed to drive learning and productivity on the job.

Participant Name: \_\_\_\_\_ Participant ID: \_\_\_\_\_  
 Worksite: \_\_\_\_\_ Job Title: \_\_\_\_\_  
 Supervisor: \_\_\_\_\_ Telephone: \_\_\_\_\_  
 Start Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Estimated End Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Review 1: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Review 2: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Review 3: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Job Description:

**1** **Section 1: Foundation Skills**  
**Instructions:** The Foundation Skills on this page are common to all jobs and should be viewed as the foundation upon which specific workplace and career skills are added. Please review and discuss the following Foundation Skills that will set the basic expectations for the work experience. These skills will be included in the evaluation in Section 3.

## WORK ETHIC AND PROFESSIONALISM

<i>Skill</i>	<i>Tasks and Performance Goals</i>
Attendance and Punctuality	<ul style="list-style-type: none"> <li>Shows up in timely manner prepared for work</li> <li>Provides sufficient notice if unable to report for work</li> </ul>
Workplace Appearance	<ul style="list-style-type: none"> <li>Dresses appropriately for position and duties</li> <li>Practices personal hygiene appropriate for position and duties</li> </ul>
Accepting Direction and Constructive Criticism	<ul style="list-style-type: none"> <li>Accepts direction and feedback with positive attitude through appropriate verbal and non-verbal communication skills</li> <li>Displays willingness to work in a cooperative manner</li> </ul>
Motivation and Taking Initiative	<ul style="list-style-type: none"> <li>Participates fully in task or project from initiation to completion</li> <li>Initiates interaction with supervisor for next task or project upon successful completion of previous one</li> </ul>
Understanding Workplace Culture, Policy and Safety	<ul style="list-style-type: none"> <li>Demonstrates understanding of workplace culture and policy</li> <li>Complies with health and safety rules for the specific workplace</li> <li>Respects confidentiality and exhibiting understanding of workplace ethics</li> </ul>

## COMMUNICATION AND INTERPERSONAL SKILLS

<i>Skill</i>	<i>Tasks and Performance Goals</i>
Speaking	<ul style="list-style-type: none"> <li>Speaks clearly</li> <li>Uses language appropriate to the environment, both in person and on phone</li> </ul>
Listening	<ul style="list-style-type: none"> <li>Listens attentively</li> <li>Makes and maintains eye contact appropriate to the workplace culture</li> <li>Confirms understanding through verbal and/or non-verbal communication</li> </ul>
Interacting with Co-Workers	<ul style="list-style-type: none"> <li>Relates positively with co-workers</li> <li>Works productively with individuals and in teams</li> <li>Respects racial and cultural diversity</li> </ul>

# 2

## Section 2: Specific Workplace and Career Skills

**Instructions:** The Workplace and Career Skills on this page are specific to the participant's duties and responsibilities at the Worksite. These skills relate to the individual's job description, the company's goals, the individual's academic or career goals or other relevant skills. Each trainee must be evaluated on critical thinking and problem solving skills, but case managers will choose additional skills specific to the participant's WIA Trainee Work Plan for the Worksite Supervisor to evaluate.

### SPECIFIC WORKPLACE AND CAREER SKILLS

<i>Skill</i>	<i>Task and Performance Goals</i>
Skill 1: Critical Thinking (required)	<ul style="list-style-type: none"> <li>• Uses logic to draw conclusions from available information</li> <li>• Can acquire and apply new knowledge and skills</li> <li>• Makes decisions based on evaluating existing situations and alternatives</li> </ul>
Skill 2: Problem Solving (required)	<ul style="list-style-type: none"> <li>• Recognizes that a problem exists (i.e. there is a discrepancy between what is and what should or could be)</li> <li>• Identifies possible reasons for the discrepancy</li> <li>• Devises and implements a plan of action to resolve problem</li> <li>• Evaluates and monitors progress, revising plan as indicated by findings</li> </ul>
Skill 3:	
Skill 4:	
Skill 5:	

# 3

## Section 3: Evaluation of Performance and Progress

**Instructions:** Worksite Supervisors must meet three times during the workplace experience to review performance and progress and to set additional goals as needed or comment on strengths. The WIA Representative has scheduled three review dates, listed on page 1 of this assessment.

### Performance Key:

(1)	Performance Improvement Plan Needed	Is not yet demonstrating the foundation skills required for the position and needs to have a formal plan for improving skills and performance
(2)	Needs Development	Beginning to demonstrate and develop the foundation skills required for the position
(3)	Competent	Demonstrates foundation skills required for the position
(4)	Proficient	Consistently demonstrates foundation skills required for the position and shows initiative in improving own skills
(5)	Advanced	Consistently demonstrates the foundation skills required for the position and shows initiative in improving own skills and using these skills to support the work of the organization

### Performance Level: (1) (2) (3) (4) (5)

<b>Work Ethic and Professionalism</b>						<b>Strengths/Goals Review 1</b>	<b>Strengths/Goals Review 2</b>	<b>Strengths/Goals Review 3</b>
<b>Attendance and Punctuality</b>								
Review 1	<input type="checkbox"/>							
Review 2	<input type="checkbox"/>							
Review 3	<input type="checkbox"/>							
<b>Workplace Appearance</b>								
Review 1	<input type="checkbox"/>							
Review 2	<input type="checkbox"/>							
Review 3	<input type="checkbox"/>							
<b>Accepting Direction and Constructive Criticism</b>								
Review 1	<input type="checkbox"/>							
Review 2	<input type="checkbox"/>							
Review 3	<input type="checkbox"/>							
<b>Motivation and Taking Initiative</b>								
Review 1	<input type="checkbox"/>							
Review 2	<input type="checkbox"/>							
Review 3	<input type="checkbox"/>							
<b>Understanding Workplace Culture, Policy and Safety</b>								
Review 1	<input type="checkbox"/>							
Review 2	<input type="checkbox"/>							
Review 3	<input type="checkbox"/>							
<b>Communication and Interpersonal Skills</b>						<b>Strengths/Goals Review 1</b>	<b>Strengths/Goals Review 2</b>	<b>Strengths/Goals Review 3</b>
<b>Speaking</b>								
Review 1	<input type="checkbox"/>							
Review 2	<input type="checkbox"/>							
Review 3	<input type="checkbox"/>							
<b>Listening</b>								
Review 1	<input type="checkbox"/>							
Review 2	<input type="checkbox"/>							
Review 3	<input type="checkbox"/>							
<b>Interacting with Co-Workers</b>								
Review 1	<input type="checkbox"/>							
Review 2	<input type="checkbox"/>							
Review 3	<input type="checkbox"/>							

# 3

## Section 3: Evaluation of Performance and Progress (continued)

Performance Level: (1) (2) (3) (4) (5)

Specific Workplace and Career Skills						Goals Review 1	Goals Review 2	Goals Review 3
Critical Thinking								
Review 1	<input type="checkbox"/>							
Review 2	<input type="checkbox"/>							
Review 3	<input type="checkbox"/>							
Problem Solving								
Review 1	<input type="checkbox"/>							
Review 2	<input type="checkbox"/>							
Review 3	<input type="checkbox"/>							
Skill 3								
Review 1	<input type="checkbox"/>							
Review 2	<input type="checkbox"/>							
Review 3	<input type="checkbox"/>							
Skill 4								
Review 1	<input type="checkbox"/>							
Review 2	<input type="checkbox"/>							
Review 3	<input type="checkbox"/>							
Skill 5								
Review 1	<input type="checkbox"/>							
Review 2	<input type="checkbox"/>							
Review 3	<input type="checkbox"/>							

### Signatures

Review 1

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

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

Supervisor Signature: \_\_\_\_\_

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

Review 2

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

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

Supervisor Signature: \_\_\_\_\_

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

Review 2

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

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

Supervisor Signature: \_\_\_\_\_

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

# 4

## Section 4: Work Readiness Attainment

**Instructions:** This section is to be completed by the participant's case manager and will determine if the participant has exhibited competency in work readiness skills by the end of the work experience. Utilize Review 3 when determining work readiness attainment.

### SCORING THE EVALUATION:

Performance Level	Score
(1)	1 point
(2)	2 points
(3)	3 points
(4)	4 points
(5)	5 points

Category	Score
<i>Work Ethic and Professionalism</i>	
Attendance and Punctuality	
Workplace Appearance	
Accepting Direction and Constructive Criticism	
Motivation and Taking Initiative	
Understanding Workplace Culture, Policy and Safety	
<i>Communication and Interpersonal Skills</i>	
Speaking	
Listening	
Interacting with Co-Workers	
<i>Specific Workplace and Career Skills</i>	
Critical Thinking	
Problem Solving	
Skill 3	
Skill 4	
Skill 5	
<i>Work Readiness Attainment</i>	
Total Points	
Average Score (Total Points ÷ Total Number of Categories)	
Did the participant exhibit competency (average score of at least 3.0) in work readiness skills by the end of the work experience?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>Certification:</i>	
Case Manager Signature:	Date: / /