Implementation Training for the Workforce Skills Certification System (WSCS)

Adriana Terry, CASAS
aterry@casas.org

Elizabeth Scheib, CASAS
escheib@casas.org

Workforce Skills Certification System

Goal: To promote transition of learners into the workforce

Objective: Learners will be able to utilize the work readiness skills identified and valued by employers to increase the likelihood of getting and keeping employment

Workforce Skills Certification System

- Build partnerships with workforce development, education, CTE, Vocational Rehab, and local businesses
- Meet local labor market needs by preparing local talent

Foundation (Basic) Skills

Soft (Behavioral) Skills

Check if Required		Personal Qualities Competencies	Skill
	1	Recognizes a situation of right & wrong and acts accordingly.	Integrity
	2	Recognizes the ethical limits of a situation, assertively confronts others that are pushing those limits. Reminds others of proper behavior. Will refer to higher authority if needed.	
	3	Takes whatever steps necessary to minimize impact of private life on work.	Responsibility
	4	Takes responsibility when an unusual situation demands special attention	
	5	Recognizes when more information is needed, willing to ask for help if necessary	
	6	Recognizes quality work, ready to go the extra mile to make sure that the job gets done right.	
	7	Responds by helping out when needed, even if it means giving up some personal time.	
	8	Makes sure the job is done before leaving, does not leave extra work for next shift.	
	9	Stands up for self where appropriate, doesn't get defensive when criticized, accepts and learns from critical feedback.	Self Esteem
	10	Open to new learning experiences, willing to ask for help when needed. Uses work assignments to gain new abilities.	
	11	When things get slow, finds something to do rather than wait to be told what to do.	Self-Management
	12	Recognizes the limits of own ability, communicates those limits as necessary; seeks help when needed.	
	13	Uses open and honest communications in order to maintain relationships	Sociability
	14	Correctly balances business need against interpersonal relations. Takes time to discuss non work-related issues with associates, but only to the extent that this doesn't interfere with work.	

		Customer Care Competencies	Skill
	1	Remains polite and professional when interacting with customers who make unreasonable demands.	Customer Relations
	2	Faced with a hostile customer, maintains positive demeanor and earnestly attempts to help the customer.	
	3	Increases customer loyalty by immediately addressing concerns and following up.	
	4	Handles competing customer needs in a calm and helpful manner, follows through on commitments.	
	5	Recognizes when it is best to personally handle customer needs versus when to direct the customer elsewhere	Decision Making
	6	Recognizes priorities, then implements solutions based on an understanding of business need.	
	7	Decides when to vary from routine operating policies/guidelines and when to adhere to them.	
	8	Recognizes when more information is needed for making a decision.	
	9	Recognizes the limits of own authority, correctly decides when to use those limits in order to keep the customer satisfied.	
	10	Evaluates alternatives strategies for customer satisfaction, then chooses one that minimizes harm and makes the customer feel supported.	Commitment to Quality
	11	Proactively assists peers for the purpose of increasing overall quality of company operations.	
	12	Voice and body language communicate to the customer that satisfying the customer's need is of highest importance.	
	13	Balances own work schedule against customer needs; willingly makes adjustments.	
	14	Determines customer need and improves customer relations by "listening" to customer comments and requests.	

Note: "Customer" does not refer only to individuals external to the organization. Also included are internal employees, persons in another unit/area, for whom such activities are performed.

WSCS Profile Descriptions for Reading

The following chart shows the full range of Academic Skill scores that can be reported on a *Workforce Skills Profile*. They also describe what a person typically can do at each skill level.

Certified Skill Level	READING Skills typically demonstrated at this level
1	Recognizes very common sight words Identifies and follows basic directions on public signs and buildings
2	Recognizes and writes letters and numbers Reads and understands common sight words
3	Reads familiar words, phrases, and many other common words related to immediate needs Recognizes sight words on the computer Reads common signs with familiar words and symbols, including many transportation-related and workplace signs Recognizes some unfamiliar words even though unsure of meaning Makes sense of simple notes and messages Interprets simple forms and locate familiar information in simple lists
4	Reads and interprets simple material on familiar topics Reads and interprets simple directions, schedules, signs, maps, and menus
5	Understands common vocabulary on familiar subjects. Locates specific information in short familiar text and in ordered lists Interprets a variety of simple forms in common life and work contexts Understands simple written instructions Understands basic terms in common computer applications
6	Interprets common written material related to everyday needs and to job. Understands the overall structure of most written materials in everyday and work contexts. Interprets text in standard organizational formats, including tables and checklists Finds information in directories and simple reference materials Interprets illustrations and simple diagrams Has sufficient reading skills necessary for using a computer for common purposes such as reading routine e-mail and understanding Web page content
7	Has a range of vocabulary adequate for reading material related to life and work needs, such as common workplace communication Interprets forms, instructions and manuals with moderately complex formatting. Reads diagrams with familiar content Understands some technical vocabulary related to work needs Is able to apply reading skills to computer and Internet use, including searching for and identifying documents and information and understanding standard Web site organization
8	Reads a variety of specialized or technical materials related to job needs, such as operating instructions, manuals, and technical information Interprets detailed policies and procedures Reads complex diagrams and graphs Reads most materials and communications related to job without significant difficulty Uses print and Internet-based references and interpret complex Web sites

6

WSCS Profile Descriptions for Math

The following chart shows the full range of Academic Skill scores that can be reported on a **Workforce Skills Profile**. They also describe what a person typically can do at each skill level.

Certified Skill Level	MATH Skills typically demonstrated at this level
1	Has simple counting skills Can perform simple operations, such as adding and subtracting single-digit numbers
2	Reads and write numbers associated with personal identification Reads three-digit numbers and simple money amounts Reads time Adds and subtracts single-digit and some two-digit numbers Can perform some basic multiplication
3	Reads time, dates, and simple money amounts Adds and subtracts two-digit whole numbers and recognizes correct change in transactions Multiplies single-digit numbers Reads data in simple lists and tables
4	Calculates a single simple operation when numbers are given Recognizes correct change in transactions; makes simple change Understands, reads, and does simple addition and subtraction of simple common fractions Reads and write decimals to two places and do simple calculations with money amounts
5	Uses mental math to solve simple problems Converts and calculates with units of time Calculates linear measurement in inches, feet and miles Uses common measurement instruments Interprets data in tables and charts. Records data in simple formats
6	Applies and calculates percent Finds mean, range, median, and mode for a data set Compares and extracts information from a variety of graphs Creates simple table or chart to record data Calculates with customary US measure for linear dimensions, weight and capacity Estimates equivalents between US and metric measurement systems Calculates perimeter and area of common figures. Interprets simple scale drawings Reads scales and meters on common measuring devices
7	Creates tables that provide for calculation of data Applies common practical formulas (e.g., $d = r \times t$) Plots equations on a graph Interprets and calculates rates (e.g., frequency, consumption) Calculates perimeter, area and volume of a variety of common figures Calculates with metric units of measure
8	Interprets data in more complex sorts of graphs and representation Summarizes and reports data for a particular purpose Presents data in various representations and interpretations Applies ratio and proportion Creates and interprets graphs of more complex equations Works with three-dimensional representations and coordinate systems Applies and calculates a variety of rates

WSCS is a three step process:

Step 1 - Profile and Certify Current Skills

Step 2 – Develop Skills

Step 3 – Certify Improved Skills

Step 1 – Profile and Certify Current Skills

work-related *academic* skills
with CASAS' Reading & Math
assessments

work behaviors (*soft skills*)
with LRI's Personal Quality &
Customer Care assessments

WSCS Profile

Workforce Skills Certification System
a program of CASAS and LRI

Workforce Skills Profile

Awarded to: Damon Lozano
By Agency: Rolling Hills Adult School
Date Issued: January 12, 2018

Work-related Academic Skills

Basic ──────▶ Advanced

1	2	3	4	5	6	7	8	Work-related Academic Skills typically demonstrated at this level
					◆			**Reading**
								• Interprets common written material related to everyday needs and to job. Understands the overall structure of most written materials in everyday and work contexts
								• Interprets text in standard organizational formats, including tables and checklists
								• Finds information in directories and simple reference materials
								• Interprets illustrations and simple diagrams
								• Has sufficient reading skills necessary for using a computer for common purposes such as reading routine e-mail and understanding Web page content
				◆				**Math**
								• Uses mental math to solve simple problems
								• Converts and calculates with units of time
								• Calculates linear measurement in inches, feet and miles. Uses common measurement instruments
								• Interprets data in tables and charts. Records data in simple formats

Soft Skills

Basic ──────▶ Advanced

1	2	3	4	5	6	7	8	Personal Quality Skills demonstrated
							◆	**Integrity**
								• Has the opportunity to break a rule and probably get away with it, but decides to follow the rule.
								• Tries to stop others who are about to break a rule. Reminds them of the rules and what could happen if they get caught. Will go to a manager or supervisor if necessary.
	◆							**Responsibility**
								• Tries to keep private life from affecting work.
								• Willing to ask for help, more information or clearer instructions.
								• Responds by helping out when needed, even if it means giving up some personal time.
					◆			**Self-Esteem**
								• Willing to try new things, learn new skills and ask for help when needed.
	◆							**Sociability**
								• Is open and honest with coworkers because he/she knows it's easier to work with people when everyone gets along.

1	2	3	4	5	6	7	8	Customer Care Skills demonstrated
				◆				**Commitment to Quality**
								• Appropriately uses voice and body language communicate to the customer that satisfying the customer's need is of highest importance.
								• Balances own work schedule against customer needs; willingly makes adjustments.
								• Determines customer need and improves customer relations by "listening" to customer comments and requests.
					◆			**Customer Relations**
								• Remains polite and professional when interacting with customers who make unreasonable demands.
								• Faced with a hostile customer, maintains positive demeanor and earnestly attempts to help the customer.
								• Increases customer loyalty by immediately addressing concerns and following up.
	◆							**Decision Making**
								• Recognizes when it is best to personally handle customer needs versus when to direct the customer elsewhere.
								• Recognizes the limits of own authority, correctly decides when to use those limits in order to keep the customer satisfied.

Step 1 – Profile and Certify Current Skills

1. Administer assessments:
   - CASAS Assessments *via CASAS e*Tests
     - GOALS Reading   60 – 75 minutes
     - GOALS Math   60 – 75 minutes
   - LRI Workforce Readiness (soft skills) via the web
     - Personal Qualities – 40 minutes
     - Customer Service – 37 minutes
2. Create a ***Workforce Skills Profile*** from TOPSpro Enterprise
   - Combines results from Reading/Math and Soft Skills Assessment

Why a Workforce Skills Profile?

- Documents a person's work-related academic and work behavior skills (soft skills)
  - Benefit for Learners
    - Certifies a learner's current work readiness skills:
      - What the learner knows
      - What skills needs to be developed
  - Benefit for employers
    - Documents job candidate's work readiness skills
      - Informs employer if prospective employee meets job skill requirements

Relating EFLs to the Profile

NRS Educational Functioning Levels				CASAS Score Ranges*	Grade Level
EFL	ABE	ESL			
1		Beginning ESL Literacy	Basic Skills Deficient	180 and below	1
2		Low Beginning ESL		181-190	1
3	Beginning ABE Literacy	High Beginning ESL		191-200	1
4	Beginning Basic Education	Low Intermediate ESL		201-205 / 206-210	2 / 3
5	Low Intermediate Basic Education	High Intermediate ESL		211-215 / 216-220	4 / 5
6	High Intermediate Basic Education	Advanced ESL		221-225 / 226-230 / 231-235	6 / 7 / 8
7	Low Adult Secondary Education		Not Basic Skills Deficient	236-240 / 241-245	9 / 10
8	High Adult Secondary Education			246-250 / 251 and above	11 / 12

Profile — brace spanning EFL 1–6

Certification — brace spanning EFL 7–8

Basic / Advanced (right-side vertical scale)

*Reading, Math, Listening

Adapted from Attachments A and B of the Employment and Training Administration, USDOL: TEGL 17-05 Change 1 — *Common Measures Policy for the ETA Performance Accountability System and Related Performance*, issued Aug 13, 2007.

WSCS Soft Skills Assessment

- Video-based assessment: Learner watches a short video clip of a job scenario and has to decide on the best and worst course of action
- Applicable, on-the-job situations
  - Cell phone usage
  - Working with a team
  - Helping customers

Workplace Behaviors (Soft Skills)

- Personal Qualities (PQ)*
  - Integrity
  - Responsibility
  - Self-Esteem
  - Self-Management
  - Sociability
- Customer Care (CC)*
  - Customer Relations
  - Decision Making
  - Commitment to Quality

*LRI's Workforce Readiness Skills assessment

To see samples go to: www.career-learning-resources.com/index.cfm

Step 2 - Develop skills

work-related *academic* **skills**
   (refer to ECS Reading and Math competency report)

work behaviors *(soft skills)*
   (refer to LRI's Feedback and Development reports)

NOTE: Reassess periodically to determine when candidate is ready for certification

Step 2 - Develop skills

Plan and provide work readiness skill curriculum and instruction:

- Utilize diagnostic reports to **target instruction**
  - **TOPSpro Enterprise competency reports** on learner's reading and math skills
  - **LRI Feedback and Development** reports on learner's soft skills
  - **WSCS Soft Skills Discussion Guide** to help plan activities and curriculum

Reassess periodically to measure progress

- Create updated WSCS profile

LRI Feedback Report

- **SOCIABILITY:**

- *You are understanding, friendly, flexible, and polite; when you are around coworkers, you participate in whatever is going on, instead of trying to be "invisible"; you get along well with others; you take an interest in what others say and do.*

- **Situation In Which Your Performance <u>Was Acceptable</u>**

- Is open and honest with coworkers because he/she knows it's easier to work with people when you get along with them.

- **Situation In Which Your Performance <u>Needs Development</u>**

- Spends some time chatting with coworkers, but not too much. Knows the difference between "down time", when it's okay to socialize, and when it's time to concentrate on work and to let others concentrate on their work.

LRI Feedback & Development Reports

- Identify effective skills and developmental needs
- Create development plans to best target learners' areas of weakness
  - Classroom role-playing
  - LRI Training DVD
  - Cater instruction to best fit your program and students' needs

Comprehensive Soft Skills Discussion Guide

- **SKILL: Integrity –** You know right from wrong and try to do the right thing.

- **QUESTION:** Assume you are at work and one of your co-workers decides that he wants to leave work 15 minutes early, but does not want the manager to whom you both report to know that he is leaving early. As your co-worker is leaving he explains to you that he is leaving early and asks you to "cover for him" in case your manager comes by and asks where he is. What would you do in this situation?

- (Possible probes/additional comments: Assume the Manager comes by and asks you directly where your co-worker is. What would you say? What would you say to the coworker before he leaves?)

Comprehensive Soft Skills Discussion Guide

SAMPLE EFFECTIVE BEHAVIORS:

1.   Indicating disagreement with the co-worker's deceitful actions.

2.   Informing the co-worker he/she will not lie to the manager.

3.   Indicating that he/she will tell the manager the true story.

SAMPLE INEFFECTIVE BEHAVIORS:

1.   Seeing nothing wrong with the co-workers behavior
        (e.g., it's not my business).

2.   Agreeing to "cover" for the co-worker or play dumb if questioned by the manager.

3.   Indicating disagreement with the co-worker's actions, but a reluctance to state views to the co-worker

When is a student ready for the WSCS Certificate?

- Upon CASAS post-testing, the student scores above a 240 on both Reading and Math
- The student has a grasp of major employment soft skills concepts
  - Or has already scored a 6 or above on the WSCS Soft Skills Assessment

Step 3 – Certify Improved Skills

work-related *academic* **skills and**

work behaviors (soft skills):

NOTE: Candidates will be eligible for the WSCS certificate when scores on Form 551 are 246 or above in Reading, 240 or above in Math; on Critical Thinking and Problem Solving are passing; and on LRI modules are 6 or above

Step 3 – Certify Skills

Administer certification tests via CASAS *e*Tests:

    a. CASAS WSCS – Form 551

- Reading (40 minutes)
- Math (40 minutes)

b. CASAS Critical Thinking (15 minutes)

c. CASAS Problem Solving (25 minutes)

d. LRI Workforce Readiness - soft skills

- Personal Qualities (40 minutes)
- Customer Care (37 minutes)

Note: only administer LRI soft skills assessment if student has not yet achieved level 6 overall in both sections.

Work-related Academic Skills

Form 551 assesses academic skills

- Reading
  - interpreting manuals, forms, diagrams, charts, signs
  - other types of workplace documentation
- Math
  - application of math skills to job-related tasks/situations
  - basic computation
  - decimals, fractions, percent, ratios
  - simple applied algebra

Prepare for Critical Thinking and Problem Solving

The WSCS Critical Thinking test questions :
- are analytical in nature
- involve making observations, inferences, and deductions, drawing conclusions, and making decisions.
- include selecting an answer from given responses

The WSCS Problem-Solving test questions:
- reflect a six-step problem-solving model:
  - 1 – Identify the problem
  - 2 – Identify possible causes of the problem
  - 3 – Identify solutions to the problem
  - 4 – Implement a plan to solve the problem
  - 5 – Evaluate the solution
  - 6 – Modify the solution
- include selecting an answer from given responses and writing original responses

Critical Thinking and Problem Solving

Critical Thinking & Problem Solving Test Form	Suggested Occupation/Industry Applications
Form 562: Processing Data and Money Transactions	Banking, retail, administrative, clerical, and other business occupations
Form 572: Helping People and Maintaining Safety	Health, education, safety, and other human/social service occupations
Form 582: Analyzing Production and Promoting Teamwork	Manufacturing, technology, investigative, scientific, and other analytical occupations
Form 583: Providing Customer Service and Solutions	Customer service, sales, hospitality, personal services, and other service occupations
Form 584: Working with Materials and Measurement	Construction, maintenance and repair, engineering, transportation, other hands-on occupations

Step 3 – Award Workforce Skills Certificate

Workforce Skills Certificate is awarded when a learner scores:

- on WSCS Form 551
    - 246 or above in Reading
    - 240 or above in Math
- on WSCS Critical Thinking – pass
- on WSCS Problem solving – pass
- on LRI Customer Care – 6 or above
- on LRI Personal Qualities – 6 or above

Note: If a learner does not score high enough to earn a certificate, print out an updated WSCS Profile for him/her.

National

Workforce Skills Certificate

Presented to

Damon Lozano

for demonstrating mastery of

Work-related Academic Skills and Soft Skills
on April 27, 2018

Rolling Hills

**Workforce Skills
Certification System**
a program of **CASAS** and **LRI**

Workforce Skills Certification System
a program of CASAS and LRI

The following workforce skills have been identified by the individual's responses to employer-validated and nationally normed assessments.

More detailed information can be found at www.casas.org (academic) and at www.learning-resources.com (soft skills).

Work-related Academic Skills

Work-related Academic Skills typically demonstrated at this level

Reading
- Reads a variety of specialized or technical materials related to job needs, such as operating instructions, manuals, and technical information
- Interprets detailed policies and procedures
- Reads complex diagrams and graphs
- Reads most materials and communications related to job without significant difficulty
- Uses print and Internet-based references and interpret complex Web sites

Math
- Interprets data in more complex sorts of graphs and representation
- Summarizes and reports data for a particular purpose
- Presents data in various representations and interpretations
- Applies ratio and proportion
- Creates and interprets graphs of more complex equations
- Works with three-dimensional representations and coordinate systems
- Applies and calculates a variety of rates

Critical Thinking and Problem Solving
- Answers analytical questions that involve critical thinking skills such as making observations, inferences, and deductions, drawing conclusions and making decisions.
- Answers questions that reflects a six-step problem-solving model based on a work-related situation.

Soft Skills

Personal Quality Skills demonstrated

Integrity
- Has the opportunity to break a rule and probably get away with it, but decides to follow the rule.
- Tries to stop others who are about to break a rule. Reminds them of the rules and what could happen if they get caught. Will go to a manager or supervisor if necessary.

Responsibility
- Tries to keep private life from affecting work.
- Doesn't say "That's not my job." when something unusual or unexpected comes up that needs to be done.
- Willing to ask for help, more information or clearer instructions.
- Recognizes quality work, ready to go the extra mile to make sure that the job gets done right.
- Responds by helping out when needed, even if it means giving up some personal time.
- Makes sure the job is done before leaving, does not leave extra work for next shift.

Self-Esteem
- Stands up for self where appropriate; on the other hand, doesn't take it personally when a manager points out incomplete or poorly done work; accepts suggestions for ways to do the job better.
- Willing to try new things, learn new skills and ask for help when needed.

Self-Management
- When things get slow, finds something to do rather than wait to be told what to do.
- Asks for help when he/she can't do something, whether it's because of a lack of training or information, or things are just too busy to get everything done.

Sociability
- Is open and honest with coworkers because he/she knows it's easier to work with people when everyone gets along.
- Spends some time chatting with coworkers, but not too much. Knows the difference between "down time", when it's okay to socialize, and when it's time to concentrate on work and to let others concentrate on their work.

Customer Care Skills demonstrated

Commitment to Quality
- Evaluates alternative strategies for customer satisfaction, then chooses one that minimizes harm and makes the customer feel supported.
- Proactively assists peers for the purpose of increasing overall quality of company operations.
- Appropriately uses voice and body language communicate to the customer that satisfying the customer's need is of highest importance.
- Balances own work schedule against customer needs; willingly makes adjustments.
- Determines customer need and improves customer relations by "listening" to customer comments and requests.

Customer Relations
- Remains polite and professional when interacting with customers who make unreasonable demands.
- Faced with a hostile customer, maintains positive demeanor and earnestly attempts to help the customer.
- Increases customer loyalty by immediately addressing concerns and following up.
- Handles competing customer needs in a calm and helpful manner, follows through on commitments.

Decision Making
- Recognizes when it is best to personally handle customer needs versus when to direct the customer elsewhere.
- Recognizes priorities, then implements solutions based on an understanding of business need.
- Decides when to vary from routine operating policies/guidelines and when to adhere to them.
- Recognizes when more information is needed for making a decision.
- Recognizes the limits of own authority, correctly decides when to use those limits in order to keep the customer satisfied.

Why start with employers?

Benefit for:

        Job seekers?

        Curriculum developers/teachers?

        Employers?

Challenges?

Who can help?

What are some first steps?

Wrapping Up

- For me, a surprise from this training has been_____?

- I'm still not clear about_____.

- What will appeal to my learners about this program is _____.

- I'd like more information about _____.

- What I may need help in presenting this program to colleagues, administrators, clients, employers or others is_____.

Resources

- LRI Workplace Behaviors (Soft Skills)

www.learning-resources.com

- CASAS

www.casas.org

Thank you for attending!

To improve the Summer Institute, take the survey!

Facebook.com/CASASsystem use #casassi2019 to share!

@CASASsystem use #casassi2019 to tweet!

CASASAssessment