

Workforce Skills Certification System and LAUSD

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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

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.	Commitment to Quality
10	Evaluates alternatives strategies for customer satisfaction, then chooses one that minimizes harm and makes the customer feel supported.	
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 is a three step process:

Step 1 - Profile and Certify Current Skills

Step 2 - Develop Skills

Step 3 - Certify Improved Skills

Workforce Skills Profile

Awarded to: Damon Lozano
By Agency: Rolling Hills Adult School
Date Issued: January 12, 2016

WSCS Profile

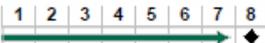
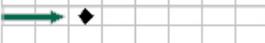
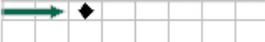
Work-related Academic Skills

Basic  Advanced

1	2	3	4	5	6	7	8	Work-related Academic Skills typically demonstrated at this level
								Reading <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Willing to try new things, learn new skills and ask for help when needed.
								Sociability <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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.



Why a Workforce Skills Profile?

- ▶ Documents a person's work-related academic and work behavior skills (soft skills)
 - ▶ Benefit for Learners
 - ▶ Documents 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



Workplace Behaviors (Soft Skills)

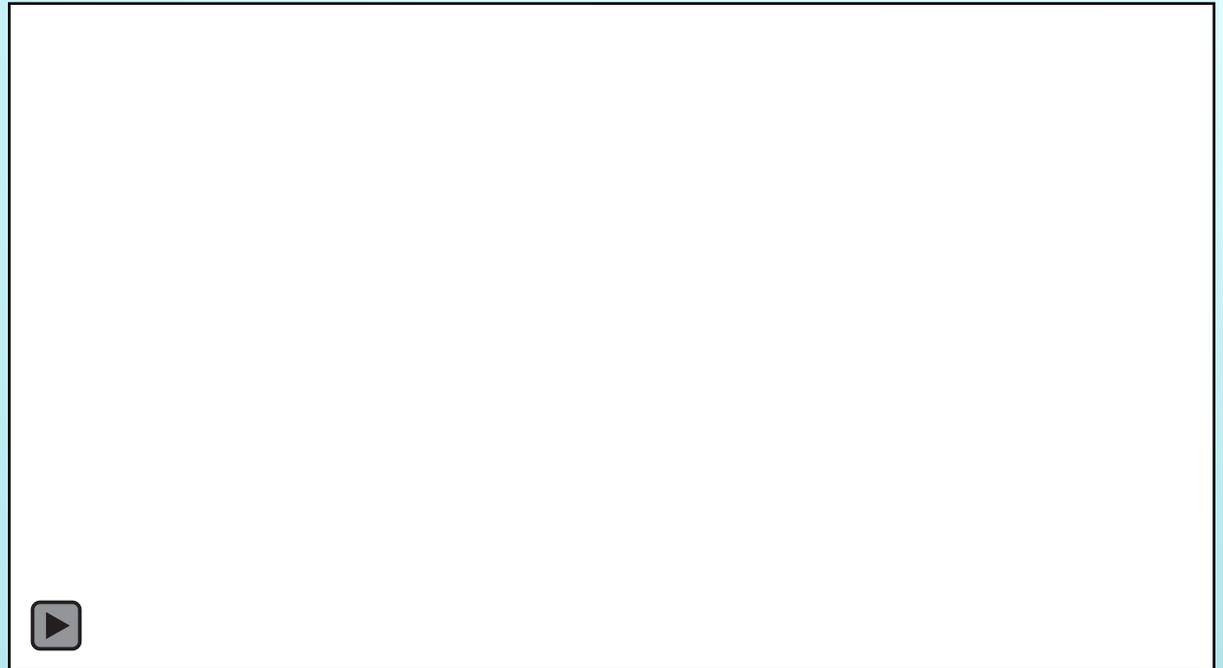
- ▶ Personal Qualities (PQ)

- Integrity
- Responsibility
- Self-Esteem
- Self-Management
- Sociability

Customer Care (CC)

- Customer Relations
- Decision Making
- Commitment to Quality

View a sample of
LRI's Workforce
Readiness Skills
assessment



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



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

Workforce Skills Profile

Awarded to: **Damon Luciano**
By Agency: **Reading Hills Adult School**
Date issued: **April 8, 2011** Certificate was awarded

Work-related Academic Skills

Basic	Advanced
1 2 3 4 5 6 7 8	9 10 11 12
1	2

Reading

- Reads a variety of specialized or technical materials related to job needs, such as operating instructions, manuals, and technical documents
- Interprets technical symbols and procedures
- Reads complex programs and graphs
- Reads most materials and communications related to job without significant difficulty
- Uses print and Internet-based references and research complex data sets

Math

- Interprets data in more complex forms of graphs and representation
- Summarizes and reports data for a particular system
- Presents data in various representations and interpretations
- Applies rate 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

Soft Skills

Basic	Advanced
1 2 3 4 5 6 7 8	9 10 11 12
1	2

Personal Quality Skills Demonstrated

- Attitude**
 - Takes on new roles, jobs, and assignments based on a job. Responds flexibly to the rules and what must be done if they get tough. Will go to a manager or supervisor if necessary.
- Flexibility**
 - Adapts to job. Takes on new jobs when something unusual or unexpected comes up that needs to be done.
 - Working as a team. Works effectively on diverse institutions.
 - Responds quickly when needed to go to another site to make sure that they get things right.
 - Responds by helping out when needed, even if it means going up some stairs or down.
 - Always sets the job in view before leaving, then returns only when the job is done.
- Self-Initiative**
 - Looks up for self-initiative opportunities on the job. Takes initiative personally when a change comes up and determines or identifies new roles, assigns responsibilities for need for the job better.
 - Looking for the new things, their new skills and sets for help when needed.
- Self-Management**
 - When things get slow. Finds something to do rather than wait to be told what to do.
 - When things are busy, works to complete, whether it's because of a lack of training or



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 Was Acceptable**

- ▶ 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 Needs Development**

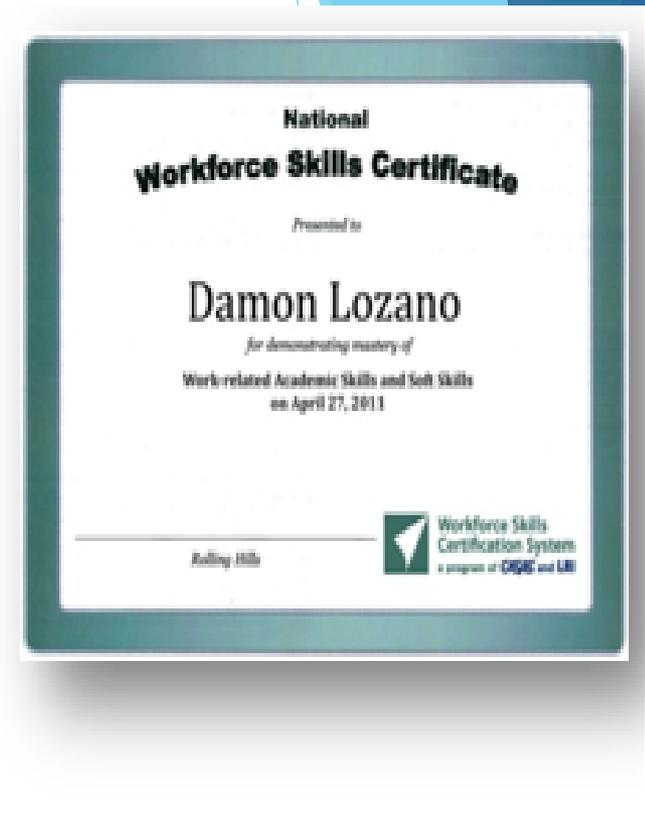
- ▶ Spends some time chatting with coworkers, but not too much. Knows the difference between “down time”, when it's okay to socialize, and when it's time to concentrate on work and to let others concentrate on their work.

Step 3 – Certify 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



**National
Workforce Skills Certificate**

Presented to

Damon Lozano

for demonstrating mastery of

**Work-related Academic Skills and Soft Skills
on April 27, 2016**

Rolling Hills



**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.



LAUSD Experience

CASAS Summer Institute 2016

I learned about WSCS and became excited about it because:

- ▶ It's a CASAS program and
- ▶ It involves soft skills, beneficial for those seeking employment and those seeking to be more valuable employees
- ▶ The power of theater

My boss gave me permission to do a small pilot

Fall 2016 Independent Study Model

- ▶ 19 students from ESL, ABS/ASE and CTE
- ▶ They came to my office.
- ▶ Some had CASAS scores from other classes. I gave CASAS to those who needed it.
- ▶ Took initial PQ and CC assessments.
- ▶ 12 continued.
- ▶ 8 showed gains in one or both areas.
- ▶ 5 Earned certificates.



Summer 2017 Classroom Model

- ▶ Soft skills course with WSCS embedded
- ▶ 20 hour course at 9 schools
- ▶ Total: 64 students took WSCS assessments
 - ❖ 49 of them were concurrently enrolled in other classes, ESL, Academic and CTE
 - ❖ 15 referred by WorkSource Center
- ▶ 53 students took a pre and post test in CC and/or PQ
- ▶ 40 of them showed improvement in one or both subject areas

Considerations

- ▶ Time
 - ❖ 185R, 35R if needed – 2 hours
 - ❖ CC, PQ – about 1 ½ hours
 - ❖ 551R, 551M – 2 hours
 - ❖ CT, PS – 1 ½ hours
- ▶ Technology – E-Testing and LRI testing
- ▶ Money– Cost to implement WSCS
- ▶ Methodology – Independent study or classroom instruction? Standalone program or part of another class?

What's next for us?

- ▶ Thinking about adding soft skills and WSCS to ESL classes or CTE classes.
- ▶ Roving teachers
- ▶ May be other methods, other pilots



Takeaway

- ▶ At LAUSD we tried two methods. Classroom and independent study. Both were effective.
- ▶ Many students improved their level of these important workplace skills.

Student Feedback

Students reported learning valuable soft skills.

- ▶ Roberto: I would do it again if I could. I learned about workplace ethics in various situations.
- ▶ Ana Maria: The videos were realistic situations. When I'm at work, I remember them and realize what I can do in those situations.
- ▶ Elizabeth – I learned valuable people skills.

More Student Feedback

- ▶ Victor – I learned to deal with difficult situations. I showed the Profile report to my boss so he could think about things he needs to improve.
- ▶ Miriam – I'm not as nervous as I used to be when I have to get in front of a group of people. When I apply for a job, I'll put the Profile report in my portfolio.

Final Note

- ▶ WSCS provides excellent tools for assessment, instruction and certification in soft skills.
- ▶ CASAS provides excellent support.
- ▶ Give it a test drive. Do a pilot.

- ▶ Consider your own employees or using the skills list to engage employers.

Thank you!

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