Section 16

SPOKES and Hit the Ground Running (HTGR) Programs
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For questions or concerns related to the content of the WVAdultEd Instructor Handbook, contact Cathy Shank at the WV Adult Education Hotline, 1-800-642-2670, or via email at cshank@k12.wv.us.

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SPOKES and Hit the Ground Running (HTGR) Programs

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WVADULTED PROGRAMS DESIGNED FOR WV WORKS AND WIOA PARTICIPANTS

The WV Adult Education (WVAdultEd) program cooperates with the Department of Health and Human Resources (DHHR) Bureau of Children and Families and the WV Workforce Investment Boards (WIBs) to provide instruction for WV WORKS and WIOA participants.

What is Hit the Ground Running (HTGR)?
In 2001, Hit the Ground Running (HTGR) was developed by the WV Department of Education (WVDE), the WV Workplace Education Program, and the Regional Education Service Agency 5 (RESA 5). The original purpose of this program was to help individuals learn or refresh those skills most requested by employers in WIB Region 4.

HTGR is a 4-week, 30 hours/week, 120-hour course designed for adults functioning at or above the 7th grade level, with or without a high school diploma or the State of West Virginia High School Equivalency Diploma.

HTGR modules include Time Management, Teamwork, Problem Solving, Dealing with Difficult Situations, as well as many others. Participants in this program are tested using the WorkKeys® assessment. A Ready to Work Certificate is earned by all participants who complete the program.

Currently, most HTGR classes are set-up in WIB Region 4 as short-term, work-based projects to meet the needs of WIOA participants.

What is SPOKES?
In 2003, an academic and job preparation skills program entitled SPOKES (Strategic Planning in Occupational Knowledge for Employment and Success) was created by WVAdultEd under a contract between the WVDE, Office of Adult Education and Workforce Development and DHHR, and in collaboration with some WIBs.

Initially incorporating many of the HTGR training modules, the SPOKES program model was also designed to provide intense daily activities that would address academic and soft skills necessary for adults to pursue gainful employment. Although the program is designed for participants functioning at or above the 4th grade level (FFL 3 and above), there is some flexibility about including participants who score at lower levels.

This 4 to 10 week program allows WV WORKS participants to be referred to the program and receive services at the start of each work week. Referrals can be made for the start-up of any week. See the SPOKES Schedule (Section 16 Appendix) to get a clearer picture of how the weeks are organized.
The SPOKES program consists of:

- **Assessment**
- A four-week repeating cycle of modules related to the following components:
  - Job Readiness
  - Work Process (Employability) Skills
  - Technology Skills, which may include Internet and Computing Core Certification (IC\(^3\))* work
  - Workplace Academic Skills
- **Vocational Training** starting Week 5 that may include the following:
  - Customer Service Part 1
  - Customer Service Part 2
  - Computing Essentials Certificate of Achievement
  - *Microsoft Office Specialist (MOS)*
  - Internet and Computing Core Certification (IC\(^3\))
  - *Intuit QuickBooks Certification*
  - *Adobe Certified Associate (ACA CS6)*
  - Work-based Academic Skills
- **An additional 2-4 week job readiness component**, which includes intense job search
- For those former SPOKES participants who have been employed, become unemployed, and return to DHHR to reapply for TANF benefits, a 2 week job retention component is being added beginning July 1, 2015. These referrals will be made back to SPOKES classes by WV WORKS staff for job retention activities and services.

Like HTGR, SPOKES participants prepare to take the WorkKeys* assessment. A variety of certificates may be earned by participants who complete the program. See *What type of Certification Can SPOKES and HTGR Participants Earn?* (Section 16).

Participants officially referred to and enrolled in SPOKES classes must have an identified need for instruction and/or enhancement in one or more of the module areas that prevents them from getting employment or advancing in a job. Individualized, computer-aided, small/whole group, and work-based/site instructional techniques are utilized within the program delivery of services.

In addition to having a certified full-time WVAdultEd SPOKES instructor, and in some cases a part-time WVAdultEd SPOKES instructor, the SPOKES program may have access to a career development consultant (CDC).

**What is a Career Development Consultant (CDC)?**

A career development consultant (CDC) may be assigned to a region whose SPOKES classes are responsible for establishing industry partnerships; coordinating job development, placement, monitoring, and follow-up; developing individualized pre- and post-employability plans for participants; and explaining employer tax incentives and benefits. Additionally, the CDC assists with job follow-up for up to six months after job placement.
What is a Part-time SPOKES class?
Some SPOKES classes may be required to operate within a region or county for various lengths of time based on participant enrollment. Generally, these part-time SPOKES classes are recommended to operate a minimum of 12 weeks.

What type of certification can SPOKES and HTGR participants earn?
Successful participants in the SPOKES work-readiness and Vocational Training component may earn any of the following certificates:

- Certificate of Achievement
- Certificate of Participation
- Ready to Work Certificate
- Computing Essentials Certificate of Achievement
- National Career Readiness Certificate
- Microsoft Office Specialist (MOS) Certificate
- Internet and Computing Core Certificate (IC³)
- Intuit QuickBooks
- Adobe Certified Associate (ACA CS6)

Samples of these certificates may be found in Section 16 Appendix. The type of certification that a participant receives depends on their achievements in the program.

The Certificate of Achievement is given to those participants who have:

- attended a minimum of 90% of class hours;
- demonstrated promptness;
- achieved a Skill Level 3 on the WorkKeys Reading for Information, Locating Information, and Applied Mathematics assessments;
- attained a minimum of 80% on all module post-tests; and
- completed the Introduction to Computers module.

The Certificate of Participation is given to those participants who have:

- attended a minimum of 87% of class hours;
- demonstrated promptness;
- attained a minimum or 70% on all module post-tests; and
- completed the Introduction to Computers module (everything except the spreadsheet).

In order to receive the Ready to Work Certificate, a participant must have:

- attended a minimum of 90% of all scheduled sessions;
- demonstrated promptness;
- achieved 80% mastery of work process (employability) skills modules;
• achieved a Skill Level 4 on the WorkKeys *Reading for Information, Locating Information,* and *Applied Mathematics* assessments;
• completed the *Introduction to Computers* module; and
• completed a job application, résumé, and mock interview.

The *Ready to Work Certificate* is issued by the Office of Adult Education and Workforce Development and must be requested by the instructor. Upon request, certificates are completed by the RESA 3 SPOKES Specialist; signed by the Executive Director of Adult Education and Workforce Development; and sealed with the official WV state seal. The certificate(s) is then returned to the instructor for distribution to the participant(s).

The *Computing Essentials Certificate of Achievement* is issued by Essential Education. Learners receive a certificate after completing all three areas: Understanding & Using Technology, Finding & Using Information, and Digital Citizenship. In order to receive the Ready to Work Certificate, learners must earn a minimum of 80% to achieve a Gold Level or higher on all three sections.

*National Career Readiness Certificates* may be earned by participants of SPOKES or HTGR programs in cooperation with WorkForce West Virginia. Four levels of certificates may be awarded based on WorkKeys scores: *Platinum, Gold, Silver,* or *Bronze.*

• **Platinum** certificates with the West Virginia state seal and signature of the governor are awarded to students whose WorkKeys scores are at Level 6 in each of the required testing areas of *Reading for Information, Locating Information,* and *Applied Mathematics and has the necessary foundational skills for 99 percent of the jobs in the WorkKeys database*
• **Gold** certificates with the signature of the governor are awarded to students whose WorkKeys scores are at Level 5 in each of these same areas and has the necessary foundational sills for 93 percent of the jobs in the WorkKeys database.
• **Silver** certificates are awarded to students whose WorkKeys scores are at Level 4 in each of the same areas and has the necessary foundational skills for 67 percent of the jobs in the WorkKeys database.
• **Bronze** certificates are awarded to students whose WorkKeys scores are at Level 3 in each of the three core areas and has the necessary foundational skills for 16 percent of the jobs in the WorkKeys database. To ensure a student earns at least a *bronze* certificate, the student should be able to perform at Level 4 or above using WIN (Worldwide Interactive Network, Inc. (WIN) Career Readiness Courseware.

Additionally, participants in the vocational training component of SPOKES may earn internationally recognized certificates dealing with *Customer Service.* Participants should be encouraged to score a minimum of 85% on the post-test modules in each of the customer service training areas before taking the online certification test. Participants must achieve a minimum score of 80% on each of the online customer service tests in order to obtain the internationally recognized certificates.
WV WORKS – THE STATE PROGRAM PROVIDING TEMPORARY ASSISTANCE TO NEEDY FAMILIES (TANF)

What is TANF?
In August of 1996, the Personal Responsibility and Work Opportunity Reconciliation Act reformed the nation’s welfare laws. Temporary Assistance for Needy Families (TANF) was created, changing the nature and provision of welfare benefits. Moving people from welfare-to-work is now one of the primary goals of federal and, therefore, state welfare policy.

What is WV WORKS?
The West Virginia Legislature passed a welfare reform act instituting the WV WORKS program, designed to put people to work. WV WORKS goals are to:

- assist economically dependent and at-risk families in becoming self-supporting
- enhance the well-being of children
- assist families near the poverty level in remaining self-sufficient

The WV WORKS program operates in 55 counties organized into 30 district offices reporting to four regional directors. Regional directors report to the deputy commissioner, Bureau for Children and Families, Department of Health and Human Resources.

WV WORKS is a multifaceted program that enables parents with eligible children to prepare for employment, become employed, remain employed, and improve their family and community. To achieve these goals, the WV WORKS program is a family-focused, work-oriented, performance-based, time-limited system that emphasizes employment and personal responsibility. Work and family are the focal points of WV WORKS.

WV WORKS provides monthly cash assistance to eligible families. Most people who receive monthly WV WORKS check also receive SNAP benefits (formerly food stamps) and Medicaid, but these are not guaranteed based just on receipt of a check.

TANF applicants are required to attend an orientation to WV WORKS to learn about available activities and services and for an explanation of the 60-month lifetime limit for receipt of benefits. As part of this orientation process, each adult or emancipated minor is required to negotiate a Personal Responsibility Plan. This plan is an agreement between the applicant and DHHR which identifies goals, objectives, and actions that must be taken in order to become self-sufficient. In another part of the orientation, academic assessment, and screening instruments are administered by one of the regional WVAdultEd assessment specialists.

For more information regarding the WV WORKS program, see the WV State Plan for Temporary Assistance for Needy Families at http://www.wvdhhr.org/bcf/family_assistance/documents/2012_StatePlan_TANFpdf.pdf.
What does an assessment specialist do?

WVA AdultEd assessment specialists receive referrals from local WVDHHR, WV Works program staff to administer assessments to customers receiving TANF benefits to determine services and interventions needed to assist them in becoming self-sustaining or in receiving those referrals needed to address barriers they may have. The assessment specialists administer the Tests of Adult Basic Education (TABE) to measure grade levels in areas such as math, reading comprehension, and language. In addition, two other screenings are also administered.

The *Learning Needs Screening* (LNS) helps identify individuals who may have learning disabilities. Participants may be referred for further diagnostic testing and referral to available services (see *Section 16 Appendix* for the *Learning Needs Screening (LNS) Directions*, *Recommended Referral form*, and the *Learning Needs Screening for WV Works* instrument).

The *Emotional Health Inventory* (EHI) is administered and used as a screening device to identify potential mental health and substance abuse issues. Individuals may be referred to mental health professionals for further diagnosis. The EHI is administered exclusively by assessment specialists.

In cases where a WV WORKS customer needs to be assessed prior to the next scheduled assessment time, the local DHHR office can request that a WVA AdultEd or SPOKES instructor do the assessment. If this is done, only the TABE and LNS are administered by the instructor. Local WVA AdultEd and SPOKES programs do not administer the EHI screening; it must be administered by an assessment specialist.

Additionally, the assessment specialists can be contacted to administer WorkKeys assessments, provided the student has demonstrated the necessary skill levels in *Reading for Information*, *Applied Mathematics*, and *Locating Information*. However, additional WorkKeys subtests may be addressed upon request. Placement into Level 4 and above on WIN Career Readiness Courseware generally indicates a student could earn at least a “bronze” level *National Career Readiness Certificate*. 
COMPONENTS OF HIT THE GROUND RUNNING

What is HTGR?
Hit the Ground Running (HTGR) is a four-week, 120 hour program to help adults be successful in their job search or preparation for a training program. HTGR addresses three skill areas:

- **Applied Academics**
  - Preparation for the WorkKeys assessment in *Applied Math, Reading for Information, and Locating Information*
- **Computer Literacy**
- **Work Readiness Skills**
  - Time Management
  - Teamwork
  - Problem Solving
  - Dealing with Difficult Situations
  - How to Create a Resume
  - Interviewing Skills
  - Computer Literacy
  - Communication Skills
  - Interpersonal Skills

What will participants learn?
HTGR participants learn how to make the most of their strengths. In addition, they learn effective ways to:

- Resolve conflicts
- Use computers
- Look for a job
- Land that important interview
- Display work habits that get noticed
- Gain the skills needed to pass employment or training entrance exams
- Manage time and finances
- Work in teams
- Solve problems

HTGR contains many skills which can help participants gain employment or improve their job performance (if already employed).

What credentials can HTGR participants earn?
Successful HTGR completers can earn a *Ready to Work Certificate*. To determine which credential is issued, HTGR participants are tested using the nationally developed WorkKeys Assessment. Participants not scoring a Level 4 or higher on the assessments will receive a *Certificate of Attendance* if they meet all of the remaining criteria.
To earn a *Ready to Work Certificate*, the following criteria must be met:

- 90% attendance rate during the four-week program
- 100% punctuality during the program
- 80% or higher on each rubric for the 17 work-readiness modules
- Minimum score of Level 4 on the WorkKeys tests (*Reading for Information*, *Locating Information*, and *Applied Mathematics*)
- Completion of a job application, résumé, and a mock interview
- 80% or higher on all three levels of the *Computer Essentials Certificate of Achievement*

These criteria were determined by employers on the local WIB. The *Ready to Work* credential includes a nationally-recognized certification in important workplace skills. This impressive certificate can be noted on a job application or registration form for training programs.
SPOKES CURRICULUM RATIONALE

**Soft Skills are at Least as Important as Technical Skills for Entry-Level Workers**

In September 2012, the Training Journal noted that, “More needs to be done to educate job seekers about the skills employers are looking for and this needs to be a joint effort amongst key stakeholders from across education, business and the government.” To bridge this skills gap, industry leaders and researchers indicate that what is needed is more soft skills training.

Experts broadly define soft skills as a set of non-technical, professional abilities such as communication, interpersonal, and customer service skills, as well as personal traits such as integrity and responsibility that employees need to secure employment and succeed in the workplace.

More than 75% of employers surveyed for a report from the *International Youth Foundation* published in 2013, said that soft skills were as important as – or more important than – technical skills in securing entry-level employment. National surveys of employers reflect similar views, showing that in many cases soft skills are even more important than technical skills. In addition, research on predicting the future career success of students supports employers’ opinions that some soft skills are a better predictor of adult success (salaries, graduation rates, home ownership) than technical skills.

The information in the report, *Getting Youth in the Door: Defining Soft Skills Requirements for Entry-level Service Sector Jobs* (2013, International Youth Foundation) is based on both primary data and an extensive literature review of current sources from 2008 to present.

Both community colleges and employers rank professionalism/integrity, reliability, communication, and teamwork as the top soft skills priorities for entry-level employment. Conversely, creativity/innovation and self-direction were viewed as the least critical of soft skills.

The soft skills categories that are both high priorities for employers and most lacking in job applicants are communication, problem solving/adaptability, and reliability. Communication was by far the most common skill lacking in job applicants as reported by 55% of employers surveyed.

**Best Practices Exist for Soft Skills Development and Assessment**

These best practice guidelines around assessing and developing soft skills were compiled from research focused on four year colleges, community colleges, and workforce development organizations. The framework is meant as a guide for workplace and job readiness training organizations and community colleges that incorporate soft skills training in their curriculums.

1. Set clear expectations regarding soft skills.
2. Incorporate soft skills in grading system and assessment process.
3. Practice continuously and provide feedback.
4. Incorporate real world situations and environments.
5. Encourage professional communication between students and their peers, faculty, and community.
6. Maintain a learning organization culture.

**Critical Areas of the Curriculum**

The SPOKES Curriculum is designed to satisfy these best practice guidelines and to address three critical areas—Work-Based Academic Skills, Job Readiness, and Work Process (Employability) Skills—by strengthening and developing the foundational skills required for success in the workplace. The combination of the three areas, as well as the different instructional strategies integrated into the program, has worked very well.

SPOKES provides intense daily activities that address the academic as well as the soft skills necessary to pursue gainful employment. The SPOKES program is extremely flexible in that it allows for independent study in technology skills and academic skills. The soft skills are designed to be most effective when done in a group setting. See the *SPOKES Schedule (Section 16 Appendix)* to get a clearer picture of how the components are organized into the rotating cycle.
SPOKES COMPONENTS

These are the core components of the SPOKES program:

- Assessment
- Work-Based Academic Skills
- Job Readiness
- Work Process (Employability) Skills
- Vocational Training in Customer Service, IC3 and MOS
- Technology Skills
- Job Retention

Assessment
The TABE is used to measure grade levels in areas such as math, reading comprehension, language, and vocabulary. In addition, two other screenings (LNI and EHI) are also administered.

Workplace Academic Skills
Workplace academics are those reading, math, and locating information skills necessary for the participant to be successful at a job. The SPOKES curriculum utilizes computer-aided instruction such as Plato®, WIN®, etc. These, along with other curricular materials and accompanying workbooks, address reading, math, and locating information skills while preparing the participant for the WorkKeys® assessment.

Job Readiness
This segment of the SPOKES program introduces participants to career paths and provides information on employment, training, and career advancement opportunities by utilizing job preparation programs. This includes job consideration, job search, job retention, and job advancement.

Work Process (Employability) Skills
The work process (employability) skills or soft skills are the foundation of the SPOKES program. This component prepares participants for the workplace by teaching principles of empowerment to individuals for gaining control of their lives. This is done by utilizing lessons in areas such as personal management skills; balancing home and work; communication skills; good work ethics; worker rights and responsibilities; teamwork; and techniques for getting along with supervisors and co-workers. (See Section 16 Appendix for a list of the soft skills modules found in the SPOKES Schedule.)
Vocational Training

Customer Service (Through the Customer’s Eyes) Part 1

*Through the Customer’s Eyes* is an online certificate program which uses vignettes of typical customer interactions to demonstrate right—and wrong—ways to manage service situations. By combining presentation and dramatization with interactive exercises and other activities, content is presented in an engaging, informative manner.

The participant will progress *Through the Customer’s Eyes* in six distinct modules that cover core customer service knowledge and skills. (See *Through the Customer’s Eyes – Part 1 Module Descriptors*, Section 16 Appendix.)

These six areas are:

- Why Customer Service Matters
- What Customers Want
- Essential Customer Service Skills, Part I
- Essential Customer Service Skills, Part II
- Handling Complaints and Dealing with Angry People
- Customer Service as a Strategic Marketing Tool and Customer Service Teams

Each activity has a “learn more” segment built in to provide further explanation and additional information necessary for mastering the skills outlined. Also, the SPOKES staff is available for support and provides other resources pertaining to the specific lessons through either printed material or internet access to other curriculum that will enhance and support the lessons. (See *Through the Customer’s Eyes Information*, Section 16 Appendix.)

Customer Service (Through the Customer’s Eyes) Part 2

Part 2 expands on the essential core skills taught in the original six-module program, with three additional training modules to raise the participant’s customer service performance. These modules cover core customer service knowledge and skills. (See *Through the Customer’s Eyes – Part 2 Module Descriptors*, Section 16 Appendix.)

These three areas are:

- Sales Skills for the Customer Service Pro
- Communication Skills for the Customer Service Pro
- Phone Skills for the Customer Service Pro

Internet and Computing Core Certification (IC³)

IC³ provides the participant a future in computers, or any field that requires the use of computers. IC³ provides both students and job seekers with the foundation of knowledge needed to succeed in environments that require the use of computers and the Internet. The *Global Standard 3* is an internationally recognized standard for digital literacy and reflects the
most relevant skills for school and business today. IC³ certification can help students refine their knowledge in the most important and valuable areas as well as help them define their proficiency and marketable skills as they enter the workforce. The participant must score at least 80% on their practice exams before taking the certification test.

**Microsoft Office Specialist (MOS)**

MOS is a core certification validating skills with the Microsoft Office 2010 suite. Participants can achieve the Specialist MOS 2010 credential by passing any one of the following exams: Word 2010, Excel 2010, PowerPoint 2010, Access 2010, Outlook 2010, or SharePoint 2010. Microsoft Expert must pass exams in either Word 2010 Expert or Excel 2010 Expert. The Microsoft Office Master denotes fluency in several areas and consists of three required exams and one elective. The participant must score at least 80% on their practice exams before taking the certification tests.

**Intuit QuickBooks**

The Intuit QuickBooks is a certification validating proficiency in QuickBooks Premier/Pro 2014. A QuickBooks Certified User earns a certification validating newly acquired QuickBooks skills for an entry-level position in professional accountancy and effectively demonstrates bookkeeping skills, including how to create purchase orders, track sales and expenses, produce and manage invoices, and monitor financial records. The participant must score at least 80% on their practice exams before taking the certification test.

**Adobe Certified Associate (ACA)**

*Adobe Certified Associate (ACA)* is a certification demonstrating proficiency in Adobe digital communications tools. The certification validates basic, entry-level skills in digital communication, creation, and design using Adobe tools. The participant may earn up to six Adobe Certified Associate certificates in Adobe Photoshop, Adobe Flash Professional, Adobe Illustrator, Adobe Dreamweaver, Adobe Premier Pro and/or Adobe InDesign. The participant must score at least 80% on any one of the six practice exams before taking any of the six certification tests.

**Technology Skills**

Technology skills from beginning to intermediate are a component of the SPOKES program. Participants who have no computer skills are placed in a beginning computer literacy program. Participants who have basic computer skills are given the opportunity to refresh or advance their computer skills.

Computer Essentials is a distance education software that can be used in SPOKES programs to assist students with increasing their technology skills. To earn the *Ready-to-Work Certificate*, students must earn a minimum of 80% to achieve a Gold Level or higher on Understanding & Using Technology, Finding & Using Information, and Digital Citizenship within the Computer Essentials Platform.
Intense Job Search (Job Development and Follow-up)

A career development consultant (CDC) may be available to a program to provide assistance with enhancing the learner’s job readiness skills as well as to provide job development and follow-up. While participating in SPOKES, especially during this component, the CDC may direct and assist students in their job search activities where applicable. The career development consultant may provide up to six months of follow-up activities for students who gain unsubsidized employment. When students are assigned job development activities outside of the class, the CDC may be officially responsible for these activities and class time is still maintained at the SPOKES class. Coordinated efforts between a CDC, the regional adult education coordinator or designee, and the SPOKES instructor(s) are vital during this component.

Job Retention

Former SPOKES participants who have been employed often return to WV Works or SPOKES classes unemployed. WV Works will refer those who return to them seeking assistance back to SPOKES for an additional component on Job Retention. The purpose of this referral is to provide at least 2 weeks of module or class work focusing on personal accountability, job retention strategies, and learning strategies on keeping jobs. The ultimate goal is lasting employment to help sustain the family long-term.
SPOKES GUIDELINES

The contract that provides the SPOKES program outlines specific responsibilities for the Provider and the Office. The Provider of the SPOKES program is the West Virginia Department of Education (WVDE) Office of Adult Education and Workforce Development. Provider responsibilities are outlined below.

- The Provider guarantees the presence of qualified personnel involved with the instruction. Additionally, the provider will insure that the instructional personnel comply with state credentialing procedures and adhere to the yearly professional development requirements.
- The Provider agrees to provide annual professional development for all instructional personnel.
- The Provider agrees to provide local, regional, and state WV Works staff an opportunity to participate in professional development designed to cover the specific assessment and/or work-readiness activities outlined in the grant proposal.
- The Provider agrees to invite the local Office staff to serve on the interview committee when new professional staff is hired.
- The Provider agrees to notify the local Office when a participant is experiencing problems, which might jeopardize participation in the SPOKES program.
- The Provider agrees to maintain participant records that document attendance, learning gains, and appropriate assessments.

The Office is the West Virginia Department of Health and Human Resources (WV DHHR). The Office also has specific responsibilities that it must meet.

- The Office agrees to make appropriate referrals to the SPOKES program for the duration of each assigned class.
- The Office staff agrees to work closely with the Provider’s staff to ensure participant attendance and participation in the class activities.
- The Office staff agrees to administer conciliation process for participants who pose a problem for the instructional staff or who fail to participate.
- The Office shall be responsible for furnishing the Provider with pertinent information regarding the provisions of law, rules, and regulations affecting the administration of the TANF program, and shall inform the Provider of all pertinent policies and procedures.
- The Office and local office may monitor these activities. The local office is encouraged to be involved at a minimum, weekly with participant progress and other issues regarding the local unit’s SPOKES program.

Where are SPOKES classes located?

SPOKES classes are funded through a grant from the West Virginia Department of Health & Human Resources to the Department of Education. WVDE then provides funding to the RESAs
and one county to manage the SPOKES classes. The classes are generally located in a community or area where the local DHHR WV Works staff feels is accessible by a majority of its WV WORKS customers. Therefore accessibility to public transportation or ease for private transportation is factored into determining class sites. Additionally, WVDE encourages SPOKES classes be in close proximity to a WVAdultEd program where their services can be available for SPOKES students.

**What happens if a class falls below the required 65% enrollment?**

If the class falls below 65% (five participants) of the required enrollment (eight participants) for any consecutive two-week period, that class will be put on two weeks probation. If at the end of the two-week probationary period attendance does not improve above 65%, the class may be closed. *A closed class* can be revisited for start-up provided DHHR can indicate that enrollment will improve and the continuation of the class is warranted.

**Exception:** When a class is first starting up, it will have a period of six weeks to generate enrollment to the minimum standard.

**Who is eligible for a SPOKES class?**

Only participants referred from WV WORKS are eligible to participate in SPOKES. *(Acceptance of referrals of customers from other agencies to SPOKES is currently on hold pending approval by the WVDHHR.)*

WV WORKS participants who are classified as being in a one-parent or two-parent household and who have required core activities are good candidates for the SPOKES program. As with all WVAdultEd programs, participants must be adults who meet all eligibility guidelines or youth (ages 16 to 18) who have officially withdrawn from the public or private school system and have provided verification of withdrawal from school. Most 16 year olds do not qualify unless they are emancipated, married, court-ordered to attend or enrolled in an institutional education program (see Section 4).

**What academic levels are needed to qualify for SPOKES components?**

*SPOKES* participants should be functioning *at or above Federal Functioning Level (FFL) 3 in reading and math* to be successful in the completion of the SPOKES program within the allotted time frame. Reading or math scores below grade level 4 may be accepted, but caseworkers are cautioned that the individual(s) may be referred to an alternative activity to meet the participant’s needs (e.g., ABE, literacy, etc.).

**Who can make referrals to a SPOKES class?**

Only participants who are referred from WV DHHR, Bureau for Children and Families—WV WORKS may be served in SPOKES programs. *Acceptance of referrals of customers from other agencies to SPOKES is currently on hold pending approval by the WVDHHR.*
Participants should be referred by a pre-determined day (preferably Wednesday or Thursday) during the week prior to the planned starting date. The case worker or counselor from the referring agency must complete the appropriate referral form for each eligible participant and send it to the SPOKES classroom.

When applicable, the referral should include any recent TABE scores (including the TABE Form number and the TABE Level letter) and any Learning Needs Screening (Section 16 Appendix) already completed for each referred participant.

Note: See Section 16 Appendix for the Non WV WORKS SPOKES Referral Form and the WVDHHR Referral for Training/Services forms. Because this is a collaborative effort between various agencies, it is imperative that lines of communication be established and followed to ensure that participant expectations are met. For offices that have more than one case manager, it is recommended that one individual act on behalf of that agency as the contact person for making these referrals.

Am I allowed to discuss students and release information about students to agencies that refer students to my SPOKES class?

Before agencies that serve the same clients can exchange written or spoken information contained in the educational record or discuss confidential information about these clients, BOTH agencies must have obtained a signed release of information from the individual. (See Confidentiality, Section 4). Be very careful to assure that your program AND the other agency have signed release forms on file before you discuss any student with someone from an external agency (this includes DHHR).

Confidentially for DHHR Referrals

Currently DHHR does NOT have a reciprocal release form. It has a release form that their customers sign allowing their case workers to provide your program with information; not the other way around. Therefore, before you may pass any information to DHHR or discuss students referred by DHHR, you must also have your student sign a release form. If they do not sign it, they will be unable attend the program since communication and collaboration between you and the case workers is vital.

Every SPOKES student referred by DHHR must sign the WVAdultEd/SPOKES Authorization for Release of Information (Section 16 Appendix) that allows SPOKES instructors to share information with specific DHHR workers. The WVAdultEd Program General Release of Information (Section 4 Appendix) is not sufficient; it only allows for data-matching with DHHR and other agencies. It does not allow for individual attendance and progress information to be shared—and certainly not strictly confidential information.

When students sign the WVAdultEd/SPOKES Authorization for Release of Information, you must be certain that they understand that nothing they say to you in the classroom is considered confidential when you are communicating with the case workers from DHHR about their
participation in the program. However, you will not communicate about their personal information with others outside the SPOKES or DHHR programs.

Confidentiality for Students Referred by Other Partner Agencies (Not accepted until further notice)
Acceptance of referrals of customers from other agencies to SPOKES is currently on hold pending approval by the WVDHHR.

How are SPOKES participants tracked?
Once a participant is properly enrolled, the instructor needs to make daily, bi-weekly, or no less than weekly contact with the sponsoring agency for participant attendance and progress reports. Daily communication with local offices via email seems to be the best practice for reporting participant absences. Remember, this kind of communication cannot happen without a signed release form on file.

SPOKES instructors may need to provide a Participant Progress Report (Section 16 Appendix) to the DHHR case manager for each participant as part of the individual monthly time report. SPOKES participants need to use the Participant Time Sheet (Section 16 Appendix) to track their time in class. Instructors provide copies of the time sheets to DHHR by the fifth day of the month following the attendance listed in the time sheets.

Once a participant completes the SPOKES component, or if a participant does not attend regularly and is removed from the class, slots may become available for other participants to start the following work week. The optimal class size is between eight and 15 participants. The physical size of the classroom space dictates the class size for the various SPOKES programs around the state.

What are the attendance requirements for the SPOKES class?
To ensure that participants satisfactorily complete the program, participants are required to attend a minimum of 87% of all class sessions and achieve at least 70% on each module post-test. The SPOKES Personal Attendance Contract, found in Section 16 Appendix, outlines the attendance guidelines in detail.

Upon entry into the program, participants are required to sign a Personal Attendance Contract (Section 16 Appendix). All participants are expected to attend class every day. Additionally WV Works participants who require only 20 hours of weekly activity may participate in SPOKES provided they attend five days per week and participate during the soft skills modules and/or the participant service component. In addition, WV Works participants who meet non-core hours of participation (five to ten hours per week) may attend the SPOKES class and participate in job-readiness activities. All participants are expected to be punctual and participate in the class with the ultimate goal of becoming ready for work through the improvement of math, reading, and technology skills.
Contact hours are reported both to DHHR and in AEMIS; however, the hours vary. DHHR contact hours are total hours (including lunch and breaks) required per day while AEMIS contact hours are actual instructional hours. Example: A participant required to attend six hours per day and who takes a half hour for lunch and two 15 minute breaks per day is recorded in this way: DHHR time = 6 hours; AEMIS = 5 hours.

**Can class work be made up?**

If a participant is not present during the instruction for a module but can complete the assigned work within the predetermined make-up time, he or she will be given credit for completing the module. If the participant does not attend the satisfactory number of hours and cannot make up the work, the participant will not be given credit for that module and should repeat that module at another time.

A participant can conceivably make up **three hours** of missed work the following week. Mondays (or the first business day of the following week) will generally provide opportunities for make-up work. Since much of the required work in any given module is comprised of group work, the participant is strongly encouraged to attend regularly to appreciate the full impact of that module and support of the group. If a participant misses **more than three hours** of work in any given week, make-up work would be difficult to achieve and the participant would have to repeat the module(s).

**Are classes ever cancelled or delayed?**

SPOKES classes **follow the Federal holiday calendar** with regards to holiday closures. To simulate the real work world, the SPOKES program is open every week day except for ten recognized Federal holidays. Those holidays are:

- New Year’s Day (January 1)
- Martin Luther King Day (3rd Monday in January)
- President’s Day (3rd Monday in February)
- Memorial Day (last Monday in May)
- Independence Day (July 4)
- Labor Day (1st Monday in September)
- Columbus Day (2nd Monday in October)
- Veterans Day (November 11)
- Thanksgiving (4th Thursday in November)
- Christmas Day (December 25th)

If the building in which the SPOKES class operates is closed, an alternative site should be arranged to insure the participation of the WV WORKS students. The SPOKES instructor must work closely with the regional adult education coordinator (RAEC) or program supervisor to set up a contingency plan.
• For a full day of SPOKES class to be canceled due to bad weather, the Governor must declare a travel emergency in that county. SPOKES class is not affected by public schools’ schedules and is not closed when their county’s schools are closed, unless due to the Governor’s declaration of a travel emergency.

• During inclement weather, the SPOKES program coordinator (RESA or county) will provide a late class start time for a day with unsafe travel conditions. When there is a one or two hour delay for that county due to inclement weather, students will be expected to complete homework or make-up class time to receive credit for those hours. When the county’s schools are closed due to unsafe travel conditions, students may report on a two hour delay. Students will be expected to complete homework or make-up class time to receive credit for those hours.

• SPOKES participants will be provided the necessary opportunity to make up the lost hours. Homework assigned will be equal to the amount of class time the participant was scheduled for that day. Students’ hours that are required to be made up must be scheduled during the same month to insure the necessary participation hours needed to satisfy their WV WORKS Personal Responsibility Contract.

• If no delay or closure is announced due to inclement weather, class will be open and operate with normal hours.

**What are the expected outcomes of the SPOKES program?**

The contract between the WVDE and the DHHR outlines specific outcomes that can be expected of the program. These are different than the *Core Outcome Measures* specified by the state and federal ABE programs as discussed in Section 11.

**Assessment Outcomes**

DHHR participants who complete the SPOKES program will be given the following assessments to be used for diagnostic purposes and for referral to other agencies or support services:

• *Tests of Adult Basic Education (TABE)* measures basic academic skills.

• The *Learning Needs Screening* screens for learning disabilities or other special needs. It determines the need possible need for referral to a diagnostician.

• *WIN* assesses work-based academic skills.

• *Through the Customer’s Eyes Part 1 and Part 2*, provide customer service certification.

• *IC3* and *MOS* provide certification in their prescribed areas.

• *WorkKeys* (for those participants scoring a minimum of Level 3 in all work-based academic areas of WIN) measures skills in *Reading for Information, Applied Mathematics, and Locating Information*.

  **Note:** Level 3 skills will qualify participants for entry-level jobs; Level 4 skills will qualify participants for 50% of all profiled jobs; and Level 5 skills will qualify participants for 80% of all profiled jobs.
Academic Outcomes (Workplace academics)
Successful participants in the basic academics component of the SPOKES program will attain one or more of the following academic achievements:

- Increase at least .5 grade level on the TABE
- Complete a Federal Functioning Level (FFL)
- Move to a higher FFL
- Increase at least one level in one or more WIN work-based academic areas

Job Readiness Outcomes
Successful participants of this component will complete all skill areas listed on the Employment Portfolio Checklist (Section 16 Appendix).

- Complete an up-to-date resume
- Complete a sample cover letter
- Complete references
- Document Technology Skills
- Document Writing Skills

Work Process (Employability) Skills Outcomes

- 80% mastery for Work Readiness or Certificate of Achievement
- 70% mastery for Certificate of Completion

Vocational Training – Customer Service Outcomes

- Results for pre-test/practice module test are given at the end of each Through the Customer’s Eyes module (see Through the Customer’s Eyes Record Sheet, Section 16 Appendix).

- 80% on each online module certification test will earn the International Customer Service Association Certificate (Customer Service Certificate)

Vocational Training – IC³ Outcomes

Internet and Computing Core Certification (IC³) provides an opportunity for the participant to have a potential future in computers, or any field that requires the use of computers. (See Vocational Training – Internet and Computing Core Certification, page 13, for more information.)

Vocational Training – Microsoft Office Specialist (MOS) Outcomes

MOS is a core certification validating skills with the Microsoft Office 2010 (or 2007) suite. (See Vocational Training – Microsoft Office Specialist, page 14, for more information.)
Vocational Training - Intuit QuickBooks Outcomes

Intuit QuickBooks certification validating proficiency in QuickBooks Premier/Pro 2014. (See Vocational Training – Intuit QuickBooks, page 16, for more information.)

Vocational Training – Adobe Certified Associate (ACA)

Adobe Certified Associate (ACA) is a certification demonstrating proficiency in Adobe digital communications tools. (See Vocational Training – Adobe Certified Associate, page 16, for more information.)

Technology Skills Outcomes

Successful participants of this component of the SPOKES program will earn a minimum of 80% or higher on all three sections of the Computer Essentials Certificate of Achievement: Understanding & Using Technology, Finding & Using Information, and Digital Citizenship).

Employment and training outcomes, such as obtaining a job or enrolling in postsecondary training, are not required for successful completion of the SPOKES class but will be tracked and documented as individual achievements.

How are the outcomes for the SPOKES program measured?

WVAdultEd/SPOKES utilize the following measures to substantiate and validate its performance of the program.

- National Reporting Standard (NRS) core indicators of performance in Title II WIA are tracked. These include the receipt of a secondary school diploma or State of West Virginia High School Equivalency Diploma (educational outcomes); placement in, retention in, or completion of postsecondary education, training, unsubsidized employment, or career advancement (employment outcomes); and demonstrated improvements in literacy skill levels (learning gains outcomes).

- Only TABE and WorkKeys assessments may be used to measure learning gains for the NRS. For DHHR purposes, WIN courseware levels or other course post-tests are also used.

- Daily registers are used to monitor attendance.

- Participant achievements in work process (employability) skills are documented.

- The Personal Responsibility Contract is used to verify fulfillment of the individual’s commitment to the program (website address: http://www.wvdhhr.org/bcf/policy/imm/ArchiveDW17/294/OFA-PRC-1.pdf).
• The Adult Education Management Information System (AEMIS) is used for documentation of participants’ progress in the federal functioning level and their achievements.

• Online certification testing documents achievement in customer service.

• Online certification testing documents achievement in IC³, MOS, QuickBooks, and ACA.
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APPENDIX

Section 16

Serving WV WORKS Participants in SPOKES Class
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Sample Certificates

(IF APPLICABLE; REQUIRED FORMS—DO NOT CHANGE FORMAT OF FORMS)
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CERTIFICATE OF ACHIEVEMENT  Front & Back Example
ISSUED BY INSTRUCTOR
(If applicable, required form—do not change format)

Certificate of Achievement

This document certifies that

JANE DOE

has satisfactorily completed the requirements listed on the back of this certificate for the issuance of the Certificate of Achievement awarded through the Department of Health and Human Resources, WorkForce WV and the West Virginia Department of Education.

Instructor

Date Issued

This Certificate of Achievement certifies that the recipient successfully completed the SPOKES Program, an intensive 4-week, 120 hour course, and met the following criteria:

Regular Attendance: Attended a minimum of 90% of all class sessions

Punctuality: Arrived promptly for every class session

ACT WorkKeys®: Scored a minimum of Level 3 on each of the three WorkKeys® assessments: Reading for Information, Locating Information and Applied Mathematics

Employability Skills: Achieved a minimum of 80% on each module in the following modules:

  Critical Thinking: Goal Setting; Problem Solving & Decision Making
  Personal Qualities: Employee Accountability; Workplace Ethics; Values, Ethics, & Character; Believe in Yourself
  Interpersonal Skills: Professionalism & Diversity; Controlling Anger; Working Productively
  Resource Management: Time Management; Money Management
  Communication Basics: Communicating with the Public; Communicating Assertively
  Information Use: Knowing Your Rights in the Workplace; Job Search; Employment Portfolio; Interviews

Computer Essentials Certificate of Achievement: Scored a minimum of 80% to achieve a Gold Level or higher on Understanding & Using Technology, Finding & Using Information, & Digital Citizenship.
Checklist for Documentation of Benchmarks

Certificate of Achievement
SPOKES/HTGR Program

To receive a Certificate of Achievement from the SPOKES/HTGR Program, the instructor must retain the following documentation to verify that the learner has successfully completed SPOKES/HTGR:

Name of Learner:

Instructor:

Location of Class:

Mailing Address to send Certificate:

☐ Attendance sheet with instructor signature verifying days/dates/times of attendance (Learner must have attended a minimum of 90% of all class sessions).

☐ Test result reports from an ACT Value-Added Reseller (scoring institution) showing that the learner has achieved a Level 3 on the Reading for Information, Applied Mathematics, and Locating Information WorkKeys® assessments.

☐ A form signed by the instructor showing rubric scores for all SPOKES/HTGR modules (Learner must have achieved a minimum of 80% on all rubrics).


☐ A copy of the learner’s resume (hard copy) and a cover letter (hard copy) verifying the learner has applied what she or he learned in Computer Applications.
CERTIFICATE OF PARTICIPATION  Front & Back Example
ISSUED BY INSTRUCTOR
(If applicable, required form—do not change format)

Certificate of Participation

This document certifies that

STUDENT NAME

has satisfactorily completed the requirements listed on the back of this certificate for the issuance of the Certificate of Participation awarded through the Department of Health and Human Resources, WorkForce WV and the West Virginia Department of Education.

Instructor __________________ Date Issued ______

This Certificate of Participation certifies that the recipient successfully completed the SPOKES Program, an intensive 4 week, 120 hour course, and met the following criteria:

Regular Attendance:  Attended a minimum of 87% of all class sessions

Punctuality:    Arrived promptly for every class session

Employability Skills:  Achieved a minimum of 80% on each module in the following modules:

Critical Thinking:  Goal Setting; Problem Solving & Decision Making

Personal Qualities:  Employee Accountability; Workplace Ethics; Values, Ethics, & Character; Believe in Yourself

Interpersonal Skills:  Professionalism & Diversity; Controlling Anger; Working Productively

Resource Management:  Time Management; Money Management

Communication Basics:  Communicating with the Public; Communicating Assertively

Information Use:  Knowing Your Rights in the Workplace; Job Search; Employment Portfolio; Interviews

Computer Essentials Certificate of Achievement:  Scored a minimum of 80% to achieve a Gold Level or higher on Understanding & Using Technology; Finding & Using Information, & Digital Citizenship.
Checklist for Documentation of Benchmarks
Certificate of Participation
SPOKES/HTGR Program

To receive a **Certificate of Participation** from the SPOKES/HTGR Program, the instructor must retain the following documentation to verify that the learner has successfully completed SPOKES/HTGR:

**Name of Learner:**

**Instructor:**

**Location of Class:**

**Mailing Address to send Certificate:**

- Attendance sheet with instructor signature verifying days/dates/times of attendance (Learner must have attended a minimum of 87% of all class sessions).

- A form signed by the instructor showing rubric scores for all SPOKES/HTGR modules (Learner must have achieved a minimum of 80% on all rubrics).


- A copy of the learner’s resume (hard copy) and a cover letter (hard copy) verifying the learner has applied what she or he learned in Computer Applications.
READY TO WORK CERTIFICATE SAMPLE Front & Back Example
ISSUED BY RESA 3

This Ready to Work Certificate certifies that the recipient successfully completed the SPOKES Program, an intensive 4 week, 120 hour course, and met the following criteria:

Regular Attendance: Attended a minimum of 90% of all class sessions

Punctuality: Arrived promptly for every class session

ACT WorkKeys®: Scored a minimum of Level 4 on WorkKeys®, a nationally validated assessment of essential work-ready skills, in the following areas: Reading for Information, Locating Information, and Applied Mathematics

Employability Skills: Achieved a minimum of 80% on each module in the following modules:

Critical Thinking: Goal Setting Problem Solving & Decision Making

Personal Qualities: Employee Accountability; Workplace Ethics; Values, Ethics, & Character; Believe in Yourself

Interpersonal Skills: Professionalism & Diversity; Controlling Anger; Working Productively

Resource Management: Time Management; Money Management

Communication Basics: Communicating with the Public; Communicating Assertively

Information Use: Knowing Your Rights in the Workplace; Job Search; Employment Portfolio; Interviews

Computer Essentials Certificate of Achievement: Scored a minimum of 80% to achieve a Gold Level or higher on Understanding & Using Technology, Finding & Using Information, & Digital Citizenship.
Checklist for Documentation of Benchmarks

Ready to Work Certificate
SPOKES/HTGR Program

To receive a Ready to Work Certificate from the SPOKES/HTGR Program, the instructor must submit the following documentation to the Office of Adult Education and Workforce Development to verify that the learner has successfully completed SPOKES/HTGR:

Name of Learner:

Instructor:

Location of Class:

Class Site’s Address to send Certificate:

☐ Attendance sheet with instructor signature verifying days/dates/times of attendance (Learner must have attended a minimum of 90% of all class sessions).

☐ Test result reports from an ACT Value-Added Reseller (scoring institution) showing that the learner has achieved a Level 4 on the Reading for Information, Applied Mathematics, and Locating Information WorkKeys® assessments.

☐ A form signed by the instructor showing rubric scores for all SPOKES/HTGR modules (Learner must have achieved a minimum of 80% on all rubrics).


☐ A copy of the learner’s resume (hard copy) and a cover letter (hard copy) verifying the learner has applied what she or he learned in Computer Applications.

PLEASE MAIL TO: RESA 3, ATTN: CHRISTINA HARPER
501 22ND STREET
DUNBAR, WV 25064
CUSTOMER SERVICE PART 1 & 2 CERTIFICATE SAMPLES
ISSUED BY ROCKHURST UNIVERSITY NATIONAL SEMINARS GROUP

Customer Service Certified

In recognition of successful completion of all six modules of the Through the Customer’s Eyes Customer Service Certification Program and for passing all six Certification Exams, this certificate is awarded to

[Blank]

who shall be considered Customer Service Certified as of

April 30 2007

National Seminars Group
A Division of Rockhurst University Continuing Education Center, Inc.

International Customer Service Association

Notice of Completion

In recognition of successful completion of all three modules of the Through the Customer’s Eyes Level II Customer Service Certification Program and for passing all three Certification Exams, this certificate is awarded to

Richard Rice

who shall be considered Customer Service Certified as of this date

September 27, 2011

National Seminars Group
A Division of Rockhurst University Continuing Education Center, Inc.

International Customer Service Association
Certificate of Achievement
for passing Computer Essentials
awarded to
John Smith
on October 12, 2014
Passed Understanding and Using Technology at Platinum level
Passed Finding and Using Information at Gold level
Passed Digital Citizenship at Silver level
NATIONAL CAREER READINESS CERTIFICATE SAMPLES

ISSUED BY ACT®
The State of West Virginia awards a
Bronze National Career Readiness Certificate to

In recognition of verified skills essential to workplace success and career advancement.

Registered Certificate #: Issue Date:

Earl Ray Tomblin, Governor

ACT®
INTERNET & COMPUTING CORE CERTIFICATION (IC3) CERTIFICATE SAMPLE
ISSUED BY CERTIPORT

David Banner

Is hereby granted this certification for having demonstrated basic computer hardware, software and Internet knowledge and skills through the successful completion of the examinations comprising IC³

COMPUTING FUNDAMENTALS  KEY APPLICATIONS  LIVING ONLINE
BASE DU TRAITEMENT DES DONNÉES  TRAITEMENT DU TEXTE ET CALCUL DE TABLEAU  LE MONDE DE L’INTERNET

12 | January | 2010

Ray Kelly
CEO, Certiport, Inc.
Microsoft Office Specialist

June 2, 2010

David Banner

has successfully completed the requirements to be recognized as a Microsoft Office Specialist for Office Excel, 2007

Steven A. Bolmer
Chief Executive Officer
Microsoft Corporation

Office Excel 2007
John Q. Certified

Is hereby officially certified as an Intuit QuickBooks Certified User having demonstrated proficiency in

Quickbooks Pro/Premier 2010

Issued on October 14, 2010

Scott Cook
Founder and Chairman Intuit Inc.
Sample Certificate

has successfully completed the training requirements to be recognized as an

Adobe Certified Associate

Completed on

Signed

Shantenu Narayan
President and Chief Executive Officer
Adobe

verify.certiport.com
WV Works Assessment Forms
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TABE ASSESSMENT INDIVIDUAL SUMMARY REPORT

Student/Client Name: 
Social Security: 
Date of Examination: 
County: 
Assessment Specialist: 
Phone: 
Assessment Location:

SURVEY TEST – FORM 10

<table>
<thead>
<tr>
<th></th>
<th>Reading 10</th>
<th>Total Math 10</th>
<th>Language 10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raw Score</td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>National Percentile %</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE:

- This form must be completed by the TABE examiner and included in the individual’s permanent file.

- A signed Release of Information form must be on file before this completed form can be forwarded to the WV Works Unit.
LEARNING NEEDS SCREENING DIRECTIONS

Before proceeding to the questions, read this statement aloud to the student:

*The following questions are about your school and life experiences. We’re trying to find out how it was for you (or your family members) when you were in school or how some of these issues might affect your life now. Your responses to these questions will help identify resources and services you might need to be successful in completing your education or getting a job.*

1. Provide the student with a copy of the questions. Read each question out loud to the student. Circle “Yes” or “No” for each question in Sections A, B, C, and D.

   **Note:** you may administer the screening to a group of students, having students circle their own answers, but the questions should still be read out loud.

2. Count the number of “Yes” answers in Sections A, B, C, and D. Multiply the number of “Yes” responses in each section by the appropriate number below:

   - Section A total X 1
   - Section B total X 2
   - Section C total X 3
   - Section D total X 4

3. Record the number obtained for each section. To obtain a Total Score, add the subtotals from Sections A, B, C, and D and write the total at the bottom of the page.

4. Ask all students the **Additional Questions in Section E** in order to identify barriers to learning. These answers do not count in the tally (and are not considered ‘strictly confidential’) but may be used to determine referrals that need to be made.

5. **If a student has a Total Score for Sections A-D of 12 or more, proceed with the Confidential Questions in Section F.** Write down the student’s answers. If you complete Section F, Confidential Questions, this screening will then become a strictly confidential document and should be kept in a separate locked file.

6. **If the Total Score for Sections A-D is 12 or more, refer the student for formal psychological assessment.** If you are making a referral for psychological assessment and will be sending the screening information along, you must have the student sign the *Release of Information* form. If the client has other issues (vision, hearing, etc.) identified in Section E, make additional referrals (vision specialist, audiologist, etc.).

7. **If the Total Score for Section A-D is less than 12,** you may decide to skip the Confidential Questions in Section F, but you should still **ask all students the Additional Questions in Section E** (since many adults have other problems that are unrelated to disabilities) that can affect their learning progress. You may need to make other referrals to local literacy providers, child care providers, transportation assistance, etc.

**Note:** The 13 questions on Parts A-D of the Learning Needs Screening were developed for the Washington State Division of Employment and Social Services Learning Disabilities Initiative (November 1994 to June 1997) under contract by Nancie Payne, Senior Consultant, Payne & Associates, Olympia, Washington. Other parts of the screening have been adapted and modified for use with West Virginia Adult Education (AdultEd) students. The Learning Needs Screening is not a diagnostic tool and should not be used to determine the existence of a disability. Its purpose is to determine who should be referred for formal assessment.
I am going to read this Learning Needs Screening out loud to you.

**LEARNING NEEDS SCREENING**

Name: __________________________    Date: ______________________

Please answer the following questions by circling Yes or No.

<table>
<thead>
<tr>
<th>Section A</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did you have any problems learning in middle school or junior high school?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>2. Do any family members have learning problems?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>3. Do you have difficulty working with numbers in columns?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>4. Do you have trouble judging distances?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>5. Do you have problems working from a test booklet to an answer sheet?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Total of Section A ______

<table>
<thead>
<tr>
<th>Section B</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Do you have difficulty or experience problems in mixing arithmetic signs?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>7. Did you have any problems learning in elementary school?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Total of Section B ______

<table>
<thead>
<tr>
<th>Section C</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Do you have difficulty remembering how to spell simple words you know?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>9. Do you have difficulty filling out forms?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>10. Did you (do you) experience difficulty memorizing numbers?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Total of Section C ______

<table>
<thead>
<tr>
<th>Section D</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Do you have trouble adding and subtracting small numbers in your head?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>12. Do you have difficulty or experience problems taking notes?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>13. Were you ever in a special program or given extra help in school?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Total of Section D ______

Total of all Sections (A+B+C+D) ______

Name: ____________________________________  Tell students they can choose not to answer a question. Make sure you tell them this.

**Section E: Additional Questions**

14. What kinds of learning activities do you find difficult, if any?

   Answer yes to all that apply to you:

   - It’s hard for me to speak up in class.  Yes  No
   - It’s sometimes hard for me to understand what people are saying.  Yes  No
   - It’s hard for me to work by myself.  Yes  No
   - It’s hard for me to work with other people.  Yes  No
   - I get nervous taking tests.  Yes  No
   - I have trouble finishing what I start.  Yes  No
   - Too much noise or activity bothers me.  Yes  No
   - It’s hard for me to work when it’s too quiet.  Yes  No
   - I have a lot of things on my mind, so sometimes it’s hard for to concentrate.  Yes  No

   Other:

15. What could keep you from coming to a program that would help you find a job?

   Answer yes to all that apply to you:

   - I sometimes have transportation problems.  Yes  No
   - I have a family member with health problems.  Yes  No
   - I have child care problems.  Yes  No
   - I have elderly people to take care of at home.  Yes  No
   - My work schedule sometimes changes or conflicts with class times.  Yes  No
   - I am sometimes very tired because of working long hours.  Yes  No
   - I have a lot of responsibilities.  Yes  No
   - I’m always thinking about problems at home.  Yes  No
   - I have family members or friends who don’t think I should go to school.  Yes  No

   Other:

16. Do you have difficulty finding or keeping a job you like?  Yes  No
    If so, what makes it hard for you to get or keep this kind of job?

    What would help?
## Section F: Confidential Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Do you have problems with your vision (eyes)?</td>
<td></td>
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<tr>
<td>18. Have you had your vision checked in the last three years?</td>
<td></td>
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<tr>
<td>If so, what kind of eye exam did you have?</td>
<td></td>
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<tr>
<td>• for near or far-sighted problems?</td>
<td></td>
<td></td>
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<tr>
<td>• for cataracts?</td>
<td></td>
<td></td>
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<tr>
<td>Other vision problems?</td>
<td></td>
<td></td>
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<tr>
<td>Explain:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Do you need to wear glasses?</td>
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<tr>
<td>If so, do you have the correct prescription?</td>
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<tr>
<td>20. Do you have trouble hearing?</td>
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<tr>
<td>If so, when was the last time you had your hearing checked?</td>
<td></td>
<td></td>
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<tr>
<td>21. Do you have a prescription for a hearing aid?</td>
<td></td>
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<tr>
<td>If so, do you wear it?</td>
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<tr>
<td>Does the hearing aid work for you?</td>
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<tr>
<td>22. Was school difficult for you?</td>
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<tr>
<td>Explain:</td>
<td></td>
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<tr>
<td>23. Do you think that you have trouble learning?</td>
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<tr>
<td>If yes, what kinds of things do you have trouble with?</td>
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<tr>
<td>24. Do you feel you are easily distracted?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If yes, what kinds of things distract you?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
25. Have you ever been diagnosed or told you have a
   • learning disability? Yes No
   • an attention deficit? Yes No
If so, by whom?
   When?
   What were you told?

26. Do you have other problems or disabilities that make studying or working
difficult? Yes No
If yes, please describe:

27. Do you have documentation of a disability? Yes No
Notes:

28. Would you like to request accommodations? Yes No
Notes:

29. Have you ever had trouble with any of the following? If so, please explain.
   • multiple, chronic ear infections Yes No
   • multiple, chronic sinus problems Yes No
   • serious accidents resulting in head trauma Yes No
   • prolonged, high fevers Yes No
   • diabetes Yes No
   • severe allergies Yes No
   • frequent headaches Yes No
   • concussion or head injury Yes No
   • convulsions or seizures Yes No
   • long-term substance abuse problems Yes No
   • serious health problems Yes No
Notes:

30. Are you taking any medications that would affect the way you function? Yes No
If yes, what are you taking?
   How often?
RECOMMENDED REFERRALS

For: _______________________________ Date: _______________________________

Social Security #: ___________________________ Interviewer: ___________________________

****All recommendations checked below are pending customer eligibility determination****

__ Audiologist for hearing evaluation

__ Vision Specialist for:
  ___ developmental vision evaluation (usually by an optometrist)
  ___ diabetic eye disease checkup (if diabetic and no recent eye exam)
  ___ prescription filled for glasses

__ Dentist for dental issues

__ Medical Doctor for medical issues

__ Psychologist for: (Scores of 12 and above, or answer “yes” to question #13.)
  ___ evaluation/possible State of WV High School Equivalency Diploma (formerly GED) and other educational accommodations
  ___ evaluation/possible job accommodations

__ Adult Education class for: (Please forward this entire package to the Adult Education instructor.)
  _____ Basic Skills (0-5 grade level) - ABE class and/or Volunteer Literacy Program
  _____ Basic Skills Remediation (H.S. & State of WV High School Equivalency Diploma graduates) for
    ___ Reading ___ Math ___ Language
  _____ AdultEd classes for Pre-State of WV High School Equivalency Diploma and/or development
  _____ College, vocational, or military entrance exam (i.e., SAT, ACT, LPN, RN CAN, ASVAB, etc.)
  _____ Computer Literacy (i.e., keyboarding, word processing, Windows, Internet/email)
  _____ SPOKES or Excel for a Job Readiness program (i.e., job applications, resume development, interview skills, etc.)
  _____ WorkKeys® test preparation – remediation with WIN®

__ WorkForce WV centers for employment referrals or training vouchers.

__ Request records of previous psychological assessment ____________________________ (See question # 32)

__ Customer indicated need for transportation

__ Customer indicated need for childcare

____________________________________________________________________________

Notes: _______________________________________________________________________

____________________________________________________________________________

_____________________________________________________________________________
AUTHORIZATION FOR RELEASE OF INFORMATION

I give permission to release the information contained in this document (pages 1-4) to the following agencies or individuals for educational, assessment, and job placement purposes:

Check Agency
  [ ] WV Department of Health and Human Resources
  [ ] WV Division of Rehabilitation Services
  [ ] WV Adult Education Program (including SPOKES or Excel)
  [ ] WorkForce WV
  [ ] Other Agency: ______________________________________

This release is valid for one year from the date of my signature, or until it is revoked in writing, whichever occurs first. This release has been read out loud to me and I understand its contents.

Customer Signature: _______________________________ Date: __________________

Signature of Interviewer releasing the information:

_____________________________________________________

Revised 11/06/13
SPOKES Program Information
This page intentionally left blank.
SPOKES Checklist for Student ORIENTATION and Intake

Please make a copy and complete this checklist for use with new students/classes.

☐ Welcoming Activity

☐ Program Overview
  ▪ Program Purpose and Philosophy
  ▪ Available Services
  ▪ Physical Layout
  ▪ Class Schedule
  ▪ Class or Building Rules
  ▪ Rights and Responsibilities
  ▪ Code of Conduct/Dress Code
  ▪ Acceptable Use Policy

☐ Needs Assessment and Goal Exploration
  ▪ Distinguish between short-term and long-term goals
  ▪ Aim students toward thinking beyond high school equivalency

☐ Registration Forms
  ▪ Paper Student Profile/400 Form (Key Information only completed by student; remainder completed by instructor)
  ▪ SPOKES Personal Attendance Contract
  ▪ WVAdultEd Program General Release of Information
  ▪ WVAdultEd/SPOKES Authorization for Release of Information
  ▪ Media Release Form

☐ Learning Needs/Barriers Screening
  ▪ Administer Student Barrier Identification questions
  ▪ Administer or obtain results of the WV Learning Needs Screening (13 questions + follow-up regarding barriers).
  ▪ Document any disabilities and arrange for accommodations.

☐ Strengths Identification
  ▪ Administer learning styles inventory
  ▪ Administer TABE Locator or CASAS Appraisal to determine correct pre-test
  ▪ Students with obvious reading problems should not take locators/appraisals

☐ Standardized Entry Assessment
  ▪ Assess academic areas using appropriate standardized assessment (related to student goals) and record on Student Profile/400 Form and in AEMIS
  ▪ Maintain testing records in permanent folder

☐ Career Exploration
  ▪ Administer career interest and aptitude assessments
  ▪ Introduce students to career pathways

☐ Private Student Interview to Discuss Results and Set Up a Plan of Study
  ▪ Discuss learning styles inventory results
  ▪ Discuss academic assessment results
  ▪ Discuss and document identified barriers and special learning needs
  ▪ Identify support services and assist in resolving barriers/needs
  ▪ Establish timelines for future discussion of barriers with student
  ▪ Discuss career interests and aptitudes and job market availability
  ▪ Discuss personal, work-related, and further education goals
  ▪ Discuss certificate programs (Career Readiness, Digital Literacy, etc.)
  ▪ Identify career pathways steps
  ▪ Provide information on local job providers/one-stop centers
  ▪ Provide information on post-secondary training (CTE, apprenticeship, college, etc.)
  ▪ Decide on a plan of study
  ▪ Confirm student attendance schedule and commitment status (use a student commitment contract)
  ▪ Record goals on Student Profile/400 Form and in AEMIS
SPOKES PROGRAM FILES CHECKLIST

Permanent Program-Intake/Progress File for Each Student (maintained by the instructor/aide; not accessible to students): ¹

- Student Profile/400 Form
- Current signed WVAdultEd Program General Release of Information Form
- WVAdultEd SPOKES Authorization for Release of Information
- SPOKES Personal Attendance Contract
- TABE answer sheets/scores (appraisal/locator, pre-test, interim progress tests and post-tests)
- Assessment Record/Waiver (if necessary)
- Post-secondary Cohort Verification Form

- Signed WVAdultEd Student Technology Acceptable Use Policy
- Signed local Acceptable Use Agreement (Technology/Internet)
- Signed student Code of Conduct or Class/Program Rules form
- CITE Learning style inventory results
- Career exploration assessment results
- Learning Needs Screening (that DOES NOT contain confidential information)
- SPOKES Referral Form
- WV DHHR Referral for Training/Services
- Referral forms from other agencies (WIB, DHHR, VA, court system, etc.)
- Referrals to external agencies that provide assistance with barriers and special needs (e.g., DHHR, DRS, Lions Club, mental health provider, childcare assistance, etc.).
- Correspondence or paper work addressed to external agencies (e.g., DHHR, DRS, county schools in relation to driver’s license maintenance, the court system, etc.) regarding verification of an individual’s attendance, progress, etc.
- SPOKES Monthly Supplemental Report
- WV DHHR Participant Time Sheets
- SPOKES Module Rubric Record
- Employment Portfolio Checklist
- Participant Progress Report
- Work Process Skill Scores
- Checklists for Certificate of Achievement, Participation, and/or Ready to Work Certificate
- WorkKeys Student Progress Report
- Software management print-outs for WIN
- Through the Customer’s Eyes Record Sheets, Parts 1 & 2
- Computer Essentials Certificate of Achievement
- IC3, MOS, QuickBooks, and ACA certification documents
- National Career Readiness Certification (copy)

Additional Items Required for 16-18 Year Old Student Permanent Folders:

- Verification of Withdrawal from school system, alternative education, or home school setting as indicated by initials, signature, and stamp or seal on the WV TASC Form

Additional Items Required for High School Equivalency Diploma Candidates’ Permanent Folders:
☐ WV TASC Form
☐ Practice tests for the high school equivalency assessment answer sheets/scores (TRA, OPT).

Additional Items Required for Distance Learning Student Permanent Folders:
☐ Software management print-out of student time on task from TASC Academy, Computer Essentials, Plato, SkillsTutor, Rosetta Stone, or WIN
☐ Activity log for Proxy hours

Optional items:
☐ Examples of student work
☐ Plan of Study or copy of class assignments or goals/progress sheet
☐ WVAdultEd Skills Checklists

Strictly Confidential Files on Specific Students (ONLY accessible by approved personnel; kept in a distinct locked file):
The locked file drawer or cabinet containing these records is to be clearly marked “confidential” and a record or log is to be maintained of the name, date, and reason for any person accessing the strictly confidential records.

File MAY include the following if those documents contain written reference to strictly confidential information:
☐ Special needs screening instrument
☐ Notations indicating obvious visible disabilities
☐ Records/documents/transcripts from educational institutions
☐ Referrals from DHHR or other agencies
☐ Documentation from counseling, medical, or rehabilitation professionals/institutions
☐ Official transcripts, including GED® and TASC transcripts

These documents are only confidential if they contain strictly confidential information that includes any written reference to:
- Diagnosed learning disabilities
- Previous status as a special education student
- Any other diagnosed physical or mental disabilities
- Diagnosed medical conditions
- Use of any prescription drugs
- History of drug/alcohol abuse and/or treatment
- Status as HIV positive or having the AIDS virus

Student Working File/Folder (maintained by the student):
☐ Personal goal-setting exercises
☐ Instructional working materials
☐ Class assignments and chapter tests
☐ Goals/progress sheet
### SPOKES SCHEDULE SAMPLE

#### 4 Week Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>First Monday for New Students</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>1</td>
<td>Personal Development</td>
<td>Day 1</td>
<td>Day 2</td>
<td>Day 3</td>
<td>Day 4</td>
<td>Day 5</td>
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<tr>
<td></td>
<td>Orientation Paperwork</td>
<td>Introduction to Employment Portfolio</td>
<td>Believe in Yourself</td>
<td>Values, Ethics and Character</td>
<td>Communicating Assertively</td>
<td>Goal Setting</td>
</tr>
<tr>
<td></td>
<td>Initial Interview</td>
<td></td>
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<tr>
<td></td>
<td>Path Way to Self-Sufficiency</td>
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<td></td>
<td>Barriers to Employment</td>
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<tr>
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<td>Computer Skills (could include IC^3 when applicable)</td>
<td>Workplace Rdg/Mth Job Readiness</td>
<td>Computer Skills (could include IC when applicable)</td>
<td>Workplace Rdg/Mth Job Readiness</td>
<td>Computer Skills (could include IC when applicable)</td>
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<td>*Employability Skills Employment Portfolio</td>
<td>Workplace Rdg/Mth Job Readiness</td>
<td>*Employability Skills Employment Portfolio</td>
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<tr>
<td>2</td>
<td>Personal Development</td>
<td>Day 6</td>
<td>Day 7</td>
<td>Day 8</td>
<td>Day 9</td>
<td>Day 10</td>
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<td>Orientation Paperwork</td>
<td>Time Management</td>
<td>Stress and Health</td>
<td>Parenting Personal Accountability</td>
<td>Maintaining Balance in Family and Work</td>
<td>Money Management</td>
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<tr>
<td></td>
<td>Initial Interview</td>
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<td>Path Way to Self-Sufficiency</td>
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<td>Barriers to Employment</td>
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<td>*Employability Skills Employment Portfolio</td>
<td>Workplace Rdg/Mth Job Readiness</td>
<td>*Employability Skills Employment Portfolio</td>
<td>Workplace Rdg/Mth Job Readiness</td>
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<tr>
<td>3</td>
<td>Workplace Skills</td>
<td>Day 11</td>
<td>Day 12</td>
<td>Day 13</td>
<td>Day 14</td>
<td>Day 15</td>
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<tr>
<td></td>
<td>Orientation Paperwork</td>
<td>Coping with Change Problem Solving and Decision Making</td>
<td>Communication Strategies Listening for Understanding</td>
<td>Controlling Anger Dealing with Difficult Situations</td>
<td>The Job Search Preparing for Employment Tests</td>
<td>Interview Skills that Get the Job</td>
</tr>
<tr>
<td></td>
<td>Initial Interview</td>
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<td>Path Way to Self-Sufficiency</td>
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<td>Workplace Rdg/Mth Job Readiness</td>
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<td>*Employability Skills Employment Portfolio</td>
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<td>*Employability Skills Employment Portfolio</td>
<td>Workplace Rdg/Mth Job Readiness</td>
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<td>4</td>
<td>Ready to Work</td>
<td>Day 16</td>
<td>Day 17</td>
<td>Day 18</td>
<td>Day 19</td>
<td>Day 20</td>
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<td>Orientation Paperwork</td>
<td>Workplace Professionalism and Diversity</td>
<td>Working Productively</td>
<td>Keeping the Job You Find</td>
<td>Knowing Your Rights in the Workplace</td>
<td>Workplace Ethics</td>
</tr>
<tr>
<td></td>
<td>Initial Interview</td>
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<td>Path Way to Self-Sufficiency</td>
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<td>*Employability Skills Employment Portfolio</td>
<td>Workplace Rdg/Mth Job Readiness</td>
<td>*Employability Skills Employment Portfolio</td>
<td>Workplace Rdg/Mth Job Readiness</td>
</tr>
</tbody>
</table>

*Employability Skills and Employment Portfolio will be taught Tuesday & Thursday afternoons.*
<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/10</td>
<td>Vocational Training/Intense Job Search</td>
<td>Intense Job Search</td>
<td>Intense Job Search</td>
<td>Intense Job Search</td>
<td>Intense Job Search</td>
</tr>
</tbody>
</table>

**SPOKES VOCATIONAL CUSTOMER SERVICE SCHEDULE SAMPLE**

4 Week Schedule

Week 5
- Customer Service
  - Day 1: Available Options
    - Customer Service Part 1
    - Customer Service Part 2
    - IC3, MOS
    - QuickBooks, Adobe (ACA)
    - Additional Work-based
    - Academic Skills (KeyTrain, Plato, WIN, etc.)
  - Day 2: Available Options
    - Customer Service Part 1
    - Customer Service Part 2
    - IC3, MOS
    - QuickBooks, Adobe (ACA)
    - Additional Work-based
    - Academic Skills (KeyTrain, Plato, WIN, etc.)
  - Day 3: Available Options
    - Customer Service Part 1
    - Customer Service Part 2
    - IC3, MOS
    - QuickBooks, Adobe (ACA)
    - Additional Work-based
    - Academic Skills (KeyTrain, Plato, WIN, etc.)
  - Day 4: Available Options
    - Customer Service Part 1
    - Customer Service Part 2
    - IC3, MOS
    - QuickBooks, Adobe (ACA)
    - Additional Work-based
    - Academic Skills (KeyTrain, Plato, WIN, etc.)

Week 6
- Customer Service
  - Day 6: Available Options
    - Customer Service Part 1
    - Customer Service Part 2
    - IC3, MOS
    - QuickBooks, Adobe (ACA)
    - Additional Work-based
    - Academic Skills (KeyTrain, Plato, WIN, etc.)
  - Day 7: Available Options
    - Customer Service Part 1
    - Customer Service Part 2
    - IC3, MOS
    - QuickBooks, Adobe (ACA)
    - Additional Work-based
    - Academic Skills (KeyTrain, Plato, WIN, etc.)
  - Day 8: Available Options
    - Customer Service Part 1
    - Customer Service Part 2
    - IC3, MOS
    - QuickBooks, Adobe (ACA)
    - Additional Work-based
    - Academic Skills (KeyTrain, Plato, WIN, etc.)
  - Day 9: Available Options
    - Customer Service Part 1
    - Customer Service Part 2
    - IC3, MOS
    - QuickBooks, Adobe (ACA)
    - Additional Work-based
    - Academic Skills (KeyTrain, Plato, WIN, etc.)

Week 7
- Customer Service
  - Day 10: Available Options
    - Customer Service Part 1
    - Customer Service Part 2
    - IC3, MOS
    - QuickBooks, Adobe (ACA)
    - Additional Work-based
    - Academic Skills (KeyTrain, Plato, WIN, etc.)
  - Day 11: Available Options
    - Customer Service Part 1
    - Customer Service Part 2
    - IC3, MOS
    - QuickBooks, Adobe (ACA)
    - Additional Work-based
    - Academic Skills (KeyTrain, Plato, WIN, etc.)
  - Day 12: Available Options
    - Customer Service Part 1
    - Customer Service Part 2
    - IC3, MOS
    - QuickBooks, Adobe (ACA)
    - Additional Work-based
    - Academic Skills (KeyTrain, Plato, WIN, etc.)
  - Day 13: Available Options
    - Customer Service Part 1
    - Customer Service Part 2
    - IC3, MOS
    - QuickBooks, Adobe (ACA)
    - Additional Work-based
    - Academic Skills (KeyTrain, Plato, WIN, etc.)

Week 8
- Customer Service
  - Day 14: Available Options
    - Customer Service Part 1
    - Customer Service Part 2
    - IC3, MOS
    - QuickBooks, Adobe (ACA)
    - Additional Work-based
    - Academic Skills (KeyTrain, Plato, WIN, etc.)
  - Day 15: Available Options
    - Customer Service Part 1
    - Customer Service Part 2
    - IC3, MOS
    - QuickBooks, Adobe (ACA)
    - Additional Work-based
    - Academic Skills (KeyTrain, Plato, WIN, etc.)
  - Day 16: Available Options
    - Customer Service Part 1
    - Customer Service Part 2
    - IC3, MOS
    - QuickBooks, Adobe (ACA)
    - Additional Work-based
    - Academic Skills (KeyTrain, Plato, WIN, etc.)
  - Day 17: Available Options
    - Customer Service Part 1
    - Customer Service Part 2
    - IC3, MOS
    - QuickBooks, Adobe (ACA)
    - Additional Work-based
    - Academic Skills (KeyTrain, Plato, WIN, etc.)

Week 9/10
- Vocational Training/Intense Job Search
  - Day 18: Available Options
    - Customer Service Part 1
    - Customer Service Part 2
    - IC3, MOS
    - QuickBooks, Adobe (ACA)
    - Additional Work-based
    - Academic Skills (KeyTrain, Plato, WIN, etc.)
  - Day 19: Available Options
    - Customer Service Part 1
    - Customer Service Part 2
    - IC3, MOS
    - QuickBooks, Adobe (ACA)
    - Additional Work-based
    - Academic Skills (KeyTrain, Plato, WIN, etc.)
  - Day 20: Available Options
    - Customer Service Part 1
    - Customer Service Part 2
    - IC3, MOS
    - QuickBooks, Adobe (ACA)
    - Additional Work-based
    - Academic Skills (KeyTrain, Plato, WIN, etc.)

Additional Work Based on Available Options

Available Options:
- Customer Service Part 1
- Customer Service Part 2
- IC3, MOS
- QuickBooks, Adobe (ACA)
- Academic Skills (KeyTrain, Plato, WIN, etc.)
Critical Thinking Skills

Goal Setting – Planning for the future is very important even if those plans may change. One way in which we plan for the future is by setting goals. In this module, learners utilize the steps and mechanics of goal setting guidelines to write both short and long term personal, life and job related goals using the SMART Goal setting method. At the end of this module, the learner will be able to transfer goal-setting skills to other situations, including on the job; and write and utilize an action plan aimed at achieving the goals they set for themselves.

Coping with Change – Coping with change is never easy; most people resist it. And yet, if change is an inevitable reality of life (and it is), then being prepared to respond when the unexpected comes knocking on our door is a critical life-skill for surviving and thriving at home and on the job. This module presents change as an opportunity for making decisions and learning to cope. Learners will examine both good and bad aspects of change, be encouraged to develop a positive attitude towards change and empowered to set realistic plans for dealing with the difficult aspects of change.

Problem Solving and Decision Making – The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. In this module, learners will develop strategies for increasing awareness of problem solving steps and problem-solving and decision making tools. Learners will distinguish root causes from symptoms and improve problem solving and decision making skills by identifying individual problem solving styles.

Parenting – Strengthening family relationships and resilience is a proven strategy for improving family functioning, and increasing child and family well-being. This module will help learners understand themselves as parents and discuss the different styles of parenting and how each of these styles affects their children. Parent rights under the Family Medical Leave Act (FMLA) leave will be examined. Methods for discipline, encouraging resilience in children, and for discussing difficult topics will give parents practice in building critical parenting skills and strategies.

Interpersonal Skills

Workplace Professionalism and Diversity – Most people know that it’s essential to be professional on the job if you want to be a success. But what does "being professional" actually mean? Learners will discover the importance of the following areas related to employment: personal appearance, communication, standards of conduct, core abilities, and diversity in the workplace.
**Working Productively** – A willingness to follow workplace procedures is vitally important to the success of the employee’s experience. This module concentrates on teaching the learner to understand what is expected, follow the proper work procedures, comply with safety regulations, and develop effective work habits. This module will also examine workplace behaviors, building a positive working environment and working in a team and how these affect productively in the workplace.

**Controlling Anger** – Anger is a completely normal, usually healthy, human emotion. But when it gets out of control and turns destructive, it can lead to problems—problems at work, in personal relationships, and in the overall quality of life. And it can make you feel as though you’re at the mercy of an unpredictable and powerful emotion. This module is designed to help the learner understand and control anger.

**Dealing with Difficult Situations** – All of us are faced with difficult situations and difficult people on the job. In this module, learners will explore both verbal and non-verbal techniques and strategies to communicate with others when dealing with difficult scenarios. They will practice responding to different situations they may encounter in the workplace and be given suggestions for appropriate responses.

**Keeping the Job You Find** – Once you are hired, the hard work is not over. After you have accepted the job, the real work begins. This module will explore the factors that influence success with an employer; discuss the benefits of longevity in a job and explore simple strategies for demonstrating commitment, loyalty and achievement on the job, which are all critical factors in job retention.

**Conflict Resolution: Getting Along at Work** – All of us experience conflict. We argue with our spouses, disagree with our friends, and sometimes even quarrel with strangers at a football game. At times we lose sight of the fact that all this conflict is normal. So long as people are individuals there will be the potential for conflict. This module will introduce learners to conflict resolution styles, non-verbal and verbal communication skills, and how to become more confident in managing conflicts.

**Resource Management**

**Time Management** – Time management is one of the most fundamental and valuable life skills. When people utilize their time successfully, they’re able to focus their efforts, time and energy toward the tasks that are most important and beneficial to them. At the conclusion of this module, learners will understand essential time management strategies as they relate to the accomplishment of day-to-day tasks, short and long term goals and success on the job.

**Money Management** – In today’s uncertain economic environment, money management is more important than ever. Money management is about learning to take control of your money instead of feeling hopeless or overwhelmed; it is the process of knowing where you are
spending your money today and having a well-thought-out plan in place for where you want it to go in the future. This module will provide learners the motivation and tools they need to take immediate control of their financial situation. Learning objectives include tracking expenses, using a budget, creating financial goals and living within income. Learners will apply the process through a variety of relevant, real life activities.

**Maintaining Balance in Family and Work** – Most parents have two full-time jobs: the one they do for their employer, and raising their children. Maintaining a balance between work and home lives can be difficult. In this module, learners will consider the context of how the work place is affected by family needs and how family needs are affected by the work place and explore some alternative approaches to balancing work and family responsibilities and demands.

**Personal Qualities**

**Personal Accountability** – On the list for qualities that employers identify as desirable in an employee, personal accountability ranks high. The capacity to take responsibility for one’s own actions, conduct, obligations and decisions without excuses, personal accountability contributes to personal and professional success. In this module, learners will explore when and how they are accountable; discover that they are responsible to themselves, their family, their actions and their job; and will examine crisis management, back up plans and identify resources that are available to help them maintain accountability.

**Believe in Yourself** – Experts say that people with low self-esteem engage in subconscious behaviors that undermine their success, making them less likely to get jobs, ask for or get promotions, or get raises. This module encourages positive self-esteem through a series of structured activities designed to guide the learner in challenging negative beliefs and applying a problem solving approach to areas of low self-esteem.

**Values, Ethics and Character** – Understanding personal values is a vital life skill and one of the essential job searching tools. These values will build the foundation for the job search and will play a major part in the decisions to be made throughout the journey of finding and keeping a job. This module addresses values, ethics and character and the importance of values education with children. It incorporates values clarification strategies in decision making processes that enable the learner to become a responsible citizen who will use their values, ethics and character to guide their attitudes, their behavior and their decisions. It also addresses the vital link between values and self-esteem.

**Workplace Ethics** – What are workplace ethics? One definition indicates that workplace ethics are a set of values based on the virtues of hard work and diligence and may also include other attributes. Employees that begin employment with a positive work ethic enhance their value. Learners will be given scenarios to determine what action should be taken in certain situation that demonstrate good workplace ethics.
**Substance Abuse** – Substance abuse or addiction can present a serious barrier to employability. This module discusses the impact of substance abuse as it relates to the state, the community and to the individual. At the conclusion of this module, learners will recognize what drug abuse is and how it affects others; examine the effects of different substances on the body and organs, explore treatment options and define their own reasons for being substance abuse free.

**Managing Stress for Better Health** – While some stress is normal, excessive stress can interfere with productivity and impact physical and emotional health. The ability to deal with daily stress can mean the difference between success and failure on the job. In this module, learners will discover what defines stress, how to recognize the symptoms of stress, and will explore some simple techniques to manage and reduce stress leading to improved health.

**Employee Accountability** – Accountability is normally viewed as being responsible, giving an explanation of your actions, to somebody or something. The module is not about someone else holding learners accountable; it’s about learners holding themselves accountable for their behaviors. Participants will learn about the three types of accountability and develop a deeper understanding of projection of feelings.

**Communication Basics**

**Communication Strategies** – The ability to be able to communicate information accurately, clearly and as intended, is a vital life skill. This module is designed to help learners improve interactions with other people in the community, workplace or home. This module gives learners the opportunity to improve the critical communication skills of listening, asking questions and being aware of nonverbal messages. This module can also help learners who are struggling to find that middle ground between being too aggressive and too passive, and how to counter the manipulative tactics of difficult people.

**Listening for Understanding** – Listening is one of the most important life skills. Listening skills have a major impact on job effectiveness, and on the quality of relationships with others. This module will give learners several techniques to explore, practice, and perfect listening skills. Improved listening skills will help the learner understand someone’s motives and help avoid many misunderstandings in the workplace and at home.

**Communicating with the Public/Customer Service** – Most jobs, at some time or another require employees to respond effectively to customer requests and needs. It’s important to use good communication skills, such as applying listening, being attentive to body language, and effective problem solving in dealing with the public. At the end of the module, the learner will be able to respond to the customer and public by recognizing body language signals, dealing with customer dissatisfaction and understanding good telephone skills.
Communicating Assertively – Building assertiveness skills is essential for confidence and success. In this module, learners will discover simple techniques that can dramatically change self-image. Learners will recognize the importance of learning self-acceptance and nurturing sense-of-self while gaining the confidence to become more assertive.

Information Use

The Job Search – While looking for work can be an exciting time; it can also involve frustration, fear and discomfort about change and the unknown. This module will help teach learners to determine what their skill set is made up of, the kind of work that is important and realistic to include in their search, and how to get started.

Employment Portfolio – An employment portfolio is a critical tool in the job search process. It provides potential employers a sample of the employee skills, education, accomplishments, and work. In this module, the learner will develop an employment portfolio that will include resume, cover letter, references, education information, certificates, and letters of references, computer skills, and writing skills.

Interview Skills that Get the Job – This module offers an innovative and exciting approach to developing interview skills. As well as demystifying what’s needed to succeed at interviews, it goes one important step further and demonstrates how preparing interview answers in advance can improve the chances of succeeding in getting that job! This module includes exercises designed to improve interviewing skills, establish rapport with interviewers, and to guide the learner in preparing individualized answers rather than simply using answers they have read or heard elsewhere.

Knowing Your Rights in the Workplace – Working people in America have certain basic legal rights to safe, healthy and fair conditions at work. This module will give learners some basic information about rights of the employers and what is legal and not legal in the workplace. In addition, learners will learn what discrimination and harassment in the workplace are and what to do if encountered.
THROUGH THE CUSTOMER’S EYES – PART 1

Module Descriptors

Introduction to Customer Service

Learners will be introduced to the value of customer service. At the same time, they will discover just who “our customers are” and develop an understanding of how customer service will enhance their employability and employment retention.

Introduction to Through the Customer’s Eyes

Learners will study how to use the one-of-a-kind, entertaining, and interactive Through the Customer’s Eyes program. They will examine the elements that prepare customer service professionals with core skills needed to identify and satisfy customers. Learners will discover the value of this professional certification and the importance it presents for employment.

Why Customer Service Matters - Module 1

Learners will study the impact of customer service for lifetime value. They will also calculate the value of customer service in dollars, rate the benefits vs. cost of customer service, and gain knowledge of “customer loyalty”. This module will focus on the three categories of customers: (1) final or ultimate customers, (2) intermediate customers or distributors, and (3) internal customers or people who work for your organization. Customer service exercises will use simulations, role playing, and activities that require the learner to use the knowledge acquired during study of customer service. Learners will engage in “real life” customer service training opportunities.

What Customers Want - Module 2

Learners will utilize skills and information to develop the following concepts: (1) delivering good service, (2) personal attention, and (3) promptness. Learners will utilize the core concepts of what the customers want and how to effectively provide them. Learners will develop the ability to anticipate customer needs and have the knowledge to answer customer questions or address their issues. Learners will discover the “productive trio”. Make it quick, make it easy, and make it enjoyable. This leads to customer satisfaction.

Essential Customer Service Skills Part I - Module 3

Learners will develop the core skills to enhance customer relationships: (1) empowerment, (2) attitude, (3) listening, and (4) patience and persistence. These are the first four essential customer service skills required to deliver the highest quality service. This module will help learners to develop the service attitude. Service attitude is a single-minded focus on helping customers. This can mean the difference between completely satisfied customers and unhappy customers. This module will help learners develop the skills involved with customer problems. Solving customer problems demands patience and persistence. An excellent customer service professional will have to go to great lengths to make a satisfied customer.
Essential Customer Service Skills Part II - Module 4
This module will continue to build on the remaining four essential customer service skills. The learner will develop the core skills that enhance customer satisfaction: (1) product knowledge, (2) questioning techniques, (3) providing information, and (4) creating trust. Learners will learn about the “The Selling Wedge”. In addition, using the “Key Word Technique” will be addressed. These techniques will provide the learner with the skills to acquire a clear understanding of the customer’s problem.

Handling Complaints and Dealing with Angry People - Module 5
Learners will learn to deal with difficult situations and create loyal, lifetime customers. The learners will develop the understanding of how dealing with angry people is a valued measure of a true customer service professional. This module will focus on how complaints are really opportunities. Learners will identify disgruntled customers and learn steps to customer satisfaction. Those steps are: (1) listen, (2) apologize, and (3) fix. Learners will discover what the “right attitude” thinking is. In addition, they will appreciate the critical concepts for analyzing the situation. Learners will be taught the steps to defusing anger and aggression. The six steps are: (1) listen, (2) empathize, (3) do not return aggression, (4) admit mistakes, (5) accept responsibility, and (6) take action to solve the problem. Also, they will discover the appropriate steps to staying calm under pressure by understanding the “triage” attitude, depersonalizing the interaction, and learning to focus on the core problem and the appropriate solution.

Customer Service as a Strategic Marketing Tool and Customer Service Teams - Module 6
This module will concentrate on: (1) customer service as an essential part of strategic marketing, (2) improving productivity, (3) improving morale, (4) customer satisfaction with effective teams, and (5) enhancing overall company performance and service quality.
SALES SKILLS FOR THE CUSTOMER SERVICE PRO

The lifeblood of every business is sales. Each customer contact is an opportunity to enhance your relationship, learn about your customers’ needs, and help them find solutions. When you serve your customers effectively, you create revenue and profits for your company. Through the Customer’s Eyes Part 2, Sales Skills for the Customer Service Pro delivers powerful techniques to attract new customers, develop lasting relationships, increase sales, and deliver great service!

Learn to:
- Establish immediate credibility, trust, and rapport.
- Match your products and services to customer needs.
- Treat customers like partners with long-term goals.
- Anticipate and overcome objections.
- Use persuasion techniques to move customers to “yes.”
- Sell based on value, not price.
- Ask for referrals and build new leads.

COMMUNICATION SKILLS FOR THE CUSTOMER SERVICE PRO

Exceptional communication skills are vital for the success of your company and your career. Effective communication is the number one skill managers cite in hiring a new employee. That goes for every employee, not just for customer service. Through the Customer’s Eyes Part 2, Communication Skills for the Customer Service Pro is a unique combination of valuable information, real-world scenarios, and skill-based assessments to help you become a better communicator. Master the essentials of email, phone, and in-person communication, and take your skills to the next level. When you communicate effectively, your business runs better, profits increase, customers are satisfied, and you become even more valuable to the organization!

Learn to:
- Create a good first impression in all aspects of communication.
- Increase your sales with powerful listening techniques.
- Deliver bad news with diplomacy and tact.
- Handle unhappy customers, volatile situations, and complaints.
- Choose powerful words when relaying important information.
- Apply persuasion techniques to strengthen all your writing.
- Avoid career-ruining email mistakes.
Phone Skills for the Customer Service Pro

The phone is often the first — or even the only — form of contact customers have with your company. You can’t afford to ignore it and still deliver great service. Look at it through your customer’s eyes. Did you have a really good phone experience with the last business you called? If the service was bad, did you take the time to let anyone know or just decide to find a new place to do business? Now ask yourself, how do YOUR customers feel when they call? You may be losing customers and not even know it.

Turn the phone into one of your best-selling tools with Through the Customer’s Eyes Level II, Phone Skills for the Customer Service Pro. This program delivers critical skills for effective phone communication to build customer satisfaction, increase profits, and set your team and organization apart from your competition!

Learn how to:
- Convey enthusiasm and build trust from your first hello.
- Quickly and professionally identify customer needs.
- Manage calls with maximum efficiency without sacrificing customer satisfaction.
- Handle an irate customer.
- Increase profits with proven sales techniques.
- Leave a positive and lasting impression using real phone etiquette.
IC³ MODULE DESCRIPTOR

The Internet and Computing Core Certification (IC³) provides participants with foundational skills needed to excel in virtually all career fields and academic pursuits requiring computer proficiency. It is an internationally recognized standard for digital literacy and reflects the most relevant skills needed in today’s academic and business environments.

IC³ reflects the most relevant skills for school and business today. With IC³ Certification, your participants have the focus they need to succeed in both academic and career pursuits. The IC³ Certification comprises of three individual examinations:

- Computing Fundamentals
  o Covers a foundational understanding of computing
- Key Applications
  o Covers popular word processing, spreadsheet and presentation applications and the common functions of all applications
- Living Online
  o Covers skills for working in an Internet or networked environment

Internet and Computing Core Certification (IC³) gives the participant a future in computers, or any field that requires the use of computers. IC³ provides participants with the foundation of knowledge needed to succeed in environments that require the use of computers and the Internet. The Global Standard 3 is an internationally recognized standard for digital literacy and reflects the most relevant skills for school and business today. IC³ can help participants refine their knowledge in the most important and valuable areas as well as helps them define their proficiency and marketable skills as they enter the workforce.

MOS MODULE DESCRIPTOR

Microsoft® Office Specialists are a part of a global community of distinguished achievers. This Microsoft credential tells the world the participant has demonstrated proficiency in the newest standard of the world’s foremost desktop computing applications. Microsoft certifications (based on globally recognized standards) demonstrate your computing skills and help advance your career prospects in a competitive job market.

Microsoft Office Specialist (MOS) certifications are primarily for participants who use Microsoft Office programs as a vital part of their job functions. These certifications cover the entire Microsoft Office Suite, encompassing Word 2010, PowerPoint® 2010, Excel® 2010, Outlook® 2010 and Access® 2010, as well as Windows Vista®.

- Using Microsoft® Office Word 2010
- Using Microsoft® Office Excel® 2010
- Using Microsoft® Office PowerPoint® 2010
- Using Microsoft® Office Outlook® 2010
MOS is a core certification validating skills with the Microsoft Office 2010 (or 2013) suite. Participants can achieve the Specialist MOS 2010 (or 2013) credential by passing any one of the following exams in either 2010 or 2013 versions: Word, Excel, PowerPoint, Access, Outlook, or SharePoint. Microsoft Expert must pass exams in either Word 2010 Expert or Excel 2010 Expert. The Microsoft Office Master denotes fluency in several areas, three required exams and one elective.

**INTUIT QUICKBOOKS MODULE DESCRIPTOR**

Bookkeeping in the 21st Century requires more than knowledge of GAAP principles or an eye for detail—students need relevant computing skills. Intuit® QuickBooks, the industry leader in managerial accounting software for small business, provides an easy-to-understand platform for students to grasp accounting concepts while honing skills in the most prevalent bookkeeping application in small business today. Students can validate their QuickBooks knowledge by becoming an Intuit QuickBooks Certified User (QBCU).

Intuit QuickBooks certification is primarily for participants interested in accounting; bookkeeping or if such skills are a vital part of their job functions. The certification covers Intuit QuickBooks Premier/Pro 2014.

Students achieve the following bookkeeping skills as Intuit QuickBooks Certified Users:

- QuickBooks Setup
- QuickBooks Utilities and General Product Knowledge
- List Management
- Items
- Sales
- Purchases
- Payroll
- Reports
- Basic Accounting
- Customization/Saving Time and Shortcuts

**ADOBE CERTIFIED ASSOCIATE MODULE DESCRIPTOR**

Adobe software sets the worlds standard in powerful digital design tools. With Adobe® Certified Associate (ACA) certification, students are uniquely positioned for digital media opportunities in today’s challenging job market. Becoming Adobe® certified helps students retain what is learned, and ultimately, reduces the time-to-productivity curve that new hires typically experience. Simply stated, certified students are more attractive to potential employers and better prepared to hit the ground running on day-one of their new job.

Adobe Certified Associate certification is primarily for participants interested in web design, manipulating and publishing digital images, and preparing video. Creative Suite 6 (CS6) includes:
• Adobe Dreamweaver
• Adobe Flash Professional
• Adobe Photoshop
• Adobe Premier Pro
• Adobe Illustrator
• Adobe InDesign
VOCATIONAL TRAINING COMPONENT INFORMATION

Site Administrator – RESA 3 (Christina Harper)

- Enroll students in vocational programs.
- Provide training for instructors to become certified Certiport proctors.
- Distribute voucher (practice and test).

Through the Customer’s Eyes – Part 1 & Part 2

Student

- Takes pre-test, completes each module, and takes practice test.
- Students must achieve at least 85% on all pre- and practice tests
- Takes online module certification test

General Information

- Site Administrator enrolls students
- Students work through disk set for Customer Service Part 1
- Students work through the practice module online for Customer Service Part 2 (prerequisite – Customer Service Part 1)
- Approximate time per module - 1 hour
- Results for pre-test/practice module test are given at the end of each test
- 80% on each online module test earns the student the Customer Service Certificate
- Students can take the online module certification test an unlimited number of times.
- It is suggested the students work through each module and take the practice test for each module before taking the online module certification test. (*Students must achieve at least 85% on pre- and practice tests before moving to online certification tests.)
- A license is used for students (student email address) enrolled in program.
- It is suggested not to request student enrollment until the students are ready to complete each module for a second time.
IC³ CERTIFICATION

The IC³ certification comprises of three individual examinations:

- Computing Fundamentals - covers a foundational understanding of computing
- Key Applications - covers popular word processing, spreadsheet and presentation applications and the common functions of all applications
- Living Online - covers skills for working in an Internet or networked environment
- Contact site administrator for vouchers (test/practice)

MOS CERTIFICATION

- Using Microsoft® Office Word 2007 or 2010
- Using Microsoft® Office Excel® 2007 or 2010
- Using Microsoft® Office PowerPoint® 2007 or 2010
- Using Microsoft® Office Outlook® 2007 or 2010
- Using Microsoft® Office Access® 2007 or 2010

MOS is a core certification validating skills with the Microsoft Office 2010 (or 2007) suite. Participants can achieve the Specialist MOS 2010 (or 2007) credential by passing any one of the following exams: Word 2010, Excel 2010, PowerPoint 2010, Access 2010, Outlook 2010, or SharePoint 2010. Microsoft Expert must pass exams in either Word 2010 Expert or Excel 2010 Expert. The Microsoft Office Master denotes fluency in several areas. Three required exams and one elective. Contact site administrator for vouchers (test/practice)

INTUIT QUICKBOOKS CERTIFICATION

Intuit® QuickBooks, the industry leader in managerial accounting software for small business, allows students to grasp accounting concepts while honing skills in the most prevalent bookkeeping application in small business today. Students can validate their QuickBooks knowledge by becoming an Intuit QuickBooks Certified User. Version available is QuickBooks Pro/Premier 2012. Contact site administrator for vouchers (test/practice).

ADOBE CERTIFIED ASSOCIATE (ACA) CERTIFICATION

The Adobe Certified Associate (ACA) certification program will help validate digital communication skills while providing students with credentials that demonstrates real-world prowess to prospective employers. ACA helps students validate their technical abilities and demonstrate proficiency in any of the six areas: Adobe Photoshop, Adobe Flash Professional, Adobe Dreamweaver, Adobe Premiere Pro, Adobe Illustrator and/or Adobe InDesign. Contact site administrator for vouchers (test/practice).
THROUGH THE CUSTOMER’S EYES – PART 1
ENROLLMENT DIRECTIONS

Instructor
1. Email Christina (cdharper@k12.wv.us) the student's name and email address.
2. Instructor will receive an email from Christina stating the student has been registered and also will provide the student’s password.
3. Once the instructor has received an email from Christina stating the student is registered AND the student’s password proceed with the following steps:

Student
1. Student goes to the web site: (http://mor.nationalseminarstraining.com).
   A user sign-in pop up window will appear for the student to login.
2. Student types their registered email address into the "email address box" and their password they received in their email from Christina in the “password” box.
3. Click “Sign In”
5. Student clicks on “View my Certifications”. Student then clicks on “Through the Customer’s Eyes — RUCECI, Inc.”
6. A new screen will appear that list the modules (1-6) with options listed under each module. Student will click on the option “TAKE EXAM”.
7. A window will pop up for the student to take the exam for that module. The student will follow the directions and take the exam. At the end of the exam a screen will appear with all of the questions with the answers the student has selected. The student will review the questions and his/her answers once more before clicking “Submit Test”. Once the test has been submitted the program will process the test and within a few minutes will give the student his/her percentage score. The student will also have the opportunity to review the question he/she has missed. Repeat for all modules.

Instructor – Student Progress
To view student’s progress, modules “taken/not taken”, percentages and the number of times the modules have been taken follow instructions below: (*Note: Email Christina Harper for username and password to obtain access for student progress)
1. Go to (http://mor.nationalseminarstraining.com)
2. Enter username and password.
3. “My Online Resources “page will appear. Click on Supervisor tab.
4. Look for the student you want to review and click on “By Title” under the Activity Column.
5. Click on “Details” under the Activity Column.

Official certificates are mailed to RESA 3 and Christina distributes to appropriate class sites.
THROUGH THE CUSTOMER’S EYES – PART 2
Enrollment Directions

**Instructor**
1. Prerequisite: Through the Customer’s Eyes – Part 1
2. The instructor must email Christina (cdharper@k12.wv.us) the student’s name.
3. The instructor will receive an email from Christina stating the student has been registered for Part 2.
4. Once the instructor has received an email from Christina stating the student is registered proceed with the following steps:

**Student**
1. Student goes to the web site: (http://mor.nationalseminarstraining.com). A user sign-in pop up window will appear for the student to login.
2. Student types their registered email address into the "email address box" and their password.
3. Click “Sign In”.
5. Student clicks on “View my Certifications”. Student then clicks on “Through the Customer's Eyes Level II Certification – Sound Learning Solutions”.
6. A new screen will appear that list the modules (1-3) with options listed under each module. Student will click on the option “START MODULE”. Student will work through the modules until they have achieved 80% or higher.
7. Once the participant has achieved 80% or higher they can now “TAKE EXAM”.
8. A window will pop up for student to begin the exam for module. The student will follow the directions and take exam. At the end of exam a screen will appear with all questions with answers the student has selected. The student will review the questions and his/her answers once more before clicking “Submit Test”. Once the test has been submitted the program will process the test and within a few minutes will give the student his/her percentage score. The student will also have the opportunity to review the question he/she has missed. Repeat for all modules.

**Instructor - Student Progress**
To view student's progress, modules "taken/not taken", percentages and the number of times the modules have been taken follow instructions below: (*Note: Email Christina Harper for username and password to obtain access for student progress)
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2. Enter username and password.
3. “My Online Resources” page will appear. Click on Supervisor tab.
4. Look for the student you want to review and click on “By Title” under the Activity Column.
5. Click on “Details” under the Activity Column.

**Printing Customer Service Certificates - Part 2**

1. Student logins using their username/password.
2. Click on “View My Certifications”.
3. Click on “Through the Customer’s Eyes Level II Certification”.
4. Click “You passed the course! View/print your certificate here!”
5. The student’s certificate will appear in a separate pop-up window.
6. Click the print icon at the bottom of the window.
## SPOKES PROGRAM RESOURCE LIST

<table>
<thead>
<tr>
<th>JIST Publishing</th>
<th>Lakeshore Learning Materials</th>
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<tbody>
<tr>
<td>8902 Otis Avenue</td>
<td>2695 E. Dominguez Street</td>
</tr>
<tr>
<td>Indianapolis, IN 46216-1033</td>
<td>Carson, CA 90895</td>
</tr>
<tr>
<td>Phone: 1-800-648-5478</td>
<td>Phone: 1-800-778-4456</td>
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<tr>
<td>Fax: 1-800-547-8329</td>
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<tr>
<th>The McGraw-Hill Companies</th>
<th>Harcourt Achieve/Steck-Vaughn</th>
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<tbody>
<tr>
<td>P.O. Box 182604</td>
<td>Attn: Customer Service 5th Floor</td>
</tr>
<tr>
<td>Columbus, OH 43272</td>
<td>6277 Sea Harbor Drive</td>
</tr>
<tr>
<td>Phone: 1-877-833-5524</td>
<td>Orlando, FL 32887</td>
</tr>
<tr>
<td>Fax: 1-614-759-3749</td>
<td>Phone: 1-800-531-5015</td>
</tr>
<tr>
<td>Web site: <a href="http://www.mcgraw-hill.com">www.mcgraw-hill.com</a></td>
<td>Fax: 1-800-699-9459</td>
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<tr>
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<tbody>
<tr>
<td>220 East Danieldale Road</td>
<td>PO Box 6724</td>
</tr>
<tr>
<td>DeSoto, TX 75115-2490</td>
<td>Charleston, WV 25362</td>
</tr>
<tr>
<td>Phone: 1-800-621-1918</td>
<td>Phone: 1-800-843-5576</td>
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<tr>
<td>Fax: 1-800-998-3103</td>
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<tr>
<td>5221 Sigstrom Drive</td>
<td>1000 Waterford Place</td>
</tr>
<tr>
<td>Carson City, NV 89706</td>
<td>Kingston, Tennessee 37763</td>
</tr>
<tr>
<td>Phone: 1-888-889-8866</td>
<td>Phone: 1-888-717-9461</td>
</tr>
<tr>
<td>Fax: 1-775-885-0643</td>
<td>Fax: 1-865-717-9461</td>
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<thead>
<tr>
<th>Certiport</th>
<th>Federal Deposit Insurance Corporation</th>
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</thead>
<tbody>
<tr>
<td>1-888-999-9830 option 9</td>
<td>Atlanta Regional Office</td>
</tr>
<tr>
<td><a href="mailto:customerservice@certiport.com">customerservice@certiport.com</a></td>
<td>10 Tenth Street, N. F. Suite 800</td>
</tr>
<tr>
<td></td>
<td>Atlanta, GA 30309-3906</td>
</tr>
<tr>
<td></td>
<td>Phone: (678) 916-2249 or (800) 765-3342</td>
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<tr>
<td></td>
<td>(toll-free)</td>
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<tr>
<td></td>
<td>Email: ATLCommunity <a href="mailto:Affairs@fdic.gov">Affairs@fdic.gov</a></td>
</tr>
<tr>
<td></td>
<td>Website: <a href="http://www.fdic.gov/monesmart">http://www.fdic.gov/monesmart</a></td>
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Required Forms

(Do not change format of forms)
SPOKES Personal Attendance Contract

I__________________________, with the help of my instructors, ____________________ and ____________________, agree to accomplish the following in my SPOKES Job Readiness Course.

1. **Critical Thinking** (Goal Setting; Problem Solving & Decision Making; Coping with Change; Parenting)
2. **Personal Qualities** (Employee Accountability; Workplace Ethics; Values, Ethics, & Character; Believe in Yourself; Stress Relief & Stress Reduction; Substance Abuse; Job Retention)
3. **Interpersonal Skills** (Professionalism & Diversity; Controlling Anger; Working Productively; Dealing with Difficult Situations; Conflict Resolution)
4. **Resource Management** (Time Management; Money Management; Maintaining Balance in Life)
5. **Communication Basics** (Communicating with the Public; Communicating Assertively; Communication Strategies; Listening for Understanding)
6. **Information Use** (Knowing Your Rights in the Workplace, Job Search, Employment Portfolio, Interviews)
8. **Computer Literacy Training** (Computer Essentials, Mousercise, Mavis Beacon Teaches Typing Deluxe II, Word, Outlook or MSN (email, Internet), Publisher, and Job Readiness: Applied Mathematics, Locating Information, Reading for Information, Listening and Teamwork)

I agree to attend class regularly Monday through Friday, or a part of the week as described by the ______________ (class/county) SPOKES calendar and my Case Manager. The class hours will be ______ a.m. to ______ p.m., for a total of __ hours per week. If required, I agree to complete __ hours per week of job search and will give my instructor/CDC a completed Job Contact form at the end of each week.

I also understand that I am to treat the SPOKES classes as I would regular employment, I am to contact the instructors and my caseworker if I am going to be absent, if I will be arriving late, or if I will be leaving early. I further understand that any hours that are missed must be made-up in order for me to have satisfactorily completed the program. If at all possible, make-up hours will be made up in a reasonable manner. However, if absences exceed more than 3 hours per week, and the assigned lessons within a particular week are not made up, I may have to repeat that week(s) in its entirety.

Additionally, I understand the SPOKES class is considered a “tobacco-free” AND “drug-free” zone. Moreover, since the SPOKES programs are funded and operated through the Regional Education Service Agencies (RESAs) or county boards of education, they follow the Legislative Rule #126CSR23 – Substance Abuse & Tobacco Control Policy. The instructor has emphasized with me that the SPOKES class IS a drug-free facility and I understand that repercussions could occur if I am found in non-compliance. If anytime during my participation in the SPOKES class, reasonable suspicion exists, I may be subject to questioning, disciplinary action or termination.

I understand that it is the right of each student in the SPOKES class to participate in an atmosphere that is conducive to learning. I also agree that it is my responsibility to participate in classroom discussions and activities, to complete all lessons, and take the required assessments in order to make the SPOKES classes beneficial. Failure to comply with these regulations could result in removal from this program. Since the SPOKES class is a “job readiness” activity, the SPOKES experience requires that each participant determine a job related goal.

Student Signature_________________________________________ Date_____________________

Instructor Signature_______________________________________ Date___________________

WVAdultEd Instructor Handbook, Section 16, 2015-16

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WVADULTED/SPOKES AUTHORIZATION FOR RELEASE OF INFORMATION

For prescriptive and adaptive case management purposes, my WVAdultEd/SPOKES instructors are authorized to **release and discuss information** (directory, educational record, and confidential) contained in any or all of the following document(s):

- Student Profile/400 Form
- Tests of Adult Basic Education (TABE) scores
- Official GED Practice Test (OPT) scores
- TASC Readiness Assessment (TRA) scores
- Vocational Training Certificates: Customer Service I, Customer Service II, IC (Internet Computing Core Certification), MOS (Microsoft Office Certifications), Intuit QuickBooks
- Learning Needs Screening
- Other (specify): ____________________________________________________________________

In addition, my WVAdultEd/SPOKES instructors are authorized to **release and discuss** the following:

- Relevant medical and personal information (including drug/alcohol use, domestic violence, etc.) shared verbally or in writing within the classroom.
- Other relevant educational record information (attendance, goals and achievements, test scores, etc.) not found in the documents above.

The information listed above **may ONLY** be shared with the individuals indicated below that are employed by the Department of Health and Human Resources (DHHR) Bureau of Children and Families.

If the **same** information can be made available to several staff people, please list their names below. Then date, initial and check [ √ ] the appropriate individuals. If **different** information is going to various individuals, make separate forms.

<table>
<thead>
<tr>
<th>Date</th>
<th>Initials</th>
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<th>Staff Member</th>
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All of the Staff Members Listed Above

This release is valid from the date of my signature until June 30, ____ or until it is revoked in writing, whichever occurs first. This release has been read out loud to me and I understand its contents.

Signature: _________________________________________ Date: __________________

Signature of staff person releasing the information: ___________________________________
RELEASE OF CONFIDENTIAL APPLICANT AND RECIPIENT INFORMATION

I, ____________________________________________________ (please print name), do hereby consent to the release of copies of the following confidential information, should they exist, by the West Virginia Department of Health and Human Resources:

________________________________________________________________________

I only authorize this release of this information to the following person(s):

________________________________________________________________________

Furthermore, I only authorize the use of this information for the following purpose:

________________________________________________________________________

I understand that I am waiving any applicable state and/or federal confidentiality rights that I may possess. I also understand that the misuse of this information by any person(s) may be punishable by state and/or federal law.

____________________________________
Applicant/Recipient Signature

Social Security Number: ______________________

Date: _____________________________________

OFS-Release-1 (New 5/01)
### Participant Time Sheet

**Participants Name:** ___________________________

**PIN No.:** ___________________________

**Work/Training Site:** ___________________________

<table>
<thead>
<tr>
<th>Month/Day</th>
<th>Work/Training Hours/Minutes</th>
<th>Miles/Day</th>
<th>Reason for Absence</th>
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</table>

**Site Supervisor’s Name:** ___________________________

**Site Supervisor’s Phone No.:** ___________________________

**WP Activity Code:** ____________________________  **Contract No.:** ___________________________

---

**TO BE COMPLETED BY THE PARTICIPANT’S SUPERVISOR**

**Work/Study Habits:**
- [ ] Good
- [ ] Satisfactory
- [ ] Needs Improvement

**Supervisor’s Comments:**

---

**TO BE COMPLETED BY THE PARTICIPANT**

- [ ] I agree
- [ ] I disagree with the evaluation of my performance

**Participant’s Comments:**

---

**Certification:** I certify that the information on this form is correct to the best of my knowledge and the statements are made in good faith. I know that federal funds are involved and penalties are prescribed by law for willful misrepresentation of facts in order to obtain payments or services.

**Participant’s Signature:** ___________________________

**Site Supervisor’s Signature:** ___________________________

---

**DHHR STAFF USE ONLY**

I. **Actual Attendance Hours:** ________
   - Excused Absence Hours: ________
   - Federal Holiday Hours: ________
   - Total Monthly Hours: ________ = ________ Weekly Average Hours

II. **Excused Absences for the past 12 months**

III. **Transportation Payment:** # Days ________ X $ ________ Per Day = ________

IV. **Additional Notes:**

---

DFA-TS-12 (Rev. 9/07)  
This time sheet must be submitted to the local DHHR office by the 5th day of the next month.
# SPOKES Module Rubric Record

Name: ____________________________________________

<table>
<thead>
<tr>
<th>Employability Skills Framework</th>
<th>Module</th>
<th>Date</th>
<th>Score</th>
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<tr>
<td><strong>Critical Thinking</strong></td>
<td>Goal Setting</td>
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<td>Problem Solving &amp; Decision Making</td>
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<td>Coping with Change - Elective</td>
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<td>Parenting - Elective</td>
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<td><strong>Personal Qualities</strong></td>
<td>Employee Accountability</td>
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<td>Workplace Ethics</td>
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<td>Believe in Yourself</td>
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<td>Stress Relief &amp; Stress Reduction - Elective</td>
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<td>Substance Abuse - Elective</td>
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<td>Job Retention - Elective</td>
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<td><strong>Interpersonal Skills</strong></td>
<td>Professionalism &amp; Diversity</td>
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<td>Controlling Anger</td>
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<td>Working Productively: Getting Stuff Done</td>
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<td>Dealing with Difficult Situations - Elective</td>
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<td>Conflict Resolution: Getting Along at Work - Elective</td>
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<td><strong>Resource Management</strong></td>
<td>Time Management</td>
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<td>Money Management: Budget</td>
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<td>Maintaining Balance in Life - Elective</td>
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<td><strong>Communication Basics</strong></td>
<td>Communicating with the Public</td>
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<td>Communicating Assertively</td>
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<td></td>
<td>Communication Strategies - Elective</td>
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<td>Listening for Understanding - Elective</td>
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<td><strong>Information Use</strong></td>
<td>Knowing Your Rights in the Workplace</td>
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<td>Job Search</td>
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<td>Employment Portfolio</td>
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<td></td>
<td>Interviews</td>
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Ready to Work Certificate: 80% on all Rubrics for Required Modules [Yes/No]
Certificate of Achievement: 80% on all Rubrics for Required Modules [Yes/No]
Certificate of Participation: 80% on all Rubrics for Required Modules [Yes/No]

Participant Signature __________________________ Date _____________

Instructor Signature __________________________ Date _____________

WVAultEd Instructor Handbook, Section 16, 2015-16 86
### EMPLOYMENT PORTFOLIO CHECKLIST

<table>
<thead>
<tr>
<th>Items to be COMPLETED</th>
<th>✓</th>
<th>Date Completed</th>
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<tr>
<td><strong>Credentials</strong></td>
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<td>Resume</td>
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<td>Cover Letter</td>
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<td>References</td>
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<tr>
<td>High School Equivalency/High School Diploma</td>
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<td>Certificates</td>
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<td>Letters of Reference</td>
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<td>Completed Application</td>
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<td>Other: _____________________________</td>
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<tr>
<td><strong>Computer Skills</strong></td>
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<td>Microsoft Excel</td>
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<td>Microsoft PowerPoint</td>
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<td>Microsoft Word</td>
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<td>Other: _____________________________</td>
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<td><strong>Writing Skills</strong></td>
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<td>Professional Writing</td>
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<td>Creative Writing</td>
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<td>Other: _____________________________</td>
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</table>
Required Information
(USE FORMS PROVIDED OR CREATE OWN TO OBTAIN INFORMATION)
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WEST VIRGINIA DEPARTMENT OF HEALTH AND HUMAN RESOURCES
Referral for Training / Services

DATE: ___________________________  COUNTY: ___________________________

To:
Address: ___________________________
Contact Person: ___________________________
Phone: ___________________________

From: Dept. of Health & Human Resources
Address: ___________________________
Contact Person: ___________________________
Phone: ___________________________

WV WORKS Participant’s Information
Name: ___________________________
Address: ___________________________
PIN Number: ___________________________
Phone: ___________________________

Check One:  □ 1 Parent Household  □ 2 Parent Household

The Department of Health and Human Resources is referring the individual named above for services/enrollment in and/or interview for:

☐ ABE / GED  ☐ WV Courtesy Patrol
☐ SPOKES / EXCEL  ☐ Workforce WV
☐ Employment Subsidy Program (ESP)  ☐ Other – Specify

If required by the referral agency/service, please mark any of the following which have been completed for the above-named participant and provide copies with this referral form or mail/fax when available.

NOTE: TABE and Work Keys may not be required for all individuals.

☐ Initial Self-Sufficiency Appraisal (OFA-WVW-3A)  ☐ Work Keys
☐ WV WORKS Self-Sufficiency Plan (DFA-SSP-1)  ☐ Vocational Assessment
☐ Test of Adult Basic Education (TABE)  ☐ Other – Specify

Complete the Appropriate Box Below:
☐ Appointment Date/Time
☐ Appointment Date/Time and Location Will Be Scheduled By the Above Agency

Information Needed/Comments ___________________________

I give my permission for the WVDHHR Division of Family Assistance to share the above information with the above marked training/service concerning my eligibility for this program.

Participant’s Signature ___________________________  Date ___________________________

WV WORKS Staff ___________________________  Date ___________________________

DFA-WWV-70 (Rev. 8/15/11)
Original - Provider  Copy – Case Record  Copy - Participant
SPOKES REFERRAL FORM
(NON-WV WORKS)

These referrals are currently on hold pending WVDHHHR approval until further notice.
New students may enter on any Monday.

Date: _________________________

Name: ____________________________________________
Address: ____________________________________________
City: __________________ State: ______ Zip: _______
Telephone: __________________ Alternate Telephone: ______________
SS#: __________________ DOB: ______ Age: ________
Gender: □ Male □ Female
Number of Months Remaining on Public Assistance: ______

Highest Grade Completed: High School Diploma: □ Yes □ No
GED: □ Yes □ No

Please attach the following:

- TABE scores
- TABE report
- Learning Needs Screening results

TABE Information

Level (circle) E M D A
Form (circle) 7 8 9 10
Reading 
Grade Level ________________
Math Grade Level ________________

Referral to:

□ 4 week SPOKES program—Monday to Friday
□ WIN only
(or, any individual week of SPOKES Module)
□ Personal Development
□ Employability Skills
□ Workplace Knowledge
□ Ready to Work
□ Customer Service
□ Other: _______________________
SPOKES DRESS CODE POLICY

Consider this a work environment. The appropriateness of a learner’s dress for SPOKES should dictate the choice of clothing and grooming practice each given day.

All learners are expected to adhere to common practices of modesty, cleanliness and neatness; to dress within the acceptable standards of a work environment and in such a manner as to contribute to a work atmosphere, not detract from it. The learner who fails to comply with this dress code may be sent home.

Any clothing, jewelry or accessories with decorations, patches, lettering, advertisements, etc. that may be considered obscene or offensive are not to be worn to class. This includes any, clothing, jewelry, accessories that may be used as a weapons, which have drug emblems, contain obscenities, tobacco or alcoholic beverage references, which may be considered sexual harassment.

Crop tops, tube tops, low cut and halters tops are unacceptable; strapless dresses without jackets are unacceptable.

Transparent and/or see through materials are consider unacceptable. Shirts or blouses must cover the entire torso at all times, even in movement.

The length of a skirt or dress must be extended to a least the learner’s mid-thigh.

Form-fitting pants—pants such as spandex or bicycle pants—may only be worn with another layer of clothing which meets the dress code. Torn pants are considered inappropriate, i.e., intentionally torn or cut/slashed.

Student shall wear their trousers or overalls properly – at the waist; no sagging.

All SPOKES classes are preparing learners for the workplace. Therefore, maintaining appropriate hygiene is a requirement. If an individual comes to class unclean he or she will be sent home to bathe and put on clean clothes prior to returning to class. Body odor is not only unpleasant for those working closely within the classroom, but it will also hinder success in the workforce. All students must wear shoes. Hair should be kept neat, clean, reasonably styled. Facial hair should be neat, clean closely trimmed and not be a distraction to the learning environment. Chain or spike jewelry is unacceptable. Tattoos, which would violate this policy if worn as clothing, must be covered.

THIS IS THE ONLY WARNING YOU WILL BE GIVEN.
SPOKES DAILY SIGN-IN SHEET

County/Class ____________________________ Instructor ____________________________ Month/Year __________________

PLEASE MAKE A COPY FOR YOUR FILES AND RETURN THIS ORIGINAL WITH YOUR MONTHLY REPORTS.

<table>
<thead>
<tr>
<th>NAME</th>
<th>IN</th>
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# THROUGH THE CUSTOMER’S EYES – PART 1 RECORD SHEET

## Student Name: [Your Name]

<table>
<thead>
<tr>
<th>MODULE</th>
<th>MODULE NAME</th>
<th>PRE-TEST</th>
<th>PRACTICE TEST</th>
<th>2nd PRACTICE TEST</th>
<th>1st ONLINE MODULE CERTIFICATION TEST</th>
<th>FINAL ONLINE MODULE CERTIFICATION TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Why Customer Service Matters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>What Customers Want</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Essential Customer Service Skills Part I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Essential Customer Service Skills Part II</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5</td>
<td>Handling Complaints and Dealing with Angry People</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>Customer Service as a Strategic Marketing Tool &amp; Customer Service Teams</td>
<td></td>
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</tr>
</tbody>
</table>

**Why Customer Service Matters**

**What Customers Want**

**Essential Customer Service Skills Part I**

**Essential Customer Service Skills Part II**

**Handling Complaints and Dealing with Angry People**

**Customer Service as a Strategic Marketing Tool & Customer Service Teams**
## THROUGH THE CUSTOMER’S EYES – PART 2 RECORD SHEET

**Student Name:**

<table>
<thead>
<tr>
<th>MODULE</th>
<th>MODULE NAME</th>
<th>DATE</th>
<th>SCORE</th>
<th>DATE</th>
<th>SCORE</th>
<th>DATE</th>
<th>SCORE</th>
<th>DATE</th>
<th>SCORE</th>
<th>DATE</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sales Skills for the Customer Service Pro</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Communication Skills for the Customer Service Pro</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>Phone Skills for the Customer Service Pro</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

WVAdultEd Instructor Handbook, Section 16, 2015-16
**SPOKES MONTHLY SUPPLEMENTAL REPORT FY 2015 - 2016**

<table>
<thead>
<tr>
<th>Month</th>
<th>July</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of students referred during the month. (Do not include Job Retention students)</td>
<td>WW WORKS</td>
</tr>
<tr>
<td>Total number of new students enrolled this month. (Do not include Job Retention students)</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Total number of ALL students enrolled this month (including any carryover student) (Do not include Job Retention students)</td>
<td>0</td>
</tr>
<tr>
<td>New students ONLY who: (Do not include Job Retention students) Are required to participate 30-35 hours per week. (new students only)</td>
<td>0</td>
</tr>
<tr>
<td>Are required to participate 520 hours per week. (new students only)</td>
<td>0</td>
</tr>
<tr>
<td>5. Total number of certificates earned during the month:</td>
<td>WW WORKS</td>
</tr>
<tr>
<td>Ready to Work Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Certificate of Achievement</td>
<td>0</td>
</tr>
<tr>
<td>Certificate of Participation</td>
<td>0</td>
</tr>
<tr>
<td>Customer Service</td>
<td>Part 1</td>
</tr>
<tr>
<td>Career Readiness Certificate</td>
<td>0</td>
</tr>
<tr>
<td>IC3 Credential (total of all 3 credentials listed below)</td>
<td>0</td>
</tr>
<tr>
<td>Living Online</td>
<td>0</td>
</tr>
<tr>
<td>MOS Certification (total of all certifications listed below)</td>
<td>0</td>
</tr>
<tr>
<td>Specialist: Word</td>
<td>0</td>
</tr>
<tr>
<td>Expert: Word - Expert</td>
<td>0</td>
</tr>
<tr>
<td>Intuit QuickBooks Certification</td>
<td>0</td>
</tr>
<tr>
<td>Adobe Certified Associate (ACA)</td>
<td>0</td>
</tr>
<tr>
<td>Photoshop</td>
<td>0</td>
</tr>
<tr>
<td>Premier Pro</td>
<td>0</td>
</tr>
<tr>
<td>Computer Essentials Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Platinum</td>
<td>0</td>
</tr>
<tr>
<td>6. Number of students dropped (non-completers) from SPOKES. (Do not include Job Retention students)</td>
<td>0</td>
</tr>
<tr>
<td>7. Number of students obtaining an unsubsidized job. (Do not include Job Retention students)</td>
<td>WW WORKS</td>
</tr>
<tr>
<td>Hourly Wage &lt; $7</td>
<td>0</td>
</tr>
<tr>
<td>Hourly Wage $7 &amp; $10</td>
<td>0</td>
</tr>
<tr>
<td>Hourly Wage $10 &amp; $15</td>
<td>0</td>
</tr>
<tr>
<td>Hourly Wage $15</td>
<td>0</td>
</tr>
<tr>
<td>8. Number of students going into post-secondary education or training program.</td>
<td>0</td>
</tr>
<tr>
<td>9. Number of students (completers or non-completers that obtained a job while in SPOKES) in follow-up (up to 6 months - DHHR ONLY) (Do not include Job Retention students)</td>
<td>WW WORKS</td>
</tr>
<tr>
<td>1 month</td>
<td>total</td>
</tr>
<tr>
<td>3 month</td>
<td>total</td>
</tr>
<tr>
<td>6 month</td>
<td>total</td>
</tr>
</tbody>
</table>
10. Number of students enrolled in the Adult Education component of SPOKES:
   Literacy level (below 5th grade) 0 0
   Pre-TASC level (6th - 9th grade) 0 N/A
   TASC level (9th grade and above) 0 N/A
   ABE remediation 0 N/A
   Number of learners who increased a level (FFL) 0 N/A
   Number of learners who earned a High School Equivalency Diploma 0 N/A

11. Total number of students completing SPOKES modules. (Do not include Job Retention students) 0 N/A
   Goal-Setting
   Problem Solving & Decision Making
   Employee Accountability
   Workplace Ethics
   Values, Ethics & Character
   Believe in Yourself
   Professionalism & Diversity
   Controlling Anger
   Working Productively - Getting Stuff Done
   Time Management
   Money Management - Budget
   Communicating with the Public
   Communicating Assertively
   Knowing Your Rights in the Workplace
   Job Search
   Employment Portfolio
   Interviews

12. Total number of students referred this month for Job Retention ONLY component. 0 N/A
13. Total number of students enrolled this month for Job Retention ONLY component. 0 N/A
14. Total number of Job Retention ONLY students completing Job Retention modules.
   0 Personal Accountability
   0 Employee Accountability
   0 Workplace Ethics
   0 Values, Ethics & Character
   0 Believe in Yourself
   0 Professionalism & Diversity
   0 Controlling Anger
   0 Working Productively - Getting Stuff Done

15. Total number of students dropped this month from Job Retention ONLY component (non-completers). 0 N/A
16. Total number of Job Retention ONLY students obtaining an unsubsidized job. 0 N/A
17. Number of Job Retention ONLY students (completers or non-completers that obtained a job while in SPOKES) in followup (up to 6 months - DH HR ONLY) 0 N/A
   1 month total 0 employed 0 unemployed 0
   3 month total 0 employed 0 unemployed 0
   6 month total 0 employed 0 unemployed 0
18. Emailed success story(ies) this month to WVDE and RESA 3?
SPOKES Monthly Supplemental Report Directions

(1) Number of Students referred during the month.

- The actual number of students referred to your program anytime during the month.
- July 1 is the start of the new “fiscal” year. All students are considered “new”. If you have carryover students from June, they are considered “new referrals” for July.
- The referral number MUST be equal (and usually greater) than the number of new students you show for the month.
- Do not include Job Retention students in this number.

(2) Number of new students enrolled this month.

- These are new enrollees who enter your program anytime during the month. If a student does not return to your class after the first day with only had 3 hours of attendance, he/she can still be counted on this report.
- DHHR case workers must report to you if a student is considered a “single parent” household or “two parent” household. If this information is not provided on the student’s referral form, please ask for this information. DO NOT ask the student. He or she may not know the distinction between the two categories.
- July 1 is the start of the new “fiscal” year. All students are considered “new”. If you have carryover students from June, they are considered “new students” for July.
- Do not include Job Retention students in this number.

(3) Total of ALL students enrolled for month.

- This is the actual number of students enrolled and attended anytime during the month. (Students do not have to complete 12 contact hours to be counted. So, if a student only attends 3 hours the first day and never returns, they are to be counted here.)
- Do not include Job Retention students in this number.

(4) New students ONLY required to participate 30-35 hours or <30 hours per week.

- DHHR WV Works students referred to SPOKES fall into one of two categories:
  (1) Must participate either 30 or 35 hours per week (single or two parent household), or
  (2) Must participate <30 hours per week, usually for “non-core” hours. These are generally 5-10 hour or 20 hour per week students and are being referred to SPOKES for WIN work, ABE work, or a specific job readiness activity.
- Do not include Job Retention students in this number.

(5) Total number of certificates earned during the month.

- Record the number of certificates (not students) earned by ALL students during this month. Note: One student can earn two different certificates during the month such as a Ready to Work and a Customer Service.

  Ready-to-Work – WorkKeys scores of 4 or more; 90% attendance; 80% on modules
  Certificate of Achievement – WorkKeys scores of 3 or more; 90% attendance; 80% on modules
  Certificate of Participation – no WorkKeys scores; 87% attendance; 70% - modules
  Customer Service – Part 1 – pass on-line certification – 80% on ALL 6 modules or subtests
  Customer Service – Part 2 – pass on-line certification – 80% on ALL 3 modules or subtests
  Career Readiness Certificate – Platinum, Gold, Silver, Bronze
  ICS Certificates – passed Living Online, Key Applications, Computing Fundamentals
IC² Certified – earned all 3 credentials and is IC² certified
MOS – passed the certification and earned a MOS certification
Intuit QuickBooks – passed the certification and earned an Intuit QuickBooks certification
Adobe Certified Associate – passed the certification and earned an ACA certification
Computer Essentials Certificate – completed either Gold or Silver certification

(6) Number of students dropped from class (non-completers). **Do not include Job Retention students in this number**
- Record the number of students who are dropped from your class during the month. Dropped students (non-completers) are “dropped” only with the coordination of your local DHHR office.

(7) Number of students obtaining an unsubsidized job. **Do not include Job Retention students in this number**
- Record here the number of SPOKES participants who have found unsubsidized employment.
- You may record a student who attended (and not necessarily completed) your SPOKES class sometime during the program year (July – June).
  - For example: You run into one of your former students that attended your class 4 months ago and only came to class 2 days and you learn he/she is working at Wal-Mart. **Count that student as “working” on the current months report**.
- Additionally, record the hourly wage in the appropriate column. The income for salaried persons is to be calculated as follows: Salary divided by 2,080 hours = hourly wage.

(8) Number of students going into post-secondary education or training.
- Record data here the same as you would for “obtained a job.”

(9) Number of students in follow-up: ANY students who gain unsubsidized employment while in your SPOKES program – even if the student did not complete the program. **Do not include Job Retention students in this number**
- Students are to be tracked for 6 months from the day of separation from your class. Contact at a minimum, once per month on each student who obtained a job while in your program. Record whether they are still employed or unemployed in the appropriate 1 month, 3 month, or 6 month category.

(10) Students enrolled in the Adult Education component of SPOKES. (record a student only one time while in their duration of SPOKES)
- Literacy level – these students lowest TABE level is below 5th grade
- Pre-TASC level – these students lowest TABE level is between 6th and 9th grade
- TASC level – these students lowest TABE level is 9th grade or above
- ABE remediation – these students currently possess a H.S. or High School Equivalency diploma
- Number of students whose FFL increase by at least one level. (in their lowest functioning level)
  - Record the number of students who moved to a higher FFL in their lowest functioning level – as reported from the initial TABE score.
- Number of students who earned their High School Equivalency diploma
  - Passed ALL parts of the High School Equivalency diploma
  - You may record a student who attended (and not necessarily completed) your SPOKES class sometime during the program years (July – June).
    - For example: A student may have attended your class in August and four months later you find out he/she has earned their High School Equivalency diploma. Count the student for this current month as earning their High School Equivalency diploma.

(11) Total number of students completing SPOKES modules **Do not include Job Retention students in these numbers**
Record the number of students completing each SPOKES module listed during this month.
(12) Total number of students referred this month for Job Retention ONLY component.

- The actual number of students referred to your program for Job Retention activity ONLY anytime during the month.

(13) Total number of students enrolled this month for Job Retention ONLY component.

- These are new Job Retention ONLY enrollees who enter your program anytime during the month. If a student does not return to your class after the first day and only had 3 hours of attendance, he/she can still be counted on this report.

(14) Total number of Job Retention ONLY students completing Job Retention modules.

- Record the number of Job Retention ONLY students completing the Job Retention module during this month.

(15) Total number of students dropped this month from Job Retention ONLY component (non-completers).

- Record the number of Job Retention students who are dropped from your class during the month. Dropped students (non-completers) are “dropped” only with the coordination of your local DHHR office.

(16) Number of Job Retention only students obtaining an unsubsidized job.

- Record here the number of Job Retention Only participants who have found unsubsidized employment.
- You may record a student who attended (and not necessarily completed) class sometime during the program year (July – June).
  - For example: You run into one of your former students that attended your class 4 months ago and only came to class 2 days and you learn he/she is working at Wal-Mart. Count that student as “working” on the current month’s report.
- Additionally, record the hourly wage in the appropriate column. The income for salaried persons is to be calculated as follows: Salary divided by 2,080 hours = hourly wage.

(17) Number of Job Retention students in follow-up: ANY students who gain unsubsidized employment while in Job Retention component – even if the student did not complete the program

- Students are to be tracked for 6 months from the day of separation from your class. Contact at a minimum, once per month on each student who obtained a job while in your program. Record whether they are still employed or unemployed in the appropriate 1 month, 3 month, or 6 month category.

(18) Emailed student success story(ies) to WVDE and RESA 3?
Place an “X” in the cell if you emailed success story(ies) to Debi Conrad at WVDE and Christina at RESA 3. DHHR requires success stories be part of the monthly statistics.