7.3 Basic Education, Skills Enhancement, High School Completion & High School Equivalency

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Legal References:

- [RCW 74.08A.250](#)
- [WAC 388-310-0600](#)
- [WAC 388-310-0900](#)

The *Basic Education, Skills Enhancement, High School Completion & High School Equivalency* section includes:

- [7.3.1](#) What is High School Completion and High School Equivalency?
- [7.3.2](#) High School Completion and High School Equivalency - Step-by-Step Guide
- [7.3.3](#) What is Basic Education and Skills Enhancement Training?
- [7.3.4](#) Basic Education and Skills Enhancement Training - Step-by-Step Guide
- [7.3.5](#) What is Life Skills Training?
- [7.3.6](#) What is Independent Life Skills Training?
- [7.3.7](#) What is Life Skills Training as part of other Job Preparation activities?
- [7.3.8](#) What is Seasonal Worker Training?
- [7.3.9](#) When can you add seasonal worker training to the Individual Responsibility Plan (IRP)?
- [7.3.10](#) Full-time training for seasonal workers - Step-by-Step Guide
- [7.3.11](#) English as a Second Language (ESL)

The WorkFirst program offers education and training opportunities in addition to vocational education to prepare participants for employment. See the [Stacking Activities](#) section for more information about stacking education and skill-building activities with core activities to help participants gain necessary proficiencies and meet their participation requirements.

Education and Training Hours

To calculate participation hours, use the actual hours the participant is in education and training activities, including classes, labs, supervised study halls/tutoring sessions, and up to one hour of unsupervised study time for every scheduled hour of class time. Total homework time counted for participation can't exceed the hours required or advised by an educational program.

For more information on how to calculate education and training hours, please refer to [section 7.1.3](#).

7.3.2 High School Completion and High School Equivalency - Step-by-Step Guide

Community and Technical Colleges - Step-by-Step

1. The participant meets with the WFPS/WFSSS.

2. Based on the comprehensive eEvaluation, assessment (CE) and other meetings such as Continuous Activity Planning (CAP), the WFPS/WFSSS will:

   a. Determines with the participant if education and training options are likely appropriate using the Stacking Activity Chart.

   b. Creates the Individual Responsibility Plan (IRP).

   c. Uses the **RA** code if education activity is through a contracted College partner.

3. The College staff will:

   a. Attempt contact with the referred participant, accept or reject training referral, and document the decision within seven calendar days.

   b. Develop the Education and Training Worksheet, and include how the activity increases the participant's skills needed for employment.

   c. Use the WorkFirst Calculator Tool, or the approved Weekly Attendance Sheet, to determine the participant's total number of participation hours per week (including scheduled class time, unsupervised homework time, scheduled supervised homework time, and the maximum number of allowable education hours).

   d. Update the Education & Training Worksheet including the:

      o Totals identified by the WorkFirst Calculator Tool or the approved Weekly Attendance Sheet,

      o Participant's approval status,

      o Appropriate component,

      o Anticipated start and end date of the activity, and

      o Participant's total number of participation hours per week. Send notification via an eJAS e-message to the WFPS/WFSSS.

   e.   Send notification via an eJAS e-message to the WFPS/WFSSS.

e.

4. The WFPS/WFSSS will:

   a. Receives notice of the participant's approval for High School Equivalency or High School Completion from the college WorkFirst staff.

   b. Enters the BE, GE, or HS eJAS component code with the three digit contractor code.

   c. Stacks BE or GE components with a core activity for participants 20 years of age or older.

d. Update<u>s</u> participant's IRP.
e. On a quarterly basis, review<u>s</u> and monitor<u>s</u> progress entered by the college staff into the Education and Training Worksheet under Progress Notes.

Note: Participants 19 years of age or younger: HS (High School Completion or Equivalency) meets their core activity.**

5. The College staff ~~will~~ work<u>s</u> with all participants in approved training as follows:

   a. Supervision:
      i. Faculty, instructors, instructional aides, lab supervisors, study hall supervisors, and work-based learning supervisors may provide required daily supervision. College program designees also provide additional monthly supervision to ensure the participant is making progress towards meeting educational and employment goals.
   b. Documentation:
      i. Document attendance records every two weeks and maintain them in the provider's participant files.
      ii. Provide this information in a State-approved format, such as individual timesheets signed by the participant and faculty member, supervisor, or other appropriate individual or document in electronic tracking systems, as appropriate.
      iii. Keep a copy of the WorkFirst Calculator sheet, or approved Weekly Attendance Sheet, listing the maximum number of weekly participation hours in the participant's file.
   c. Reporting:
      i. Use eJAS to report participation monthly to the WFPS/WFSSS,
      ii. Immediately notify the WFPS/WFSSS if the participant isn't maintaining satisfactory progress, fails to participate as required, or has two excused or unexcused absences in a calendar month. Please refer to section 7.1.6 What steps do you take when a parent is absent?
   d. Verification:
      i. Provide information, documentation, and records as requested to support State Work Verification efforts.

Other High School Completion or Equivalency Providers – Step-by-Step

1. The participant meets with the WFPS/WFSSS.

2. Based on the <u>c</u>~~C~~omprehensive <u>e</u>~~E~~valuation<u>, assessment</u> ~~(CE)~~ and other meetings such as Continuous Activity Planning (CAP), the WFPS/WFSSS ~~will~~:

   a. Determine<u>s</u> if education and training options are likely appropriate using the Stacking Activity Chart.

   b. Create<u>s</u> the Individual Responsibility Plan (IRP).

      c. Uses the HS, BE, or GE code and assign to the appropriate contractor code. If the activity is through a non-contracted provider, assign the component to yourself or the contractor that requested the activity for the participant.

Note: If the component is coded to the WFPS/WFSSS, follow reporting requirements outlined in 3.7.2.6 *What are Non-contracted service requirements.*

Note: If the component is coded to a non-SBCTC provider, follow reporting requirements outlined in 3.7.2.5 *What are Contracted service requirements?*

7.3.3 What is Basic Education & Skills Enhancement training?

Basic Education increases a participant's basic skills competencies and ability to find work, to include English as a Second Language (ESL). Basic Education gives participants skills needed for employment, such as the ability to understand English, read, write and do basic math. To count Basic Education towards participation, WorkFirst partners must:

- Document the participant is obtaining skills needed for employment in their education and training plan or LEP Pathway employment plan.
- Stack the basic education or ESL with a core activity.
- Code the hours of instruction under the **JT** eJAS component code so they fall under the correct category in the WorkFirst federal reports.

Note: Basic Education isn't an approved **full-time** activity. However, ESL may be an approved full-time activity until the participant's English proficiency is sufficient to participate in core activities. Use the **ES** eJAS component code for ESL not stacked with a core activity.

See Section 5.2, Limited English Proficiency (LEP) Pathway for additional information about requirements and coding for ESL instruction.

Skills Enhancement training (called job skills training in WAC 388-310-1050) is training that enhances a participant's employability by providing specific skills that are marketable to employers. It can include:

- Training to enhance job skills classes, such as computer/keyboarding, to learn software applications, CPR/basic first aid training, or flagger training.
- Literacy or language instruction when it explicitly focuses on skills needed for employment or combined with job training.
- Developmental education or prerequisites required for a vocational certificate.
- Any education and training required by an employer to provide a participant with the ability to obtain employment, or to advance or adapt to the changing demands of the workplace including part-time vocational education classes.

The following may provide Skills Enhancement training:

- Public/private community and technical colleges,
- WorkFirst partners,
- Tribal governments,

- Community based organizations, or
- Businesses.

You can add Skills Enhancement training to a participant's IRP when they:

- Qualify as a seasonal worker;
- Meet the WorkFirst work requirements;
- Are fully participating in job preparation or other employment services (short-term only) and the training enhances their employability.
- Need non-core activities to meet participation requirements.

Training institutions measure Skills Enhancement training by credits or credit hours. Some courses last less than one day while others take several weeks. The WorkFirst Program Specialist/WorkFirst Social Service Specialist (WFPS/WFSSS) ~~will~~ estimates the scheduled hours of participation based on the instructor's feedback or education plan and enters the amount in the Individual Responsibility Plan (IRP). When the participant is attending a community or technical college, up to one hour of unsupervised study time may count for every scheduled hour of class time. Total homework time counted for participation can't exceed the hours required or advised by an educational program.

Use the following eJAS codes for participants in basic education or skills enhancement training:

JT - Skills Enhancement Training

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RA - Referral to Community/Technical college

-

~~Referral to Community/Technical college~~

7.3.4 Basic Education & Skills Enhancement Training - Step-by-Step Guide

~~a.~~ The participant meets with the WFPS/WFSSS.

1.

2. ~~Based on the cComprehensive eEvaluation (CE), the WFPS/WFSSS will:~~

~~3.~~2. Determines with the participant if an education and training request appears to be appropriate* according to the participant's comprehensive evaluation, assessment, Continuous Activity Planning recommendations, or the stacking activity chart.

   a. When combining Basic Education or Skills Enhancement training with Career Scope activities:

      i. Chooses the Job Search and Education and Training employment pathways after ~~completing the CE~~ and refers the participant to ESD and the training institution or service provider, using the RI and RA referral codes,

      ii. Monitors the IRP and activities, and

      iii.   Once approved, updates the IRP and eJAS component codes to reflect Career Scope services and skills enhancement training.

   b.   When combining Basic Education or Skills Enhancement training with other core activities:

      i.   Chooses the Education and Training and core activity pathways ~~after completing the CE~~ and refers the participant to the service provider using the RA   referral code;

      ii.   Updates the IRP to include skills enhancement training;

      iii.   Opens the JT and core activity components; and

      iv.   Monitors the IRP and activity.

~~a.~~   The College staff ~~will~~:

3.

   a.   Attempt contact with the referred participant, accept or reject training referral, and document the decision within seven calendar days.

   b.   Develop the Education and Training Worksheet, and includes how the activity increases the participant's skills needed for employment.

   c.   Use the WorkFirst Calculator Tool, or the approved Weekly Attendance Sheet, to determine the participant's total number of participation hours per week (including scheduled class time, unsupervised homework time, scheduled supervised homework time, and the maximum number of allowable education hours).

   d.   Update the Education & Training Worksheet including the:

- Totals identified by the WorkFirst Calculator Tool or the approved Weekly Attendance Sheet,

- Participant's approval status,

- Appropriate component,

- Anticipated start and end date of the activity, and

- Participant's total number of participation hours per week.

   e.   Send notification via an eJAS e-message to the WFPS/WFSSS.

4.   The WFPS/WFSSS ~~will~~:

   a.   Receives notice of the participant's approval for Basic Education or Skills Enhancement Training from the college WorkFirst personnel.

   b.   Enters the **JT** eJAS component code with the three-digit contractor code.

   c.   Updates the participant's IRP; review and monitor progress entered by the college staff quarterly into the Education and Training Worksheet under Progress Notes.

5. The College staff ~~will~~ works with all participants in approved training as follows:

   a. Supervision:

      i. Faculty, instructors, instructional aides, lab supervisors, study hall supervisors, and work-based learning supervisors may provide required daily supervision. College program designees also provide additional monthly supervision to ensure the participant is making progress towards meeting educational and employment goals.

   b. Documentation:

      i. Document attendance records every two weeks and maintain them in the participant's file.

      ii. Provide this information in a State-approved format, such as individual timesheets signed by the participant and faculty member, supervisor, or other appropriate individual or document in electronic tracking systems, as appropriate.

      iii. Keep a copy of the WorkFirst Calculator sheet, or approved Weekly Attendance Sheet, listing the maximum number of weekly participation hours in the participant's file.

   c. Reporting:

      i. Use eJAS, to report participation monthly to the WFPS/WFSSS.

      ii. Immediately notify the WFPS/WFSSS if the participant isn't maintaining satisfactory progress, fails to participate as required, or has two excused or unexcused absences in a calendar month. Please refer to section 7.1.6 What steps do you take when a parent is absent?

   d. Verification:

      i. Provide information, documentation, and records as requested to support State Work Verification efforts.

1. The WFPS/WFSSS refers the participant to job search.

2. The ~~Employment~~ Career Scope Coach ~~will~~:

   a. Determines seasonal worker status and informs the participant of seasonal worker training options if they meet season work status;
   b. Develops the success plan to include seasonal worker training; and
   c. Refers seasonal workers who request training to the WFPS/WFSSS.
   d. Closes the JS code.

3. The WFPS/WFSSS ~~will~~:

   a. Receives notice recommending the participant for seasonal worker training.
   b. Determines if an education and training request appears to be appropriate according to the participant's comprehensive evaluation, Continuous Activity Planning recommendations or the stacking activity chart.

    c. Refers appropriate requests to the college using the RA code and create the participant's Individual Responsibility Plan (IRP).

4. College staff ~~will~~:

    a. Completes the following within the first seven calendar days of referral:

        i. Attempt contact with the participant;

        ii. Accept or reject the referral;

        iii. Determine whether to approve VE or PE (if accepted); and

        iv. Document reason for accept/reject and referral to appropriate program.

    b. Create a training plan.
    c. Use the WorkFirst Calculator Tool, or the approved Weekly Attendance Sheet, to determine the participant's total number of participation hours per week (including scheduled class time, unsupervised homework time, scheduled supervised homework time, and the maximum number of allowable education hours).
    d. Update the Education & Training Worksheet including the:

        i. Totals identified by the WorkFirst Calculator Tool or the approved Weekly Attendance Sheet,

        ii. Participant's approval status,

        iii. Appropriate component,

        iv. Anticipated start and end date of the activity, and

        v. Participant's total number of participation hours per week.

5. The WFPS/WFSSS ~~will~~:

    a. Receives notice of approval for full-time education as a seasonal worker for the participant.

        i. Enters appropriate eJAS component code (VE , PE , HW, DC, JT, GE, BE or HS) with the three-digit contractor code,

        ii. Update the IRP, and

        iii. Document action taken in eJAS.

    b. Refer the participant back to job search using the JS code if denied from seasonal worker training.

6. The College staff works with all participants in approved training as follows:

    a. Supervision: Faculty, instructors, instructional aides, lab supervisors, study hall supervisors, and work-based learning supervisors may provide required daily supervision of work-based learning activities. College program designees also

provide additional monthly supervision to ensure the participant is making progress towards meeting educational and employment goals.

    b.   Documentation:

        i.   Document attendance records every two weeks and maintain them in the provider's participant files.

        ii.   Keep a copy of the WorkFirst Calculator sheet, or approved Weekly Attendance Sheet, listing the maximum number of weekly participation hours in the participant's file.

        iii.   Provide this information in a State-approved format, such as individual timesheets signed by the participant and faculty member, supervisor, or other appropriate individual or document in electronic tracking systems, as appropriate.

    c.   Reporting:

        iv.   Use eJAS, to report participation monthly to the WFPS/WFSSS,

        v.   Immediately notify the WFPS/WFSSS if the participant isn't maintaining satisfactory progress, fails to participate as required, or has two excused or unexcused absences in a calendar month. Please refer to section 7.1.6 What steps do you take when a parent is absent?

    d.   Verification:

        i.   Provide information, documentation, and records as requested to support State Work Verification efforts.

Resources

Related WorkFirst Handbook Chapters

- 1.2 Required Participation
- 3.2 Comprehensive Evaluation 3.2.1 Comprehensive Evaluation
- 7.1 Education & Training Overview
- 7.2 Vocational Education
- 7.4 Other Education
- 7.5 Internships and Practicums
- 7.6 What do I do when a parent is already in school when he or she comes to WorkFirst?
- 4.1 Career Scope Phases and Processes
- 3.3.1 Individual Responsibility Plan
- 2.3 WCCC