

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

~~(non-core)~~ Revised March XX, 2017

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* (~~HSE~~) section includes:

- ~~7.3.1~~ What is ~~Basic Education &~~ High School Completion and High School Equivalency?
- ~~7.3.2 HS, High School Completion and High School Equivalency, Basic Education - Step-by-step guide~~ Step Guide
- ~~7.3.3~~ What is Basic Education and Skills Enhancement (~~JT~~)? Training?
- ~~7.3.4 Basic Education and Skills Enhancement Training - Step-by-step guide~~ Step Guide
- ~~7.3.5~~ What is Life Skills Training?
- ~~7.3.6~~ What is ~~independent~~ 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 ~~IRP?~~ Individual Responsibility Plan (IRP)?
- ~~7.3.10~~ Full-time training for seasonal workers - ~~Step-by-step guide~~ Step Guide
- ~~7.3.11~~ English as a Second Language (ESL)

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

Education and Training Hours

To calculate participation hours, use the actual hours the ~~parent~~ participant is in ~~the~~ education and training activities, ~~to include~~ including classes, labs, ~~and~~ 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 ~~cannot~~ can't exceed the hours required or advised by ~~an~~ a ~~particular~~ educational program.

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

7.3.1 What is ~~Basic Education &~~ High School Completion / and High School Equivalency?

These activities and codes include:

~~As of March 1, 2007, we no longer approve full time Basic Education. Only allow parents who were approved for full time basic education before that date to complete their training according to their~~

original IRP. ESL, however, may be provided as a stand-alone activity until the parent's English proficiency is sufficient for them to participate in core activities. Use the **ES** eJAS component code for ESL that is 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.~~

- ~~• Basic Education (JT) – The purpose of Basic Education is to increase an individual's basic skills, competencies and ability to find work. Under the new federal guidelines, Basic Education means education, including ESL, which gives a parent skills needed for employment, such as the ability to understand English, read, write and do basic math. To count the education towards participation, WorkFirst partners must:~~

- ~~○ Document that the parent is obtaining skills needed for employment in the parent's 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.~~

- ~~• High school equivalency School Equivalency classes (GE) – Classes that help parents/participants earn a high school equivalency certificate by passing a series of proficiency tests; and,~~
 - ~~○ (HS) : High School Equivalency classes for participants 19 years of age or younger~~
 - ~~○ (GE) : High School Equivalency classes for participants 20 years of age or older~~

- ~~• High School Completion (HS) - Educational course work preparing a parent/participant to earn a high school diploma.~~
 - ~~○ (HS) : High School Completion for participants 19 years of age or younger~~
 - ~~○ (BE) : High School Completion, including High School 21, for participants 20 years of age or older~~

~~— Use (HS) for :~~

~~— High School Equivalency classes for students age 19 or younger~~

~~— High School Completion for students age 19 or younger~~

~~— Use (GE) for:~~

~~— High School Equivalency classes for students age 20 or older~~

~~— Use (BE) for:~~

~~— High School Completion for students age 20 or older~~

7.3.2 HS, High School Completion and High School Equivalency Basic Education - Step-by-step guide Step Guide

Community and Technical Colleges - Step-by-Step

1. The ESD Employment Counselor may:

~~Refer participant meets with the parent to DSHS and documents the request in eJAS.~~

~~Explain to the parent the requirement to continue to participate in Career Scope activities, as directed in their IRP until their IRP is changed.~~

~~The WFPS/WFSSS:-~~

~~2. Determines if an education and training request appears to be appropriate according to Based on the parent's comprehensive evaluation, Comprehensive Evaluation (CE) and other meetings such as Continuous Activity Planning recommendations or (CAP), the stacking activity chart. WFPS/WFSSS will:~~

- ~~a) After completing the CE chooses the Education Determine if education and Training employment pathway and refer training options are likely appropriate requests to the college* using the Stacking Activity Chart.~~
- ~~b) Create the Individual Responsibility Plan (IRP).~~
- ~~a) Use the RA code and creates the parent's IRP if education activity is through a contracted College partner.~~
- ~~c)~~

~~3. The College WorkFirst personnel staff will:~~

- ~~a) Follow through on Attempt contact with the referred customer participant, accept or reject training requests referral, and document the decision within seven calendar days.~~
- ~~2. Make the final decision whether to approve the request.~~
- ~~3. Create a training plan including Develop the corresponding eJAS code for Education and Training Worksheet, and includes how the educational activity:~~
 - ~~d) For basic education, documents increases the educational activity gives the parent participant's skills needed for employment in the training plan.~~
 - ~~c) Use the WorkFirst Calculator Tool to determine the maximum total number of weekly educational hours, including study time. The, 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 is a spreadsheet used by college staff to determine the total number of allowable homework hours for the parent or the approved Weekly Attendance Sheet.~~
 - ~~• Update the Education & Training Worksheet to include the totals identified by the WorkFirst Calculator Tool, the parent's Participant's approval status, the appropriate~~
 - ~~• Appropriate component, the anticipated~~
 - ~~• Anticipated start and end date of the activity, and the~~
 - ~~• Participant's total number of participation hours per week the parent will be participating, and send.~~~~

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

5. The WFPS/WFSSS will:

- a) ~~Receives~~ Receive notice ~~that of the parent is approved~~ participant's approval for ~~Basic Education, High School Equivalency (HSE) or High School Completion from the college WorkFirst personnel staff.~~
- b) ~~Enters~~ Enter the BE, GE, or HS eJAS component code (~~JT, GE or HS~~) with the three digit contractor code.
- c) ~~Stacks basic education~~ Stack BE or GE components with a core activity for participants 20 years of age or older.
- d) ~~Updates parent's~~ Update participant's IRP.
- ~~d~~e) On a quarterly basis, Rreview and monitor progress entered by the college staff quarterly 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.***

3. ~~The Documents action taken in eJAS.~~

4.6. ~~College WorkFirst personnel staff~~ will work with all ~~parents~~ participants in approved training as follows:

1. Supervision: ~~Daily supervision is required and may be provided by faculty~~

- Faculty, instructors, instructional aides, lab supervisors, study hall supervisors, and ~~supervisors of work-based learning activities~~ supervisors may provide required daily supervision. College program designees also provide additional monthly supervision to ensure the participant is ~~doing well in his or her program and making progress towards meeting her or his~~ educational and employment goals.

2. Documentation: ~~Attendance~~

- i. Document attendance records will be documented every two weeks and ~~maintained~~ maintain them in the ~~college's or provider's~~ students' participant files. ~~This~~
- ii. Provide this information ~~will be provided~~ in a State-approved format, such as individual timesheets signed by the participant and faculty member, supervisor, or other appropriate individual ~~as well as the student or documented~~ or document in electronic tracking systems, as appropriate. ~~A~~
- ~~iii.~~ Keep a copy of the WorkFirst Calculator sheet, or approved Weekly Attendance Sheet, listing the maximum number of weekly participation hours ~~will be kept in the parent's participant's~~ file.

3. Reporting:

4. ~~Use eJAS;~~ to report ~~parent~~ participation ~~every month.~~

- ~~Use eJAS to report progress for high school/high school equivalency monthly to the WFPS/WFSSS on a monthly basis,~~
- Immediately notify the WFPS/WFSSS if the ~~student is not participant~~ isn't maintaining satisfactory progress ~~or~~, fails to participate as required, or has two excused or unexcused absences in a calendar month. Please refer to ~~section 7.1.4~~ section 7.1.6 What steps do you take when a parent is absent?

4. Verification:

- 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 Comprehensive Evaluation (CE) and other meetings such as Continuous Activity Planning (CAP), the WFPS/WFSSS will:

a. Determine if education and training options are likely appropriate using the Stacking Activity Chart.

b. Create the Individual Responsibility Plan (IRP).

c. Use 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 3.9.2.6 *What are Non-contracted service requirements.*

If the component is coded to a non-SBCTC provider, follow reporting requirements outlined in 3.9.2.5 *What are Contracted service requirements?*

~~4. Verification: Provide information, documentation, and records as requested to support State Work Verification efforts.~~

7.3.3 What is Basic Education & Skills Enhancement training (JT)?

Basic Education is designed to increase 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 ~~generally~~ training that enhances a ~~person's~~ participant's employability by providing specific skills that are marketable to employers. It can include:

- Training to enhance job skills ~~classes,~~ classes, such as computer/keyboarding ~~classes, classes,~~ to learn software applications, CPR/basic first aid training, or flagger training.
- Literacy or language instruction when it ~~is~~ explicitly focused ~~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 ~~or~~ to provide a person ~~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 ~~can be provided by:~~

- Public/private community and technical colleges,
- WorkFirst partners,
- Tribal governments,
- Community based organizations, or
- Businesses.

You can add Skills Enhancement training to a ~~person's~~ participant's IRP when the ~~individual:~~

- ~~Qualifies~~ as a seasonal worker;
- Meets the WorkFirst work requirements;
- ~~Is~~ Are fully participating in job preparation or other employment services (short-term only) and the training ~~would~~ enhance ~~his or her~~ their employability.
- Needs non-core activities to meet participation requirements.

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

~~The Use the following eJAS codes may be used for parents~~ codes for participants in basic education or skills enhancement training:

- **JT** - Skills Enhancement Training
- **RA** - Referral to Community/Technical college

~~7.3.47.3.4~~ Basic Education & Skills Enhancement Training - Step-by-step guide Step Guide

~~1. A WorkFirst partner may:~~

- ~~1. Refer~~The participant meets with the parent to DSHS to set up skills enhancement training and document the request in eJAS, and
- ~~2. Explain to the parent the requirement to continue to participate in other activities, as directed in their IRP until their IRP is changed.~~

~~2.1. The WFPS/WFSSS:-~~

~~2. Determines~~Based on the Comprehensive Evaluation (CE), the WFPS/WFSSS will:

- ~~Determine if the Education~~an education and ~~Training~~training request appears to be appropriate* according to the ~~parent's~~participant's comprehensive evaluation, ~~Continued Participation~~Continuous Activity Planning recommendations, or the stacking ~~activities~~activity chart.
- When combining ~~skills enhancement~~Basic Education or Skills Enhancement training with Career Scope activities, ~~the WorkFirst Program Specialist/WorkFirst Social Service Specialist (WFPS/WFSSS):-~~
 - Chooses the Job Search and Education and Training employment pathways after completing the CE and refers ~~the individual participant~~ to ESD and the training institution or service provider, using the **RI** and **RA** referral codes,
 - Monitors ~~the~~ IRP and activities, and
 - Once approved, updates the IRP and eJAS component codes to reflect Career Scope services and skills enhancement training.
- ~~If~~When combining ~~skills enhancement~~Basic Education or Skills Enhancement training with other core activities, ~~the WFPS/WFSSS:-~~
 - Chooses ~~the~~ the Education and Training and ~~Unsubsidized Employment~~core activity pathways after completing the CE and refers ~~the individual participant~~ to the service provider using ~~the RA~~the **RA** referral code;
 - Updates the IRP to include skills enhancement training;
 - Opens the **JT** and ~~PT~~core activity components; and
 - Monitors the IRP and activity.

~~3. The service provider~~College staff will:

- Attempt contact with the referred participant, accept or reject training referral, and document the decision within seven calendar days.
- Develop the Education and Training Worksheet, and includes how the activity increases the participant's skills needed for employment.
- 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. Receive notice of the participant's approval for Basic Education or Skills Enhancement Training from the college WorkFirst personnel.
- b. Enter the JT eJAS component code with the three-digit contractor code.
- c. Update the participant's IRP; reviews and monitors progress entered by the college staff quarterly into the Education and Training Worksheet under Progress Notes.

3-5. The College staff will work with all ~~parents~~participants in approved training as follows:

- a. Supervision: ~~Daily supervision is required and may be provided by faculty~~
 - i. Faculty, instructors, instructional aides, lab supervisors, study hall supervisors, and ~~supervisors of work-based learning activities~~supervisors may provide **required daily supervision**. College program designees also provide additional monthly supervision to ensure the participant is ~~doing well in his or her program and~~ making progress towards meeting ~~her or his~~ educational and employment goals.
- b. Documentation: **Attendance**
 - i. Document attendance records ~~will be documented~~ every two weeks and ~~maintained~~maintain them in the ~~college's or provider's students'~~participant's files. **This**
 - ii. Provide this information ~~will be provided~~ in a State-approved format, such as individual timesheets signed by the participant and faculty member, supervisor, or other appropriate individual ~~as well as the student or documented~~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-iv. Use eJAS, to report ~~parent~~participation monthly to the WFPS/WFSSS ~~on a monthly basis.~~
 - ii-v. Immediately notify the WFPS/WFSSS if the ~~student is not~~participant isn't maintaining satisfactory progress ~~or,~~ 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?~~

• ~~Verification: Provide information, documentation, and records as requested to support State Work Verification efforts.~~

If the student is attending a community or technical college, college staff will:

- ~~1. Use the WorkFirst Homework Calculator tool to determine the total number of hours per week the parent will be participating, including: scheduled class time, unsupervised homework time, any scheduled supervised homework time and the maximum number of allowable education hours.~~
- ~~2. Update the Education & Training Worksheet to include the totals identified by the WorkFirst Calculator Tool, the parent's approval status, the appropriate component, the anticipated start and end date of the activity, and the total number of hours per week the parent will be participating, and send notification via an eJAS e-message to the WFPS/WFSSS.~~
- ~~3. Keep a copy of the completed WorkFirst Homework Calculator tool in the parent's file.~~

d. Verification:

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

7.3.5 What is Life Skills Training?

Life skills training ~~is training that~~ prepares ~~parents~~participants to meet the demands of everyday life and employment. Programs are locally designed and operated to maximize available resources to best serve the ~~parents~~participants within the community.

Life skills training can ~~be offered:~~

- ~~As part of~~Stack with Job Search
- ~~Independent~~Be independent from Job Search
- ~~As part of~~Stack with other Job Preparation activities

Life skills training may include such topics as:

- Self-awareness
- Attitude
- Balancing work and personal life
- Money management
- Stress and anger management
- Time management
- Communication skills
- Appropriate standards for dress and participation

7.3.6 What is Independent Life Skills Training?

Life Skills/Soft Skills training ~~is training that~~ prepares ~~parents~~participants to meet the demands of everyday life and employment. It ~~may or may not~~ be employment related ~~and is not intended to completely address and resolve family issues. It is intended to be~~provides and an up-front introduction that helps prepare ~~them~~parents to participate for effective participation in activitiesparticipate in activities effectively. It effectively~~but doesn't completely address and resolve family issues.~~

For federal reporting, Life Skills is a time-limited core activity in the same category as job search/job preparation. This activity can ~~either~~ be used by itself or stacked with other activities in order to reach full time participation.

Note: Homework ~~cannot be counted~~ can't count as WorkFirst participation hours for Life Skills training.

Code Independent Life Skills training ~~should be coded~~ as "LS" on the eJAS component screen.

For participants in ~~It is important to note that Life Skills training is already built in to Career Scope Job Search activities through ESD, Commerce, and or ORIA. The "~~ incorporate Life Skills training as part of their JS component. ~~Don't code these the LS" should not be coded~~ trainings separately from the JS component ~~for these cases. in these cases. LS should only be coded~~ Only code these separately when ~~it is~~ taken independently from Job Search and ~~is not part of or~~ other Job Preparation activities.

~~For more on Life Skills training as it pertains to job search, please~~ Please refer to [section 4.2.8- What is Life Skills Training as Part of Job Search?](#) ~~for more on Life Skills training as it pertains to job search.~~

~~For~~ Please refer to section 7.3.7 for Life Skills training as part of other job preparation activities, ~~please refer to section 7.3.7.~~

7.3.7 What is Life Skills Training as Part of Other Job Preparation Activities?

~~If the Life~~ Don't separately code life skills/Soft soft skills training ~~is embedded in other Job Preparation activities, it is not coded separately.~~ It is coded Activities that may code and federally reported as part of these activities: ~~These activities report this training are:~~

- Family Violence
- Mental Health
- Chemical Dependency Treatment

7.3.8 What is Seasonal Worker Training?

WorkFirst allows seasonally employed workers the opportunity to meet their WorkFirst requirements by working during the peak season and pursuing full time training in the off season. Other training or education, including basic education such as Adult Basic Education (ABE), GED, or English as a Second Language (ESL), may be appropriate in combination with vocational training, depending on the needs of the individual participant.

Seasonal employment ~~is work~~ reflects a consistent pattern of employment and unemployment, characterized by regular, periodic (seasonal) layoffs, ~~reflecting a consistent pattern of employment and unemployment.~~ Employment Security Department (ESD) staff will determine the seasonal worker status based on the parent's participant's normal pattern of employment.

The seasonal worker training is for individuals who:

- Work full-time, as defined by industry standards, during the peak season;
- Need additional job skills to find more stable employment; and
- Establish a recurring cycle of seasonal employment/unemployment as their normal way of life.

Notice: Parents identified by ESD as seasonal workers who qualified for full-time education and training during the off season prior to June 1, 2007, will be able to complete their training according to their original IRP.

7.3.9 When can you add seasonal worker training to the ~~IRP?~~

Seasonal worker training is included in the parent's ~~Individual Responsibility Plan (IRP)?~~

Include seasonal worker training in the participant's IRP when Employment Security Department ~~has determined~~ determines the ~~parent~~ participant is a seasonal worker and ~~the the~~ community and technical colleges approve the training ~~has been approved~~.

~~Once the training is approved,~~ WFPS/WFSSSs and employment counselors develop IRPs and Success Plans that maximize opportunities for wage progression; ~~once they determine approval of training.~~ Community and Technical Colleges design individualized training plans and WorkFirst Financial Aid to pay for the training.

~~The~~ Community and Technical College staff monitor the seasonal worker training ~~is monitored~~ according to the type of training added to the IRP. For example, if the training is vocational education, then the WFPS and college staff track participation and monitor progress according to the policy around vocational education. This also applies to determining the actual hours of time for the activity.

eJAS codes

- RA (Referral to non-CJST or HWHD training)
- VE (Vocational Training)
- PE (Customized Job Skills Training)
- ES (English as a Second Language)
- HS (High school completion or High school equivalency for participants 19 years of age or younger)
- BE (High school completion, including High School 21, for participants 20 years of age or older)
- GE (High school equivalency training for participants 20 years of age or older)

7.3.10 Full-time training for seasonal workers - ~~Step-by-step~~ guide Step Guide

1. The ~~WorkFirst Program Specialist/WorkFirst Social Service Specialist~~ (WFPS/WFSSS) refers the ~~parent~~ participant to job search.
2. The ~~Job Service Specialist~~ Employment Coach will:
 1. ~~Determines~~ Determine seasonal worker status. ~~If the parent meets seasonal worker status,~~ and informs ~~them~~ the participant of seasonal worker training options ~~if they meet season work status;~~
 2. ~~Develops~~ Develop the success plan to include seasonal worker training; and
 3. ~~Refers~~ Refer seasonal workers who request training to the ~~DSHSS~~ WFPS/WFSSS.
 4. ~~Closes~~ Close the JS code.
3. The ~~WorkFirst Program Specialist/WorkFirst Social Service Specialist~~ (WFPS/WFSSS): will:

1. ~~Receives~~Receive notice ~~that recommending the individual is either recommended~~participant for seasonal worker training.
2. ~~Determines~~Determine if an education and training request appears to be appropriate according to the ~~parent's~~participant's comprehensive evaluation, Continuous Activity Planning recommendations or the stacking activity chart.
3. ~~Refers~~Refer appropriate requests to the college using the RA code and ~~creates~~create the ~~parent's~~participant's Individual Responsibility Plan (IRP-).
4. College ~~WorkFirst personnel~~staff will:
 1. ~~Follow through on training requests~~Complete the following within the first seven calendar days of referral:
 1. ~~Make~~Attempt contact with the ~~final decision~~participant;
 2. Accept or reject the referral;
 3. Determine whether to approve the requestVE or PE (if accepted); and
 4. Document reason for accept/reject and referral to appropriate program.
 2. Create a training plan.
4. ~~Send an e message to the WFPS/WFSSS via eJAS updating the WFPS/WFSSS with the parent's approval status.~~
 3. 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).
 4. Update the Education & Training Worksheet including the:
 1. Totals identified by the WorkFirst Calculator Tool or the approved Weekly Attendance Sheet,
 2. Participant's approval status,
 3. Appropriate component,
 4. Anticipated start and end date of the activity, and
 5. Participant's total number of participation hours per week.
5. The WFPS/WFSSS will:
 1. ~~Receives~~Receive notice ~~that the parent is approved~~of approval for full-time education as a ~~Seasonal Worker~~seasonal worker for the participant.
 1. ~~Enters~~Enter appropriate eJAS component code (VE , PE , HW, DC, JT, GE, **BE** or **HS**) with the three-digit contractor code,
 2. ~~Updates parent's~~Update the IRP, and
 3. ~~Documents~~Document action taken in eJAS.
 2. ~~If denied, Refer the parent participant is re-referred back to job search and the WFPS/WFSSS re-opens using the JS code if denied from seasonal worker training.~~
6. The College staff ~~will work~~works with ~~seasonal workers~~all participants in approved training as follows:
 - a. Supervision: Faculty, instructors, instructional aides, lab supervisors, study hall supervisors, and ~~monitor~~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 report their 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 according to the type of training they are enrolled in. See relevant training section for details hours in the participant's file.

c. Reporting:

- vi. Use eJAS, to report participation monthly to the WFPS/WFSSS.
- vii. 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:

- vi-ii. Provide information, documentation, and records as requested to support State Work Verification efforts.

7.3.11 English as a Second Language

~~While (ESL training may be included as part of basic education or blended into skills enhancement training (JT), or high school completion/High School Equivalency (HS/GE), for activities that are solely ESL (ES), refer to the LEP Pathway section.)~~

The LEP Pathway section describes when to approve ~~English as a Second Language~~ ESL and other training for limited-English proficient ~~parents~~ participants. Refer to the LEP Pathway section when the participant can't participate in core activities until their English proficiency improves.

Basic education, skills enhancement training (JT), or high school completion/highs school equivalency (HS/GE/BE) may include ESL training as part of their activities. =

* If the employment plan recommendation or CAP is not appropriate, refer to [Chapter 3.2](#).

** For Dependent Teens/Teen Parents, and Pregnant and Parenting Minors, refer to [Chapter 1.2](#).

Resources

Related WorkFirst Handbook Chapters

- [1.2 Required Participation](#)
- [3.2 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 ~~me~~WorkFirst?
- 4.1 Employment Services Overview
- 3.3.1 Individual Responsibility Plan
- 2.3 WCCC

Other Resources

- [CASA Descriptor](#)
- [Tuition Assistance From Community & Technical colleges](#)
- [Life Skills/Soft Skills and Skills Enhancement \(Job Skills\) Training Differences](#)
- [WorkFirst Calculator Tool](#) (used by SBCTC staff)