

# WorkFirst Career *Scope* Handbook

October 2014

WORKFORCE & CAREER DEVELOPMENT DIVISION

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# Purpose

The purpose of this handbook is to provide an overview of the WorkFirst Career *Scope* program and communicate its philosophy, expectations and requirements so that ESD WorkFirst career coaches can deliver a quality, engaging and value added experience to WorkFirst participants statewide.

This handbook will be updated as additional processes become standardized and improved.

# Background

WorkFirst, Washington state's welfare reform program, began in 1997 with an emphasis on helping participants move away from dependence on welfare and toward stable employment and economic self-sufficiency. The goal of WorkFirst is to provide families the services and supports they need to **"get a job, get a better job and have a better life"**.

Over the years, WorkFirst has undergone many changes, but the main goal remains the same: to help families become employed and make steps toward becoming self-sufficient. Read a complete history of the Washington's WorkFirst program on the state's [WorkFirst web site](#).

The WorkFirst program remains a partnership between state agencies (including Department of Social and Health Services, Employment Security and Department of Commerce, the State Board of Community and Technical Colleges and Department of Early Learning's Working Connections Child Care) and communities to work together to provide the necessary services and resources families need to be successful. In addition, hundreds of local organizations and business partners across the state are involved locally, including tribal governments, Workforce Development Councils (WDCs), community action agencies, nonprofit agencies of all types, schools, labor organizations, and childcare, transportation, mental health and substance abuse treatment providers.

Employment Security Department (ESD) is the lead partner charged with assisting WorkFirst participants in making the connection to employment. *Career Scope* is ESD's four-phased WorkFirst employment services and career development program (formerly called Job Search).

## Benefits of Career Scope

- Moves beyond getting a job to helping participants move forward on a pathway towards self-sufficiency.
- Focuses on value to the participant and meaningful engagement in activities that support skills development and employment.
- Utilizes proven engagement and career coaching techniques for more participant buy-in.
- Includes value-driven online Customer Satisfaction Surveys for immediate feedback and continuous quality improvement.
- Focuses on those participants most ready for employment as a next step.

- Offers up-front, strengths-based employment assessments to determine work readiness and career pathways to meet participants where they are.
- Focuses on the development of 'employment assets' to ensure participants are fully prepared and packaged to go to work.
- Provides skill development and e-learning opportunities.
- Offers peer to peer activities for added support.
- Connects participants to 'better fit' employment (expanding sectors and demand occupations, career ladders and benefits) through targeted job development, including on-the-job training (OJT).
- Focuses on long-term connections with post-TANF working families through optional ongoing retention and career development services.

# Roles and responsibilities

Success of the Career Scope program relies upon a solid partnership and excellent communication between the DSHS WorkFirst case worker, the ESD career coach, and the WorkFirst participant, and involvement of support units and management.

## Career coaches

- Report any resource issues impacting their ability to provide engaging services to participants.
- Utilize engaging and motivating techniques (Motivational Interviewing) during all phases of *Career Scope*.
- Ensure all participants receive strength based coaching during all evaluations.
- Hold participants accountable for assigned activities.
- Ensure timely and accurate completion and interpretation of an Employment Skills Assessment (ESA) and the Registration in SKIES.
- Ensure timely and accurate completion of the Plan of Activities (including requirements and evaluations documented in eJAS notes) and actual hour entries for each participant enrolled in *Career Scope*. The Plan of Activities will be turned in weekly.
- Ensure all appropriate documentation is in SKIES, CATS, and eJAS.
- Provide complete and thorough interpretations of all assessments in relationship to the local labor market.
- Provide support services as needed to support the participant and in accordance with the current ESD Support Services Directory.
- Market the benefits of the Workers and Careers phase routinely during all phases of *Career Scope*.
- Communicate with the participant's DSHS case manager regarding lack of participation/non-compliance and/or recommendations for more appropriate activities that would benefit the participant.
- Ensure all participants complete a customer satisfaction survey at the end of the Orientation and Assessment Phase and upon completion of *Career Scope*.

## WorkFirst supervisors

- Report any resource-related issues preventing coaches from meeting program requirements.
  - Staffing needs (to include training)
  - Facilities/equipment needs
- Monitor coaches to ensure engaging and motivating strategies are being used in all phases of the model.
- Observe Orientations to ensure the engaging model standard is used.
- Work with the WorkFirst Local Planning Area (LPA) partners (specifically DSHS) to ensure appropriate Work Ready referrals are being made to Career *Scope*.
- Work with DSHS WorkFirst Supervisors to ensure overall functionality and appropriate services are made available to participants.
- Coordinate with Business Services (if available) regarding employment and/or OJT opportunities for participants.
- Monitor the assessment process with emphasis on thorough interpretations in relation to the local labor market.
- Monitor the Employment Skills Assessment, SKIES registration, Plan of Activities (including requirements and evaluations notes in eJAS) and actual hour entries to ensure timely and accurate completion.

## WorkSource administrators

- Ensure adequate resources (facilities and equipment) are available.
- Maintain staffing ratio at an average of 1 to 40 so participant engagement is possible.
- Ensure coaches meet required training requirements. Optional training is encouraged, such as: Motivational Interviewing, Assessment Interpretation, Crucial Conversations, and/or Coaching.
- Ensure all phases of the model are monitored for engagement with the participant.
- Address challenges and/or best practices in regular staff meetings.
- The WorkFirst LPA partners are involved and support the Career *Scope* model. Administrators are encouraged to attend LPA meetings regularly for information and WorkFirst context.
- Participate in monthly WorkFirst/Career *Scope* teleconferences.
- Access information on the SharePoint Career *Scope* site to stay current with updates or revisions to the model.
- Monitor enrollment, services, and follow up for all participants enrolled in Workers and Careers.
- Monitor to ensure all participants complete a customer satisfaction survey at the end of the Orientation and Assessment Phase and upon completion of Career *Scope*.

- Work closely with local central office lead for technical assistance.
- Participate in monthly WorkFirst/Career Scope teleconferences.
- Work with DSHS WorkFirst Supervisors to ensure overall functionality and appropriate services are made available to participants.

## ESD regional directors

Communicate the importance of Career *Scope* Implementation in regards to the agency's support of the Governor's WorkFirst Redesign.

- Provide oversight and encouragement in the use of participant engagement techniques
- Assist in meeting local resource requirements

## WorkFirst administrative unit

- Issue all required policy, standards and process requirements associated with Career *Scope*.
- Work in partnership with DSHS regarding all WorkFirst policies and requirements.
- Assign a specific staff member to provide technical support via teleconference, email and individual phone calls.
- Collect data and information through electronic reviews, surveys, and/or site visits.
- Assist in obtaining resources required.
- Manage the SharePoint site for updated information sharing.
- Manage all communications.
- Keep leadership informed of the progress of local offices and what is being learned.
- Host monthly WorkFirst/Career *Scope* teleconferences
- Provide staff development materials and training.
- Monitor support services to include the distribution of funds and the monitoring of expenditures of funds (batch reviews).
- Coordinate site visits by the ESD commissioner.

## WorkFirst legislative task force

Legislation was passed during the 2011-12 legislative session to form a Legislative Task Force to oversee the WorkFirst redesign of the WorkFirst Program and follow on the redesign was being implemented. The Task Force consists of two members from the largest caucuses of both the House of Representative and the Senate, and a member each from the Department of Social and Health Services, the Department of Early Learning, the Department of Commerce, the Department of Employment Security, the Office of Financial Management, and the State Board for Community and Technical Colleges.

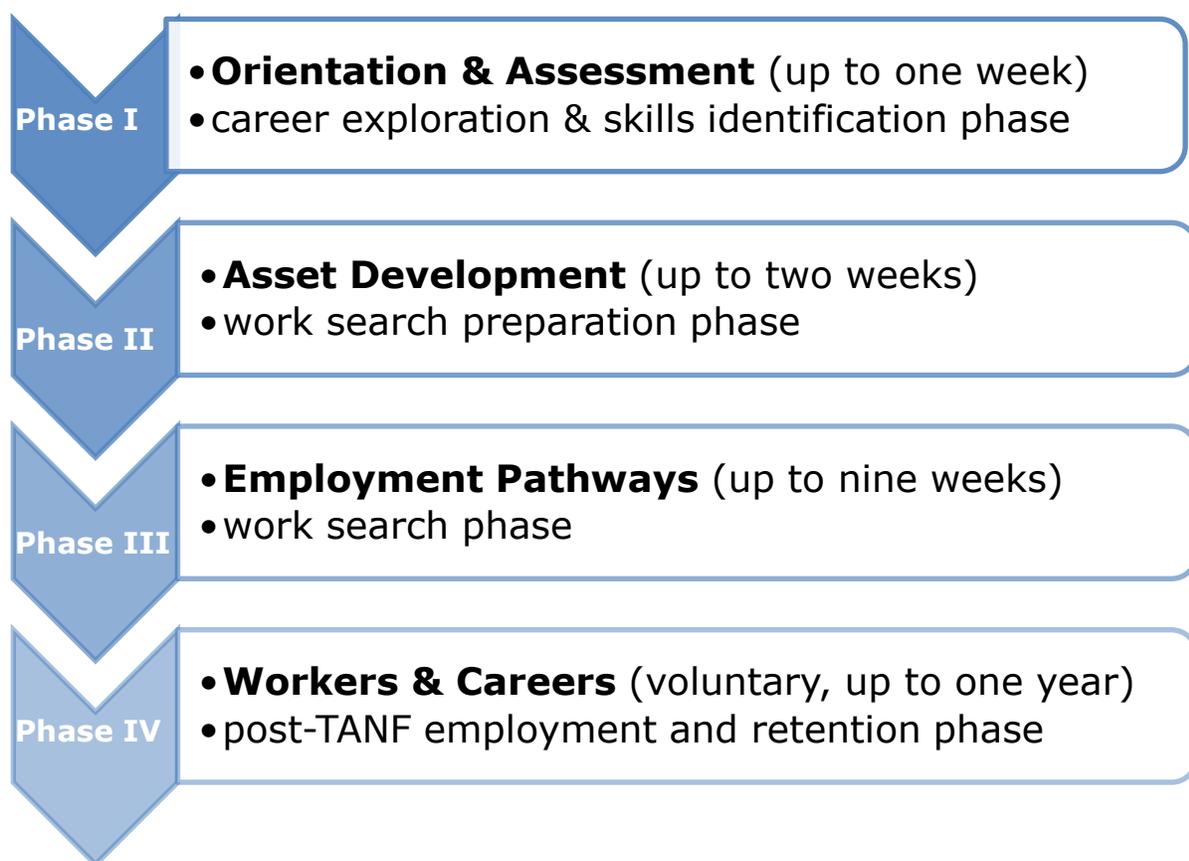
The Task Force meets at the discretion of the Chair. The Task Force is charged with overseeing the WorkFirst program and operation of the temporary assistance for needy families program to ensure that the programs are achieving desired outcomes for their clients.

# Career *Scope* framework

Career *Scope* is a four-phased approach to helping participants on a pathway to self-sufficiency. In the past, WorkFirst focused on putting participants to work so that they could stop using Temporary Assistance for Needing Families (TANF) benefits. The program shifted toward an individualized, participant-centered (transformational) approach to helping people go to work. Career *Scope* ensures the participants are engaged earlier in their employment readiness process, with value-added activities that meet them where they are and increase their likelihood of employment. Additionally, Career *Scope* works to stay connected with families over time and provided much needed retention services and supports to help them move out of poverty and on a pathway towards self-sufficiency.

**Note:** Because Workers & Careers (Phase IV) is voluntary, employment coaches must market its benefits to participants throughout the preceding phases.

For further detail about the Career *Scope* framework, see [Attachment A](#).



# Phase I: Orientation and assessment

The first phase of Career Scope provides an opportunity for ESD to welcome WorkFirst participants to WorkSource and help them understand why work is important, what skills they can bring to the workplace, what kinds of jobs are available in the community, where they might fit in the local labor market and how to achieve their long-term goals for self-sufficiency. Coaches provide Phase I activities in both group and one-on-one sessions. These activities could last up to five days and consist of two parts.

## Step A: Screen for Career *Scope* work ready requirements

There is several criteria that must be met in order for a WorkFirst participant to move into Career *Scope*. It is preferred that participants either have a high school diploma or GED or be making satisfactory progress in a GED program, but not required.

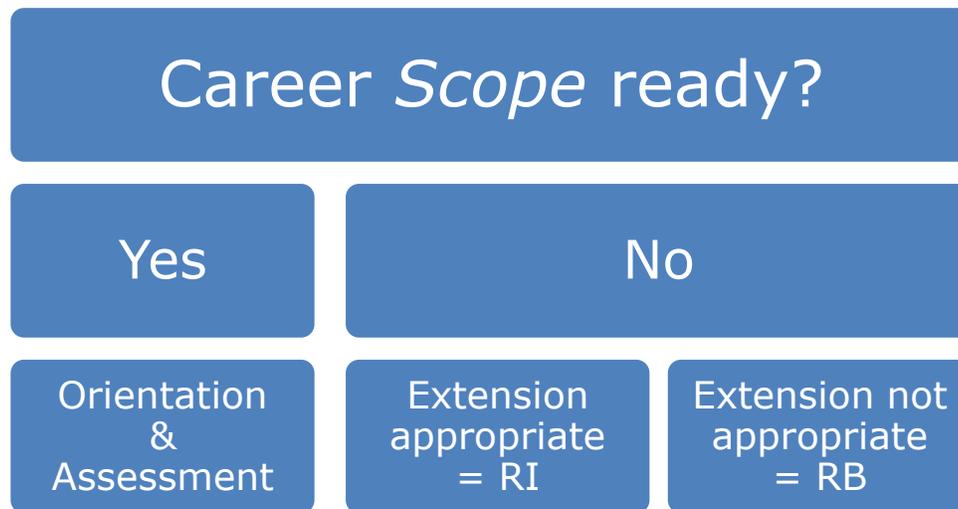
Participants must:

- Have childcare in place, and have or be working on a back-up childcare plan
- Have reliable transportation, and have or be working on back-up transportation
- Have a current Comprehensive Evaluation (CE) in eJAS as required by the WorkFirst Handbook
- Have picture ID and a Social Security number, **or** be able to obtain these within the first four weeks of entering Career *Scope*
- Be willing, able and available to accept an offer of employment (full time employment is the goal to help move families toward self-sufficiency)
- Commit to the required Career *Scope* weekly participation level

### Required Career *Scope* participant time commitment

Full time (FT) (32-40 hrs/wk)	Part time (PT) (minimum 10 hrs/wk)
<ul style="list-style-type: none"><li>• 20 hours per week allowed for single parents with a school-aged child under the age of 6</li></ul>	<ul style="list-style-type: none"><li>• Allowed while completing the last four weeks of another work readiness activity i.e. Commerce programs, training and/or education), <b>or</b></li><li>• While participating in barrier removal or another work readiness activity outlined in their Individual Responsibility Plan (IRP)</li></ul>

- If a participant is not work ready but can be within a week (such as when a couple of extra days are needed to arrange childcare), contact the DSHS case manager to extend the referral (RI), and tell the participant to complete the activities needed in order to be ready to start *Career Scope*.
- If a participant is not work ready and extension is not appropriate, close the RI, select the appropriate reason code and enter a Refer Back (RB) to the DSHS case worker.



## Step B: Complete the orientation and assessment

### Career *Scope* orientation

The orientation may be provided in either a group or one-on-one setting. Be sure to make your orientation welcoming and engaging. You may wish to invite community partners to participate in orientations to talk about the resources and services they have for participants.

Orientations must cover the following standard topics:

- Career *Scope* expectations
- Scheduled reporting requirements
- Excused absence process
- Reporting temporary, full time or part time employment
- Dress code
- How to complete the Plan of Activities
- What support services are available
- How to contact their career coach

- Establish an e-mail address to use for job searches
- Resources available at WorkSource and in the local community
- An introduction to Phase IV – Workers & Careers

### **Tips for a Successful Orientation**

The orientation is designed to engage the participants in productive and meaningful activities and discussion.

- Start on time
- Smile
- Ask for participation using open-ended questions
- Empathize with the situation
- Identify positive outcomes
- Stress benefits of participation in *Career Scope*

### **Individual employment assessment and interpretation**

The assessment in Phase I offers an opportunity to involve the participant in an in-depth discussion about their skills, abilities and goals, which sets the stage for everything to follow. Refer to [Attachment B](#) for a matrix of optional *Career Scope* assessments. (Peer mentors can provide support during the assessment phase. For more information on the value of peer mentors, see [Attachment C.](#))

Regardless of which assessment instrument(s) a participant may use, be sure the cover the following when providing an interpretation of their results:

- Work values
- Work interests
- Work skills (strengths)
- Transferrable skills
- Occupations in demand
- Skill building pathways (career ladders)
- Short- and long-term goal setting (O\*NET codes are required in SKIES)

## Required system entries

Below are the required SKIES service entries for Phase I:

- SKIES Partial Registration (enter participants in WorkFirst Job Search Preparation)
- Core service – Assessment
- Intensive – Specialized Assessment (if tools are used)

## Post orientation customer satisfaction survey

Career coaches will provide the opportunity for all participants to complete the Customer Satisfaction survey at the conclusion of Phase I to help measure the value of Career *Scope*.

# Phase II: Asset development

The second phase of *Career Scope* – Asset Development – provides participants the time, employment skills, resources and support necessary to prepare them to begin looking for work. The goal is to ensure each participant completes a set of activities based on their individual employment readiness prior to initiating their work search activities. This phase can last up to two weeks.

## Inventory of employment assets

The inventory of employment assets is a key element of *Career Scope*. It is important to coach the participant to attain and improve as many job finding and workplace skills as possible.

Provide activities that allow each participant to develop the assets and skills they need to become employed and move forward on a career pathway that will lead to self-sufficiency. WorkFirst partners may contribute activities, workshops or classes to enhance and enrich participants' learning opportunities.

### Minimum required employment assets

The below skills are required. If the participant has already demonstrated competency in an area, select the asset(s) on the CATS Access screen. CATS will then display the current date. A participant is not required to attend workshops if they have competency in an area.

- 60 Second Commercial
- Master application
- Résumé
- Interview skills
- Occupation and wage research (labor market information)

### Optional employment assets

These assets are optional, but encouraged, based on what the individual job seeker needs:

- Career exploration and goal setting
- Work Connections (job club)
- Workplace effectiveness
- Computer basics
- GED preparation
- Other work readiness activities, WorkSource workshops or locally-developed workshops that make sense for the participant at the time

## Required SKIES entries

There are three required SKIES entries for Phase II. These must be recorded in SKIES within 15 business days of the state date of the JS and CATS Asset Inventory Status screen:

- Core – Job Hunter Module (1-6) completed (as appropriate)
  - **Note:** If participants demonstrate the same level of skills and abilities expected from workshop attendees, instead record Core – Individual Job Seeker Assistance.
- Other appropriate Seeker Services

## Required CATS entries

You will need to enter and/or update Short and Long Term Employment Goals and enter and/or update the Asset Inventory Status in CATS:

**Customer Home Page** Cancel

Office/CSO:  
Customer SSN:  
CATS Status:  
Next Attendance Date:  
Entered CATS:  
TANF Status:  
Months on TANF:  
No Show:  
Week in Job Search:  
Short Term Goal:   
Long Term Goal:   
Assessments Completed:  
Assets Completed:

Customer Contact Information  
Excused Absence Count:  
Active Employment:  
Attendance Days Set:  
Interview/Evaluation:  
JSE-1: Due  
JSE-2: Due  
JSE-3: Due  
Other:

Activity Planner Eval Due Date:  
Actual Hours Last Update On:

Auto Trans Pay: **Active Components**

Comp	Description	Contr Code	Hours	Starting	Scheduled End	End this Week

**Test**

If you have any questions or comments for the CATS application, please contact [MDambrosio@ESD.WA.GOV](mailto:MDambrosio@ESD.WA.GOV) or call (360) 438-3183.

CUSTOMER | LISTS | TOOLS | REPORTS | HELP | JAS ID - First, Last Name

**Asset Inventory Status**

Office: Office Number, Office Name

Scrolling: Up Down JS Start Date: [ ] [Go] [Download]

Select	JS Start	Assessments Due	CSO	Name	Jas Id	App	Res	Int	Com	LMR
<input type="checkbox"/>										
<input type="checkbox"/>										
<input type="checkbox"/>										
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Test

If you have any questions or comments for the CATS application, please contact [MDambrosio@ESD.WA.GOV](mailto:MDambrosio@ESD.WA.GOV) or call (360) 438-3183.



CUSTOMER | LISTS | TOOLS | REPORTS | HELP | JAS ID - FIRST LAST NAME

**Asset Inventory For:** JAS ID - First Last Name

Assessments Completed:  
Assets Completed:

Completed Assessments:  
Approved Employment Plan:

**Assets**

Master Application Completed:  
 Resume Completed:  
 Interviewing Skills Completed:  
 60 Second Commercial Completed:  
 Labor Market Research Completed:

[Update] [Cancel]

Test

If you have any questions or comments for the CATS application, please contact [MDambrosio@ESD.WA.GOV](mailto:MDambrosio@ESD.WA.GOV) or call (360) 438-3183.



## Create a customized employment portfolio

Phase II should result in creation a customized employment portfolio, which will provide the participant with everything they need to conduct a successful job search in Phase III. Coaches should provide a blue portfolio folder to participants.

At minimum, the portfolio must contain:

- Master job application
- Résumé
- Written 60 Second Commercial
- Cover letter and thank you note examples
- Print out of labor market research results for a demand occupation
- Optional items – copies of licenses, certificates, school transcripts and letters of recommendation, list of three references

### Required SKIES entries

Before an employment pathway can be selected with the participant, he or she must have a completed Employment Skills Assessment and a SKIES registration *no later than the end of Phase II*.

- Enter complete and detailed data in all fields (required for ESD's performance based contract)
- Enter the SKIES service for an assessment for all new or updated Employment Skills Assessments completed (complete data collection for services provided in a month is required for payment of the agency's performance contract for the program)
- Record realistic O\*NET codes
- Complete the Intensive Seeker Service in SKIES – Career Scope Portfolio Completed

### Required CATS entries

- Complete the Assets screen when the participant's portfolio and the Employment Skills Assessment are complete.

# Phase III: Employment pathways

Phase III of the *Career Scope* program is geared toward participants actively looking for work. There are three individualized participation tracks – Coach Assisted, Coach Supported, and Coach Supervised – designed to provide participation coaching support based on the participant’s work search readiness. The career coach determines the appropriate level of engagement for the participant upon enrollment into *Career Scope* activities.

A participant’s coaching sessions are determined at enrollment, and again at the completion of Phase II, based on a determination made between the WorkFirst employment coach and the participant. The individuals demonstrated participation in previous activities, and their work search readiness, determines which track they are assigned to. Participants may move between tracks as they progress in their work readiness with their coach’s approval. The coach’s primary role is to provide one-on-one career coaching and support services in order to help the participant successfully go to work, and to assist the participant in developing their Plan of Activity based on their career goals. Phase III activities may be conducted in-group and/or one-on-one, but participation in Job Club is required. This phase can last up to nine weeks.

## Coach Assisted (Track A)

The Coach Assisted track is appropriate for participants who are fully capable of conducting independent job readiness and work search activities and require minimal support to go to work. In Track A, the employment coach must meet with the participant for **one-on-one coaching at least every 28 calendar days**.

### Participant eligibility

For this track, participants will:

- Have demonstrated excellent attendance
- Have follow through on assigned tasks
- Have recent job experience with marketable skills
- Take initiative and/or volunteer assistance in peer to peer activities and interactions

## Coach Supported (Track B)

The Coach Supported track is appropriate for participants who are able to self-manage their job readiness and work search activities and participate with moderate support of an employment coach to go to work. The employment coach must meet with the participant for **one-on-one coaching at least every 14 days**.

### Participant eligibility

For this track, participants will:

- Have demonstrated good attendance and follow-through
- Have participated effectively individual and group activities
- Show they can look for work independently
- Need moderate supervision or coaching
- Continue to gain employment assets

## Coach Supervised (Track C)

The Coach Supervised in the most intense track, and is appropriate for participants who require intensive coaching and support to conduct a successful job readiness activities and work search and go to work. Participants in this track have just entered *Career Scope* or have demonstrated challenges with consistently meeting program expectations. The employment coach must meet with the participant for **one-on-one coaching at least every 7 days**.

### Participant eligibility

For this track, participants will:

- Have just entered *Career Scope*
- Have demonstrated difficulties with meeting program expectations
- Lack demonstrated motivation, confidence or work orientation to successfully find a job
- Need wrap around support and supervision
- Need intensive coaching on work search activities

## Required system entries

Most of the Phase III system entries are made in CATS; however, some key information must also be entered into SKIES and/or eJAS.

### Required SKIES entries

- Services provided, as appropriate
- If the participant exits to employment, complete the employment information

### Required CATS entries

- Provide a new Plan of Activities at least weekly and set up coaching session based on the assigned employment pathway – WorkFirst Job Search
- Ensure participation hours are recorded on the Actual Hours screen
- Update the Asset Inventory screen as needed
- Open, change and/or close tracks as appropriate for the participant
  - **Note:** *If the JS is closed and a track is open, staff must manually close the track.*

### Required eJAS entries

- Close the JS component and enter the appropriate component – PT (part time) or FT (full time)
- Complete the employment screen
- Record the job search requirements and reviews as appropriate for each track in Phase III in eJAS notes

# Phase IV: Workers & careers

The final phase of Career Scope provides voluntary, post-TANF employment support. The services are available for up to one year for participants who have gone to work and have exited TANF. The goal of this phase is to stay connected with working participants for ongoing job retention support, wage progression, career advising, and connections to skill development and training opportunities. Participants remain connected to their employment coach by phone, e-mail or through one-on-one in-person coaching sessions.

Participants are encouraged to develop an income and resource plan to help them understand how to budget their employment income and determine what additional resources or support they may need to progress on a pathway toward self-sufficiency. This phase could last up to one year once the participant has gone to work.

Services may include:

- On-going coaching
- Connection to community resources
- Access to skill development within the WorkSource
- Job referrals

## Enrollment follow-ups

The employment coach must conduct enrollment follow-ups at 30, 60, 90 and 120 days, and at 1 year. Private coaching may be provided based on need. Follow-ups will include

- Verification of contact information
- Employment status (same employer?)
- Raises, benefits

## Phase IV completion

The Workers & Careers program concludes:

- At one year
- After three unsuccessful attempts to make contact with the participant, or
- When participants indicate they no longer want to participate

# Tools and resources

In order to keep the information up-to-date, this manual contains links to websites, resources and other useful documents. We suggest you save it to your desk top for easy access to the online information.

If you have questions or suggestion on how to improve this manual, contact the WorkFirst Administrative Unit.

## Resource documents

- [DSHS WorkFirst Handbook](#)
- [WorkFirst Career Scope Handbook](#)
- [WorkFirst Training/Desk Manual](#)
- [Internal Controls Manual](#)
- [WorkFirst Support Services Directory](#)

## Key websites

- [Washington WorkFirst](#) – statewide WorkFirst information
- [Inside WorkFirst](#) – ESD’s WorkFirst Career Scope resources
- [Go2worksource](#)
- [Employment and economic information](#)

## e-Learning

The following modules will help you learn WorkFirst concepts (each is available through the state’s [Learning Management System](#)):

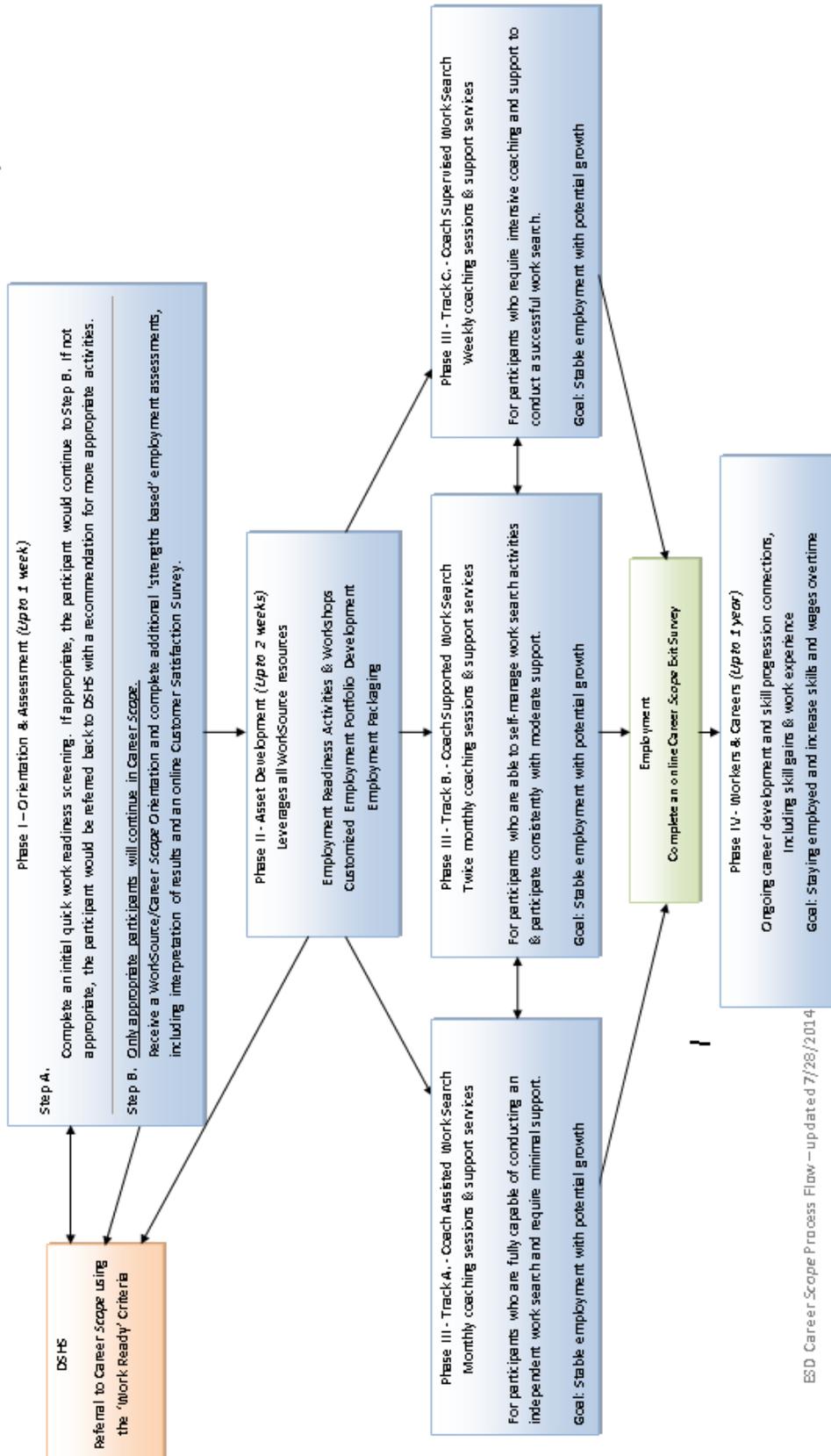
- ESD WCD Designing Effective PowerPoint Presentations
- ESD WCD Engaging Customers
- ESD WCD Interviewing and Redirecting
- ESD WCD Stepping Through OJTs – a three-part series
- Stepping Through Vouchers

# Attachments

- Attachment A: ESD Career *Scope* Model Flow (7/28/14)
- Attachment B: Assessment & Career Path Instruments (9/16/14)
- Attachment C: Value of Peer Mentors

# Attachment A: Career *Scope* model flow (updated 7/28/14)

Career Scope Model Flow



ESD Career Scope Process Flow - updated 7/28/2014

# Attachment B: Assessment and career path instruments

## ESD WorkFirst Career Scope Assessments & Career Path Instruments

Tool	Suggested for WSA						Optional			
	Work History	Work Skills	Career Interests	Work Values	Education Level (or Basic Skills)	Labor Market & Career Path	Transferrable Skills	Personality Characteristics	Self-Management Skills	
SKIES	•	•	•	•	•	•	•			
Suggested Assessments for WorkFirst										
Choose one or more for Individualized Work Skill Assessment Needs (no cost)										
Career OneStop- mySkills myFuture <a href="http://www.myskillsmyfuture.org/">http://www.myskillsmyfuture.org/</a>		•	•	•	•	•	•			
Career Bridge <a href="http://www.careerbridge.wa.gov/">http://www.careerbridge.wa.gov/</a>		•	•	•	•	•	•			
Go2WorkSource Career Links > Skills Center		•	•	•		•	•			
Job Hunter Workshop – 2	•		•	•			•	•	•	
KeyTrain Quick Guide		•			•		•			
KeyTrain 3 Skills		•			•		•			
O*NET My Next Move <a href="http://www.mynextmove.org/">http://www.mynextmove.org/</a>		•	•		•	•		•		
Optional for Offices with License										
WOIS		•	•	•		•	•			•

## Attachment C: Value of peer mentors

### Value of peer mentors

A mentor is an experienced person who provides information, advice, support, and encouragement to a less experienced person, often leading and guiding by example of his or her own success in an area. In *Career Scope*, peers can help save resources, provide needed support, and encouragement to participants; increasing their own skills and confidence.

Due to their close links with other participants, peer mentors are a valuable asset. Often, new participants who have a problem with the program or a personal issue will seek out a peer mentor first. Offices should set up ways to engage participants in peer-to-peer networks and peer mentoring opportunities.

*Career Scope* peer mentors do not have to do extra work. They only need to think about their interactions with fellow participants in a new way. Good peer mentor candidates are those who:

- Establish a positive, personal relationship with the people they mentor
- Model behaviors that lead to success
- Help others successfully participate in all phases of *Career Scope*
- Assist others in accessing WorkSource and community resources