

## **Landscape Scan of Current Employability Assessments**

### **Prepared for HR 477 Career Pathway Endorsements Advisory Committee**

As employers increasingly demand job-ready workers, secondary, postsecondary, and workforce organizations seek to provide documentation of employability of their graduates. Employability assessments take a number of formal and informal forms, and can achieve different ends. These assessments often include significant components around “soft” employability skills, such as verbal/non-verbal communication, timeliness, attitude, and problem solving. Three overarching categories areas that assessments measure are applied knowledge, effective relationships, and workplace skills. One of the core differences across models is the form of the assessment itself: many are computer-based assessments, which often requiring testing centers to administer the tests, but there are a few in-person observational assessment tools as well.

While there are a number of employability assessments in use across the United States, this report focuses on three as potentially helpful models for the HR 477 Career Pathway Endorsements Advisory Committee: the National Workforce Readiness Credential, Chicago Public Schools and MHA Labs tools, and the Massachusetts Work-Based Learning Plan (WBLP).

#### **National Workforce Readiness Credential (WRC)**

Jobs for the Future released an insightful landscape scan of work readiness assessments in 2007.<sup>1</sup> One notable example in the JFF report, the National Workforce Readiness Credential (WRC), is a national portable credential that provides a thorough report of the evaluated student in four modules: *active listening*, *situational judgment*, *math*, and *reading*. The WRC is a battery of web-based assessments administered at approved training centers. Depending on the registration of the training center, the test costs \$74.95 at a minimum, but can cost as much as \$145.95.<sup>2</sup> While it was initially administered by OneStop Centers across six founding states, (FL, NJ, NY, RI, WA and the District of Columbia), when it was transformed into an online platform it shifted to administration by testing centers. Currently, over 213 testing centers around the country provide the test, and the cost is covered either by the individual being assessed, or on occasion by training centers. Currently, the primary target of the WRC is the

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<sup>1</sup> “A Survey of Selected Work Readiness Certificates” Norma Rey-Alicea and Geri Scott, January 2007 (Prepared for Skill Up Rhode Island, United Way of Rhode Island)

<sup>2</sup> [http://www.castleworldwide.com/nwrc/documentation/candidate\\_handbook.pdf](http://www.castleworldwide.com/nwrc/documentation/candidate_handbook.pdf)

jobseekers themselves, as a tool to market their skills while pursuing entry-level jobs. WRC's modules are based on Equipped For the Future and DOL's SCANS standards, and result in a certificate that can provide valuable information to students, job seekers, and employers alike.

### **Chicago Public Schools (CPS)/MHA Labs**

Chicago Public Schools original Employability Assessment Rubric tool was launched in 2011 in CTE programs. This initial tool rapidly grew to be a "go to" tool for schools, afterschool programs as well as CTE and workforce programs - often being used on youth as young as 6 years of age. As a result, CPS received an innovation grant from the W.K. Kellogg Foundation to transform the Employability Assessment into a cradle to career tool for college, career and life outcomes. This revised 21st century skills building block framework, assessment and learning initiative was called MHA Labs. This new system then grew to serve thousands of classrooms and programs in and out of school. In 2014, the MHA Labs project became an independent nonprofit now serving 5 major cities - including CTE schools in Chicago and New York City.

In Spring of 2015, MHA Labs collaborated with a workforce researcher to use 4 years of data from the original employability assessment and the building block assessment to create a new evidence-based Employee/Intern Performance Review tool that focuses on the skills most predictive for success in an entry level internship and job. This tool is currently being used in 4 city summer jobs programs impacting over 5,000 youth.

In collaboration with the public/private nonprofit MHA Labs, the Chicago Public Schools Career and Technical Education Department is pioneering the use of a foundational 21st century skills framework to skill-up lesson and unit plans across 60+ career programs while assessing on-the-job performance in internships using a workplace-specific Employee/Intern Performance Review Assessment. This approach allows for a complement of high school, college and workforce readiness programming to co-exist in a single classroom.

### **Massachusetts Work-Based Learning Plan (WBLP)**

In 2013, the Massachusetts Board of Elementary and Secondary Education and the Board of Higher Education agreed upon a definition of college and career readiness for all students in the state. This work was part of broader efforts within the state prompted by their joining of the Partnership for Assessment of Readiness for College

and Career (PARCC) coalition in 2010. The essential competencies addressed in this definition are around learning and workplace readiness.

From this framework came the Massachusetts Work-Based Learning Plan (WBLP), which is used both as a diagnostic tool and a goal-setting tool to structure enriching work-based learning experiences. The WBLP is comprised of two sections. The first assesses *foundation skills*, particularly in two categories: (1) work ethic and professionalism; and (2) communication and interpersonal skills. The second section is tailored to the particular work-based learning opportunity and assesses *specific workplace and career skills* such as occupation-specific skills or time and project management more broadly. As it is tied directly to work-based learning experiences, the WBLP provides structure to assess students prior to and twice during their job or internship. In this way, students, employers, and internship facilitators are all aware of the assets and areas for growth to focus on throughout that period.

In addition to a paper format, the WBLP is part of a larger set of resources including an online database of job descriptions, built-in rubrics for the evaluation, and guides for implementation for both employers and potential employees.

### **Conclusion**

As states and localities pursue new ways to assess their students and provide various types of work readiness documentation, the models in this report can be useful guideposts. While computerized testing leads to efficiencies in assessment administration, some assessments such as the WRC not only have barriers to entry for students or communities that have little access to testing centers, but also fail to evaluate core employability skills such as communication and resource management. Models such as the CPS/MHA Labs tools and the Massachusetts Work-Based Learning Plan are more holistic, flexible models that can be adapted for communities at a variety of resource levels.

## **Employability Assessment Appendices**

### **I. Matrix of Assessments**

### **II. National Work Readiness Credential**

- A. The National Work Readiness Credential Profile

### **III. Chicago Public Schools/MHA Labs Framework**

- A. Performance Review
- B. 2015 Workforce Development Tool Roadmap
- C. Basic Workflow Of MHA Tools In Workforce Programming
- D. Employment/Internship Performance Review
- E. Youth Performance Review Teacher/Mentor Form
- F. One Summer Chicago Youth Survey

### **IV. Massachusetts Work-Based Learning Plan**

- A. MA WBLP Assessment

## EMPLOYABILITY SKILLS FRAMEWORK-MATRIX OF ASSESSMENTS

Resource	Form of Assessment	Applied Knowledge		Effective Relationships		Workplace Skills				
		Applied Academic Skills	Critical Thinking Skills	Interpersonal Skills	Personal Qualities	Resource Management	Information Use	Communication Skills	Systems Thinking	Technology Use
<b>Massachusetts Work-Based Learning Plan</b>	<i>Observed</i>		<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>Employability Assessment Rubric, Chicago Public Schools</b>	<i>Observed</i>		<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>	<b>X</b>		<b>X</b>
<b>National Career Readiness Certificate/WorkKeys, ACT</b>	<i>Online</i>	<b>X</b>	<b>X</b>	⊙	⊙		<b>X</b>			
<b>National Work Readiness Credential</b>	<i>Online</i>		<b>X</b>	⊙	⊙			<b>X</b>	<b>X</b>	<b>X</b>

NOTE: These examples represent a sample of employability standards and assessments compiled during an inventory of employability skills conducted in 2012. They do not represent an exhaustive list of employability skills but rather include sources that are widely cited. The content of these sources may change over time to address skills that are not reflected in the above matrix.

This page contains links to resources created and maintained by outside organizations that may be useful to the reader. The Department is not responsible for the accuracy of the information contained therein. Inclusion of this information does not constitute an endorsement by the U.S. Department of Education of any products or services offered or views expressed.

Source: [http://cte.ed.gov/employabilityskills/index.php/framework/source\\_matrix](http://cte.ed.gov/employabilityskills/index.php/framework/source_matrix)  
 Modified to include Massachusetts Work-Based Learning Plan

⊙=denotes as a qualified observation due to computerized nature of assessment

# What New Workers in Entry-Level Jobs Need to Be Able to Do

New workers need to be able to use these EFF\* Skills...

## Communication Skills

- 1 Speak So Others Can Understand
- 2 Listen Actively
- 3 Read With Understanding
- 4 Observe Critically

## Interpersonal Skills

- ▲ Cooperate With Others
- ▲ Resolve Conflict and Negotiate

## Decision-Making Skills

- 1 Use Math to Solve Problems and Communicate
- 2 Solve Problems and Make Decisions

## Lifelong Learning Skills

- ◆ Take Responsibility for Learning

...well enough to successfully carry out these critical entry-level tasks:

### Acquire and Use Information

- Acquire, use, and share information accurately and in a timely manner in order to: **1 2 3 4 ▲ ① ②**
  - Get work done.
  - Identify appropriate procedures.
  - Respond to requests from internal and external customers.
- Read and understand information presented in written form well enough to get the job done. **2 3**
- Communicate in spoken English well enough to get the job done. **1 2 3**
- Ask for clarification or help from supervisor or appropriate others when needed. **1 2 4 ▲ ①**

### Use Technology

- Learn how to use appropriate computer-based technology to get the job done most efficiently. **3 4 ①**
- Be able to use a telephone, pager, radio, or other device to handle and process communication. **1 2 ②**
- Make sure that all equipment is in safe working order. **4 ① ②**
- Use equipment properly to minimize damage to equipment or injury to oneself or others. **3 4 ①**

### Use Systems

#### UNDERSTAND SYSTEMS

- Understand how one's own performance can impact the success of the organization. **1 2 4 ▲ ①**
- Comply with organizational policies and procedures in a consistent manner. **2 3 4 ▲ ①**
- Pay attention to company guidelines regarding: **1 2 3 4 ▲ ①**
  - Personal and professional interactions.
  - Appropriate dress.
  - Health and safety.
- Follow established procedures for handling urgent situations or emergencies. **1 2 3 4 ②**
- Keep informed about quality and health standards set by external sources, including unions, OSHA, and other national and international organizations. **2 3 4 ▲ ①**
- Go to the appropriate person/source when approval is needed for work-related activities. **1 2 3 4 ▲ ①**

#### MONITOR AND CORRECT PERFORMANCE

- Monitor quality of own work. **4 ① ② ③**
- Accept and use constructive criticism for continuous improvement of own job performance. **2 4 ▲ ② ③**
- Keep track of changes within the organization and adapt to them. **1 2 4 ▲ ①**

### Work With Others

#### DIVERSITY

- Work as part of a team to develop and achieve mutual goals and objectives. **1 2 4 ▲ ②**
- Develop and maintain good working relations with coworkers, supervisors, and others throughout the organization, regardless of background or position: **1 2 4 ▲ ② ③**
  - Be respectful and open to the thoughts, opinions, and contributions of others.
  - Avoid use of language or comments that stereotype others.

#### NEGOTIATE

- Work through conflict constructively. **1 2 4 ▲ ② ③**

#### SERVE CLIENTS

- Address customer comments, questions, concerns and objections with direct, accurate, and timely responses. **1 2 3 4 ▲ ② ③**
- Verify customer or client identification to validate forms, provide services, or carry out procedures. **1 2 3 4 ②**

### Integrity

- Demonstrate integrity. **1 2 4 ▲ ①**
- Maintain confidentiality, as appropriate, about matters encountered in the work setting. **2 4 ▲**

### Know How to Learn

- Accept help from supervisors and coworkers. **1 2 4 ▲ ①**
- Learn new/additional skills related to your job. **2 3 4 ▲ ② ③**
- Learn about the products/ services of the organization. **2 3 4 ①**

### Responsibility

- Demonstrate willingness to work. **1 2 ▲ ①**
- Take responsibility for completing one's own work assignments: **2 3 4 ▲ ① ②**
  - Accurately.
  - On time.
  - To a high standard of quality.
  - Even when the work is physically or mentally challenging.
  - As efficiently as possible, to minimize costs, rework, and production time.
- Show initiative in carrying out work assignments. **1 2 ▲ ①**

### Allocate Resources

- Use basic math well enough to get the job done. **3 ① ② ③**
- Manage time effectively to: **2 3 4 ▲ ① ②**
  - Get the work done on schedule.
  - Prioritize tasks.
  - Make sure that urgent tasks are completed on time.
- Make sure that materials, tools, and equipment are available to do the job effectively. **4 ① ②**

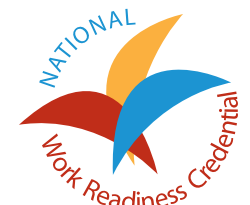
### Solve Problems

- Cope with a work situation or tasks that change frequently: **1 4 ▲ ② ③ ④**
  - Demonstrate flexibility.
  - Accept new or changed work responsibilities with a positive attitude.
  - Adjust to unexpected problems and situations by seeking advice from a supervisor or appropriate others.
- Identify actual or potential problems related to one's own work: **1 2 4 ▲ ① ②**
  - Report them in a timely manner, according to company policy.
  - Help to fix them.

### Self Management

- Display responsible behaviors at work: **1 2 3 ▲ ② ③ ④**
  - Avoid absenteeism.
  - Demonstrate promptness.
  - Maintain appropriate grooming and hygiene.
  - Do not attend to personal business when on the job, except in emergencies.
  - Manage stressful situations effectively.

\*Based on Equipped for the Future Standards





# MHA Labs Performance Review

MHA Labs Performance Review Surveys are designed to help employers, teachers, and out-of-school mentors communicate with each other in a collaborative effort to improve the 21st century skills of individuals newly entering the workforce. This One Pager lists the MHA Performance Review Survey questions by their skill category results. The questions on the actual Employment/Internship and Teacher/Mentor Survey tools will be randomized to minimize question order bias and improve overall data integrity. This One Pager is designed to help guide you in both the development of work readiness performance as well as assess skills at the end of the internship or job.

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## Work Ethic Survey Questions

- » Arrives on time and is rarely absent without cause.
- » Works hard to get the job done well.
- » Willingly follows rules and procedures.
- » Actively looks for additional tasks when own work is done.
- » Dresses according to the defined norms of the setting (workplace, class, or program).
- » Perseveres in difficult tasks, not giving up when facing a setback or barrier.
- » Does not procrastinate and gets work done on time.

## Time Management

- » Breaks large assignments into a schedule of smaller deadlines.
- » Can prioritize tasks based on importance and deadline.
- » Manages time to complete tasks on schedule
- » Can accurately estimate time required to finish assignments.

## Collaboration

Research and evaluation shows that collaboration is a complex skill that draws on items from every section of the survey. MHA Labs included this overall rating question to identify, through data analysis, which skills on the survey comprise the collaborating rating. Results of survey research will be available in time for Summer 2015 reporting.

- » Has strong teamwork skills.
- » Is a team player.

## Positive Attitude

- » Graciously accepts criticism.
- » Has a “can do” attitude even in negative situations.
- » Stays calm, clearheaded and unflappable under stress.
- » Takes responsibility for his or her actions and does not blame others.

## Social Awareness

- » Actively looks for ways to help other people.
- » Talks to other people before taking actions that affect them.
- » Adapts approach in response to changes in plans or others' priorities.
- » Seeks other people's input during joint work.

## Verbal Communication – Speaking

- » When speaking, is easy to follow and concepts are presented logically.
- » Clearly pronounces words, making it easy for the listener to understand (e.g. pace, volume, enunciation).
- » Chooses words carefully when speaking (e.g. no technical jargon, slang, or potentially harmful language).

## Verbal Communication – Listening

- » Accurately remembers information from a conversation or presentation.
- » Signals listening in conversations and presentations (e.g. keeps eyes on speaker, smiles, nods, does not text, does not interrupt).
- » Asks clarifying questions in conversations and presentations to make sure message was understood.

## Written Communication

- » In written assignments, information is tailored to the task, purpose, and audience.
- » Writing is organized, making it easy for reader to understand and follow.
- » Uses mechanics of good written communication (e.g. complete sentences, proper grammar, correct spelling).

## Problem Solving

- » Unpacks problems into manageable parts.
- » Generates multiple potential solutions to problems.
- » Knows where and how to get information to solve a problem.
- » Looks at the pros and cons of potential solutions before selecting one.
- » Willing to learn new information, skills, or approaches, as needed, to solve a problem.
- » Identifies new and more effective ways to solve problems.

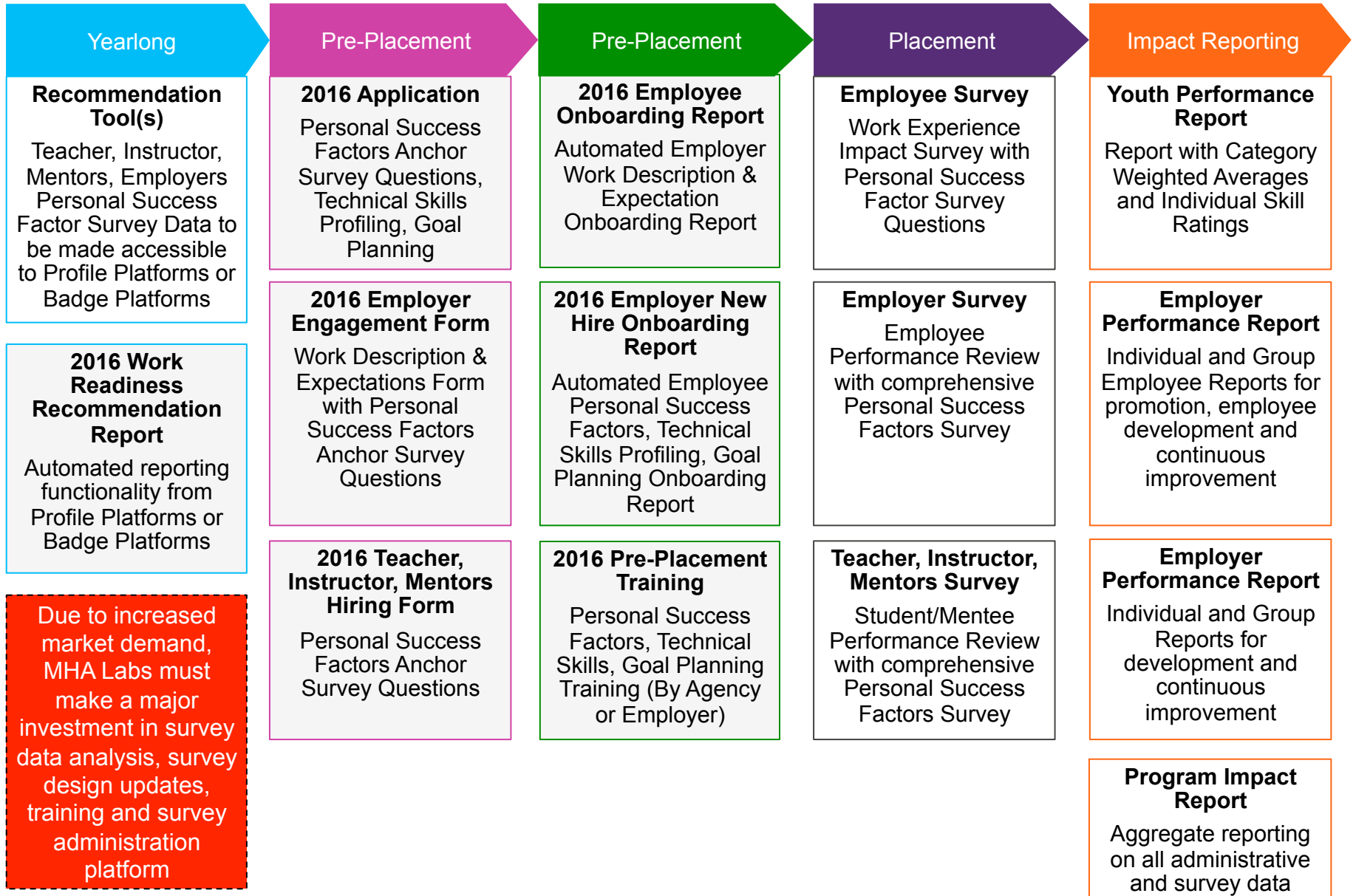
**Research Questions.** These questions are being tested, prior to being used in next year's survey.

- » Has strong critical thinking skills.
- » Has a rich vocabulary.
- » Can read and understand complex documents.
- » Brings energy and enthusiasm to the workplace, classroom, or program.

## Overall Evaluation – Employer

- » If I had a job opening, I would hire this employee.
- » I would recommend this employee to a colleague, for a similar position.
- » I would seek out this person to be on my next project.
- » I definitely consider this youth work ready.

# 2015 WORKFORCE DEVELOPMENT TOOL ROADMAP





# BASIC WORKFLOW OF MHA TOOLS IN WORKFORCE PROGRAMMING

## PRE-PLACEMENT

### YOUTH PRE-EMPLOYMENT TRAINING

Youth build awareness of their own skill profile and build stronger work readiness skills. Youth develop career goals and know the skill requirements of the career path as well as their immediate job-intern placement. Placement may or may not be an exact match to their career goal but does serve as an aligned skill-building experience. (Wide range of dosage options)

MHA skill checklists. MHA Recommendation tool. MHA does not pre-post test performance based skills but other pre-post attitude/noncognitive factor surveys can be used.

### EMPLOYER ENGAGEMENT

Employers design work experiences that provide a scope of work realistic for the employment time period. Employers skill profile this job position(s) with MHA and technical skills that are most critical to performance on the tasks of the job scope.

MHA skill checklists

### EMPLOYER TRAINING

Employers receive training on how to provide a skill-based job orientation and skill-based feedback as a means to manage on the job performance. Employers learn how to use the Employee Performance Review survey. Employers review the skill profile of their youth job placement along with their resume. As well as MHA recommendation when used.

MHA skill feedback tools. MHA Recommendation tool. MHA Employee-Intern Performance Review. Youth skill profile tool.

## PLACEMENT

### Day 1

Job Experience Orientation and expectations for skill performance.

### During Job Experience

Employment supervisor provides real time feedback on performance.

### During Job Experience

Placement Source (school, workforce agency..) provides ongoing coaching and debriefing on workplace performance. Provides supplemental skills training

### End of Job Experience

Employment Supervisor completes the MHA Employee-Intern Performance review and conducts a debriefing session

### End of Job Experience

Placement Source (school, workforce agency..) provides additional debriefing and recognition activities. Provides youth with scorecard for use in future job placement.

### Post-Job Experience

Data is shared and used for continuous improvement at the employer, agency and other potential stakeholders to improve outcomes and increase opportunity.



Internal Use or Student ID

0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

The MHA Skills Survey is designed to help employers, teachers, and out-of-school mentors communicate with each other in a collaborative effort to improve the 21st century skills of individuals newly entering the workforce. The information you provide on this form will be released to the employee/student as constructive feedback but also provided to next year's teachers or out-of-school mentors to determine which areas the youth will receive additional training in. Finally – but only if the student/employee so wishes – a summary of these ratings will be passed on to the employee/student's next employer. Please take the time to respond thoroughly, but honestly.

Employee/Intern

\_\_\_\_\_  
 First Name Last Name

How long have you known this employee/intern? Include this summer experience as well as any additional interaction.

2 months or less     3-4 months     5-12 months     1 year or more

Supervisor

\_\_\_\_\_  
 First Name Last Name Title

\_\_\_\_\_  
 Company Email Address

Skill Questions: Please rate youth honestly on each work readiness skill.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. Has a 'can do' attitude even in negative situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Seeks other people's input during joint work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Knows where and how to get information to solve a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Manages time to complete tasks on schedule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Has strong critical thinking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Can prioritize tasks based on importance and deadline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. If I had a job opening, I would hire this employee.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Graciously accepts criticism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Takes responsibility for his or her actions and does not blame others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Is a team player.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Identifies new and more effective ways to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Has strong teamwork skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Dresses according to the defined norms of the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Asks clarifying questions in conversations and presentations to make sure message was understood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Works hard to get the job done well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Clearly pronounces words, making it easy for the listener to understand (e.g., pace, volume, enunciation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I would recommend this employee to a colleague, for a similar position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. When speaking, is easy to follow and concepts are presented logically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Stays calm, clearheaded and unflappable under stress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Looks at the pros and cons of potential solutions before selecting one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. In written assignments, information is tailored to the task, purpose, and audience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Skill Questions (continued)**

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
22. Unpacks problems into manageable parts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Writing is organized, making it easy for reader to understand and follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Does not procrastinate and gets work done on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Breaks large assignments into a schedule of smaller deadlines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I would seek out this person to be on my next project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Actively looks for ways to help other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Sets goals and monitors progress towards goal achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Arrives on time and is rarely absent without cause.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Accurately remembers information from a conversation or presentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Generates multiple potential solutions to problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Perseveres in difficult tasks, not giving up when facing a setback or barrier.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Signals listening in conversations and presentations (e.g. keeps eyes on speaker, smiles, nods, does not text, does not interrupt).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Can accurately estimate time required to finish assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Willingly follows rules and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Adapts approach in response to changes in plans or others' priorities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Chooses words carefully when speaking (e.g. no technical jargon, slang, or potentially harmful language).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Actively looks for additional tasks when own work is done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Talks to other people before taking actions that affect them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Intern/employee's skills improved over the course of the work experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. I definitely consider this youth work ready.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Communicates professionally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Uses mechanics of good written communication (e.g. complete sentences, proper grammar, correct spelling).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Brings energy and enthusiasm to the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Willing to learn new information, skills, or approaches, as needed, to solve a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Key Strength**

If you had to hire this individual for just one skill, what would it be? Keep your answer text message sized, around 140 characters (e.g., 'brings infectious enthusiasm to the office')

\_\_\_\_\_

**Additional Comments (optional)**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Internal Use or Student ID

Grid for internal use or student ID with numbers 0-9 in a 9x9 layout.

The MHA Skills Survey is designed to help employers, teachers, and out-of-school mentors communicate with each other in a collaborative effort to improve the 21st century skills of individuals newly entering the workforce.

Youth

Form fields for Youth: First Name, Last Name, Rating Date

How long have you known this young adult? Include current class/program experience as well as any additional interaction.

- Radio button options: 2 months or less, 3-4 months, 5-12 months, 1 year or more

Rater

Form fields for Rater: First Name, Last Name, School/Organization/Company Name

Rater Role: Radio button options: Teacher, Mentor, Counselor, Supervisor, Other

Form fields for Program Name (if applicable) and Email Address

Skill Questions: Please rate youth honestly on each work readiness skill.

Table with 5 columns: Skill Questions, Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree. Contains 20 rows of skill questions.

**Skill Questions (continued)**

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
21. Uses mechanics of good written communication (e.g. complete sentences, proper grammar, correct spelling).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Knows where and how to get information to solve a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. When speaking, is easy to follow and concepts are presented logically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I am confident that this young person would succeed on whatever project I put them on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I would happily take the time to write this person a job recommendation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Arrives on time and is rarely absent without cause.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Communicates professionally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Is a team player.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Adapts approach in response to changes in plans or others' priorities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Has strong teamwork skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Can accurately estimate time required to finish assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Sets goals and monitors progress towards goal achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. If I were given funds to hire one of my students/youth to help me complete general tasks, I would hire this person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Willing to learn new information, skills, or approaches, as needed, to solve a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Willingly follows rules and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Clearly pronounces words, making it easy for the listener to understand (e.g., pace, volume, enunciation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Signals listening in conversations and presentations (e.g. keeps eyes on speaker, smiles, nods, does not text, does not interrupt).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Actively looks for ways to help other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Unpacks problems into manageable parts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Does not procrastinate and gets work done on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Works hard to get the job done well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Looks at the pros and cons of potential solutions before selecting one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Chooses words carefully when speaking (e.g. no technical jargon, slang, or potentially harmful language).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Perseveres in difficult tasks, not giving up when facing a setback or barrier.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Identifies new and more effective ways to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Key Strength**

If you had to hire this individual for just one skill, what would it be? Keep your answer text message sized, around 140 characters (e.g., 'brings infectious enthusiasm to the office')

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**Additional Comments (optional)**

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If CPS Student: CPS ID

Grid for entering CPS ID (0-9)

Purpose: One Summer Chicago partners want to learn about your experience this summer to improve the quality of summer jobs and programs for the future. How Your Information Will Be Used: Please note that your responses will be reported in aggregate form (for example, reported for all jobs). Your individual responses will not be shared with staff outside One Summer Chicago and its member organizations unless there is concern for your safety.

First Name Last Name Birthdate

Community Based Agency

Program: SYEP, SYEP-CHA, Greencorps, OSC+ (Without Mentor), Infrastructure, Other

Please start by answering these few additional experience questions?

Table with 5 rows of experience questions and Yes/No columns.

How true are the following statements about the impact of your summer experience?

Table with 17 rows of statements and 5 columns: Not at all true, A little true, Somewhat true, Mostly true, Completely true.

How true are the following statements about your summer experience impacts on education, career and life plans?

Table with 9 rows of statements and 5 columns: Not at all true, A little true, Somewhat true, Mostly true, Completely true.

**How true are the following statements about interactions with your workplace supervisor? My supervisor:**

	Not at all true	A little true	Somewhat true	Mostly true	Completely true
28. Helped me set and achieve goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Helped me work through barriers that could stop me from achieving my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Noticed if I had trouble learning something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Gave me feedback on my work that helped me do better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Helped me understand what went wrong if I made a mistake.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Provided step-by-step instructions for the work I did.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Took me seriously and treated me fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Let me know that they liked being with me or expressed positive feelings towards me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Made it a priority to understand who I am and what I care about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. My supervisor/instructor is someone I can trust	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Helped me see future possibilities for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Made it clear that he/she wanted me to live up to my potential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Recognized my abilities while also pushing me to strengthen them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Held me accountable for appropriate boundaries and rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Asked for and listened to my opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Considered my input when they made decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Worked with me to solve personal problems on the job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Introduced me to new ideas, experiences, or places	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Introduced me to people who can help me grow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Usually gave me work that was meaningful to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Made me feel the work I did was important to the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**What financial literacy impacts did you experience this summer?**

	Yes	No
49. I completed financial literacy training (workshops or online).	<input type="radio"/>	<input type="radio"/>
50. I understand the importance of saving money and how to do it.	<input type="radio"/>	<input type="radio"/>
51. I know how to open and manage a bank account.	<input type="radio"/>	<input type="radio"/>
52. I understand the benefits of using a bank to manage money versus a currency exchange.	<input type="radio"/>	<input type="radio"/>
53. I opened a bank account.	<input type="radio"/>	<input type="radio"/>

**Please answer a few questions about your spending habits this summer. Estimate how much money you spent over the summer on the following:**

- 54. Personal living expenses (cell phone, gas, lunch, work clothes) \$ \_\_\_\_\_
- 55. Contribution to your Family (rent, utilities, groceries) \$ \_\_\_\_\_
- 56. Things you wanted to buy for yourself that were not living expenses \$ \_\_\_\_\_
- 57. Public Transportation to/from work that was not given to you by your agency (CTA and Metra) \$ \_\_\_\_\_

58. How much money did you save this summer? \$ \_\_\_\_\_

59. Did you put savings into a bank account?  Yes  No

**60. What are your plans for the fall? Please select all that apply.**

- I have a job at \_\_\_\_\_
- Conducting Job Search
- Attending High School
- Re-Enrolling in High School or GED Program
- Attending a College/Vocational/Trade School
- Conducting College/Vocational/Trade School Search
- I'm not sure
- Other \_\_\_\_\_



## Massachusetts Work-Based Learning Plan

The Massachusetts Work-Based Learning Plan is a diagnostic, goal setting and assessment tool designed to drive learning and productivity on the job.

Participant's Name:	_____	Participant's ID Number (if applicable):	_____
Worksite:	_____	Supervisor Name:	_____
Job Title:	_____	Teacher Name:	_____
Career Specialist / Facilitator Name:	_____	School / Program:	_____
Start Date:	_____	Review Date #1:	_____
		Review Date #2:	_____

Job Description:

### Section 1: Foundation Skills

**Instructions:** The Foundation Skills on this page are common to all jobs and should be viewed as the foundation upon which specific workplace and career skills are added. Please review and discuss the following Foundation Skills that will set the basic expectations for the job or internship. These skills will be included in the evaluation in Section 3.

#### *Work Ethic and Professionalism*

<i>Skill</i>	<i>Performance Expectations</i>
Attendance and Punctuality	Showing up in timely manner prepared for work Providing sufficient notice if unable to report for work
Workplace Appearance	Dressing appropriately for position and duties Practicing personal hygiene appropriate for position and duties
Accepting Direction and Constructive Criticism	Accepting direction and feedback with positive attitude through appropriate verbal and non-verbal communication skills Displaying willingness to work in a cooperative manner
Motivation and Taking Initiative	Participating fully in task or project from initiation to completion Initiating interaction with supervisor for next task or project upon successful completion of previous one
Understanding Workplace Culture, Policy and Safety	Demonstrating understanding of workplace culture and policy Complying with health and safety rules for the specific workplace Respecting confidentiality and exhibiting understanding of workplace ethics

#### *Communication and Interpersonal Skills*

<i>Skill</i>	<i>Performance Expectations</i>
Speaking	Speaking clearly Using language appropriate to the environment, both in person and on phone
Listening	Listening attentively Making and maintaining eye contact appropriate to the workplace culture Confirming understanding
Interacting with Co-Workers	Relating positively with co-workers Working productively with individuals and in teams Respecting racial and cultural diversity





## Massachusetts Work-Based Learning Plan

The Massachusetts Work-Based Learning Plan is a diagnostic, goal setting and assessment tool designed to drive learning and productivity on the job.

### Section 2: Specific Workplace and Career Skills

**Instructions:** Choose the specific Workplace and Career Skills that you will focus on during this workplace experience, concentrating on skill areas that relate to the individual's job description, the company's goals, the individual's academic or career goals or other relevant skills. Select from the list or add additional skills. For each of the skill areas you select, please briefly describe related job tasks and performance goals.

- Reading
- Computer Technology
- Time Management
- Collecting and Organizing Information
- OR IDENTIFY YOUR OWN SPECIFIC WORKPLACE SKILLS
- Writing
- Equipment Operation
- Interacting with Customers or Clients
- Teaching and Instructing
- Project Management
- Mathematics and Numeric Analysis
- Research and Analysis
- Occupation-Specific Skills

Specific Workplace and Career Skills	Tasks and Performance Goals
Skill #1: _____	
Skill #2: _____	
Skill #3: _____	
Skill #4: _____	
Skill #5: _____	
Skill #6: _____	
Skill #7: _____	



## Massachusetts Work-Based Learning Plan

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### Section 3: Evaluation of Performance and Progress

**Instructions:** Please meet at least twice during the workplace experience to review performance and progress and to set additional goals as needed. The first review meeting (Review 1) should take place during the first few weeks to assess the individual's level of competency and to set goals. The next review meeting (Review 2) should be scheduled at that meeting to review progress.

<i>Performance Assessment (See key below)</i>						Goals
(1)	(2)	(3)	(4)	(5)		
Performance Improvement Plan Needed	Needs Development	Competent	Proficient	Advanced		
<b>Foundation Skills</b>						
<b>Work Ethic and Professionalism</b>						
Attendance and Punctuality						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Workplace Appearance						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Accepting Direction and Constructive Criticism						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Motivation and Taking Initiative						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understanding Workplace Culture, Policy and Safety						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Communication and Interpersonal Skills</b>						
Speaking						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Listening						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interacting with Co-Workers						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>KEY</b>	(1)	<b>Performance Improvement Plan Needed</b>	Is not yet demonstrating the foundation skills required for the position and needs to have a formal plan for improving skills and performance			
	(2)	<b>Needs Development</b>	Beginning to demonstrate and develop the foundation skills required for the position			
	(3)	<b>Competent</b>	Demonstrates foundation skills required for the position			
	(4)	<b>Proficient</b>	Consistently demonstrates foundation skills required for the position and shows initiative in improving own skills			
	(5)	<b>Advanced</b>	Consistently demonstrates the foundation skills required for the position and shows initiative in improving own skills and using these skills to support the work of the organization			



## Massachusetts Work-Based Learning Plan

The Massachusetts Work-Based Learning Plan is a diagnostic, goal setting and assessment tool designed to drive learning and productivity on the job.

	(1)	(2)	(3)	(4)	(5)	
	Performance Improvement Plan Needed	Needs Development	Competent	Proficient	Advanced	
<b>Specific Workplace and Career Skills from Section 2</b>						Goals
Skill #1: _____						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skill #2: _____						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skill #3: _____						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skill #4: _____						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skill #5: _____						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skill #6: _____						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skill #7: _____						
Review #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

Review #1:

Review #2:

Review #1 Signatures:

Participant Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Career Specialist / Facilitator /  
Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Review #2 Signatures:

Participant Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Career Specialist / Facilitator /  
Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_