

Eastern Area Workforce Development Board
Workforce Innovation and Opportunity Act
Policy 8-18 Assessment

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Contact Entity: Inquiries regarding this document should be directed to Administrative Staff of the EAWDB at (575)208-2210.

References: WIOA §107, §121; §123; §129; 189; §503; TEGL 23-14; TEGL 8-15

1. Purpose

The purpose of this policy is to provide local Workforce Connection Center (WCC) offices guidance with regard to established standards for the use of assessments that minimizes duplication and provides information on the provision of basic and individualized career services for initial and objective assessments. It further provides information on the types of assessments utilized and accepted within the Eastern area WCC system.

2. Background

The Workforce Innovation and Opportunities Act (WIOA) affirms the WCC commitment to providing high quality services to customers that provides seamless service delivery and minimizes duplication. As part of the framework to accomplish this it is necessary to establish a uniform methodology and crosswalk for assessments for use and acceptance within the WCC.

3. Definitions

Assessment – For the purposes of WCC offices, assessment is a process to assist staff with identification of strengths, transferrable skills, interests, work values, and personal priorities as they relate to employment.

Basic Skills Assessment – This is an assessment of the proficiency level of an individual in reading, writing, and mathematics. This assessment is conducted through use of a standardized assessment tool such as the Test of Adult Basic Education (TABE), GAIN, CASAS and MAPT.

Basic Skills Deficient – Basic skills deficiency for youth is defined as at or below the 8th grade level. WIOA states that local boards and Workforce Connection Center offices must give priority to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient or lack basic skills proficiency. Individuals who are English language learners meet the criteria for “basic skills deficient” and must be included in the priority population for the title 1 adult program. Basic skills deficient for adults and dislocated workers is locally defined as below and EFL 5 on standardized adult education assessments, English language learners, individuals that test into remedial education classes on college placement exams, Work Keys or Work Keys Curriculum (CR 101) scores below a gold level career readiness certification level or any other assessment that identifies a deficit in the basic skills necessary to highly function in the workforce provided by any other partner or organization.

Career Assessment – Is a process of assessing the interests, skills, personality traits and values and applying those to occupational options to identify which occupations best match the individual.

Initial Assessment (IA) – The gathering of information from observations, personal interviews and any information provided by the customer. IA should be part of the eligibility process and needs assessment.

Needs Assessment – Working with the customer the WCC staff must identify and document barriers that would hinder or prevent the customer from fully engaging in and achieving career objectives. Staff must identify and record those needs and then identify local resources available to meet those needs.

Objective Assessment (OA)– Objective Assessment is a comprehensive and exploratory approach to properly evaluate the needs of customers without regard to services or programs available. It should include the full composite of interviews, career exploration, interests, basic skill levels and behavioral observations.

4. Action

During the enrollment process in the WCC, individuals must receive an assessment. Assessments are a holistic, ongoing process and should not be viewed as a one-time event. They provide valuable information that allows center staff to best guide an individual as they strive to meet their employment goal. The results of assessments must be explained to a job seeker and analyzed to provide guidance in determining action steps and services to be included in their individual employment plan.

One Stop Centers are required to provide direct linkage to one stop services provided in the One Stop system. Appropriate one stop partners and services for an individual are determined through the assessment process and based off the participant's desire to work with the various partner agencies. Active Resource Coordination is the first step in the development of a seamless service delivery system.

A. INITIAL ASSESSMENT

Initial assessment is part of the overall intake process and includes the initial determination of the following:

- Basic skills
- Identification of strengths
- Identification of workplace skills
- Career interests
- Work values
- Identification of prior work history
- Family situation
- Service needs

When an Initial Assessment is completed, staff should enter the Initial Assessment service and a case note describing the assessment results.

B. OBJECTIVE ASSESSMENT

The results from an Objective Assessment assists in the development of a Title I participant's employment plan. An Objective Assessment is not required for Title III Wagner-Peyser only participants. Formal assessment results within the last six months, that the participant may have or a partner agency provides, are acceptable to use in place of new formal Assessments.

Youth – An objective assessment must be completed during the youth enrollment process prior to a youth becoming a participant.

The Objective Assessment shall include a review of the following.

- Basic skills (to determine basic skills deficiency, see EAWDB eligibility policy)
- Identification of strengths
- Identification of workplace skills
- Career interests
- Work values
- Identification of prior work history
- Family situation
- Service needs

Encouraged Assessments:

- Digital Literacy
- Financial situation
- Reality check

C. BASIC SKILLS ASSESSMENTS

To minimize duplication of effort for customers the EAWDB will accept formalized assessments performed by partner agencies or community colleges so long as the results are provided in a manner that is allowable for documentation purposes (Section D). For the purposes of establishing basic skills deficiency, Attachment A provides a list some of the acceptable assessments and their corresponding EFL from NRS Testing Benchmarks. This Attachment will be updated as other possible assessments are identified and will not require reapproval of the policy.

D. DOCUMENTATION

For offices to utilize assessments provided by other entities an actual copy of the results must be obtained for the E-file then the following steps performed:

- Assessment result copies should be uploaded to the documentation portion of the NMWCOS and entered into the assessment portion of the NMWCOS utilizing the appropriate file naming conventions established by the EAWDB and document tags.
- Assessment results should also be entered into the assessment portion of the NMWCOS. If there is not an assessment in NMWCOS that fits the assessment provided, include a summary in case notes and upload as previously described.
- When an Objective Assessment service is recorded a note indicating the assessments completed and the overall results should be entered.

If an Adult or Dislocated Worker, refuses to complete a basic skills assessment to determine their basic skills levels within 60 days of eligibility, they may still receive program services under basic or individualized career services. However, if a participant is eligible for training services such as ITA or OJT but refuses to complete the basic skills assessment and 60 days has passed, we will not provide training services until the assessment is completed. Previously completed assessments from a post secondary institution or a partner program completed within the last 12 months is acceptable.