

## **Operational Policy NO. OP- 406 – Reinstatement**

**Subject: Assessments**  
**Effective: PY21 – 3/28/2022**

### **BACKGROUND:**

Assessments are an integral part of WCCNM participant career services, which are identified in Section 134(c)(2) of WIOA and consist of three types: 1) Basic Career Services; 2) Individualized Career Services; and 3) Follow-up Services.

Assessments are not used to determine participant eligibility. Assessments are a holistic, ongoing process and should not be viewed as a one-time event. Assessments provide valuable information and insight to decipher the best way to guide participants towards an employment goal. The results of assessments must be explained to an individual and analyzed to provide guidance in determining action steps and services to be included in Basic Career Services, Individualized Services, as well as Follow-up Services.

From the information compiled during assessments, appropriate WCCNM One-Stop partners and services should be identified to provide the participant with direct linkage to supportive services needed to succeed in career pathway development and sustainable employment.

### **POLICY:**

Service providers shall be responsible for determining the appropriate assessment tools as applicable to the individual and ensure staff are trained in program participant eligibility and assessment procedures. Service Provider procedures must include score benchmarks for each assessment to ensure participants' skills, interests and Basic Skills Deficiency are properly identified, and accurately and consistently measured. Per TEGL 19-16, priority must be given to individuals who have low literacy (an individual who is unable to compute or solve programs, or read, write, or speak English at a level necessary to function on the job, or in the individual's family, or in society) and recipients of public assistance, other low-income individuals and individuals who are basic skills deficient.

Assessments shall be a client-centered diagnostic. Staff will conduct evaluation and identification of participant's barriers, taking into account the family situation, work history, education, occupational skills, interests, aptitudes (including those relating to non-traditional occupations), attitude toward work, motivation, behavior patterns affecting employment potential, financial resources, and needs, supportive service needs, personal employment information relating to local labor market shortages/demands, and other related information required to prepare the participant to obtain meaningful employment.

For youth, content must identify the academic levels and service needs of each participant and, at a minimum must include a review of basic and/or occupational skills; prior work experience; work/career interests and aptitudes (including interests and

aptitudes for nontraditional jobs); supportive service needs, and developmental needs of the participant. Exception: A new assessment of a youth participant is not required if the service provider determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program.

For Adults and Dislocated Workers, assessment informs development of the Individual Employment Plan (IEP). In the case of youth, assessment informs development of the Individual Service Strategy (ISS).

### **INITIAL ASSESSMENT**

The initial assessment is part of the Wagner-Peyser program and is included in Basic Career Services. The initial assessment is completed through conversations to determine appropriate One-Stop services and coordinated referrals with partner agencies to assist an individual in achieving their goals. The Initial Assessment is part of the overall intake process and includes informal verbal discussion and the initial determination of the following:

- Identification of strengths.
- Identification of workplace skills.
- Career interests.
- Work values.
- Identification of prior work history.
- Family situation.
- Service needs.
- Basic skills.
- Potential barriers to employment

### **OBJECTIVE ASSESSMENT**

The Objective Assessments are part of the WIOA Title I program and include a further analysis of the Initial Assessment results and formal testing as it applies to the Individualized Employment Plan (IEP). This can include the following:

- Identification of Skills Gaps
- Identification of strengths.
- Identification of workplace skills.
- Career interests.
- Work values.
- Identification of prior work history.
- Family situation.
- Service needs.
- Digital Literacy.
- Financial situation.
- Reality check.
- Identification of potential barriers to employment

The WCCNM's Adult, Dislocated and Youth Service Providers are responsible for identifying and administering objective assessments as required by the service provider

contract and scope of work and as outlined in the service provider's procedure manual.

WIOA-funded services to Obtain or Retain Employment include comprehensive and specialized assessments of skills and needs, development of an Individual Employment Plan (IEP) or Individual Service Strategy (ISS), group and/or individual counseling, career planning, case management, prevocational services to prepare individuals for employment or training, work experiences linked to careers, financial literacy services, and English language acquisition. Allowances may be identified when the job seeker has a college degree or prior assessment within the previous 1 year period.

Service providers should include in their procedures a contingency assessment plan for use when proctored assessments are not available or feasible, such as pandemic or other disaster shutdowns, and in cases when job seekers are not capable of participating in assessments including, but not limited to, disabilities, reading or language barriers, etc.

**Adult and Dislocated Workers** – Title I funds are to be used to provide core Level 1 services to individuals who are adults or dislocated workers through the one-stop delivery systems which at minimum must also include an initial assessment of skill levels, aptitudes, abilities, and supportive service needs. Under Section 134 (d) (3) (C), eligible adults and dislocated workers who are unemployed and unable to obtain employment through core Level 1 services may be provided intensive services which must include, as the first intensive service, a comprehensive and specialized assessment of participant skill levels and service needs. Additionally, training services consistent with 134 (d) (4) (A) (ii) shall be provided to adults and dislocated workers who after an interview, evaluation, or assessment, and case management, have been determined as appropriate, to need training services and to have the skills and qualifications to successfully participate in the selected program of training services.

**Youth** - Section 129(b)(2)(c)(1)(A) requires that an objective assessment of the academic levels, skill levels, and service needs of each participant be developed. Such assessment must include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of the participant.

**APPLICABILITY:**

All WCCNM contracted service providers.

**INQUIRIES:**

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