

## ASSESSMENTS

During the enrollment process, individuals must receive an assessment. Assessments are a holistic, ongoing process and should not be viewed as a one-time event. Assessments provide valuable information to decipher the best way to guide 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 the Employment Plan.

From the information compiled during assessments, appropriate One-Stop partners and services should be identified in order to provide direct linkage to services in the One-Stop System and Active Resource Coordination with other One-Stop Partners (See [Active Resource Coordination and Integrated Resource Teams](#) Policy 5.1 for further information).

### INITIAL ASSESSMENT

The initial assessment is part of the Wagner-Peyser program. 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 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. Formal assessments, such as ACT® WorkKeys® Curriculum™ Placement Quiz, Best Plus™, or Best Literacy™, are not required but encouraged based on the needs of the participant.

### OBJECTIVE ASSESSMENT

The Objective Assessment 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 Employment Plan. This can include the following:

- Basic skills (See [Basic Skills Deficient](#) Policy 4.8).
  - ACCUPLACER®.
  - WorkKeys Curriculum Placement Quiz.
  - WorkKeys Assessments.
  - TABE®.
  - Best Plus or Best Literacy assessments.
- 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.

The results from an Objective Assessment assists in the development of a WIOA Title I participant’s Employment Plan. An Objective Assessment is not required for Wagner-Peyser participants. Formal assessment results within the last six months, provided by the participant or a partner agency, are acceptable to use in place of formal Objective Assessments.

### **Youth**

An objective assessment must be completed during the WIOA Title I Youth enrollment process prior to becoming a participant. Youth participants should be screened for Basic Skills Deficiency within 60 days of eligibility to receive fiscal services or provide acceptable test results taken within the previous six months of the eligibility date. This only pertains to fiscal services. (See [Basic Skills Deficient](#) Policy 4.8 for acceptable tests)

### **Adult, Dislocated Worker, TAA**

An objective assessment is identified as an individualized career service. This should be completed within 60 days of eligibility determination. Participants should be screened for Basic Skills Deficiency within 60 days of eligibility to receive fiscal services or provide acceptable test results taken within the previous six months of the eligibility date. This only pertains to fiscal services. (See [Basic Skills Deficient](#) Policy 4.8 for acceptable tests)

### **Supplemental Nutrition Assistance Program Employment & Training**

An objective assessment is referred to as an Employability Assessment in the Department of Social Services (DSS) Supplemental Nutrition Assistance Program Employment & Training (SNAP E&T) manual. Follow all applicable objective assessment guidance as outlined for Title I Youth, Adult, Dislocated Worker, and TAA programs above.

### **Temporary Assistance for Needy Families**

An objective assessment, also referred to as a Family Screening Guide in the DSS Temporary Assistance for Needy Families (TANF), must be completed at WIOA Title I Enrollment. Follow all applicable guidance for an objective assessment as outlined for Title I Youth, Adult, Dislocated Worker, and TAA programs above.

## **REASONABLE ACCOMMODATIONS**

If an assessment accommodation is needed, it is important to have this in place prior. It may be appropriate to consider an Integrated Resource Team (IRT) with Vocational Rehabilitation, Adult Education and Literacy (AEL), and DLR staff to ensure the needs or potential needs of the individual are being met. Accommodation needs must be shared with AEL staff prior to the assessment.

Accommodations are not available for WorkKeys Curriculum. It may be more appropriate for participants to start with WorkKeys Assessments. WorkKeys Assessments accommodation information may be found at [act.org/content/dam/act/unsecured/documents/WorkKeysAdministrationManualforPaperTesting.pdf](http://act.org/content/dam/act/unsecured/documents/WorkKeysAdministrationManualforPaperTesting.pdf) (see Page 18).

Certain accommodations for the TABE 11&12 are available without explicit documentation. Without documentation, Title II providers may be able to offer *Flexible Scheduling* (i.e., breaking the test into sections) and *Flexible Settings* (i.e., testing alone or in a quiet location). For TABE Online, there is also an integrated suite of accommodations such as line guide, highlighter, answer eliminator, magnifier/zoom, color overlays, contrasting colors, reverse contrast, and masking.

Other assessment-accommodations require professional documentation. *Flexible Responding* (i.e., a scribe), *Flexible Presentation* (i.e., Large Print, Audio, and Braille), and *Flexible Timing* (i.e., allowing the student extra time on the test) all require documentation. Allowable documentation may include an Individualized Education Plan, 504 Plan, Vocational Rehabilitation report, or perhaps a doctor’s note.

Accommodation material may not be immediately available at the time of referral to an AEL provider. Due to the cost of such materials, the need for cost-sharing among workforce programs may be likely. **For example:** *WIOA Title I utilizes support service accommodation funding or WIOA Title IV provides supports.* Please consult with your respective Adult Education provider if you have any questions or concerns about the various types of accommodations.

If a particular situation limits an individual's ability to complete a formal assessment, this should be the consensus of the IRT and documented in case notes.

## **PAYMENT**

The WIOA Title I program may purchase a scale score for a participant through a TABE from an AEL provider. This is completed through a referral to the provider authorizing the basic skills assessment(s). WIOA Title I funding will not pay for a third party to complete an assessment which can be done in the job service office.

**WIOA Law §129(c)(1)(A) & 134(b)(2)(A)  
20 CFR §678.420 & §681.420**