

Region 4 Workforce Board Assessment Policy - Youth

PURPOSE: All youth participants are to be provided an objective assessment that assesses educational functioning levels, as well as identifies individual strengths and barriers, goals, interests, hard and soft skills, and need for supportive services. The objective assessment process includes a review of basic and occupational skills, prior work experience, educational attainment level, employability potential and developmental needs.

REFERENCES: The Workforce Innovation and Opportunity Act (WIOA) Section 129, DWD Youth Manual 2015

CONTENT: This policy outlines standards for delivering initial and comprehensive assessments

I. Assessment

- A.** An assessment process collects and evaluates various data elements concerning an individual. Through assessment, an individual and a WorkOne Team Member can develop together a plan of activities and services needed.
- As a result of the objective assessment process, the participant will learn more about his/her skills, knowledge, and abilities in relation to secondary and postsecondary education goals, vocational training goals, and/or career goals. The youth program service provider will learn about the participant's educational levels; work readiness and prior work experience strengths and abilities; barriers that may hinder returning/remaining in school to complete basic education, hinder occupational skills training or hinder obtaining/retaining employment.
 - As per DWD Youth Manual (2015) the Test Adult Basic Education (TABE) will be used to determine educational functioning level (EFL) for all WIOA Title 1 eligible youth. The TABE survey must be used for all youth. Review DWD policy 2011-13 for full instructions on use of TABE for youth. Scale scores and grade levels must be appropriately entered into "Test Results in" TrackOne.

NOTE: The same TABE version must be used for Pre and Post test.

- B.** All youth participants must receive an objective assessment that assesses educational functioning levels as well as identifies individual strengths and barriers, goals, interests, hard and soft skills, and the need for supportive services. The objective assessment is a process, which includes a review of basic and occupational skills, prior work experience, educational attainment level, employability potential, and developmental needs.

The objective assessment

- Is an ongoing process and should not be viewed as a one-time event.
- Should include interviews, career guidance instruments such as Indiana Career Explorer, basic skills assessments, and observations
- Can provide insight and guidance to both the case manager and the participant during development of the Individual Service Strategy.

WIOA requires all eligible youth to be provided an objective assessment that includes an academic assessment. DWD has adopted the use of TABE. If a youth has been assessed for basic skills deficiency in the previous six (6) months, staff may use those results in lieu of retesting. See DWD Youth manual (2015) for additional information on TABE testing and Versions.

C. Out-of-School Youth

DWD has defined Basic Skills Deficient or OSY as:

- *Scores 8.9 or below on TABE in reading, writing, or computing skills or*
- *The Youth is unable to compute or solve problems, or read, write or speak English, at a level necessary to function on the job, in the individual's family or in society. This is defined as:*
 - *Lacks a high school diploma or equivalency and is not enrolled in secondary education; or*
 - *Enrolled in Title II (Adult Ed) or*
 - *Poor English language skills or*
 - *Is WorkIN eligible, or*
 - *Case manager make observations*
- *If a youth has been assessed for basic skills deficiency in the previous six (6) months, staff may use those results in lieu of retesting*
- *Staff must administer the TABE Locator prior to administering the TABE Survey or TABE Complete Battery assessments. Based on the results of the Locator, the participant is automatically assigned the appropriate level of TABE.*
- *TABE 9 should be the pre-test and TABE 10 should be the post-test.*
- *All pre-tests scores must be documented in required tracking systems within 60 days of enrollment.*

II. In School Youth, including JAG In-School Participants

In School Youth already undergo a number of assessments while in school. Thus only the TABE Survey, which is a shortened version of the Complete Battery, should be administered to high school youth including JAG in-school participants

- *Staff members are not required, but are encouraged to administer the TABE Locator prior to administering the TABE Survey. Based on the results of the Locator, the participant should be assessed with the appropriate level of TABE Survey.*
- *The Survey must be completed for two subjects: total math (math computation and applied math) and reading.*
- *TABE 9 should be the pre-test and TABE 10 should be the post-test.*

- All pre-test scores must be documented in required tracking systems within 60 days of enrollment.
- Staff members do not need to post-test if scores are 9.0 or higher. For JAG In-School participants, post-tests are required for subject areas with scores 8.9 or lower. Regions may have different policies regarding post-testing high school youth that are not JAG participants and have scores 8.9 or lower.

III. Assessing Youth with Disabilities

Reasonable accommodations (described in 29CFR 37.4) must be provided, as appropriate, when assessing a youth with a disability. Accommodations for youth with disabilities may include (but are not limited to):

- Presentation: Changes to the methods of presentation of the test used as the assessment tool (e.g. providing Braille versions of the test, an interpreter, large print, visual clues, repeating directions or reading aloud).
- Response: Changes to the methods of response to the test questions (e.g. test taker uses reference aids, calculator, tape recorder, word processing software, etc.).
- Setting: Changes to the setting in which the test is provided (e.g., permit the test to be taken at home, in small groups, separate rooms, or with special lighting).
- Timing/Scheduling: Changes to the timing/scheduling of the test (e.g., permitting frequent breaks, extending the amount of time provided for completion of the test, or giving the test over several days).

Effective Date: July 1, 2015