

**GLOW WORKFORCE DEVELOPMENT BOARD POLICY
UNDER THE WORKFORCE INNOVATION OPPORTUNITY ACT (WIOA)**

NAME OF POLICY: **GLOW Objective Assessment for Youth Policy**

APPROVAL DATE: ~~5/21/19~~ **1/21/2025**

EFFECTIVE DATE: ~~7/1/2019~~ **1/21/2025**

Provide for an objective assessment of each youth participant that meets the requirements of WIOA sec. 129(c)(1)(A), and includes a review of the academic and occupational skill levels, as well as the service needs and strengths, of each youth for the purpose of identifying appropriate services and career pathways for participants and informing the individual service strategy, § 681.420 (a) (1)

Assessments must also consider a youth’s strengths rather than just focusing on areas that need improvement. As discussed in 20 CFR § 681.290, “in assessing basic skills, local programs must use assessment instruments that are valid and appropriate for the target population, and must provide reasonable accommodation in the assessment process, if necessary, for individuals with disabilities.” Local programs may use previous basic skills assessment results if such previous assessments have been conducted within the past six months. TEGL 21-16

An effective, comprehensive assessment process will include both informal and formal assessments and will be an on-going process. Youth should understand that self-knowledge is an on-going process and they should plan to continually evaluate their own interests, abilities, work values, etc. and see how these fit in with occupational choices throughout their work lives.

Procedure

Staff will complete assessments in each of the following areas to effectively plan services and develop the ISS:

The assessment process should be customized to the youth, considering his or her comfort level with assessments, past experiences, level of decidedness, education level, disability status, language barriers and culture. GLOW has made several assessments available on its website for staff to use. Staff can request that additional assessments be approved and made available on the website by emailing them to the GLOW WDB Executive Director.

Assessment results should be presented positively, emphasizing strengths and presenting an action plan that can develop weaker areas. A good assessment process will empower youths to be more familiar with their strengths and abilities and what they have to offer prospective employers.

Staff will document all areas of the objective assessment in a thorough descriptive OSOS comment, including the names of formal assessments that are used. Hard copies of

assessments, including interview questions and answers, test results, etc., must be retained in file.

1) Basic/Academic Skills - An individual's High School Diploma, High School Equivalency, report card, transcript or another basic skills assessment can be used if within six months of the date of the objective assessment. If not, staff can utilize:

- TABE Practice Tests <https://www.mometrix.com/academy/tabe-practice-test/> - utilize the Reading and Math assessments. Print out results. (This exam cannot be used as a baseline for a measurable skills gain).
- TABE Survey - utilize hard copy or online versions using the Reading and Math assessments. Print out results. (This exam cannot be used as a baseline for a measurable skills gain).
- TABE Full Reading and Math exams (Can be used as a baseline for a measurable skills gain)
- Wide Range Achievement Test (WRAT)
- NWRC Reading and Math Skills Assessment
- Skills Assessment Form from NYS DOL Programs and Tools for Workforce Professionals webpage.
- ACT® WorkKeys® Applied Math and Workplace Documents (Can be used as a baseline for a measurable skills gain)
- Other assessments can be added upon approval of GLOW WDB Director.

2) Occupational Skills – Can be obtained through observation*, structured interview**, registration form, certificates, or employer verification. Staff should list the occupational skills that the participant currently possesses.

3) Prior Work Experience – Can be obtained through registration form, observation*, structured interview**, certificates, or employer verification. Staff should list the prior work history that the participant currently possesses.

4) Employability – Can be obtained through registration form, observation*, structured interview**, certificates, or employer verification. Staff should document the employer specific skills that the participant possesses, as well as foundational skills such as communication, personal and interpersonal relationships, problem solving, Work Keys is currently an approved assessment for GLOW.

5) Interests/Aptitudes – Can be obtained through observation*, structured interview**, certificates, or employer verification. Staff may also utilize NYSDOL Job Zone, Career Zone, Edge Factor, COPS Interests Inventory, Talent Assessment Program (TAP), O*NET Interests Profiler, O*NET Work Importance Profiler, Wide Range Achievement Test (WRAT)

6) Supportive Services - All participants must be assessed for Supportive Services. Please see the GLOW Supportive Service policy at www.glowworks.org, About GLOW WDB, Policies.

7) Developmental Needs – May be obtained through observation*, interview, or past assessments. Staff should document any developmental disabilities that exist and how they can affect academic and occupational goals.

*Observation can be helpful in determining reliability, punctuality, hygiene, clothing appropriateness, motivation, communication skills, etc. Observation shouldn't be used for every part of the objective assessment, but where appropriate.

**Structured interviews are based on a list of typically-asked questions. Some questions may be omitted or added to better customize the assessment experience for the customers, but staff should use question lists to guide them and ensure any essential questions aren't overlooked.

Additional Resources: The Case Management Toolkit: Preparing Youth for a Lifetime of Success

<https://youth.workforcegps.org/resources/2017/04/05/10/52/CaseManagementToolkit>