

# **Lucas County Workforce Investment Youth Program Youth Objective Assessment and ISS Development**

## **Policies and Procedures**

### **Contents of Assessment/ISS Documentation**

- Self-Assessment
- TABE - Basic Skills Test Results (Reading & Math Skills Components)
- Living Skills Test Results (as appropriate: Survival Skills Component, Life and Citizenship Skills Components)
- Other Assessment Information, as appropriate (e.g., Individual Education Plan, BVR vocational assessment, etc.)
- Assessment Review
- ISS
  - Goals and Objectives
  - Activities and Services

### **Process**

After a youth registers and is determined eligible, staff will give the youth a copy of the Self-Assessment. The youth will complete it and bring it to his/her assessment appointment with a Counselor. For in-school youth, the Self-Assessment, along with an eligibility information application, may be distributed to youth for completion before registration, in order to obtain information about suitability for WIA youth program service.

At time of assessment, the Counselor will administer the TABE tests listed above. In accordance with policy on assessment of individuals with severe disabilities (see below), supplemental assessment information will be used in situations where these tests are not appropriate for the client.

The Counselor will use the Self-Assessment, test results, personal interview, and any supplemental assessment information to complete the Assessment Review. This form documents that Lucas County Workforce Investment has reviewed all aspects of assessment required by the WIA Act and Regulations. It summarizes the assessment results and (with signed release of information form) will be forwarded to the appropriate Youth processing site. (Madison Avenue)

The Counselor will use the information contained in the Assessment Review to develop, in cooperation with the client, an ISS. This document contains two sections: goals and objectives, and activities and services. The ISS form illustrates compliance with WIA requirements concerning the content of youth service strategies, and (with signed release of information form) will be forwarded to the appropriate Youth processing site. (Madison Avenue)

It will be the responsibility of the Youth Service Provider to ensure that the youth:

- Works towards achievement of the objectives specified by the Counselor in the first section of the ISS;
- Receives the activities and services (with the exception of Followup Services) specified by the Counselor in the second section of the ISS.

## **Assessment of Individuals with Serious Disabilities**

Some individuals may have disabilities which make the use of TABE TEST instrument(s).

If the Counselor performing the assessment identifies a client for whom the usual test(s) would be inappropriate, the Counselor shall:

- Submit a written request to the Deputy Director to waive the test(s);
- Request supplemental assessment information from another agency or institution serving the client, such as the Bureau of Vocational Rehabilitation; an educational institution; mental health services agency; or similar social services agency. If the client is not currently being served by such an agency or institution, the Counselor will make a referral;
- Utilize the supplemental information in completing the assessment and reference it in the client's Individual Service Strategy;
- Document any test waiver or referral in the client file.

## **Skill Attainment Rates**

The performance standards for younger youth include a skill attainment rate, which measures youths' attainment of three categories of skills:

- **Basic skills**  
Measurable increase in basic education skills including reading, writing, comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills.
- **Work readiness skills**  
Work readiness skills include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (resumes, interviews, applications, and follow-up letters). They also encompass survival/daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. They also include positive work habits, attitudes, and behaviors such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self-image.
- **Occupational skills**  
Primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Secondary occupational skills entail familiarity with and use of set-up procedures, safety measures, work-related technology, record keeping and paperwork formats, tools, equipment and materials, and breakdown and cleanup routines.

All younger youth (age 14 - 18), whether in-school or out-of-school, must be assessed on entering WIA to determine if they are in need of basic skills, work readiness skills, and/or occupational skills. From this

assessment, skill attainment goals will be established on the ISS.

Formal skill-attainment assessment and goal setting are mandatory for younger youth but are optional for older youth (ages 19 - 21).

If a youth is deficient in basic literacy skills<sup>1</sup>, the youth must have, at a minimum, one basic skills goal. The youth may also have work readiness and/or occupational skills goals, if appropriate.

All youth must have a minimum of one skill goal set per year and may have a maximum of three goals per year. The target date for accomplishing each skill goal must be set for no later than one year.

The skill goal or the target date set can only be extended if the youth has a gap in service, in a situation where the youth is placed in a hold status in which he/she is not receiving services but plans to return to the program. When the youth enters a hold status, the one-year clock for the goal target date stops. The clock begins again once the youth is no longer in a hold status.

Youth may have any combination of the three types of skill goals (three goals in the same category, two goals in one category and one in another, or one goal in each category, etc.).

Each youth may have only three goal attainments each year. The setting of multiple minimum-level skill goals within a year is prohibited by the U.S. Department of Labor.

To determine if youth meet skill attainment goals, the following methods of pre-assessment and post-assessment will be utilized.

#### **Basic Skills Goals:**

All youth will be pre-tested and post-tested by Lucas County Workforce Investment Youth Providers using the Tests of Adult Basic Education (TABE) Reading and Math components. A curriculum outline is attached to illustrate the subjects covered.

#### **Work Readiness Skills Goals:**

All youth will be pre-tested and post-tested by Lucas County Workforce Investment Youth Providers using a Living Skills components (Survival Skills, Life Skills, Citizenship Skills). A curriculum outline is attached to illustrate the subjects covered.

In most instances, the Tier 2 Living Skills (Life Skills and Citizenship Skills components) will be appropriate. It will be the Counselor's judgment whether to assess using the Tier 1 Survival Skills component, based on the individual youth's apparent abilities and results of reading tests.

#### **Occupational Skills Goals:**

If a youth has not successfully completed a formal occupational skills training program recognized by the State of Ohio and received a certificate, he/she will be presumptively concluded to be deficient in skills for that occupation.

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<sup>1</sup> The individual computes or solves problems, reads, writes, or speaks English at or below the eighth (8<sup>th</sup>) grade level, or is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society.

Although youth may be deficient in occupational skills, establishment of an occupational skills goal may be inappropriate for a variety of reasons. In general, a Counselor will not establish an occupational skills goal for a youth unless the youth is already enrolled in, or is commencing enrollment in, a formal occupational skills training program recognized by the State of Ohio. The Counselor may direct written requests to the Deputy Director for exceptions to this policy in individual cases.

When a youth successfully completes a formal occupational skills training program recognized by the State of Ohio and receives a certificate, he/she will be presumptively concluded to have achieved competency in skills for that occupation. Successful completion must be documented by means of a copy of the certificate issued to the youth by the training institution. It shall be the responsibility of the Youth Service Provider to obtain a copy of the certificate and forward it to Lucas County Workforce Investment processing site, in order to obtain credit for achievement of an occupational skills goal.

**Alternative Assessment Methods for Skill Attainment Goals:**

If any of the above tests and/or methods are inappropriate for an individual youth's abilities, needs, or goals in any or all of the three skill attainment categories,, the Counselor may direct a written request for a waiver of the test to the Deputy Director and recommend an alternative means of assessment and/or measurement of attainment. Pre-assessment results must be comparable with post-assessment results. The use of a standardized test or a performance-based assessment with a standardized scoring method is encouraged for such alternative assessment. If a standardized method is not available, the alternative technique shall be objective; unbiased; in conformance to widely-accepted and clearly-defined criteria; be field tested for utility, consistency, and accuracy; and provide for the training/preparation of all raters/scorers. All data and methods to assess needs and to determine goal achievement must be documented and are subject to a monitoring audit.