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| **Workforce Innovation and Opportunity Act (WIOA) Program Policy #110** |

**Subject: Assessment Policy**

**Effective Date: April 9, 2024**

**Background:**

To ensure the highest level of successful completion of program participation, the Central Virginia Workforce Development Board is implementing this policy to establish the types of assessments that can be used and minimum education and basic skill level requirements for participants to be offered specific program services and/or training. This policy is replacing the Basic Skills – Functioning Level Policy.

During the enrollment process, individuals must be assessed to determine the best way for them to be guided towards an employment goal. Assessments should be holistic and analyzed to provide guidance in determining action steps and services to be included in the Employment Plan. From the assessment results, partners and services should be identified to provide coordinated referrals to partner agencies functioning as part of an Integrated Resource Team. Assessment results must be explained to the individual jobseeker.

The WDB also believes that a participant will be unlikely to successfully complete training and secure related employment leading to economic self-sufficiency without first obtaining a high school diploma or equivalent. It is recommended that all participants seek this minimum level of education.

**Initial Assessment**

The initial assessment is part of the overall assessment process in helping guide individuals toward their employment goals. Through various ways, including discussions, alternative forms of assessment, and standardized assessments, the following is determined:

• Strengths

• Workplace skills

• Career interests and aptitudes

• Work values

• Prior work history

• Family situation

• Service needs

**Objective Assessment**

Objective Assessments include a further analysis of the Initial Assessment results and formal testing as it applies to the Employment Plan, helping to ensure that the individual can benefit from occupational skills training.

**Formalized assessments, along with acceptable score ranges include:**

CareerScope Aptitude screening in the average range (between 80 and 120) for:

* General Learning Ability
* Verbal Aptitude
* Numerical Aptitude o Spatial Aptitude
* Form Perception
* Clerical Perception

ACT® WorkKeys®- minimum level 4 for:

* Graphic Literacy
* Applied Mathematics
* Workplace Documents

ACT® WorkKeys® Curriculum™ Placement Quizzes- minimum level 4 for

* Graphic Literacy
* Applied Mathematics
* Workplace Documents

The Test Adult Basic Education (TABE) 11/12: Minimum Scale Score levels for:

* Reading: 576
* Mathematics: 596

ATI Test of Essential Academic Skills (TEAS)- Proficient or higher: 58.7% – 77.3%

* Composite score
* Reading
* Math
* Science
* English

Virginia Placement Test (for community college curricular students)

* English and Math- satisfactory placement in curricular courses

SAT

* Reading and Writing- 500
* Math- 520

ACT

* Reading and Writing- 18
* Math- 22

A postsecondary credential (diploma, certificate, or degree)

Additional objective assessments that may benefit the jobseeker include:

* Financial Empowerment
* Digital Literacy
* Personal Effectiveness/Professional Soft Skills

The results of an Objective Assessment assist in developing the individual's Employment Plan. All participants must receive a formal assessment. All Youth must have a TABE Test as one of their formal assessments. The only Adults/Dislocated Workers who will be TABE tested are those without a High School Diploma or GED and are interested in Occupational Skills Training. Partner agency formal assessment results are acceptable, provided they are within the last six months. However, with board approval, the program operator may request to accept assessment results beyond six months, provided they are not used for program eligibility. Individuals who do not meet the score benchmark on the TABE Test provided are considered basic skill deficient and, depending on the training, may not be successful in training programs technical in nature. However, some postsecondary programs may be suitable (e.g., Integrated Education and Training programs like PluggedlnVA or mostly hands-on training). Case Managers may request a waiver by submitting the request with documentation to prove "likely to benefit or succeed in the training" to the CVWDB Executive Director.

Exemption: OJT participants are exempt from score level requirements of listed assessments if the CareerScope assessment shows an interest and aptitude for the occupation that the OJT is supporting.