



GENERAL FUND YOUTH ASSESSMENT

Department: Office of Economic & Workforce
Development

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Overview

All providers are required to complete an Individual Service Strategy (ISS) for each participant, which records various assessments. Providers may use various academic, vocational, employability, interest, aptitude and service need assessments that are appropriate for Youth. OEWD requires Literacy and Numeracy Assessment.

Examples of Assessments

To maximize the availability of assessments to providers and participants alike, vocational and other assessments are available by appointment at One Stop Career Link Center locations, which youth providers can access.

Literacy and Numeracy Assessments

All participants must take Literacy and Numeracy appraisals. Providers must utilize OEWD-Approved Literacy and Numeracy appraisals to gauge Literacy and Numeracy for purposes of determining Basic Skills Deficiency (BSD) and referring participants to necessary educational resources or remediation and tutoring services.

The following Literacy and Numeracy Assessments are approved for such use:

- CASAS (Comprehensive Adult Student Assessment System)
- TABE 7-8 and 9-10 (Test of Adult Basic Education)

Additionally, for participants with Limited English Proficiency, the following assessments are approved:

- CASAS (Comprehensive Adult Student Assessment System)

When proctoring a Literacy and Numeracy Assessment, providers must adhere to the following:

- An appraisal, or “locator”, must be proctored prior to a “pre-test”.
- The same assessment tool must be administered for pre- and post-test.
- Assessments must be administered in a standardized manner with reasonable accommodation provided to individuals with disabilities and limited English Proficiency.

- Assessments must be administered according to the requirements and standards of the publisher, where applicable.

Utilizing Assessment Results

Based on the result of various assessments offered to the participant, the provider can develop an Individual Service Strategy (ISS). Assessments (academic, vocational, aptitude, et cetera) and any additional barriers based on these assessments, including supportive services, are recorded in on the ISS. The ISS is then used to create a “map” of services with the participant, including referrals to tutoring or educational services.

Increases in Basic Skills:

For youth who are appraised deficient in basic math and reading skills, **(assessed at or below Educational Functional Level 6 – at or below an 8th grade level)** the provider must proctor a pre-test and post-test to indicate any increases, which is a Common Measure outcome. All such information must be documented Enrollment Form.

For youth enrolled in General Fund services, if a participant is appraised Basic Skills Deficient, then provider must proctor a pre-test and the provider must indicate Scale Scores of math and reading pre- and post-assessments on the Enrollment Form or submit pre-and post-assessments in an alternative format as required by OEWD.

Appropriate Assessments

English Proficiency: if a client has Limited English Proficiency (LEP), based on self-attested or perceived ability to communicate in writing or verbally in English, the provider must offer assessments designed to accommodate such persons. If such assessments are not available onsite, the provider must refer offsite for such services and document accordingly.

Individuals with Disabilities: When administering assessment tools, individuals with disabilities are to be provided with reasonable accommodations. Such accommodations can be made on a case-by-case basis in order to enable an individual with a disability services equal to that of an individual without a disability.