

YOUTH OVERSIGHT COMMITTEE

February 19, 2020

8:30 P.M.

COFA Conference Room

PRESENT: V. Zeppelin, K. Shanks-Booth
EXCUSED: T. Watts, S. Kittel
GUEST: J. Mouillesseaux
STAFF: J. Mattick, D. Achilles, S. Alvord

CALL TO ORDER

Ms. Shanks-Booth called the meeting to order at 8:34 a.m.

APPROVAL OF MINUTES

The minutes of January 15, 2020 and February 12, 2020 were deferred to March 18, 2020 meeting.

WIOA YOUTH PROPOSAL REVIEW AND VOTE

The committee not having quorum will defer the WIOA Youth Proposal vote to the March 18, 2020 meeting.

SUMMER YOUTH EMPLOYMENT PROGRAM RFP UPDATE

Ms. Mattick updated the committee that the release of the Summer Youth Employment Program RFP will have a new timeline due to new requirements. The RFP release must be published in the local newspaper and then uploaded to Bidnet.

BASIC SKILLS DEFICIENCY POLICY

Ms. Alvord reviewed the Basic Skills Deficiency Policy sections that were modified from the feedback that was received from the committee and NYSDOL.

Ms. Mouillesseaux arrived at 9:15 a.m.

WIOA YOUTH CONTRACTOR UPDATE – JOBLINK

Ms. Mouillesseaux updated the committee on what the JobLink staff have been working on. The OET staff have been working on outreach to rural areas to help youths to learn about services that OET has to offer. OET is holding workshops to support youth with skill building and ways to help youth be successful.

ADJOURNMENT

Ms. Shanks-Booth adjourned the meeting at 10:00 a.m.

The next meeting is scheduled for Wednesday, March 18, 2020.

Youth Oversight Committee – February 19, 2020

Tompkins County Workforce Development Board

WIOA YOUTH Basic Skills Deficiency Policy

Purpose

The purpose of this policy is to establish guidelines for determining eligibility of youth based on Basic Skills Deficiency criteria.

Background

The Workforce Innovation and Opportunity Act 20 CFR 681.290(a)(1) states that LWDBs must use standardized testing instruments to demonstrate that a youth reads and/or computes math at or below the 8th grade level.

WIOA 20 CFR 681.290(b) states that LWDBs must create a basic skills deficiency policy for youth who are 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.

In order to assess whether a youth meets the Basic Skills Deficiency definition, LWDBs must:

- Use valid and reliable assessment(s) that are appropriate for the target population, showing that the youth is unable to demonstrate the competencies described in the definition;
- Use appropriate, fair, and cost-effective assessments that are well-matched to the test administrator's qualifications, easy to administer, and have results which are easy to interpret
- Provide reasonable accommodation in the assessment process, if necessary, for special populations (i.e. individuals with disabilities and individuals who are English Language Learners)

Policy

For eligibility under WIOA using "Basic Skills Deficiency" as the youth's eligibility criteria, **Out of School Youth (OSY)** must be:

- between the ages of 16-24 at the time of eligibility determination, and
- have a high school or HSE diploma, and
- be basic skills deficient, and
- be low income.

Being Basic Skills Deficient alone **does not** make a youth eligible for WIOA services. All four (4) criteria must be met: age 16-24, HS/HSE diploma, Basic Skills Deficient and low income.

For eligibility under WIOA using "Basic Skills Deficiency" as the youth's eligibility criteria, **In School Youth (ISY)** must be:

- between the ages of 14-21 at the time of determining eligibility, and
- attending or enrolled in secondary or for-credit postsecondary school at the time of eligibility determination, and
- be low income, and
- be basic skills deficient (either deficient in basic skills **or** an English Language learner who is deficient in basic skills).

Being Basic Skills Deficient alone **does not** make a youth eligible for WIOA services. All four (4) criteria must be met: age 14-21, attending/enrolled in school, low income, and Basic Skills Deficient.

It is the policy of the TCWDB to determine eligibility under Basic Skills Deficiency by using **one (1)** of the following assessments. **Use of previous basic skills assessment results are permitted if the assessments were conducted within the past six (6) months.**

Reasonable Accommodations will be provided for individuals with documented disabilities and individuals who are English Language Learners. Accommodations to include, but not be limited to: extending test taking time, distraction-free spaces, use of technology aides, paper-based exams, accessible testing stations, web-based accommodations, and other accommodations as based on the policies of the test creators. More information regarding accommodations can be found at: www.ada.gov.

A.) Approved standardized testing instrument to demonstrate a youth reads and/or computes math at or below the **8th grade level**, determined using the National Reporting System (NRS) **Educational Functioning Level 4** (“High Intermediate Basic Education”):

- Test of Adult Basic Education (TABE)

B.) Approved standardized testing instrument(s) to demonstrate a youth reads and/or speaks English at or below the **NRS Educational Functioning Level 5** (“High Intermediate English as a Second Language”):

- Basic English Skills Test (BEST) Literacy or
- Basic English Skills Test (BEST) Plus 2.0

C.) Basic Skills Deficiency for WIOA youth program eligibility for youth who are 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 will be determining utilizing **one (1)** of the following assessments:

- Prove It: Basic Reading Comprehension
- Prove It: Basic Arithmetic
- Prove It: Math & Reasoning Skills
- Prove It: English as a Second Language

Scoring below passing level (80%) on one of these assessments will determine if the youth is considered Basic Skills Deficient for purposes of program eligibility.

Description of the Prove IT – Integrated Assessments

These assessments are currently available free of cost via Metrix NY Wired, locally at: <http://tompkinsskillup.metrixlearning.com/>. Once logged in to a Metrix Account, go to Catalog -> Search -> Change “Filter” Option to “ProvIt” -> and search by Course ID number (provided below).

Participants must score at least 80% correct to pass – certificate of passing score with detailed test record will be provided upon completion of the assessment. Please file the participants’ assessment record demonstrating pass/fail in paper file for reference. Proper documentation of those who score below 80% (fail rate) is required in order to support the Basic Skills Deficiency determination.

Basic Reading Comprehension (30 questions; established time = 1 hour); Course ID 4251

Test Description: The Basic Reading Comprehension test examines the test taker's ability to draw important information from written material. Test takers are asked to read text passages and answer questions, identify words based on how they are used in a sentence, and determine whether a statement is a fact or an opinion. This test is designed to be administered to applicants for positions where the need for a demonstrated ability to understand basic written information is important. Tests for Punctuation, Office Grammar and Spelling, Vocabulary, and English as a Second Language are also available.

Basic Arithmetic (40 questions; established time = 1 hour); Course ID 1408

Test Description: This Basic Arithmetic test assesses the test taker's ability to manage basic mathematical calculations and estimations. The topics covered include adding, subtracting, rounding, estimating sums, and estimating differences. This test is appropriate to administer to applicants that will be required to conduct basic mathematical reasoning and calculations on the job. Paper and pencil may be considered appropriate to provide test takers while administering the test. Tests for Basic Office Skill and Basic Warehouse Knowledge are also available.

Math & Reasoning Skills (40 questions; established time = 1hour); Course ID 193

Test Description: The Math & Reasoning Skills test covers such topics as percentages, multiplication, fractions, word problems, patterns, and comparisons. This assessment would be appropriate to give to any person who needs to use math and/or reasoning skills on a regular basis. Tests for Math Word Problems and Analytical Skills are also available.

English as a Second Language (43 questions; established time = 1 hour); Course ID 127

Test Description: The English as a Second Language test aims at assessing the skill level of the test taker in employing English for communication. Such topics addressed include conversational English, subject/verb agreement, homonyms, and acronyms.

Tompkins County Workforce Development Board

WIOA YOUTH Objective Assessment Policy

Purpose

The purpose of this policy is to establish guidelines for program staff to follow for completing Objective Assessments in the Workforce Innovation and Opportunity Act (WIOA) Youth program prior to a youths' enrollment. The outlined policy provides a process that will identify youths' service needs, academic levels, goals, interests, skill levels, abilities, aptitudes, supportive service needs, and measure their barriers and strengths. This process includes a review of a youth's basic and occupational skills, prior work experience, employability potential, and developmental needs. The result of completing this process is having comprehensive information to work with in establishing an appropriate Individual Service Strategy as well as providing the youth with an understanding of how a variety of their personal attributes affect their potential success and satisfaction with different career options and work environments.

Background

For a youth to be enrolled in the WIOA Youth program, Objective Assessments must first be completed. The U.S. Dept. of Labor Employment & Training Administration's (DOLETA) TEGL 21-16 states that "the WIOA youth program design requires an objective assessment of academic levels, skill levels, and service needs of each participant". The required Objective Assessments review includes the following areas:

- Basic Skills
- Occupational Skills
- Prior Work Experience
- Employability
- Interests
- Aptitudes
- Supportive Service Needs
- Developmental Needs
- Strengths

The DOLETA TEGL 21-16 states that the Objective Assessments must consider a youth's strengths rather than just focusing on areas that need improvement. The TEGL 21-16 further states that assessments used must be: valid and reliable; appropriate, fair and cost effective; be well-matched to the test administrator's qualifications; and be easy to administer and interpret results. Alternatively, skills-related gains may also be determined through less formal assessment techniques such as observation, folder reviews, or interview. These assessments may be provided directly through WIOA youth program staff, and/or through referrals to national and community-based partners and resources.

Policy

Prior to enrollment in the WIOA Youth program, youth must complete the following Objective Assessments. This policy defines what will be used to assess each of the required steps and how those methods will be recorded in the youths' paper files and in OSOS. **All youth must complete the requirements listed below prior to being enrolled in the youth program** (i.e. before first service is entered in OSOS).

The Individual Service Strategy (ISS) (OET Job Link Form #XXXX) will be utilized to record and document notes regarding each Objective Assessment criteria with selected strategy for working with that youth on maintaining or improving their skills in each area. Program Staff will use the ISS to document that the initial Objective Assessments have been completed prior to enrollment with date and signature of staff. Any changes to the ISS will need to be dated and signed by the youth as well. ISS documentation (paper file) will match what is input in OSOS (electronic file).

Example:

BASIC SKILLS – Method of assessment used: TABE test, math and reading (test date xx-xx-xx). Results of assessment: Youth scored at 6th grade reading level and 5th grade math level. Determined that youth is lacking basic skills in reading and math. Strategy: Refer youth to XX agency to provide academic support, tutoring services.

Procedure

To assess the Objective Assessment criteria, please utilize the following directives issued by the LWDB. In all pertinent circumstances, **Reasonable Accommodations** will be provided for individuals with disabilities, individuals who are English Language Learners, and individuals assessed as being Basic Skills Deficient for eligibility purposes (see LWDB Basic Skills Deficiency Policy for more information). Accommodations to include, but not be limited to: extending test taking time, distraction-free spaces, use of technology aides, paper-based exams, accessible testing stations, web-based accommodations, and other accommodations as based on the policies of the test creators. More information regarding accommodations can be found at: www.ada.gov.

Use of previous basic skills assessment results are permitted if the assessments were conducted within the past six (6) months.

Please keep copies of all corresponding assessments/documents (i.e. interest profilers, test scores, etc.) in the youth’s paper file, along with their updated ISS form.

Basic Skills:

Option 1 – A H.S. Diploma, H.S.E., or passing report card*/transcript** dated within 6 months prior to date of enrollment identifies the youth as “not Basic Skills Deficient”.

**Passing report card is an overall grade of 65 or higher (less is considered BSD)*

***Passing transcript is a GPA of 2.0 or higher (less is considered BSD)*

Option 2 – TABE score of below 8th grade reading or math level, dated within 6 months prior to date of enrollment, identifies the youth as “Basic Skills Deficient”. A score at or higher than an 8th grade level would identify the youth as “not BSD”.

Option 3 – A “Passing Score” of 80% or higher on Metrix NY Wired Prove It Integrated Assessments (Basic Reading Comprehension, Basic Arithmetic, Math & Reasoning Skills, and/or English as a Second Language) is considered “**not BSD**”; a “Failing Score” on an assessment of 79% or lower **would be considered “BSD”**. Refer to the LWDB Basic Skills Deficiency Policy for a detailed description of these

assessments, as well as for criteria for using Basic Skills Deficient as eligibility determinant. The LWDB approved Prove It assessments can be located at: <http://tompkinsskillup.metrixlearning.com/>

Interests:

Option 1 – O*NET Interest Profiler (available online at <https://www.careerzone.ny.gov/> - youth will be required to create a profile on Career Zone; if youth do not want to create a profile at this time, the same assessment tool can be located at: <https://www.mynextmove.org/explore/ip>) – print a summary of the results for youth’s file. For youth ages 18+, it is recommended to create a profile with Job Zone (instead of Career Zone) – <https://www.jobzone.ny.gov> – the “Career Interest” profiler on Job Zone will produce similar results to the O*NET Interest Profiler.

Option 2 – Metrix NY Wired Skill Track Course Completion: “Discovering Your Strengths: Uncovering and Utilizing Your Talents and Skills” <http://tompkinsskillup.metrixlearning.com/> (Learning Objective ID: 52575; Course ID: apd_10_a01_bs_enus). This 20 minute online course covers techniques for identifying your unique capabilities, and outlines what you should include in a talent action plan to fully utilize and develop your key talents and skills. Print course completion record for youth’s file.

Option 3 – If youth can already identify a specific career interest, please use the American Job Center Network’s <https://www.myskillsmyfuture.org/Target.aspx> to explore that career and identify the skills and training that correspond with that career. Print record of results for youth’s file.

Occupational Skills & Prior Work Experience:

*Note: Occupational Skills refers to **hard skills** (i.e. money handling, lifeguard certification, using computers/programs, etc.) that relate to specific job duties and responsibilities.*

Option 1 – Demonstrated work history via resume; record of certifications/licenses

Option 2 - Interview with youth to include description of past work experience, including volunteer work, “under the table” or gig work, subsidized and unsubsidized experiences.

Option 3 - Metrix NY Wired Skill Tracks course completion in desired career pathway (i.e. Healthcare, Manufacturing, Customer Service, etc.). Print record of course(s) completed and any corresponding badges earned for the youth’s file. <http://tompkinsskillup.metrixlearning.com/>

Employability:

*Note: Employability is based on **soft skills** (i.e. time management, communication, conflict resolution, etc.) to be determined by assessment, self-attestation, and/or ability to produce professional references.*

To determine a youth’s employability, staff must utilize one of the following options:

Option 1 – Demonstrated longevity in work history (i.e. participant has worked continuously for 6 mos.) as documented on youth’s resume and/or the youth can produce a work-related professional reference.

Option 2 – Career Zone Section 05 “Job Readiness”: Youth will self-attest to their skills which will generate a list of career options for their skill sets. <https://www.careerzone.ny.gov/> Youth ages 18+ can take the “Skills Survey” assessment at <https://www.jobzone.ny.gov> for a similar skills-based report.

Option 3 – Job Zone’s “My Employability Score” on <https://www.jobzone.ny.gov/> - This basic employment profile collects data related to employment prospects and weighs this data based on which factors contribute more heavily to employment. The higher the Employability Score, the greater your competitive advantage in the labor market. The Employability Score is based on how well a job-seekers’ employment profile matches their target occupation and labor market demand. Both positive and negative factors contributing to the Employability Score will be identified to determine what factors to target as well as potential barriers to the youth’s employability that will be to be addressed.

Aptitude:

Note: Aptitude measures the technical aspects of career readiness (i.e. level of suitability and/or fitness for specific tasks).

To determine a youth’s aptitude levels, staff must utilize one of the following options:

Option 1 – Record of training program completion, certification(s), license(s), or credential(s) needed for specific career pathways and/or occupations.

Option 2 – Career Zone Section 04 “Abilities” – youth will complete this self-assessment of a variety of abilities, including their Sensory Abilities, Physical Abilities, Psychomotor Abilities, and Cognitive Abilities. This tool will generate a list of career options based on the youth’s self-reported strengths. This tool can be found at: <https://www.careerzone.ny.gov>. For youth ages 18+, the Job Zone “Abilities Profiler” is appropriate for this purpose. This tool can be found at: <https://www.jobzone.ny.gov>. Records of completion can be printed for youth’s file.

Option 3 – Metrix NY Wired Career Pathways “Entry Level Pathway” Skills Rating: Youth will self-attest to their skill levels in required fields. If skill level is determined to have gaps needed for success, relevant Metrix NY Wired courses will be assigned. Records of completion can be printed for youth’s file. <http://tompkinsskillup.metrixlearning.com/>

Supportive Service Needs:

Supportive Services include barriers such as: housing, transportation, communication, childcare, clothing, and other needs. Staff will conduct an interview with youth to identify various barriers to employment based on youth’s self-attestation. Staff will use the local ISS form for recording of barriers and any supportive services provided should be documented in the youth’s paper file and in OSOS following the local WDB Supportive Services Policy.

Developmental Needs:

To determine a youth’s developmental needs, staff must utilize one of the following options:

Option 1 – Official documentation provided by school or medical professional (i.e. IEP documents or medical note from a licensed professional).

Option 2 – Conduct a brief mental health assessment using evidence-based assessment tools: Generalized Anxiety Disorder Survey (GAD-7) and the Depression Survey (PHQ-9). Results would determine a youth’s need for supportive services, referral to counseling, and/or general work readiness. Mild results

(scoring between 0-5) would indicate that there is not a mental health barrier present at this time; moderate results (scoring between 6-10 points) would demonstrate that the youth are likely suitable for work placement but may need supports (requirements would include to attend a variety of skill-building workshops, referral to external services if needed, etc.); moderately severe-severe (scoring between 11-21 points) would demonstrate that the youth is not suitable for work placement at this time and need mental health referral first. The tools can be found at: <https://www.torbayandsouthdevon.nhs.uk/uploads/score-sheet-gad-7-anxiety-and-phq-9-depression.pdf> ; please maintain a record of the youths' assessment in their file.

Option 3 – Conduct a thorough evaluation of the youth's developmental needs using the Casey Life Skills Assessment tool. This tool will assess the youth's skills in the following areas: daily living, self-care, relationships and communication, housing and money management, work and study life, career and education planning, and looking forward. Youths' responses to the questions in this survey will identify areas of need for assignment to relevant workshop offerings, training and/or external referral services. This assessment tool can be found at: http://www.casey.org/media/CLS_assessments_LifeSkills.pdf; please maintain a record of the youth's assessment in their file.

Strengths:

Determination of the youth's strengths should be summarized from the completion of the above objective assessments. Staff should review the summary with the youth and add any additional comments the youth may wish to contribute. Staff observations may be recorded in the Strengths section of the local ISS but should be recorded as such (i.e. Staff observes that this youth demonstrates patience and perseverance in completion of online assessments.). Staff observations must be objective in nature and supported by youth approval (signature/date).

Individual Service Strategy Plan: Upon completion of all Objective Assessments, staff will be prompted on their form to complete an Individual Service Strategy Plan, which summarizes all of the "next steps" outlined from the Objective Assessments. Youth will complete a Certification to attest that the information provided is accurate to the best of their ability and that they agree to the steps outlined by the staff person in the ISS Plan.