

W-2 Case Management: Assessment and Employability Plans – Virtual Classroom

Purpose

To develop skills for the processes of assessment and Employability Plan development.

Objectives

Upon completion of this course, you will be able to:

- Identify the purpose and reason for use of multiple assessments;
 - Discuss the benefits of assessment with the W-2 applicant or participant, and the W-2 worker;
 - Interpret assessment results with the W-2 applicant or participant, and make case management decisions based on those results;
 - Formulate with the W-2 applicant or participant employment, education and personal goals based on assessment results;
 - Facilitate the W-2 applicant or participant's identification of activities based on the individual's goals; and
 - Demonstrate the relationships between assessment results, goals, and activity engagement and the corresponding system documentation.
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W-2 Contact Information

Questions regarding this training material should be directed via your local agency process to the Partner Training Team,

Email: PTTTrainingSupp@wisconsin.gov

A contact person is available to answer e-mailed questions related to this training material, assist you in completing any activity that you are having difficulty with, and/or provide explanation of anything else about this training material.

Questions regarding W-2 production cases and systems should be directed via your local agency process to the BWF Work Programs Help Desk at:

Email: bwfworkprogramshd@wisconsin.gov

Telephone: (608) 422-7900.

W-2 Policy questions should be directed to your Regional Office staff.

DCF is an equal opportunity employer and service provider. If you have a disability and need information in an alternate format, or need it translated to another language, please contact (608) 535-3665 or the Wisconsin Relay Service (WRS) – 711.

For civil rights questions call (608) 422-6889 or the Wisconsin Relay Service (WRS) – 711.

Introduction

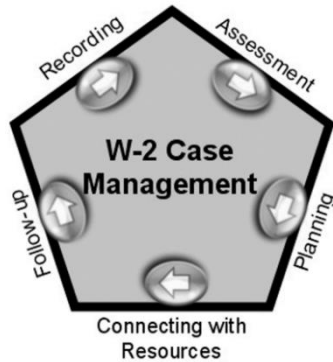
Six Word Memoir

Write down as many words or phrases as you can think of to describe yourself.



Now, choose only six words as your memoir.

Case Management Is a Process

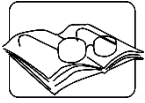


Who is at the center of case management? Who is the reason for our work?

What do applicants/participants give to us to help us provide effective case management?

How do we get information from participants?

Assessments



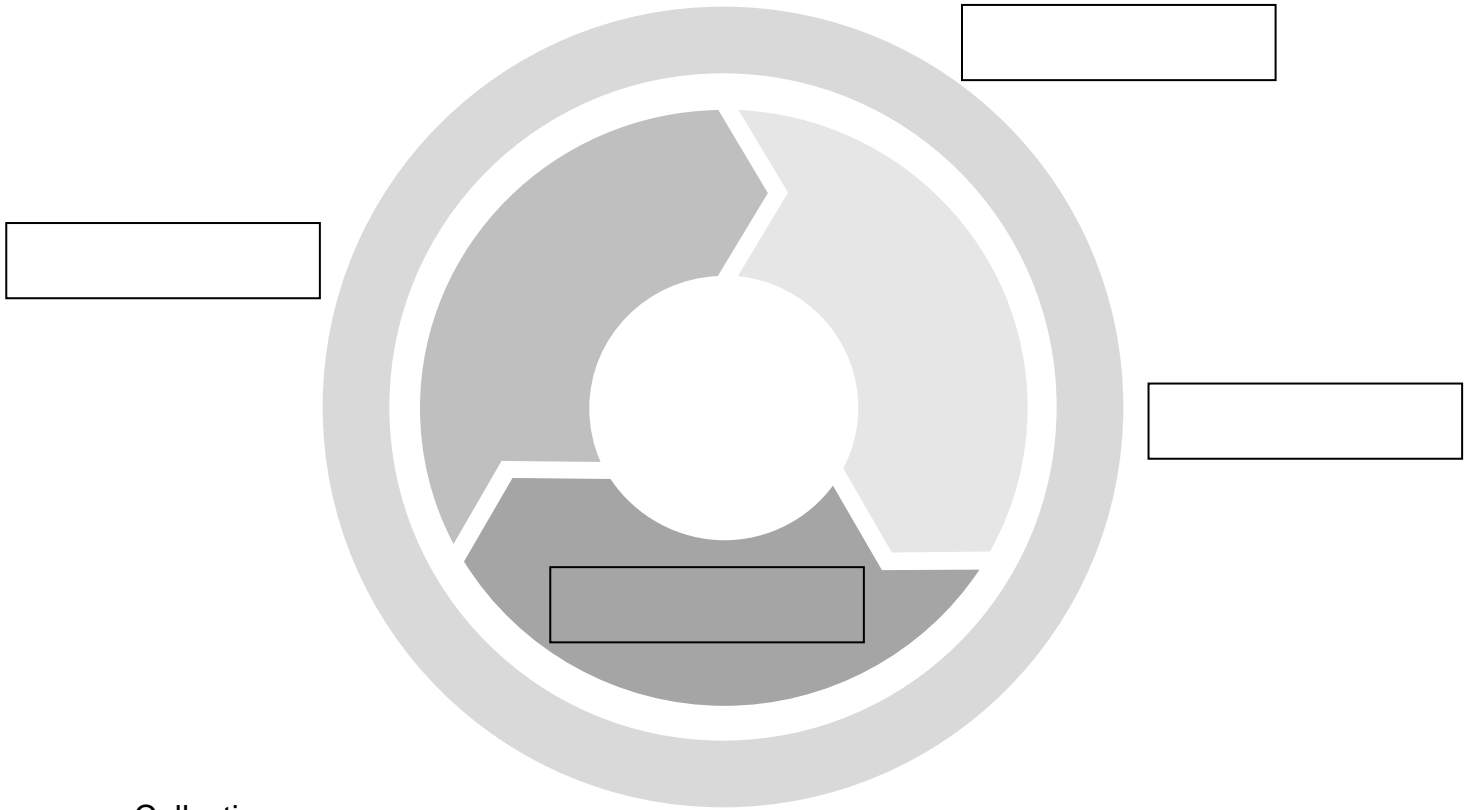
W-2 Policy Manual, Chapter 5.1

What is an assessment?



What does “assessment” mean to you? How do you define assessment?

Assessment Process Model



Collection

Evaluation

Action

Documentation

Assessment Process Model PSA

Assessment

Evaluation

Action

Documentation

Informal Assessment

What is an informal assessment?

What are the benefits for the case manager in completing an informal assessment?

When does the process of informal assessment end?

What actions might you take based on the outcome of the informal assessment?

Informal Assessment Driver Flow

Below are the Informal Assessment driver flow pages in Wisconsin Work Programs (WWP). Indicate at least one case management benefit for each.

Languages

Purpose: This page collects information on languages the participant reads, writes, and speaks.

Work History

Purpose: This page collects information on the participant's current and past employment, subsidized employment, and volunteer work.

Work Programs

Purpose: This page collects information on other work programs (e.g., FSET, DVR, WIOA, etc.) that the participant is involved in currently, has participated in previously, or will be working with in the future.

Education History

Purpose: This page collects information about the participant's high school graduation status, or about test scores if the participant is working toward a GED/HSED.

Post-Secondary Education

Purpose: This page collects information about post-secondary education, licenses, and certifications that the participant has or is working on.

Military Service

Purpose: This page collects information on the participant's military service and training

Housing

Purpose: This page collects information on the participant's current and past housing situations.

Transportation

Purpose: This page collects available transportation methods for the participant and the status of his or her driver's license.

Legal Issues

Purpose: This page collects information about legal issues and required court appearances for the participant and members of the household.

Participant Barriers

Purpose: This page collects information on the participant's health and wellness that may impact his or her ability to obtain and maintain employment, including accommodations.

Child and Youth Supports

Purpose: This page collects information about children in the household who may need services and support, especially child care. There also are questions related to WIC, Head Start, and other community programs for youth.

Family Barriers

Purpose: This page collects information about SSI/SSDI applications for the participant and other household members, as well as information about other family issues that may impact a participant's ability to participate in work or work activities.

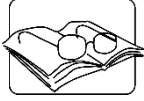
Non-Custodial Parents

Purpose: This page collects information about the participant's role as a Non-Custodial Parent (NCP), including information about the primary caretaker and the child.

NCP Referral

Purpose: This page collects information about the Non-Custodial Parent(s) (NCPs) of the participant's children to determine if the agency can offer NCP services.

Informal Assessment Inventory



W-2 Policy Manual, Chapter 5.2.2

Activity: Informal Assessment Inventory

Informal Assessment Inventory Item: _____

Informal Assessment Inventory Item: _____

Informal Assessment Inventory Item: _____

Informal Assessment Inventory Item: _____

Informal Assessment Inventory Item: _____

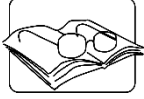
Informal Assessment Inventory Item: _____

Informal Assessment Inventory Item: _____

Informal Assessment Inventory Item: _____

Informal Assessment Inventory Item: _____

Career Assessment Page



W-2 Policy Manual, Chapter 5.4.3

Document career assessments covering work styles, skills, and interests within 30 days of placing a participant.

Job Readiness Page

The **Job Readiness** page does not need to be completed all in the same appointment, but it must be completed within 30 days of a participant being placed.

Although the questions on this page are great conversation starters, it is important to go beyond just asking the questions. Sometimes additional follow up questions may be needed.

Work Preferences Questions

Work Preference Questions

What kind of job would you like?

Details

380 characters remaining

What about that job interests you?

Details

380 characters remaining

What kind of training or experience do you think you might need for that job?

Details

380 characters remaining

Can you name some places (companies or organizations) where that job may be available?

Details

Unknown

380 characters remaining

Are there any work situations or jobs you prefer to avoid?

Details

380 characters remaining

What is your ideal work schedule?

Begin Time

AM

PM

End Time

AM

PM

Details

380 characters remaining

How far are you willing/able to travel to get to work?

Travel Time:

Details

120 characters remaining

Distance from Home to Work:

Details

120 characters remaining

Notes:

History Questions

History Questions

Tell me about your last job.

Details

380 characters remaining

Tell me about a time you felt proud of something you accomplished.

Details

380 characters remaining

What are your greatest strengths?

Details

380 characters remaining

What areas would you like to improve on?

Details

380 characters remaining

Notes:

Application Questions

Application Questions

Are you comfortable submitting an online job application?

Yes No

Details

380 characters remaining

Do you have a current resume and a cover letter?

Yes No

Details

380 characters remaining

Do you have three personal or professional references for a job?

Yes No

Details

380 characters remaining

Do you have the documents needed for employment (such as a social security card)?

Yes No Unknown

Details

380 characters remaining

Notes:

Interview Questions

Interview Questions

Tell me about your last job interview.

Details

380 characters remaining

Is there anything you would not want a potential employer to see on your Facebook or other social media?

Yes No

Details

380 characters remaining

Do you have an outfit to wear to a job interview?

Yes No

Details

120 characters remaining

Notes:

Contact Questions

Contact Questions



Printable Wisconsin Lifeline Phone Services Brochure

Do you have a phone number that employers can use to contact you?

Yes No

Details

120 characters remaining

Do you have access to voicemail or text messages on this phone?

Yes No

Details

120 characters remaining

Do you have an email address that employers can use to contact you?

Yes No

Details

120 characters remaining

Can you access your email on a daily basis?

Yes No

Details

120 characters remaining

Notes:

Day One Wrap-Up

We covered a lot of ground today, from the basics of assessment to the WWP Informal Assessment driver flow and the Informal Assessment Inventory. With your group, come up with your top three takeaways from today.

A large rectangular box with a black border, intended for writing. On the left side of the box, there are three black circles containing the numbers 1, 2, and 3, arranged vertically from top to bottom. The rest of the box is empty, providing space for the user to write their top three takeaways.

Conversation vs. Interrogation – Using the “BEST” Approach

B

E

S

T

Conversational Interview:

https://wss.ccdet.uwosh.edu/Courseware/W2CM_AssessEP/Tara_Converse/Index.html

In what ways does this video demonstrate the BEST approach?

Activity: River of Jobs

Part 1: Create Your River

What to Include:

- ▶ Paid Employment
- ▶ Volunteer employment/activities
- ▶ Education - Post HS, certificate programs, trainings, etc.
- ▶ Life happenings - marriage, divorce, children, births, deaths
- ▶ Assessments completed

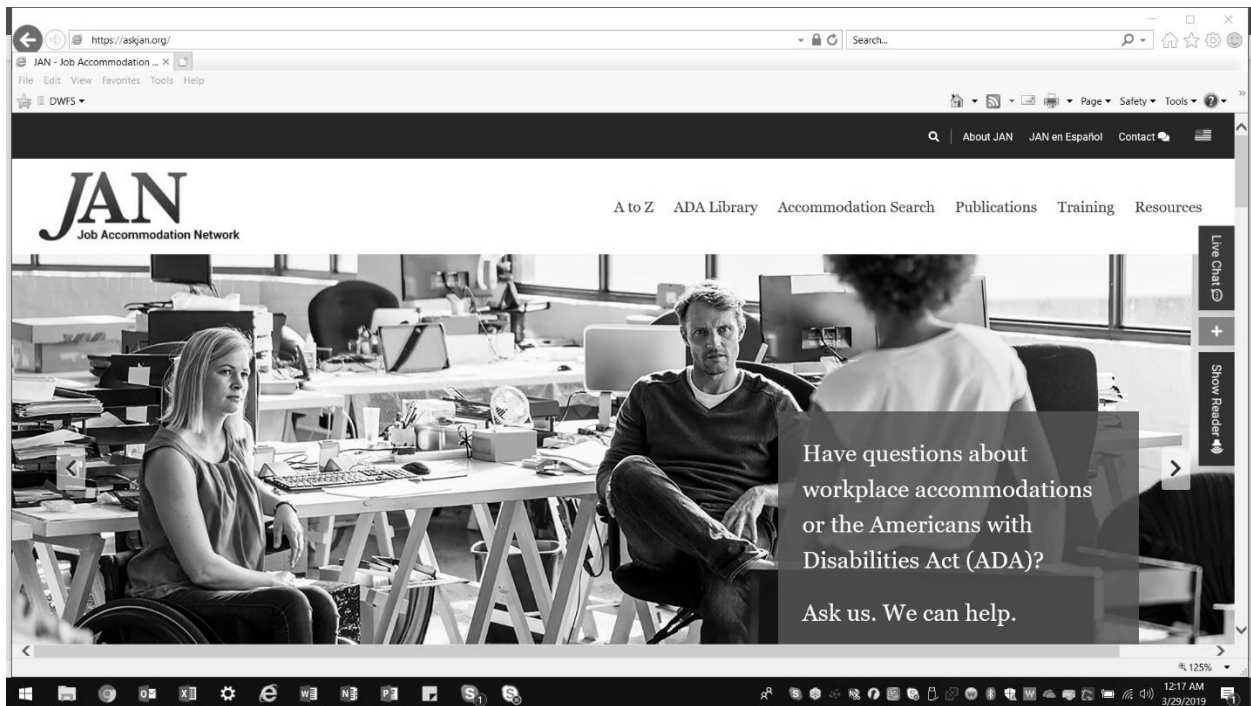


Accommodations

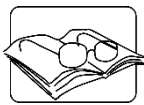
How could you explain the concept of accommodations to participants?

How do you offer accommodations?

A Resource for Accommodations: askjan.org



JAN is the Job Accommodation Network. Their website, www.askjan.org, has information on the ADA, disabilities, and accommodation ideas for those disabilities.



W-2 Policy Manual 1.3.3. contains an updated chart of different disabilities/impairments and examples of accommodations compiled from using JAN and its resources.

Participation Statuses

Participation Statuses are factors that may impact a participant’s ability to participate in W-2. Take these statuses into consideration throughout case management, including when you are developing Employability Plans (EPs) with participants.

There are six Participation Statuses for the W-2 program.

- *CD* – _____

- *CF* – _____

- *EC* – _____

- *EI* – _____

- *FA* – _____

- *SD* – _____

Name that Status

During Billie's initial Informal Assessment, she reports that she has a slipped disc, which limits the type of work she can do. She wants to find a job she can do, and is not applying for SSI/SSDI at this time. You offer for her to complete a formal assessment, and she agrees. Which Participation Status(es) would be appropriate for Billie?

Shana is the mother of 6-month-old twins who were born 4 months early. The premature birth left both children with significant heart and breathing problems. Her son has recovered well, and has minimal ongoing medical issues. Her daughter still is experiencing significant issues, and cannot go into a childcare facility. Shana drops off the appropriate documentation. Which Participation Status(es) would be appropriate for Shana?

You and the Job Developer helped Teena get a part-time job as a receptionist two months ago. Yesterday, you got a call from the employer stating that they think Teena is a reliable employee. However, due to her physical limitations, she is unable to complete several of the required tasks. They say they tried talking to Teena about this, but she didn't seem to understand. They say they might have to let her go. You suggest possible accommodations that would enable Teena to complete the required tasks. You also agree to meet with the employer and Teena on a monthly basis to help with communication and other on-site supports. Which Participation Status(es) would be appropriate for Teena?

Marigold has Borderline Personality Disorder and PTSD, which significantly impacts her ability to maintain employment. She also is the sole caregiver of a daughter with Autism. Her daughter frequently gets sent home from school due to behavior issues, and cannot go into a childcare facility. There is a Caring for Disabled Child form completed in ECF for her daughter. Marigold calls and reports that she was fired from her 6th part-time job this year. She states she feels like she will never find a job that will work for her, and decided to apply for SSDI with the help of the Aging and Disability Resource Center. Which Participation Status(es) would be appropriate for Marigold?

Assessment – Putting it Together

Assessment is a _____, not a _____.

Assessment should impact _____.

W-2 policy requires _____ and _____ assessments.

Informal assessment is not an _____.

Good informal assessment _____ the participant.

The end product of an assessment is _____.

Assessment is more than what is on a _____.

Assessment should be done when there is a _____ for _____.

Always _____ the differences that assessment results make in case management.

Assessment is _____.

A participant cannot be _____ for failing to cooperate with a formal assessment.

The success of assessment is not just getting the information, but what you _____ with the information.

Day Two Wrap Up

In your group, work together to come up with a list of your top ten things to remember about assessment.



A large empty rectangular box for writing, with a small graphic of a sticky note labeled "ASSESSMENT INFO" pinned to the top right corner.

Goal Setting

How do you define goal setting?

What is the importance of setting goals with participants?

How to Formulate Goals: SMART Model

Specific

Measurable

Attainable

Relevant

Time-based/Time-bound

What is your role in helping to set goals?

Activity: Personal Practice

Create a job, career, or education-related goal that meets the "SMART" criteria.

Employments

Remember to consider any employment the participant has when scheduling other activities.

Engagement in Activities

Typing goals to activities

How do activities help participants reach their goals?

How can tying goals to assigned activities help keep participants engaged?

The activity section of the EP includes the specific activities the participant has agreed to complete in order to achieve their goals.

Each activity must include:

- The activity to be completed.
- An activity description to ensure the participant fully understands what the activity involves.
- The provider of service and activity location.
- The activity schedule(s). This includes a planned begin and end date, the specific days of the week, and the specific number of hours on each day that the activity is assigned.
- Any additional remarks to assist the participant.

Activity	BE - Adult Basic Education (ABE)	GE - GED (General Education Development)	HE – HSE (High School Equivalency Diploma)
Example Activities			
Key Similarities:			
Key Differences:			

Activity	CA – AODA Counseling	CM – Mental Health Counseling	FC – Family Member Treatment/Counseling
Example Activities			
Key Similarities:			
Key Differences:			

Activity	ES – Employment Search	JS – Job Skills Training	WE – Work Experience
Example Activities			
Key Similarities:			
Key Differences:			

Activity	LF – Life Skills	PA – Parenting Skills	PD – Personal Development
Example Activities			
Key Similarities:			
Key Differences:			

Activity	JS – Job Skills Training	TC – Technical College	TT – Technical College Study Time
Example Activities			
Key Similarities:			
Key Differences:			

Activity	MP – Ongoing Medical/Personal Care	PD – Personal Development	PR – Physical Rehabilitation
Example Activities			
Key Similarities:			
Key Differences:			

Activity	CE – Career Planning & Counseling	JR – Job Retention Services	MO – Job Readiness/Motivation
Example Activities			
Key Similarities:			
Key Differences:			

Activity	CC – Child Care Related Activities	DR – Driver Education	HR – Housing-Related Activities
Example Activities			
Key Similarities:			
Key Differences:			

Supportive Services

What do supportive services look like in your community? In the space provided, list the various supportive services offered.

- Onsite Child Care
- Education/Training Funding
- Transportation Funding
- Work-Related Clothing
- Work-Related Equipment
- Gift Cards
- Other

Day Three Wrap Up

Think about everything we discussed in class so far, from assessment to Employability Plans. Use this space provided to record your key take away from Day Three.

Colleague Q and A.

Take a moment and think about everything we discussed yesterday. Jot down 3 questions or observations you have regarding EPs.

1.

2.

3.

List five statements you know to be true about EPs.

Employability Plans ARE:

•

•

•

•

•

Keys with EPs

Remember the Purpose—It's the participant's goals and employability plan.

Be a partner—Personalize activities WITH the customer.

Personalize Personal Goals!

Be Outcome Based

Consider Other Case Plans

Keep It Current/Keep It Fresh

Print the EP and Give it to the Participant Whenever it Is Updated.



System Documentation

Assessment Notes:

Employability Plan Notes:

Goals:

Employment:

Always _____ to include participant's current employment.

Elapsed Activities:

It is not best practice to _____ an EP.

On rare occasions, you can backdate an EP up to _____ calendar days.

Activities:

Supportive Services:

PIN Comments

PIN comments are a way of remembering what is going on with participants. Comment types help us quickly find specific comments.

Comment Types

The following comment types are available for W-2:

• Appointment – EP Review	• Non-Health Barriers
• Appointment – Other	• Overpayments/Auxiliary Payments
• Attempted Contact	• Participation Tracking
• Employability Plan/Activity Assignment	• Performance Claims
• Fraud	• Phone Contact
• General	• Placement Decision
• Good Cause Determination	• Third Party Contacts
• Informal Assessment	• Time-Limited Evaluations
• Missed Appointment	• Working with Parent Agencies

Comment Type Activity

Marques has a recent work history, HS diploma, and reliable transportation. He does not have childcare set up, and has been able to maintain employment for only two months at a time. Placing him as a CSJ today to work on his soft skills to improve job retention, secure childcare, and develop backup plans for childcare and transportation.

Comment Type(s):

Met with Charity today for an ongoing appt. She states that she likes volunteering at Little Sprouts Daycare. Says they have been letting her run more activities with the kids, and she enjoys coming up with ways for them to learn while having fun. Charity expressed interest in getting a technical diploma in early childhood education, but is worried about how she would pay for it. Informed Charity about WIOA program, and asked if that is something she would be interested in. She states it is. Called WIOA Case Manager with Charity in the office, and they have an appt. scheduled for Tuesday. Charity signed ROI, see ECF. Updated EP to include 25 hours of volunteering at Little Sprouts and 5 hours of independent job search. Goal of volunteering is to gain experience in the childcare field and a current reference. Job search will focus on open positions in the childcare field. Will add meetings with WIOA Case Manager and class/study time to EP after she gets enrolled. Updated short-term goal is to enroll in the Early Education Teacher program at FVTC.

Comment Type(s):

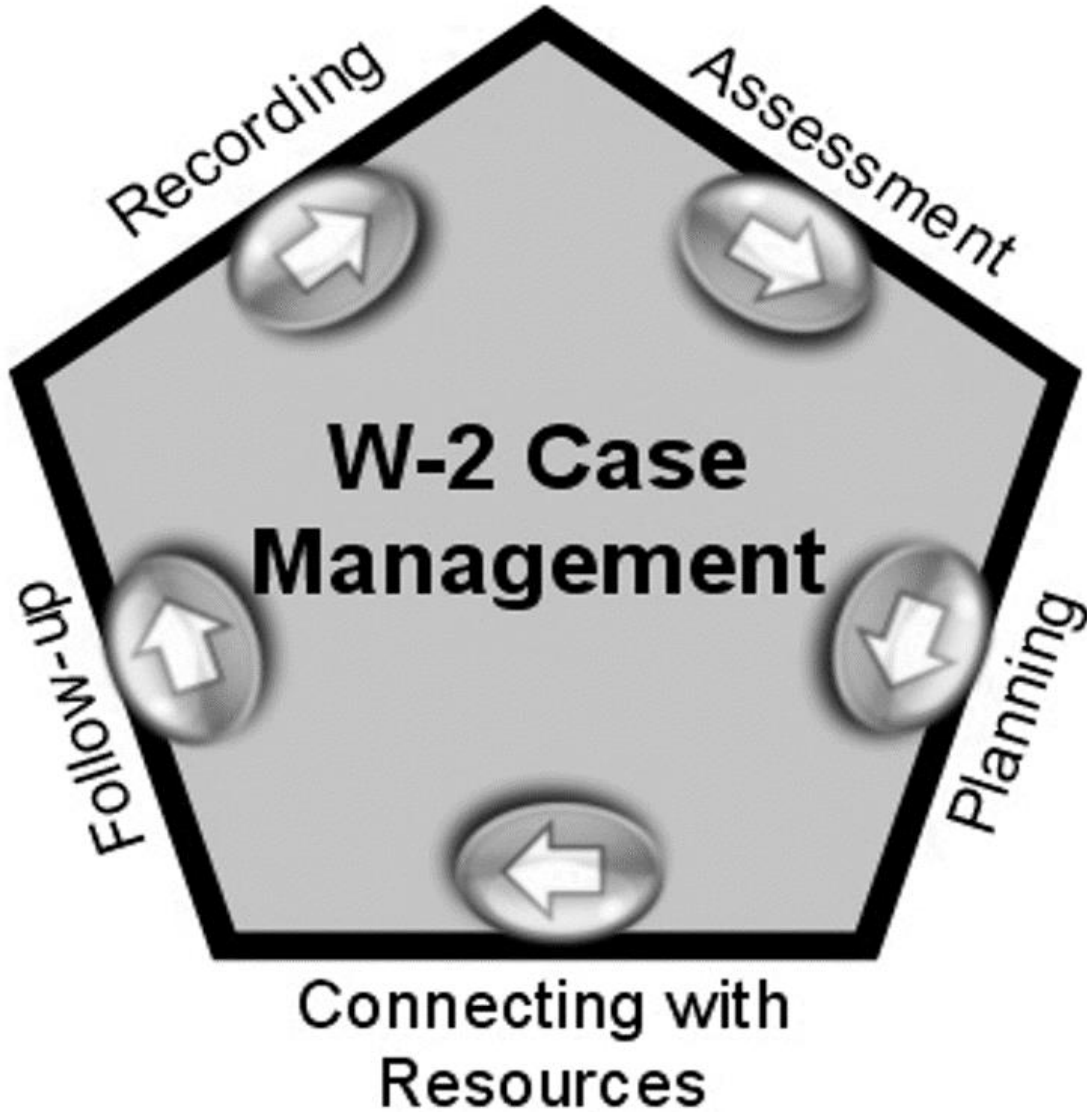
Received call from Jema today at 8:36am. She states she is sick and is unable to attend Job Club or Work Experience. Requested that she call her worksite supervisor as well to let her know. States she did. Provided 1 hour of GC for Job Club and 4 hours of GC for Work Experience due to illness.

Comment Type(s):

Changes to Arya's situation

Arya reported a change in her situation. Use the space provided to record the necessary updates that need to be made because of this change.

Wrap Up



Appendix

Appendix A: Assessment Process Model – PSA

Collection (of information)

You collect information through many sources. Below is a summary of four sources of information and a brief explanation of what they provide.

Forms

Provide us with facts and answers to specific questions that may warrant further exploration.

Example: A participant reports on an intake form that she or he does not have a driver's license. Why is that? Did she or he ever had one? Was it taken away?

Testing/Assessment

Provides us data in the form of scores, ranges, percentages, and/or lists.

Examples: Educational needs assessment, interest inventories, career assessments, aptitude assessments

Collateral Contacts

Provide us views of the participant through another person's eyes. This information could come from a work experience supervisor, Job Club facilitator, or resource room staff; it could be anyone who interacts with the participant.

Examples: A work experience site supervisor observes that a participant has conflicts with co-workers or uses appropriate or inappropriate language in the workplace. A Job Club facilitator may note that the participant would be a good mentor for someone else.

Personal Interaction

Provides insight to draw conclusions on the participant's feelings, attitude, and behavior. This is an opportunity for you to discuss other assessment results with the participant and make first-hand observations and evaluations.

Your personal interaction through conversation with a participant also provides the following: insight into their world, what they want in life, their hopes and dreams for their children, and their experiences and what motivates or inspires them.

It's important to know what assessment tools you have available, what assessments your agency uses, what information those assessment tools provide, and how to interpret and use the results.

Evaluation (of information)

After you collect information, you must evaluate it to determine its significance and value to the participant and the case management process. The process of evaluation includes determining what to do or how to use the collected information. We must evaluate all information collected.

Evaluation of any assessment results should involve both the FEP and the participant. The participant needs to fully understand what the assessment results mean in order to participate meaningfully in setting goals and understanding the purpose of engaging in specific activities.

This understanding empowers participants to “make choices,” not “take chances.” If they understand their own assessment information, they can have a more realistic view of the future and choose goals that meet the SMART goals criteria.

Asking yourself and the participant specific questions can help you both evaluate the results.

Here are some questions that you and the participant may need to address when evaluating assessment information, and reasons why it is important to ask each question.

What does this result mean?

Accurate interpretation of the result is critical. If you are not qualified to do it, or have questions about it, work with someone who can provide that expertise.

What else might have influenced the result?

Are there other factors in the mix? Did the participant have a bad day? Does she or he not do well on written assessments?

What does the result mean to the participant?

This is critical to the participant’s buy-in of the process and the accuracy of the outcome.

How does the result impact our case management plan?

What do we need to change? What was reinforced? Is that documented?

Is any further assessment needed?

Sometimes, completion of one assessment leads to finding the need for another. It also may lead to further discussion with the participant, consultations with other professionals, or referrals for other services.

Action (based on information)

Action based on the evaluation of information collected can include:

- Updating the Employability Plan
- Updating Goals
- Changing Placement
- Assigning new/different activities
- Making referrals
- Offering and providing accommodations
- Inclusion of treatment plans in the Employability Plan

When you act based on the evaluation of assessment information, there must be a connection between this information and the participant's goals and assigned activities.

Many times, we see cases where multiple assessments are conducted, but there is no connection to the developed goals and assigned activities.

Implications for not acting or not using information collected and evaluated may include:

- Lack of participant engagement,
- Non-participation,
- Missed opportunities for referrals to employment, or
- Exhausting the TANF 60-month time limit.

A common saying you may have heard is, "If a tree falls in the woods and no one is there to hear it, does it make a sound?" A similar statement could be made about assessment. "If a FEP conducts a wonderful assessment with a participant, but does not use the information it produces, did it really do any good?"

Documentation (of information)

Documentation is the evidence that serves as the record of the case management process.

All the information collected assists you in making case management decisions, such as whether or not to assign up-front job search activities, what placement to assign a participant, ongoing activities to assign, and if you need to offer additional assessments including a formal assessment.

Documentation, when done correctly, includes:

- what was collected
- how and by whom it was collected
- how it was evaluated
- what the conclusions were
- what happened based on having this information

There are many places where we document information and track the impact of any information that is collected, evaluated, and acted on.

- WWP (including detail fields and notes sections, PIN comments, goals, and activity engagement)
- CWW (case comments, eligibility related information, change in placement)
- ECF (Electronic Case File)

Appendix B: Practice Scenario Worksheet

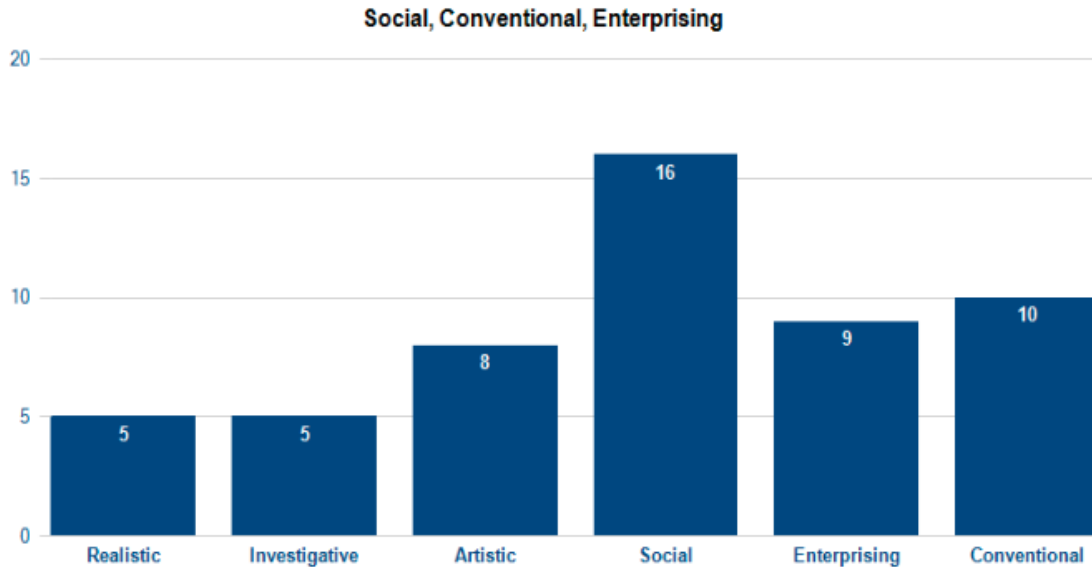
<i>Languages:</i>	<i>Legal Issues:</i>
<i>Work History:</i>	
<i>Work Programs:</i>	<i>Participant Barriers:</i>
	<i>Child and Youth Supports:</i>
<i>Education History:</i>	<i>Family Barriers:</i>
<i>Post-Secondary Education:</i>	
<i>Military Service:</i>	
<i>Housing:</i>	
<i>Transportation:</i>	<i>Non-Custodial Parents:</i>
	<i>NCP Referral:</i>

Appendix C: Arya Career and Educational Needs Assessment Results



CareerOneStop Interest Assessment RIASEC Scores

Based on your assessment, you tested the strongest in:



More information about each interest area is listed below.

(R) Realistic

Realistic people tend to have athletic interests, prefer to work with objects, machines, tools, plants or animals, and like to be outdoors.

(I) Investigative

Investigative people like to observe, learn, investigate, analyze, and solve problems.

(A) Artistic

Artistic people like to work in unstructured situations using their imagination and creativity.

(S) Social

Social people like to work with people to inspire, inform, help, train or cure them.

At work and at home, you may:

- be patient, insightful, responsible, cooperative, outgoing, and skilled with words
- like to work in groups, volunteer, solve personal problems, or serve your community
- be able to teach others, mediate disputes, lead a discussion, communicate well, or plan and supervise activities

(E) Enterprising

Enterprising people like to work with people to influence, persuade and lead them, and to achieve organizational or financial goals.

(C) Conventional

Conventional people like to work with information, carry out detailed tasks, and have clerical or numerical interests.

Data on this tool come from various sources:

- The information and formula for **matching interests to careers** comes from [O*NET's Interest Profiler](#).
- **Outlook data** come from [O*NET's Bright Outlook occupations](#).
- **Wage data** come from the U.S. Department of Labor's [Bureau of Labor Statistics, Occupational Employment Statistics Survey](#).
- **Education data** come from the U.S. Department of Labor's [Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections](#).
- **RIASEC information** on occupations comes from [O*NET's Interest Profiler](#).

We found careers matching your interest assessment.

Results Filtered by: Match - Best

Match	Career	Outlook	Hourly Wages	Education
Best	Adapted Physical Education Specialists	Bright	No Data Available	Bachelor's degree
Best	Adult Basic & Secondary Education & Literacy Teachers & Instructors	Below Average	\$25.05	Bachelor's degree
Best	Career/Technical Education Teachers, Middle School	Average	No Data Available	Bachelor's degree
Best	Child, Family, & School Social Workers	Bright	\$21.34	Bachelor's degree
Best	Community Health Workers	Bright	\$18.45	High school diploma or equivalent
Best	Eligibility Interviewers, Government Programs	Average	\$21.35	High school diploma or equivalent
Best	Equal Opportunity Representatives & Officers	Average	\$32.63	Bachelor's degree
Best	Health Educators	Bright	\$25.93	Bachelor's degree
Best	Nannies	Bright	\$10.72	High school diploma or equivalent
Best	Patient Representatives	Bright	\$15.81	High school diploma or equivalent
Best	Recreational Therapists	Average	\$22.92	Bachelor's degree
Best	Tour Guides & Escorts	Bright	No Data Available	High school diploma or equivalent

Educational Needs Assessment Summary

Individual Profile: Arya

Report Criteria			
ID:	00001	State:	Wisconsin
Test Name:	TABE 9 Complete Battery	District:	MATC
Test Finish Date:	03-11-2019	School:	Downtown
Report Date:	03-11-2019	Class:	Monday ABE
		Test Scheduler:	Isabella Instructor

Test Results						
Content Area	Level	Number of Questions			Scale Score	Grade Equivalent
		Total	Correct	Attempted		
Applied Mathematics	A	50	32	50	569	9.8
Language	A	50	46	50	585	12.0
Math Computation	A	50	30	50	562	8.4
Reading	A	50	44	50	603	11.3
Total Battery**					579	10.3
Total Mathematics*					565	9.1

Note:

Level

- This is the level she tested into with her locator test.

Scale Score

- The scale score is what's used to compare performance with average test takers in the same level and content area. These can be compared across all subject areas and TABE levels.
- The grade equivalent mirrors the typical structure seen in K-12 education, with the numbers representing a particular school year and month. These scores are not comparable across different test levels.

Appendix D: Practice Scenario Employability Plan Worksheet

Goals

Primary Employment Goal:

Goal Steps:

Secondary Employment Goal:

Goal Steps:

Other Program Goal:

Goal Steps:

Long Term Career Goal:

Goal Steps:

Personal Goal:

Goal Steps:

Employments

<p>SMART GOALS <u>S</u>pecific <u>M</u>easurable <u>A</u>ttainable <u>R</u>elevant <u>T</u>ime-bound/based)</p>

Activities

Activity 1: _____ Frequency: _____ Hours Per Day: _____

Activity Description: _____

Activity 2: _____ Frequency: _____ Hours Per Day: _____

Activity Description: _____

Activity 3: _____ Frequency: _____ Hours Per Day: _____

Activity Description: _____

Activity 4: _____ Frequency: _____ Hours Per Day: _____

Activity Description: _____

Activity 5: _____ Frequency: _____ Hours Per Day: _____

Activity Description: _____

Activity 6: _____ Frequency: _____ Hours Per Day: _____

Activity Description: _____

Supportive Services:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00am					
8:30am					
9:00am					
9:30am					
10:00am					
10:30am					
11:00am					
11:30am					
12:00pm					
12:30pm					
1:00pm					
1:30pm					
2:00pm					
2:30pm					
3:00pm					
3:30pm					
4:00pm					
4:30pm					
5:00pm					

After 5:00pm: Add any activities that occur after 5:00pm in the space below. Include how child care and transportation are arranged.

Appendix E: Practice Scenario Updates

Arya – Non-Participation:

Arya has not turned in logs for the last two weeks, and did not attend her ongoing appointment today. You reach her by phone. Arya tells you she is not feeling like herself. She says she is really bummed out, and feeling detached from what goes on around her. Arya reports she hasn't left home in over a week, and her mom has been helping out with Robbie. She knows she should have called you, but she was worried you would be disappointed that she has not completed her activities recently.

What would you do?

Arya - Housing Crisis:

Arya has come to see you without a scheduled appointment. She says her mother told her she has to move out by the end of the week due to the six-week deadline. Arya said she applied for housing assistance and is next on the waiting list, but was told it may take 1-2 months for approval. Arya is not sure what to do in the meantime, and does not have anywhere else to go. She didn't attend her activities today due to coming to see you.

What would you do?