

# Greater Memphis Workforce Development Board

SHELBY · LAUDERDALE · TIPTON · FAYETTE

## GREATER MEMPHIS LOCAL WORKFORCE DEVELOPMENT BOARD (GMLWDB)

### GREATER MEMPHIS LOCAL WORKFORCE DEVELOPMENT AREA

<b>EFFECTIVE DATE:</b>	July 1, 2020
<b>DURATION:</b>	Indefinite
<b>POLICY:</b>	Initial Assessment
<b>PURPOSE:</b>	This document establishes guidance to carry out effective intake, initial assessment, and determination of appropriate programs, which will result in employment for participants utilizing services offered by an AJC
<b>REFERENCE(S):</b>	WIOA law 129(c) (1)(A) and 134 (b)(2)(A), 20 CFR 678.420 & 681.420

American Job Centers (also known as One-Stop centers) are designed to provide a full range of workforce assistance programs within one comprehensive location. One-Stop centers were initially established under the Workforce Investment Act and have been reauthorized under the *Workforce Innovation and Opportunities Act* (WIOA). These centers offer training referrals, career counseling, job listings, and similar employment-related services for all Tennesseans, including employers seeking a well-trained and skillful workforce. Under WIOA, any participant, including those simply requesting information about employment, must have access to technologies to conduct a self-directed job search, staff assisted job search, and to access other labor-market information. American Job Centers (AJCs) must make these services universally available and increase access opportunities, particularly for those with barriers to employment.

#### **Instructions:**

Participants must receive an initial assessment on the day they first receive staff-assisted service. Staff performing the welcome function will greet all participants and perform the initial assessment by utilizing the Initial Assessment Form. All WIOA Title I participants, except self-service, must receive an initial assessment unless the staff member determines that it is appropriate to use a recent interview, evaluation, or assessment of the participant conducted pursuant to another education or training program. Assessments should be uploaded into the participant's Jobs4TN file, or case noted when a paper assessment is not utilized. An Objective assessment Summary must also be completed for Adult, Dislocated Worker, and Youth participants. An Objective Assessment Summary has to be completed during the enrollment process for Adult and/or Dislocated Worker.

The initial assessment determines needs and strategies to achieve sustainable employment; furthermore, training and supportive services are based on an analysis of information gathered from the participant during the intake process. The assessment should indicate what services the participant needs and should include, if necessary, referrals to appropriate partner staff and other agencies that can best provide these services. A thorough initial assessment will provide sufficient information about the participant's current situation, which staff will use to create a service plan, which may include co-enrollment in appropriate partner programs.

### **Initial Assessment Process:**

The One-Stop Operator will ensure that all partner programs and staff in the AJC adhere to the initial assessment guidance and processes. The Initial Assessment form may be updated as needed to meet the customer-centered design. The staff will use the completed form to:

- Determine if the participant is job ready or not
- Determine service needs such as the desire to pursue training or education
- Determine any barriers to employment the participant may have
- Determine appropriate partner staff-referrals as well as to agencies that can provide supportive services needed by the participant
- AJC staff should be familiar with supportive services offered in their specific area as well as the services that partner staff provides for appropriate referrals. Staff should also know the appropriate referral process to these partner staff and supportive service providers
- Determine the participant's skills, abilities, and interest
- Determine the participant's goals
- Determine the participant's next steps, which may include a comprehensive assessment and the development of an Individual Employment Plan (IBP) or Individual Service Strategy (ISS).

**Note:** It is essential that participants with barriers to employment who need immediate income be provided with appropriate short-term prevocational services that include communication skills, interviewing skills, punctuality, personal maintenance skills, professional conduct, and financial literacy services to prepare them for unsubsidized employment. These services may be offered in-group sessions, one-on-one, or electronically. Services should be provided on the same day the customer receives staff-assisted services whenever possible to meet the needs of the customer.

### **Evaluation Steps:**

#### **1. Occupational Goal Evaluation:**

- a. An analysis of the participant's occupational goal to determine whether it is favorable or unfavorable in the labor market b. If the participant does not have a clear occupational goal, or if the participant's outlook for an occupational goal is unfavorable, then the participant is identified for career development services (i.e., career exploration to identify an occupation with a favorable, local labor-market outlook).

#### **2. Knowledge, Skills and Abilities Evaluation:**

If the participant's occupational goal has a favorable outlook in the labor market, then the following questions must be asked:

- a. Does the participant have occupational skills that are currently in demand?
- b. How does the participant's work history, experience, and/or level of expertise relate to the participant's goal?
- c. Does the participant have transferable skills?
- d. Does the participant have the necessary education and training to compete in the job market?
- e. Is the participant unlikely to return to a former occupation due to local economic conditions? If the answers indicate to staff that the participant has deficiencies in knowledge, skills, and/or abilities, which will lead to barriers for sustainable jobs and

- f. earnings, then the participant, will be identified as needing educational, training services, or support services and be referred to appropriate AJC staff.

**3. Barriers to Employment Evaluation:**

If the participant's knowledge, skills, and abilities are proficient, staff will review barriers that are preventing the participant from obtaining employment. Barriers may include:

- a. Health and physical considerations
- b. Poor work history
- c. Lack of references
- d. Child or elder care issues
- e. Criminal record
- f. •Transportation issues
- g. Limited English skills
- h. Homelessness, if no barriers exist, or the barriers can be addressed during the initial assessment or a subsequent appointment, the participant is identified for job search ready services.

**4. Job Search Skills Evaluation:**

This should be conducted to determine a participant's planning, preparation, and job seeking skills. The evaluation will include:

- Does the participant have an up to date resume?
- Does the participant need assistance with interviewing and/or communication skills?
- Does the participant know how to conduct an effective job search?
- Does the participant have basic computer skills in order to apply for work online and conduct internet-based job searches?
- Does the participant have a work search plan?

**Services:**

**1. Job Search Ready Services:**

These services are to be provided to participants who possess the following:

- An occupational goal with a favorable labor market outlook;
- Occupational knowledge, skills, and abilities for the occupational goal; or
- No barriers that might prevent obtaining and retaining employment

**2. Training Services:**

These services are to be provided to participants who:

- Do not possess an occupational goal; and/or
- Do not possess the requisite occupational knowledge, skills, and abilities to find work related to the participant's occupational goal; and/or
- Have barriers that potentially prevent them from obtaining and retaining employment A participant's assessment may also reveal a skills gap. If so the next logical step, assuming that no other mechanism is available, is to make available the means for training services
- These training services will include, but not be limited to:
  - o Work-based training skills with instructions
  - o Occupational skills training
  - o On-the-Job training
  - o Skills upgrade
  - o Customized training
  - o Training in a registered apprenticeship program
  - o Issuance of ITA's with other supportive services

**Note:** Since WIOA emphasizes the priority of assisting public assistance recipients, other low-income individuals who are basic skills deficient, individuals who have a disability, and have barriers to employment, information regarding training or education services must be provided so that the participant has an opportunity to make sound decisions when selecting a career path.

**EXCEPTIONS:**

The WIOA Director of Programs, Performance and Policy may make exceptions to the requirements herein. Moreover, ITAs should comply with the applicable requirements and/or terms of any special grants issued by the Tennessee Department of Labor and Workforce Development (e.g., SNAP, RESEA).

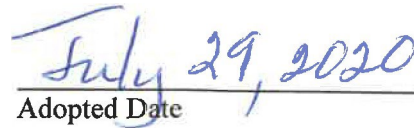
**INQUIRIES:**

Please contact Amber Covington, Executive Director, [acovington@memphischamber.com](mailto:acovington@memphischamber.com), with any questions or concerns regarding this policy.

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Desi Frankli  
Workforce Midsouth, Inc. Board

  
Adopted Date

*GMLWDB is a proud partner of the American Job Center network, is an Equal Opportunity Employer. The Career Center System is an Employer/Equal Opportunity Program. Auxiliary aids and services are available upon request to individuals with disabilities. TTY: 1-800-848-0299*