

## WV WORKS Activities/Requirements

- Learning Needs Screening;
- Legal Aid appointments;
- Orientation;
- Self-Sufficiency Evaluations with Case Manager;
- TABE testing;
- Time spent with Case Manager during home visit;
- Work Keys testing;
- Working with CPS (MDT meetings);
- Working with Local Agencies such as KVC; and
- WVU CED Assessment Testing

Assignment of any of these activities must be recorded in eRAPIDS comments. All activities must be reviewed monthly. The Case Manager must update the case comments with the information on the status of the participant. Hours of participation may be documented using a Participation Time Sheet, DFA-TS-12 or by the Workers notes. The maximum amount of time a participant may be placed in the OW component is 60 days. Placement beyond the 60 day time limit will require DFA approval. Transportation will be the only allowable support payment associated with this component.

**Every effort must be made to obtain countable hours for these PINS (contacting a school for educational hours, anticipating hours from employer statement, or JR for substance abuse or mental health treatment, etc). When there are absolutely no countable participation hours to enter for these individuals, a minimum of one hour of OW should be entered and documented in comments for making these contacts to obtain countable participation hours.**

### C. ASSESSMENT

The assessment of the Work-Eligible Individual's goals, skills, needs and challenges naturally centers on the participant. However, any assessment completed must be a family assessment since the participant is part of the family and is often considered head of the family. In addition, making life better for the family can be a motivational factor in the case management process. Assessment begins at application and does not end until case management stops.

If the applicant indicates he is disabled or has a disability as outlined in Section 1.25, the Worker must use the DFA-WVW-ADA-1 to make any appropriate referrals to agencies that may be able to provide appropriate services to the participant. The DFA-WVW-ADA-1A is completed to follow-up on the referral and records the outcomes and services received. The DFA-WVW-ADA-1A is placed in the client file.

A Family Assessment means evaluation of work skills, prior work experience, employability, education and challenges to becoming self-sufficient, such as, but

not limited to, mental and physical health issues, lack of transportation and child care.

An in-depth assessment is necessary to discover the client's challenges to meeting his goals and to develop plans to overcome them.

The assessment is limited to producing information useful to both the client and the Worker in evaluating the client's challenges and in meeting his goals.

Rather than being a fixed process with mandated procedures, assessment is an ongoing activity. As the client's circumstances change, his goals and/or challenges may change, resulting in changes in the actions or activities necessary for him to succeed.

The assessment process necessarily includes a series of interviews/conversations with the client. It may also include educational and/or aptitude/interest testing and interpretation of this information; identification of the client's skills, abilities and interests; use of community resources; and research into possible employment opportunities.

The following eRAPIDS screens record the appropriate assessment results. Entries on these screens are mandatory.

- Education and Testing Assessment
- Employment History
- Self-Sufficiency Goals
- Job Readiness Assessment

The WV WORKS Self-Sufficiency Appraisal Form, OFA-WVW-3A, is essential to the assessment process and its use is mandatory for all Work-Eligible Individuals. The purpose of the form is to gather pertinent information about the client: work experience, what type of work the client desires, educational background, family information and family support system, individual and family health, client's finances, life situations, and goals. This information, along with testing and other assessment information, is used to negotiate the client's Self-Sufficiency Plan (SSP). It is expected that the SSP will be a step-by-step plan to lead the client toward his goal of self-sufficiency.

In order to gain as much information as possible prior to negotiation of the first full SSP, a home visit is required within 45 days of the date of application. At a minimum, the Worker must review the completed appraisal form with the client during the home visit. The first full SSP and the appraisal form must also be completed within 45 days of the date of application, so the home visit must not be delayed until the last day.

The form is designed for either the client or Worker to complete and may be completed in the office or at the client's home. Allowing the client to take it home to complete gives him the opportunity to think about his strengths, what he wants to change about his life and what he would like to obtain for himself and

his family. If the Worker asks the client to complete the form at home and return it prior to the home visit, there is no penalty for failure to return the self-completed form. Instead, the Worker will take another form to the home visit and complete it at that time.

If desired, the Worker may complete the first full SSP in the client's home during the home visit, after reviewing the appraisal form and all other assessment information, eRAPIDS must be updated with this information as soon as possible after this.

Additional helpful information in the workbook "Making Case Management Work" may be used by the Worker and is available in each District office.

The product of the ongoing assessment process is a series of SSP's that reflect the client's changing circumstances and tasks that move him toward self-sufficiency. Failure, without good cause, to keep appointments to initiate or continue the assessment process indicates a failure/refusal to cooperate or participate. When the first home visit is scheduled in writing, a second appointment need not be made before imposing a sanction, unless the applicant has good cause or contacts the Worker to reschedule the appointment. When the first home visit is unscheduled, a sanction may not be imposed for failure to be available. Instead, the Worker must schedule a second appointment in writing. Failure, without good cause, to keep the second appointment or reschedule it results in imposition of a sanction.

The Worker may provide written notice of the appointment by including it on the initial SSP or by using any approved appointment forms. The written notice may be given to him during the interview or may be mailed. If no record of the issuance of the notice will be shown in RAPIDS or on a signed SSP, the Worker must record that such a notice was issued and include the date/time of the appointment. When a letter is mailed scheduling the appointment the Worker must allow no less than 7 calendar days. This period begins the day following the date the letter is requested in RAPIDS or when a manual letter is sent.

#### D. ASSESSMENT TESTING

In assessing the client's current situation and negotiating the SSP, the Worker must explore family situations, education, work history, skills, aptitudes, attitude toward work, employment potential, possible social services or other support systems including physical, mental and emotional fitness, and the need for support service payments. Form OFA-WVW-3A may be used as an interviewing guide, but the areas explored are not limited to those on the form. Individual circumstances may require varying degrees of exploration. The Worker may include educational assessment testing. Assessment testing consists of the Learning Needs Screening, Mental Health Screening, Test of Adult Basic Education (TABE), and Work Keys. All Work-Eligible Individuals must be scheduled for assessment testing unless one of the exceptions exists under 2,a.

Assessment testing is administered by the Department of Education Assessment Specialists. Copies of assessment testing results will be forwarded to the Worker by the Assessment Specialist. However, under certain circumstances the assessment testing (TABE) may be administered by an ABE teacher, or other appropriate agency. An example of this would be expediting placement of a client in an activity such as an ABE class, training, or employment. In this situation the Worker must request a copy of the assessment testing results. Test results must be filed in the client's record.

#### 1. Learning Needs Screening

The Learning Needs Screening, completed at the time TABE is administered, is used to screen for possible learning disabilities. Based on the results of the Learning Needs Screening, referrals may be made to the Division of Rehabilitation Services (DRS) for further assessment and diagnosis of possible learning disabilities and/or for accommodations to be made in an ABE/GED class, training program, or work site.

Completion of the Learning Needs Screening by the client is voluntary. Clients declining to complete the Learning Needs Screening will be asked by the WV Department of Education Assessment Specialist to sign the waiver form, DFA-WVW-40. The original waiver will be returned to the Worker for the client's file with a copy being given to the client. The Worker will record in CMIC that the Learning Needs Screening has been offered to the client but he has declined.

Should the client indicate to the Worker that he wishes to decline to have the Assessment Specialist or full-time ABE teacher complete the Learning Needs Screening, the Worker must ask the client sign the DFA-WVW-40. However, the Worker must explain to the client the importance of the client completing this screening and that the results of this screening could help provide further referrals and services to him. Refusal to sign the DFA-WVW-40 will not result in a sanction.

**NOTE:** If a part-time ABE teacher administers the TABE, the Worker must schedule the client in to have the Assessment Specialist administer the Learning Needs Screening. Besides the Assessment Specialists, only full-time ABE or TANF ABE teachers will complete the Learning Needs Screening. WV WORKS staff must not administer the Learning Needs Screening under any circumstances.

#### 2. TABE

The purpose of TABE testing is to measure basic academic skills such as reading, math, language, and spelling.

All Work-Eligible Individuals are to be scheduled for TABE unless one of the exception exists under 2,a below.

Based on the elements measured by each test, as found below, the Worker determines which test is more appropriate.

TABE measures reading, math and language skills through real-life and academic questions. Scores are given in grade level equivalents.

Copies of test results are to be requested for participants who have completed TABE, Work Keys, or other similar assessment testing at BEP, ABE, One-Stop Centers, vocational training centers, etc.

a. Exceptions to Completing TABE Testing:

- Client has completed two or more years of college, or is currently attending or is enrolled in the next scheduled term at a college or vocational/technical program which requires a high school diploma or equivalency. Under certain circumstances, however, testing may be warranted if the student has a known learning disability or his basic academic skills are deficient; or
- Client is scheduled to begin a job which will make the family financially ineligible for a monthly WV WORKS check; or
- Other documented conditions exist that prevent effective assessment. These reasons must be documented in the case recording; or
- Client completed TABE or other appropriate assessment testing at another agency, training facility, such as BEP, Workforce WV Center, ABE, or other agency within the previous two years, unless one of the conditions exists under the second and third dashes listed below for repeated assessment testing.

b. TABE Retesting Conditions

- After the initial basic skills assessment (TABE), Work-Eligible Individuals are referred for re-testing under the following conditions:
- Two years have elapsed since the initial assessment;
- More than one year has elapsed and the client wants to enroll in an education or training program; or
- Specific instances have occurred, such as a head injury that could impact learning ability.