

National
Collaborative on
Workforce and
Disability

NCWD

For Youth



Navigating the Road to Work

Making the Connection between
Youth with Disabilities & Employment

Career Planning Begins with Assessment

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Why assessment?

- The best decisions and choices made by transitioning youth are based on sound information that includes appropriate assessments focusing on the talents, knowledge, skills, interests, values, and aptitudes of each individual.
- Understanding the role of assessment will enhance
 - the quality of services at the local level,
 - strategic planning at state and local levels, and
 - results for youth

The Guide

Career Planning Begins with Assessment

A Guide for Professionals Serving Youth with
Educational & Career Development Challenges

Available for download at:

http://www.ncwd-youth.info/resources_&_Publications/assessment.html

Premises that Support the Guide

- Broad definition of assessment
- Person-centered career planning
- What works for all youth, including youth with special needs
- Youth need access to a range of experiences (Guideposts for Success)
- Youth defined as 14 to 25 years of age

Guideposts for Success

- School-Based Preparatory Experiences
- Career Preparation and Work-Based Learning Experiences
- Youth Development and Youth Leadership
- Connecting Activities
- Family Involvement and Supports







Guiding Principles for Assessment

- Self-determination based on informed choices is an overriding goal.
- Assessment is a dynamic process, not an end in itself.
- Purposes and goals of assessment should be clear.
- Assessment should be integrated into a larger plan of individualized services.
- Assessment should consider environmental factors affecting the individual and include individualized accommodations and assistive technology.

Guiding Principles, continued

- Formal assessment instruments should be carefully chosen with attention to their documented reliability and validity.
- Formal assessments should be administered and interpreted by qualified personnel.
- Assessment reports should be written in easily understandable language.
- Assessment activities should be a positive, empowering process.

Organization of the Guide

-  Understanding the Terrain of Assessment
-  The Dynamics of Disabilities
-  Selecting and Using Assessments
-  The Organizational Perspective
-  Appendices
-  Quick Reference Charts and Sample Forms

When a Youth Enters a Program

- Interviews, Observations, & Record Reviews
- Confidentiality
- Non-Discrimination (ADA, WIA...)
- Screening vs. Assessment

Four Domains and Seven Areas of Assessment and Testing

Education Domain

1. Academic Performance or Achievement
2. **Cognitive Abilities**

Psychological Domain

2. **Cognitive Abilities**
3. Behavioral, Emotional, and Social

Vocational Domain

4. Vocational and Career Interests
5. Job Aptitudes and Skills
6. Occupation Specific Certification
7. **Physical and Functional Capacities**

Medical Domain

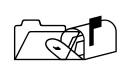
7. **Physical and Functional Capacities**

Issues Related to Hidden Disabilities

- Disclosure
- Screening and Assessment
- Referrals to Consultants
- Education and Training Programs
- Treatment Programs
- Accommodations

Institutional Assessments

Two Purposes



To determine eligibility for services



To document achievement of program goals

- No Child Left Behind Act
- DOL Common Performance Measures

Selecting Published Tests and Assessments

- Validity
- Reliability
- Fairness
- Time needed to administer and score
- Qualifications of test administrator
- Ease of use
- Reporting format
- Cost

Directory of Commonly-Used Published Tests

- Over seventy different tests commonly given to adolescents and young adults
- Indexed by major domain categories
 - Academic (reading, math, writing, college entrance, GED, graduation standards)
 - Vocational (interests, aptitudes, functional skills)
 - Psychological and Neuropsychological (learning disabilities, traumatic brain injury)
 - Medical (functional skills, therapies)
- Update coming soon

•Test name	COPSystem: Career Occupational Preference Interest Inventory (COPS), Career Ability Placement Survey (CAPS) and Career Orientation Placement and Evaluation Survey (COPES)
•Web site	http://www.edits.net
What is measured	The COPSystem instruments are designed to provide individuals with coordinated measures of interests, abilities and work values.
Target groups	Junior high, high school and adult. Spanish and pictorial versions available.
How normed	Norms are based on junior high/high school and community college students.
Qualifications required to administer	No specific qualifications are required to administer or interpret the COPSystem.
How administered	Paper and pencil administration
Time needed for administration	COPS (interests), 20 minutes CAPS (abilities), 50 minutes COPES (work values), 20-30 minutes
How scored	Time for hand scoring is 15-20 minutes per test. Time required for machine scoring and returning is about ten days.
Cost	Self-scoring cost for all three assessments combined (COPS, CAPS, COPES) is \$145.50 for 25. Machine scoring cost depends on quantity.
Reliability and validity	Reliability and validity information available on Web site.
Publisher's address and phone	EdITS P.O. Box 7234 San Diego, CA 92167 800-416-1666 http://www.edits.net

Organizational Considerations

Clear assessment policies, effective use of existing resources, and professional development for staff result in

- Improved capacity
- Interagency cooperation
- Quality services
- Better results for youth

Building an Assessment Infrastructure

- Collaboration
- Resource mapping
- Formalizing Interagency Agreements
 - Memorandum of Understanding
- Funding
- Coordinating Services

Ethical Practices and Confidentiality/Privacy Issues

- Responsibilities of educators and youth service practitioners
- *Code of Fair Testing Practices in Education*
- Family Educational Rights and Privacy Act (FERPA)
- Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule

Useful Forms/Appendices

- Sample Release of Records
- Personal Transition Data Form
- Learning Needs Screening Tool
- Assessment Resource Mapping Tool
- Sample Interagency Data-Sharing Agreement
- Assessments under Federal Law
- Glossary

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