

Conducting Successful Participant Screenings & Assessment

WHY DO A NEEDS ASSESSMENT?

- What is a “need?”
 - A condition or situation in which something must be supplied in order for a certain condition to be maintained or a desired state to be achieved; the gap between the desired state (what you want) and the current state (the way things are now)
- What is a *needs assessment*?
 - A systematic gathering, documenting, analyzing and using of information on a participant’s knowledge, skills, attitudes, beliefs, and social and emotional capacities; a necessary step in developing a case plan

Identifying Participant Needs

Desired state (what should be)	Current status (what is)	Need
<p>The participant wants to locate full-time work that pays a living wage</p>	<p>The participant has insufficient reading and writing skills (source: TABE scores)</p>	<p>The participant needs to develop and strengthen reading and writing skills</p>
	<p>The participant does not have a suitable resume (source: Interview)</p>	<p>The participant should learn to develop a winning resume</p>
	<p>The participant does not know how to use online sources to find a job (source: BESI)</p>	<p>The participant should learn how to access online sources to identify available employment</p>
	<p>The participant is not prepared with the skills needed for the job he/she wants (source: PICS)</p>	<p>The participant should seek information about needed skills for the job he/she wants</p>

OBJECTIVE VS SUBJECTIVE

- **Objective assessment** is a form of questioning which has a single correct answer.
 - *What resources are available to your family?*
- **Subjective assessment** is a form of questioning which may have more than one correct answer (or more than one way of expressing the correct answer).
 - *What kinds of jobs have you had in the past?*
- Both forms are critical to client/participant assessment

OBJECTIVE ASSESSMENT STRATEGIES

- **Standardized instruments**

- Barriers to Employment Success Inventory (BESI)
- Picture Interest Career Survey (PICS)
- Life Skills Inventory (LSI)
- Program Application

- **Multiple Choice formats**

What form of transportation do you use?

My feet

My car

My brother

Other _____

OBJECTIVE ASSESSMENT STRATEGIES

- **Binary**
 - Either/Or, Yes/No, True/False, This One/That One
- **Fill-in-the-Blank**
- **May be either written (instrument) or verbal (interview)**

SUBJECTIVE ASSESSMENT STRATEGIES

- **Interviews**
- **“Essay” type questions**
 - Tell me about a typical work day for you.
 - Describe your favorite child.
- **Multiple choices**
 - Check all of the following that apply to you:

Advantages

Limitations

Objective

Subjective

Objective

Subjective

Easily administered

Gets more detailed information

Requires basic literacy skills

No measurement possible

Allows for measurement of phenomena

Emphasizes interpersonal relations

Point-in-time

Interpretation may not reflect participant's experiences, competencies, etc.

Facilitates comparison against expectations or standards

Allows for exchange of information

Reflects "mainstream" ethnic & socioeconomic cultural realities

Cannot be used to assess all phenomena

Measures specific attributes regardless of expertise of examiner

Requires respondent to use their own words

Cannot tell the whole story

Can only provide some of the participant's story

Results can be easy to interpret

Facilitates understanding

Standardization limits cultural consistency

Requires significant interviewing skills

THE ASSESSMENT PROCESS

- **Is ongoing**
- **Results should be used to:**
 - identify needed interventions
 - develop the case plan
 - monitor implementation of the case plan
 - determine needed revisions to the case plan
- **Can be helpful to encourage and help participants with being motivated**
 - Use results to help participants understand and set personal goals

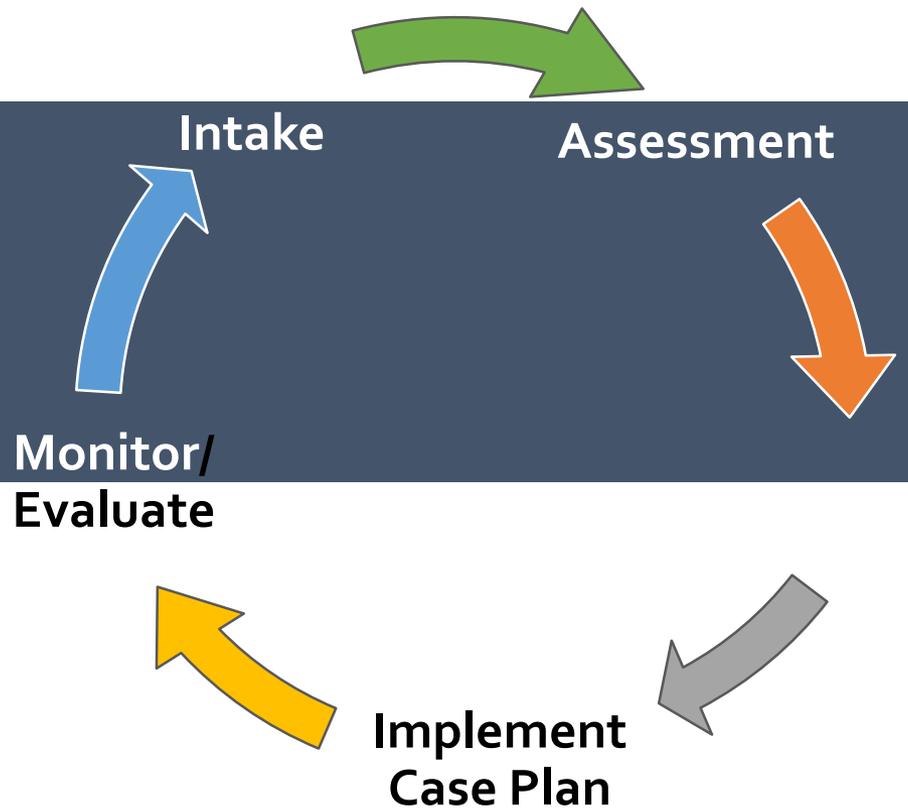
THE ASSESSMENT PROCESS

- Know what you want to know before you begin
- Know what you can and/or will do with the results
- *Plan* for the process
- Avoid premature results
- If possible, weave the results together as they come to you
- Partner with the participant to complete the picture

THE ASSESSMENT PROCESS

- Repeat assessments periodically to determine/ identify change or growth
- Ensure that the case plan reflects what was learned from the assessments
- Use assessment results to encourage and motivate participants

ANALYZING THE DATA



ANALYZING ASSESSMENT OUTCOMES

- **Review the data**
 - Think about what you already know about the participant from other information that you have already gathered (application, supporting documents, etc.)
- **Review the data with your participant**
 - This can be sensitive for the participant, so proceed gently.
 - Discuss in terms of relevance to going to work; get more information.
- **Ask the participant to think about the results & what they look like in real life**

ANALYZING ASSESSMENT OUTCOMES

- **Ensure understanding**
 - Discuss with the participant why certain skills are important.
 - Answer any questions the participant has about the results.
 - Explore what the participant wants to do about the results (if they need to be addressed).
- **Determine priority**
 - Is this an area that is almost immediately a priority if the scores are low, i.e. reading, writing, math skills?
 - For example, with a 3rd grade-level equivalency on math skills, a priority for the participant would be to remediate/strengthen the necessary basic skills.
 - Does this area of assessment (i.e., basic skills, job skills, personal management, etc.) reflect job-readiness.?
- **Apply to case plan**

INTERPRETING ASSESSMENT RESULTS

- **Review the data with your participant**
 - Confirm & clarify!
 - Does that sound like you at all?
 - What sounds familiar?
 - What sounds different? How is that different from how you see it?
- **Ask the participant to give you more information about important issues.**
 - Tell me more about _____.

INTERPRETING ASSESSMENT RESULTS

- **Ask for additional information on any item to which the participant has answered “yes” or “no,” as appropriate.**
 - You said no when I asked you if your mom could watch your kids while you go apply for jobs. Please tell me more about that situation. What keeps her from watching your kids?
- **Get participant’s input on priorities**
 - The results seem to show that _____ are areas you could work on to improve _____. What do you think?

***USING ASSESSMENT DATA TO
DEVELOP THE CASE PLAN***

SETTING GOALS

- Define the participant's overall, long-term goal
- Using the results of the assessments, identify the participant's current status
- Explore what the participant needs in order to achieve the overall long-term goal
- Prioritize those needs:
 - What does the participant need to do or get in order to achieve the long-term goal?

SETTING GOALS

- Set short-term goals that are based on the participants identified needs
- Prioritize short-term goals
- Consideration of short-term goals must also include consideration of available resources in your community
- Determine the steps that the participant will need to take to complete each short-term goal

Desired State

(what should be)

Suggested Interview prompt:
“What brings you to _____?”

Current Status Suggested prompt: “Let’s take a look at where things stand for you now.”	Goal Suggested prompt: The participant will be able to:	Need

Desired state
(what should be)

Suggested prompt:
**“What brings you to
____?”**

Current status
(what is)

Suggested prompt:
**“Let’s take a look at where
things stand for you now.”**

Need/Goal

Suggested prompt:
**“So one thing you need if
you’re going to ... you want
is to....”**

The participant wants to locate full-time work that pays a living wage	The participant has good reading and writing skills (source: TABE scores)	
	The participant has no driver’s license (source: application)	The participant must get driver’s license restored/renewed
	The participant does not know how to use online sources to find a job (source: BESI)	The participant should learn how to access online sources to identify available employment
	The participant has no current income source (source: BESI, application)	

IS ASSESSMENT CULTURALLY APPROPRIATE?

- **As a process, yes**
- **We assess every day, all the time**
 - What's for dinner? (*objective*)
 - What should/could we have for dinner? (*subjective*)
 - What do the kids have to take to school today? (*subjective, objective*)
 - How can I help you? (*subjective*)
 - Who are you here to see? (*objective*)
- **Cultural elements & language are generally not reflected in standardized instruments**

IS ASSESSMENT CULTURALLY APPROPRIATE?

- To be specifically culturally appropriate, it is important to have an agreed-upon definition of success that includes:
 - Measures
 - Descriptors
 - Indicators
 - Language
 - Culturally-specific activities or other elements

Q & A

Thank you!!