



WIOA Title I Assessment **TECHNICAL ASSISTANCE GUIDE**

The purpose of this guide is to support local Workforce Development Boards (WDBs), One-Stop Career Centers, and Workforce Innovation and Opportunity Act (WIOA) service providers in developing local assessment strategies that support the successful outcomes of participants, particularly in Title I programs. WIOA mandates assessment of an individual's strengths, interests, and needs as part of service delivery. This resource provides an overview of requirements and considerations for local WDBs in developing assessment strategies with One Stops and program partners and identifying specific assessment tools.

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I. Overview of Title I Assessment

A comprehensive assessment is the first step in determining individualized service plans and connecting jobseekers to individualized career and training services. Assessment processes must include evaluations of: (1) eligibility criteria for Title I programs, (2) academic levels, (3) occupational skills and interests, and (4) supportive service needs. Assessment processes may include multiple methods and approaches.

A successful assessment process verifies both the eligibility and fit of an individual, and identifies a customized plan of action and support that aligns with the interests, assets, and needs of that individual. Key questions linked to a high-quality assessment process include:

- **Documentation of eligibility:** How does the individual meet Title I eligibility criteria? What information does this offer about the individual's needs and strengths?
- **Service needs and assets:** What supports and additional skills does this individual need to obtain or retain employment at a self-sufficient wage level (or at higher wages than previous employment)?
- **Connection to strong career pathway:** How do employment and/or education goals link to in-demand occupations and potential for employment opportunities accessible to the individual?
- **Service strategies:** What supports will help to ensure the successful placement and retention of this individual in employment connected to the identified career pathway?
- **Likelihood of successful participation:** Does the individual have the skills, qualifications, and support to successfully participate in the services that the counselor and individual identify based on assessment results?

Overall, an assessment process must both support engagement of the individual and ensure that the resulting service strategy supports successful training and employment outcomes.

II. Four Types of Assessment

An assessment process must include evaluation of eligibility for Title I programs, as well as academic skills, occupational skills, and supportive service needs that can help support individuals' success in individualized career and training service, as well as support successful employment placement.

Assessment strategies must include a focus on an individual's strengths, in addition to areas that need improvement. Assessment of various areas of interest, strength, and improvement inform the development of an individualized service plan – called an Individual Employment Plan (IEP) for Adult and Dislocated Worker participants, and an Individualized Service Strategies (ISS) for Youth participants.

Eligibility Criteria for Title I Programs

Assessment processes must include an evaluation of an individual's personal information and circumstances to determine eligibility for Title I training and career services, as well as other programs that offer additional, targeted supports— e.g., DVRS and Veterans. Details about Title I eligibility requirements can be found in the [Title I Adult and Dislocated Worker Program and Training Eligibility Determination](#) and [Title I Youth Eligibility Determination and Documentation](#) resources . In addition, NJDOL's *Intake and Initial Assessment* form (attached in Appendix A) provides an overview of the information that must be captured as part of the initial intake process to support eligibility assessments. Information collected during intake can offer details about work dislocation, education barriers, veterans or offender status, and/or disabilities that both support eligibility determination and inform additional assessment strategies and service plans. Please note, all fields that are part of the intake form must be gathered and entered in AOSOS, including information about work and educational history.

Use of Self-Attestation

While self-attestation should not be the documentation of first resort, many eligibility elements particularly for WIOA out-of-school youth, allow self-attestation including: School status, individual with a disability, pregnant or parenting, youth who needs additional assistance, foster care youth, homeless, ex-offender, English language learner, and low income. For all WIOA programs, income may be documented through self-attestation. Additional details can be found in NJ's Self-Attestation policies (WD-PY19-6.1) including NJ's Self-Attestation form (which is included in Appendix B).

Academic Levels

Academic assessments include evaluation of math and literacy levels to ensure and support basic skill levels required for employment and education opportunities. Academic assessments may be administered (1) prior to intake to establish an individual's eligibility as Basic Skills Deficient (BSD), and/or (2) as part of the assessment process to better understand and support the academic skill development of individuals. The need for academic assessment depends on the unique educational experience and career interests of individuals. Local areas must make determinations about whether prior assessments and/or educational status of individuals provides sufficient information about an individual's academic skill levels. Academic assessments conducted prior to or as part of WIOA engagement can be utilized to assess an individual's academic skill levels if conducted within the last six months.

Individuals who do not demonstrate basic skills proficiency must engage in assessment of literacy and math levels to determine and document educational functioning levels. As of July 1st, 2019, Comprehensive Adult Student Assessment System (CASAS) tests are used as the standard testing instrument for Adult Basic Education (ABE) testing in New Jersey. CASAS tests include:

- Reading GOALS Series for ABE students
- Math GOALS Series for ABE students

Definition of Basic Skills Deficient

The individual computes or solves problems, reads, writes, or speaks English at or below the eighth-grade level or is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society.

In addition to Reading and Math, CASAS also offers specific ELA assessments: the Reading Assessment for ELA Students, and Life & Work Listening Assessment for ELA student. Other approved assessment for ELA include assessments from TABE and BEST. For individuals that have special circumstances or needs, other academic assessments may be utilized and useful in gathering data and information about academic skill levels.

Occupational Skills and Interests

Occupational assessments offer opportunities for individuals to explore a number of different attributes that may influence their potential success and satisfaction with different career options and work environments. Occupational assessment help participants to assess and reflect on: (1) prior work experience, (2) employability, (3) interests, (4) values, and (5) aptitudes.

In addition to assessments of an individual's interests, skills, and values, local area staff and individuals must consider occupational assessments in the context of local labor market information. A high-quality occupational assessment strategy ensures that individuals have opportunities to explore and answer the following questions:

- In addition to what the prospective employee brings, what are the opportunities within the local workforce system?
- Where do the individual's interests and skill sets best match the demand of employers?
- Furthermore, based on career assessment results, is this individual likely to earn wages at the same level as prior positions?
- Are these wages high enough to sustain the financial needs of the individual and their family?¹
- Utilizing assessment information, what is the best plan for supporting the career development and successful placement of this individual in a career pathway?

Assessment strategies center around helping individuals to identify, prepare for, and meet performance competencies associated with their long-term occupational interests, including assessments focused on:

- Career Interests and Experience: Elevation of appropriate career goals
- Basic Academic Skills: Demonstration of basic literacy and math skills (matched to occupational requirements)
- Occupational Skills/Competency: Mastery of particular subjects and skills related to specific occupations
- Work Readiness: Ability to meet demands of the workplace

Assessing Individuals with Disabilities

CareerScope is used throughout New Jersey's DVRS offices to assess individuals with disabilities. It combines aptitude testing and vocational interest inventory. CareerScope's assessment is self-guided and requires reading comprehension skills. It also provides an optional physical dexterity component. CareerScope is often combined with other assessment tools to fully assess individuals.

¹ The MIT Living Wage calculator offers a tool for assessing living wages in different geographic areas: <https://livingwage.mit.edu/>.

Supportive Service Needs

Supportive service assessments include an evaluation of additional barriers to employment, beyond barriers specific to academic or occupational skill levels. This assessment focuses on the circumstances that may hinder success in education or employment opportunities, including specific developmental needs. Assessment processes must include a holistic review of an individual's life experiences:

- What life conditions are likely to serve as barriers to success?
- What plans and supports may be put in place to reduce these barriers and their impact?
- For example, what are the childcare, family care, transportation, and/or housing needs that may interfere with successful completion of an employment plan or service strategy?

Supportive service assessments must also include an assessment of technology needs and the access of individuals to computers and high speed internet, as well as digital literacy.

A supportive services assessment should identify WIOA services that can help support an individual as part of a service strategy, as well as identify additional programs and resources that could offer additional targeted supports.

The Comp Assess tab in AOSOS provides an extensive overview of elements that must be part of a supportive assessment process. For more details, please refer to the AOSOS Title I Service Delivery Guide.

Supportive Services may include, but are not limited to:

- Linkages to community services (including health care and legal aid)
- Assistance with transportation, child care, dependent care, and/or housing
- Needs-Related Payments
- Reasonable accommodations for individuals with disabilities
- Assistance with uniforms or other appropriate work attire and work-related tools
- Assistance with books, fees, school supplies
Payments and fees for education, employment, and training-related applications, tests and certifications

III. Overview of Assessment Stages

Assessment not only refers to different types of assessment, but also different stages and mechanisms for assessment. Interviews and initial intake processes and the qualitative data that results from these methods, as well as formal, structured tests that offer quantitative data about particular skills and interests, are equally important to the assessment of individual's needs. Assessment strategies must support the individual in identifying targeted Title I services that will support their employability and employment placement. Individuals connecting to Title I services experience assessment in three unique phases: (1) Initial Assessment, (2) Comprehensive Assessment, and (3) Ongoing Assessment.

Initial Assessment provides the basis for initial ideas of what a customer's employment-related needs and assets might be. Initial assessments tend to be more informal and observational in nature, including behavioral observations and interviews with staff. Initial assessments are often processes shared by NJDOL Employment Services staff and local area WIOA staff. These first steps of assessment capture intake information about eligibility and additional details - such as work history, educational attainment levels, income and family status - that support initial conversations about the career service and training needs of the individual. While this initial step of assessment provides an important administrative function, staff must also consider the opportunities for utilizing the Initial Assessment as a first step in the programmatic engagement of the individual. Individualized career and/or training services identified through the Initial Assessment offer the starting point for engaging in a Comprehensive Assessment process.

Comprehensive Assessment offers the opportunity to gather more detailed and specific information about the customer. The Comprehensive Assessment process includes both (1) structured assessment tools, and (2) information gathered through counseling dialogues. Structured assessments are tools that provide a score or feedback about the level of a customer's expertise or compatibility in certain areas related to academic and occupational skills. Information gathered through conversation and dialogue often provides additional details and nuance about an individual's experience, including around specific supportive service needs.

At this point in the process, counselors and case managers often need specific expertise in accessing, administering, and interpreting the results from multiple assessment tools, including CASAS tests, as well as various occupational and career assessments. The results of these assessments help individuals and program staff to make decisions about appropriate employment goals and to develop effective service strategies for reaching those goals. In other words, Comprehensive Assessment results provide data and information for developing Individual Employment Plans (IEPs) and Individual Service Strategies (ISSs). Comprehensive assessments serve as an individualized career service for the individual in and of themselves, and supports the identification of additional services. Comprehensive assessment strategies offer opportunities for exploring the needs and assets of an individual holistically, including a review of:

- Educational attainment
- Employment history
- In-depth information about basic literacy and occupational skills levels
- Interests
- Aptitudes
- Family and financial situation
- Emotional and physical health, including disabilities²
- Attitudes toward work
- Motivation
- Supportive service needs

² These needs are often identified in initial assessment processes. When specific needs are identified, appropriate connections must be made with the Department of Vocational Rehabilitation Services (DVRS) to ensure the highest quality of support and assessment for individuals. This often means co-serving the individual.

Ongoing Assessment offers the potential for an ongoing process of guided self-reflection across the full period of an individual's engagement. Different Employment Services (ES) and local area staff play the role of career navigators, continually assessing the progress of participants through WIOA services. By engaging in ongoing assessment, staff continue to address existing barriers and new barriers that emerge. Ongoing assessment helps to ensure that customers receive the support and guidance necessary to reach their occupational goals. Please note that ongoing assessment and reflection activities must be documented in assessment tools and plans and included in AOSOS.

An important note: Comprehensive assessment activities and plan development draw and build on initial assessment activities that have taken place, including prior interviews. Initial assessment activities inform comprehensive assessment activities that offer more individualized support of the individual. In other words, these assessment activities exist along a continuum of assessments that connect to support individuals, even when different staff engage in these assessment processes.

IV. Assessment and Career Planning: Basic and Individualized Career Services

Assessments can take place as Basic Career Services or as Individualized Career Services. As a result, responsibilities for ES and local area often crossover in administering and supporting assessment activities and the use of assessment results. Local WDB leadership has the responsibility to ensure that assessment activities, tools, and processes are shared across staff in ways that support seamless assessment and plan development, including entry of data in AOSOS. More details about AOSOS entry of assessment activities and results can be found in the AOSOS Title I Service Delivery Guide.

Assessment services such as initial eligibility determinations and skill assessments are considered Basic Career Services and may be conducted by Employment Services (ES) or local area Title I staff. These assessment activities include:

- Literacy/numeracy and English language proficiency assessments
- Career aptitudes, abilities, and skill assessments through interviews and use of specific tools
- Supportive service needs identified through interviews and conversations

Specialized assessments and development of individual service plans (IEPs and ISSs) are considered Individualized Career Services. For individuals engaged in Individualized Career Services through Reemployment Services and Eligibility Assessment (RESEA), these assessment activities begin with ES and then are passed to local area Title I staff. For most other individuals engaged in Individualized Career Services, these assessment activities are most often conducted by local area staff.

These assessment activities include:

- Engagement in diagnostic testing and other assessment tools
- Identification of employment barriers and assets
- Identification of appropriate employment goals and career pathways
- Identification of service plans

V. Targeting Assessment for Youth

This guide offers a standard for assessment across all Title I programs that draws heavily on the expectations of a robust assessment process laid out specifically for Youth programs. While many of the same concepts and tools for assessment exist across all Title I services – Adult, Dislocated Worker, and Youth – the intensity of assessment standards and expectations for Youth are higher. A comprehensive assessment that includes a deep dive into academic and occupational components, as well as supportive services, is a critical first step in assessing and planning for the multitude of wrap-around supports available to youth through the 14 program elements. Youth are often referred to Title I programs with fewer employment experiences and more recent challenges completing education programs. WIOA offers the opportunity for deep support and engagement of young people that leverages comprehensive and ongoing assessment to inform strategies and also offer young people opportunities for self-reflection and learning.

14 Youth Program Elements

- Tutoring, study skills training, and instruction
- Alternative secondary school services
- Paid and unpaid work experiences
- Occupational skill training
- Education offered concurrently with and in the same context as workforce preparation
- Leadership development opportunities
- Supportive services
- Adult mentoring
- Follow-up services
- Comprehensive guidance and counseling
- Financial literacy education
- Entrepreneurial skills training
- Services that provide LMI
- Post-secondary preparation

The expectation is that Youth have access to the variety of assessments highlighted in this guide, and also the use of these various assessment tools to engage them in ongoing learning and development. While Adult and Dislocated Worker participants have access to all of the same assessment tools as Youth, assessment is a particularly important aspect of program experiences for youth – offering opportunities for discovering more about their own interests and skills that can help ensure connection to specific career pathway.

VI. Assessment Inventory

WIOA requirements do not dictate the use of specific assessment tools. It is up to the state and/or local WIOA Youth program to determine which assessment tools they will use. As highlighted in this guide, assessment tools vary in their scope and complexity and in what they measure. Programs must have access to a variety of assessment tools that allow for the customization of the assessment process based on individual needs. Below we provide information about a variety of assessment tools that local areas may choose to access. While this is not an exhaustive list, it highlights a variety of tools that LWDBs are already utilizing in their work. (See pages 8-10)

Assessment Inventory – Academic Assessments

Type	Tool Name/ Provider	Description	Website
Reading/ Math	Reading & Math GOALS CASAS	Measures reading & math skills	www.casas.org
English Language Acquisition	Life and Work Reading CASAS	Assesses English language learners' reading comprehension for all NRS levels	www.casas.org
	Reading for Citizenship CASAS	Assesses English language learners' low/beginning reading comprehension	www.casas.org
	Reading for Language Arts CASAS	Assesses English language learners' reading skills needed for secondary & post-secondary success	www.casas.org
	Life & Work Listening CASAS	Assesses English language learners' listening skills	www.casas.org
	TABE CLAS – E Data Recognition Corp.	Assesses English-language learners' listening, speaking, reading, and writing skills	https://tabetest.com/
	BEST Plus 2.0 - Center for Applied Linguistics	Assesses adult English language learners' listening & speaking skills	https://www.cal.org/aea/bp/
	BEST Literacy - Center for Applied Linguistics	Assesses English language learners' reading and writing skills in authentic situations in the United States	https://www.cal.org/aea/bp/

Assessment Inventory: Occupational Assessments

Type	Tool Name/Provider	Description	Website
Abilities/ Aptitude	O'Net Ability Profiler USDOL	Measures verbal & spatial ability, arithmetic reasoning, computation, form & clerical perception, motor coordination, finger dexterity & manual dexterity	https://www.onetcenter.org/AP.html
	Wingfinder Red Bull, Inc.	Measures creativity, curiosity, thinking, reasoning, drive, motivation, interpersonal & self-management skills	https://www.redbull.com/int-en/wingfinder
	CareerScope	Measures both interest and aptitude, through valid and reliable assessment tasks, using a 12-scale interest inventory and a seven-part aptitude battery	https://vri.org/
Employ- ability	Occupation Profile USDOL	Snapshot of job-seeker's ability to find employment – Provides labor market information for specific occupations by location	https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx
Skills	Conover On-line Conover (Fee-Based)	Measures soft skills & job readiness including assessments for persons w/special needs	https://www.conovercompany.com/
	My Skills/My Future USDOL	Identifies transferable skills to help job-seekers explore careers that use skills/experience gained in previous jobs	http://myskillsmyfuture.org/
	SkillUp New Jersey Learning Self-Assessment and Career Pathways	Provides variety of skill areas for self-assessment and matches assessment to highlight skill strengths and gaps in particular career pathways	https://nj.metrixlearning.com/
	Northstar Digital Literacy	Provides self-guided online modules to assess basic skills needed to perform tasks on computers and online	https://www.digitalliteracyassessment.org/
	Job Search Help USDOL	Information and tools for ex-offenders who are seeking employment – Includes links to assessment tools	https://www.careeronestop.org/ExOffender/default.aspx
	My Next Move/Veterans USDOL	Identifies veterans' transferable skills & civilian careers that are similar to military jobs	https://www.mynextmove.org/vets/
	Veteran/Military Transition USDOL	Identifies transferable skills; Includes education & support services for veterans & military spouses	https://www.careeronestop.org/Veterans/default.aspx
Military Skills Translator Monster/Randstad	Identifies veterans' transferable skills & provides links to active job listings	https://www.military.com/veteran-jobs/skills-translator	

Assessment Inventory: Occupational Assessment (Continued)

Type	Tool Name/Provider	Description	Website
Personality Inventory	NJCAN – Learning Styles NJDOE/Heldrich Center	Helps user identify learning style (visual, tactile, auditory)	https://njcis.intocareers.org/default.aspx
	Wingfinder Red Bull, Inc.	Measures creativity, curiosity, thinking, reasoning, drive, motivation, interpersonal & self-management skills	https://www.redbull.com/int-en/wingfinder
Career Exploration	Skill Matcher USDOL/Career One-Stop	User rates skill-level in a range of skills & receives detailed information on careers that match skills	https://www.careeronestop.org/Toolkit/Skills/skills-matcher.aspx
	NJCAN - Career Cluster Inventory NJDOE/Heldrich Center	User completes questionnaire & receives list of career clusters based on highest-ranking interests	https://portal.njcis.intocareers.org/
Interest Assessments	Get My Future/Career One-Stop	User answers 30 questions & receives detailed information on careers that match interests	https://www.careeronestop.org/GetMyFuture/Toolkit/interest-assessment.aspx
	My Next Move – O*Net Interest Profiler - USDOL	Provides personalized career suggestions based on a person's interests and level of work experience	https://www.mynextmove.org/explore/ip
	Career Coach MS Teams (Fee-based service)	LinkedIn Learning courses that offer career-related guidance & activities	https://www.microsoft.com/en-us/education/products/career-coach
	NJCAN - Interest Profiler NJDOE/Heldrich Center	Helps identify careers that meet user interests based on questionnaire.	https://portal.njcis.intocareers.org/
Values Assessments	Work Values Matcher Career One-Stop/ USDOL	Helps user define values to identify careers that match values	https://www.careeronestop.org/Toolkit/Careers/work-values-matcher.aspx
	NJCAN – Work Importance Locator NJDOE/Heldrich	Identifies user’s highest-ranking work values & provides details of matching career clusters (required education, salaries, & growth projections)	https://njcis.intocareers.org/default.aspx
	NJCAN – Reality Check NJDOE/Heldrich Center	Projects income requirements based on user’s answers to basic needs (housing, transportation, etc.)	https://portal.njcis.intocareers.org/

VII. Summary

Assessment is a critical tool for ensuring that we understand and serve each customer as an individual. Taking the time to understand the full needs, interests, and assets of individuals leads to better service strategies and employment plans, and ultimately better training and employment outcomes. Through Title I programs, we have the opportunity to reduce barriers and provide support that can help individuals to meet new and existing employment goals, and ultimately provide a pipeline to financial stability and a better quality of life.

By offering specific guidance and resources, we hope this guide helps local areas to better leverage assessment strategies and ensure an individualized experience for each customer who walks through the physical or virtual doors of a job center. Please reach out with any additional needs or questions about this guide at WIOApolicy@dol.nj.gov.

Appendix A: NJ Intake and Initial Assessment Form

<b style="color: red;">NEW JERSEY INTAKE AND INITIAL ASSESSMENT FORM <small>A proud partner of the American Job Center network.</small>				Today's Date: ____/____/____	
UNDERLINED SECTIONS MUST BE COMPLETED. PLEASE COMPLETE ADDITIONAL FORMS IF INDICATED..					
SSN#: _____-_____-_____		DOB: ____/____/____ MM/DD/YYYY		Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male	
Last Name: _____		First Name: _____		Middle Initial: _____	
Street: _____		City: _____	State: _____	Zip Code: _____	County: _____
Phone #: () _____ Alt. Phone #: () _____		Email: _____		Contact Preference: <input type="checkbox"/> Postal <input type="checkbox"/> E-mail <input type="checkbox"/> Primary Phone <input type="checkbox"/> Alt. Phone	
Ethnic Heritage: <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Not Hispanic or Latino <input type="checkbox"/> I choose not to disclose Race: <input type="checkbox"/> Alaskan/American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Black/African American <input type="checkbox"/> White <input type="checkbox"/> Hawaiian/Pacific Islander <input type="checkbox"/> I choose not to disclose			Marital and Family Status (choose all that apply) <input type="checkbox"/> married <input type="checkbox"/> divorced <input type="checkbox"/> unmarried Household: <input type="checkbox"/> one-parent <input type="checkbox"/> two-parent <input type="checkbox"/> not a family member(single) <input type="checkbox"/> other (dependent, child) <input type="checkbox"/> optional: pregnant		
School Status: In-school: <input type="checkbox"/> HS/secondary or Less <input type="checkbox"/> alternative <input type="checkbox"/> HS/Post-secondary not attending school: <input type="checkbox"/> HS dropout <input type="checkbox"/> HS grad/equivalent <input type="checkbox"/> 16 or younger and have not attended last school year quarter			Employment Status (choose one) <input type="checkbox"/> employed <input type="checkbox"/> not employed <input type="checkbox"/> employed-received notice of termination <input type="checkbox"/> not employed and not seeking work If employed are you working (choose one) <input type="checkbox"/> full-time <input type="checkbox"/> part-time <input type="checkbox"/> seasonal/temporary <input type="checkbox"/> self-employed If not employed and homemaker: <input type="checkbox"/> Receiving support from spouse/former spouse <input type="checkbox"/> Not receiving support from spouse/former spouse		
Education Level (Choose highest only): <input type="checkbox"/> no grade <input type="checkbox"/> ____ Yrs completed, (1-11) no diploma <input type="checkbox"/> 12th grade, no diploma <input type="checkbox"/> HS equivalency <input type="checkbox"/> 12th grade, HS grad <input type="checkbox"/> disabled w/ Cert. IEP Post-secondary/Vocational/Associate High School Plus: <input type="checkbox"/> Post-secondary <i>no degree</i> : <input type="checkbox"/> 1 year <input type="checkbox"/> 2 years <input type="checkbox"/> 3 years <input type="checkbox"/> Vocational Certificate: <input type="checkbox"/> 1 year <input type="checkbox"/> 2 years <input type="checkbox"/> 3 years <input type="checkbox"/> Associate Degree: <input type="checkbox"/> 1 year <input type="checkbox"/> 2 years <input type="checkbox"/> 3 years <input type="checkbox"/> Other Degree: <input type="checkbox"/> BA/BS <input type="checkbox"/> Master's <input type="checkbox"/> PhD			US Citizen: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Permanent Resident or Exp.Date: _____ Alien Reg.# (if applicable): _____		
Individual with Disability: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Choose not to disclose [If Yes, please ask staff for Form D, which is kept confidential, and provide the following information: type of disability: hearing; vision; mental; mobility; cognitive/I/DD; learning; chronic health]					
Migrant Seasonal Farmworker: <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes choose one: <input type="checkbox"/> migrant seasonal farmworker <input type="checkbox"/> migrant farmworker <input type="checkbox"/> migrant food process worker <input type="checkbox"/> dependent of migrant seasonal farmworker Farmwork Type: <input type="checkbox"/> production and services <input type="checkbox"/> food processing					
Selective Service (Males born on or after 1/1/1960 only) <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Selective Service #: _____			Native Language: <input type="checkbox"/> English <input type="checkbox"/> other specify: _____		
Housing: (choose one) <input type="checkbox"/> aged out of foster care <input type="checkbox"/> foster child <input type="checkbox"/> homeless <input type="checkbox"/> runaway <input type="checkbox"/> own home <input type="checkbox"/> rent <input type="checkbox"/> choose not to disclose <input type="checkbox"/> none of the above apply			Military Service: <input type="checkbox"/> No <input type="checkbox"/> Yes branch: _____ If Yes, use DVOP Checklist <input type="checkbox"/> campaign veteran <input type="checkbox"/> national guard <input type="checkbox"/> reserve <input type="checkbox"/> active duty <input type="checkbox"/> transitioning vet <input type="checkbox"/> discharge <input type="checkbox"/> retirement <input type="checkbox"/> other eligible <input type="checkbox"/> active service From: _____ to: _____ Service Disability: <input type="checkbox"/> disabled <input type="checkbox"/> not disabled <input type="checkbox"/> special disabled Receiving Veteran's benefits or assistance? <input type="checkbox"/> No <input type="checkbox"/> Yes If Yes, specify: _____		
Offender Status - Have you been convicted of criminal offense? <input type="checkbox"/> Yes <input type="checkbox"/> No			Military Spouse - Are you: <input type="checkbox"/> active duty service member spouse <input type="checkbox"/> service member widow <input type="checkbox"/> disabled veteran spouse If active duty spouse, has your income been affected by spouse's deployment? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Do you feel you have any barriers to employment, including customs, practices or beliefs, not described on this form, which you wish to disclose? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, please provide this information on Form D					

Employment Preferences	
Work Week: <input type="checkbox"/> full-time <input type="checkbox"/> part-time <input type="checkbox"/> both <input type="checkbox"/> not seeking employment at this time Duration: <input type="checkbox"/> regular (150 Days+) <input type="checkbox"/> temporary (150 Days or Less) <input type="checkbox"/> both Minimum Salary: \$ _____ Per _____ Date Available to Work: ____/____/_____ Shift Preference: Willing to work any shift? <input type="checkbox"/> Yes <input type="checkbox"/> No If No, which shift(s): <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> Split <input type="checkbox"/> Rotating Employment Objective: _____ Desired Job Title(s): 1) _____ 2) _____ 3) _____ 4) _____ 5) _____ Desired Employer(s): 1) _____ 2) _____ 3) _____	
Acceptable Job Locations (check one): <input type="checkbox"/> 5 <input type="checkbox"/> 10 <input type="checkbox"/> 25 <input type="checkbox"/> 50 <input type="checkbox"/> 100 miles from Zip Code _____	
Work History (Current/Last Employer): job title: _____ employer: _____ street: _____ city: _____ state: _____ start date: ____/____/____ end date: ____/____/____ wage: \$ _____ per _____ reason for leaving: <input type="checkbox"/> lack of work/layoff <input type="checkbox"/> fired <input type="checkbox"/> medical/health <input type="checkbox"/> quit <input type="checkbox"/> retired <input type="checkbox"/> still employed <input type="checkbox"/> strike <input type="checkbox"/> other (specify) _____ job duties: _____ _____ _____ If you wish to provide additional work history, inform staff person.	
Additional Skills: _____ Professional Associations: _____	
Certificate/Special Licenses	
Certificate/License: _____ issued by: _____ issued date: ____/____/____ state: _____ country: _____ education-course of study: _____ degree: _____ school: _____ state: _____ country: _____	
Driver's License	
License: <input type="checkbox"/> No <input type="checkbox"/> Yes State: _____ Type: <input type="checkbox"/> CDL-A <input type="checkbox"/> CDL-B <input type="checkbox"/> CDL-C <input type="checkbox"/> Auto <input type="checkbox"/> Moped Transportation <input type="checkbox"/> I own a vehicle <input type="checkbox"/> I have insurance I have access to: <input type="checkbox"/> vehicle <input type="checkbox"/> motorcycle <input type="checkbox"/> bus/ rail <input type="checkbox"/> none <input type="checkbox"/> other	
Endorsements: <input type="checkbox"/> passenger transport <input type="checkbox"/> motorcycle <input type="checkbox"/> hazardous materials <input type="checkbox"/> tank vehicle <input type="checkbox"/> school bus <input type="checkbox"/> doubles/triples <input type="checkbox"/> tank hazards <input type="checkbox"/> air brakes	
<i>I attest that the information provided is true and accurate any misrepresentation may be grounds for termination from program(s). I further understand that being determined eligible for services and/or training does not necessarily entitle me to service/training</i>	
Applicant Signature _____ Date _____ Parent/Guardian* _____ Date _____ Staff Signature _____ Date _____ Reviewed/Verified By _____ Date _____ *<18 only	
Staff use only:	
<input type="checkbox"/> WIOA Adult <input type="checkbox"/> WIOA Dislocated Worker <input type="checkbox"/> WDP Grant (Specify: _____) <input type="checkbox"/> National Dislocated Worker Grant	
<input type="checkbox"/> TANF <input type="checkbox"/> SNAP <input type="checkbox"/> GA <input type="checkbox"/> CAVP	
Assistance start date: _____ Case #: _____ Income Status: <input type="checkbox"/> 100% LLSIL <input type="checkbox"/> 70% LLSIL <input type="checkbox"/> Not Disclosed <input type="checkbox"/> Local Priority (Specify): _____	
Barriers to Employment: <input type="checkbox"/> ELL/Lower Level Literacy <input type="checkbox"/> Substantial Cultural Barriers <input type="checkbox"/> Youth In/Aged out of Foster Care <input type="checkbox"/> Low-Income Individual <input type="checkbox"/> Displaced Homemaker <input type="checkbox"/> Disability <input type="checkbox"/> Indian/Alaska native/Native Hawaiian <input type="checkbox"/> Homeless Individual <input type="checkbox"/> Long-Term Unemployed <input type="checkbox"/> Ex-Offender <input type="checkbox"/> Within 2yrs of TANF exhaustion <input type="checkbox"/> Eligible MSFW <input type="checkbox"/> Single Parent <input type="checkbox"/> Older Individual WDB (County) Code: _____	
<input type="checkbox"/> WIOA Youth ISY <input type="checkbox"/> WIOA Youth OSY <input type="checkbox"/> Low-Income <input type="checkbox"/> Additional Info: <input type="checkbox"/> Underemployed <input type="checkbox"/> Not in Labor Force <input type="checkbox"/> High Poverty Area <input type="checkbox"/> 5% Limitation <input type="checkbox"/> Interested in Nontraditional Employment AOSOS ID#: _____	
OSY: <input type="checkbox"/> Foster Youth <input type="checkbox"/> Dropout <input type="checkbox"/> Homeless <input type="checkbox"/> Not Attended Last Q <input type="checkbox"/> Offender <input type="checkbox"/> Low Income AND Basic Skills Deficient <input type="checkbox"/> Pregnant/parenting <input type="checkbox"/> Disability <input type="checkbox"/> Low Income AND youth who Requires Add'l Assistance	
ISY: <input type="checkbox"/> Low-Income AND: <input type="checkbox"/> BSD <input type="checkbox"/> English Language Learner <input type="checkbox"/> Offender <input type="checkbox"/> Homeless <input type="checkbox"/> Foster Youth <input type="checkbox"/> Pregnant/parenting <input type="checkbox"/> Disability <input type="checkbox"/> Youth who Requires Add'l Assistance	
Referral Source: <input type="checkbox"/> DVRS <input type="checkbox"/> LWD <input type="checkbox"/> UI <input type="checkbox"/> Public Assistance Agency <input type="checkbox"/> CBO/FBO <input type="checkbox"/> Self <input type="checkbox"/> Other Local Area <input type="checkbox"/> CSBG <input type="checkbox"/> Employer <input type="checkbox"/> HUD <input type="checkbox"/> Adult Education <input type="checkbox"/> Library <input type="checkbox"/> Probation <input type="checkbox"/> Parole <input type="checkbox"/> Public Education <input type="checkbox"/> Relative/Friend <input type="checkbox"/> Re-entry/Second Chance <input type="checkbox"/> Displaced Homemaker Program <input type="checkbox"/> Family Success Center <input type="checkbox"/> MSFW Grantee	

Appendix C: Overview of Existing Assessment Policies and Additional References

Overview of Assessment Policies	
<p>NJ Academic Assessment Policy Revised June 2021 for use July 1, 2021 – June 30, 2022</p>	<p>Provides overview of Adult Basic Education (ABE) & English Language Acquisition (ELA) Testing.</p> <p>CASAS (Comprehensive Adult Student Assessment System):</p> <ul style="list-style-type: none"> • Reading GOALS Series for ABE students • Math GOALS Series for ABE students, • Reading Assessments for ELA students, • Life & Work Listening Assessment for ELA students <p>TABE CLAS-E (Complete Language Assessment System – English) Listening, Speaking, Reading & Writing skills for ELA students</p> <p>BEST Plus 2.0 (Basic English Skills Test) Speaking & Listening Skills for ELA students</p> <p>Best Literacy (Basic English Skills Test) Reading & Writing for ELA students</p>
<p>CASAS Memo 4/10/19</p>	<p>As of July 1st, 2019, CASAS is to be used as the standard testing instrument for ABE testing.</p> <p>Comprehensive Adult Student Assessment System (CASAS):</p> <ul style="list-style-type: none"> • Reading GOALS Series for ABE students • Math GOALS Series for ABE students
<p>TEGL 21-16 WIOA Title I Youth Program Formula-</p>	<p>The Training and Employment Guidance Letter (TEGL) 21-16 provides guidance and planning information to states, local workforce areas, and other recipients of WIOA Title I youth formula funds on the activities associated with the provision of WIOA Title I Youth services. Specifically, as it pertains to Youth Eligibility, Program Design, and Competitive Procurement.</p>
<p>NJ WIN 3-17, Youth Eligibility Required Assessments</p>	<p>The New Jersey Workforce Innovation Notice (NJWIN) 3-17 provides guidance and planning information to states, local workforce areas, and other recipients of WIOA Title I youth formula funds on the activities associated with the provision of WIOA Title I Youth services. Specifically, as it pertains to Youth Eligibility, Program Design, and Competitive Procurement.</p>
<p>TEGL 19-16, Delivering Services under the Adult and Dislocated Workers Programs under WIOA Title I, and individuals served by the Employment Services Program.</p>	<p>The Training and Employment Guidance Letter (TEGL) No. 19-16 offers guidance on services provided through the Adult and Dislocated Worker Programs under the Workforce Innovation and Opportunity Act (WIOA) and the Wagner-Peyser Act Employment Service (ES), as amended by title III of WIOA, and for Implementation of the WIOA Final Rules.</p>

<p>PW 2018 Adult and Dislocated Workers Program & Training Eligibility Determination – Revised 07/2018 (Previous: NJ WIN 1-15, 3-16) Assessments</p>	<p>The purpose of these guidelines is to identify eligibility requirements under Title WIOA I adults and dislocated worker programs. These guidelines are subject to revision as additional guidance is issued by the United States Department of Labor (USDOL).</p>
<p>NJ WIN 19-7, Youth Individual Service Strategy (ISS) Required Assessments and Examples of Tools</p>	<p>The New Jersey Workforce Innovation Notice (NJWIN) 1-15 provides guidance to Local Workforce Development Boards (WDBs), One-Stop Career Centers (OSCCs), Workforce Innovation and Opportunity Act (WIOA) youth services providers, and the New Jersey Youth Corps (NJYC) related to the requirements for the development of an Individual Service Strategy (ISS) for youth participating in WIOA Title I and State-funded Youth Programs. This NJWIN also seeks to improve quality and efficiency in the creation of the ISS through the implementation of the Department of Labor Employment and Training Administration's (DOLETA) sample ISS template.</p>
<p>NJWIN 19-8, IEP Policy Required assessment (IEP and/or case notes)</p>	<p>The New Jersey Workforce Innovation Notice (NJWIN) 1-15 provides guidance to Local Workforce Development Boards (WDBs), One-Stop Career Centers (OSCCs) related to the requirements for the development of the Individual Employment Plan (IEP). This NJWIN also seeks to clarify instructions related to entering IEP-related activity into America's One-Stop Operating System (AOSOS).</p>
<p>TENS 21-07, A/DW Types of Assessments that Measure Personal Characteristics</p>	<p>This TEN provides information about effective use of assessment instruments within the workforce investment system to promote talent development by ensuring that individuals served are able to make well-informed education and career choices.</p>

Additional References

- NH Assessment Evaluation, Assessment Matrix Tool (<https://heller.brandeis.edu/iere/pdfs/jobs/nh-wioa-assessment.pdf>)
- Mass Assessment and Career Planning Tool, Regional Technical Assistance Forum October 12-14, 2011 (<https://www.mass.gov/files/documents/2018/02/23/08-112A.pdf>)
- Strategies and Considerations: A Brief on Youth Assessments (<https://youth.workforcegps.org/resources/2021/02/09/11/50/Strategies-and-Considerations-A-Brief-on-Youth-Assessments>)

Appendix D: Assessment Tool Details

Academic - Adult Basic Education (ABE)

Assessment Name(s)	CASAS Reading and Math Goals	
Company/Organization	CASAS (Comprehensive Adult Student Assessment System) 5151 Murphy Canyon Rd., Suite 220 San Diego, CA 92123-4339 Phone: 858-292-2900 or 1-800-255-1036	
What are the tools used for?	Measure reading & math skills	
Who should use the tool?	<ul style="list-style-type: none"> • Employment & training agencies/providers • Adult education programs 	
How is the tool administered?	<ul style="list-style-type: none"> • Web/Computer-based • Paper & pencil 	
How long does the assessment take?	<ul style="list-style-type: none"> • Locator (Computer) • Appraisal (Paper) • Full Test 	15 minutes for each test 30 – 40 minutes for each test 60 – 75 minutes for each test
How is the assessment scored?	<ul style="list-style-type: none"> • Automatic scoring – Web/Computer-based • Self-scoring sheets - Paper-based 	
What training time is needed for those administering the tools?	Anyone who coordinates, oversees, gives, scores, or orders CASAS assessments must complete Implementation Training. Staff are required to be initially certified and then recertify every two years beginning July 1, 2021. The required training depends on whether the agency administers e-Tests, paper tests, or both.	
Does the tool offer accommodations for different learning styles?	Materials and guidelines for learners with special needs, including those with intellectual and learning disabilities are available.	
Additional information	CASAS is the only NJ approved assessment test for Adult Basic Education (ABE) Source: NJ Assessment Policy - July 1, 2021	
Website	www.casas.org	

Academic - English Language Acquisition

Assessment Name(s)	<p>CASAS English Language Acquisition</p> <ul style="list-style-type: none"> • Life and Work Reading • Reading for Citizenship • Reading for Language Arts • Life & Work Listening
Company/Organization	<p>CASAS (Comprehensive Adult Student Assessment System) 5151 Murphy Canyon Rd., Suite 220 San Diego, CA 92123-4339 Phone: 858-292-2900 or 1-800-255-1036</p>
What is the tool used for?	<ul style="list-style-type: none"> • Life & Work Reading: Measures reading comprehension for all NRS levels • Reading for Citizenship: Measures low/beginning reading comprehension • Reading for Language Arts: Measures reading skills needed for secondary & post-secondary success • Life & Work Listening: Measures listening skills
Who should use the tool?	<ul style="list-style-type: none"> • Employment & training agencies/providers • Adult education programs
How is the tool administered?	<ul style="list-style-type: none"> • Computer/Web-based • Paper & pencil • Audio CD (Citizenship & Listening Life/Work)
How long does the assessment take?	<ul style="list-style-type: none"> • Life & Work Reading: 60 minutes • Reading for Citizenship: 60 minutes • Reading for Language Arts: 60 minutes • Life & Work Listening: 40 – 50 Minutes
How is the assessment scored?	<ul style="list-style-type: none"> • Automatic scoring - online & computer-based • Self-scoring sheets - paper-based
What training time is needed for those administering the tools?	<p>Anyone who coordinates, oversees, gives, scores, or orders CASAS assessments must complete Implementation Training. Staff are required to be initially certified and then recertify every two years beginning July 1, 2021. The required training depends on whether the agency administers e-Tests, paper tests, or both.</p>
Does the tool offer accommodations for different learning styles?	<p>Materials and guidelines for learners with special needs, including those with intellectual and learning disabilities are available.</p>
Website	<p>www.casas.org</p>

Academic - English Language Acquisition

Assessment Name(s)	TABE CLAS – E (Complete Language Assessment System – English)
Company/Organization	Data Recognition Corporation (DRC) 13490 Bass Lake Road Maple Grove, MN 55311 Phone: 763-268-2000 or 1-800-826-2368
What is the tool used for?	Assess listening, speaking, reading, and writing skills of English-language learners
Who should use the tool?	<ul style="list-style-type: none"> • Employment & training agencies/providers • Adult education programs
How is the tool administered?	<ul style="list-style-type: none"> • Web-based • Paper & pencil
How long does the assessment take?	<ul style="list-style-type: none"> • Locator 20 – 25 minutes • Reading 25 minutes • Listening 20 minutes • Writing 47 minutes • Speaking 15 minutes
How is the assessment scored?	Examiners can automatically scan, score, and report results. Tests can also be scored manually using stencils, the Scoring Tables book, and the Individual Diagnostic Profile.
What training time is needed for those administering the tools?	The TABE Teacher’s Guide documentation provides sample instructional materials and test items, item objectives, curriculum explanations, and correlations to various national curricula. A Guide to Administering TABE is also available.
Does the tool offer accommodations for different learning styles?	Provides large-print editions of the Locator Test & Language Proficiency Tests - Forms A and B; Expository Writing Folios are incorporated in Large-Print Edition Test Books;
Additional Information	A student can only achieve an NRS ESL Level 6 on a TABE CLAS-E Level 4 test. The language demands in lower level TABE CLAS-E tests are not sufficiently difficult to reach the “Advanced ESL” (NRS ESL Level 6) functioning level.
Website	https://tabetest.com/

Academic - English Language Acquisition

Assessment Name(s)	BEST Plus 2.0 (Basic English Skills Test – Listening & Speaking)
Company/Organization	Center for Applied Linguistics (CAL) 4646 40 th St. NW Washington, DC 20016 Phone: 202-362-0700
What is the tool used for?	Assess listening & speaking skills of adult English language learners
Who should use the tool?	<ul style="list-style-type: none"> • Employment & training agencies/providers • Adult education programs
How is the tool administered?	Face-to-face adaptive oral interview available in 2 formats: <ul style="list-style-type: none"> • Computer adaptive • Semi-adaptive print based
How long does the assessment take?	The test takes 5-20 minutes to administer with an average of 6 to 8 minutes depending on the examinee's level of oral proficiency. Higher proficiency speakers usually take longer than speakers with lower proficiency because they are asked more questions and their responses tend to be longer and more complex.
How is the assessment scored?	Informative score reports are generated for both the computer and print-based versions using the BEST Plus 2.0 Score Management Software (SMS).
What training time is needed for those administering the tools?	Test administrators are required to complete a six-hour training with a CAL-certified BEST Plus 2.0 trainer and be approved by that trainer to begin administering BEST Plus 2.0. An annual refresher training is recommended.
Does the tool offer accommodations for different learning styles?	Programs and test administrators may provide and allow accommodations in test administration procedures or in the testing environment for individuals with disabilities, provided that the accommodations do not compromise the purpose or results of the test. Additional information can be obtained by contacting the test publisher directly.
Website	https://www.cal.org/aea/bp/

Academic - English Language Acquisition

Assessment Name(s)	BEST Literacy (Basic English Skills Test – Reading & Writing)
Company/Organization	Center for Applied Linguistics (CAL) 4646 40 th St. NW Washington, DC 20016 Phone: 202-362-0700
What is the tool used for?	Assess reading and writing skills in authentic situations specifically geared for English language learners (ELLs) in the United States
Who should use the tool?	<ul style="list-style-type: none"> • Employment & training agencies/providers • Adult education programs
How is the tool administered?	Each examinee is given one test booklet which contains instructions and the test questions. The test administrator verbally provides test directions and examinees then write their answers in the test booklet.
How long does the assessment take?	Less than 1 hour
How is the assessment scored?	All scoring is done after the testing is complete, either by the test administrator or by a designated test scorer. Scoring instructions are provided in the BEST Literacy Test Manual.
What training time is needed for those administering the tools?	All test administrators should read and follow the instructions in the <i>BEST Literacy Test Manual (2008)</i> . The local program is responsible for maintaining a record of all staff trained to administer the BEST Literacy.
Does the tool offer accommodations for different learning styles?	Programs and test administrators may provide and allow accommodations in test administration procedures or in the testing environment for individuals with disabilities, provided that the accommodations do not compromise the purpose or results of the test. Additional information can be obtained by contacting the test publisher directly.
Additional Information	Students can be placed into ESL Level 6 using BEST Literacy but the test does not assess skills beyond this level so students cannot exit Advanced ESL with this test.
Website	https://www.cal.org/aea/bp/

Abilities/Aptitude

Assessment Name(s)	O*Net Ability Profiler
Company/Organization	US Department of Labor (USDOL) Employment & Training Administration
What is the tool used for?	Measures 9 job-related abilities: <ul style="list-style-type: none"> • Verbal Ability • Arithmetic Reasoning • Computation • Spatial Ability • Form Perception • Clerical Perception • Motor Coordination • Finger Dexterity • Manual Dexterity
Who should use the tool?	Persons who want to identify occupations that fit their strengths and areas for which they might want to receive more training and education
How is the tool administered?	Paper and pencil format with two options for computerized scoring. Users can choose a scoring option with optical mark reading equipment or utilize an option that does not require optical mark reading equipment.
What is the cost and training needed for administering the assessment?	<ul style="list-style-type: none"> • The tool is free to use and certification is not required, however, a trained administrator is needed for successful administration. The training manual is available by download on the website. All Administrators should read and study the <i>O*NET Ability Profiler Administrator Training Manual</i> and the <i>O*NET Ability Profiler Administration Manual</i>. • Required materials can be downloaded from the website. • Scannable answer sheets are not downloadable, but must be ordered. Non-scannable answer sheets are available for download.
Does the tool offer accommodations for different learning styles?	Some alterations, adjustments, or changes in the administration procedures can be made. Additional guidance on acceptable accommodations can be found under “Frequently asked questions”
Additional Information:	Results are presented on computer-generated customized reports, are easily interpreted, and can be linked to over 950 occupations in O*NET OnLine and other O*Net career tools.
Website	https://www.onetcenter.org/AP.html

Abilities/Aptitude

Assessment Name(s)	CareerScope
Company/Organization	Vocational Research Institute. 1845 Walnut St, Ste 66 Philadelphia, PA 19103 Phone: 215-875-7387
What is the tool used for?	CareerScope® measures both interest and aptitude, through valid and reliable assessment tasks, using a 12-scale interest inventory and a seven-part aptitude battery. It incorporates O*NET occupational data and provide career recommendations based on the participant’s interest and aptitude results.
Who should use the tool?	Rehabilitation Centers, Veterans Programs, Human Service Agencies, Community Service Agencies assisting injured and/or individuals with disabilities re-enter the workforce.
How is the tool administered?	It uses a 12-scale interest inventory and a seven-part aptitude battery. It generates career recommendations that focus on both your interests and abilities by displaying, graphs, explanations, and career options. Results: An analysis of strengths, aptitudes and interests
How long does the assessment take?	60 minutes
What is the cost and training needed for administering the assessment?	It is a paid application. It offers multiple modules and purchasing options. https://vri.org/pricing
Does the tool offer accommodations for different learning styles?	It is used to assess veterans re-entering the workforce and Vocational Agencies use CareerScope to assess youth and adults with disabilities.
Additional Information	It incorporates O*NET occupational data and provides career recommendations based on the participant’s interest and aptitude results.
Website	www.vri.org

Abilities/Aptitude and Personality Inventory

Assessment Name(s)	Wingfinder
Company/Organization	Red Bull Tool was developed by Red Bull; University College, London; & Columbia University, NY
What is the tool used for?	Assesses factors that influence employability & career success – Measures creativity/curiosity, thinking/reasoning ability, drive/motivations, & interpersonal/self-management skills
Who should use the tool?	All levels of job seekers Available in English, Spanish, German, Portuguese, & Italian
How is the tool administered?	On-line questions & answers Results: An analysis of strengths, a coaching plan, & applicable advice
How long does the assessment take?	35 Minutes
What is the cost and training needed for administering the assessment?	<ul style="list-style-type: none"> • Tool is free to use, self-directed, & user-friendly • Requires only very basic internet skills • Reports are e-mailed to test-takers
Does the tool offer accommodations for different learning styles?	Contact Red Bull for information on options
Additional Information	On the Home Page – Click “Careers” for additional useful tools to analyze & use assessment results
Website	https://www.redbull.com/int-en/wingfinder

Personality Inventory

Assessment Name(s)	NJCAN – Learning Styles Survey
Company/Organization	Created by intoCAREERS, a unit of the University of Oregon. NJCAN is funded by the New Jersey Department of Education and all user service and training are provided by the Heldrich Center for Workforce Development at Rutgers, The State University complimentary to all users.
What is the tool used for?	This survey can help you identify the ways you learn best. When you are in the world of work—just like in school—you will learn new things often.
Who should use the tool?	In-School Youth and Out-of-School Youth, Adults looking to re-enter the workforce.
How is the tool administered?	Online statements; participant selects how important the statement is: Often, Sometimes, Not Often.
How long does the assessment take?	25 statements, ten to twenty minutes to complete.
What are some sample questions?	I like to sing or hum to myself, I prefer to write things down or take notes, I am good at making graphs and charts, I remember best when I write things down many times, I prefer to read books rather than hear one
How is the assessment scored?	It provides a summary of the different type of learners; visual, tactile and auditory ranking from the highest the participant scored in.
Cost and Training for administering test	It is a free resource administered by the New Jersey Department of Education. Users are able to request a log-in, log-in as a New Jersey resident and students are able to log-in using their school Clever accounts. There is a more interactive NJCAN 360 geared towards youth.
Level of Engagement? Recommendations	User friendly site, geared toward youth. It provides option to print and share results. Additionally, a portfolio is created and is accessible to the user and staff. This allows for tracking of progress.
Website	https://njcis.intocareers.org/default.aspx

Employability

Assessment Name(s)	Career One-Stop Occupation Profile
Company/Organization	Career One-Stop - US Department of Labor (USDOL) (Information and data comes from several USDOL data sources.)
What is the tool used for?	<ul style="list-style-type: none"> • Provides job seekers with a snapshot of their ability to find employment in a specific occupation at a specific wage in a given location • Provides detailed information about the job market for persons considering a career change or training options
Who should use the tool?	<ul style="list-style-type: none"> • Job-Seekers • Persons considering training options/career change • Youth/persons entering the job market who want to explore career options
How is the tool administered?	<p>On the website:</p> <ul style="list-style-type: none"> • Enter: A Job Title in “Search for Occupation” field • Enter: City, State, or Zip Code in “Location” field • Click: “Search” • Results: List of occupations <p>Click on an occupation to view details:</p> <ul style="list-style-type: none"> • Occupation description and a video overview • Typical tasks, activities, and technology used • Related knowledge, skills, and abilities • Current & projected job openings (LMI) • State and national wages • Education requirements • License/certification requirements
What is the cost and training needed for administering the assessment?	<ul style="list-style-type: none"> • Tool is free to use, self-directed, & user-friendly • Requires only very basic internet skills • Reports can be printed & shared
Additional Information	Provides Labor Market Information (LMI) in a format that is relevant, easy to understand, and easy to access
Website	https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx

Skills

Assessment Name(s)	Conover Online
Company/Organization	The Conover Company 4 Brookwood Court, Appleton WI 54914
What is the tool used for?	The Conover Assessment provides a valuation of soft skills such as Attitude, Communication, Planning & Organization, Teamwork, Interpersonal/Social Skills, & Professionalism. It first assesses the needs of the individual, then the management system analyzes the data and identifies the areas of need. A customer Success Plan is developed for each individual tailored to the individual needs
Who should use the tool?	Conover Online works with Special Education, Human Resources, WorkForce Development Boards, Title 1, Vocational Rehabilitation, Career and Technical Education, Corporate Training and Life Skills.
How is the tool administered?	A pre-assessment measures an individual's knowledge and then automatically assigns follow up skill-enhancements based on the results. A score is provided after each session of soft skills, followed by advice on improving, if needed.
How long does the assessment take?	The Workplace Readiness program has three sections - Job Readiness, Job Seeking and Job Keeping. Initial Assessment is 60 to 64 questions and could take up to one hour to complete. It provides statements / questions with multiple answers. A dashboard allows users and staff to track and monitor progress.
How is the assessment scored?	Each competency ends with a post-assessment to measure skill acquisition. It allows a portfolio for monitoring and tracking.
Cost and Training for administering test	Conover is online-based and must be purchased. It does allow for the purchase of specific products based on the organization's needs.
Level of Engagement? Recommendations	Conover allows for dashboards/portfolios to monitor progress and tracking. Services extend from middle school to adult learners.
Website	https://www.conovercompany.com/

Skills

Assessment Name(s)	MySkills/MyFuture
Company/Organization	Career One-Stop - US Department of Labor (USDOL)
What is the tool used for?	Identifies transferable skills
Who should use the tool?	<p>Persons who:</p> <ul style="list-style-type: none"> • Have a long and steady work history in the same job • Are highly skilled in specialized jobs or careers • Want to see how their current skills apply to different jobs • Are considering a career change • Are interested in training for their next job or a new career
How is the tool administered?	<p>On the website:</p> <ul style="list-style-type: none"> • Enter: A past or current job • Click: Find my Career Matches • Results: List of jobs that match skills <p>Click on a job to view details:</p> <ul style="list-style-type: none"> • Job listings w/links for applications • Analysis of how current skills align with different jobs • Training opportunities to build needed skills • Identify skills gaps via side-by-side comparison of previous job(s) vs. desired job(s)
What is the cost and training needed for administering the assessment?	<ul style="list-style-type: none"> • Tool is free to use, self-directed, & user-friendly • Requires only very basic internet skills • Reports are easy to understand & can be printed & shared
Additional Information	Provides a wealth of information and resources to job seekers by exploring how their most recent job or past work experience has prepared them for potential future jobs and careers
Website	http://myskillsmyfuture.org/

Skills

Assessment Name(s)	SkillUp New Jersey Self-Assessment and Career Pathways Tool
Company/Organization	Metrix Learning
What is the tool used for?	Provides variety of skill areas for self-assessment and matches assessment to highlight skill strengths and gaps in particular career pathways
Who should use the tool?	Persons who: <ul style="list-style-type: none"> • Are interested in identifying skill areas that they need to strengthen to support success in specific occupational areas • Are interested in exploring a wide range of occupations, where and how their skills match up, and opportunities for strengthening skills
How is the tool administered?	<ul style="list-style-type: none"> • Register and log on to SkillUp New Jersey at https://nj.metrixlearning.com/ • Use the Career Pathways tool to self-assess your skill levels across a wide variety of skill area • Select career pathway of interest to explore how your skills match to a specific industry/occupation
What is the cost and training needed for administering the assessment?	<ul style="list-style-type: none"> • Tool is free to use, self-directed, & user-friendly for residents of New Jersey • The career pathways highlights and connects to specific online courses that individuals can take to bolster skills
Additional Information	The Metrix Learning platform includes over 5,000 courses, as well as specific training tracks that led to industry certifications.
Website	https://nj.metrixlearning.com/

Skills - Digital Literacy

Assessment Name(s)	Northstar Digital Literacy
Company/Organization	Northstar Digital Literacy 700 Raymond Avenue, Suite 180 St. Paul, MN 55114
What is the tool used for?	NorthStar Digital Literacy uses self-guided online modules to defines basic skills needed to perform tasks on computers and online.
Who should use the tool?	Northstar is used by over 1670 Adult Basic Education programs, colleges, nonprofits, workforce centers, government agencies, and businesses.
How is the tool administered?	Northstar uses online, self-guided modules to assess the ability of individuals to perform tasks in three main areas: <ul style="list-style-type: none"> • Essential Computer Skills - Basic Computer Skills, Internet Basics, Using Email, Windows OS, Mac OS. • Essential Software Skills – Microsoft Word, Excel, PowerPoint, Google Docs. • Using Technology in Daily Life - Social Media, Information Literacy, Career Search Skills, Supporting K-12 Distance Learning, Your Digital Footprint.
How long does the assessment take?	15 to 30 minutes per module.
What is the cost and training needed for administering the assessment?	There is no cost to complete the assessments on the Northstar homepage. NorthStar Location and Northstar Online Learning provide training on needed digital literacy areas which may have a cost. For additional information, please visit https://www.digitalliteracyassessment.org/become-a-testing-location .
Does the tool offer accommodations for different learning styles?	Northstar was designed for adults 18 years of age or older but can be used in K-12 contexts with students 13 and older, if desired. It should not be used with those younger than 13 due to the level of language and concepts required.
Additional Information	Northstar provides interactive modules in different digital literacy topics. After completion of each module, it provides a score ranking from: 0 to 100; results include a list of <i>mastered skills</i> and <i>skills to improve</i> .
Website	https://www.digitalliteracyassessment.org/

Skills – Ex-Offenders

Assessment Name(s)	Job-Search Help for Ex-Offenders
Company/Organization	Career One-Stop - US Department of Labor (USDOL)
What is the tool used for?	<ul style="list-style-type: none"> • Provides information and tools to assist ex-offenders who are seeking employment • Provides links to assessment tools
Who should use the tool?	Ex-offenders
How is the tool administered?	<p>On the website:</p> <p>Click: Your Interests – Matches interests with job types</p> <p>Click: Job Skills – ID’s prison work assignments with transferable skills</p> <p>Click: Soft Skills – List of work-readiness & “people” skills that are important in the workplace</p> <p>Click: Skills Checklist – Checklist to help identify skills</p>
What is the cost and training needed for administering the assessment?	<ul style="list-style-type: none"> • Tool is free to use, self-directed, & user-friendly • Requires only very basic internet skills • Reports can be printed & shared
Additional Information	<p>For basic information on restrictions, rules, and other factors that affect the career options of Ex-Offenders, go to: https://www.careeronestop.org/ExOffender/ExploreCareers/LearnAboutCareers/work-restrictions.aspx</p> <p>For additional information on restrictions:</p> <ul style="list-style-type: none"> • Scroll to the bottom of the page • Click: Collateral Consequences (Under “Resources”) Provides information on legal and regulatory restrictions that limit or prohibit ex-offenders from accessing employment, business and occupational licensing, housing, voting, education, and other rights, benefits, and opportunities.
Website	https://www.careeronestop.org/ExOffender/ExploreCareers/KnowYourSkills/job-skills.aspx

Skills - Veterans

Assessment Name(s)	My Next Move for Veterans
Company/Organization	US Department of Labor (USDOL) Employment & Training Administration
What is the tool used for?	<ul style="list-style-type: none"> • Identify civilian careers that are similar to military jobs • Identify transferable skills
Who should use the tool?	Military veterans seeking civilian jobs
How is the tool administered?	<p>On the website: Enter: The name or military classification code in the “Find Careers Like Your Military Job” box Click: Find Results: Civilian careers with similarities to the military code</p> <p>Click on an occupation to view details:</p> <ul style="list-style-type: none"> • Occupation description • Typical tasks, activities, and technology used • Related knowledge, skills, abilities, & personality traits • Current & projected job openings • State and national wages • Education requirements
What is the cost and training needed for administering the assessment?	<ul style="list-style-type: none"> • Tool is free to use, self-directed, & user-friendly • Requires only very basic internet skills • Reports are easy to understand & can be printed & shared
Additional Information	<ul style="list-style-type: none"> • Includes search tools to explore careers by keyword and industry • Provides Labor Market Information (LMI) in a format that is relevant, easy to understand, and easy to access
Website	https://www.mynextmove.org/vets/

Skills - Veterans

Assessment Name(s)	Veteran & Military Transition Center
Company/Organization	US Department of Labor (USDOL) Employment & Training Administration
What is the tool used for?	<ul style="list-style-type: none"> • Identify civilian careers that are similar to military jobs • Identify transferable skills
Who should use the tool?	Military veterans seeking civilian jobs
How is the tool administered?	<p>On the website:</p> <p>Enter: The name or military classification code in the “Find Careers Like Your Military Job” box</p> <p>Click: Find</p> <p>Results: Civilian careers with similarities to the military code</p>
What is the cost and training needed for administering the assessment?	<ul style="list-style-type: none"> • Tool is free to use, self-directed, & user-friendly • Requires only very basic internet skills
Additional Information	Includes information on apprenticeships, education & support services for veterans & military spouses
Website	https://www.careeronestop.org/Veterans/default.aspx

Skills - Veterans

Assessment Name(s)	Military Skills Translator
Company/Organization	Monster Worldwide, a division of Randstad North America
What is the tool used for?	<ul style="list-style-type: none"> • Identify civilian careers that are similar to military jobs • Identify transferable skills
Who should use the tool?	Military veterans seeking civilian jobs
How is the tool administered?	<p>On the website:</p> <p>Enter: Branch of Service & Military Job Title</p> <p>Click: Search Jobs Now</p> <p>Results: <ul style="list-style-type: none"> • List of equivalent civilian job skills • Links to equivalent civilian job openings that can be sorted geographically </p>
What is the cost and training needed for administering the assessment?	<ul style="list-style-type: none"> • Tool is free to use, self-directed, & user-friendly • Requires only very basic internet skills
Additional Information	Includes job search resources for military spouses: https://www.military.com/spouse/career-advancement
Website	https://www.military.com/veteran-jobs/skills-translator

Career Exploration

Assessment Name(s)	Career One-Stop Skill Matcher
Company/Organization	Career One-Stop is sponsored by the U.S. Department of Labor, Employment and Training Administration.
What is the tool used for?	The Skills Matcher helps you identify careers that match your skills. You see a list of careers that are good matches for your unique set of skills. From there, you can explore the careers on your list of matches with average pay, typical education, and the outlook (new job opportunities expected) for jobs in that field.
Who should use the tool?	Older youth and adults and veterans and training agencies, and other adult education programs.
How is the tool administered?	Online skill-based questionnaire, multiple choice: Beginner, Basic, Skilled, Advanced, Expert.
How long does the assessment take?	40 questions, fifteen to twenty-five minutes to complete.
What are some sample questions?	How much do you know about business planning and leadership? How much do you know about administrative tasks and processes? How well do you know a foreign language? How well can you perform marketing strategies and tactics?
How is the assessment scored?	A list of careers matching your skills are provided at the completion of assessment. Careers are ranked from the one that matches your skills the most. A list of the highest rated skills is also provided and it is printable; e.g. Science, Speaking, System Analysis, Writing, time management.
Cost and Training for administering test	It is a free resource from USDOL and ETA. Knowledge of website is needed, no additional training. Customers have the ability to print/share reports.
Level of Engagement? Recommendations	Career OneStop has a lot of great information for all age groups; some guidance and engagement are needed from counselors for proper navigation of site and completion of assessment especially with Youth.
Website	https://www.careeronestop.org/Toolkit/Skills/skills-matcher.aspx

Career Exploration

Assessment Name(s)	NJCAN – Career Cluster Inventory
Company/Organization	Created by intoCAREERS, a unit of the University of Oregon. NJCAN is funded by the New Jersey Department of Education and all user service and training are provided by the Heldrich Center for Workforce Development at Rutgers, The State University complimentary to all users.
What is the tool used for?	NJCAN is designed to support lifelong career exploration, and career planning and decision-making through easy to use, straightforward search and sorting engines, and an online portfolio for saving information from all system components that can be monitored by staff members.
Who should use the tool?	This resource is focused on In-School Youth.
How is the tool administered?	Online questionnaire, multiple choice: like very much, like, not sure, dislike.
How long does the assessment take?	80 questions, twenty to thirty minutes to complete.
What are some sample questions?	Go fishing, act in a school play, be the banker when playing a board game, run for class office, lend money and keep track of payments, keep track of money for a school project, assemble model airplanes, help design your school's website,
How is the assessment scored?	It provides a list of career clusters based on the highest-ranking interests of the user.
Cost and Training for administering test	It is a free resource administered by the New Jersey Department of Education. Users are able to request a log-in, log-in as a New Jersey resident and students are able to log-in using their school Clever accounts. There is a more interactive NJCAN 360 geared towards youth.
Level of Engagement? Recommendations	User friendly site, geared toward youth. It provides option to print and share results. Additionally, a portfolio is created per account and is accessible to the user and staff. This allows for tracking of progress.
Website	https://portal.njcis.intocareers.org/

Interests

Assessment Name(s)	Career One-Stop Get My Future
Company/Organization	Career One-Stop is sponsored by the U.S. Department of Labor, Employment and Training Administration.
What is the tool used for?	An interest assessment can help students identify careers that meet their interests. Interest assessments usually ask a series of questions about what you like and don't like to do. Then they match likes and dislikes to careers.
Who should use the tool?	Older youth and adults and veterans and training agencies, and other adult education programs.
How is the tool administered?	Online questionnaire, multiple choice: strongly dislike, dislike, unsure, like, strongly like.
How long does the assessment take?	30 questions, five to ten minutes to complete.
What are some sample questions?	Would you like to building Kitchen cabinets, reduce water pollution, repair kitchen appliances, manage your own business
How is the assessment scored?	RIASEC Graph: Realistic, Investigative, Artistic, Social, Enterprising, Conventional; provides occupations links/information that matches interest assessment results.
Cost and Training for administering test	It is a free resource from USDOL and ETA. Knowledge of website is needed, no additional training. Customers have the ability to print/share reports.
Level of Engagement? Recommendations	Career OneStop provides great information and resources for all ages and groups; some guidance and engagement are needed from counselors for proper navigation of site and completion of assessment especially with Youth.
Website	https://www.careeronestop.org/GetMyFuture/Toolkit/interest-assessment.aspx

Interests

Assessment Name(s)	My Next Move/O'Net Interest Profiler
Company/Organization	O*NET Interest Profiler is sponsored by the U.S. Department of Labor, Employment & Training Administration, and developed by the National Center for O*NET Development.
What is the tool used for?	The O*NET Interest Profiler can help you find out what your interests are and how they relate to the world of work. You can find out what you like to do. The O*NET Interest Profiler helps you decide what kinds of careers you might want to explore.
Who should use the tool?	Youth and adults and veterans and training agencies, and other adult education programs.
How is the tool administered?	Online questionnaire, multiple choice: strongly dislike, dislike, unsure, like, strongly like.
How long does the assessment take?	60 questions, twenty to thirty minutes to complete.
What are some sample questions?	Would you like to building Kitchen cabinets, reduce water pollution, repair kitchen appliances, manage your own business
How is the assessment scored?	RIASEC Graph: Realistic, Investigative, Artistic, Social, Enterprising, Conventional; provides occupations links/information that matches interest assessment results. It goes on to provide career descriptions based on work experience possessed or desired.
Cost and Training for administering test	It is a free resource from USDOL and ETA. Knowledge of website is needed, no additional training. User friendly website, customers have the ability to print/share reports.
Level of Engagement? Recommendations	User friendly site, geared toward youth. It provides option to print and share results.
Website	https://www.mynextmove.org/explore/ip

Interests

Assessment Name(s)	Career Coach
Company/Organization	Career Coach, a Microsoft Teams app powered by LinkedIn. As of May 2021, Career Coach is integrated in MS TEAMS.
What is the tool used for?	Career Coach features certain LinkedIn Learning courses that offer specific career-related guidance and activities. With a separate LinkedIn Learning campus subscription, students/organizations have access to 16,000+ course library which is seamlessly integrated into the experience for continued growth in all skills used in today's job market.
Who should use the tool?	Suited for higher education institutions. Career Coach can bring together the curricula, skills, and networks that will guide students to fulfill their career goals.
How is the tool administered?	It helps students learn career paths, learn real-world skills and build their network as they grow. 1 st select field of study and year of study and share if they have a LinkedIn account. 2 nd upload Resume and/or transcripts; Career Coach uses Artificial Intelligence to identify skills from past experiences and provide a list of skills companies desire the most according to LinkedIn. A dashboard is created and helps them set goals depending where they are; dashboard also provides classes and activities. Dashboard allows for tracking and monitoring from user and staff. Career Coach also provides career clusters based on LinkedIn database and current or former employees of companies.
How can the application help Local Areas?	Career Coach provides higher education institutions the ability to enhance the students' experience, improve student success and drive students' outcomes. The integration of LinkedIn makes the data and networking valuable and current for students.
Cost and Training for administering test	Career Coach is a paid application. Research show quotes start at \$219. However, institutions should contact the sales department directly to get a proper quote for their needs.
Level of Engagement? Recommendations	Career Coach allows students to build comprehensive profiles & set career goals. Institutions and students can provide the many services and trainings Microsoft offer such as Microsoft Certifications. The integration of LinkedIn Learning provides the tools for students to reach their goal. Additionally, LinkedIn networking platform along with valid feedback from LinkedIn users on companies, provide real-time and current information for students to prepare to enter the workforce.
Website	https://www.microsoft.com/en-us/education/products/career-coach

Interests

Assessment Name(s)	NJCAN – Interest Profiler
Company/Organization	Created by intoCAREERS, a unit of the University of Oregon. NJCAN is funded by the New Jersey Department of Education and all user service and training are provided by the Heldrich Center for Workforce Development at Rutgers, The State University complimentary to all users.
What is the tool used for?	The Interest Profiler assessment can help you identify careers that meet your interests. The assessment asks you a series of questions about what you like and don't like to do. Then it matches your likes and dislikes to careers.
Who should use the tool?	This resource is focused on In-School Youth.
How is the tool administered?	Online questionnaire, multiple choice: like very much, like, not sure, dislike. Then it matches your likes and dislikes to careers.
How long does the assessment take?	180 questions, thirty to forty minutes to complete.
What are some sample questions?	Do you like building kitchen cabinets, study space travel, perform nursing duties at a hospital, manage a retail store, lay brick or tile, help family members with problems, operate a calculator, assemble products in a factory, represent a client in a lawsuit, distribute mail in an organization.
How is the assessment scored?	RIASEC: Realistic, Investigative, Artistic, Social, Enterprising, Conventional; provides occupations links/information that matches interest assessment results. It goes on to provide career descriptions based on work experience possessed or desired.
Cost and Training for administering test	It is a free resource administered by the New Jersey Department of Education. Users are able to request a log-in from site administrator, log-in as a New Jersey resident and students are able to log-in using their school Clever accounts. There is a more interactive NJCAN 360 geared towards youth.
Level of Engagement? Recommendations	User friendly site, geared toward youth. It provides option to print and share results. Additionally, a portfolio is created per account and is accessible to the user and staff. This allows for tracking of progress.
Website	https://portal.njcis.intocareers.org/

Values

Assessment Name(s)	Career One-Stop Work Values Matcher
Company/Organization	Career One-Stop is sponsored by the U.S. Department of Labor, Employment and Training Administration.
What is the tool used for?	The Work Values Matcher is a quick card sort exercise that asks you to rank statements to define your ideal job. Your choices indicate your top values. Knowing your work values can help you choose a career that matches your values, and identify employers that share similar values.
Who should use the tool?	Adults and older Youth who have work experience and/or are looking to make a career change or advancements.
How is the tool administered?	Online statements cards; participant places card in order of importance: Most, More, Somewhat, Less, Least. There are four spaces under each category and participant places work value statement under each category in order of importance to him or her.
How long does the assessment take?	20 statements, ten to twenty minutes to complete.
What are some sample questions?	I use my talents and abilities, I am treated fairly by my employer, I can stay busy all the time, I have opportunity to advance in my job.
How is the assessment scored?	Displays chart of six universal work values: Achievement, Independence, Recognition, Relationships, Support, Working Conditions. It provides a definition on each area and how you rated in each area.
Cost and Training for administering test	It is a free resource from USDOL and ETA. Knowledge of website is needed, no additional training. Customers have the ability to print/share reports.
Level of Engagement? Recommendations	Career OneStop has a lot of great information for all age groups; some guidance and engagement are needed from counselors for proper navigation of site and completion of assessment. It is great for customers with experience who are looking to transition into other areas and/or re-enter the workforce.
Website	https://www.careeronestop.org/Toolkit/Careers/work-values-matcher.aspx

Values

Assessment Name(s)	NJCAN – Work Importance Locator
Company/Organization	Created by intoCAREERS, a unit of the University of Oregon. NJCAN is funded by the New Jersey Department of Education and all user service and training are provided by the Heldrich Center for Workforce Development at Rutgers, The State University complimentary to all users.
What is the tool used for?	The Work Importance Locator helps you identify the values that are important to you in a job. It also helps you identify occupations that you may enjoy based on your work needs.
Who should use the tool?	In-School Youth and Out-of-School Youth, Adults looking to re-enter the workforce.
How is the tool administered?	Online statements cards; participant places card in order of importance: From 5 (most Important) down to 1 (least important). There are four spaces under each category and participant places work value statement under each category in order of importance to him or her.
How long does the assessment take?	20 statements, ten to twenty minutes to complete.
What are some sample questions?	I use my talents and abilities, I am treated fairly by my employer, I can stay busy all the time, I have opportunity to advance in my job.
How is the assessment scored?	It provides a summary of the two highest ranking work values to the user; additionally, it provides reviews of career clusters, education, salary and growth projections.
Cost and Training for administering test	It is a free resource administered by the New Jersey Department of Education. Users are able to request a log-in from site administrator, log-in as a New Jersey resident and students are able to log-in using their school Clever accounts. There is a more interactive NJCAN 360 geared towards youth.
Level of Engagement? Recommendations	User friendly site, geared toward youth. It provides option to print and share results. Additionally, a portfolio is created and is accessible to the user and staff. This allows for tracking of progress.
Website	https://njcis.intocareers.org/default.aspx

Values

Assessment Name(s)	NJCAN – Reality Check
Company/Organization	Created by intoCAREERS, a unit of the University of Oregon. NJCAN is funded by the New Jersey Department of Education and all user service and training are provided by the Heldrich Center for Workforce Development at Rutgers, The State University complimentary to all users.
What is the tool used for?	NJCAN is designed to support lifelong career exploration, and career planning and decision-making through easy to use, straightforward search and sorting engines, and an online portfolio for saving information from all system components that can be monitored by staff members.
Who should use the tool?	This resource is focused on Youth.
How is the tool administered?	Online questionnaire, select your answer from options given. As you continue to select, NJCAN Realty Check will tell you approximately how much you need to earn a month to live that life style.
How long does the assessment take?	15 questions, ten to twenty minutes to complete.
What are some sample questions?	Where do you plan to live? What type of housing will you need? Which utilities will you need? What will you use as transportation? What will you do for healthcare? How much will you spend on student loans?
How is the assessment scored?	It provides a breakdown of the total monthly expenses you will have and how much money you will need monthly and yearly to cover those expenses. Additionally, it provides resource with education and career that will pay the salary needed for the life style you selected. This information is saved in a portfolio that is accessible by the student and staff alike.
Cost and Training for administering test	It is a free resource administered by the New Jersey Department of Education. Users are able to request a log-in from site administrator, log-in as a New Jersey resident and students are able to log-in using their school Clever accounts. There is a more interactive NJCAN 360 geared towards youth.
Level of Engagement? Recommendations	User friendly site, geared toward youth. It provides option to print and share results. Additionally, a portfolio is created per account and is accessible to the user and staff. This allows for tracking of progress.
Website	https://portal.njcis.intocareers.org/