

Washington State Trade Adjustment Assistance Policy

Policy Number: 3070, Revision 1 (2009)

Policy Title: Assessments under 2009 Amendments

Effective Date: December 19, 2018

1. Purpose:

To provide TAA service providers with assessment standards to support early intervention and reemployment services.

2. Background:

The Trade Adjustment Assistance for Workers Program (TAA program) was first established in the Trade Act of 1974 as a tool to retrain trade impacted workers and help them find suitable employment. The Trade and Globalization Adjustment Assistance Act (TGAAA) of 2009 (Public Law 111-5) was enacted on February 17, 2009, and extended the TGAAA program through December 31, 2010. It expanded TAA benefits for workers, firms, and Farmers, including workers and firms in the service sector. It also improves workers' opportunities for reemployment services, training, and income support. The 2009 Program applies to workers covered under petition numbers TA-W 70,000 – 79,999.

3. Policy:

TAA service providers must ensure effective strategies are used in assisting affected workers in obtaining employment as quickly as possible. This will require developing comprehensive service delivery strategies that are tailored to the employment objectives of the customer.

a. **Initial Assessment**

TAA service providers will provide each participant with an initial assessment to determine the appropriate level of service and the best path to suitable employment. Initial assessments should determine if the participant is job ready or needs training to gain new work skills for reemployment. When it is determined that a participant has marketable employment skills, they should be referred to the appropriate services available through the WorkSource system.

b. **Comprehensive Assessment**

A comprehensive assessment is the foundation and justification for all participants receiving reemployment services offered through the Trade Act program and serves as a guide in the development of the participant's individual employment plan. A major

reason for conducting comprehensive assessments is to demonstrate that participants have a realistic and obtainable employment goal, and to determine whether training is an option to achieve that goal.

Comprehensive assessments are detailed examinations of the participant's qualifications, skills and capabilities and should explore any relevant facets that may impact negatively upon the successful completion of the proposed employment plan and ultimately their ability to find appropriate employment. Comprehensive assessments should include a combination of or all of the following:

- educational background;
- employment history;
- information about basic literacy (math, reading, and writing);
- occupational skill levels;
- transferable skills;
- English language proficiency;
- interests;
- aptitudes;
- family and financial situation;
- emotional and physical health, including disabilities requiring reasonable accommodations;
- attitudes toward work;
- motivation; and
- supportive service needs.

c. Approach:

The service providers should use a multifaceted approach to the assessment process by using the following assessment tools and techniques:

- Structured Interviews
- Behavioral Observations
- Interest Inventories
- Career Guidance Instruments
- Aptitude/Skill Tests
- Basic Skills Tests

d. Specialized Career Assessment:

If training is determined to be an option to achieving the employment goals, a specialized career assessment is needed. See TAA Policy 3065 – Approval of Trade Adjustment Assistance (TAA) Training under 2009 Amendments.

e. Documentation Requirements:

All assessments will be documented in the state case management system. Case notes that document and track information about the participant's program services and activities will also be annotated in the state case management system. Case note documentation will begin with the initial assessment and end at the time of program exit. Information about participant health issues and sensitive personal and confidential information will not be documented in the state case management system.

f. Recommended Assessment Tools:

A comprehensive assessment must use the approved state assessment tool when assessing basic skills levels and deficiencies, and to develop an appropriate employment plan that identifies the occupational goal and justification for needed training.

Exception: If a co-enrollment partner has already performed a comprehensive assessment, the case manager can use the results from that assessment. If any elements of that assessment are missing that would have been assessed in the state's assessment tool, the case manager must administer the missing elements.

4. Definitions:

Suitable Work

- Suitable work as defined in the applicable state law for claimants for regular compensation, i.e., employment in an occupation in keeping with an individual's prior work experience, education, or training...or employment the individual would have the physical and mental ability to perform - RCW 50.20.100); or
- Suitable work as defined in the applicable state law provisions consistent with section 202(a)(3) of the Federal-State Extended Unemployment Compensation Act of 1970; whichever is applicable but does not in any case include self-employment or employment as an independent contractor.

5. References:

- [Public Law 111-5](#), Trade and Globalization Adjustment Assistance Act of 2009
- [20 CFR Part 618](#), TAA Final Rule
- [Training and Employment Guidance Letter \(TEGL\) 22-08](#), Operating Instructions for Implementing the Amendments to the Trade Act of 1974 enacted by the Trade and Globalization Adjustment Assistance Act of 2009; [Change 1](#)

6. Supersedes:

TAA Policy 3070 – Assessment dated May 19, 2010.

7. Website:

[Workforce Professionals Center](#)

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