

## **Trade Adjustment Assistance**

### **Washington State Policies**

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#### **SECTION A: Trade Adjustment Assistance**

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**EFFECTIVE DATE:** May 19, 2010  
**TAA POLICY NUMBER:** 3070, Revision 1  
**SUBJECT:** Assessment under 2009 Amendments  
**Purpose:**

**TAA service providers must focus on early intervention, assessment, and reemployment services.**

#### **Background**

The Trade & Globalization Adjustment Assistance Act (TGAAA) of 2009 expands the groups of workers that may be determined eligible and expands services to those adversely impacted workers that have been Trade Adjustment Assistance (TAA) certified. Under the provisions of the 2009 Act, 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.

#### **Policy**

##### **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 is in need of 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.

##### **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 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.

### **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

### **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.

### **Documentation Requirements**

All assessments will be documented in the 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.

### **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.

**Definitions:**

Suitable employment - Suitable employment (work of an equal or higher skill level than the participant's past adversely affected employment and wages not less than 80 percent of the participant's average weekly wage at the time of the qualifying separation) is available at the time for the participant, either in the commuting area or outside the commuting area in which the participant desires to relocate.

**References:**

- The Trade and Globalization Adjustment Assistance Act of 2009 (P.L. 108-249)
- Training and Employment Guidance Letter (TEGL) No. 22-08, dated May 15, 2009 (and applicable changes)

**Supersedes:**

TAA Policy 3070 – Assessment, dated May 19, 2019.

**Website:**

<http://www.wa.gov/esd/policies>

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