Academic and Career Plan and Individual Service Strategy Supporting Document

This is a quick reference user guide for the Academic and Career Plan (ACP) and Individual Service Strategy (ISS) created by the Indiana Department of Workforce Development.

SECTION I: IDENTIFICATION

CUSTOMER NAME

Name: Enter the customer's first and last name as it appears on legal identification.
SSN: Enter the customer's social security number to avoid any identity confusion in the event of similar names.

SECTION II: INFORMATIONAL INTERVIEW

*The **INFORMATIONAL INTERVIEW** is the first step in the ACP process. This should be a snapshot of where the customer has been and where they would like to head. Through this interview you will determine whether the client is on the job-job track or the job-education-job track. For youth clients, the informational interview and objective assessment will help in creating the Individual Service Strategy.*
There are a number of ways to gather the necessary information and it should be done in a delicate, supportive and encouraging manner. The questions below are merely suggestions and are not exhaustive.

Purpose for Visit: You want to determine what they customer has come in for. Are they just looking for a job, are they interested in enhancing their skills, etc.?
You can ask questions such as "*How can we help you?*" or "*What brings you in today?*".
Educational Background: It will be imperative that you know what their educational background is in order to determine next steps and track. If they tell you they just want to find another job but they lack a GED or high school diploma you will want to discuss what their options are and potentially re-direct them.
You should first check the case management system to determine if this information has already been gathered for this customer. If it hasn't you can ask questions such as *"Do you have a high school diploma or GED?"* if not "*Are you interested in obtaining one?*", or *"What is your highest level of education completed?"* and if they lack training beyond the high school/GED level you can ask *"What are your educational or training goals?"* or "*Are you interested in pursuing occupational training regardless of funding availability?"*.
Work History: You will want to have a general idea of the customer's work history including what types of positions they have held and what their responsibilities were. It is important and necessary to understand the customer's work history when assisting the customer in exploring their transferable skills and determining next steps and track. If it seems that the customer has a limited work history or has worked in a field that is going to require them to update their skills you will want to make sure that you discuss relevant options with them.

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You should first check the case management system to determine if this information has already been gathered for this customer. If it hasn't you can ask questions like "*Where have you worked?*", "*What types of positions have you held?*", and "*What were your responsibilities?*".

Career Interests: You should get a sense of what type of employment the customer wants to pursue. This will dictate next steps and track. If the customer tells you they want to pursue a career in healthcare but are skills deficient and lack the necessary education you will want to make sure that they are put on the job-education-job track.

Some questions that you can ask in order to determine their career interests are "*What type of work would you like to do?", "What type of work do you dislike doing?",* or "*What did you like most about your last job?".*

Needs and Barriers: The customer's needs and barriers will be discussed in great detail later on this process but you should get an idea of what types of barriers this customer might have before you decide what their next steps and track is.

The types of questions you ask will be based on their projected track. For example, if you and the customer have determined that they would like to look for another job in their field you should ask questions like "*What do you think will prevent you from finding a job?", "What steps have you taken towards finding employment?", "Do you have a resume?", "What are some of your concerns entering the interview process?".* If a customer is interested in pursuing occupational training you may want to ask questions like "*What are some things that might prevent you from attending classes or successfully completing a training program?" or "What concerns do you have about pursuing training?".*

Track: Note which track the customer will proceed with, job-job, job-education-job, or youth services.

Next Steps: This is where you will note what the customer will do next.

Customers on the job-job track should; be instructed to create an account in both Indiana Career Connect (to search for jobs) and in Indiana Career Explorer (to take all three assessments), and be scheduled for a follow-up meeting with the case manager to begin their ACP.

Customers on the job-education-job track should; be scheduled to take the TABE, be instructed to create an account in both Indiana Career Connect (to search for jobs) and in Indiana Career Explorer (to take all three assessments), and be scheduled for a follow-up meeting the academic and career counselor to begin their ACP.

Every customer, regardless of track, should be directed to explore and utilize Indiana Career Explorer and Indiana Career Connect. It is also important to give the customer an overview of the assigned tools/assessments so they understand why they are necessary and what they can expect for results. You may want to ask the customer questions in regards to their experience with assessments. Asking open ended questions will help uncover valuable information. For example: "*What career or educational assessments have you taken in the past*?", "*What did you learn from the results of those assessments?", "What do you know about career or educational assessments*?", and "*What are your concerns about taking these assessments*?".

You will also want to clearly outline the process and what they can expect in their subsequent meetings.

SECTION III: ACP

At this point the informational interview has been conducted and the customer has taken the appropriate assessments. The customer and Academic and Career Counselor will now begin to put together their plan for success!

STRENGTHS

This field should be used to clearly state where the customer does and does not need assistance from the WorkOne office and affiliates.. It is important to list these strengths for employers to see, as well as, for implementing a Strength-Based counseling approach.

Strengths: Work with the customer to identify what his or her strengths are and select the appropriate strength type from the list. Add as many as is necessary.

- ***Transferable Skills-*** If the customer has developed any skills from previous employment, volunteer activities, or training that will be beneficial in his or her new career, then make sure that those skills are listed.
- ***Credential-*** Any credential that has been awarded to the customer should be noted. These can include credentials through formal education or through work development training via their employer.
- ***Education-*** If the student has attained a level of education that will be helpful in their new field, it needs to be listed in this area.
- ***Work Experience-*** This strength can be listed to illustrate experience in the chosen field or to illustrate reliability if the customer has a steady work history spanning many years with no lapses in employment.
- ***Other-*** Any strength that the customer possesses that can not be accurately captured by the options above should be listed as "Other." This can include strengths such as "Strong Family Support" or "Highly Motivated to Improve Situation", or "Strong Community Involvement".

Notes: Identify the strength and give details about it. Be as thorough as possible. List dates and other specifics when applicable. Encourage customers to utilize their strengths in any ways possible.

NEEDS AND BARRIERS

The customer's needs and barriers should have been identified through the enrollment process. For purposes of this document, please note any needs and barriers identified. Add as many as is necessary. While filling in this section of the ACP remember that many needs and barriers come in pairs: having low income can also mean receiving public assistance; being a single parent *can mean childcare is required. Also, remember that some customers may be hesitant to admit to their needs and barriers. Continue to develop rapport with the customer and update the ACP if any new information is revealed later in the process.*

Needs and Barriers: Select an item from the drop down menu. As many needs and barriers as necessary may be selected, but remember to practice a strength-based counseling approach. This section should only be completed with characteristics that present a barrier to employment or attending training.

For example: A customer may disclose that they are a "single parent" or "low income". The ACC or CM should follow up with open ended questions to explore if this is presenting a barrier to employment or if the customer needs assistance or resources.

- ***Impairment (Physical, Mental, or Learning)-*** Any impairment that may be a hurdle to gainful employment should be cited. Any mental or learning impairments will need to be verified with a note from a medical professional.
- ***Receives Public Assistance-*** Select this option if the customer receives any sort of public subsidy such as welfare or food stamps.
- ***Low Income-*** If someone is making less than 125% of the poverty level ($13,613 for a one person household), then they should be considered low income.
- ***Displaced Homemaker-*** Homemakers maintain the house while another person works to make enough money for both people. If the employed person loses his or her job or takes a significant pay cut or is no longer willing to support the customer, then it may be necessary for the customer to enter the workforce.
- ***Single Parent-*** This barrier is used to identify customers who have sole custody of their child. This barrier will often be coupled with a need for child care.
- ***Dislocated Worker-*** A dislocated worker is an individual who is unlikely to find work in his or her previous field of employment.
- ***Lack of Transferable Skills-*** This barrier identifies customers who do not have skills that carry over from their previous field to their new field. Some customers may identify with this barrier without realizing that some of their skills are transferable.
- ***Deficient in Basic Skills-*** This selection is for customers who are at or below an 8.9 grade level in any academic area.
- ***Limited English Proficiency-*** This option should be selected for customers who do not speak English as their first language and who do not read, write, speak, or comprehend English very well
- ***Offender-*** If a customer has been convicted of a crime, then this barrier needs to be selected.
- ***School Dropout-*** This identifies customers who did not receive a high school diploma or GED.
- ***Poor Work History-*** A poor work history can mean long periods of unemployment, a very limited amount of time in the workforce, or multiple employment terminations.

- ***Substance Abuse-*** If the customer admits to using illegal substances or to a dependency on alcohol, then this option should be selected. Customers may be unwilling to reveal this issue.
- ***Older Worker-*** If a worker is nearing retirement age, he or she may face adversity in finding a new employer.
- ***Childcare Required-*** This need is for customers who have dependents that will require a babysitter during training and/or work.
- ***Poor/No Transportation-*** Customers identified with this issue have either unreliable or non-existent transportation.
- ***Unemployed/Underemployed Youth-*** Many young workers may find themselves in a position where they are not receiving the wages they deserve. This is especially true for school dropouts.
- ***Cultural/Social Isolation-*** Immigrants or children of immigrants may find themselves feeling like outsiders in our country due to differing cultures. Isolation can also occur if the customer lives in a rural area or is separated from others in some other way.
- ***Veteran With Significant Barriers to Employment-*** Veterans can face tremendous barriers to finding employment due to the nature of military service. Veterans can be suffering from any range of barriers: post-traumatic stress disorder to missing limbs to difficulty adjusting to civilian life.
- ***Other Barriers Not Identified-*** If the customer has any barrier that cannot be adequately captured by the other options in the drop down list, then this option should be selected.
- ***Pregnant or Parenting Youth-*** This option should be selected if the customer is a teenager and is either pregnant or has dependents.
- ***Homeless/Runaway/Foster Child-*** Use this selection to indicate if youth clients do not live with their permanent guardians.
- ***Requires Additional Services to Complete an Education Program-*** Use this selection to indicate if the customer will require additional support or accommodations through the education process. Be sure to be specific about what support or accommodations will be required in the Plan for Overcoming Needs and Barriers section.
- ***Requires Additional Assistance to Secure and Hold Employment-*** Use this selection to indicate if the customer will require additional support or accommodations to achieve and maintain employment. Be sure to be specific about what support or accommodations will be required in the next section Plan for Overcoming Needs and Barriers section.

Plan for Overcoming Needs and Barriers: Explicitly state the need or barrier, and work with the customer to develop a plan for working with or around the identified obstacle. Do this for each identified need or barrier.

Action Step: Work with the customer to identify objectives that will assist in overcoming the need or barrier. These should be small, S.M.A.R.T goals that lead to minimizing the effect the need or barrier has on the customer's life. Many needs and barriers will remain even after action has been taken to minimize them, but the goal is to make them as small a factor as possible.

Notes: This section should be used to keep track of the customer's progress and fill in any information not adequately captured in the above fields.

EMPLOYMENT GOALS and Work History

This section should be used to focus the customer on what actions need to be taken to achieve employment. Define a clear and focused employment goal, and determine what steps need to be taken to achieve this goal. When working with Youth this section should lead to possible Education Goals.

Work History: Identify the customer's work history by noting past employers, dates of employment, positions held, and the job responsibilities. This should be limited to their three most recent employers and/or most relevant work experiences.

Long Term Employment Goal: Detail the career field which the customer desires to enter. Decide how high in the chosen field that the customer would like to go. Add details when the customer is able to provide them. For example, if a customer wants to become a nurse, then what kind

Short Term Employment Goal: Decide what entry level position the customer would like to enter to begin attaining his or her Long Term Employment Goal. For example, if a customer wants to become a nurse, then note what type of nurse (pediatric, geriatric, etc.) and "other" positions they might hold in the interim, such as a CNA.

Notes: Enter any relevant notes.

EDUCATION GOALS

This section is required for Youth and should be used to focus the customer on what actions need to be taken to achieve a certain level of education. Define a clear and focused education goal, and determine what steps need to be taken to achieve this goal. All education goals should reflect career goals discussed in the Employment Goals section.

Long Term Education Goal: Identify the level of education that the customer would ultimately like to achieve. Remember to keep this goal realistic and aligned with the Long Term Career Goal.

Short Term Education Goal: Based on the long term education goal, outline short term education goals that can help the customer ultimately achieve this. These should be action items that build on each other to create a path to the Long Term Education Goal.

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Strategy for Achievement: Come up with a detailed plan for achieving the customer's education goal. This should include when and where classes can be taken, how much they will cost, and options for payment.

Notes: Enter any relevant notes, such as highest grade completed.

ACTION PLAN

*This section should be used to develop specific and detailed steps to attain the goals outlined in the **EMPLOYMENT GOALS** section. Goals that are set should be SMART (Specific, Measurable, Attainable, Realistic, and Tangible). The date the goal is set should be noted. It is important to set a specific deadline; however, dates can be changed if unforeseen circumstances require it. Add as many as is necessary.*

Date Set: The day the goal is set.

Goal Type: Select what category into which the goal fits.

- ***Basic Skills-*** This goal should be selected for students who have been found to be basic skills deficient. These customers will need to work to get their basic skills to above an 8th grade level.
- ***Family Goal-*** Some customers may need to get their family lives straightened out in order to be gainfully employed. An example of this type of goal would be: "Settle custody agreement for my children."
- ***GED Goal***- If a customer lacks a high school diploma or GED, then one or the other will need to be obtained.
- ***Lifestyle Goal***- This goal is for customers who need to make significant changes to some part of their lifestyle in order to join the workforce such as getting on a different sleep cycle.
- ***Self-Sufficiency***- This goal will often not be achieved until after gainful employment has been found. This is a goal for customers who wish to no longer be dependent on family, friends, or the state to take care of their affairs.
- ***Training***- This goal is for customers who need significant training in order to (re-)enter the workforce. This may be because of basic skill deficiency or a change in career field.
- ***Work Readiness-*** This goal can be training related such as resume writing or interviewing workshops, or it can be it can be more lifestyle oriented such as purchasing work-appropriate clothing.
- ***Career***- This will typically be a long-term goal. This goal should describe where the customer would like to see themselves advance in their chosen career field.

- ***H.S. Diploma***- If a customer lacks a high school diploma or GED, then one or the other will need to be obtained.

Description: Give a brief summary of what the goal is and how it is going to be achieved. It is important to go over goals in detail so that the customer feels comfortable.

Action Step: List short term objectives that will aid the customer in attaining his or her goal. These should be regarded as "mini goals" that will act as milestones. Breaking the main goal down into many small goals may make the achievement seem less daunting to the customer. Add as many as is necessary.

Status: Select the status of the goal. This should be continuously updated through follow-up with the customer.

- ***Attained-*** The goal has been achieved.
- ***Set but Attainment Pending***- The goal is agreed upon and the action steps have been implemented. Progress is being made toward achieving the goal.
- ***Set but Unattained***- The goal was agreed upon and set by the customer, but he or she abandoned the goal prior to attainment.

Planned Date of Attainment: Set a specific date for the goal to be attained. Give a realistic deadline so that the customer knows how quickly he or she is expected to act. This can be changed later if necessary.

Date of Attainment: Enter when the goal was officially accomplished.

TRAINING INFORMATION

*The **TRAINING INFORMATION** should be viewed as a supplement to the **EMPLOYMENT GOALS** for Job-Training-Job track customers. All information should reflect and clarify the specific educational action steps taken to achieve the Education Goals,. This section should detail the necessary training to achieve the customer's identified career goal(s).*

Co-Enrolled in Adult Education: Indicate whether the customer is co-enrolled at an adult education center.

Co-Enrolled in WIA Adult/ Youth: Indicate whether the customer is co-enrolled as a WIA Adult or Youth.

Occupational Skills Needs: Determine what specific occupational skills the customer lacks for his or her desired field, such as a certification or degree. Entry level skills needs, as well as, desired level skills needs should be identified.

Date Drug Test Administered: Enter the date that the customer took a drug test.

Results: Indicated whether the customer passed.

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Enrollment Date: Enter the date that training begins.

Training Provider: Identify what provider the customer is going to use for training.

Training Program: Enter the name of the training program that the customer is going to attend.

Training Program ID: Enter the INTraining ID number for the training program (if applicable).

Completion Date: Enter the date that training is completed.

GED+ Program: Select Yes or No to indicate whether or not the program was one of the DWD approved pathways for which they will provide a voucher.

Adult Education/Remediation Needs: With the use of assessments, determine what educational gaps need to be filled prior to the customer entering his or her preferred field and/or post-secondary/occupational training. Also note the name of the Adult Education program that the customer was referred to and the projected start and end dates.

Assistive Technology Needs for Persons with Disabilities for Attaining Career Goals: Determine if the customer has any disabilities that will hinder his or her ability to use or operate technology.

Required Supportive Services During Active Participation: Determine what, if any, support the customer will need during training, such as child care and how those needs will be met, including through the customer's personal resources as well as outside resources.

Post-Employment Needs: Determine what the customer's needs might be after employment, such as child care, transportation, etc.

Customer Progress Review: Keep track of the customer's progress throughout the process. Note any changes made to the plan. Use dates and be specific.

Notes: Include any other relevant information.

FINANCIAL PLAN

Any and all financial assistance awarded to the customer should be accounted for in this section of the ACP/ISS. Specifics such as what kind of grant, how much money, and when the grant was awarded should be carefully noted.

Grant/Scholarship Issued: Check the box if the specific grant/scholarship was awarded. Introduce the customer to as many financial resources as possible. If any aid is offered that is not part of the ITA/Pell Grant, please indicate that aid in the Other Grants/Scholarships option.

Begin Date: Enter the date the funds are going to be available to the customer for training purposes.

End Date: Enter the expiration date on the funds available, if applicable.

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Amount: Enter the value that is being given to the customer for training purposes.

Demand Occupation (O*NET-SOC): List the identification number for the occupation for which the funding is being used.

Total Funds Available: The sum of all grants, scholarships, and the customer contribution. Taking loans out to pay for training is not ideal so this number should essentially be the cap on any potential program's cost.

Program Cost: Identify the cost of the program.

Balance of Funds Less Program Cost: The amount of money left after subtracting the program cost from the total funds available.

SECTION V: RE-EMPLOYMENT AND ELIGIBILIY ASSESSMENT

Some clients that come into the WorkOne may have been selected for REA services. If a customer is identified as a REA customer, be aware that you will need to work closely with the RES coordinator to ensure that the customer remains in compliance. If the customer is not selected to take part in REA services, then this section does not need to be filled out.

Is Customer Enrolled in REA: If the customer is enrolled in REA, check the box.

TEN YOUTH ELEMENTS

*The **TEN YOUTH ELEMENTS** should be filled out for all youth participants. Case managers should review and discuss each of the ten elements so that youth are informed of the available services. In completing the Individual Service Strategy, staff should indicate the services planned for the youth by checking the appropriate element and including detail about the proposed activities.*

Tutoring, Study Skills, and Dropout Prevention Strategies: Activities that assist youth with acquiring the academic knowledge and skills needed to succeed in specific areas, improve youth's ability to learn by giving them the skills, and keep youth in school until graduation.

Alternative Secondary School Services: Services that give youth the opportunity to thrive academically in a non-traditional setting that promotes disengaged youth to stay in school and ultimately receive a degree or certificate.

Summer Employment Opportunities: Activities that give youth experience in the career field identified by their employment or career goals. Summer youth employment must provide direct linkages to academic and occupational learning.

Paid and Unpaid Work Experiences: Planned, structured learning experiences that take place in a workplace for a limited period of time. Work experiences must be based on the individual needs of the youth but do not need to be directly related to the youth's individual career or employment goals. Work experiences should expose youth to the workforce and allow them to gain insight into career fields and employment opportunities.

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Occupational Skill Training: Planned program of study that provides specific vocational skills training. Youth should receive occupational skills training if it is required to enter or advance in the occupation reflected in the individual youth's career or employment goal.
Leadership Development: Variety of activities that promote responsibility, employability, and other positive social behaviors.
Adult Mentoring: Relationship between an adult mentor and a youth that promotes success in all areas of life. Mentoring is done for the period of participation and a subsequent period (no less than 12 months).
Comprehensive Guidance And Counseling: Activities that help youth make informed and positive educational, occupational, and life choices and implement them in their everyday lives. Activities should be designed to meet the needs of individual youth as well as make appropriate counseling referrals when needed.
Supportive Services: Services designed to assist youth overcome barriers to education and employment. Supportive services may include referrals to community and medical services and assistance with transportation, child care and dependent care, and required work attire or tools.
Follow-up Services: All youth participants must receive some form of follow-up services upon exit for no less than 12 months. The types of services and duration services provided to WIA youth must be determined based on the needs of the individual.

SECTION VI: ASSESSMENT INFORMATION

COMPASS, Accuplacer, Indiana Career Explorer, Worldwide Interactive Network, Work Keys, The Test of Adult Basic Education (TABE), and a slot for another exam is available for entering test information. Enter all relevant information in a detailed fashion. The wide array of DWD-approved assessments should help the customer to make informed decisions about occupation choice and training.

COMPASS/Accuplacer

Assessment Date: Enter the date the assessment was taken.

Scores: Enter the three scores for the assessment in the corresponding areas. The test measures other competencies, but the three scores explicitly asked for (Reading, Writing, and Math) are the three scores most important to Ivy Tech Community College/ Vincennes University. The other scores should be noted in the Notes section.

Pass/Fail: Enter whether the customer passed or failed the exam.

Notes: Record scores for the areas not requested above. Also, record any other pertinent information not already captured.

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Indiana Career Explorer

The assessments found on IndianaCareerExplorer.org have proven themselves reliable. The customer's results from these assessments should be heavily considered when making a change in occupational fields.

Assessment Date: Enter the date the assessment was taken.

Kuder Career Search with Person Match: Enter the top three career fields that this assessment identifies for the customer.

Kuder Skills Assessment: Enter the top three career fields that this assessment identifies for the customer.

Kuder Work Values Inventory: Enter the top three values for this customer as identified by this assessment.

Notes: Describe the customer's interests in the fields that are identified in the first two assessments. Indicate if there are other fields that are ranked near the top three already entered. Enter any other relevant notes for this section.

Worldwide Interactive Network (WIN)

Assessment Date: Enter the date the assessment was taken.

Test Code: Select whether the exam administered was the pre-test, post-test, or locator.

Level: Note the level of the test; 1 - 7.

Test Score - Percentile: This score is the original result of the assessment determined by the number of correctly answered items. Please enter the individual percentile subject scores for Applied Math, Applied Technology, Listening, Locating Information, Observation, Reading for Information, Team Work, Writing, Business Writing, and Work Habits in the corresponding areas.

Notes: Enter any other relevant information.

Work Keys

Assessment Date: Enter the date the assessment was taken.

Test Score: Enter the customer's scores for Reading for Information, Applied Mathematics, and Locating Information in the appropriate text box.

Does Customer Meet Minimum Qualifications for Profiled Job: Select the appropriate response from the drop down menu. If the customer is not taking Work Keys for a profiled job, then select N/A.

Basic Skills Deficient: If the customer scores a 1 or 2 in any area, then he or she may be considered basic skills deficient. Select the appropriate response from the drop down menu.

Notes: Enter any other relevant information.

Other Assessments

Assessment Date: Enter the date the assessment was taken.

***Form:** Select from the drop down menu the test that was administered. If "Other" is selected, identify the test in the Notes section.

***Test Score - Raw**: This score is the original result of the assessment determined by the number of correctly answered items, if available.

***Test Score – Converted**: This score is the standardized score based on the norming of the assessment, if available.

***Test Score – Grade Equivalent**: This is also based upon the norming of the assessment. This should explain the grade level equivalent of the performance the customer gave on this assessment, if available.

*Please note that not all assessments will provide/require each type of score

Basic Skills Deficient: If a customer's grade equivalent is at or below an 8.9 grade level on any area of the assessment, then the customer is considered basic skills deficient in that area.

Notes: This is the section to make any notes that need to be recorded regarding the assessments. If the customer scored at or below an 8.9 grade level in any area, note what education and training will take place in order to increase that score. Identify the test that was administered if "Other" is selected in the Test Type area. Enter any scoring information from the exam that is not captured above.

TABE

If a customer is determined to be basic skills deficient (reading, writing, and/or computing skills at or below an 8.9 grade level), this needs to be noted. In the Notes section please indicate the area and extent of the deficiency. Add as many as is necessary to capture results of all TABE tests taken including the locator, pre-test, and post-test.

Assessment Date: Enter the date the assessment was taken.

Test Code: Select whether the exam administered was the pre-test, post-test, or locator.

Series: Select whether the series 9 or series 10 form was used for the exam.

Level: Note the level of the exam; Advanced, Difficult, Medium, Easy, or Literacy.

Test Score - Raw: This score is the original result of the assessment determined by the number of correctly answered items. Please enter the individual subject scores for Reading, Applied Math, and Math Computation in the corresponding areas.

Test Score – Converted: This score is the standardized score based on the norming of the assessment. Please enter the individual subject scores for Reading, Applied Math, and Math Computation in the corresponding areas.

Test Score – Total Math Score: Instructions for calculating the Total Math Score can be found on page 7 of the TABE 9/10 Norms Book. This is not determined by simply averaging the scores.

Test Score – Grade Equivalent: This is also based upon the norming of the assessment. This should explain the grade level equivalent of the performance the customer gave on this assessment. Please enter the individual subject scores for Reading, Applied Math, and Math Computation in the corresponding areas.

Basic Skills Deficient: Be sure to note if the customer's scores indicate that he or she is basic skills deficient.

Notes: Make any relevant notes in this area.

TABE CLAS-E

Add as many as is necessary to capture results of all TABE CLAS-E tests taken including the locator, pre-test, and post-test.

Assessment Date: Enter the date the assessment was administered.

Test Code: Select whether the exam administered was the pre-test, post-test, or locator.

Level/Form: Note the Level/Form of TABE CLAS-E that was administered.

Test Score – Raw: This score is the original result of the assessment determined by the number of correctly answered items. Please enter the individual subject scores for Reading, Listening, Writing, and Speaking.

Test Score – Converted: This score is the standardized score based on the norming of the assessment. Please enter the individual subject scores for Reading, Listening, Writing, and Speaking.

Test Score – Grade Equivalent: This is also based upon the norming of the assessment. This should explain the grade level equivalent of the performance the customer gave on this assessment. Please enter the individual subject scores for Reading, Listening, Writing, and Speaking.

Notes: Make any relevant notes in this area.

SECTION VII: CUSTOMER COMMITMENT

In this section the customer acknowledges responsibility for his or her own future. This page will need to be printed and signed in duplicate with one copy being given to the customer and the *other copy being filed. For the electronic copy, please indicate that the page has been signed and filed.*

SECTION VIII: PROGRESS AND REVIEW

CHECK IN

This section is used to keep track of a customer after the initial meeting.

Date: Enter the date of the follow up interview.

Type: Select the way the follow up interview was conducted.

Notes: Include any pertinent information from the conversation. If any changes or updates need to be made to the ACP as a result of this conversation, indicate those changes in this section as well as in the appropriate section in the document.