

STANDARDS for Vocational Evaluation

Prepared by Task Force #5

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The Task Force gratefully acknowledges the work of the many people whose response to questionnaires and reaction to drafts of this document have facilitated our work. We wish to express special thanks to Don Ross and Bill Niederloh who participated with us, as chairman and task force member respectively, in the first year of our work.

Standards for Vocational Evaluation

Introduction

A Vocational Evaluation Program is an organized service staffed by specialists who systematically and comprehensively utilize work activities (real or simulated) and/or educational services as the focal point for educational and vocational assessment and exploration. In addition, psychological testing, counseling, social summaries, occupational information, etc. are other tools used. A Vocational Evaluation Program incorporates the medical, psychological, social, vocational, educational, cultural, and economic data for establishment and attainment of individual goals.

The practice of vocational evaluation may now be found in educational, industrial, medical and rehabilitation modalities. Such vocational evaluation programs may vary from a comprehensive investigation of human potential in a rehabilitation center to a general vocational assessment in a technical training center.

At present, vocational evaluation is being redefined in terms of services offered to an expanded clientele, a changing job market, and new expectations regarding program outcomes. Because of this, the Vocational Evaluation and Work Adjustment Association recognizes the need to offer membership to a broader professional base to include personnel in vocational education, career education, special education, manpower programs, corrections, mental health, developmental disabilities programs, etc.

In further response to this trend, a free-standing set of standards for multi-organizational use has become necessary to clarify and propagate adequate program composition, personnel qualifications and management, and program administration. Task Force 5 was created to deal with this need.

The charge of this Task Force was twofold:

- to study the standards for accreditation presently used by the Commission on Accreditation of Rehabilitation Facilities (CARF) and the National Accrediting Council (NAC) and to make recommendations for items to be added to the existing CARF and NAC standards to strengthen the evaluation sections.
- to complete a draft of a free-standing set of standards for vocational evaluation; the first draft was completed in May of 1974 and was included in *Proposals for Vocational Evaluation (San Antonio Drafting conference)*.

Work on the standards began early in the project. Frank Kells, graduate assistant at the University of Arizona was assigned as part time project staff to design and prepare survey documents which would get responses from a broad based group of respondents. The groups included were accrediting organizations, professional or consultative organizations, regulatory agencies, professional vocational evaluator training programs, evaluators, facility administrators, and vocational rehabilitation coun-

selors. The key sections of the standards were personnel and services. In order to make the documents short enough to encourage response, it was decided to concentrate upon these two areas and to design the items in such a way that each instrument would be less than 50 items in length.

A mailing list was solicited from the International Association of Rehabilitation Facilities, the National Rehabilitation Counseling Association, and the Council of State Administrators of Vocational Rehabilitation. To these lists were added vocational evaluators who had participated in the project, plus an equal number who had not so participated because there was no forum group organized in their area, vocational evaluator training program administrators and representatives of the CARF and NAC organizations. The final mailing was to 822 individuals; 527 responses, comprising 58.7% of the original group were returned.

Three hundred and seventy-five were sent a questionnaire with 49 possible standards for services; an equal number received the personnel standards, and 72 received both sections making a total of 894 questionnaires which were sent out.

Respondents were asked to rate the proposed standards from zero (strongly disagree) to 5 (strongly agree), the 527 surveys returned were tabulated and compared by computer at the University of Arizona. Results revealed the percentages of individuals surveyed who agreed and disagreed with each standard.

During the second year of the project, a task force was constituted to utilize this analysis as a springboard for creation of the new standards. The two succeeding sections are the result of their work.

The first section, CARF recommendations is presently being mailed to 400 people across the country for final comment and recommendation. The project has mailed out 200 of these to project participants, and CARF is mailing copies to directors of 200 of its accredited agencies, and other selected individuals. These proposed standards will be evaluated again after this material has been returned. The final product will be sent to both CARF and NAC for their staff and board action.

The second section represents the completed draft of the first three sections of a self-standing vocational evaluation program standards document. The other six sections have had major work done on them, and while the task force does not feel ready to turn them over for publication in this journal, it has turned them over to a VEWAA committee which has been charged by the president to continue their development. Many of the sections, especially the personnel section, are very near completion. As you will note in the proposal, this task force has recommended the establishment of a permanent standards committee within the Vocational Evaluation and Work Adjustment Association. President Sax has charged the constitution and bylaws committee to write an amendment to the bylaws which would establish this as a separate and permanent committee.

Task Force Proposal For CARF Standards on Vocational Evaluation

GLOSSARY OF TERMS

- p. 14 (add) To the definition of Professional Vocational Specialist . . . the Professional Vocational Specialist may be the Rehabilitation Counselor, the Vocational Evaluator and/or the Work Adjustment Specialist.
- p. 16 (add) Rehabilitation Counselor (Rehabilitation Counselors should be asked to define themselves).
- p. 17 (add) Vocational Evaluator: The individual who is responsible for the provision of vocational evaluation services to clients within the facility.
- p. 17 (add) Work Adjustment Specialist: The individual who is responsible for the provision of work adjustment services to clients within the facility.

ORGANIZATION AND ADMINISTRATION

- p. 29 (add)
2.6. The facility, its chief . . . shall show evidence of significant involvement in both . . . programs and dissemination of information obtained through such involvement to other staff members.
- p. 30 (add)
2.8.3.2. Where the vocational evaluation program and/or work adjustment services include the use of sub-contract or production work, all applicable regulations established by the Wage and Hour and Public Contract Division of the U.S. Department of Labor as well as established state and local regulations shall be followed.

SERVICES

- p. 33 (change) *from*
3. Establish and follow policies and procedures for orientation of the individual and his family.
- to*
3.2.3. establish and follow policies and procedures for orientation of the individual and/or his family including but not limited to:
- p. 36 (change) *from*
3.4.3.1.1. Vocational and/or educational evaluation
- to*
3.4.3.1.1. Vocational Evaluation.
- p. 36 (delete last sentence)
3.4.3.1.1.1. Vocational evaluation services shall be provided on a systematic, organized basis for the purpose of determin-

ing client conditions and job objective(s) in the context of the work environment in which he shall function.

p. 36 (delete)

- 3.4.3.1.1.1. a. Client interest, physical capacities and abilities related to his vocational goals
b. Work skills and quantity and quality of production
c. Potential to receive benefit from skill training, work adjustment training or further education
d. Work habits (absenteeism and tardiness, supervisory and co-worker relationships)
e. Job-seeking skills
f. Work-related behavior such as money management skills, grooming, etc.

p. 36 (add)

3.4.3.1.1.1. Vocational evaluation services shall be provided on a systematic, organized basis for the purpose of determining client conditions and job objective(s) in the context of the work environment in which he shall function. The range and scope of the assessments utilized in the evaluation program shall be sufficiently comprehensive to achieve the evaluation objectives of its clientele, including as appropriate, but not limited to:

- a. Physical and psychomotor capacities
b. Intellectual capacities
c. Emotional status
d. Interests, attitudes, values, knowledge of occupational information, etc.
e. Personal, social, work history, and life style
f. Aptitudes
g. Achievements (educational, vocational, etc.)
h. Work skills and work tolerance
i. Work habits (punctuality, attendance, concentration, organization, interpersonal relations, etc.)
j. Work related capabilities (mobility, communication, hygiene, money management, homemaking, etc.)
k. Job seeking skills (handling forms, interview, etc.)
l. Potential to benefit from further services, which are specifically identified
m. Other client behaviors during evaluation relating to his vocational assets, limitations, and potentials.

p. 37 (add)

3.4.3.1.1.2.1. Appropriate adaptive assessment tools and methods shall be used wherever possible with individuals having sensory, communicative, or other functional impediments (e.g., visual, hearing, speech, language, cultural, or learning disabilities) which might invalidate otherwise standardized procedures.

- p. 37 (change) *from*
 3.4.3.1.1.3. The length of time the client remains in evaluation shall be primarily based upon the time necessary to accomplish the client's evaluation goals.
- to*
 3.4.3.1.1.3. The length of time an individual remains in vocational evaluation shall be primarily based upon the time necessary to accomplish the individual's evaluation goals.
- p. 37 (delete)
 3.4.3.1.1.4. (re-ordered as new 3.4.3.2.2.1.).
- p. 37 (new)
 3.4.3.1.1.4. Analysis of evaluation data shall be supplemented by evaluation interviews and behavior observations.
- p. 37 (new)
 3.4.3.1.1.8. A vocational evaluation program shall use one or more of the following techniques:
- p. 37 (new)
 3.4.3.1.1.8.1. Psychometrics—if used, the following standards apply:
 a. The selection, administration, scoring, interpreting, and reporting of all A level and B level psychological and psychometric tests shall be under the supervision of a staff member who meets the qualifications of a vocational evaluator, psychologist, or psychometrist.
 b. The selection, administration, scoring, interpreting, and reporting of all C level psychological and psychometric tests shall be under the supervision of a staff member who meets the minimum qualifications of a psychologist as defined by state law or American Psychological Associates Standards.
- p. 37 (new)
 3.4.3.1.1.8.2. Work Samples—if used, the following standards apply:
 a. The vocational evaluation program's work sample resources, real or simulated, shall be representative of realistic competitive worker skills.
- p. 37 (new)
 3.4.3.1.1.8.3. Simulated Work Assessment—if used, the following standards apply:
 a. The vocational evaluation program shall assure that a variety of work settings be available sufficient to meet the needs of persons being served
 b. The work settings shall simulate actual work in terms of job performance, e.g., quality, quantity, physical demands, etc.

p. 37 (new)

3.4.3.1.1.8.4. Real Work Assessment (on-the-job evaluation)—if used, the following standards apply:

a. There shall be documentation that each job site used for real work assessment has been evaluated as to its appropriateness as an evaluation site (supervision, safety, accessibility, etc.).

b. There shall be a written agreement for each assignment as to the mutual responsibilities and liabilities of the vocational evaluation program and the employer involved.

c. It shall be documented that assignments are appropriate to individual goals.

p. 37 (new)

3.4.3.1.1.9. The selection, administration, and scoring of evaluation techniques, and the interpretation and reporting of all evaluation data shall be under the supervision of a vocational evaluator.

PERSONNEL

p. 43 (change) *from*

4.1 Personnel shall be employed as are required to provide the services essential to fully implement the facility's program.

to

4.1. Personnel shall be employed on an equal opportunity/affirmative action basis as required to provide the services essential to fully implement the facility's program.

p. 43 (add)

4.1.1. In the development of its affirmative action plan and in seeking candidates for employment, the facility shall utilize the specialized resources in the community that serve these groups.

p. 44 (add)

4.3.2.1. A job performance evaluation shall be conducted for each staff member on a regular basis by the immediate supervisor, and the results shall be documented and included in the personnel files.

p. 44 (change) *from*

4.4.1. The conduct of in-service training programs

to

4.4.1. Active participation by facility staff in the planning preparation, conduct, and evaluation of regular in-service training programs.

p. 44 (add)

4.4.3. Provision of opportunities for professional education, research, and membership and participation in appropriate professional organizations.

- p. 44 (change) *from*
 - 4.4.4. Provision of opportunities for research.
- to*
 - 4.4.4. Budget provisions to support these professional growth and development activities.
- p. 45 (new)
 - 4.5.3.1.7. Vocational evaluator, if vocational evaluation is part of the program.
 - 4.5.3.1.8. Work adjustment specialist, if work adjustment services are part of the program.
 - 4.5.3.1.9. Rehabilitation counselor, if rehabilitation counseling is part of the program.
- p. 46 (new)
 - 4.5.3.3. The normal caseload of a vocational evaluator shall not exceed eight persons at any time, dependent upon the evaluation needs of the individuals to be served.

RECORDS AND REPORTS

- p. 54 (change) *from*
 - 5.4.3.6. In vocational evaluation services, the procedures used in administering assessment techniques shall be in written form and contain all pertinent information necessary to ensure valid and reliable measure of the client's performance.
- to*
 - 5.4.3.6. Vocational Evaluation
- p. 54 (new)
 - 5.4.3.6.1. (re-ordered from 5.4.3.6.).
- p. 54 (new)
 - 5.4.3.6.2. Case reports and evaluation reports shall reflect that:
- p. 54 (new)
 - 5.4.3.6.2.1. All appropriate services have been provided, and relevant assessments made, on an individualized basis
- p. 54 (new)
 - 5.4.3.6.2.2. All relevant data have been adequately considered and integrated as a basis for evaluation conclusions and recommendations
- p. 54 (new)
 - 5.4.3.6.2.3. The individual, program manager, referral source and others concerned with the individual's vocational future have been involved in the decision-making process
- p. 54 (new)
 - 5.4.3.6.2.4. For each individual served, a functional evaluation report has been prepared and properly interpreted to the individual and disseminated to the program manager, referral source, and other appropriate agencies or individuals

p. 54 (new)

5.4.3.6.2.5. Each evaluation report which recommends further services of any type shall specify clearly identifiable goals and services, and measurable criteria.

p. 54 (new)

5.4.3.6.3. Vocational evaluation reports shall include as appropriate but not limited the information regarding the range and scope of assessment utilized as contained in standard 3.4.3.1.1.1.

FISCAL MANAGEMENT

p. 58 (new)

6.5.3.2. The accounting system shall enable the facility to clearly identify all cost (both direct and indirect) associated with the vocational evaluation department.

PHYSICAL FACILITIES

p. 61 change *from*

7.1 The facility shall be so located in the community that it is readily accessible to its clientele, staff and visitors, and shall make available adequate parking, dining areas, and other common services. (re-ordered as 7.1.1.).

to

7.1. In planning for physical facilities, involvement shall be sought from the governing body, staff, volunteers, users of service, and representatives and appropriate community agencies.

p. 61 (new)

7.1.1. (re-ordered from 7.1.).

p. 63 (delete)

7.9.3.4. (re-ordered as 7.9.3.6.).

p. 63 (new)

7.9.3.4. The vocational evaluation area shall be suitably designed for the activities carried out and have sufficient space for current operations.

p. 63 (delete)

7.9.3.5. (re-ordered as 7.9.3.7.).

p. 63 (new)

7.9.3.5. Suitable private space shall be provided for such activities as interviews, case dictation, staff conferences, psychometric testing, etc.

p. 63 (new)

7.9.3.6. (re-ordered from 7.9.3.4.).

p. 63 (new)

7.9.3.7. (re-ordered from 7.9.3.5.).

INTERPRETATION

- 4.5.3.1.7. These standards do not preclude that one person
- 4.5.3.1.8. provide all three services. This person or
- 4.5.3.1.9. any one of them may also be the professional vocational specialist.

Proposed Standards for Vocational Evaluation Programs

(Sections 1, 2, and 3)

1. Purposes

Principle:

The purposes of a vocational evaluation program shall be established and stated so as to govern the direction and character of its programs. Its operations shall be directed to the primary objective of fulfillment of these purposes.

Standards:

- 1.1. The purposes of the vocational evaluation program shall be consistent with all requirements for classification as a vocational evaluation program.
- 1.2. The stated purposes of the vocational evaluation program shall be related to the population needs served by the authorized agencies under whose authority it falls.
 - 1.2.1. The program shall describe the problems or conditions for which it provides services.
 - 1.2.2 The program shall describe the services it provides
 - 1.2.3 The program shall state special requirements for acceptance or provision of services.
- 1.3. The vocational evaluation program shall develop a public statement of its philosophy and objectives consistent with:
 - 1.3.1 The individualized need of the persons served.
 - 1.3.2 Its purposes, services and resources.

2. Organization and Administration

Principle:

The vocational evaluation program shall be organized and administered so as to achieve its stated goals effectively.

Standards:

- 2.1. There shall be an organizational structure which indicates that:
 - 2.1.1 The authority and responsibility for vocational evaluation is delegated to a program director.

- 2.1.2 The program director is responsible to the chief administrator or his designate.
- 2.1.3 The job description of the program director shall include:
 - 2.1.3.1 Participation in decisions affecting his program such as:
 - 2.1.3.1.1 Establishment of program goals and objectives
 - 2.1.3.1.2 Budget
 - 2.1.3.1.3 Staffing
 - 2.1.3.1.4 Space allocation
 - 2.1.3.1.5 Program development
 - 2.1.3.1.6 Scheduling
 - 2.1.3.1.7 Periodic rating of each staff member's effectiveness.
- 2.2. The program director shall be responsible for:
 - 2.2.1 Directing the day-to-day operation of vocational evaluation services.
 - 2.2.2 Establishing and supervising professional procedures.
 - 2.2.3 Studying and analyzing the evaluation reports and comparing staff performance against professional standards and against the program goals and objectives.
 - 2.2.4 Taking appropriate action to assure that goals and objectives are being attained and professional standards are being met.
 - 2.2.5 Keeping abreast of local and national developments in the field of vocational evaluation and disseminating this information to staff.
- 2.3. The vocational evaluation program shall comply with laws and regulations of all governmental and legally authorized agencies under whose authorities it falls.

Principle:

The Vocational Evaluation Program shall provide services essential to implement its programs. The services must be of high quality and effectively applied through its programs.

Standards:

- 3.1. The administrative entity shall provide clearly identifiable vocational evaluation services. It shall:
 - 3.1.1. Describe to its staff, persons served, other agencies, and its public the services which it provides.
 - 3.1.2. Maintain, or have available, a current descriptive directory of other resources in the community.
 - 3.1.3. Utilize other agencies, whenever possible, to provide services needed by its clientele which are not available in the vocational evaluation program.

- 3.2. The administrative entity shall be responsible for services as required for establishment of diagnosis and evaluation appropriate to the needs of its clientele. It shall:
 - 3.2.1. Establish and follow policies and procedures for application and have clearly written criteria for selection.
 - 3.2.2. Screen all applicants for diagnostic evaluation by review of application forms, review of referral information and, whenever feasible, by personal interviews.
 - 3.2.3. Provide a diagnostic and evaluation function which precedes the initiation of any treatment or training services for each individual being served.
 - 3.2.4. In cases where individuals are not selected for services, inform the referral source and the individual as to the reasons and, where possible, suggest appropriate referral.
- 3.3. The administrative entity shall establish and follow procedures which assure an individualized vocational evaluation program.
 - 3.3.1. The program director shall be responsible for the implementation of an individualized vocational evaluation program.
 - 3.3.2. The vocational evaluation program shall be established, with the individual's involvement, by professional personnel who participated in the evaluation.
- 3.4. The program director shall establish written policies and procedures for orientation of the individual and/or his family.
 - 3.4.1. The mechanism by which the individual's program will be managed shall be explained to him at, or shortly after, admission.
 - 3.4.2. Program goals and services to be provided shall be explained to/and discussed with the individual and/or his family.
 - 3.4.3. Financial arrangements shall be fully explained to/and discussed with the individual and/or his family.
- 3.5. The program director shall establish policies and procedures to ensure that services provided each person are coordinated so as to constitute an integrated program.
 - 3.5.1. Scheduling of services shall be reviewed on an administrative level to promote effective and efficient utilization of the time of both the individual and the program staff.
 - 3.5.2. Appropriate, signed notations shall verify that the individual has received all services to which he has been referred.
 - 3.5.3. The staff member primarily responsible for each individual's program shall regularly evaluate that program to assure its continuing effectiveness.
 - 3.5.4. Formal or informal conferences, the results of which are documented, are held regularly to review the progress of the individual, to develop further plans, and to maintain integration and coordination in his program.

- 3.6. The program director shall establish policies and procedures which shall determine completion of individual programs.
 - 3.6.1. The program completion decision and plan shall be established through the participation of professional personnel from services contributing to the individual's program, and other appropriate resource personnel.
 - 3.6.2. A program completion decision shall be prepared, disseminated, with ample notice to each individual, his family, and other appropriate sources.
- 3.7. Written procedures for follow-up of persons served shall be established and followed, and appropriately disseminated.
 - 3.7.1. In those cases in which follow-up is to be conducted to support the services to the individual, arrangements shall be made with the individual and other agencies and persons as appropriate.
 - 3.7.2. Data resulting from follow-up shall be documented and utilized in evaluating the overall program.
- 3.8. The program director shall provide for the following:
 - 3.8.1. Active participation by staff members primarily responsible for individual programs in appropriate conferences.
 - 3.8.2. Professional supervision by designated staff members qualified by training and experience.
 - 3.8.3. An ongoing evaluation of concepts and techniques utilized by services in relation to individual progress and outcomes.
- 3.9. The following services shall be provided by vocational evaluation staff:
 - 3.9.1. Individualized case management during the vocational evaluation process by a qualified evaluator (elsewhere defined).
 - 3.9.2. Analysis of biographical data from the individual and referral source(s), supplemented and verified through evaluation interview(s) and observations, including relevant personal, family, social, educational, vocational, medical, and avocational information.
 - 3.9.3. Individualized exploration of occupational information with the person being served.
 - 3.9.4. Preparation and appropriate dissemination of a functional vocational evaluation report for each individual served, whether or not the evaluation was completed.
 - 3.9.5. Appropriate adaptive assessment tools and methods, shall be used wherever possible with individuals having sensory, communicative, or other functional impediments (e.g., visual, hearing, speech, language, cultural, or learning disabilities) which might invalidate otherwise standardized procedures.
 - 3.9.6. The range and scope of the assessments utilized in the evaluation program shall be sufficiently comprehensive

to achieve the evaluation objectives of its clientele, including as appropriate, but not limited to:

- a. Physical and psychomotor capacities
- b. Intellectual capacities
- c. Emotional status
- d. Interests, attitudes, values, etc.
- e. Personal/social history and life style
- f. Aptitudes
- g. Achievement (educational, vocational, etc.)
- h. Work skills and work tolerance
- i. Work habits (punctuality, attendance, concentration, organization, interpersonal relations, etc.)
- j. Work-related capabilities (mobility, communication, hygiene, money management, homemaking, etc.)
- k. Job-seeking skills (handling forms, interview, etc.)
- l. Potential to benefit from further services, which are specifically identified
- m. Other client behaviors during evaluation relating to his vocational assets, limitations and potentials.

3.10. Evaluation records and reports shall reflect that:

- 3.10.1 All appropriate services have been provided, and relevant assessments made, on an individualized basis.
- 3.10.2 All relevant data have been adequately considered and integrated as a basis for evaluation conclusions and recommendations.
- 3.10.3. The individual, program manager, referral source, and others concerned with the individual's vocational future have been involved in the decision-making process.
- 3.10.4. For each person served, a functional evaluation report has been prepared, interpreted to the individual, and disseminated to program manager and referral source agencies or individuals.
- 3.10.5. Each evaluation report which recommends further services of any type shall specify clearly identifiable goals; services, and measurable criteria.

3.11. When the vocational evaluation program is unable to provide any evaluation service which it deems necessary or desirable for the individual:

- 3.11.1. This information shall be communicated to the individual, the referral source, and other appropriate staff.
- 3.11.2. Alternative means by which these needs might be met shall be suggested.

3.12. Evaluation records and reports shall reflect appropriate adaptation of the length of the basic evaluation period to the individual's need.

3.13. Evaluation and goal-setting shall be done in the context of the individual's functioning within his particular community and environment.

3.13.1. Job areas assessed shall be based on employment conditions in the individual's community.

3.14. Depending on program purposes, one or more of the following services shall be provided by the vocational evaluation program as appropriate to the individual's needs:

3.14.1. Psychometrics

3.14.1.1 The selection, administration, scoring, interpretation, and reporting of all A level and B level psychological and psychometric tests shall be under the supervision of a staff member who meets the minimum qualifications of a chief vocational evaluator, psychologist, or psychometrist (titles defined elsewhere).

3.14.1.2. The selection, administration, scoring, interpretation and reporting of all C level psychological and psychometric tests shall be under the supervision of a staff member who meets the minimum qualifications of a psychologist as defined by state law or American Psychological Association standards.

3.14.1.3. For each individual tested, a functional test report shall be prepared and properly interpreted to the person and disseminated to the individual primarily responsible for the program, and other appropriate agencies or individuals.

3.14.2 Work Samples

3.14.2.1. The vocational evaluation program's work sample resources shall include work samples which can demonstrate an ability to assess realistic competitive worker traits.

3.14.2.2. The selection, administration, scoring, interpretation, and reporting of all work samples shall be under the supervision of a staff member who meets the minimum qualifications of a chief vocational evaluator.

3.14.3 Simulated Work Assessment

3.14.3.1. The vocational evaluation program shall assure that a variety of work settings is available—sufficient to meet the needs of its persons being served.

3.14.3.2. The situational work environments shall be sufficiently flexible to allow individualized assessment.

3.14.3.3. The situational work settings shall simulate actual work, in terms of job performance, e.g., quality, quantity, physical demands, etc.

3.14.3.4. The use of situational work settings and environments shall be under the supervision of a staff member who meets the minimum qualifications of a chief vocational evaluator.

3.14.4 Real Work Assessment (On-the-Job Evaluation)

3.14.4.1 There shall be documentation that each job site used for real work assessment has been evaluated as to its appropriateness.

3.14.4.2 There shall be a written agreement for each assignment as to the mutual responsibility and liability of the vocational evaluation program and the employer involved.

3.14.4.3 It shall be documented that assignments are appropriate to individual goals.

3.14.4.4 The use of real work assessment shall be under the supervision of a staff member who meets the minimum qualifications of the chief vocational evaluator.