

WDD YOUTH PROVIDER HANDBOOK

CHAPTER 3

Individual Service Strategy

Overview

Introduction

Workforce Innovation and Opportunity Act (WIOA) of 2014 requires all youth participants have an Individual Service Strategy (ISS), which identifies the participant's educational goals, employment goals, appropriate achievement objectives and the appropriate combination of services for the participant based on the objective assessment.

This chapter establishes the requirements for WIOA Title I service Youth Providers to develop and utilize an ISS for eligible youth participants.

References

This handbook chapter contains information regarding WIOA regulations, and State directives received from the United States Department of Labor (DOL) and/or Employment Development Department (EDD).

DOL		EDD	
Training and Employment Guidance Letters (TEGL):		Workforce Service Directives (WSD):	
• 19-14	• 21-16	• 17-07	

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Objective Assessment

Introduction

The Workforce Innovation and Opportunity Act (WIOA) enhances the youth program through an increased emphasis on individual participant needs by adding new components and incorporating career pathways to the objective assessment and individual service strategy. The Youth program consists of an:

- Objective assessment,
- Individual Service Strategy (ISS),
- Case management, and
- Follow-up services that leads toward successful outcomes for youth participants.

This section provides information regarding objective assessment.

Objective assessment

Under WIOA, a youth is enrolled into the youth program after receiving an eligibility determination, completing an objective assessment, developing an ISS, and participating in a youth program element. An objective assessment is a process identifying the:

- Academic levels,
- Skill levels, and
- Service needs of each participant.

The purpose of the assessment is to identify appropriate services and career pathways for the youth and should also include a review of:

- Basic skills,
- Occupational skills,
- Prior work experience,
- Employability,
- Interests,
- Aptitudes (including interests and aptitudes for non-traditional jobs),
- Supportive service needs, and
- Developmental needs.

Youth also need access to reliable information about career opportunities (based on labor market information) that provide living wage, information about education, entry requirements, and income potential.

Objective assessments must consider a youth's strengths rather than just focusing on areas needing improvement. Youth Providers may use previous basic skills assessment results if such previous assessments was conducted within the past six (6) months.

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Objective Assessment, Continued

Accommodations Youth Providers must use assessments that are valid and appropriate for the target population, and must provide reasonable accommodation in the assessment process. Youth with disabilities may also need information on benefits planning, workplace supports (e.g., assistive technology), and accommodations, and may also benefit from less formalized career-related assessment such as discovery techniques.

**Career
assessment**

As part of the Objective Assessment, Youth Providers should conduct career assessment and provide Labor Market Information. A career assessment can help youth understand how a variety of his/her personal attributes affect their potential success and satisfaction with different career options and work environments. Youth Providers may provide career assessments through the WIOA youth program staff and/or through referrals to national and community-based partners and resources.

Youth Providers should assist with obtaining knowledge of labor market trends, required skills, training requirements, match requirements, wage, and non-traditional careers/employment. In addition, Youth Providers will assist participant with researching his/her desired occupation and that the industry sector chosen are in-demand. For youth who are interested in non-traditional employment, Youth Providers need to document and case note in the youth's file in CalJOBS.

Here are some examples of Career Assessments:

- CA Career Zone – a web-based platform designed to help youth explore, plan, and prepare for a career.
- My Next Move – an interactive tool for job seekers/students to learn more about his/her career options.
- O*NET Career – a self-assessment career exploration tool to help youth discover the type of work activities and occupations he/she would like and find exciting.
- YouScience – performance measures of aptitudes to uncover students' natural talents, match them to careers, and give them personalized feedback on how his/her abilities can be utilized in school, work, and in their daily lives.

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Objective Assessment, Continued

Assessment test Youth Providers must use a Department of Education's National Reporting System (NRS) approved assessment for both the Educational Functioning Level (EFL) pre and post-test to determine a youth's educational functioning level.

The following are the NRS assessment tests Youth Providers should use:

- Tests of Adult Basic Education (TABE)
- Comprehensive Adult Student Assessment Systems (CASAS)

The list of the approved Federal NRS tests can be accessed from the following link: [Federal NRS Register](#).

Note: Wonderlic is no longer an approved NRS test for Youth Providers to utilize.

Individual Service Strategy (ISS)

Introduction Workforce Innovation and Opportunity Act (WIOA) requires eligible youth to develop an Individual Service Strategy (ISS), which identifies the participant's:

- Goals,
 - Skills,
 - Barriers, and
 - Abilities.
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Youth services Youth services are personalized to the unique strengths, challenges and needs of each youth. Assessments are the foundation of proficient planning and overall effectiveness in case management.

The WIOA Youth Program is structured around the coordination and delivery of services to the needs of the youth by applying the 14 WIOA program elements, which are required to be offered and made available to every youth.

ISS An ISS must be developed with each youth prior to enrollment into the WIOA Youth Program.

The ISS includes the Youth's primary educational and employment goals, and describes the training activities the Youth will receive to achieve those goals. The ISS is a "living" document:

- Updated as training activities change and, at a minimum, reviewed with the Youth each quarter while enrolled in WIOA program activities.
- Reflects twelve (12) months of Follow-up Services after the Youth exits the WIOA program.

WIOA enhances the Youth program design through an increased emphasis on individual participant needs by adding new components and incorporating career pathways to the objective assessment and ISS.

The training and supportive services plan is part of the goal-setting portion of the ISS. Document the decisions made between the participant and the Youth Providers regarding the type of training services provided and the plan for the delivery of those services, including referrals to any other programs.

ISS Linkage The ISS must be directly linked to one or more indicators of performance outcomes. Goal setting areas include:

- Education,
 - Personal,
 - Work Readiness, and
 - Employment/Career Pathway.
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Individual Service Strategy (ISS), Continued

ISS development

WIOA youth programs offer a range of services to help at-risk youth make a successful transition to adulthood. The ISS is the road map of youth development services that will help each youth reach his or her individual goals.

The ISS is developed by utilizing the information obtained during the intake process. The youth's needs and barriers are considered and used as a guide for appropriate service delivery. The youth must be involved in the whole process of developing the ISS so he/she has a stake in making it work. Reliable and valid assessment are used to assist in the decision-making process. Once a baseline is identified then measurable objectives are established.

For each youth, the ISS will identify and document the following:

<ul style="list-style-type: none">• Appropriate achievement objectives• Current academic status, skill levels and prior work experience• Educational/employment goals	<ul style="list-style-type: none">• Establish youth's needs for supportive services• Refer to appropriate services/programs
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Local labor market information will be taken into consideration in the development of the ISS.

Supportive Services

The needs of each youth must be determined based on an individual assessment, and be documented in the participants ISS. Youth Providers must ensure the supportive service is reasonable and allowable under the funding source used.

Youth Providers can provide supportive services to participants once enrolled in the program and find it necessary to enable individuals to participate in activities authorized under WIOA. While a Youth may be eligible for supportive services, he/she does not have an unrestricted right to such supportive services.

ISS form

The Youth Providers are required to use Workforce Development Department's (WDD) ISS form when collaborating with the youth. The form is to be updated on a regular basis and requires the youth to sign the form at the initial development of the ISS and initial/date on a quarterly basis.

The ISS form is located in the Youth Portal for Providers to ensure the most updated form is being used.

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Individual Service Strategy (ISS), Continued

Characteristics of an effective ISS

An effective ISS has the following characteristics:

- Is customized to meet the needs and strengths of each youth
 - Is developed jointly by the youth and the Career Coach
 - Considers each youth's assets and weaknesses
 - Identifies an initial career goal
 - Includes a developmentally appropriate sequence of specific activities to meet each youth's needs and prepare the youth for further activities
 - Is flexible and fluid, not just a 1-time document
 - Collects what is learned through initial assessment and objective assessment
 - Serves as a learning contract between the youth and those providing support
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ISS Updates

ISS updates are required to be done at a minimum on a quarterly basis or when the youth's circumstances change or whenever you or other program staff see the need for change. As part of the updates, Youth Providers should review the prior ISS updates to address any activities the youth did not complete. Be sure to involve the youth in reviewing the ISS. As the Youth Provider staff reviews the ISS with the youth, he/she is required to:

- Record any changes in the youth's situation or needs.
- Record supportive services provided and participation in activities under program elements.
- Record all progress the youth has made:
 - Activities completed
 - Benchmarks reached
 - Long-term or short-term employment
 - Educational goals attained
 - Any other milestones or accomplishments
- Adjust components of the ISS as necessary
 - Long-term and short-term employment and educational goals
 - Sequence of activities under program elements
 - Supportive services
 - Benchmarks
 - Action steps

Once an ISS is developed and approved, it can be used in the ongoing process of monitoring and re-evaluating the youth's progress toward his/her employment and educational goals. The ISS should be updated as goals are met and circumstances change, including the youth's interests and ambitions.

Case note

Youth Providers must complete a detailed case note when initiating and/or updating the ISS with the youth and must include the activity code, reason for adding the activity, or why an activity was not completed. When updating the ISS, Youth Providers must review previous quarter updates and case note any activities not completed and include the reason why the activities were not completed.

Fourteen Elements

Introduction

The Workforce Innovation and Opportunity Act (WIOA) of 2014 enacted a comprehensive youth employment program for serving eligible youth, ages 14-24, who face barriers to education, training, and employment.

The program provides 14 program elements required to be made available to youth participants. Youth Providers are not required to provide all 14 elements to each participant; however, must ensure all 14 program elements are available.

Fourteen elements

Each Youth Service Provider must have the ability or have linkages to other organizations to offer the following 14 elements of services to WIOA Youth:

Element	Description
1	Tutoring, study skills training and instruction leading to secondary school completion, including dropout prevention strategies.
2	Occupational skill training.
3	Paid and unpaid work experiences with academic and occupational education as a component of the work experience.
4	Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.
5	Supportive services
6	Leadership development
7	Alternative secondary school services or dropout recovery services, as appropriate
8	Services providing labor market and employment information
9	Follow-up services
10	Comprehensive guidance and counseling
11	Financial literacy education
12	Entrepreneurial skills training
13	Adult mentoring for a duration of at least 12 months; may occur both during and after program participation
14	Activities helping youth prepare for and transition to postsecondary education and training.

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Fourteen Elements, Continued

Resources The table below is broken into three categories as another resource to help service providers. The categories are:

- WIOA Youth Program element,
- Relates to or overlaps with other program elements, and
- Program description citation.

WIOA Youth Program Element	Relates to or Overlaps Other Program Element(s)	Program Description Citation
Tutoring, study skills training and instruction leading to secondary school completion, including dropout prevention strategies.	Program elements 2 & 4	TEGL 21-16 and WSD 17-07
Occupational skill training.	Program element 1	Title 20 CFR Sections 681.540 , 681.550 , and TEGL 21-16
Paid and unpaid work experiences with academic and occupational education as a component of the work experience.	N/A	Title 20 CFR Sections 681.600 , 681.590 , 681.480 , and TEGL 21-16
Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.	Program elements 2,3,& 4	Title 20 CFR Section 681.630 and TEGL 21-16
Supportive services	N/A	Title 20 CFR Section 681.570 and TEGL 21-16
Leadership development	N/A	Title 20 CFR Sections 681.520 , 681.530 and TEGL 21-16
Alternative secondary school services or dropout recovery services, as appropriate	Program element 1	TEGL 21-16 and WSD 17-07
Services providing labor market and employment information	N/A	Title 20 CFR Sections 651.10 and TEGL 21-16
Follow-up services	Program elements 7, 8, 11, 13, & 14	Title 20 CFR Section 681.580 and TEGL 21-16
Comprehensive guidance and counseling	N/A	Title 20 CFR Section 681.510 and TEGL 21-16
Financial literacy education	N/A	Title 20 CFR Section 681.500 and TEGL 21-16
Entrepreneurial skills training	N/A	Title 20 CFR Section 681.560 and TEGL 21-16
Adult mentoring for a duration of at least 12 months; may occur both during and after program participation	N/A	Title 20 CFR Section 681.490 and TEGL 21-16
Activities helping youth prepare for and transition to postsecondary education and training.	N/A	TEGL 21-16 and WSD 17-07