

ASSESSMENTS, INDIVIDUAL EMPLOYMENT PLAN, AND INDIVIDUAL SERVICE STRATEGY

PURPOSE

This policy provides guidance on assessments, Individual Employment Plan (IEP) for adult and dislocated workers and the Individual Service Strategy (ISS) for youth.

This policy supersedes Local Policy Bulletin #2019-11 Individual Employment Plan & Individual Service Strategy, dated April 23, 2020. Retain this policy until further notice.

SCOPE

The Workforce Development Board of Ventura County (WDBVC) and its contractors and subrecipients.

REFERENCES

- Workforce Innovation and Opportunity Act, Public Law 113-128

POLICY

Assessments

An assessment is the first step in determining individualized service plans and connecting jobseekers to individualized career and training services. Assessment processes must include evaluations of: (1) eligibility criteria for Title-I programs, (2) academic levels, (3) occupational skills and interests, and (4) supportive service needs. Assessment processes may include multiple methods and approaches.

A successful assessment process verifies both the eligibility and fit of an individual and identifies a customized plan of action and support that aligns with the interests, assets, and needs of that individual. Key questions linked to a high-quality assessment process include:

- **Documentation of eligibility:** How does the individual meet Title I eligibility criteria? What information does this offer about the individual's needs and strengths?
- **Service needs and assets:** What supports, and additional skills does this individual need to obtain or retain employment at a self-sufficient wage level (or at higher wages than previous employment)?
- **Connection to strong career pathway:** How do employment and/or education goals link to in-demand occupations and potential for employment opportunities accessible to the individual?

The Workforce Development Board of Ventura County is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities.

- **Service strategies:** What supports will help to ensure the successful placement and retention of this individual in employment connected to the identified career pathway?
- **Likelihood of successful participation:** Does the individual have the skills, qualifications, and support to successfully participate in the services that the counselor and individual identify based on assessment results?

Overall, an assessment process must both support engagement of the individual and ensure that the resulting service strategy supports successful training and employment outcomes.

Academic assessments include evaluation of math and literacy levels to ensure and support basic skill levels required for employment and education opportunities. Academic assessments may be administered (1) prior to intake to establish an individual's eligibility as Basic Skills Deficient (BSD), and/or (2) as part of the assessment process to better understand and support the academic skill development of individuals.

Academic assessments conducted prior to or as part of WIOA engagement can be utilized to assess an individual's academic skill levels if conducted within the last six months.

Individuals who do not demonstrate basic skills proficiency must engage in assessment of literacy and math levels to determine and document educational functioning levels. Comprehensive Adult Student Assessment System (CASAS) tests must be used as the standard testing instrument for Adult Basic Education (ABE) testing. A locator test must be provided to determine the appropriate test level.

All WIOA-enrolled Adults and Dislocated Workers with education levels less than a High School Diploma or its equivalent who are entering training, and all WIOA out-of-school youth must be academically assessed using CASAS standardized assessment instruments.

Occupational assessments offer opportunities for individuals to explore several different attributes that may influence their potential success and satisfaction with different career options and work environments. Occupational assessment help participants to assess and reflect on: (1) prior work experience, (2) employability, (3) interests, (4) values, and (5) aptitudes.

In addition to assessments of an individual's interests, skills, and values, local area staff and individuals must consider occupational assessments in the context of local labor market information. A high-quality occupational assessment strategy ensures that individuals have opportunities to explore and answer the following questions:

- In addition to what the prospective employee brings, what are the opportunities within the local workforce system?
- Where do the individual's interests and skill sets best match the demand of employers?
- Furthermore, based on career assessment results, is this individual likely to earn wages at the same level as prior positions?

- Are these wages high enough to sustain the financial needs of the individual and their family?
- Utilizing assessment information, what is the best plan for supporting the career development and successful placement of this individual in a career pathway?

Assessment strategies center around helping individuals to identify, prepare for, and meet performance competencies associated with their long-term occupational interests, including assessments focused on:

- Career Interests and Experience: Elevation of appropriate career goals
- Basic Academic Skills: Demonstration of basic literacy and math skills (matched to occupational requirements)
- Occupational Skills/Competency: Mastery of subjects and skills related to specific occupations
- Work Readiness: Ability to meet demands of the workplace

Examples of Occupational Assessments include O*Net Ability Profiler, CareerScope, My Skills/My Future, and My Next Move.

Supportive service assessments include an evaluation of additional barriers to employment, beyond barriers specific to academic or occupational skill levels. This assessment focuses on the circumstances that may hinder success in education or employment opportunities, including specific developmental needs. Assessment processes must include a holistic review of an individual's life experiences:

- What life conditions are likely to serve as barriers to success?
- What plans and supports may be put in place to reduce these barriers and their impact?
- For example, what are the childcare, family care, transportation, and/or housing needs that may interfere with successful completion of an employment plan or service strategy?

Supportive service assessments must also include an assessment of technology needs and the access of individuals to computers and high-speed internet, as well as digital literacy. A supportive services assessment should identify WIOA services that can help support an individual as part of a service strategy, as well as identify additional programs and resources that could offer additional targeted supports.

Individual Employment Plan and Individual Service Strategy

Service providers are responsible for developing an IEP or ISS detailing when and how the participant will accomplish their employment and training goals. Adult and Dislocated Worker service providers must complete each participant's IEP in CalJOBS. Youth service providers shall use the ISS found in Attachment I.

The IEP or ISS is designed with the participant to identify employment goals, appropriate achievement objectives, and the appropriate combination of services for the participant based

on an assessment. The IEP or ISS must be developed after an assessment is conducted for the participant. The IEP or ISS must be based on the results of the assessment. All elements of the IEP or ISS shall focus on career goals, education goals, and overcoming barriers to employment. The plan shall provide a framework including timeframes, resources, and incremental steps to achieve the overall goals.

All adults, dislocated workers, and youth shall have an IEP or ISS established upon receiving individualized services. The IEP or ISS shall be created collaboratively with the participant. The IEP or ISS shall be recorded or uploaded in CalJOBS, signed, and dated by case manager and participant, and evaluated and revised as needed. All evaluation and revisions shall be made collaboratively with the participant's consent. A copy of the completed (or updated) and signed ISP shall be provided to the participant. Applicable activities codes shall be coded in CalJOBS.

Staff shall also enter a case note providing more information around the development and completion of the IEP or ISS. At minimum, the case note shall include the following elements:

- A brief summary of assessment information.
- A summary of barriers to successful completion.
- For youth participants, the plan shall identify which of the 14 program elements are needed.
- A summary of all goals and objectives established with additional information focusing on activities and tools used for achievement.
- A summary of action steps to eliminate or minimize any barriers.
- A summary of next steps including follow-up on open goals, objectives, and an IEP or ISS review date.

ACTION

Bring this policy to the attention of all affected staff.

INQUIRIES

Inquiries regarding this policy can be addressed to the WDBVC at 805-477-5306.

/S/ Rebecca Evans, Executive Director
Workforce Development Board of Ventura County

ATTACHMENTS:

Attachment I - Individual Service Strategy (ISS) for WIOA Youth Service Providers

Youth Individual Service Strategy (ISS) for WIOA Youth Services



Youth Name: _____ Date: _____
 DOB: _____ ID#s*: _____
 Address: _____ Phone: _____
 Email: _____ Staff: _____

*Do not use social security number for participant I.D.

Brief Assessment Overview		
<i>Identify personal, educational, occupational, financial, childcare, transportation, housing, food/nutrition. Do not include medical or disability-related information.</i>		
Strengths	Challenges (Barriers)	Service/Resource/Partner Agency Referral for Challenges (Barriers)

Goals			
<i>Identify personal, educational, and occupational short- and long-term goals.</i>			
Goal Type	Short-Term Goal	Long-Term Goal	Performance Indicator(s) Goal is Linked To
Educational Goal			<input type="checkbox"/> Placement in Employment/Education <input type="checkbox"/> Median Earnings <input type="checkbox"/> Credential Attainment <input type="checkbox"/> Measurable Skills Gain <input type="checkbox"/> Employer Effectiveness
Occupational/Employment Goal			<input type="checkbox"/> Placement in Employment/Education <input type="checkbox"/> Median Earnings <input type="checkbox"/> Credential Attainment <input type="checkbox"/> Measurable Skills Gain <input type="checkbox"/> Employer Effectiveness
Personal/Social Goal			<input type="checkbox"/> Placement in Employment/Education <input type="checkbox"/> Median Earnings <input type="checkbox"/> Credential Attainment <input type="checkbox"/> Measurable Skills Gain <input type="checkbox"/> Employer Effectiveness

Labor Market Information (LMI) and Career Pathways

The ISS must identify career pathways for the youth that include education and employment goals including, in appropriate circumstances, non-traditional employment.

Conducted LMI research and attained knowledge of:

- | | |
|--|--|
| <input type="checkbox"/> Labor market trends | <input type="checkbox"/> Training/education requirements |
| <input type="checkbox"/> Required skills | <input type="checkbox"/> Wage match requirements and information |

DOL defines non-traditional occupations as jobs in which either men or women comprise 25% or less of a field of work

- Completed orientation of non-traditional occupations
- Youth is interested in non-traditional occupations
- Youth is NOT interested in non-traditional occupations

Question	Answer
What is the youth's targeted occupation?	
What industry sector is tied to the youth's targeted occupation?	
Is the desired occupation in demand?	
Is the desired industry sector a priority sector of the WDB?	
What LMI research/assessment was used?	
What date was the research/assessment completed?	
What services are planned that are tied to career pathway achievement?	

Program Elements Needed to Achieve Goal

Youth are required to have access to all fourteen WIOA Youth program elements. Please select elements based on needs identified on the participant's objective assessment.

Improving Educational Achievement	Date Opened	Projected End Date	Actual End Date	Successful Completion
<input type="checkbox"/> Tutoring: study skills training, and instruction leading to secondary school completion, including dropout prevention strategies <u>Action Steps/Referrals:</u> <u>Comments:</u>				<input type="checkbox"/> Yes <input type="checkbox"/> No <u>Explain:</u>
<input type="checkbox"/> Alternative secondary school offerings <u>Action Steps/Referrals:</u> <u>Comments:</u>				<input type="checkbox"/> Yes <input type="checkbox"/> No <u>Explain:</u>
<input type="checkbox"/> Activities that help youth prepare for transition to postsecondary education and training <u>Action Steps/Referrals:</u> <u>Comments:</u>				<input type="checkbox"/> Yes <input type="checkbox"/> No <u>Explain:</u>
Preparing for and Succeeding in Employment	Date Opened	Projected End Date	Actual End Date	Successful Completion
<input type="checkbox"/> Paid & unpaid work experience (summer employment, pre-apprenticeship programs, internships, job shadowing, OJT) with Academic & occupational education <u>Action Steps/Referrals:</u> <u>Comments:</u>				<input type="checkbox"/> Yes <input type="checkbox"/> No <u>Explain:</u>
<input type="checkbox"/> Labor market & employment information including career awareness, career counseling, and career exploration services <u>Action Steps/Referrals:</u> <u>Comments:</u>				<input type="checkbox"/> Yes <input type="checkbox"/> No <u>Explain:</u>
<input type="checkbox"/> Education offered concurrently with workforce preparation and training for a specific occupation <u>Action Steps/Referrals:</u>				<input type="checkbox"/> Yes <input type="checkbox"/> No <u>Explain:</u>

<u>Comments:</u>				
Preparing for and Succeeding in Employment	Date Opened	Projected End Date	Actual End Date	Successful Completion
<input type="checkbox"/> Occupational skills training <u>Action Steps/Referrals:</u> <u>Comments:</u>				<input type="checkbox"/> Yes <input type="checkbox"/> No <u>Explain:</u>
<input type="checkbox"/> Entrepreneurial skills training <u>Action Steps/Referrals:</u> <u>Comments:</u>				<input type="checkbox"/> Yes <input type="checkbox"/> No <u>Explain:</u>
Supporting Youth	Date Opened	Projected End Date	Actual End Date	Successful Completion
<input type="checkbox"/> Supportive services <u>Action Steps/Referrals:</u> <u>Comments:</u>				<input type="checkbox"/> Yes <input type="checkbox"/> No <u>Explain:</u>
<input type="checkbox"/> Adult mentoring <u>Action Steps/Referrals:</u> <u>Comments:</u>				<input type="checkbox"/> Yes <input type="checkbox"/> No <u>Explain:</u>
<input type="checkbox"/> Comprehensive guidance & counseling (may include drug & alcohol abuse counseling & referral) <u>Action Steps/Referrals:</u> <u>Comments:</u>				<input type="checkbox"/> Yes <input type="checkbox"/> No <u>Explain:</u>
<input type="checkbox"/> Follow-up <u>Action Steps/Referrals:</u> <u>Comments:</u>				<input type="checkbox"/> Yes <input type="checkbox"/> No <u>Explain:</u>
Developing the Potential of Young People as Citizens & Leaders	Date Opened	Projected End Date	Actual End Date	Successful Completion

ISS for WIOA Youth Services

Youth Name: _____ Date: _____
DOB: _____ ID*: _____

*Do not use social security number for participant ID.

Youth and Case Manager Agreements:

For Youth - I agree to:

- ▶ Contact my Case Manager monthly or as often as necessary to update my progress on this plan. I understand that my case can be closed if I go 90 days without participating in a service.
- ▶ Let my Case Manager know of any problems which would cause changes to any activities or interfere with completing the plan.
- ▶ Seek, accept and maintain employment that meets my planned goal(s) as stated above.
- ▶ Contact my Case Manager when I become employed, and provide all necessary information pertaining to the job.
- ▶ Stay in contact with my Case Manager for up to a year after exiting the program to maintain and support meeting my goals.

For the Case Manager – I agree to:

- ▶ Assist with the appropriate career guidance, training and supportive services.
- ▶ Coordinate with other agencies and programs to help you obtain needed services.
- ▶ Monitor your participation and progress in the activities above.
- ▶ Assist you in your search for employment.
- ▶ Maintain contact with you for up to one year after you obtain employment for employment retention and career advancement purposes.

Youth Signature

Case Manager Signature

Date

Date