

Oklahoma Employment Security Commission



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OKLAHOMA EMPLOYMENT AND TRAINING ISSUANCE # 07-2006 Change 1

DATE: December 22, 2006

FROM: Richard Gilbertson, Director
Workforce Integrated Programs Division

TO: LWIB Staff
Local Office Managers

SUBJECT: Policy for Youth Assessment and Individual Service Strategy (ISS)

Purpose: The state of Oklahoma is committed to a Workforce Investment Act (WIA) policy that provides effective comprehensive Individual Service Strategies for participants enrolled in the Title I Youth Program. This policy establishes the minimum standards for procedures to be developed and adopted by each WIA Title I Youth program. The State bases this policy on section 129 (c) (1) (A) and (B) of the Workforce Investment Act and best practices.

Background: The regulations call for states to “establish policies, interpretations, guidelines, and definitions to implement provisions of Title I of WIA.” These Assessment/ISS policies include the State’s guidelines to Oklahoma Local Workforce Investment Boards (LWIBs) for the development of Assessment/ISS procedures.

The Federal Register / Vol. 65, No. 156 / p. 49297/ Friday, August 11, 2000 / Rules and Regulations, describe the role of WIBs as one of “focusing on strategic planning, policy development and oversight of the local workforce investment system.” This state policy is based on the Workforce Investment Act and provides guidance for LWIBs in the development of their board policies. LWIBs will develop the Assessment/ISS procedures or direct providers in their development. The State will issue *Assessment/ISS Model Procedures* referenced throughout this policy.

Message: The results of the services objective assessment and ISS shall be conducted with WIA Youth participants and used in conjunction with one another. While the order in which these processes are delivered may be flexible, based on the participants’ needs, the assessment and ISS shall generally follow the logical order listed.

- Determine Career Goal(s) – Identify career goal(s) and/or career pathways
- Assess Needs – Identify Basic Skills, Work Readiness Skill, Occupational Skills, and Supportive Service Needs

- Develop an ISS – Set goals, develop achievement objectives, assign services to address identified needs and attain positive outcomes
- Conduct Progress Reviews – Conduct periodic reviews of the participant and their plan to determine progress and any related problems that may arise
- Provide Follow-up Services – Assess needs and plan follow-up services

The tool used to guide the Assessment/ISS process is the Oklahoma Service Link (OSL) Employment Plan. Instructions for developing procedures for the required OSL fields are included below:

A. Determine Age-Appropriate Career Goal(s) (WIA sec. 129(c) (B), CFR p. 49350 of the Preamble, CFR 664.405(a)(2). The age-appropriate career goal, after collaboration with the participant, may include either the selection of a single career goal or the identification of an initial career pathway of occupations to consider. Procedures must provide a description of the process for determining age-appropriate career goal(s), including supportive documentation maintained in the ISS section of the case file verifying occupational assessment scores. Explanations of both options are provided below:

1. Determine a Career Goal

Youth will determine a career goal(s) using a self-directed career decision-making or job matching process which includes the use of assessment instrument(s) and occupational information. A “Determining Career Goal” best practice approach is provided in Attachment 3 to the “Assessment/ISS Model Procedures” provided separately from this OETI.

If participants are currently in training with money from another source paying the training costs, the participant is not required to go through the job matching process described above. However, the following steps must be taken to verify that their career goal(s) meet the criteria for demand occupations, they have a probable chance for success, and the occupation wages lead to a self-sufficient salary, before service or training can be received:

- Confirm that participants have a career goal(s) and it matches their training. If not, they must proceed to the job matching process described in the providers’ job matching procedures for determining a career goal.
- Review the demand occupations list to determine if the occupation, for which they are training, is a demand occupation. (Refer to demand occupation definition in the definition attachment to this policy).
- Conduct a review of their training/education progress to assure that they have a probable chance to successfully complete the training.
- Use an occupational information source, such as the OKCIS occupations section, to allow the participants to review information about their career goals such as wages, outlook, and other related occupations.

When participants have completed a job matching process to determine their career goal(s) with another agency or institution, the provider is encouraged to use those results. This process must have occurred within 6 months of their having become a WIA youth participant and to assure they have completed a quality process, the following steps must be taken:

- Review all career assessment results including codes or scores to assure probable chance for success and file a copy of codes or scores.
- Review the LWIB demand occupations list to determine if the occupation, for which they are training, is a demand occupation.
- Obtain the name of the LMI or occupational information used in the career research.

2. Identify an Initial Career Pathway

Unlike the selection of a career goal determined through a career decision making process and completing a plan of services and activities so as to become employed in that goal, many youth have not reached a level of development that enables them to determine one or even several goals on which to act. The preamble of the WIA CFR, page 49350 infers that goals should be indicative of their interests and “may change as a youth ages and interests broaden as a result of participation in workforce development activities.” This does not prohibit a youth from selecting a single career goal, but many youths should be encouraged to identify an initial career pathway with the assistance of an assessment instrument(s) and occupational information. Once the initial pathway has been determined, activities shall be planned in the ISS to expose youth to characteristics, knowledge, and skills of the pathway. Immediate participation in the pathways process is not required and may be conducted with a number of services over an extended period of time. This process will assist in validating youths’ pathways and narrowing the pathway occupations to fields. Program activity in regard to participants’ pathways may include:

- exploring occupational and LMI information
- experiencing related services in the workplace/community (e.g., work experience, internships, etc.)
- exposing participants to related classes (e.g., electives, tech center classes, etc.)

Results of processes described in this section shall be used to respond to the OSL Employment Plan fields “Occupational Assessment and Career Research” and “Justification for Employment Goal” according to instructions for those two fields on page 9 of this policy.

Two best practice models for determining a career goal(s) or a career pathway are provided with the “Assessment/ISS Model Procedures” as Attachments 3 and 4.

B. Plan for Overcoming Identified Barriers

Processes for assessing needs, setting goals, selecting services, and developing achievement objectives occur in this section with results being recorded in the “Plan for Overcoming Identified Barriers” field.

1. Assess Needs [sec. 129 (c) (A) & CFR 664.405 (a)]

Procedures must describe how needs will be assessed and what supportive documentation will be included in the ISS section of the case file. The assessment of needs will include three skills categories; basic skills, work readiness, and occupational skills. These categories are comprehensive in that they include all skills necessary to obtain and retain employment. Assessment/ISS procedures must include these three categories and ensure that participants are assessed for complete employability readiness.

Once needs are identified, a plan of goals, achievement objectives, and services leading to appropriate outcomes will be developed. These categories and requirements are described below.

a. Basic Skills

Assessing basic skills shall include pre and post-testing using appropriate tests listed in the “Educational Functioning Level Descriptors” provided as Attachment C to TEGL 17-05. The method for determining need for assistance and how it is applied will be stated in the procedures (e.g., has a reading grade level at or below the 8th grade).

b. Work Readiness

Work readiness is broken into five goal areas to be assessed as provided below:

- i. Career Development – continuation of the age appropriate career goal development and refinement, implementation of a career pathway plan, or general increase in the use of skills and knowledge of labor market, world-of-work awareness, occupational information, values clarification and personal understanding, career planning, and decision making
- ii. Pre-employment Skills – job search techniques (resumes, interviews, applications, and follow-up letters)
- iii. Survival/Daily Living Skills – survival/daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation
- iv. Retention Skills/Work Maturity Skills – positive work habits, attitudes, and behaviors such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, assuming the responsibilities involved in maintaining a job, motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self image
- v. High School Diploma or GED – This goal area applies to the “attainment of a degree or certificate” measure.

The method for determining need for assistance and how it is applied will be stated in the procedures. An example includes the use of a criterion-based checklist that is completed along with an interview (e.g., Retention Skills – Personal problems have interfered with school/work in the past). This would indicate a need for assistance.

c. Occupational Skills

A method for determining need for assistance and how it is applied will be stated in the procedures. One example includes the use of a criterion-based checklist completed in an interview and reveals participants have no job experience or training in their career goal. This would indicate a need for assistance.

2. Set Youth Goals

Procedures shall contain a description of the process for determining the appropriate goals in each of the three categories. The purpose of the goal is to set the target that will attain or assist in the attainment of a positive outcome for common measures. Selected goals must address identified needs under the three categories; basic skills, work readiness, and occupational skills. Goals will be written according to instructions for the “Plan for Overcoming Identified Barriers” field on page 10 of this policy.

- a. Basic Skills – An example of a goal is “increase reading skills one or more functional levels,” which would address the need “has a reading grade level below the 8th grade” and would lead to the attainment of a “Literacy Gain” common measure.
- b. Work Readiness – Work readiness is broken into five goal areas as described in B.1.b., page 4 of this policy. Even though a youth will not receive credit for a common measure for achieving a work readiness goal, skills developed from work readiness may assist in receiving common measures (e.g., placement in employment). Procedures should describe how these goals will be assigned to any identified needs in this category and address outcomes. An example of a work readiness goal is “Develop Pre-Employment Skills” which could address the identified need indicator “Does not have job search skills” and may lead to the outcome “Placement in Employment.”
- c. Occupational Skills – An example of a goal is “attain a degree or certificate (technical or occupational skills) or “placement in employment” which may address one or several identified needs.

A sample work workplace evaluation is provided in the “Assessment/ISS Model Procedures,” Attachment 2.

3. Develop Achievement Objectives [sec. 129 (c) (B)]

Procedures shall contain a description of the process for developing achievement objectives and measuring those in basic and occupational skills. The purpose of achievement objectives is to describe measurable planned action (services and/or training) necessary to accomplish or assist in accomplishing the set goals. Achievement objectives will be recorded according to instructions for the “Plan for overcoming identified barriers” on page 10 of this policy. Related Notes will be recorded in “Additional Notes” section. Sample achievement objectives with explanations for each of the categories are listed below:

- a. Basic Skills – An example of a basic skills achievement objective is “Provide tutoring to increase reading one functional level.” The objective completes the requirements by:
 - i. addressing the goal to which it relates; Increase Reading skills one functional level
 - ii. achieving a “Literacy Gain” common measure outcome
- b. Work Readiness – An example of a work readiness achievement objective is “Complete the Center Job Readiness class with not less than an 85% score on the class evaluation.” The objective completes the requirements by:

- i. addressing the goal; Develop Pre-employment Skills
- ii. assisting in attainment of a “Placement in employment” common measure outcome

Work Readiness skills may be achieved in the classroom, one-on-one, or in the workplace, and may be evaluated to reach a successful standard. The following list consists of suggested methods of evaluation.

- Center classroom or workshop – An evaluation instrument developed to measure the identified work readiness knowledge and skills, and a standard set indicating successful completion.
 - One-on-one or workplace – An evaluation developed to measure the identified work readiness knowledge and skills, and a standard set indicating successful completion. If a product, such as a career pathway plan is developed and implemented, a criteria checklist could be developed with a standard set indicating successful completion.
 - Institutional classroom – If work readiness achievement objectives are developed for classroom settings in institutions, documentation by the institutions that participants have successfully attained the identified knowledge and skills should be sufficient.
- c. Occupational Skills
- i. Institution - An example of an occupational skills achievement objective from an institution is “Complete Gordon Cooper CNA Certification Course, and receive certificate for successful completion.” The objective completes the requirement by addressing the goal to which it relates; attain a degree or certificate.
 - ii. Workplace – If occupational skills are taught in the workplace (e.g., OJT, Work Experience, etc.) skills must be identified and recorded with an evaluation instrument. Skills must be measured and a standard set indicating successful completion. An example of an occupational skills achievement objective delivered in the workplace is “Complete Work Experience program with an 85% score on the skills evaluation instrument.” The objective completes the requirements by assisting in the achievement of a “Placement in employment” goal and common measure.

Results of processes described in this section shall be used to respond to the OSL Employment Plan field “Plan for Overcoming Identified Barriers” according to instructions for that field on page 10 of this policy. A sample workplace evaluation is provided in the “Assessment/ISS Model Procedures,” Attachment 2.

C. Vocational Goal

The vocational goal is the occupational skills training goal that will enable participants to attain their career goal(s). The goal is sanctioned by the Case Manager as one in which participants have a probable chance for success. Procedures must contain elements of the goal (e.g., training course title, expectation from training, etc.). If training is not being funded by WIA Title I, it should be noted in the OSL Employment Plan “Vocational Goal” field. This field should be used only when applicable.

The goal shall be entered in the OSL Employment Plan field “Justification for Vocational Goal” according to instructions for this field on page 9 of this policy.

D. Economic Statement and Planning

This field is required for those participants receiving occupational skills training for assessing their economic needs and planning. The field is also optional for use with any participants who need to identify and use financial resources in their planning (e.g., food stamps, child support, housing subsidy, etc.).

E. Supportive Service and Assistive Technology Needs

Procedures must contain how supportive service needs are identified, including any assistive technology needs. A best practice would include administering a checklist with the most common needs (e.g., Housing, Transportation, Medical services, etc.) followed with a discussion of those checked. Each Workforce area may develop the list of needs used in their checklist.

Results of the supportive service needs determination shall be entered in the OSL Employment Plan field, “Required Supportive Services During Active Participation” and “Assistive Technology Needs for Achieving Goals” according to instructions for this field on page 10 of this policy.

F. Post Employment Needs

Participants must receive some form of follow-up services for a minimum duration of 12 months. Because the OSL Employment Plan closes and cannot be opened after participants exit, and in order to maintain a single area for recording “Post Employment Needs,” all assessment and planned follow-up services will be recorded in the OSL Notes (Enrollment or Program) section.

G. Client Involvement Statement

The ISS is “an ongoing strategy jointly developed by the participant and Case Manager that identifies the participant’s career goal(s), the appropriate achievement objectives, and appropriate combination of services for the participant to achieve the career goal(s).” Workforce investment areas shall design their ISS procedures to involve participants in the employment planning process and create a client involvement statement to be signed by participants and Case Managers verifying their participation. This statement may appear in the “Client Involvement” field of the OSL Plan and verified with signatures after printing, or a separate hard copy page including the client involvement statement may be signed and filed with the plan. Case Managers should use their discretion to override participant decisions contrary to program policy or law. On these occasions, Case Managers will provide appropriate rationale in the “Additional Notes” section of the OSL Employment Plan.

H. Progress Review

The ISS is an ongoing process jointly developed by the participant and the Case Manager. Periodic progress reviews shall be conducted and documented in the OSL Notes (Enrollment or Program) section. Procedures must describe how this ongoing process will be conducted. Local areas may define the term “periodic” in their procedures. Progress reviews may not always occur on a scheduled review date, but initiated when a problem or need for change arises.

I. Additional Notes

This field includes notes used to document details directly related to the original OSL Employment Plan planning and modification process (e.g., supportive services, occupational assessment, etc.). Related progress review and post-employment notes will be recorded in the

OSL Notes (Enrollment or Program) sections. Documentation in the “Additional Notes” field or OSL Notes section will follow the guidelines listed below:

1. Date – Date the notes were written. If notes are related to an action in the plan, it should reflect the same date as the plan. Stating the date first will provide a method of tracking any notes from an OSL field.
2. OSL Field – If the notes apply to a field such as “Justification for Employment Goal,” write the name of the field behind the date before adding the notes. Using the date and the field assists in tracking.

An example of how notes related to the original planning process should be recorded is provided on page 11 of this policy, under the “Additional Notes” field.

Required Information for Oklahoma Service Link Employment Plan

The purpose of the OSL Employment Plan is to submit specific data to OESC to meet both state and federal reporting requirements and provide an assessment and planning tool with a record for participants, case managers, monitors, and supervisors. Instructions for completing the fields of the Employment Plan, with examples and references to the regulations, Act, and Oklahoma Employment and Training Issuances (OETI) are provided below. Any reference with an * preceding it is from the Preamble of the CFR and holds no authority, but should be used for guidance. Even though procedures may vary from area to area, these instructions for completing the OSL Employment Plan are required and must become part of the provider’s procedures.

Oklahoma Service Link Employment Plan

INSTRUCTIONS	EXAMPLE	REFERENCE
<p>Occupational Assessment and Career Research</p> <p>Option 1: Career Goal 1. Occupational Assessment – Using the selected combined career assessment program or career assessment instruments, record the instrument name(s) and results. If participants are currently enrolled in training, record “currently enrolled.” 2. Career Research – Record name of occupational information used; or</p> <p>Option 2: Career Pathway 1. Occupational Assessment – Record instrument(s) used to identify occupational cluster(s) and record results 2. Career Research – Record name of information used</p>	<p>Option 1 Career Goal 1. <u>Assessment</u> - Self-Directed Search; Codes - SER 2. <u>Career Research</u> – OKCIS (Occupations Sec.), Demand Occupations List</p> <p>Option 2: Career Pathway 1. <u>Assessment</u> – Career Clusters Interest Survey; Cluster – Health Science; Pathway – Therapeutic Services 2. <u>Career Research</u> – OKCIS (Occupations Sec.), Career Tech pathway brochure, personal information</p>	<p>Sec. 129 (c) (B)</p> <p>* CFR pg. 49350 CFR 664.405 (a) (2) TEGN 3-04, pg. 4 & 6</p>
<p>Justification for Employment Goal</p> <p>Option 1: Career Goal Record the career goal(s) resulting from a decision-making process and record the title with rationale for selection. If the goal cannot be sanctioned by the Case Manager, provide an explanation under the field “Additional Notes.”</p> <p>Option 2: Career Pathway Record the career goal or age-appropriate career goal(s). This may be occupational cluster and/or pathway. Record rationale for selection.</p>	<p>Option 1: Career Goal Goal: CNA Rationale: CNA was selected by the participant and occupational assessment and career research indicates that there is a demand and probable chance for success in the career goal.</p> <p>Option 2: Career Pathway Goal: Health Science Cluster & Therapeutic Services Pathway Rationale: Based on the participant’s interests, personal qualities, school subjects, and other information, the “therapeutic services” pathway was chosen as the age-appropriate goal.</p>	<p>Sec. 129 (c) (B)</p> <p>* CFR pg. 49350 CFR 664.405 (a) (2) TEGN 3-04, pg. 4 & 6</p>
<p>Justification for Vocational Goal</p> <p>Record the vocational training goal and how it will assist in achieving the career goal. If training cost is not being provided by WIA, note it. When a goal is not appropriate, record “NA” in the field</p>	<p>By successfully completing the Northeast Technology Center CNA program and passing the state CNA exam, the participant will have the skills necessary for attaining her career goal.</p>	

INSTRUCTIONS	EXAMPLE	REFERENCE
<p>Client Strength Not in use</p>	Optional	
<p>Plan for Overcoming Identified Barriers (or needs) Record the following information</p> <ul style="list-style-type: none"> • skills category • goal • achievement objective • service • projected start and end dates <p>If there are no needs in a category, record the category and note that there is no deficiency. If there is a deficiency and it will be addressed at a later time, record “to be addressed at a later time.”</p>	<p>CATEGORY: Basic Skills GOAL: Increase reading skills one or more functional levels OBJ: Provide tutoring to Increase reading skills one or more functional levels SERVICE: Tutoring START: 9-20-06 – END: 3-20-07</p> <p>CATEGORY: Work Readiness GOAL: Increase Pre-employment skills OBJ: Complete the Center Job Readiness class with not less than an 85% score on the class evaluation SERVICE: Work Readiness/Pre-employment Skills START: 9-16-06 – END: 11-16-06</p> <p>CATEGORY: Occupational Skills GOAL: Attain a degree or certificate OBJ: Complete Gordon Cooper CNA course and receive certificate for successful completion. --- SERVICE: occupational skills training START: 9-23-06 – END: 1-10-07</p>	TEGL 17-05, ATT. D. p.19 & ATT. B. p.1. Sec. 129 (c) (B)
<p>Assistive Technology Need for Achieving Goals</p> <p>If the participant has a disability, identify it and describe any accommodations that will be made to assist participants in achieving their stated goal(s).</p>	Participant has been diagnosed with a hearing problem and has been referred to Vocational Rehabilitation for assistance with the purchase of a hearing aid.	
<p>Client Responsibilities and Agency Responsibilities</p>	Optional	
<p>Economic Need Statement and Planning</p> <p>This field is <u>required</u> for participants receiving occupational skills training to assess and plan for their economic needs. The field is also <u>optional</u> for use with any participants who need to identify and address financial resources.</p>	WIA program funds will pay for the participant’s training cost. She is unable to obtain enough grant money for her training. Participant’s only other source of income is from SSA in the amount of \$632.00 per month.	
<p>Required Supportive Services During Active Participation</p> <p>Record any supportive service needs and supportive service provided</p>	Transportation problems – OCIA will provide participant with travel assistance money	CFR 664.440

INSTRUCTIONS	EXAMPLE	REFERENCE
<p>Post Employment Needs</p> <p>Record the follow-up services provided for 12 month duration in the OSL Notes (Enrollment or Program) section</p>	<p>Record in OSL Notes (Enrollment or Program) section</p>	<p>CFR 664.450</p>
<p>Client Involvement Statement</p> <p>Refer to section J. of this policy for alternative</p>	<p>In consulting with my Case Manager, I have determined that the career goal is one of my choices and the service strategy stated in the ISS has been developed in collaboration with me. I also understand that this is a general plan of services and training and it is neither an entitlement nor a contract between the program and the participant.</p>	
<p>Client Progress Review</p>	<p>Record in OSL Notes (Enrollment or Program) section</p>	
<p>Additional Notes</p> <p>Case Management Notes – ISS notes relating to the original planning or modification process will be recorded in the “Additional Notes” field and used to document details regarding the OSL Employment Plan. Progress Review and Post Employment notes will be recorded in the “OSL Program or Enrollment Notes” sections. Follow the guidelines listed below to record any ISS notes:</p> <p>Date – Date the notes were written. If notes are related to an action in the plan, it should reflect the same date as the action in the plan. Stating the date first will provide a method of tracking any notes from the time it occurred in the ISS.</p> <p>OSL Employment Plan Field – If the notes apply to an Employment Plan field such as “Justification for Employment Goal,” write the name of the field behind the date before adding the notes. Using the date and field assists in tracking the notes to the OSL Employment Plan field.</p>	<p>9-15-06-- REQUIRED SUPPORTIVE SERVICES DURING ACTIVE PARTICIPATION -- Participant indicated that she would have to catch a ride with a friend to the Workforce Center for her job readiness class and would have to help pay for the gas. Making this payment would create a hardship on her, which may prohibit her from taking the class.</p>	

SAMPLE EMPLOYMENT PLAN MODIFICATION WITH INSTRUCTIONS

Modification Instructions: In the field to be changed, go to the end of the existing required information and record the modified information. A modification to a plan may require the changing of more than one field. Record the information listed below:

- Mod date
- Mod number
- Record only the areas that are modified from the original
- Record rationale for change

<p>Justification for Employment Goal</p> <p>Career Goal Record the career goal(s) resulting from a decision-making process and record the title with rationale for selection. If the goal cannot be sanctioned by the Case Manager, provide an explanation under the field "Additional Notes."</p>	<p>Goal: CNA Rationale: CNA was selected by the participant and occupational assessment and career research indicates that there is a demand and probable chance for success in the career goal.</p> <p>Date: 10-3-06 Mod: 1 Goal: LPN Rationale: After beginning CNA class, both participant and the instructor felt she was capable of a higher level health care occupation. Her test scores also indicated that she had the ability to achieve at a higher level. Jane will be enrolled in the Gordon Cooper LPN program which begins next week. LPN is a demand occupation.</p>
<p>Justification for Vocational Goal</p> <p>Record the vocational training goal and how it will assist in achieving the career goal. If training cost is not being provided by WIA, note it. When a goal is not appropriate, record "NA" in the field</p>	<p>By successfully completing the Gordon Copper Technology Center CNA program and passing the state CNA exam, the participant will have the skills necessary for attaining her career goal.</p> <p>Date: 10-3-06 Mod: 1 By successfully completing the Gordon Cooper Technology Center LPN program and passing the state LPN exam, the participant will have the skills necessary for attaining her career goal</p>
<p>Plan for Overcoming Identified Barriers (or needs) Record the following information</p> <ul style="list-style-type: none"> • skills category • goal • achievement objective • service • projected start and end dates 	<p>CATEGORY: Occupational Skills GOAL: Attain a degree or certificate OBJ: Complete Gordon Cooper CNA course and receive certificate for successful completion. SERVICE: occupational skills training START: 9-23-06 – END: 1-10-07</p> <p>Date: 10-3-06 Mod: 1 OBJ: Complete Northeast Technology Center LPN course and receive certificate for successful completion START: 10-14-06 – END: 8-3-07</p>

Support Documentation for OSL Employment Plan

Support documentation for the OSL Employment Plan will be maintained in the ISS section of the case file. The file must follow the requirements listed below.

A. ISS Case Checklist – For tracking purpose, an ISS case checklist will be used as a cover sheet for the ISS Case section. It should be organized as follows:

1. State the titles of each of the OSL Employment Plan field or the title of a process that requires hard copy documentation in ISS section of the case file. Documents should be filed in the same order as they are performed in the system. If state policy or local procedures do not require support for a field, do not include it on the checklist.
2. State the support document title (e.g., Supportive Service Checklist, SDS Score sheet, etc.) under the field title that it supports.
3. When a document is filed it should be checked on the checklist allowing the Case Manager to know if the document is in the file and its location.

An example of an ISS case checklist may be reviewed in the Assessment/ISS Model Procedures, under Attachment 2.

B. Required Documents – Documents must include, but not be limited to:

1. Copy of original OSL Employment Plan
2. Any career assessment instrument results or score sheets used.
3. ISS Planning Work Sheet or documentation of how the needs were determined, goals set, services selected, and achievement objectives developed.
4. Economic Need Statement or documentation of financial need and available resources (when applicable).
5. Required Supportive Services sheet or documentation of how supportive service needs were identified (e.g., checklist)
6. Client Involvement Statement (If not provided in OSL Employment Plan)
7. Necessary documentation for attainment of common measures (e.g., basic skills pre and post tests, evaluations of occupational skills, diplomas or GED, verification of enrollment for post secondary education or advanced training/occupational skills, etc.)

Procedures must describe and provide copies of ISS support documentation. A model ISS form section is available for programs to review in Attachment 2 of the Model Procedures.

Action Required: This state policy is based on the Workforce Investment Act and provides guidance for LWIBs in the development of their board policy. LWIBs will develop the Assessment/ISS procedures or direct providers in their development. Procedures developed by providers should be submitted to the LWIBs for approval. LWIB staff will conduct oversight by monitoring to assure that processes are being conducted in accordance with provider procedures. Board policy and procedures must be developed and implemented by March 1, 2007. All active youth participants enrolled prior to March 1st must have their ISS brought into compliance and will include a signed client involvement statement no later than May 1, 2007. To complete its role, the State will provide oversight to assure the LWIBs and their providers are in compliance with state guidelines.

Contact Information: Refer inquiries to Robyn Coman at robyn.coman@oesc.state.ok.us or (405) 557-5318 or Tami Decker at tdecker@oesc.state.ok.us or (405) 962-7595.

Definitions

Achievement Objective – Describes measurable planned action (services and training) necessary to accomplish or assist in accomplishing a goal(s).

Adult Mentoring - The purpose of mentoring is to provide a participant with the opportunity to develop a positive relationship with an adult. The adult mentor should provide a positive role model for educational, work skills, or personal or social development. Mentoring for youth must be categorized as either academic (primarily provided to assist a youth in achieving academic success) or employment-related (primarily provided to assist a youth in achieving employment-related success). Adult Mentoring must be for duration of at least twelve (12) months, which may occur both during and after program participation.

Advanced Training/Occupational Skills Training – To count as a placement for the Youth Common Measures, advanced training constitutes an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Such training should: (1) be outcome-oriented, and focused on a long-term goal as specified in the Individual Service Strategy; (2) be long-term in nature and commence upon program exit rather than being short-term training that is part of services received while enrolled in ETA-funded youth programs, and (3) result in attainment of a certificate (as defined below under this attachment). (Attachment B, TEGL 17-05)

Age Appropriate Career Goal - The age appropriate goal determination shall include the selection of a single career goal or the identification of an initial career pathway of occupations to consider. Either will be considered as an age-appropriate goal.

Apprenticeship

A relationship between an employer and an employee, during which the worker or apprentice learns a trade. The training lasts a specific length of time. An apprenticeship covers all aspects of the trade and includes both on-the-job training and related instruction.

Assessment Purpose – The purpose of assessment is to help individuals and program staffs make decisions about appropriate goals and develop effective service strategies for reaching those goals.

Basic Literacy Skills Deficient - The term "deficient in basic literacy skills" is defined at the local level. These definitions may establish such criteria as are needed to address the local concerns, and must include a determination that an individual:

- Computes or solves problems, reads, writes, or speaks English at or below the 8th grade level on a generally accepted standardized test or a comparable score on a criterion referenced test; or
- Is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family or in society.

Note: Grade Level scores below 9.0 (e.g.8.9) should be considered as at or below the 8th grade level.

Basic Skills – Basic skills includes reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills.

Career Goal(s) – The occupation or several related occupations selected by the participant and sanctioned by the Case Manager in which the participant wishes to receive related WIA services and/or training. The career goal(s) is established by using a self-directed career decision-making or job matching process that includes assessment instruments and occupational information to determine the best job match for training/services. The career goal(s) is the basis for ISS development.

Career Planning - A system in which individuals evaluate their abilities and interests, consider alternative career opportunities, establish career goals, and plan practical development activities. (Thomson Nelson – Educational Publishing Co.)

Case Management – The Provision of a client-centered approach in the delivery of services, designed –

- To prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and
- To provide job and career counseling during program participation and after job placement. (Workforce Investment Act, 1998, 112 STAT. 939, sec. 101(5))

Demand Occupation – The Oklahoma Employment and Training Issuance (OETI) #09-2005 requires that LWIBs develop a demand occupations list in accordance with its instructions. Any reference to demand occupations in this ISS policy pertains to occupations on LWIBs' lists.

Educational Functioning Levels - As outlined in the NRS—the National Reporting System designed by the Department of Education to track WIA Title II funded adult education and literacy programs—there are two sets of educational functioning levels – six levels for Adult Basic Education (ABE) and six levels for English-as-a-second language (ESL) students. The ABE levels roughly equate to two grade levels. Further guidance on the educational functioning level descriptors can be found in Attachment C, TEGL 17-05. Each ABE and ESL level describes a set of skills and competencies that students entering at that level demonstrate in the areas of reading, writing, numeracy, speaking, listening, functional, and workplace skills. These descriptors provide guidelines for placing participants in educational functioning levels, based on performance on standardized tests. (From PEP)

Informed Customer Choice – Choices made by customers using the best information available, including employment-related information (e.g., information about self such as abilities and interests, knowledge of support services, training providers, etc.)

Internship - A period of time spent in business, industry, or other agency for the purpose of providing a student with opportunities to gain insight and direct experience related to one or more functions of the organization. Internships give a student paid or unpaid work experience in a career field of study.

Job Match – A process that allows individuals to make informed choices in determining career goal(s) used for the selection of needed services and/or training. Occupations selected shall be demand occupations, lead to self-sufficient salaries, and be compatible with participants' abilities, allowing them a probable chance for success.

Occupational Skills – Primary occupational skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary occupational skills entail familiarity with and use of set-up procedures, safety measures, work-related terminology, record keeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines.

Operational Procedures – A written document that provides directions for step-by-step execution of actions necessary to perform identified processes. Procedures must be developed with sufficient detail to be used for the following:

- Executing functions
- Training personnel
- Conducting oversight

Self-Directed Decision Making Process – A step-by-step decision making process that allows the participant to understand the problem, consider, and explore alternatives, and make informed decisions.

Skills Assessment – Includes instruments or interview with criteria that measures acquired skills.

Work Experience -Work experiences for youth are planned, structured learning experiences that take place in a workplace for limited period of time. A work experience may be paid or unpaid, and be in the private, non-profit, or public sectors. Work experiences are designed to enable youth to gain exposure to the working world and its requirements, and to help youth acquire the personal attributes, knowledge and skills needed to obtain a job and advance in employment:

- Instruction in employability skills or generic workplace skills (such as SCANS)
- Exposure to various aspects of a particular industry;
- Progressively more complex tasks;
- Internships and job shadowing;
- Integration of basic academic skills into work activities'
- Supported work, work adjustment, and other transition activities;
- Entrepreneurship;
- Service Learning;
- Paid and unpaid community services;
- Other elements designed to achieve the goals of work experience

(CFR 664.410/664.460)