

# Oklahoma Employment Security Commission



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## OKLAHOMA EMPLOYMENT AND TRAINING ISSUANCE # 07-2006

**DATE:** October 13, 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 functions 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 tools used to guide the Assessment/ISS process is the Oklahoma Service Link (OSL) Employment Plan and Youth Goals section. 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, depending on the informed choice of 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 how age-appropriate career goal(s) are determined. 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. 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 should 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 matching their interests. 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. These activities may be developed into work readiness goals and for younger youth a skills attainment goal may be taken with a successful completion. Participation is not an immediate requirement and the pathway process 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 functions 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 11 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. 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 for younger and older youth. Although these categories were developed for younger youth in TEGl 17-05, they are comprehensive in that they include all skills necessary to obtain and retain employment. Assessment/ISS procedures must include these three categories for younger and older youth and ensure that participants are assessed for complete employability and educational 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.

1. 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 8<sup>th</sup> grade).

2. Work Readiness (TEGL 17-05, Att. B. p. 6)

The definition of work readiness has been broken into five goal areas to be assessed as provided below:

- a. 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
- b. Pre-employment Skills – job search techniques (resumes, interviews, applications, and follow-up letters)
- c. 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
- d. 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
- e. High School Diploma or Equivalent – This goal applies to the core measure “high school diploma or equivalent” or the “diploma or GED” part of the common measure “attainment of a degree or certificate.”

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

3. 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.

Results of these identified needs shall be addressed with goals, achievement objectives, and services in the “Description” field of the OSL Youth Goals on page 13 of this policy. Related notes will be recorded in the OSL Notes (Enrollment or Program) section using the same requirements as described in “L. Additional Notes (1.and 2.) of this policy.”

### **C. 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 core or common measures. 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 “Description” field of the OSL Youth Goals on page 14 of this policy.

1. Basic Skills – An example of a goal is “increase reading skill,” which would address the need “has a reading grade level below the 8<sup>th</sup> grade” and may lead to the attainment of a “younger youth skills attainment” for a youth.
2. Work Readiness – The TEGL 17-05 definition of work readiness has been broken into five goals as described in B. 2., page 4 of this policy and applies to both younger and older youth. Even though an older youth may not receive credit for a core measure, the 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 “Younger Youth Skills Attainment.”
3. Occupational Skills – The occupational skills goal definition will be applied when addressing a “skills attainment” for a younger youth. An example may be “develop primary and/or secondary skills.” This definition does not apply to older youth who may have common measure goals such as “attain a certificate.”

Goals developed shall be entered in the OSL Youth Goals, “Description” field according to instructions on page 13 of this policy. Related Notes will be recorded in the OSL Notes (Enrollment or Program) section using the same requirements as described in “L. Additional Notes (1.and 2.)” of this policy. A best practice model for setting youth goals is provided in the “Assessment/ISS Model Procedures,” Attachment 3.

### **D. Develop Achievement Objectives [sec. 129 (c) (B)]**

Procedures shall contain a description of the process for developing and measuring achievement objectives. 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 “Description” field of the OSL Youth Goal on page 13 of this policy. Related Notes will be recorded in the OSL Notes (Enrollment or Program) section using the same requirements as described in “L. (1.and 2.), Additional Notes” of this policy. Sample achievement objectives with explanations for each of the categories are listed below:

1. Basic Skills – An example of a basic skill achievement objective is “Provide tutoring to increase reading skills.” The objective completes the necessary requirements by:
  - a. addressing the goal to which it relates; Increase reading skills
  - b. achieving a “Younger Youth Skill Attainment” outcome

Another example using a common measure outcome may be “Provide tutoring to increase reading one functional level.” The objective completes the requirements by:

- a. addressing the goal to which it relates; Increase Reading skills one functional level
  - b. achieving a “Literacy Gain” common measure outcome
2. 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:
- a. addressing the goal; Develop Pre-employment Skills
  - b. achieving a “Younger Youth Skill Attainment” outcome

Work Readiness skills may be achieved in the classroom, one-on-one, or in the workplace, but must be evaluated to reach a successful standard. The following method of measurements may be used:

- Center classroom or workshop – An evaluation instrument must be developed to measure the identified work readiness knowledge and skills, and a standard set indicating successful completion.
- One-on-one – An evaluation must be 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 should 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 is sufficient.

Status at the completion of the objective must be recorded in the “Date Attained” field of the OSL Youth Goals section with documentation of successful completion in the ISS section of the case file.

### 3. Occupational Skills

- a. Institution - An example of an occupational skills achievement objective from an institution is “Complete Gordon Cooper Health Careers Certification Course, and receive certificate for successful completion.” The objective completes the requirements by:
  - Addressing the goal to which it relates; Develop primary and/or secondary occupational skills for a selected occupation
  - Achieving a “Younger Youth Skills Attainment”
- b. 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:

- Addressing the goal to which it relates; Develop primary and/or secondary occupational skills for a selected occupation
- Achieving a “Younger Youth Skills Attainment”

Achievement objectives shall be entered in the OSL Youth Goals “Description” field according to instructions provided on page 13 of this policy.

Status at the completion of the objective must be recorded in the “Date Attained” field of the OSL Youth Goals with documentation of successful completion in the ISS section of the case file.

#### **E. 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 for younger youth 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 10 of this policy.

#### **F. Plan for Overcoming Identified Barriers/Needs**

The OSL Youth Goal fields are used for recording the information that would normally be recorded in this field. Refer to the OSL Youth Goal section and sections B. through D. of this policy.

#### **G. 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.).

#### **H. 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 12 of this policy.

#### **I. 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.

#### **J. 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.

#### **K. Progress Review and ISS Modification**

##### **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 change necessitates an ISS modification.

##### **ISS Modification**

1. OSL Employment Plan - An example of the modification process is provided on page 12 of this policy in the “Client Progress Review” field.
2. OSL Youth Goals Section – An example with instructions for the modification of this section are provided on page 15.

#### **L. Additional Notes**

This field includes notes used to document details directly related to the original planning process (e.g., supportive services, occupational assessment, etc.). After the original planning process has been completed, notes regarding the OSL Employment Plan will be maintained in the OSL Notes (Enrollment or Program) sections. Documentation in the “Additional Notes” field or 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 12 of this policy, under the “Additional Notes” field.

### **Required Information for Oklahoma Service Link Employment Plan**

The purpose of the OSL Employment Plan and the OSL Youth Goals section 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 and Youth Goals section, 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 and Youth Goals are required and must become part of the provider’s procedures.

## Oklahoma Service Link Employment Plan

| INSTRUCTIONS   | EXAMPLE  | REFERENCE   |
|--|--|---|
| <p><b>Occupational Assessment and Career Research</b></p> <p><b>Option 1: Career Goal</b><br/>           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.”<br/>           2. Career Research – Record name of occupational information used; or</p> <p><b>Option 2: Career Pathway</b><br/>           1. Occupational Assessment – Record instrument(s) used to identify occupational cluster(s) and record results<br/>           2. Career Research – Record name of information used</p> | <p><b>Option 1 Career Goal</b><br/>           1. <u>Assessment</u> - Self-Directed Search; Codes - SER</p> <p>2. <u>Career Research</u> – OKCIS (Occupations Sec.), Demand Occupations List</p> <p><b>Option 2: Career Pathway</b><br/>           1. <u>Assessment</u> – Career Clusters Interest Survey; Cluster – Health Science; Pathway – Therapeutic Services<br/>           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<br/>           CFR 664.405 (a) (2)<br/>           TEGN 3-04, pg. 4 &amp; 6</p> |
| <p><b>Justification for Employment Goal</b></p> <p><b>Option 1: Career Goal</b><br/>           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><b>Option 2: Career Pathway</b><br/>           Record the career goal or age-appropriate career goal(s). This may be occupational cluster and/or pathway. Record rationale for selection.</p>   | <p><b>Option 1: Career Goal</b><br/>           Goal: CNA<br/>           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><b>Option 2: Career Pathway</b><br/>           Goal: Health Science Cluster &amp; Therapeutic Services Pathway<br/>           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<br/>           CFR 664.405 (a) (2)<br/>           TEGN 3-04, pg. 4 &amp; 6</p> |
| <p><b>Justification for Vocational Goal</b></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   |
|---|---|-------------|
| <b>Client Strength</b><br>Not in use  | Optional  |             |
| <b>Plan for Overcoming Identified Barriers</b> (or needs) – Not in use  | Refer to OSL Youth Goals section  |             |
| <b>Assistive Technology Need for Achieving Goals</b><br><br>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).  | Participant has been diagnosed with a hearing problem and has been referred to Vocational Rehabilitation for assistance with the purchase of a hearing aid.   |             |
| <b>Client Responsibilities and Agency Responsibilities</b>  | Optional  |             |
| <b>Economic Need Statement and Planning</b><br><br>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. | 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. |             |
| <b>Required Supportive Services During Active Participation</b><br><br>Record any supportive service needs and supportive service provided  | Transportation problems – OCIA will provide participant with travel assistance money  | CFR 664.440 |

| INSTRUCTIONS   | EXAMPLE  | REFERENCE          |
|--|--|--------------------|
| <p><b>Post Employment Needs</b></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><b>Client Involvement Statement</b></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><b>Client Progress Review (ISS Modification)</b></p> <p>If there is a need to modify the plan, a review is conducted and the following information is entered.</p> <ul style="list-style-type: none"> <li>• Date of modification</li> <li>• Modification number</li> <li>• Review number (when mod. occurred)</li> <li>• Field modified</li> <li>• Need</li> <li>• Necessary actions to be taken</li> <li>• Rationale for Change</li> </ul>   | <p>Date: 10-3-06<br/> Mod: 1<br/> Review: 1<br/> Field Modified: Occupational Assessment &amp; Career Research, and Justification for Employment Goal<br/> Needs: Higher level occupation and salary<br/> Action: Change Career Goal from CNA to LPN<br/> 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 ability to achieve at a higher level. Jane will be enrolled in Indian Capital's LPN program which begins next week.</p> |                    |
| <p><b>Additional Notes</b></p> <p>Case Management Notes – ISS notes relating to the original planning process will be recorded in the “Additional Notes” field and used to document details regarding the OSL Employment Plan. ISS notes made after the development of the initial plan will be made in the “OSL Program or Enrollment Notes” sections. This includes progress reviews and post employment. 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>   |                    |

## OSL YOUTH GOALS

| INSTRUCTIONS  | EXAMPLE   | REFERENCE  |
|---|---|--|
| <b>Goal Type</b><br>Select the skill category where need is indicated   | Basic Skills  | TEGL 17-05 (ATT. D. p.19)                                |
| <b>Date Set</b><br>Date the goal is set   | 09-15-2006  |  |
| <b>Description</b><br>1. Goal - Record the Goal. 2. Achievement Objective - Record achievement objective. Describe the level of skill increase. 3. Service - Record service used. | GOAL: Increase reading skills (CR) ---<br>OBJ: Provide tutoring to Increase reading skills ---<br>SERVICE: Tutoring | TEGL 17-05, ATT. D. p.19 & ATT. B. p.1. Sec. 129 (c) (B) |
| <b>Status</b>   | Set but not attained  |  |
| <b>Planned Date of Attainment</b>   | 04-15-2007  |  |
| <b>Date Attained</b>  |   |  |

| INSTRUCTIONS  | EXAMPLE   | REFERENCE  |
|---|---|--|
| <b>Goal Type</b><br>Select the skill category where need is indicated   | Occupational Skills   | TEGL 17-05 (ATT. D. p.19)                              |
| <b>Date Set</b><br>Date the goal is set   | 09-15-2006  |  |
| <b>Description</b><br>1. Goal - Record the Goal. 2. Achievement Objective - Record achievement objective. Describe the level of skill increase. 3. Service - Record service used. | GOAL: Develop primary and/or secondary skills (CR) --- OBJ: Complete Gordon Cooper Health Careers Certification Course and receive certificate for successful completion. --- SERVICE: occupational skills training | TEGL 17-05 ATT. D. p.19 & ATT. B. p.4 Sec. 129 (c) (B) |
| <b>Status</b>   | Set but not attained  |  |
| <b>Planned Date of Attainment</b>   | 04-15-2007  |  |
| <b>Date Attained</b>  |   |  |

| INSTRUCTIONS  | EXAMPLE  | REFERENCE   |
|---|--|---|
| <b>Goal Type</b><br>Select the skill category where need is indicated   | Work Readiness   | TEGL 17-05 (ATT. D. p.19)                               |
| <b>Date Set</b><br>Date the goal is set   | 09-15-2006   |   |
| <b>Description</b><br>1. Goal - Record the Goal. 2. Achievement Objective - Record achievement objective. Describe the level of skill increase. 3. Service - Record service used. | GOAL: Increase Pre-employment skills (CR) ---<br>OBJ: Complete the Center Job Readiness class with not less than an 85% score on the class evaluation ---<br>SERVICE: Work Readiness/Pre-employment Skills | TEGL 17-05, ATT. D. p.19 & ATT. B. p.6 Sec. 129 (c) (B) |
| <b>Status</b>   | Set but not attained   |   |
| <b>Planned Date of Attainment</b>   | 11/27/2006   |   |
| <b>Date Attained</b>  |  |   |

**SAMPLE MODIFICATION OF YOUTH GOALS  
WITH INSTRUCTIONS**

| INSTRUCTIONS   | EXAMPLE   | REFERENCE   |
|--|---|---|
| <p><b>Goal Type</b><br/>Select the skill category where need is indicated</p> <p><b>Modification</b><br/>Skill type must remain the same</p>   | Work Readiness  | TEGL 17-05 (ATT. D. p.19)                               |
| <p><b>Date Set</b><br/>Date the goal is set</p> <p><b>Modification</b><br/>Date stays the same</p>   | 09-15-2006  |   |
| <p><b>Description</b><br/>1. Goal - Record the Goal. 2. Achievement Objective - Record achievement objective. Describe the level of skill increase. 3. Service - Record service used.</p> <p><b>Modification</b><br/>Drop below the existing required information and record the following modification information:</p> <ul style="list-style-type: none"> <li>• Date modified</li> <li>• Modification number</li> <li>• New goal, if applicable</li> <li>• Achievement Objective, if applicable</li> <li>• Service, if applicable</li> <li>• Rationale for modification</li> </ul> | <p>GOAL: Increase Pre-employment skills (CR) --- OBJ: Complete the Center Job Readiness class with not less than an 85% score on the class evaluation --- SERVICE: Work Readiness/Pre-employment Skills<br/>DATE MODIFIED: 9/21/2006 ---- MOD: 1 ---- GOAL: Increase Pre-Employment Skills (CR) ---OBJ: Complete Gordon Cooper Tech Center Job Search Skills Class with documentation of successful completion ---- SERVICE: Work Readiness/Pre-employment Skills --- RATIONALE: The participant lost her transportation to the Workforce Center for the class, but can easily walk from school to Gordon Cooper Tech Cntr for their Job Search Skills class where she will be receiving similar training and meet her original goal.</p> | TEGL 17-05, ATT. D. p.19 & ATT. B. p.6 Sec. 129 (c) (B) |
| <p><b>Status</b></p>   | Set but not attained  |   |
| <p><b>Planned Date of Attainment</b></p> <p><b>Modification</b><br/>Record modified planned date of attainment</p>   | 12/06/2006  |   |
| <p><b>Date Attained</b></p>  |   |   |

## **Support Documentation for OSL Employment Plan and Youth Goals**

Support documentation for the OSL Employment Plan and Youth Goals section 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, OSL Youth Goal 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 and Youth Goals section
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 both core and common measures (e.g., basic skills pre and post tests, evaluations of work readiness and 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 3** 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 January 1, 2007. All active youth participants enrolled prior to January 1<sup>st</sup> must have their ISS brought into compliance and will include a signed client involvement statement no later than March 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

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)

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 8<sup>th</sup> grade level.*

Basic Skills Goal - A measurable increase in basic education skills including reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills. (Please note: this term applies to the current WIA statutory youth measures only, it does not apply to the common measures). TEGL 17-05

Occupational Skills Goal - A measurable increase in primary occupational skills encompassing 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. (Please note: this term applies to the current WIA statutory youth measures only, it does not apply to the common measures). TEGL 17-05

Work Readiness Skills Goal - A measurable increase in work readiness skills including world-of-work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (resumes, interviews, applications, and follow-up letters). They also encompass survival/daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. They also include 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, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self image. (Please note: this term applies to the current WIA statutory youth measures only, it does not apply to the common measures). TEGL 17-05

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)

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))

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 WIA services and/or training. The career goal(s) is established by using a self-directed career decision-making or job matching process to determine the best job match for training/services. The career goal(s) is the basis for ISS development.

Age Appropriate Career Goal - The age appropriate goal definition, depending on the informed choice of the participant, may include either the selection of a single career goal or the identification of an initial career pathway of occupations to consider.

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.

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

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.)

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

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.)

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

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 should be demand occupations, lead to self-sufficient salaries, and be compatible with participants' abilities, allowing them a probable chance for success.

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.

#### 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. Unpaid internships usually receive school credit.

#### 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.

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)

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.

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.