

**Developing an Individual Service Strategy (ISS)
for
Work Readiness Goal**

American Recovery and Reinvestment Act

April 24, 2009

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Developing an Individual Service Strategy (ISS) for Work Readiness Goal

American Recovery and Reinvestment Act (ARRA)

Purpose:

The purpose of these procedures is to provide a model that complies with the standards outlined in the Oklahoma Employment and Training Issuance #08-2009 for the American Recovery and Reinvestment Act (ARRA) Summer Youth Employment Program. Because the "work readiness portion of the skill attainment rate will be the only indicator used for youth," according to TEGE No. 14-08, this model represents an effort to provide the minimum requirements only. The sample program used for this model is not intended to influence program design, but reflect a simple method of determining age-appropriate career pathways or goal(s), determining lack of work readiness skills, identifying objectives for completing the work readiness goal, selecting services/methods, completing the Summer Youth Employment ISS, and evaluating and documenting work readiness skills increases .

ARRA Summer Youth Program Flow Chart

Step I

Complete the “Determine Career Pathways” or “Determining Career Goal(s)” option which will result in an increase of work readiness Career Development Skills (CDS) and assist in the selection of an interest related Work Experience worksite.

Document:

1. Record results in the OSL “Goals and Interests” section according to the “Instructions for Documenting in Oklahoma Service Link” provided in these procedures.
2. File “Determine Career Pathways” or “Determine Career Goal(s)” evaluation in ISS Document section of file.

Step II

Determine the lack of designated Work Readiness skills. Assessment will be conducted by staff interview, using the ISS Planning Worksheet (sec.II.) If it is determined that a participant lacks skills in a component, it will be addressed later in the next step of the process.

Step III

Using this model’s definition of breaking the Work Readiness skills Goal into 4 components (Career Development, Pre-Employment, Survival/Daily Living, and Retention Skills), objectives will be identified using the ISS Planning Worksheet “Identify Work Readiness Objectives” (sec. III). At a minimum, successful attainment of the Work Readiness Goal must include increased skills in the Career Development and Job Retention Skills objectives.

Step IV

Select the appropriate method(s) to address work readiness objectives that were checked “Yes” in section III of the worksheet. Select the appropriate service which allows the method to be delivered and record it according to OSL instructions.

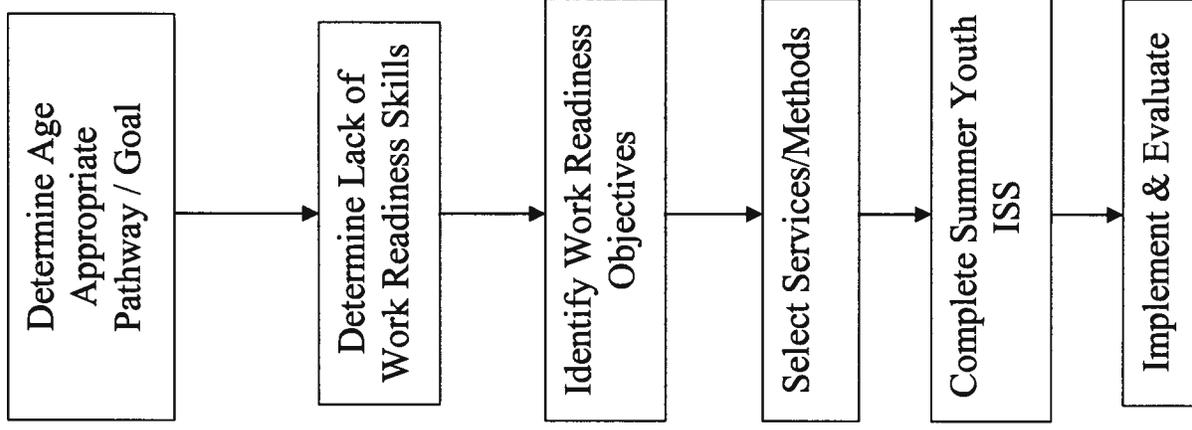
Step V

Record required ISS information in the “OSL Goals and Interest” according to the instructions from the “Required Information for OSL” section of these procedures.

Step VI

Implement the plan that has been recorded in the OSL Goals and Interests section.

Document: Certificates, Evaluations, and other documentation that verifies participants have increased their skills will be filed in the ISS Document section of the youth file.



Step I
Career Development Component

Determine Career Pathways
or
Determine Career Goal(s)

Determining an Age Appropriate Goal (Directions for Case Manager)

According to the Workforce Investment Act, 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. Step 1 offers options, determining a career pathway or career goal(s), to address each one. Case Managers and participants should select the option which best benefits the participant. Generally, selecting the "Determining Career Goals" option will benefit the older youth who has work history and is currently focused on a career goal(s), while a younger youth with little world-of-work experience may need to look at clusters of related occupations and narrow their goal or goals which they will eventually pursue. The completion of either of these two options will assist the participant in determining a career goal(s) or career pathway and increase their Career Development skills listed in the definition of the "Work Readiness Skills Goal." Results from either of these options will also assist the Case Manager in developing a Work Experience worksite that relates to the participant's selected career goal or pathway cluster. Circumstances may dictate that staff members use professional discretion in performing this process. For example, a participant lives in a rural area where there may not be any worksites that relate to their pathway or goal. When necessary to deviate from the pathway or goal in the worksite assignment process, staff will document rationale in the OSL by clicking the link "Client Notes" on the participant's Case Details screen and record it. Skills developed and increased in this component are learned through using a participatory approach and are facilitated by staff following the instructions and tools exhibited in either of the two options. These options may be used in a one-on-one or group approach. Skills increased are listed below:

- Labor Market Knowledge
- Occupational Information
- Career Planning
- Decision Making
- Personal Understanding
- Values Clarification – may be increased in "Determining Career Goals" option only

Lack of these skills are determined through a staff interview with the participant using the "Lack of Work Readiness Skills" section on the first page of the ISS Planning Worksheet. The ISS Planning Worksheet will be filed in the ISS documentation section of the youth file. Skills are increased by the completion of this component.

Participants completing this component will have their "Career Development Skills" measured by staff using a "Career Development Skills" evaluation checklist and then filing it in the ISS documents section of the youth file.

Determining Career Pathways

Career Clusters Interest Survey

Name _____

School _____ Date _____

Directions: Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

BOX 1	Activities that describe what I like to do: 1. Learn how things grow and stay alive. 2. Make the best use of the earth's natural resources. 3. Hunt and/or fish. 4. Protect the environment. 5. Be outdoors in all kinds of weather. 6. Plan, budget, and keep records. 7. Operate machines and keep them in good repair.	Personal qualities that describe me: 1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver	School subjects that I like: 1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture	Total number circled in Box 1 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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BOX 2	Activities that describe what I like to do: 1. Read and follow blueprints and/or instructions. 2. Picture in my mind what a finished product looks like. 3. Work with my hands. 4. Perform work that requires precise results. 5. Solve technical problems. 6. Visit and learn from beautiful, historic, or interesting buildings. 7. Follow logical, step-by-step procedures.	Personal qualities that describe me: 1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient and persistent	School subjects that I like: 1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education	Total number circled in Box 2 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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BOX 3	Activities that describe what I like to do: 1. Use my imagination to communicate new information to others. 2. Perform in front of others. 3. Read and write. 4. Play a musical instrument. 5. Perform creative, artistic activities. 6. Use video and recording technology. 7. Design brochures and posters.	Personal qualities that describe me: 1. Creative and imaginative 2. Good communicator/good vocabulary 3. Curious about new technology 4. Relate well to feelings and thoughts of others 5. Determined/tenacious	School subjects that I like: 1. Art/Graphic design 2. Music 3. Speech and Drama 4. Journalism/Literature 5. Audiovisual Technologies	Total number circled in Box 3 <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)

BOX 4	Activities that describe what I like to do: 1. Perform routine, organized activities but can be flexible. 2. Work with numbers and detailed information. 3. Be the leader in a group. 4. Make business contact with people. 5. Work with computer programs. 6. Create reports and communicate ideas. 7. Plan my work and follow instructions without close supervision.	Personal qualities that describe me: 1. Organized 2. Practical and logical 3. Patient 4. Tactful 5. Responsible	School subjects that I like: 1. Computer Applications/Business and Information Technology 2. Accounting 3. Math 4. English 5. Economics	Total number circled in Box 4 <input style="width: 50px; height: 40px;" type="text"/>

BOX 5	Activities that describe what I like to do: 1. Communicate with different types of people. 2. Help others with their homework or to learn new things. 3. Go to school. 4. Direct and plan activities for others. 5. Handle several responsibilities at once. 6. Acquire new information. 7. Help people overcome their challenges.	Personal qualities that describe me: 1. Friendly 2. Decision maker 3. Helpful 4. Innovative/Inquisitive 5. Good listener	School subjects that I like: 1. Language Arts 2. Social Studies 3. Math 4. Science 5. Psychology	Total number circled in Box 5 <input style="width: 50px; height: 40px;" type="text"/>

BOX 6	Activities that describe what I like to do: 1. Work with numbers. 2. Work to meet a deadline. 3. Make predictions based on existing facts. 4. Have a framework of rules by which to operate. 5. Analyze financial information and interpret it to others. 6. Handle money with accuracy and reliability. 7. Take pride in the way I dress and look.	Personal qualities that describe me: 1. Trustworthy 2. Orderly 3. Self-confident 4. Logical 5. Methodical or efficient	School subjects that I like: 1. Accounting 2. Math 3. Economics 4. Banking/Financial Services 5. Business Law	Total number circled in Box 6 <input style="width: 50px; height: 40px;" type="text"/>

BOX 7	Activities that describe what I like to do: 1. Be involved in politics. 2. Negotiate, defend, and debate ideas and topics. 3. Plan activities and work cooperatively with others. 4. Work with details. 5. Perform a variety of duties that may change often. 6. Analyze information and interpret it to others. 7. Travel and see things that are new to me.	Personal qualities that describe me: 1. Good communicator 2. Competitive 3. Service-minded 4. Well-organized 5. Problem solver	School subjects that I like: 1. Government 2. Language Arts 3. History 4. Math 5. Foreign Language	Total number circled in Box 7 <input style="width: 50px; height: 40px;" type="text"/>

BOX 8	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Work under pressure. 2. Help sick people and animals. 3. Make decisions based on logic and information. 4. Participate in health and science classes. 5. Respond quickly and calmly in emergencies. 6. Work as a member of a team. 7. Follow guidelines precisely and meet strict standards of accuracy. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Compassionate and caring 2. Good at following directions 3. Conscientious and careful 4. Patient 5. Good listener 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Biological Sciences 2. Chemistry 3. Math 4. Occupational Health classes 5. Language Arts 	<p>Total number circled in Box 8</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
BOX 9	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Investigate new places and activities. 2. Work with all ages and types of people. 3. Organize activities in which other people enjoy themselves. 4. Have a flexible schedule. 5. Help people make up their minds. 6. Communicate easily, tactfully, and courteously. 7. Learn about other cultures. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Tactful 2. Self-motivated 3. Works well with others 4. Outgoing 5. Slow to anger 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Language Arts/Speech 2. Foreign Language 3. Social Sciences 4. Marketing 5. Food Services 	<p>Total number circled in Box 9</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
BOX 10	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Care about people, their needs, and their problems. 2. Participate in community services and/or volunteering. 3. Listen to other people's viewpoints. 4. Help people be at their best. 5. Work with people from preschool age to old age. 6. Think of new ways to do things. 7. Make friends with different kinds of people. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Good communicator/good listener 2. Caring 3. Non-materialistic 4. Intuitive and logical 5. Non-judgmental 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Language Arts 2. Psychology/Sociology 3. Family and Consumer Sciences 4. Finance 5. Foreign Language 	<p>Total number circled in Box 10</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
BOX 11	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Work with computers. 2. Reason clearly and logically to solve complex problems. 3. Use machines, techniques, and processes. 4. Read technical materials and diagrams and solve technical problems. 5. Adapt to change. 6. Play video games and figure out how they work. 7. Concentrate for long periods without being distracted. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Logical/analytical thinker 2. See details in the big picture 3. Persistent 4. Good concentration skills 5. Precise and accurate 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Math 2. Science 3. Computer Tech/Applications 4. Communications 5. Graphic Design 	<p>Total number circled in Box 11</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
BOX 12	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Work under pressure or in the face of danger. 2. Make decisions based on my own observations. 3. Interact with other people. 4. Be in positions of authority. 5. Respect rules and regulations. 6. Debate and win arguments. 7. Observe and analyze people's behavior. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Adventurous 2. Dependable 3. Community-minded 4. Decisive 5. Optimistic 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Language Arts 2. Psychology/Sociology 3. Government/History 4. Law Enforcement 5. First Aid/First Responder 	<p>Total number circled in Box 12</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>

BOX 13	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Work with my hands and learn that way. 2. Put things together. 3. Do routine, organized and accurate work. 4. Perform activities that produce tangible results. 5. Apply math to work out solutions. 6. Use hand and power tools and operate equipment/machinery. 7. Visualize objects in three dimensions from flat drawings. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Practical 2. Observant 3. Physically active 4. Step-by-step thinker 5. Coordinated 	School subjects that I like: <ol style="list-style-type: none"> 1. Math-Geometry 2. Chemistry 3. Trade and Industry courses 4. Physics 5. Language Arts 	Total number circled in Box 13 <input style="width: 50px; height: 50px;" type="text"/>
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BOX 14	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Shop and go to the mall. 2. Be in charge. 3. Make displays and promote ideas. 4. Give presentations and enjoy public speaking. 5. Persuade people to buy products or to participate in activities. 6. Communicate my ideas to other people. 7. Take advantage of opportunities to make extra money. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Enthusiastic 2. Competitive 3. Creative 4. Self-motivated 5. Persuasive 	School subjects that I like: <ol style="list-style-type: none"> 1. Language Arts 2. Math 3. Business Education/Marketing 4. Economics 5. Computer Applications 	Total number circled in Box 14 <input style="width: 50px; height: 50px;" type="text"/>
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BOX 15	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Interpret formulas. 2. Find the answers to questions. 3. Work in a laboratory. 4. Figure out how things work and investigate new things. 5. Explore new technology. 6. Experiment to find the best way to do something. 7. Pay attention to details and help things be precise. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Detail-oriented 2. Inquisitive 3. Objective 4. Methodical 5. Mechanically inclined 	School subjects that I like: <ol style="list-style-type: none"> 1. Math 2. Science 3. Drafting/Computer-Aided Drafting 4. Electronics/Computer Networking 5. Technical Classes/Technology Education 	Total number circled in Box 15 <input style="width: 50px; height: 50px;" type="text"/>
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BOX 16	Activities that describe what I like to do: <ol style="list-style-type: none"> 1. Travel. 2. See well and have quick reflexes. 3. Solve mechanical problems. 4. Design efficient processes. 5. Anticipate needs and prepare to meet them. 6. Drive or ride. 7. Move things from one place to another. 	Personal qualities that describe me: <ol style="list-style-type: none"> 1. Realistic 2. Mechanical 3. Coordinated 4. Observant 5. Planner 	School subjects that I like: <ol style="list-style-type: none"> 1. Math 2. Trade and Industry courses 3. Physical Sciences 4. Economics 5. Foreign Language 	Total number circled in Box 16 <input style="width: 50px; height: 50px;" type="text"/>
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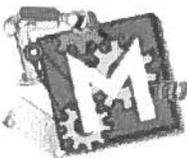
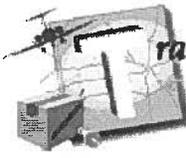
Disclaimer: Your interests may change over time. These survey results are intended to assist you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.



The Sixteen Career Clusters

<p>1</p> <p>Agriculture, Food & Natural Resources</p>	<p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>
<p>2</p> <p>Architecture & Construction</p>	<p>Careers in designing, planning, managing, building, and maintaining the built environment.</p>
<p>3</p> <p>Arts, A/V Technology & Communications</p>	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
<p>4</p> <p>Business Management & Administration</p>	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
<p>5</p> <p>Education & Training</p>	<p>Planning, managing, and providing education and training services, and related learning support services.</p>
<p>6</p> <p>Finance</p>	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
<p>7</p> <p>Government & Public Administration</p>	<p>Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.</p>
<p>8</p> <p>Health Science</p>	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
<p>9</p> <p>Hospitality & Tourism</p>	<p>Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions and recreation events, and travel-related services.</p>

Career Clusters cont.

<p>10</p>  <p><i>Human Services</i></p>	<p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>
<p>11</p>  <p><i>Information Technology</i></p>	<p>Building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.</p>
<p>12</p>  <p><i>Law, Public Safety, Corrections & Security</i></p>	<p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>
<p>13</p>  <p><i>Manufacturing</i></p>	<p>Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.</p>
<p>14</p>  <p><i>Marketing</i></p>	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
<p>15</p>  <p><i>Science, Technology, Engineering & Mathematics</i></p>	<p>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.</p>
<p>16</p>  <p><i>Transportation, Distribution & Logistics</i></p>	<p>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.</p>

My top three Career Clusters of interest are:

1. _____
2. _____
3. _____

For more information, check with a career counselor at your high school, career technical center, higher education institution, or one-stop career center.

Sample (with instructions)

Instruction: Once the participant has identified their cluster(s), go to Career Tech's "Career Cluster" web site by entering the URL <http://www.okcareertech.org/okcareerclusters/sixteen.htm>. Your Workforce Center may have a shortcut to this site on your computers desktop. Have participant click on their favorite cluster icon to receive more information. Review the next page for further instruction

careertech

Oklahoma Career Clusters

Career Clusters

Home
About Career Clusters
16 Career Clusters
Timeline
Resources
FAQS
Contact Us
CareerTech Glossary
En Español

Click the icons below for Sequence of Courses, Team Leaders, and Course Development Guides.



Updated: 2008.08.01

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SAMPLE (with instructions)

Instructions: After clicking on a cluster icon, scroll to the bottom of the screen. Locate the favorite subcategory, such as the “Finance” Cluster. In this sample, we will choose **Business Financial Management and Accounting** and then the link **Workforce Stats**. Go to the next page for further instructions.

careertech

Oklahoma Career Clusters

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Contact Us
CareerTech Glossary
En Español



Planning, services for financial and investment planning, banking, insurance, and business financial management.

Pathway Plans of Study and Workforce Stats

- **Business Financial Management and Accounting**

[Plan of Study](#)

- **★ Workforce Stats**

- **Financial and Investment Planning**

[Plan of Study](#)

[Workforce Stats](#)

- **Business Financial Management**

[Plan of Study](#)

[Workforce Stats](#)

- **Banking and Related Services**

[Plan of Study](#)

[Workforce Stats](#)

- **Insurance Services**

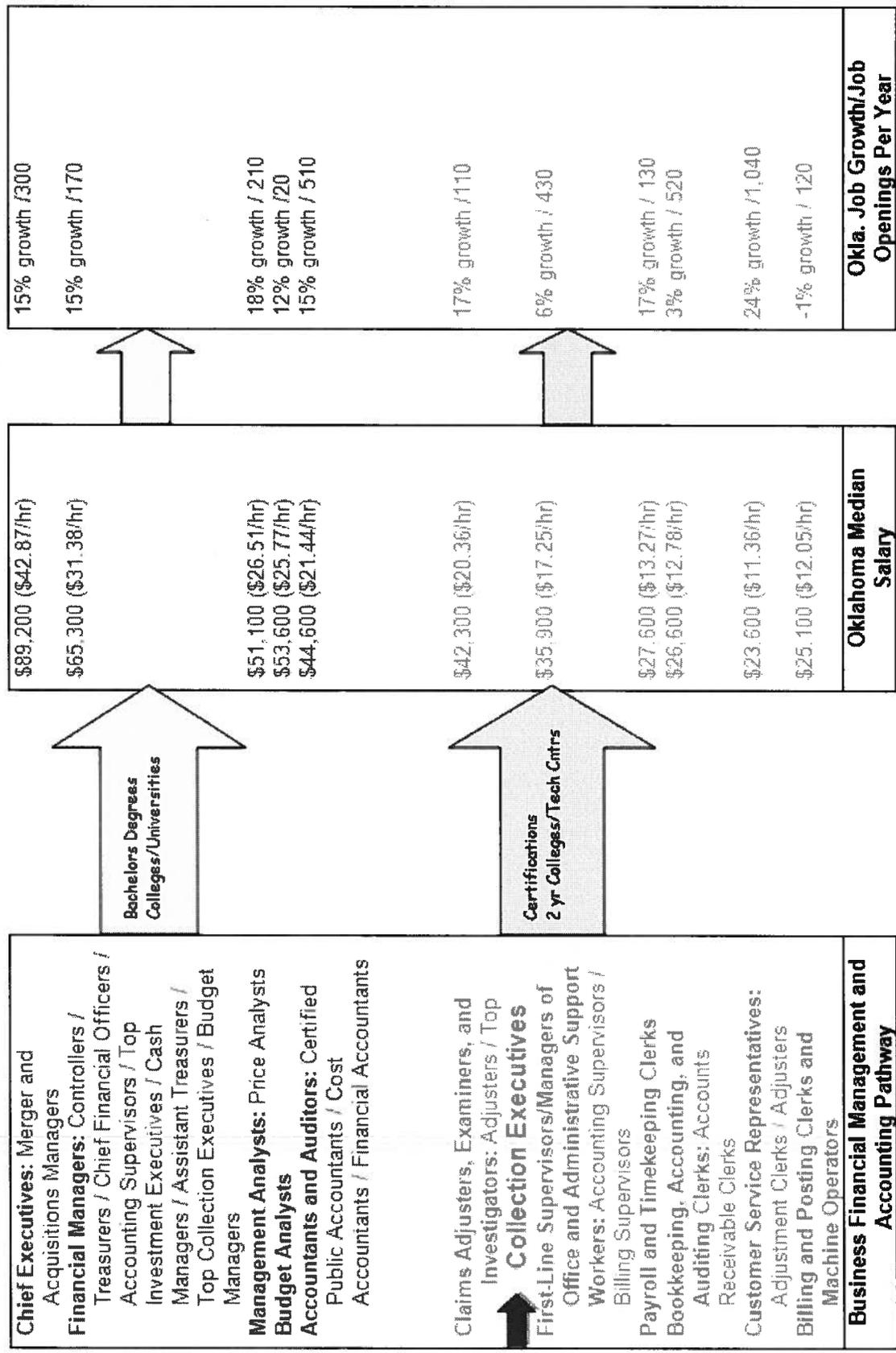
[Plan of Study](#)

[Workforce Stats](#)

Updated: 2008.10.01

Instructions:

1. In this sample participant selects **Top Collections Executive** occupation
2. Review education levels, salaries, future growth (LMI and occupational information)
3. Desired titles may be used to select related Work Experience job site
4. Information may be used for participant to continue future exploration, planning, and making decisions in this pathway or cluster



DETERMINING CAREER GOALS

**ASSESSING JOB TRAITS
EXPLORING AND MATCHING OCCUPATIONS
(Directions for Case Manager)**

1. Complete the Career Key Inventory by
 - a. Entering the URL http://www.growoklahoma.com/Site/Create_an_Account.aspx
 - b. Enter participant user name and password
 - c. Participant completes inventory and receives codes.
 - d. At the top of the last Career Key Inventory screen click the link **Career Matching** and have the participants list their top 3 codes and requested information. The participant will receive a list of occupations matching their traits.

2. Option
If the participant doesn't agree with occupations on list, they may click the **Explore Careers by Occupation** link at the top of the screen and review occupations by key word. Participants should select their top 3 occupations.

3. Career Exploration and Evaluation Form
The participant should evaluate each item for their 3 occupations using the instructions on the form.

4. Interpret the results by discussing their scores from the Career Exploration/Evaluation form and have participants select their goal.

5. Desired occupational titles should be used to select related Work Experiences job sites.

Career Exploration/Evaluation

Explore your top 3 employment choices using information from the Grow Oklahoma web site section, **Explore Careers by Occupation** and using the **Search for Careers by Keyword**. Evaluate how those occupations match you and your desires using the information for each item and the scale below.

- 3 = Good Match
- 2 = Moderate Match
- 1 = Poor Match

Source of labor market information utilized: **Grow Oklahoma Search for Careers by Keyword**.

OCCUPATION Title	Rating
Description	
Training & Education Required	
National Average Salary	
Important Abilities	
Related Careers	
Total	

OCCUPATION Title	Rating
Description	
Training & Education Required	
Employment Outlook	
Important Abilities	
Related Careers	
Total	

OCCUPATION Title	Rating
Description	
Training & Education Required	
Employment Outlook	
Important Abilities	
Related Careers	
Total	

After completing this career decision-making process, exploring current labor market information, and reviewing my assessment results, I have determined that my Career goal is: _____

Signature _____

Date _____

Step II, Step III, Step IV

**Determine Lack of Work Readiness Skills;
Identify Work Readiness Objectives; and
Select Services/Methods
Using
ISS Planning Worksheet**

ISS PLANNING WORKSHEET INSTRUCTIONS

Introduction:

The attached Worksheets are to be used in a structured interview by a skilled Case Manager to determine lack of work readiness skills, identify objectives, and methods to address those skills. Work readiness skills are defined by the work readiness skill goal definition as stated in the TEGl No.17-05, Attachment B Definition of Key Terms.

In an effort to more efficiently assess and deliver these skills, this model organizes the skills from the above definition into four different components as reflected below:

1. **Career Development Skills** – Includes skills such as labor market knowledge, occupational information, personal understanding, career planning and decision making.
2. **Pre-employment Skills** – Includes skills such as job search techniques (resumes, interviews, applications, etc.).
3. **Survival/daily Living Skills** - For the purpose of the model, this component uses daily living skills that are job related, such as perseverance, staying organized, etc.
4. **Job Retention Skills** – Includes skills such as 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 component also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self image.

Instructions:

- I. **Age-Appropriate Pathway/Goal** -The goal blank at the top right of the first page should contain the career pathway or career goal(s) selected earlier in the procedures. Either completed option may be used to help select a related work experience job site.
- II. **Determine Lack of Work Readiness Skills** – Under each component (e.g., Career Development, Pre-employment, etc.) are presumptive indicators that will assist Case Managers and participants in determining if there is a lack of sufficient skills in that component. After indicators and any other relevant information have been considered in a component, the Case Managers and participants determine if it should be addressed and progress to the next section.
- III. **Identify Work Readiness Objectives**– If indicators are checked in a component from section II. of the worksheet, the appropriate objective should be checked in section III. to address it. If no indicators are checked, then the “No” blank should be checked. In no instance should checked indicators be used as absolute answers for decision making. Decisions should be made jointly with Case Managers having the discretion to override responses made in any component, but must provide appropriate rationale in the OSL Program Notes.
- IV. **Objectives and Methods** – When objectives have been selected, check the methods used to achieve the objectives (2nd page of worksheet). During this step, identify the appropriate service and record it in the OSL.

Use the results of this ISS Planning Worksheet to complete the “Goals and Interest” section, according to the instructions provided by the “Instructions for Documentation in OSL link” in these procedures.

ISS PLANNING WORKSHEET

Participant Name _____

I. AGE-APPROPRIATE PATHWAY / GOAL: _____

II. DETERMINING LACK OF WORK READINESS SKILLS

Career Development Skills

- Lacked sufficient decision making skills, planning skills, skills necessary to access LMI, etc.
- Lacked pathway/career Goal(s)

Pre-Employment Skills

- Has not completed a Pre-Employment Skills class or equivalent
- Does not have job search skills

Job Related Survival/Daily Living Skills

- Has not taken Survival Skills class
- Has not demonstrated sufficient independent living skills

Retention Skills

- Has not successfully participated in any work for a sustained period of at least 6 months
- Has had problems with supervisors/teacher/classmates in past
- Personal problems have interfered with school/work in past
- Lacks sufficient retention skills to maintain job in Labor Market

III. IDENTIFY WORK READINESS OBJECTIVES

Total of 1 or more checks indicates Lack of Skills in Work Readiness		Comments
Increase Career Development Skills	Yes _____ No _____	
Increase Pre-employment Skills	Yes _____ No _____	
Increase Survival/Daily Living Skills	Yes _____ No _____	
Increase Retention Skills/Work Maturity Skills	Yes _____ No _____	

Participant Signature _____

Date _____

Case Manager Signature _____

Date _____

IV. OBJECTIVES AND METHODS

Goal: Work Readiness

Objective: Increase Career Development Skills (CDS)

Method: Determining Career Pathways – Increase Career Development Skills through the completion of the “Determining Career Pathways” or “Determine Career Goal(s)” component.

Objective: Increase Pre-employment Skills

Method: KeyTrain Career Skills – Provide designated KeyTrain Career Skills Course, Lessons, and designated topics.

Course: Job Search	Lesson: Resume	Topics: 1. Things to include in Resumes 2. Organizing your Resume 3. Writing an Electronic Resume
	Lesson: Applications	1. Complete a Job Application 2. Assuring Accuracy 3. Applying on line
	Lesson: Interviews	1. Preparing for an Interview 2. Questions Interviewers Ask 3. Interviewing Mistakes

Objective: Increase Job Related Survival/Daily Living Skills

Method: KeyTrain Career Skills – Provide designated Career Skills Course, Lessons, and designated topics Note: Lessons from a Living Skills workbook may appropriately replace Career Skills courses.

Course: Workplace Effectiveness	Lesson: Time Management	Topics: 1. Overcoming Procrastination 2. Staying Organized 3. Balancing Personal & Work Priorities
Course: Work Habits	Lesson: Personal Characteristics	Topics: 1. Persevering 2. Demonstrating Courtesy

Objective: Retention/Work Maturity Skills

Method: Provide work experience to measure retention skills listed on Work Readiness Evaluation.

Step V
COMPLETE SUMMER YOUTH ISS
INSTRUCTIONS FOR DOCUMENTING IN
OKLAHOMA SERVICE LINK

Required Information for Oklahoma Service Link (OSL)

The purpose of the OSL Youth Goals section is to provide specific data to OESC to meet both state and federal reporting requirements for the performance indicator - Work Readiness Skill Attainment for the Summer Youth Employment Program. The Goals Section of OSL shall be used to capture the setting and attainment of the Work Readiness Goal and to document the Summer Youth Employment ISS. The text field on the Work Readiness Goal rather than the OSL Employment Plan must be used to document the Summer Youth Employment ISS. Note that all services and methods selected to assist the youth in meeting the Work Readiness Goal must be recorded in the OSL Service and Training Plan.

Instructions for Documenting in Oklahoma Service Link

In the Goals and Interests section of the WIA enrollment in OSL, click on Add New Goal. Enter information in the fields of the Edit Goal section per the example below:

Date Set: Enter the date the Work Readiness Goal was set

Goal Type: Choose Work Readiness Skills in the drop down box

Description: *This field will be utilized to capture the ISS for the Summer Youth Employment ISS and must be in the format described below.* Enter information related to the Work Readiness Goal in the text box. Note that four objectives containing components of the Work Readiness Goal definition are included in the example. Although LWIBs are strongly encouraged to include all components of the Work Readiness Goal definition, the minimum requirements are the Career Development and Job Retention Skills components.

Example

Career Pathway/Goal: Registered Nurse

Work Experience Job Title: Receptionist in Doctors Office at Oklahoma Dept. of Health

Assessment: Career Key Inventory

Career Research: Grow Oklahoma "Explore Careers by Occupation"

Goal: to increase Work Readiness Skills

Objective 1: to increase Career Development Skills through "Determining Career Goals" option

Service Type: Career Development Assistance

Objective 2: to increase Pre-Employment Skills through completing designated topics from ISS Planning Worksheet, Section III. Objectives and Methods

Service Type: Work Readiness/Pre-employment Skills

Objective 3: to increase Survival/Daily Living Skills through completing designated topic from ISS Planning Worksheet, Section III. Objectives and Methods

Service Type: Job Readiness

Objective 4: to increase Job Retention Skills listed on Work Readiness Evaluation by completing work experience program

Service Type: Work Experience

Transition Strategy: participant returning to school

Status: Choose status in the drop down box i.e. Set but Attainment Pending (*Note: At the end of summer the status must be changed from Set But Attainment Pending to either Attained or Set But Not Attained. This change in status is necessary to document and capture the measureable increase.*)

Planned Date of Attainment: this date must always be 9/30/09 or the participant will fall under common measures

Date Attained: Enter the date of attainment (in some cases this date may be before 9/30/09)

STEP VI
Implement and Evaluate
ISS DOCUMENT SECTION
of
YOUTH FILE

Career Development Skills Evaluation "Determining Career Pathways"

Participant Name: _____

Date: _____

Instructions: After participants have completed the "Determining Career Pathways" option, they will be evaluated by staff as having increased their skills in each of the work readiness areas below:

- Personal Understanding**
Increased skills through taking the "Career Clusters Interest Survey" and discussing results with a staff member, the participant understands interests in relation to the traits of identified occupations.

- Labor Market Knowledge and Occupational Information**
Increased skills through reviewing and evaluating occupational and Labor Market Information in relation to the participant's selected Pathway.

- Decision Making & Career Planning**
Increased skills through taking career assessment instrument and, reviewing education and/or training participant will need to attain occupations in selected Pathway.

I certify that this participant has increased the identified skills checked above through completing the "Determining Career Pathways" option.

Facilitator Staff Signature

Date

Career Development Skills Evaluation "Determining Career Goals"

Participant Name: _____

Date: _____

Instructions: After participants have completed the "Determining Career Goals" option, they will be evaluated by staff as having increased their skills in each of the work readiness areas below:

- Personal Understanding**
Increased skills through taking the "Career Key Inventory" and discussing results with a staff member, the participant understands interests in relation to the traits of identified occupations.

- Value Clarification**
Increased skills through clarifying work values identified in the "Career Key Inventory."

- Labor Market Knowledge and Occupational Information**
Increased skills through reviewing and evaluating occupational and Labor Market Information in relation to the participant's selected Goal(s).

- Decision Making & Career Planning**
Increased skills through taking career assessment instrument and , reviewing education and training participant will need to attain their selected goal(s).

I certify that this participant has increased the identified skills checked above through completing the "Determining Development Skills" option.

Facilitator Staff Signature

Date

Pre-Employment Skills Evaluation

Participant Name: _____

Date: _____

Instructions: After participants complete the designated topics under the KeyTrain Skills course **Job Search** and the designated lessons, they will have increased their skills in the Pre-Employment component:

Lesson: Resume

- Things to include in Resumes
- Organizing your Resume
- Writing an Electronic Resume

Lesson: Applications

- Complete a Job Application
- Assuring Accuracy
- Applying on line

Lesson: Interviews

- Preparing for an Interview
- Questions Interviewers Ask
- Interviewing Mistakes

I certify that this participant has completed the KeyTrain Career Skills Lessons and topics checked above.

Case Manager Signature

Date

Survival/Daily Living Skills Evaluation

Participant Name: _____

Date: _____

Instructions: After participants complete the designated topics under the KeyTrain Skills courses **Workplace Effectiveness** and **Work Habits**, and the designated lessons, they will have increased their skills in the Survival/Daily Living Skills component:

Course: **Workplace Effectiveness**

Lesson: **Time Management**

- Overcoming Procrastination
- Staying Organized
- Balancing Personal & Work Priorities

Course: **Work Habits**

Lesson: **Personal Characteristics**

- Persevering
- Demonstrating Courtesy

I certify that this participant has completed the KeyTrain Career Skills lesson and topics listed above.

Case Manager Signature

Date

(SAMPLE)

WORK READINESS SKILLS EVALUATION

Directions: This evaluation should be completed by worksite supervisor according to rating scale.

Participant's Name: Kyle Jones

Work Readiness Objective: Increase Retention Skills

Service: Work Experience

Location: City of Tulsa – Utilities Dept.

Skills		Scale	
		Yes	No
1.	Demonstrates positive work habits		
2.	Presents a neat appearance		
3.	Follows instructions and completes tasks		
4.	Accepts criticism from supervisor		
5.	Shows initiative and reliability		
6.	Assumes responsibilities involved in maintaining a job		
7.	Demonstrates motivation and adaptability		
8.	Demonstrates effective problem-solving skills		
9.	Demonstrates regular attendance		
10.	Demonstrates ability to work as a team member		

Rating Scale:

Yes = Meets expectation

No = Does not meet expectation

I certify that this participant has increased the identified skills checked above.

Supervisor Signature

Date

WORK READINESS SKILLS EVALUATION

Directions: This evaluation should be completed by worksite supervisor according to rating scale.

Participant's Name: _____

Work Readiness Objective: _____

Service: _____

Location _____

Skills		Scale	
		Yes	No
1.	Demonstrates positive work habits		
2.	Presents a neat appearance		
3.	Follows instructions and completes tasks		
4.	Accepts criticism from supervisor		
5.	Shows initiative and reliability		
6.	Assumes responsibilities involved in maintaining a job		
7.	Demonstrates motivation and adaptability		
8.	Demonstrates effective problem-solving skills		
9.	Demonstrates regular attendance		
10.	Demonstrates ability to work as a team member		

Rating Scale:

Yes = Meets expectation

No = Does not meet expectation

I certify that this participant has increased the identified skills checked above.

Supervisor Signature

Date

ISS Documentation

Directions: File documents in order of the sequence provided below:

- ISS Planning Worksheet

Necessary Documentation for Work Readiness Skills Increases

- Career Development Skills - Career Development Skills Evaluation
 - Career Development Skills Evaluation (Determining Career Pathways);or
 - Career Development Skills Evaluation (Determining Career Goals)
- Pre-employment - Pre-employment Skills Evaluation
- Survival/Daily Living Skills - Survival/Daily Living Skills Evaluation
- Job Retention Skills - Work Readiness Skills Evaluation (WE on-site evaluation for Job Retention)

Other Documents:
