



RIVERSIDE COUNTY
ECONOMIC DEVELOPMENT AGENCY
POLICIES & PROCEDURES

Date: March 29, 2004

Number: 19-02, Rev. 3-19-04

- SUBJECT:** WORKFORCE INVESTMENT ACT YOUTH PROGRAM ENROLLMENT, COMPREHENSIVE ASSESSMENT AND THE DEVELOPMENT OF THE INDIVIDUAL SERVICE STRATEGY
- PURPOSE:** Amends the October 23, 2001, version which provides Youth Program Providers with policies and procedures in order to conduct a comprehensive assessment, develop an Individual Service Strategy (ISS) and enroll youth into the Workforce Investment Act (WIA) Youth Program as required by the WIA. Amendments are underscored.
- REFERENCES:** The Workforce Investment Act (WIA) Sec. 129(c) 1(A)(B).
Part II of Department of Labor (DOL) Federal Register (August 11, 2000) Subpart B, §664.205, Subpart D §664.405, §664.420, §664.440, and Subpart A §666.100.
- SUPERCEDES:** October 23, 2001 Policy and Procedures Number 19-02.
- LOCALLY IMPOSED REQUIREMENTS:** Locally imposed requirement are indicated in ***bold, italic*** type.
- EFFECTIVE DATE:** March 29, 2004
- BACKGROUND:**

The Workforce Investment Act (WIA) brings new emphasis and substantive reform to how youth are served in the Workforce Development System. The intent of WIA is to move away from one-time, short-term interventions to a systematic approach that offers youth a continuum of comprehensive services over a longer period of time. The program design requirements are based upon the principles and practices of effective youth programs identified through national research. The key principles to consider when implementing assessment methods and developing individual service strategies are:

- Assessment strategies that focus on youth assets,
- Individual service strategies based upon age and developmental needs,
- Setting high expectations,
- Creative forms of learning through a variety of workforce development

- strategies,
- Opportunities to participate in an array of youth development activities, and
- Long-term relationships with caring adults.

Based on the program design requirements outlined above, this Policy and Procedures sets forth the policies and procedures for conducting a comprehensive assessment, developing appropriate individual service strategies and enrolling youth into the WIA Youth program. As Program Providers engage in the delivery of program services, it is imperative to keep the intent of the legislation (to offer youth a continuum of services over a longer period of time) in the forefront of program delivery strategies.

POLICY

Youth who are certified by the Economic Development Agency (EDA) as eligible must receive a comprehensive assessment and be enrolled/registered into the program no later than 15 working days from the date of certification. The Program Provider will complete the comprehensive assessment process, develop the Individual Service Strategy (ISS), complete the WIA State Enrollment/Registration-WIA EWIE (09/00) form (Attachment A) and the WIA State Goals-WIA EWIG (09/00) (Attachment B). The original Enrollment/Registration and Goals forms, along with a copy of the ISS, must be submitted to EDA within 15 working days of the form initiation.

PROCEDURES

Comprehensive Assessment - Identification of Barriers and Service Needs

Program Providers are required to conduct a comprehensive assessment of each youth participant's academic skills, work readiness skills, occupational skills, interests, aptitudes, and support service needs. The following chart lists the type of academic, work readiness and occupational skills:

<i>Academic/Basic Skills</i>	<i>Work Readiness Skills</i>	<i>Occupational Skills</i>
Reading Comprehension	Job Search Techniques	Performs Actual Tasks
Math Computation	Labor Market Knowledge	Familiarity with Procedures/Tools
Writing	World of Work Awareness	Information Skills
Listening	Resource Allocation	Technology Skills
Speaking	Team Work	
English as a Second Language	Interpersonal Skills	
Problem Solving, Decision Making	Career Planning	
Life Skills	Leadership	

Attachment C of this Policies and Procedures provides the definition of each skill area and the pre- and post-assessment requirements. Pre-assessment processes for **basic skills**, except life skills, are to be determined by the Program Provider. Program Providers can use the life skills pre-assessment document (Attachment F) provided by EDA or choose to use their own. Program Providers will be required to use the standardized **work-readiness/occupational skills**, pre-assessment document (Attachment D) provided by EDA. Program Providers can determine the assessment instruments to use for assessing

occupational skills or may choose to use the work-readiness/occupational skills, pre-assessment document.

Assessment instruments implemented by the Program Provider must be approved by EDA prior to implementation. Program Providers will be required to use standardized assessment procedures, such as a standardized test or performance-based assessment. In cases where a standardized test or a performance-based test is not available, assessment methods must be objective, unbiased and conform to widely accepted, clearly defined criteria.

Development of the Individual Service Strategy (ISS)

Upon completion of the assessment process, an ISS will be developed for each youth participant. Information gathered from the pre-assessment will be used to establish an individual plan of activities, skill goals and services that are age and developmentally appropriate. Individual service strategies are to be developed with the active participation of youth. Results of the pre-assessment process are to be explained, in detail, to assist youth with setting appropriate goals and activities for self-development. Program Providers are required to use the standard ISS form (see Attachment E) provided by EDA.

The ISS must be reviewed on an ongoing basis with the youth. Revisions are to be made, when necessary, to meet the individual needs of each youth.

The Program Provider will be responsible for reviewing the ISS with the youth and making any necessary changes at least twice a month. The results of the ISS review will be documented in the case notes of the participant file.

The ISS document includes eight major sections: Personal Information; Education Pre-Assessment; Employment Pre-Assessment, Career Goal/Interest(s); Participation Plan; Support Service Plan; Post Program Follow-Up Plan; and Performance Outcome Quarterly Tracking.

Education and Employment Pre-Assessment

Information regarding the pre-assessment process is to be recorded in the education and employment pre-assessment sections. This information includes the name or type of assessment instrument used, the date the assessment was completed by the youth and a description of the results.

Career Goal/Interest(s)

All youth, regardless of age, must have at least one career goal or career interest identified and documented on the ISS. Program Providers will assist youth in identifying their career goal or interest through the career assessment process.

Participation Plan

The Participation Plan section of the ISS is where the youth's barrier(s)/need, planned outcome, and activities to support the achievement of the planned outcome are documented. Details regarding each section of the Participation Plan are as follows:

- *Planned Outcome* – the planned outcome is the performance outcome to be achieved by the youth. The performance outcomes are key to the measures of success in achieving the legislative goals of WIA. There are a total of seven performance outcomes for youth. The outcomes are divided by the age categories of 14-18 and 19-21. Program Providers will document the planned outcome by placing the appropriate code in the ISS Planned Outcome Code section. The planned outcome codes are located in the right hand corner of the Participation Plan. Detailed information regarding performance outcomes can be found in the U.S. Department of Labor (DOL) Training and Employment Guidance Letter (TEGL) No. 7-99.
- *Related Goal Code(s)* – one of the performance outcomes that can be achieved for youth ages 14-18 is a basic skill, work readiness skill or occupational skill attainment. A skill attainment goal must be set and achieved in order to receive credit for a skill attainment. Each skill attainment goal has a goal code that is entered into the MIS system to track the goals that are set and achieved. The goal codes are listed in the lower, right hand corner of the Participation Plan. For example, a youth is deficient in reading comprehension, the planned outcome would be a Skill Attainment, and the related goal code would be 001. Please refer to the WIA State Enrollment/Registration and Goals section of the WIA Client Forms Handbook for further details on the use of goal codes.
- *Barrier(s)/Need* – The barrier(s)/need the youth has that may hinder them from achieving the planned outcome are to be listed in this section of the Participation Plan. The results of the comprehensive assessment will assist with identifying such barrier(s)/need.
- *Assets* – Assets are the skills, abilities and/or positive attributes the youth possesses. It is imperative to focus on the youth's assets as well as the youth's barriers. The youth's assets, as it pertains to successful program participation and achievement of the planned outcome, are to be documented in this section.
- *Activity Codes* – The activity codes can be found in the lower, left hand corner and middle boxes of the ISS. The activity code that corresponds to the activity the youth will be participating in will be documented on the ISS. For example, Activity Code 71a would be entered in the activity code box for a youth who will be receiving tutoring/study skills training.
- *Activity/Service Description* – The activity/service description will be a detailed description of the activity. The location and times of the week the youth is to participate in the activity will be included in the description.
- *Activity/Service Provider* – The name of the provider of the activity/service will be entered in this section.
- *Start Date, Estimated Completion Date and End Date* – The date the youth is to begin the activity and the estimated completion date will be completed at the initial development of the ISS. The end date will be entered when the youth is no longer participating in the activity, or the youth has successfully completed the activity.

different performance outcome and the activities associated with achieving that outcome. The number of planned outcomes per youth will vary based upon the individual needs of the youth. Each youth enrolled in the WIA Youth Program must have at least one planned outcome. No more than three planned outcomes can be set during the initial development of the ISS.

Youth can participate in a maximum of three activities to achieve the desired outcome. In order to meet the needs of the youth, the activities and services that support an outcome may change during the course of the youth's participation.

Leadership development and adult mentoring are considered core elements to the development of youth. Program Providers must ensure that all youth are connected to an adult mentor and/or participate in leadership development activities. Participation in leadership and/or mentoring activities must be reflected in the youth's ISS.

All youth assessed to be in need of basic skills, work readiness skills, and/or occupational skills must have at least one skill attainment goal set as a planned outcome, regardless of age. Skill Attainment outcomes for older youth, ages 19-21, do not count towards the county's performance measurements but will be monitored at the local level.

For youth ages 14-18, a maximum of three skill attainment goals may be established per year. The target date for accomplishing each skill goal must be set for no later than one year. There are a total of eight basic skill goals, eight work readiness skill goals and four occupational skill goals as reflected on the chart on page 2 of this Policies and Procedures and on the ISS. Any combination of basic skill, work readiness and occupational goals can be established (three skill goals in the same category, two skill goals in one category and one skill goal in another, or one skill goal in each category, etc.) as long as the number does not exceed the maximum of three goals per year.

Youth ages 14-21 who are deficient in basic skills must first set at least one primary basic skills goal. Basic skills deficiency is defined as an individual who computes or solves problems, reads, writes, or speaks English at or below the 8th grade level 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. Refer to TEGL 07-99 for more information about skill attainment goals and outcomes.

Support Services

Support service needs of youth are to be documented in the ISS Support Service Plan. The Program Provider will enter the appropriate support service activity code, a detailed description of the support service need, the action taken to meet the support service need, the date the action was taken and the results. The documentation of the results will include information regarding when and how the support service need was met. Refer to the Policies and Procedures regarding Support Services for detailed information.

Post-Program Follow-Up Plan

Youth who are exited from the program will receive at least 12 months of follow-up services. Follow-up services are planned activities that support participants in reaching their desired program outcomes, such as, secondary school completion, employment, employment retention, a higher wage job, obtaining a credential or retention in post-

secondary education. Follow-up activities may include but are not limited to:

- Leadership Development
- Peer Support Groups
- Career Counseling
- Personal Development Activities
- Job Search and Retention Activities
- Adult Mentoring

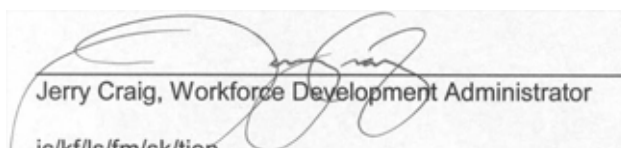
Program Providers will be responsible for developing a post-program, follow-up plan for each youth at the time of program exit. The program exit date, follow-up time period, the planned activities, purpose of the planned activities and the length of each activity will be documented in the ISS post-program, follow-up section. The post-program, follow-up plan should be reviewed on a bi-monthly basis and revisions made, when necessary.

Performance Outcome Quarterly Tracking

Essential to ensuring youth obtain the desired performance outcome(s) is the ability to track outcomes on a quarterly basis. Program Providers will use the Performance Outcome Quarterly Tracking worksheet to monitor each youth's progress toward obtaining the desired outcome(s). The worksheet is divided between older youth and younger youth to reflect the appropriate performance outcomes for each age group. Bolded outcomes within a specific quarter denote the quarter the performance outcome counts toward the performance measurement. For example, Older Youth Performance Measurement "Employment" is measured in the first quarter after exit, and "Employment Retention" is measured in the third quarter after exit.

Program Providers will begin to complete the worksheet at the time of program exit and track the youth's outcomes for four quarters after program exit. Second and third quarter pre-program earnings for older youth must be estimated by Program Providers. Estimated earnings will be based upon information provided by the youth. Earnings information should be used to determine the placement wage needed to ensure an increase in earnings after program exit. Detailed information about performance outcomes can be found in TEGl No. 7-99.

Please direct any questions or concerns regarding this Policy and Procedures to the Workforce Development Division's WIA Youth Programs Management staff.



Jerry Craig, Workforce Development Administrator

jc/kf/lf/fm/sk/tjep
Attachments