
	<b>New Jersey Workforce Innovation Notice</b>		WD-PY19-7
	Issued By:	Workforce Development Division of Career Services	
	Approved By:	Hugh Bailey, Assistant Commissioner Workforce Development	
	Issued Date:	January 10, 2020	

1. **SUBJECT:** WIOA Youth Individual Service Strategy
2. **PURPOSE:** To provide guidance to Local Workforce Development Boards (WDBs), One-Stop Career Centers (OSCCs), Workforce Innovation and Opportunity Act (WIOA) youth services providers, and the New Jersey Youth Corps (NJYC)<sup>1</sup> related to the requirements for the development of an Individual Service Strategy (ISS) for youth participating in WIOA Title I and State-funded Youth Programs. This NJWIN also seeks to improve quality and efficiency in the creation of the ISS through the implementation of the Department of Labor Employment and Training Administration's (DOLETA) sample ISS template (Attachment A).

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**NOTE:** The New Jersey Department of Labor (NJDOLE) mandates the use of the ISS template and encourages local areas to customize the ISS to support the goals of their youth population. The ISS is the basis for the entire case management strategy. It must be developed in partnership with the youth participant and reflect the needs indicated by the objective assessment and the expressed interests and desires of the participant. In addition, the ISS must be shared with youth program providers to ensure that the delivery of services is based on the plan in the ISS. Local areas must ensure that the ISS document is uploaded to America's One Stop Operating System (AOSOS)<sup>2</sup>. NJDOLE's Division of Career Services monitors compliance of the ISS forms with United States Department of Labor (USDOL) regulations and the ISS requirements, described in this policy.

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3. **EFFECTIVE DATE:** This NJWIN is effective February 1, 2020.
4. **BACKGROUND:** A well-developed ISS and related documentation is a vital part of case management required by WIOA law, and United States Department of Labor (USDOL) regulations. WIOA Section 129 (C)(1)(B) requires that all eligible youth participants have an

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<sup>1</sup> While NJYC and other state-funded youth programs are not subject to WIOA regulations, this ISS template is required for state-funded youth programs.

<sup>2</sup>The ISS form must be uploaded to AOSOS.

ISS that is directly linked to one or more WIOA indicators of performance, identifies career pathways that include education and employment goals, appropriate achievement objectives, and appropriate services for the participant accounting for the results of the assessment. The ISS is detailed and unique for each youth participant and must include an appropriate mix of the 14 WIOA Youth Program Elements (See Procedure section.).

5. **POLICY:** In accordance with WIOA Section 129 (c)(1)(B), all eligible WIOA youth and youth participants enrolled in State-funded programs will have an ISS plan developed as required for program participation. This ISS must include:
  - 1) Career planning and the results of objective assessments
  - 2) Identification of an appropriate career pathway, including education and employment goals
  - 3) Identification of a work experience component, as related to the identified career pathway
  - 4) A direct linkage to one or more performance indicators
  - 5) Youth participant case notes, progress updates, and youth-staff agreements

The ISS is to be viewed as a living document that is continually developed along with the participant's changing needs, interests, and goals. The mandated ISS template lists the 14 WIOA Youth Program Elements and groups them into five sections. Program staff must inform the youth participant of the 14 WIOA Program Elements available during intake. Program elements must be selected based on the results of the objective assessments.

All youth participants must have an objective assessment of academic levels, basic skills, service needs, interests, and aptitudes. Objective assessments are not used to determine WIOA eligibility, but rather, are used to determine the necessary levels of education, training, and support services needed to achieve goals.

Multiple assessment tools may be used as there is no standard approach that will work for all youth participants. Career assessments are useful in helping youth participants understand how a variety of their personal attributes (e.g., interests, values, preferences, motivations, aptitudes, and skills) affect their potential success and satisfaction with different career options and work environments [TEGL No. 21-16]. (For more information, see Objective Assessments and Assessment Tools.)

The NJDOL defines the term "career pathway" as a series of articulated education and training strategies and support services that enable individuals to secure industry relevant certification and obtain employment within an occupation and ultimately advance to higher levels of future education and employment. Information provided on career options is beneficial to assist youth participants in setting career goals and making informed decisions about appropriate career pathways. (For more information, see Career Pathway Identification.)

6. PROCEDURAL REQUIREMENTS:

- 1) ISS DEVELOPMENT: The Individual Service Strategy is a road map of services that will help youth participants reach their individual goals; the development of the ISS begins with assessments administered during the pre-enrollment period. When developing the ISS with the youth participant, staff should consider the following:
- a. Sufficient time must be dedicated to complete the ISS with the youth participant, allowing time to brainstorm and develop the youth participant's "road map" which will articulate a strategy for how they plan on accomplishing their goals;
  - b. Introduce the concept and use of SMART goals (specific, measurable, achievable, relevant, and time-bound);
  - c. Encourage the youth participant to lead and take ownership of the ISS process;
  - d. Develop a schedule for periodic ISS review with the youth participant; and
  - e. Both celebrate successes and create learning opportunities from setbacks.

It is important to note that enrollment in WIOA programming begins when a youth, determined eligible, receives one or more objectives assessments, participates in the development of an ISS, and participates in any of the 14 program service elements. The Development of an ISS is required for program participation and must be established to initiate enrollment in WIOA. Key features of the ISS Include:

- a. Participant identifying information, including name, contact information, social security number and AOSOS ID;
- b. Results of participant assessments administered, including assessment dates and results;
- c. Educational and work experience background;
- d. Identification of immediate participant needs with documented recommendations for solution;
- e. Participant education goals, including identification of an initial career goal, as well as employment goals, as applicable;
- f. Strengths and Challenges;
- g. Participant supportive service needs;
- h. Participant personal goals; and
- i. Case notes.

Further, ISSs must also include the following components:

- a. Key goal areas in education, training, employment, and personal development;
- b. Short and long-term goals;

- c. Goals tied to the 14 WIOA Youth Program elements/service areas;
  - d. Objectives and actions steps;
  - e. Needed referrals for services and support services;
  - f. Timelines with start, end and review dates;
  - g. Appropriate individuals involved in ISS implementation;
  - h. Recommendations for methods to overcome potential barriers;
  - i. Progress and status updates;
  - j. Youth-staff agreements; and
  - k. 1st and 2nd review dates and signatures of the youth participants and staff responsible for development of the ISS.
- 2) **ISS REQUIRED ELEMENTS:** When preparing a youth participant ISS, the ISS must use the provided template, include an identified career path, take into consideration the results of the youth participant's objective assessments, and be crafted in consultation with the youth participant.

- a. **Career Pathway Identification:** Youth participants entering the program are to be provided with information that allows for exploration of career options along with the education, training, and/or skills needed to be successful in those careers:
  - 1) Program staff are to work with the youth participant to determine the youth participant's interests, aptitudes, skills, and values.
  - 2) Career goals for young participants are to be age appropriate and may identify a career interest that can be developed into a career goal.
  - 3) Goals may change as a younger youth participant ages and interests broaden as a result of participation in workforce development activities. This must be reflected in a revision of the ISS and documented in case notes.

**NOTE:** The ISS template includes a goals section to identify short-term and long-term educational, employment, and personal goals. These achievement objectives are updated, as achieved, or as the youth participant's needs change.

- b. **Objective Assessments:** An objective assessment can be achieved with the use of a variety of evaluation tools and must consider a youth participant's strengths, rather than just focusing on areas that need improvement.

As per 20 CFR 681.290 (c), local areas must use assessment tools that are valid and appropriate for the target population, and must provide reasonable accommodations in the assessment process, if necessary, for individuals with

disabilities. An "Individual with a disability" is an individual with any disability as defined in Section 3 of the Americans with Disabilities Act (ADA):

- 1) A physical or mental impairment that substantially limits one or more of the major life activities of such individual;
- 2) A record of such an impairment; or
- 3) Being regarded as having such an impairment. Information regarding documenting and recording disabilities can be found in the WIOA Youth Eligibility Guidelines, which were issued through New Jersey Workforce Innovation Notice 5-16.

TEGL 17-05 states accommodations for the assessment process generally fall into the following categories:

- 1) Changes to the methods of **Presentation** of the assessment tool: e.g., providing Braille versions, orally reading direction, or test questions to the test-takers;
- 2) Changes to the methods of **Response** to the test questions (e.g., having the test-taker point to a response, or use a computer for responding);
- 3) Changes to the **Setting** in which the test is administered (e.g., permitting the test to be taken in small groups as opposed to large groups or an institutional setting); and
- 4) Changes to the **Timing/Scheduling** of the assessment (e.g., extending the amount of time generally provided for completion of the test, allowing frequent breaks).

- c. **Career Assessments:** Career Assessments are beneficial in identifying appropriate career pathways for youth participants, including youth participants with disabilities. Career assessment activities include, but are not limited to, assessments for prior work experiences, employability, interests, and aptitudes.

It is not necessary to use National Reporting System (NRS) approved assessment tools when assessing the basic skills assessment portion of the objective assessment, nor is it required to determine an individual's grade level equivalent or educational functioning level (EFL). Previous basic skills assessments taken within the past six months may be used as well as school records, if assessing in-school youth participant academic levels. Examples of career-related assessment tools and resources are listed below:

- 1) Comprehensive Adult Student Assessment System (CASAS)
- 2) Prove-It

- 3) NJ Career Assistance Navigator (NJ CAN)
- 4) My Next Move
- 5) Career One-Stop – GetMyFuture

NOTE: The NJDOL requires use of the CASAS test when assessing EFL as part of the Measurable Skills Gains (MSGs) for federal performance reporting.

- d. **Achievement Objectives:** Achievement Objectives, required in the ISS, consist of short-term goals, long-term goals, as well as personal development goals that are used to document participants progress, activities completed, benchmarks reached, and other accomplishments. In support of this objective, partner and program services provided to the youth participant to help achieve education and employment goals must be included in the ISS. Short-term and long-term goals are to link directly to one or more of the following performance indicators:
- 1) **Education and Employment Rate – 2nd Quarter After Exit:** The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the 2<sup>nd</sup> quarter after exit.
  - 2) **Education and Employment Rate – 4th Quarter After Exit Quarter:** The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the 4<sup>th</sup> quarter after exit.
  - 3) **Credential Attainment:** The percentage of youth participants who obtain a recognized postsecondary credential or a secondary school diploma, or its equivalent, during participation of within one year after exit from the program.
  - 4) **Median Earnings – 2nd Quarter After Exit:** The median earnings of youth participants who are in unsubsidized employment during the second quarter after exit.
  - 5) **Measurable Skills Gain<sup>3</sup>:** The percentage of youth participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. Depending on the type of education or training program, documented progress is defined as one of the following:
    - Achievement of at least one educational functioning level of a participant below the postsecondary level;

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<sup>3</sup> A Measurable Skill Gain goal is to be established each program year for all youth enrolled in education or training.  
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- Attainment of a secondary school diploma or its recognized equivalent;
- Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State's academic standards;
- Satisfactory or better progress report, towards established milestones, such as completion of an OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training, or;
- Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

e) **Work Experience Focus:** Work Experience is a critical WIOA program element designed to increase career awareness and reinforce the link between academic classroom learning and occupational work requirements. Work Experiences are a planned, structured learning experience that takes place in a workplace for a limited period of time, paid or unpaid, as appropriate. [20 CFR 681.600] Local areas must ensure that work experience is made available to any youth participant who has been assessed as capable of participating in work activities.

NOTE: The particular activity should be determined based on the objective assessment of the youth participant, and the justification recorded in the youth participant's ISS. All youth, including youths with disabilities, must be assessed for participation in work experience, as part of identified career pathway.

f) **Linkage to WIOA Youth 14 Program Elements:** Youth participants are required to have access to all 14 WIOA Youth Program Elements. Local areas may have policies in place that require all youth to participate in a specific set of program elements. However, youths are not required to participate in all the 14 program elements, only those program elements determined appropriate for them based upon the results of the youth participant's objective assessment(s). The 14 WIOA Program Elements are:

- 1) Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential;

- 2) Alternative secondary school services, or dropout recovery services, as appropriate;
- 3) Paid and unpaid work experiences that have as a component academic and occupational education, which may include:
  - a. Summer employment opportunities and other employment opportunities available throughout the school year;
  - b. Pre-apprenticeship programs;
  - c. Internships and job shadowing; and
  - d. On-the Job (OJT) training opportunities.
- 4) Occupational skills training which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupation in the local area involved;
- 5) Comprehensive guidance and counseling which may include drug and alcohol abuse counseling and referral, as appropriate;
- 6) Leadership development opportunities which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;
- 7) Supportive services;
- 8) Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;
- 9) Follow-up services for not less than 12 months after the completion of participation, as appropriate;
- 10) Financial Literacy Education;
- 11) Entrepreneurial Skills Training;
- 12) Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services;
- 13) Activities that help youth participants prepare for and transition to postsecondary education and training; and
- 14) Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.

- g) **Case Notes, Progress Reports and Youth-Staff Agreements:** Program staff must document in the ISS the program elements in which the youth will participate, and



when a youth is referred to an appropriate youth service provider for participation in a program element. The ISS is the framework for justifying decisions concerning the appropriate mix and sequence of services. As part of the ISS, a plan of action is developed for the following:

- 1) Identify academic competencies to be achieved, (e.g. preparation for postsecondary educational opportunities);
  - 2) Determine the type of occupational and basic skills training that is needed, (ensure strong linkages between academic and occupational learning);
  - 3) Identify employment goals and prepare for unsubsidized employment through work experience;
  - 4) Identify education goals that lead to the attainment of secondary, post-secondary, and industry recognized credentials;
  - 5) Determine the need for support services and identify appropriate mechanisms to deliver these services; and
  - 6) Identify the mix and sequence of the 14 required program elements, as appropriate to the individual.
- h) ISS AOSOS Data-Entry: Local youth program must ensure the ISS contains the required elements as specified in this policy:
- 1) The ISS may be in paper format or tailored for electronic use. In all cases, AOSOS must be used to document youth case management services and youth follow-up.
  - 2) For instructions on how to enter follow-up services for youth who have exited programming, please refer to NJWIN 1-19.
  - 3) Staff must enter the required elements of the ISS into the Youth ISS tab in AOSOS. The most up-to-date ISS form must be uploaded to AOSOS.
- i) ISS REVIEW AND COMPLETION: To assess progress toward benchmarks and goals and evaluate the continued relevance of the goals and services planned for the youth:
- 1) The ISS must be reviewed by youth program staff and participants as benchmarks initially established are achieved, as well as when goals or service needs change.
  - 2) This review must occur at least every six months with the youth participant included in the review. Initially established benchmarks may be achieved and/or goals or service needs may change. As such, the purpose of the

review is to assess the continued relevance of the identified ISS service strategy and the participant's progress towards goals.

- 3) Once all goals are attained, the ISS is considered *complete*. At this point, the participant is ready for exit from the WIOA program, triggering the subsequent twelve-month follow-up period.
  
7. **REQUIRED ACTION:** All staff responsible for providing services to WIOA Youth participants must be provided with this policy and trained on its proper implementation.
  
8. **RESCISSION:** This New Jersey Workforce Innovation Notice (NJWIN) replaces NJWIN 8-15 and any related guidance previously issued by the New Jersey Department of Labor (NJDOL) regarding a WIOA Youth Individual Service Strategy (ISS).
  
9. **QUESTIONS:** For any questions regarding this guidance, please contact us at [DCSPolicy@dol.nj.gov](mailto:DCSPolicy@dol.nj.gov).
  
10. **REFERENCES:** Workforce Innovation and Opportunity Act; Sec..3(33) 129; Sec. 188; 20 CFR 681.290 (c); 681.600 (c); Training and Employment Guidance Letter 17-05; 10-16; 21-16
  
11. **ATTACHMENT:**
  - WIOA Youth Individual Service Strategy (ISS) template

## Youth Individual Service Strategy (ISS) for WIOA Youth Services

### T E M P L A T E

<b>Youth Participant Name:</b> _____	<b>Date:</b> _____
<b>DOB:</b> _____	<b>AOSOS ID#*:</b> _____
<b>Address:</b> _____	<b>Phone:</b> _____
<b>Email:</b> _____	<b>Staff:</b> _____

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

**Framework of an ISS:**

- ▶ Directly linked to one or more indicators of performance. **[WIOA Sec. 129 (c) (I) (B)]**
- ▶ Based on a Comprehensive Assessment **[WIOA Sec. 129 (c) (I) (A)]**
- ▶ Identifies a career pathway that includes education and employment goals **[WIOA Sec. 129 (c) (I) (B)]**

### COMPREHENSIVE ASSESSMENT SECTION

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Case Manager Assigned: [Click or tap here to enter text.](#)

Date: [Click or tap here to enter text.](#)

**Education Status:** Please check one:

Currently In-School

Name of School: [Click here to enter text.](#)

School Address: [Click here to enter text.](#)

Dates Attended: [Click here to enter text.](#) To [Click here to enter text.](#)

Last Grade Completed: [Click here to enter text.](#)

Currently Out-of-School

Name of Last School: [Click here to enter text.](#)

School Address: [Click here to enter text.](#)

Drop-Out Date: [Click here to enter text.](#)

Highest Grade completed: [Click here to enter text.](#)

HS Equivalency/HS Diploma

Vocational Certificate: [Click here to enter text.](#)

College Credits Completed: [Click here to enter](#)

Degree Obtained: [Click here to enter text.](#)

Military: Active/Veteran  No  Yes

Military Occupational Code (MOS): \_\_\_\_\_

**Part I: Objective Assessment: Academic Levels**

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**Out of School Youth:**

Assessment Instrument: [Click or tap here to enter text.](#)

Requires Remediation Y N

	Date	Math Grade Level	Reading Grade Level	Scale Score	EFL	Grade Level Equivalent
Pre-Test						
Post-Test						

**In School Youth Only:**

Review of School Record: [Click here to enter text.](#)

Requires Remediation Y N

Review of School's assessment: [Click here to enter text.](#)

**Assessment of Skill Levels**

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**Employability, Interests, and Aptitudes**

Assessment Instrument: [Click here to enter text.](#)

Assessment Date: [Click here to enter a date.](#)

Results Summary: [Click here to enter text.](#)

Employability: [Click here to enter text.](#)

Interests: [Click here to enter text.](#)

Aptitudes: [Click here to enter text.](#)

**Occupational Skills: Circle all knowledge, skills, and abilities that apply:**

**Knowledge:** Science Technology Math English Social Studies Music (Dance/Performance)  
 Fine Arts Health/Nutrition Team Sports Individual Sports Other (Please Specify):[Click here to enter text.](#)

**Skills:**

Language Proficiency: More than 1 Language: [Click or tap here to enter text.](#)

Computer Skills: Hardware Software: [Click or tap here to enter text.](#)

Work well with hands Work with Tools/Building trades Other (Please Specify):[Click here to enter text.](#)

**Abilities:**

Interpersonal: Work well alone Work well with others Both Don't know/never worked

Job Skills: [Click or tap here to enter text.](#)

Summary of Occupational Skills: Strengths and Weaknesses: [Click or tap here to enter text.](#)

**Prior Work Experience/History**

Check if No Work History, and Go to next page

Date	From / To		
Employer Name			
Address:			
State, Zip, County	State:	Zip:	County:
Hourly Wage	\$	\$	
Still Employed?	Yes	No	
Job Title:			
Duties:			
Reason for Separation:			

Date	From / To		
Employer Name			
Address:			
State, Zip, County	State:	Zip:	County:
Hourly Wage	\$	\$	
Still Employed?	Yes	No	
Job Title:			
Duties:			
Reason for Separation:			

**Part II: Service Needs**

**Supportive Services Needed:**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li><input type="radio"/> Transportation</li> <li><input type="radio"/> Child/Dependent Care</li> <li><input type="radio"/> Needs-Based Payments</li> <li><input type="radio"/> Housing</li> </ul> | <ul style="list-style-type: none"> <li><input type="radio"/> Clothing</li> <li><input type="radio"/> Individual/Personalized Assistance</li> <li><input type="radio"/> Other (Please Specify): _____</li> </ul> |
|---|---|

**Financial Needs Assessment:**

Cost Category	Weekly/Monthly	Remarks
Rent/Mortgage		
Phone		
Utilities (Gas, Light, Water, etc.)		
Child Care		
Food		
Transportation		
Other		

<b>TOTAL FINANCIAL NEED</b>		

**Youth with Disabilities**

Does youth have a disability? Y or N		
IEP Obtained?	Y or N	Date of last IEP:
Accommodations Provided/Comments: Click or tap here to enter text.		

**Part III: Career Pathways/Goals**

*Identify personal, educational, and occupational short- and long-term goals.*

Goal Type	Short-Term Goal	Long-Term Goal	Performance Indicator(s) Goal is Linked To*
Educational Goal			
Occupational/ Employment Goal			
Personal/Social Goal			N/A

**Part IV: Objective Assessment Summary** *(Summarize the information documented to present an overall picture of participant)*

<b>Brief Overview</b>		
<i>Identify personal, educational, occupational, financial, medical, childcare, transportation, housing, food/nutrition</i>		
Strengths	Challenges (Barriers)	Service/Resource/Partner Agency Referral

**Part V: Referral to Other Services**

Date: _____ Agency: _____
Reason: _____ _____ _____
Date: _____ Agency: _____
Reason: _____ _____ _____
Date: _____ Agency: _____
Reason: _____ _____ _____

**Part VI: Program Elements Needed to Achieve Goals**

*Youth are required to have access to all fourteen WIOA Youth program elements. Please select elements based on needs identified on the participant's objective assessment. All youth must receive follow-up services.*

<b>Improving Educational Achievement</b>	<b>Date Opened</b>	<b>Projected End Date</b>	<b>Actual End Date</b>	<b>Successful Completion</b>
<input type="checkbox"/> Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized post-secondary credential Action Steps/Referrals:  Comments:				<input type="checkbox"/> Yes <input type="checkbox"/> No  Explain:
<input type="checkbox"/> Alternative secondary school services, or dropout recovery services, as appropriate Action Steps/Referrals:  Comments:				<input type="checkbox"/> Yes <input type="checkbox"/> No  Explain:
<input type="checkbox"/> Activities that help youth prepare for and transition to post-secondary education and training Action Steps/Referrals:  Comments:				<input type="checkbox"/> Yes <input type="checkbox"/> No  Explain:

<b>Preparing for and Succeeding in Employment</b>	<b>Date Opened</b>	<b>Projected End Date</b>	<b>Actual End Date</b>	<b>Successful Completion</b>
<input type="checkbox"/> <b>Paid &amp; unpaid work experience (summer employment, pre-apprenticeship programs, internships, job shadowing, OJT) with Academic &amp; occupational education components.</b>  <i>Action Steps/Referrals:</i>  <i>Comments:</i>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>
<input type="checkbox"/> <b>Labor market &amp; employment information about in demand industry sectors or occupations available in local area, including career awareness, career counseling, and career exploration services</b>  <i>Action Steps/Referrals:</i>  <i>Comments:</i>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>
<input type="checkbox"/> <b>Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster</b>  <i>Action Steps/Referrals:</i>  <i>Comments:</i>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>
<input type="checkbox"/> <b>Occupational skills training, which shall include priority consideration for training programs that lead to recognized post-secondary credentials that are aligned with in-demand industry sectors or local area occupations</b>  <i>Action Steps/Referrals:</i>  <i>Comments:</i>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>
<input type="checkbox"/> <b>Entrepreneurial skills training</b>  <i>Action Steps/Referrals:</i>  <i>Comments:</i>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>
<b>Supporting Youth</b>	<b>Date Opened</b>	<b>Projected End Date</b>	<b>Actual End Date</b>	<b>Successful Completion</b>
<input type="checkbox"/> <b>Supportive services</b>  <i>Action Steps/Referrals:</i>  <i>Comments:</i>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>
<input type="checkbox"/> <b>Adult mentoring</b>  <i>Action Steps/Referrals:</i>  <i>Comments:</i>				<input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Explain:</i>
<input type="checkbox"/> <b>Comprehensive guidance &amp; counseling (may include drug &amp; alcohol abuse counseling &amp; referral)</b>				<input type="checkbox"/> Yes <input type="checkbox"/> No



<p><i>Action Steps/Referrals:</i></p> <p><i>Comments:</i></p>				<p><i>Explain:</i></p>
<p><input type="checkbox"/> <b>Follow-up for not less than 12 months after the completion of participation, as appropriate. Select allowable program element(s):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mentoring</li> <li><input type="checkbox"/> Financial Literacy</li> <li><input type="checkbox"/> Labor Market Information</li> <li><input type="checkbox"/> Post- Secondary Preparation &amp; Transition</li> <li><input type="checkbox"/> Supportive Services</li> </ul> <p><i>Action Steps/Referrals:</i></p> <p><i>Opt Out:</i></p> <p><i>Comments:</i></p>				<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>Explain:</i></p>
<p><b>Developing the Potential of Young People as Citizens &amp; Leaders</b></p> <p><input type="checkbox"/> <b>Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors.</b></p> <p><i>Action Steps/Referrals:</i></p> <p><i>Comments:</i></p>	<b>Date Opened</b>	<b>Projected End Date</b>	<b>Actual End Date</b>	<b>Successful Completion</b>
<p><input type="checkbox"/> <b>Financial literacy</b></p> <p><i>Action Steps/Referrals:</i></p> <p><i>Comments:</i></p>				<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>Explain:</i></p>

**Part VII: Program Objectives**

Based on the program elements identified, state the ISS objectives in specific, time-framed, measurable and outcome-oriented terms. Include as appropriate academics, employment opportunities, career development, leadership development, supportive services and other services specific to the contractor's program design.

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**WIOA Youth Services Youth Participant and Case Manager Agreement:**

**Youth Participant Agreement:**

- ▶ I have participated in the preparation of this Individual Service Strategy (ISS).
- ▶ I understand and agree with the ISS program elements established for my participation in the program.
- ▶ I agree to participate in program activities as assigned by my case manager to achieve program objectives.
- ▶ I understand WIOA is not an entitlement program, and this ISS does not guarantee receipt of any services.
- ▶ I understand that this ISS and/or information in it may be released to appropriate WIOA and school personnel.
- ▶ I understand that I have the right to obtain a copy of my ISS at any time.
- ▶ I will contact my Case Manager monthly or as often as necessary to update my progress on this plan. I understand that my case can be closed if I go 90 days without participating in a service.
- ▶ I will let my Case Manager know of any problems which would cause changes to any activities or interfere with completing the plan.
- ▶ I will seek, accept and maintain employment that meets my planned goal(s) as stated above.
- ▶ I will contact my Case Manager when I become employed, and provide all necessary information pertaining to the job.
- ▶ I will stay in contact with my Case Manager for up to a year after exiting the program to maintain and support meeting my goals.

**Case Manager Agreement:**

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

Youth Participant Name:	Youth Participant Signature:
Case Manager Name:	Case Manager Signature:
Date:	Date:

### ISS Review and Updates/Case Management Notes

- ISS must be reviewed at least every six months (including signature of youth worker and youth)
- ISS must be updated as youth participants progress through the program. ISS updates must be documented on hard copy form and AOSOS
- ISS must be shared with the contracted youth service providers

Date	Updates/Case Management Notes	Signatures (For Updates Only)
		Youth: Case Manager:
		Youth: Case Manager:
		Youth: Case Manager:
		Youth: Case Manager:
		Youth: Case Manager:
		Youth: Case Manager:

### FOLLOW-UP

Contact must be provided and documented for WIOA youth participants to ensure performance measures and participant goals are being achieved. Document any qualifying outcome (entered post-secondary education, training, military service, employed) or credential obtained and include documentation. The monthly update is a best practice.

**1<sup>st</sup> Month After Exit**

Date: \_\_\_\_\_

Method of Contact:  Phone call  E-mail  Home Visit  Social Media  Regular mail  Office Visit

Qualifying Outcome:  Entered Post-secondary Ed  Entered Training  Entered Military  Entered Apprenticeship  
 Employed  Rec'd Credential

**2<sup>nd</sup> Month After Exit**

Date: \_\_\_\_\_

Method of Contact:  Phone call  E-mail  Home Visit  Social Media  Regular mail  Office Visit

Qualifying Outcome:  Entered Post-secondary Ed  Entered Training  Entered Military  Entered Apprenticeship

Employed       Rec'd Credential

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**3<sup>rd</sup> Month After Exit**

Date: \_\_\_\_\_

Method of Contact:  Phone call    E-mail    Home Visit    Social Media    Regular mail    Office Visit

Qualifying Outcome:  Entered Post-secondary Ed    Entered Training    Entered Military    Entered Apprenticeship

Employed       Rec'd Credential

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**4<sup>th</sup> Month After Exit**

Date: \_\_\_\_\_

Method of Contact:  Phone call    E-mail    Home Visit    Social Media    Regular mail    Office Visit

Qualifying Outcome:  Entered Post-secondary Ed    Entered Training    Entered Military    Entered Apprenticeship

Employed       Rec'd Credential

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**5<sup>th</sup> Month After Exit**

Date: \_\_\_\_\_

Method of Contact:  Phone call    E-mail    Home Visit    Social Media    Regular mail    Office Visit

Qualifying Outcome:  Entered Post-secondary Ed    Entered Training    Entered Military    Entered Apprenticeship

Employed       Rec'd Credential

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**6<sup>th</sup> Month After Exit**

Date: \_\_\_\_\_

Method of Contact:  Phone call    E-mail    Home Visit    Social Media    Regular mail    Office Visit

Qualifying Outcome:  Entered Post-secondary Ed    Entered Training    Entered Military    Entered Apprenticeship

Employed       Rec'd Credential

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**7<sup>th</sup> Month After Exit**

Date: \_\_\_\_\_

Method of Contact:  Phone call  E-mail  Home Visit  Social Media  Regular mail  Office Visit

Qualifying Outcome:  Entered Post-secondary Ed  Entered Training  Entered Military  Entered Apprenticeship

Employed  Rec'd Credential

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**8<sup>th</sup> Month After Exit**

Date: \_\_\_\_\_

Method of Contact:  Phone call  E-mail  Home Visit  Social Media  Regular mail  Office Visit

Qualifying Outcome:  Entered Post-secondary Ed  Entered Training  Entered Military  Entered Apprenticeship

Employed  Rec'd Credential

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**9<sup>th</sup> Month After Exit**

Date: \_\_\_\_\_

Method of Contact:  Phone call  E-mail  Home Visit  Social Media  Regular mail  Office Visit

Qualifying Outcome:  Entered Post-secondary Ed  Entered Training  Entered Military  Entered Apprenticeship

Employed  Rec'd Credential

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**10<sup>th</sup> Month After Exit**

Date: \_\_\_\_\_

Method of Contact:  Phone call  E-mail  Home Visit  Social Media  Regular mail  Office Visit

Qualifying Outcome:  Entered Post-secondary Ed  Entered Training  Entered Military  Entered Apprenticeship

Employed  Rec'd Credential

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**11<sup>th</sup> Month After Exit**

Date: \_\_\_\_\_

Method of Contact:  Phone call  E-mail  Home Visit  Social Media  Regular mail  Office Visit

Qualifying Outcome:  Entered Post-secondary Ed  Entered Training  Entered Military  Entered Apprenticeship

Employed  Rec'd Credential

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**12<sup>th</sup> Month After Exit**

Date: \_\_\_\_\_

Method of Contact:  Phone call  E-mail  Home Visit  Social Media  Regular mail  Office Visit

Qualifying Outcome:  Entered Post-secondary Ed  Entered Training  Entered Military  Entered Apprenticeship

Employed  Rec'd Credential

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