



RIVERSIDE COUNTY
WORKFORCE INVESTMENT BOARD

**WIA YOUTH PROGRAM
PARTICIPANT ENROLLMENT, COMPREHENSIVE
ASSESSMENT AND INDIVIDUAL SERVICE STRATEGY
*POLICY & PROCEDURES***

Date: September 26, 2013

Number: 19-02

PURPOSE: This policy provides Workforce Investment Act (WIA) Youth Program Service Providers with the required procedures to follow for enrolling, comprehensively assessing, and developing an Individual Service Strategy (ISS) for each eligible youth participant.

EFFECTIVE DATE: September 26, 2013

REFERENCES: [WIA Section 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

LOCALLY IMPOSED REQUIREMENTS: Locally imposed requirements are indicated in ***bold, italic*** type.

BACKGROUND:
The Workforce Investment Act (WIA) brought new emphasis and substantive reform to how youth are served in the Workforce Development System. The intent of WIA has been to implement a systematic approach in offering 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.

Based on these program design requirements, Workforce Investment Act Youth Service Program Providers should keep the intent of the legislation, (to offer youth a continuum of services over a longer period of time), in the forefront of their program delivery strategies.

POLICY:
Youth who are determined as eligible by Youth Opportunity Center (YOC) staff, must be enrolled into the program and receive a comprehensive assessment no later than 15 working days from the date of eligibility determination. This is the date the YOC Supervisor approves the paperwork, by signing off on the respective documentation checklist. (YOUTH 448-23, YOUTH 448-24, YOUTH 448-26, YOUTH 448-34.)

Eligibility Policy 19-01 contains additional information. Program Providers will complete the comprehensive assessment process, develop the Individual Service Strategy – ISS (YOUTH 448-20), and complete the Literacy/Numeracy Checklist (YOUTH 448-54). Program Providers may refer to <http://rivcoworkforce.com>, Program Resources Section, to access Youth Program policies and forms.

Program Providers are now required to data enter the Workforce Membership Profile, as well as scan and upload all the eligibility documentation into Rivcojobs within 15 working days of enrollment/assessment process completion. Program Providers must also data enter the participant’s assessment results into Rivcojobs and scan and upload the completed Literacy/Numeracy Checklist and ISS. The YOC Supervisor is responsible for completing the online review to insure that data entry requirements are met. The entire process must be clearly annotated in Rivcojobs case notes. Rivcojobs is the online, participant tracking and case-management system, provided by the County.

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. Program Providers shall document all assessment results and progress on the participant’s Individual Service Strategy (ISS), as well as in Rivcojobs, including clear case note annotation.

Forms YOUTH 448-13, YOUTH 448-15 and YOUTH 448-18 provide the definition of each skill area and the pre- and post-assessment requirements. Pre- and post-assessment processes for academic/basic skills, except life skills, must be conducted by the Program Provider, using the *Comprehensive Adult Student Assessment System (CASAS)* materials, as they include standardized scoring methods. The same test module must be used for pre- and post-assessments. Program Providers are required to complete the Literacy/Numeracy Checklist (YOUTH 448-54) to record Literacy and Numeracy level results, and scan and upload it into Rivcojobs. Participant progress should be noted in Rivcojobs on a continual basis. Program Providers may refer to <http://rivcoworkforce.com>, Program Resources Section, to access the aforementioned Youth Program forms.

Program Providers are also required to use the *CASAS Employability Competency System (ECS) Pre-Employment/Work Maturity Checklists*, in order to assess work-readiness skills and occupational skills. In regards to these other areas: Writing Skills, Speaking Skills, Listening Skills, Problem Solving & Reasoning, Life Skills, and Interest/Aptitude, Program Providers may determine which available CASAS materials to implement. However, if alternate assessment materials are implemented, Program Providers are responsible for insuring that materials used meet generally accepted standards for the WIA Youth Program. Participant progress in these areas should also be noted in Rivcojobs.

Development of the Individual Service Strategy (ISS)

Upon completion of the comprehensive assessment, an ISS (YOUTH 448-20) must be developed for each youth participant. (Refer to <http://rivcoworkforce.com>, Program Resources Section, to access Youth Program forms.) 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 all pre-assessments are to be explained, in detail, to assist youth with setting appropriate goals and activities for self-development. Program Providers are required to complete the ISS form (with typing fields), provided by the County; and

to scan and upload the completed document into Rivcojobs. Clear case note annotation of ISS completion is also required in Rivcojobs.

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. Program Providers are responsible for reviewing the ISS with the youth and making any necessary changes at least twice a month. The results of the ISS review(s) must also be documented in Rivcojobs. When changes are made to the ISS, these changes must be scanned and uploaded into Rivcojobs, as well.

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

Education and Employment Pre- and Post-Assessment

Information regarding the pre- and post-assessment process is to be recorded in the education and employment pre-assessment sections, as well as in Rivcojobs, including case note annotation. 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 planned outcome, barrier(s)/need, assets, 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, Common Measures. The Youth Measures are: Placement in Employment or Education, Attainment of a Degree or Recognized Certificate, and Literacy & Numeracy Gains. (These are also listed on each participation plan of the ISS, in the lower section.) Program Providers will document the planned outcome by noting it in the ISS Planned Outcome Code section. Detailed information regarding Common Measures can be found in the U.S. Department of Labor (DOL) Training and Employment Guidance Letter (TEGL) No. 17-05.
- *Barrier(s)/Need* – The barrier(s)/need the youth has that may hinder them from achieving the planned outcome is 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 are listed on each participation plan of the ISS, in the lower section. The activity code that corresponds to the activity the youth will be participating in will be documented on the ISS. For example, Activity Code 410 would be entered in the activity code box for a youth who will be receiving Leadership Development Services.
- *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.

The Program Participation Plan is divided into Plan I, II, and III. Each plan will represent a 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 six activities, concurrently, 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 participate in leadership development activities and/or mentoring 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, (e.g. Literacy, Numeracy), must have that addressed first in their ISS Plans. Deficiencies in work readiness skills and/or occupational skills can be addressed concurrently in separate ISS plans. The target date for accomplishing each skill attainment must be set for no later than one year.

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 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. Program Providers may reference Policy 19-11 for detailed information on supportive services for youth. (Refer to <http://rivcoworkforce.com>, Program Resources Section, to access Youth Program policies.)

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. *(Program Providers will not be required to develop a Post-Program Follow-up Plan for youth they have lost contact with or who have moved out of the area. However, Program Providers will be responsible for continuing to make attempts to locate and/or communicate with these youth.)* 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 Outcomes Tracking Worksheet

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 Outcomes Tracking Worksheet to monitor each youth's progress toward obtaining the desired outcome(s). The worksheet should be initiated at the time of program exit and will be used to track the youth's outcomes in the quarters following program exit.

The County will utilize monthly Rivcojobs reports, Management Information Systems (MIS) reports and quarterly performance reports to measure Program Providers' performance throughout the Program Year. WIA emphasizes longer-term intervention, continuous learning and support, leading to higher rates of high school graduation and placement and retention in employment or higher education (vocational, military, or college).

INQUIRIES:

Please direct any questions or concerns regarding this Policy and Procedures to EDA Workforce Development Division's Operations Unit.

REVISION HISTORY:

Revision Dates: N/A
Original Policy Date: 03/29/04



Maria Muldrow, Community Partnerships Manager