

**YOUTH**

**ASSESSMENT AND  
INDIVIDUAL SERVICE  
STRATEGY (ISS)**

# **WIOA CLIENT ASSESSMENT**

**What is an assessment?**

**Required Assessment Elements?**

**Career Planners Role in the Assessment Process**

**Types of Assessment**

**Individual Service Strategy (ISS)**

# **WHAT IS AN ASSESSMENT?**

**An assessment is a process to assist participants in?**

**Identifying strengths**

**Identifying transferable skills**

**Identifying interests**

**Identifying work values**

**Identifying personal priorities as they relate to employment**

**Assessment is part of the process leading to self-awareness and relies on the active participation of the participant**

**An assessment is not something that a Career Planner does to a participant or for a participant!**

# **REQUIREMENTS OF A YOUTH ASSESSMENT**

**Section 129(b)(2)(c)(1)(A) of WIOA**

**Career Planners must provide an objective assessment of:**

**Academic levels**

**Skill levels**

**Service needs of each participant**

**Review of basic skills**

**Occupational Skills**

**Prior work experience**

**Employability**

**Interests**

**Aptitudes (including interests and aptitudes for nontraditional jobs)**

**Supportive service needs**

**Development needs of the participant**

**The assessments must also consider a youth's strengths rather than just focusing on areas that need improvement**

# **CAREER PLANNERS ROLE**

**When conducting an assessment what are some of the skills needed to conduct a good assessment?**

**Ability to listen**

**Ability to be non-judgmental**

**Ability to block out distractions**

**Ability to have the client trust you**

**Ability to guide the client towards the most beneficial program for them and for your agency**

**Ability to document the assessment**

# **TYPES OF ASSESSMENTS**

**Formal Assessment involves:**

**Aptitude and Ability Tests**

**Interest Inventories**

**Career Development Assessments**

**Personality or Management Style Inventories**

# **TYPES OF ASSESSMENTS**

**Informal Assessment**

**Interviewing**

**Observation**

**Education/Experience/Transferable Skills**

**Values Assessments**

**Assessment Tools (formal assessment)**

**Service Strategy Tools**

# **FORMAL ASSESSMENT BREAKDOWN**

**Aptitude and Ability Tests – These instruments attempt to measure a person’s overall ability, including general intelligence, achievement, aptitude and reading ability**

**Interest Inventories – Standardized interest inventories help individuals identify their preference for particular activities. Suggestions are then made regarding the occupations or occupational clusters that most closely match one’s interests**

**Career Development Assessments – These instruments attempt to assess where a person may be in the career decision making/development process, predisposition towards career change, stylistic approach, and other factors that affect the career development process**

**Personality or Management Style Inventories – These instruments assess the emotional, social, and motivation aspects of an individual**



# **FORMAL ASSESSMENT TOOLS**

**Illinois workNet**

**Illinois Career Information System**

**Interest Determination, Exploration and Assessment System (IDEAS)**

**Values: Work Importance Locator**

**O\*Net**

**Skills Profiler**

**TABE Test**

**CASES Test**

**Prove It**

**Wonderlic GAIN Test**

**Additionally several links are provided within Illinois workNet for other assessments, many might have a cost associated with utilizing them**

**Illinois JobLink**

# **FORMAL ASSESSMENT TOOLS**

**The previous slide is not an all inclusive list of the formal assessment tools, just a sampling that you can guide your customers towards**

**However these formal self-assessment tools are helpful, but can never replace the interaction between the Career Planner and the customer in the assessment process**

# **INFORMAL ASSESSMENT BREAKDOWN**

**INTERVIEWING** – Information may be gathered about client needs and interests by conducting a personal interview. Since personal interviews usually do not follow a predetermined set of questions, different information is often gathered with each interview, thus allowing for variations in the type of information collected from one client to another

# **INFORMAL ASSESSMENT BREAKDOWN**

**OBSERVATION – What is the customer’s demonstrated attitude toward work; is the client able to operate independently; is the client motivated and committed; does he/she follow through with assignments, are they punctual for appointments, etc.**

# **INFORMAL ASSESSMENT BREAKDOWN**

**EDUCATION/EXPERIENCE/TRANSFERABLE SKILLS –**  
Information about past conditions and experiences should be examined to evaluate successes and failures and to identify possible patterns. Information from education and work experience records can provide valuable input about employee career needs and educational plans. Transferable skills are determined by comparing current skills against the requirements of other occupations

# **INFORMAL ASSESSMENT BREAKDOWN**

**VALUE ASSESSMENT – Assists in identifying priorities, and it encompasses any activity that promotes self-examination**

# **TOPICS TO COVER**

**INTERVIEWING**

**OBSERVATION**

**EDUCATION/EXPERIENCE/TRANSFERABLE SKILLS**

**VALUE ASSESSMENT**

**Now all together.....**

# **RECORDING ASSESSMENT**

**Career Planners must provide an objective assessment of:**

**Academic levels**

**Skill levels**

**Service needs of each participant**

**Review of basic skills**

**Occupational Skills**

**Prior work experience**

**Employability**

**Interests**

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**Supportive service needs**

**Development needs of the participant**



# **ACADEMIC LEVELS**

**What is this talking about ?**

# ACADEMIC LEVELS

**Simply where is the individual in the formal academic process ?**

- **High School Grade Level**
- **College Level**

# **APTITUDE DEFINITION**

**“Aptitude” means the quality of being apt or appropriate; a natural tendency or inclination; a natural ability or talent; quickness to learn or understand.**

# **APTITUDE**

**Can anyone give me examples of individuals displaying an aptitude to do something ?**

# **BARRIERS**

**“Barriers” are anything that prevent passage or approach; obstruction; anything that holds apart, separates or hinders.**

# COMMON BARRIERS

**What are some of the common barriers that you see with the various clients that you work with ?**

# THOUGHTS ON BEHAVIOR

**“Behavior” is the way a person behaves or acts; conduct, or manners.**

**Is your client being cooperative? Is he/she engaged? Alert?  
Distracted?**

**Does your client avoid eye contact?**

# BEHAVIOR

**What are some issues related to “behavior” that you have seen ?**



# **BEHAVIOR**

**Is your client being cooperative? Is he/she engaged? Alert? Distracted? Does your client avoid eye contact? Common courtesies/manners?**

# **EMPLOYMENT**

**The legislation speaks about assessing the following topics related to employment:**

**Occupational Skills**

**Prior work experience**

**Employability**

# **EMPLOYMENT**

**Employment – Gather work history to assess for employability, termination patterns and to gauge customer in interests for future employment.**

**In some instances, especially with Youth they might not have formal employment, but does that mean they do not have Occupational Skills ?**

# **FAMILY ASSESSMENT**

**Try to gather pertinent family questions during the interview.**

**Some questions might be:**

**“ How many people are in your family?”**

**“What are their names and ages?”**

**“Do you have a lot of support from your family?”**

# **GENERAL ASSESSMENT**

**The General Assessment can be used for anything that you have identified that would be helpful, but do not have a category for.**

# **INTERESTS ASSESSMENT**

**In the “interest category”, we want to capture all of the client’s interests in order to get a well-rounded picture of the client.**

**Ask questions such as:**

**“What are your hobbies?”**

**“How do you think your desire to help other people will help you with your long-term goals for employment?”**

# **REVIEW OF BASIC SKILLS**

**What is this actually talking about ?**

# **REVIEW OF BASIC SKILLS**

**Typically this is your assessment tests; TABE, CASAS, Etc.,**



# SKILLS ASSESSMENT

A **skills assessment** is a type of evaluation used to determine the **skills**, attitudes, and abilities a person has that can be marketable or advantageous. There are a number of ways this type of **assessment** can be presented and conducted, including self-applied and second-party **assessments**.

# SKILLS

**The “skills assessment” can be something the individual has worked hard at to make a skill; when I was growing up people who were skate borders had a skill, but there was not a job market tied to that skill set; has that changed ?**

**Can anyone give me examples of other types of skills ?**

# **SUPPORTIVE SERVICE NEEDS**

**The legislation states that part of the assessment is determining the supportive service needs.**

**These “needs” are identified based on the information that you have discovered while conducting your assessment.**

# EMPLOYMENT GOALS

- The Employment Goals segment is designed to record **target wage** level per period (hour, day, week, month or year).
- Employment Goals segment also records the target **kinds** of work (permanent or temporary).
- Employment Goals segment also records the target **types** of work (full or part-time).
- Employment Goals segment also records the target **shifts** (days, afternoons, evenings, rotating or split).
- Employment Goals segment also records **acceptable commuting distance** from a specific zip code and a willingness to relocate.

# **YOUTH INDIVIDUAL SERVICE STRATEGY (ISS)**

**Under WIOA, Youth service strategies for each participant must be directly linked to one or more of the Youth Performance Outcomes (*More on this in the next few slides*)**

**Youth Individual Service Strategy should be initiated at the beginning of the assessment process**

**Optional assessment tools that aid a Career Planner in the collection of information may also be used during the development of the plan**

**Youth Individual Service Strategy should be an analysis of the participant's educational needs, occupational skills, and personal circumstances**

## **PER WIOA YOUTH SERVICE STRATEGY**

### **Section 129(b)(2)(c)(1)(B) of WIOA**

**Develop service strategies for each participant that are directly linked to one or more of the indicators of performance described in section 116(b)(2)(A)(ii), and that shall identify career pathways that include education and employment goals (including in appropriate circumstances nontraditional employment), appropriate achievement objective and appropriate services for the participant taking into account the assessment conducted**

***See next slides for description of “section 116(b)(2)(A)(ii)”***

# SECTION 116(B)(2)(A)(II) – YOUTH OUTCOMES

The primary indicators of performance for the youth program shall consist of—

(I) the percentage of program participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program;

(II) the percentage of program participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after exit from the program; and

(III) the primary indicators of performance described in subclauses (III) through (VI) of subparagraph (A)(i).

***See next slide for subclauses (III) and (VI)***

## **THE PRIMARY INDICATORS OF YOUTH PERFORMANCE DESCRIBED IN SUBCLAUSES (III)**

(iii) INDICATOR RELATING TO CREDENTIAL.—For purposes of clause (i)(IV), or clause (ii)(III) with respect to clause (i)(IV), program participants who obtain a secondary school diploma or its recognized equivalent shall be included in the percentage counted as meeting the criterion under such clause only if such participants, in addition to obtaining such diploma or its recognized equivalent, have obtained or retained employment or are in an education or training program leading to a recognized postsecondary credential within 1 year after exit from the program.



# **DOCUMENTING THE ISS**

**During the assessment the Career Planner needs to be taking legible notes**

**Each youth must have an Individual Service Strategy (ISS) completed at time of registration. The client will go on an exploration of their career goals and your assessment will be their roadmap to success; however, it is important to understand the ISS should be flexible and updated, when appropriate.**

# **INDIVIDUAL SERVICE STRATEGY (ISS)**

- **Each youth must have an Individual Service Strategy (ISS) completed at time of registration. The client will go on an exploration of their career goals and your assessment will be their roadmap to success; however, it is important to understand the ISS should be flexible and updated, when appropriate.**
- **However, the activity of ISS should be recorded for each youth client with IWDS**

# CONCLUSION

**Assessment is something you can do either really well or you can just go through the steps**

**Remember an assessment and developing the Individual Service Strategy (ISS) for your Youth isn't something you can do to or for a client**

**You and your client will go on an exploration of their career goals and your assessment and the ISS will be their roadmap to success**

**Note: The ISS might very well be modified several times throughout the clients services when changes to the clients plan takes place**

# **SUMMARY**

**This concludes documenting a Youth Assessment and the activity of the Individual Service Strategy.**

**Questions ?**