



Individual Employment Plan (IEP) & Individual Service Strategy (ISS) Procedure

PURPOSE

An Individual Employment Plan (IEP) for Adult and Dislocated Workers or Individual Service Strategy (ISS) for Youth is required to be developed upon enrollment and provision of individualized services. This document establishes the guidelines and requirements under the Workforce Innovation Opportunities Act (WIOA) Title I program. All service contractors through the Chicago Cook Workforce Partnership must jointly develop an IEP or ISS for each customer by a Workforce Development Representative and the customer.

REFERENCE

WIOA sec. 134(c)(2)(A)(xii)(II); WIOA § 680.170

BACKGROUND

The Workforce Innovation and Opportunity Act (WIOA) requires that all Adult, Dislocated Workers, and Youth customers are provided assessments and an Individual Employment Plan (IEP) or an Individual Service Strategy (ISS), depending on the program for customer. The IEP/ISS is an individualized career service that is jointly developed by the Workforce Development Representative and the customer. It is both a form and an on-going service strategy plan developed with a culmination of comprehensive assessments to identify the employment and/or educational goal(s). The plan must identify employment goals for Adult, Dislocated, and Youth or education for Youth, achievement objectives, and the appropriate combination of services needed to achieve the overall goal(s).

The development of the IEP/ISS must be completed after the Objective Assessment Summary (OAS) and the Career Exploration (if applicable). The IEP/ISS shall be recorded in Career Connect, printed, signed and dated by a Workforce Development Representative and the customer. The original copy with signature will be filed in customer's physical file and a copy will be provided to customer.

The IEP/ISS is a living document, and it is to be reviewed on a regular basis and updated whenever a change is made to the customer's plan; any changes must be mutually agreed by the customer and Workforce Development Representative. All updates will be recorded in Career Connect, a new form with signature is required only when the goal itself has changed or being updated.

CREATING INDIVIDUAL EMPLOYMENT PLAN (IEP)/INDIVIDUAL SERVICE STRATEGY (ISS)

1 STEPS TO DEVELOPING AN IEP/ISS

Before developing an IEP/ISS, the following steps **must** be completed.

1. A WIOA Application indicating eligibility for one of the following grants: Youth, Adult, or Dislocated Worker must be completed
2. The Objective Assessment Summary (OAS) must be completed in Career Connect. Please see the Help Desk for this procedure (LINK: <https://workforceboard.zendesk.com/hc/en-us/articles/360045946171-NEW-Objective-Assessment-Summary-OAS-Procedure>).

3. If applicable, Career Exploration must be conducted by the participant to identify possible career paths, employment and/or education goals. Please see the Help Desk for this procedure (LINK: <https://workforceboard.zendesk.com/hc/en-us/articles/360057850792-NEW-Career-Exploration-Procedure>).
4. **UPDATE!** If applicable, complete the Skills Inventory Worksheet (SIW). Please note that the SIW is only **required** under the following circumstances:
 - ✓ All customers who have been approved for training must have the SIW completed by a Career Coach.
 - ✓ All new Career Coaches must use the SIW until the Site Director determines the IEP/ISS are acceptable.
5. A WIOA Participation (first service) must be entered. Participation/Service examples are as follows:
 - ✓ Comprehensive and Specialized Assessments (1A/1D 207) or
 - ✓ Workforce Info/LMI/Targeted Occupational Profiles (1A/1D 224, 1Y 433) or
 - ✓ Career Planning (1A/1D 202, 1Y 404) or
 - ✓ Develop Individual Service Strategy (ISS) (1Y 413)

2 S.M.A.R.T.E.R. STRATEGY

All IEP/ISS shall have at least **one** open goal with at least **one** open objective for all customers with an active participation. IEP/ISS should be written with a S.M.A.R.T.E.R objective:

Specific	Identify specific short/long term goals. Specific objectives are the action steps outlining exactly what the customer should do in order to achieve their goal(s).
Measurable	Define how progress will be tracked. Measurable goals have benchmarks allowing participant to see the progress towards successfully achieving goals. Goals are measurable by the completion of objectives.
Attainable	Goals and objectives are attainable if the participant can be realistically expected to complete the goal within the timeframe agreed upon.
Relevant	Goals and objectives must be relevant to what the participant is trying to achieve. A relevant objective will be an action step toward completing the goal. The use of the comprehensive and specialized assessments will guide with creating relevant goals and objectives.
Time-Driven	There should be a target date of progress and completion. A goal without a commitment to a schedule or target dates tends to be forgotten or neglected. This will keep the customer on track and both parties accountable. Goals are defined as short, intermediate, or long term.
Evaluate	Goals, objectives, activities/services, case notes should be reviewed to assess the success or failure in achieving a customer's IEP/ISS completion.
Reflection and Adjustment	Reflection is a great way for a customer to increase confidence and be more proactive and excited to complete their plan. If any goal changes occur, adjust the plan, mutually agreed upon with customer.

3 IEP/ISS CONTENT:

The IEP/ISS plan shall contain the following components:

- Goal(s)
- Objectives
- Dates
- Signatures

4 GOALS

The WIOA program is designed to help customers who are registered in the Adult, Dislocated, and Youth program reach their employment and/or educational goal. The goal is set based on the program and required in order to complete the plan successfully, see *Table 1. Program Goals*.

Table 1. Program Goals

Program	Goal
Adult	Employment
Dislocated Worker	Employment
Youth	Employment and/or Educational

a. Employment Goal

The employment goal is determined as a result of comprehensive assessment consisting of an interview, evaluation, and/or specialized testing. The goal is based on the customer's career desires. It is a Workforce Development Representative's role to guide the customer based on assessment results, labor market information, career pathways, work experience, trainings, special skills, interest and other viable information to guide the customer to making the correct career choices.

Any Occupational Training (ITA) or remedial training necessary to meet employment goals should be included as *objectives* under the employment goal.

b. Educational Goal (Youth Only)

An educational goal should be linked to an employment goal. The goal is to have the youth continue or return to school and achieve **post-secondary education** or **advanced occupational training (non-ITA)**. The ISS should identify services to maintain regular school attendance, counseling, tutoring, and/or career options, as well as dropout prevention and recovery strategies that will lead the youth to completion of their educational goal.

4.1 GOAL TERM

Each goal should be limited to a defined time period identified collaboratively to achieve the customer's goal(s). Goals are defined as short, intermediate, or long term:

Table 2. Goal Terms

Term	Time Frame to Achieve Goal
Short	0-6 months
Intermediate	7-12 months
Long	Over 12 months

4.2 GOAL DESCRIPTION

A **Goal Description** should be short and focused on the industry, career, or education of established goal attempted to achieve. **Examples:**

1. Obtain Full-time, sustainable employment in Manufacturing or Welding; Retail or Cashier
2. Enter post-secondary education at a 2 year-college or 4 year- college in Nursing or Associates

5 OBJECTIVES

The objectives of the plan break down the larger goal (employment and/or educational) into shorter steps to reach the established goal(s). Effective objectives will include established (start) dates and projected end/review dates of achievement, in which they should be reviewed and updated when needed. (See list of Pre-defined objectives, pg.14)

Objectives should be closed upon completion with a successful or unsuccessful outcome. Objectives can be added throughout customer's active status in program if any new goals or added services are needed that were not discussed (IEP/ISS process)

Objectives must be justified in the Comments section of the IEP/ISS. The explanation should explain *why* the objective is necessary:

Objective	Date Established	Review Date	Program	Staff	Status
Support Service-Transportation Assistance	10/18/2019	12/02/2019	WIOA	Chevali, Kristen	Open
Comments: Justification: Customer requires bus fare assistance, currently not working and will need to get back and forth to training.					
Attend Job Readiness Workshop	10/18/2019	10/25/2019	WIOA	Chevali, Kristen	Open
Comments: Justification: Customer's resume needs updating and customer needs tips and practice on interviewing and on-line job search for current market.					

6 REVIEW AND UPDATE

In an effort to recognize that the customer is on track with their current plan or if any changes are needed, the IEP/ISS should be reviewed on a regular basis, no less than quarterly, and may be reviewed more frequently when career and supportive services are being provided.

Projected end dates of a goal or review dates for objectives should be frequently monitored by Workforce Development Representative to ensure that timeframes are being met. If dates need to be changed to reflect lesser time or extended time, make appropriate changes in Career Connect. (*Updated IEP/ISS form with signature is not necessary for this process*)

The IEP/ISS must be updated when necessary to reflect any goal changes from the initial plan. The update should be done jointly with the customer. The changes are necessary to address the customer's needs and update the plan to focus on the new goal.

The following steps are necessary when there is a review or update in plan:

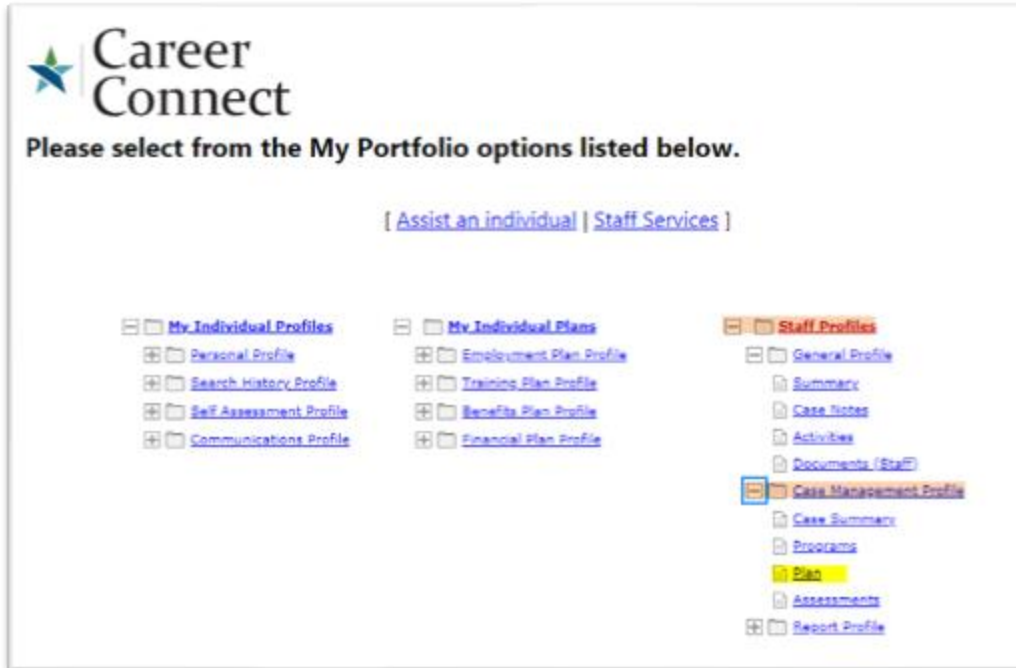
1. If there are no changes/updates to the IEP/ISS, enter a Case Note with subject "**IEP/ISS Review**". Clearly state that the account/file has been reviewed, the customer is on track with plan, and no changes or updates are being made.
2. If changes/updates have been jointly agreed upon with customer, make modification of plan in Career Connect, IEP/ISS section. Add new Goal
3. Enter a Case Note with subject "**IEP/ISS Review/Update**".
4. Print update IEP/ISS form, **both Workforce Development Representative and customer sign document**. Provide a copy to customer and file original copy in customer's physical file.

IEP/ISS CAREER CONNECT PROCESS

The Individual Employment Plan (IEP)/Individual Service Strategy (ISS) record is used to list a customer's goals, objectives, and services provided in relation to the WIOA program. This guide will provide step-by-step instructions on how to complete an IEP/ISS for the customer who is registered as an Adult, Dislocated Worker, or Youth customer.

1 Plan

1. Under Customer's Portfolio, Click   **Staff Profiles** on to open link options. Select  [Plan](#)



2. Under **Plan** tab, Click on **Create Individual Employment Plan/Service Strategy**



3. In the **Plan** Tab, staff can enter or select information as follows:
Note: A customer may have only one plan open at any given time. The **Create IEP/ISS** button does not display again once an IEP is created for the individual.

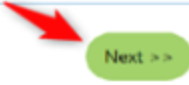
Plan	Goals	Objectives	Services																		
<p>• Indicates required fields. For help click the question mark icon.</p>																					
<p>Identifying Information</p> <table> <tr><td>Plan ID Number</td><td>0</td></tr> <tr><td>State ID</td><td>8725</td></tr> <tr><td>User Name</td><td>GSIPJ03513120</td></tr> <tr><td>User ID</td><td>11601</td></tr> <tr><td>Name</td><td>Golden, Gwen</td></tr> <tr><td>Created By</td><td>GSIEFLINK</td></tr> <tr><td>Create On</td><td></td></tr> <tr><td>Last Edited By</td><td></td></tr> <tr><td>Edited On</td><td></td></tr> </table>				Plan ID Number	0	State ID	8725	User Name	GSIPJ03513120	User ID	11601	Name	Golden, Gwen	Created By	GSIEFLINK	Create On		Last Edited By		Edited On	
Plan ID Number	0																				
State ID	8725																				
User Name	GSIPJ03513120																				
User ID	11601																				
Name	Golden, Gwen																				
Created By	GSIEFLINK																				
Create On																					
Last Edited By																					
Edited On																					
<p>Currently Participating In</p> <p>Currently participating in the following programs:</p> <table> <tr> <td>Wagner Peyser:</td> <td>Application Date: 02/13/2016 Participation Date: 02/13/2016</td> </tr> <tr> <td>Workforce Innovation and Opportunity Act:</td> <td>Application Date: 11/01/2015 Participation Date: 11/01/2015</td> </tr> </table>				Wagner Peyser:	Application Date: 02/13/2016 Participation Date: 02/13/2016	Workforce Innovation and Opportunity Act:	Application Date: 11/01/2015 Participation Date: 11/01/2015														
Wagner Peyser:	Application Date: 02/13/2016 Participation Date: 02/13/2016																				
Workforce Innovation and Opportunity Act:	Application Date: 11/01/2015 Participation Date: 11/01/2015																				
<p>Plan Information</p> <p>• Plan Start Date <input type="text" value=""/> (mm/dd/yyyy) <input type="button" value="Today"/></p> <p>• LWIA/Region <input type="text" value=""/></p> <p>• Plan started in office location <input type="text" value=""/></p> <p>Plan closed on <input type="text" value=""/> (mm/dd/yyyy) <input type="button" value="Today"/></p> <p>When printing plan do you want to print services? <input checked="" type="checkbox"/></p> <p>Exit Wizard </p>																					

Table 4. Plan Tab

- Enter information in the required field marked with a red asterisk (*).
- Enter the **Plan Start Date**
- Select the **LWIA/Region** from the drop-down menu. Select **Chicago Cook Workforce Partnership**
- Select the **Plan Started in Office Location** from the drop-down menu. Select your agency name.
- Leave **Plan closed on** blank. A date is entered when the IEP/ISS plan is being closed.
- Click the **Next** button to save and continue with this IEP/ISS record.

2 Goal

4. Click on Add New Goal

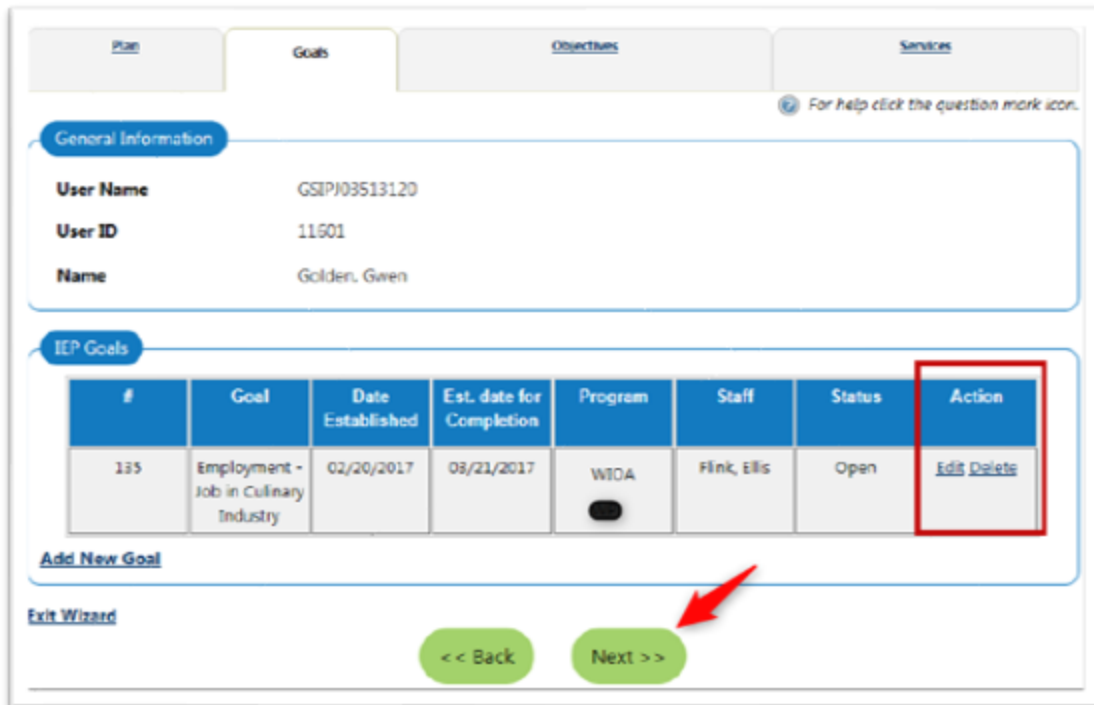
- Enter the individual's desired goal for the Individual Employment Plan or Individual Service Strategy. Goals must be added before objectives. The New Goal screen is like the following example (see Table 5, pg.8)

From the **Goal** screen, enter or select information as follows. Complete required fields marked with a red asterisk *. Select options from the drop-down lists or checkboxes:

Table 5. Goal Tab

- Select a Region and Office. LWIA/Region select: **Chicago Cook Workforce Partnership**
- Select a Program Affiliation. Select: **Title I-WIOA**
- Select a Type of Goal: **Employment or Educational**
- Enter the Term of Goal: **Short, Intermediate, or Long** (See pg. 3, Table 2. Goal Terms)
- Enter a Description of the Goal. (See pg. 2, Goal Descriptions)
- Enter the Date Established using the MM/DD/YYYY format.
- Enter the Estimated Completion Date using the MM/DD/YYYY format.
This date must be equal to or greater than the Date Established field entry. For example, if the date established is 2/11/2005, the estimated completion date must be 2/11/2005 or a later date such as 03/30/2005.
- Make sure the Completion Status is Open (because you are creating the goal).
Note: When closing the goal you will select Closed and indicate the Reason Closed (Successful or Unsuccessful).
- Click the **Save** button

6. After you save the goal, the Goals screen will refresh with the added goal with a link to Edit or Delete (as shown below). Proceed to the Objectives tab by clicking **Next** or by clicking the Objectives tab. Here you can add objectives that go with the goal.



3 Objective

7. Under the objectives tab, you can select **Add new objective** or **Select pre-defined objectives**

Objective Information

Goal Description	Objective	Date Established	Review Date	Program(s)	Staff	Status
No Objective Records						

[Add new objective](#)
[Select pre-defined objectives](#)
[Exit Wizard](#)

<< Back Next >>

8. To create a new objective, click the Add new objective link to enter a related objective for the individual. The predefined objectives for your system are valued in a look up table.
Recommendation: Search pre-defined objectives before creating a new objective. Most of the objectives have been added to table.

Objective Information

• Goal
 • LWIA/Region
 • Office Location
 • Program Affiliation

	Pre-defined Objectives	Date Established	Review Date
<input checked="" type="checkbox"/>	Resume Writing	02/20/2017 <small>(mm/dd/yyyy)</small> Today	03/05/2017 <small>(mm/dd/yyyy)</small> Today
<input checked="" type="checkbox"/>	Counseling	02/20/2017 <small>(mm/dd/yyyy)</small> Today	02/20/2017 <small>(mm/dd/yyyy)</small> Today
<input type="checkbox"/>	Mentoring	<input type="text"/> <small>(mm/dd/yyyy)</small> Today	<input type="text"/> <small>(mm/dd/yyyy)</small> Today
<input type="checkbox"/>	Skill Assessment	<input type="text"/> <small>(mm/dd/yyyy)</small> Today	<input type="text"/> <small>(mm/dd/yyyy)</small> Today

Created By

Table 6. Objectives Tab

- Click the check box for each objective you want to add to this individual's program goal. You can select more than one check box, if applicable.
- Type the Date Established using the MM/DD/YYYY format.
- Type the Review Date using the MM/DD/YYYY format. This date must be equal to or greater than the Date Established field entry, as described earlier for goals. A date will pre-populate but can be changed.
- Click **Save** when you are finished. Click **Cancel** to exit without saving
- Click Next, in the Objective Information once completed with entering all objectives
- **Note: Each objective must be justified in the comment section of the IEP/ISS as noted above**

Example of how the objectives will appear in Career Connect after entering all the objectives for the plan

Objective Information

Goal Description	Objective	Date Established	Review Date	Program (s)	Staff	Status	action
Job in Culinary Industry	Apply to over 20 matching job posts	02/20/2017	03/06/2017	WIOA	Flink, Ellis	Open	Edit Delete
Job in Culinary Industry	Resume Writing	02/20/2017	03/06/2017	WIOA	Flink, Ellis	Open	Edit Delete
Job in Culinary Industry	Counseling	02/20/2017	02/20/2017	WIOA	Flink, Ellis	Open	Edit Delete

[Add new objective](#)
[Select pre-defined objectives](#)

[Exit Wizard](#)

<< Back Next >>



4 IEP Open/Print

9. In the **Services Tab**, click **Finish**, the screen will return to the Plan tab and display the Open status of the IEP Plan as shown in example below.

Individual Employment Plan

#	LWIA/Region	Office Location	Status	# of Goals	Staff	Date	Action
511759	Worknet Pinellas, Inc.	CareerSource Pinellas - 4444-Tarpon Spring center	OPEN	1	Flink, Ellis	02/19/2017	Edit Delete Display Edit

Create Individual Employment Plan/Service Strategy

10. Select **Display/Print**, from the Action column in the Individual Employment Plan. Print the form. Review form with customer. Must be signed by Workforce Development Representative and customer. Provide a copy to customer and file the original in customer's physical file.

REFERENCES AND RESOURCES

A. Example Assessment Snapshot, Case Note and IEP Development:

The following are example scenarios for each program by using the comprehensive and specialized assessments to complete a case note and selecting appropriate objectives and services to be considered for the customers IEP/ISS.

DISLOCATED WORKER	
ASSESSMENT SNAPSHOT (used to create case note)	SAMPLE CASENOTE (Refer to Assessment Case Note Guidance)
<p>TABE: Not Basic Skills Deficient</p> <p>Career Survey: TDL and Healthcare top outcomes</p> <p>Work History: Currently not working with gaps in work history. 15 years in retail. Has left employment for more money and massive layoff. No longer interested in retail.</p> <p>Family: Single father, 1 child in teens. Has childcare available</p> <p>Income: Currently receiving SNAP</p> <p>Transportation: Public, has Ventra card low balance) Has a valid DL.</p> <p>Education: HS Diploma</p> <p>Skills: Computer skills, management</p> <p>Medical: May need prescription eye wear for driving</p> <p>Interest: Resume writing, training, interviewing, online applications, LMI for healthcare and TDL</p>	<p>Customer has been registered as a 1D customer. Has been having difficulty in gaining employment after a massive layoff. He is seeking for employment within a new career. Based on assessments, the top industry outcomes were in Healthcare and TDL. Through further assessment he has decided to gain full time employment as a CDL Driver. He currently does not have a CDL license. He would like to attend a training to obtain proper licensing to gain employment.</p> <p>The customer is a single father of 1 teen child. He is currently using public transportation to get around but does have a valid driver's license. He has a HS Diploma. He is currently receiving SNAP benefits. He might seek assistance in part-time employment while training to make ends meet. He mentioned he might need prescription eye wear in order to pass any driving test required. He currently has insurance.</p> <p>Once customer is deemed suitable for training, information on the ITA process will be provided according to policy. Supportive services will be provided to customer for public transportation as needed for training and career services. Referral for eye care location will be provided to him. Career Services will be provided to assist with job placement which include but not limited to resume writing, job search, interviewing skills, job interview referrals, etc.</p> <p>Customer is aware of the necessary communication needed throughout the program until completed successfully. Any changes while in program, he is aware to communicate those changes so we can provide support.</p>



ADULT	
ASSESSMENT SNAPSHOT	SAMPLE CASENOTE
<p>TABE: Basic Skills Deficient</p> <p>Career Survey: Finance, Business Management, IT</p> <p>Work History: Experience in Customer Service for 5 years, Sales 7 years</p> <p>Family: Married, 3 children, Husband works 3rd shift</p> <p>Income: Currently receiving SNAP</p> <p>Transportation: Has a car</p> <p>Education: Some College completed, HS Diploma</p> <p>Skills: Computer skills, types 45 wpm, Microsoft Office, Bilingual</p> <p>Medical: No medical issues indicated by customer</p> <p>Interest: Loves to read, spend time with her family, looking for a 1st shift job, no support for childcare, needs to work while children in school. Open to weekends and seeking \$15.00/hr minimum.</p>	<p>Customer has been registered as 1A. She has been out of work for 2 years, left her last employment to be a stay at home mother. Her children are now all in school and she is ready to get back into the workforce. She wants to help her husband with financial support because he is currently the only one working in the household.</p> <p>Based on assessments, the customers high interest is in Finance or Business Management. She has experience in Customer Service and Sales, she likes to build relationships and help people. She is interested in direct employment at this time but open to the possibility of training for Business certificates. She currently has a car and states she would like to stay within the 0-5-mile radius from home. She would like to make at least \$15.00/hr but no less than \$14.00/hr.</p> <p>Per discussion with customer, we will work on job readiness, interview skills, and job search to prepare for direct employment. We will monitor the progress and provide other services as needed. Gas cards will be provided to customer for interviews and job readiness training as needed. Customer understands the communication and commitment between agency and herself for the plan to be successful. If any changes occur, she has been made aware to contact Workforce Development Representative and appropriate updates to plan will be conducted.</p>



YOUTH OUT-OF-SCHOOL (OSY)

ASSESSMENT SNAPSHOT	SAMPLE CASENOTE
<p>TABE: Basic Skills Deficient</p> <p>Career Survey: Manufacturing, Automotive, Logistics</p> <p>Work History: Never worked before.</p> <p>Family: Lives with mom, single-parent home, oldest, 3 siblings</p> <p>Income: Lives in high crime area</p> <p>Transportation: No Driver's License, Public Transportation</p> <p>Education: Drop-out 11th grade</p> <p>Skills: Computer skills, Bilingual, Good communication skills, organized, eager to learn</p> <p>Medical: Medical card</p> <p>Interest: Gaming, Being around family, likes to work with his hands, wants to complete GED and work FT</p>	<p>Customer has been registered as an OSY. He has no work history but has attempted to apply and look for work but has not been successful. Customer dropped out-of-school last year in the 11th grade. He felt he was not fully guided and started to fail his classes. Unmotivated to continue decided to drop out. He is seeking assistance and guidance to help him achieve his GED and enter employment full-time to be able to help his mother with household financial responsibilities. He is the oldest out of four, he wants to be able to help and set an example to his siblings.</p> <p>Based on assessments the customers interests are in manufacturing or logistics. He has no experience in either industry. He is willing to learn and focus on working hard to gain his GED so he can continue an Occupational training in Computerized Numerical Control. He reviewed the LMI information and the upward mobility of the industry interested him. Customer will be referred to locations to enroll into a GED program. Customer is willing to participate in unpaid or paid work experience to gain skills meanwhile completing his GED.</p> <p>Once customer successfully gains his GED, we will begin the ITA process to a CNC approved training program. All youth program elements have been advised to customer and knows they are available when needed whether in-house or as an external referral.</p> <p>Customer has no vehicle and will be provided transportation supportive services for educational and career objectives as needed.</p> <p>Upon completion of ITA program, we will assist customer with gainful employment in CNC by providing him the necessary services to be interview and job ready. Customer agrees to plan and looking forward to accomplishing both his GED and employment.</p>



B. Pre-Defined Objectives

Examples of how services can be tied to objectives, use the most appropriate career and training services being provided to the customer.

Objectives	Possible Services Used
Attend Job Readiness Workshop	<ul style="list-style-type: none"> • Workforce Preparation • Short Term Pre-Vocational Skills Training • Job Readiness combined with other training • Job Search Skills Training • Vocational Exploration
Attend Financial Literacy	<ul style="list-style-type: none"> • Support Service-Financial Literacy Education • Workforce Preparation • Asset Development
Attend Computer Workshop	<ul style="list-style-type: none"> • Workforce Preparation
Attend LinkedIn Workshop	<ul style="list-style-type: none"> • Workforce Preparation
Research LMI & Occupations	<ul style="list-style-type: none"> • Career Guidance/Planning • Workforce Info/LMI/Targeted Occupational Profiles • Job Readiness combined with other training • Job Search Skills Training • Vocational Exploration
Develop / Revise Resume	<ul style="list-style-type: none"> • Job Readiness combined with other training
Create Cover Letter	<ul style="list-style-type: none"> • Job Readiness combined with other training
Apply for Jobs on a Weekly Basis	<ul style="list-style-type: none"> • Career Guidance/Planning • Self-Directed Job Search
Attend Interviews	<ul style="list-style-type: none"> • Career Guidance/Planning • Testing/Background check as required by Employer
Use Social Media for Networking & Job Search	<ul style="list-style-type: none"> • Career Guidance/Planning • Self-Directed Job Search • Job Search Skills Training
Participate in Job Club	<ul style="list-style-type: none"> • Workforce Preparation • Job Readiness combined with other training • Job Search Skills Training • Job Club
Research Training Providers & Programs	<ul style="list-style-type: none"> • Case Management
Submit ITA Approval Documents	<ul style="list-style-type: none"> • Initial ITA Request • ITA Exception
Attend Occupational Training	<ul style="list-style-type: none"> • Support Service-Tools/Uniform/Equipment • Case Management • Occupational Classroom Training (ITA) • Career Pathway Training (non-ITA) • Apprenticeship (ITA funded) • Private Sector Training
Give Career Coach Timely Training Documentation	<ul style="list-style-type: none"> • Case Management
Obtain Work Experience	<ul style="list-style-type: none"> • Support Service-Tools/Uniform/Equipment • Internship-Adult/Dislocated • Testing/Background check as required by Employer • Cooperative Training • Youth Internship
Obtain On-the-Job Training	<ul style="list-style-type: none"> • Individualized Services & Training Plan (ISTEP) for OJT

	<ul style="list-style-type: none"> • Testing/Background check as required by Employer • Private Sector OJT • Public Sector OJT
Attain Credentials/Certifications	<ul style="list-style-type: none"> • Case Management
Attain Summer Employment	<ul style="list-style-type: none"> • Support Service-Tools/Uniform/Equipment • Testing/Background check as required by Employer
Attain Paid Work Experience	<ul style="list-style-type: none"> • Support Service-Tools/Uniform/Equipment • Internship-Adult/Dislocated • Testing/Background check as required by Employer • Youth Internship
Attain Unpaid Work Experience	<ul style="list-style-type: none"> • Support Service-Tools/Uniform/Equipment • Internship-Adult/Dislocated • Unpaid Work Experience • Youth Internship • Support Service-Cash Incentive/Stipends
Increase Reading and/or Math Skills	<ul style="list-style-type: none"> • Workforce Preparation • Training in Other Title • Adult Educational & literacy activities • Bridge Training (WIOA Funded, non-ITA) • Basic Academic Training
Increase Digital Literacy	<ul style="list-style-type: none"> • Workforce Preparation • Adult Educational & literacy activities
Attend English as a Second Language Classes	<ul style="list-style-type: none"> • Training in Other Title • Adult Educational & literacy activities • English Language Proficiency • Drop-Recovery
Practice Aztec	<ul style="list-style-type: none"> • Adult Educational & literacy activities
Attain High School Diploma/Equivalency	<ul style="list-style-type: none"> • Case Management-Same Day Service • Equivalency (GED) • Drop-Out Recovery
Attend College Tours	<ul style="list-style-type: none"> • Prep Transition to Post-secondary education training
Complete Financial Aid Paperwork	<ul style="list-style-type: none"> • Prep Transition to Post-secondary education training
Complete College Application	<ul style="list-style-type: none"> • Prep Transition to Post-secondary education training
Attend Post-Secondary Education	<ul style="list-style-type: none"> • Case Management
Attend Leadership Development	<ul style="list-style-type: none"> • Workforce Preparation • Leadership Development
Attend Tutoring	<ul style="list-style-type: none"> • Tutoring-Study Skills Training Instruction
Participate in Mentoring	<ul style="list-style-type: none"> • Short Term Pre-Vocation Skills Training • Asset Development • Mentoring
Attend Alternative Education Program	<ul style="list-style-type: none"> • Case Management-Same Day Service • Drop-out Recovery • Enrolled in Alternative School Program
Take Work Keys	<ul style="list-style-type: none"> • Workforce Preparation • Diagnostic Testing-Same Day Service
Take Prove It	<ul style="list-style-type: none"> • Workforce Preparation-Same Day Service • Diagnostic Testing-Same Day Service
Pass Certification / Licensing Exam	<ul style="list-style-type: none"> • Support Service-Other
Support Service - Child/Dependent Care	<ul style="list-style-type: none"> • Support Service -Child/Dependent Care

Support Service-Transportation Assistance	• Support Service-Transpiration Assistance
Support Service - Purchase uniforms/attire	• Support Service-Tools/Uniform/Equipment
Support Service - Purchase tools	• Support Service-Tools/Uniform/Equipment

C. 14 Youth Service Elements

Local programs must make each of the following 14 services available to youth participants. These services may be provided at agency or provided as a referral through a partner organization.

(https://wdr.doleta.gov/directives/attach/TEGL/TEGL_21-16.pdf)

1.	Tutoring, study skills training, instruction, and evidence-based dropout prevention.	Lead to the 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	Alternative secondary school services, such as basic education skills training, individualized academic instructions, and English as a Second Language training, as those that assist youth who have struggled in traditional secondary education. Dropout recovery services, such as credit recovery, counseling, and educational plan development.
3.	Paid and unpaid work experiences	A planned, structured learning experience that takes place in a workplace for a limited period. Work experience may be paid or unpaid, as appropriate. A work experience may take place in the private for-profit sector, the non-profit sector, or public sector. Work experience provide the youth participant with opportunities for career exploration and skills development. Work experience must include academic and occupational education. WIOA identifies four categories of work experience <ol style="list-style-type: none"> 1. Summer employment opportunities and other employment opportunities available throughout the school year 2. Pre-apprenticeship programs 3. Internships and Job Shadowing 4. On-the-Job Training (OJT)
4.	Occupational skills training	An organized program study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels.
5.	Education offered concurrently with workforce preparation and training for a specific occupation	Program element reflects an integrated education and training model and describes how workforce preparation activities, basic academic skills, and hands-on occupational skills training are to be taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway.
6.	Leadership development opportunities	Program element as opportunities that encourage responsibility, confidence, employability, self-determination, and other positive social behaviors such as: <ol style="list-style-type: none"> (a) Exposure to postsecondary educational opportunities; (b) Community and service-learning projects; (c) Peer-centered activities, including mentoring and tutoring; (d) Organizational and team work training, including team leadership training;

		<p>(e) Training in decision-making, including determining priorities and problem solving;</p> <p>(f) Citizenship training, including life skills training such as parenting and work behavior;</p> <p>(g) Civic engagement activities which promote the quality of life in a community;</p> <p>(h) Other leadership activities that place youth in a leadership role such as service on a youth leadership committee.</p>
7.	Support Services	<p>Services that enable an individual to participate in WIOA activities. These services included, but not limited to, the following:</p> <p>(a) Linkage to community services;</p> <p>(b) Assistance with transportation;</p> <p>(c) Assistance with child care and dependent care;</p> <p>(d) Assistance with housing;</p> <p>(e) Needs-related payments;</p> <p>(f) Assistance with educational testing;</p> <p>(g) Reasonable accommodations for youth with disabilities;</p> <p>(h) Legal aid services;</p> <p>(i) Referrals to health care;</p> <p>(j) Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear;</p> <p>(k) Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education; and</p> <p>(l) Payments and fees for employment and training-related applications, test, and certifications.</p>
8.	Adult Mentoring	<p>Must last at least 12 months and may take place both during the program and following exit from the program and be a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee. Group mentoring activities and mentoring through electronic means are allowable as part of the mentoring activities, at a minimum, the youth program must match the youth with and individual mentor with whom the youth interacts on a face-to-face basis.</p>
9.	Follow-up services	<p>Critical services provided following a youth's exit from the program to help ensure the youth is successful in employment and/or postsecondary education and training. Follow-up services may include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise. Follow-up may begin immediately following the last expected date of service in the Youth program when no future service are scheduled. The 12-month follow-up requirement is completed upon one year from the date of exit. Follow-up services for youth also may include the following elements:</p> <ol style="list-style-type: none"> 1. Supportive services; 2. Adult mentoring; 3. Financial literacy education;

		<ol style="list-style-type: none"> 4. Services that provide labor market and employment information about in-demand industry sectors or occupations available in local area, such as career awareness, career counseling, and career exploration services; and 5. Activities that help youth prepare for and transition to postsecondary education and training.
10.	Comprehensive guidance and counseling.	Individualized counseling to a participant. This includes drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate.
11.	Financial literacy education	<p>This program element may include the following activities:</p> <ol style="list-style-type: none"> 1. Support the ability to create budgets, open checking and savings accounts at banks, and make informed financial decisions 2. Learn how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards 3. Learn the significance of credit reports and credit scores 4. Understand, evaluate, and compare financial products, services, and opportunities 5. Learn about identity theft, ways to protect from identity theft, and how to resolve cases of identity theft. 6. Address the financial literacy needs of non-English speakers 7. Address the financial literacy needs of youth with disabilities 8. Learn financial education that is age appropriate, timely, and provides opportunities to put lessons into practice 9. Implement other approaches to help participant gain knowledge, skills, and confidence to make informed financial decisions.
12.	Entrepreneurial skills training	Program elements provides the basics of starting and operating a small business. Such training must develop the skills associated with entrepreneurship.
13.	Services that provide labor market and employment information	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. The tool can be used to help youth make appropriate decisions about education and careers. It is important for youth providers to share and discuss state and local LMI with youth participants.
14.	Post-secondary preparation and transition activities	Activities that help youth prepare and transition to postsecondary education and training. Postsecondary preparation and transition activities and services prepare ISY and OSY for advancement to postsecondary education after attaining a high school diploma or its recognized equivalent.