

# Developing an Individual Service Strategy (ISS)

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# PART I

## What Is Developing an Individual Service Strategy (ISS)?

An individual service strategy (ISS) is an individual plan for a youth which includes an employment goal, appropriate achievement objectives and the appropriate combination of services for the participant based on the objective assessment. The ISS is used as the basic instrument for the local area to document appropriateness of decisions made about the mix and combination of services, including referrals to other programs for specified activities (Workforce 411, Workforce Development Glossary, n.d.).

This module of Focused Futures: Youth Development System Builder provides information and tools to help local youth councils, administrators, case managers, and service providers work with each youth to develop an ISS that will help the youth meet his or her employment and educational goals.

*Developing an Individual Service Strategy (ISS) includes*

- Definitions of an ISS
- Information on legislation, regulations, and policy
- Functions of an ISS
- Characteristics of an ISS
- Components of an ISS
- A step-by-step plan for developing an ISS
- Tools that Workforce Investment Act (WIA) youth professionals can use to develop an effective ISS

## ISS AND COMPREHENSIVE YOUTH DEVELOPMENT

Youth development is the process by which youth make the transition from childhood to adulthood. All youth have essential needs that must be met if they are to make this transition successfully. These needs fall into 5 categories: mental health, physical health, civic and social involvement, intellectual health, and employability. Effective youth services programs meet the needs of youth in each of those 5 categories.

WIA youth programs offer a range of services to help at-risk youth make a successful transition to adulthood. The ISS is the road map of youth development services that will help each youth reach his or her individual goals.



### What's Ahead in *Developing an Individual Service Strategy (ISS)*?

**Part II, What Is an ISS?** looks at definitions; legislation, regulations, and policy; participation; objective assessment; functions; characteristics; and components of an ISS.

**Part III, ISS Development,** provides a step-by-step plan for developing an ISS.

**Part IV, Tools,** provides tools that WIA youth professionals can use to plan and develop an effective ISS.

# PART II

## What Is an ISS?

### DEFINITIONS

An ISS is a specific plan developed for each youth that is based on the objective assessment and identifies an employment goal (including, in appropriate circumstances, nontraditional employment), an educational goal, appropriate achievement objectives, and appropriate services for the youth (WIA §129(c)(1)(B)).

The ISS is used as the basic instrument for the local area to document appropriateness of decisions made about the mix and combination of services, including referrals to other programs for specified activities (Workforce 411, *Workforce Development Glossary*, n.d.).

The ISS plan should provide for

- Preparation for postsecondary educational opportunities
- Strong links between academic and occupational learning
- Preparation for unsubsidized employment in appropriate cases
- Effective connections to intermediaries with strong links to the job market and local and regional employers (TEGL 9-00)

### LEGISLATION, REGULATIONS, POLICY

- The local area may choose to have the ISS developed by the administrative entity or by a service provider selected through competitive bidding (20 CFR 664.400(g)(4)).
- Every youth participant must have an ISS (WIA §129(c)(1)(B)).
- If appropriate, WIA staff may use an ISS that was developed in conjunction with another education or training program if it was completed within the past 6 months (WIA §129(c)(1)(A)).

### DEVELOPING AN ISS AND PARTICIPATION

Participation in WIA begins when a youth is determined eligible and receives a service. Developing an ISS is considered a service and initiates participation if it is the first service provided after a youth is determined eligible.

## OBJECTIVE ASSESSMENT AND DEVELOPING AN ISS

The objective assessment identifies needs. An ISS identifies specific activities from different providers and programs (including partner programs) to meet the needs identified during objective assessment as well as other needs the youth may have.

The ideal progression is from objective assessment to the development of an ISS to provision of activities under program elements. However, to keep a youth engaged, it may be necessary to begin developing an ISS and start program activities to meet the youth's immediate needs – a place to sleep tonight, for example – while the process of objective assessment is occurring. The ISS can then be expanded to include additional activities based on the results of the objective assessment.

## FUNCTIONS OF AN ISS

ISS development provides a structured process to identify employment goals that lead to self-sufficiency, educational goals that will prepare the youth to reach his or her employment goals, and the specific solutions and activities that will enable the youth to reach those educational and employment goals.

Developing and implementing an ISS must always be a partnership between the youth and the case manager. Each party is responsible for taking steps to ensure that the youth succeeds. The ISS should always be seen as the youth's plan, developed with assistance from the case manager. It should not be a plan developed **for** the youth.

The ISS is a tool for

- Documenting the appropriateness of decisions made about the combination of services, including referrals to other programs for specified activities, that will help the youth reach his or her goals
- Organizing a range of information related to the youth in a single place
- Planning goals, activities, and outcomes
- Monitoring participation and progress
- Recording or documenting achievements and outcomes

### **CHARACTERISTICS OF AN EFFECTIVE ISS**

An effective ISS has the following characteristics.

- Is customized to meet the needs and strengths of each youth
- Is developed jointly by the youth and the case manager
- Considers each youth's assets and strengths
- Identifies an initial career goal
- Includes a developmentally appropriate sequence of specific activities to meet each youth's needs and prepare the youth for further activities
- Is flexible and fluid, not just a 1-time document
- Distills what is learned through initial assessment and objective assessment
- Serves as a learning contract between the youth and those providing support
- Is a written document

### **COMPONENTS OF AN ISS**

An effective ISS will have all of the components necessary to assist a youth in making a successful transition to education and employment. The case manager works with the youth to create a plan for that transition. The youth must be involved in the whole process of developing the ISS so that he or she has a stake in making it work. Detailed information about the youth's education, employment, medical history, and legal history may be found in case files created during intake. If a youth has already provided information about his or her employment and education experiences, don't ask for it again.

The components of an ISS are

- Identifying information about the youth
  - Name
  - Contact information
  - Social Security number
  - Gender
- Objective assessment results
  - Basic skills
  - Prior work experience
  - Occupational skills
  - Employability (e.g., Secretary's Commission on Achieving Necessary Skills [SCANS] skills or other work readiness/life skills)
  - Occupational interests (including nontraditional occupations)
  - Occupational aptitudes (including nontraditional occupations)

- Supportive service needs
- Developmental needs: what a youth needs in order to develop employability and career-related skills in each of the areas above
- Other factors, for example
  - Adult role models
  - Learning successes and challenges
  - Study skills
  - Career awareness
  - Leadership experience
  - Other interests or involvement
- Career pathway of connected long-term and short-term employment and educational goals (how to get the youth from where he or she is – a high school graduate – to where he or she wants to be – a registered nurse)
- Sequence of specific solutions and activities under program elements to meet the youth’s immediate needs, supportive service needs, and developmental needs to attain long-term and short-term employment and educational goals
- Supportive services that enable the youth to participate in WIA youth program activities
- Benchmarks, action steps, and responsibilities for both the youth and the case manager
- Measurable short-term goals that directly correspond to long-term goals
  - Educational goals such as *complete high school or complete occupational skill training*
  - Employment goals such as *obtain internship*
  - Supportive services such as *fix car*
  - Life skills such as *develop a personal budget*
- Projected dates for completion of objectives and goals
- Services provided by partners and community partners
- Signatures of both the youth and the case manager to show mutual commitment

You should include services from both partners and community partners in the ISS.

**Partners and Community Partners**

**Partners** are required One-Stop partners.

- WIA adult program
- WIA dislocated worker program
- WIA youth program
- Job Corps
- Native American programs
- Migrant and seasonal farmworker programs
- Veterans' workforce programs
- Wagner-Peyser Act programs
- Adult education and literacy activities
- Rehabilitation Services Commission programs
- Social Security Act Welfare-to-Work programs
- Older Americans Act Title V programs
- Postsecondary vocational education
- Trade Adjustment Assistance and North American Free Trade Agreement (NAFTA) Transitional Adjustment Assistance programs
- Veterans' employment and training programs
- Community Services Block Grants employment and training programs
- Housing and Urban Development employment and training programs
- Unemployment Insurance program
- Temporary Assistance to Needy Families (TANF)

**Community partners** are any other organizations that serve youth.

- Public youth-serving agencies like foster care and juvenile justice
- Schools and other local education entities
- For-profit businesses and not-for-profit organizations that provide youth services under contract
- Faith-based organizations such as Jewish Family Services, Lutheran Social Services, and Catholic Social Services
- Community organizations like Big Brothers Big Sisters and YMCA/YWCA
- Service organizations such as Kiwanis, Elks, Rotary, and Lions

# PART III

## ISS Development

**An ISS is a written plan developed by a youth and a case manager. It includes detailed information about the youth such as**

- Immediate needs
- Long-term and short-term employment and educational goals
- Service plan
  - Immediate needs and solutions
  - Supportive service needs and solutions
  - Developmental needs and activities (with program element and provider)
  - Activities that build on the youth's strengths (with program element and provider)
- Signatures of the youth and the case manager

**The youth's needs and desires must be the driving force of the plan. A youth will not commit to a plan that he or she did not actively help develop. Developing the ISS is a partnership between the youth and the case manager.**

**STEP I. MEET THE YOUTH'S IMMEDIATE NEEDS FIRST**

A youth's immediate needs are basic needs for human comfort, safety, and security, including financial security. So, immediate needs might be a place to sleep tonight, a meal, or income.

A youth may also express a need that he or she perceives as immediate, such as getting a General Educational Development (GED) certificate. Meeting a youth's immediate need or perceived need first helps make the ISS a partnership between the youth and the case manager.

Determine activities under program elements, core labor exchange services, and supportive services needed to meet the youth's immediate needs. It is important to prioritize needs – short-term, long-term, and immediate – especially for older, out-of-school youth. Often, youth will disappear if needs they consider to be critical are not met immediately.

Begin activities under program elements, core labor exchange services, and supportive services designed to meet the youth's immediate needs.

If a youth wants a job or income

- Refer the youth to core labor exchange services
- Help the youth develop and post a resume, search job listings, and apply for jobs
- Provide work readiness skills training

If a youth can get a job but just needs some help

- Provide appropriate supportive services such as transportation, child care, work attire, or tools
- Provide opportunities to acquire appropriate job behaviors through development of team work skills and decision-making skills

Activities and services designed to meet a youth's immediate needs can be started before the objective assessment is conducted.

The youth's eligibility for WIA youth services and the suitability of WIA youth services for the youth should have been determined during pre-enrollment activities. For additional information on pre-enrollment activities, including initial assessment, see *Pre-Enrollment Activities, Framework Activities, and Case Management in Focused Futures: Youth Development System Builder*.

**STEP 2. EXPAND THE ISS**

Learn as much as possible about the youth from intake and initial assessment forms such as identification and contact information, employment information, family and household information, income information needed for eligibility, employment and educational interests and goals (long-term and short-term), basic skills information, educational information (high school, college, and adult education), supportive service needs, occupational training information, medical information, and legal issues.

Meet with the youth to find out why he or she came to WIA and what he or she wants to get out of WIA. Discuss the youth's dreams, strengths, needs, and interests.

Briefly explain the purpose and process of the ISS to the youth and explain that the ISS is a road map that the youth and the case manager develop in partnership to help the youth reach his or her employment and educational goals.

In this partnership, the youth makes decisions about what is to be accomplished, when, and how. The case manager

- Suggests options, provides information, identifies potential problem areas, and suggests resources
- Explains how WIA youth services can help the youth meet his or her immediate needs
- Records every activity and service in the ISS
- Meets the youth's immediate needs first

If the youth needs a job or an income now, that takes priority. Credibility is more easily established when the youth's concerns come first.

Objective assessment must be conducted no more than 60 days after participation.

However, local areas are strongly encouraged to conduct basic skills assessment within 10 days of the date of participation so that basic skills deficiencies can be identified and remediation can begin promptly.

The youth should have received a detailed explanation of WIA youth services during pre-enrollment activities. If the youth has not received sufficient explanation, provide it now.

Review objective assessment results to help the youth identify long-term and short-term employment and educational goals. During this review, you should follow these guidelines.

- Explain how continued WIA youth services can move the youth beyond his or her immediate need.
  - Supportive services such as child care and transportation can allow the youth to continue to participate in WIA youth activities.
  - Occupational skill training and basic skill improvement can prepare the youth to get a better job in a skilled occupation.
- Focus on the needs and strengths of the youth as identified in objective assessment, not on the needs of the program.
- Needs and strengths might include
  - Basic skills
  - Prior work experience
  - Occupational skills
  - Employability (e.g., SCANS skills or other work readiness/life skills)
  - Occupational interests (including nontraditional occupations)
  - Occupational aptitudes (including nontraditional occupations)
  - Supportive service needs
  - Developmental needs (what a youth needs in order to develop employability and career-related skills in each of the areas above)
  - Other factors
- Work with the youth to identify long-term employment and educational goals in an occupation or career that leads to self-sufficiency.
- Then, work with the youth to identify short-term employment and educational goals that lead to long-term goals.
- Work with the youth to identify a specific career pathway to attain the long-term employment goal.
- Try to anticipate potential barriers or challenges to completing the plan and reaching goals.

**Setting Employment Goals**

- Every youth should have an employment goal.
- Even a 14-year-old can choose a long-term career goal.
- That goal is likely to change – and that’s all right.
- Just helping the youth envision a future is a huge step.

**If the Youth Already Has an Employment Goal**

- A youth’s initial goal may not be realistic, but it is important not to dismiss it. Guide the youth to consider his or her goal more closely by asking questions like
  - *How did you get interested in this job?*
  - *What do you think you’d like about this job?*
  - *What might you dislike about it?*
  - *What do you know about this job?*
  - *What else do you need to know or to do if this is the right job for you?*
- If the youth is still committed to what seems like an unrealistic goal, don’t worry. Just review his or her goal regularly to see if it changes as the youth gains more work-related experience.

Don’t discount the youth’s knowledge, even if it’s not entirely accurate.

**If the Youth Doesn’t Already Have an Employment Goal**

- Give the youth 5-10 minutes to list all the jobs he or she can think of.
- Have the youth list people he or she knows and what their jobs are.
- Ask what are the best jobs and the worst jobs the youth can think of and what makes those jobs good or bad.
- Ask what the youth likes to do and what he or she is good at.
- Review any career interest or aptitude inventories that the youth took – but make sure the youth understands that he or she doesn’t have to choose any of the suggested occupations.
- Remember that the point is to develop an initial goal.
  - The youth is not necessarily deciding what he or she is going to do for the next 30 years.
  - Having a goal helps the youth see a future for himself or herself.
  - With a goal, the youth begins to think as a person who plans to work.

**Setting Goals**

- Ask the youth
- *Where are you now?*
  - *Where do you want to go?*
  - *How do you get there?*

<b>Setting Educational Goals</b>	<ul style="list-style-type: none"> <li>• Every youth should have an educational goal.</li> <li>• The educational goal should be connected to the employment goal.</li> <li>• Help the youth understand the relationship between educational goals and employment goals.</li> </ul>
<b>If the Youth Already Has an Educational Goal</b>	<ul style="list-style-type: none"> <li>• Be sure that the educational goal corresponds to the employment goal.</li> <li>• Be sure that the youth understands why that educational goal is needed to reach his or her employment goal.</li> </ul>
<b>If the Youth Doesn't Already Have an Educational Goal</b>	<ul style="list-style-type: none"> <li>• Explain to the youth what education is needed to reach his or her employment goal.</li> <li>• Be sure that the youth understands that it will take time and effort to reach the long-term educational goal.</li> <li>• Be sure the youth understands that preparation may be needed to reach his or her long-term educational goal (e.g., basic skills improvement).</li> </ul>
<b>Setting Goals</b>	<p>Ask the youth</p> <ul style="list-style-type: none"> <li>• <i>Where are you now?</i></li> <li>• <i>Where do you want to go?</i></li> <li>• <i>How do you get there?</i></li> </ul>

### STEP 3. IDENTIFY APPROPRIATE SOLUTIONS, SUPPORTIVE SERVICES, AND ACTIVITIES

In partnership with the youth, develop a service plan that includes

- A solution for each immediate need the youth identified
- A solution for each supportive service need identified during objective assessment
- An activity or activities for each developmental need identified during objective assessment (including the WIA youth program element that the activity or activities fall under and the provider)
- An activity or activities to build on the youth's strengths

All solutions and activities provided must be linked to the youth's needs and goals. Select activities that meet the typical learning needs of WIA youth participants.

- Avoid activities that involve
  - Abstract, theoretical instruction
  - Passive activities such as lectures
  - Activities that are perceived by the youth as irrelevant to his or her goals and needs
- Include activities that involve
  - Active, hands-on learning
  - Academic subjects presented as they apply in the real world – how to calculate the area of a wall you need to paint
- Meet the youth's needs for active participation in a relevant, authentic context.
  - Provide program elements like paid and unpaid work experience and occupational skill training, if appropriate.
  - Provide activities that use instructional approaches like project-based learning.
  - Provide explicit connections between program activities and the youth's goals, including long-term and short-term employment goals.

Don't set the youth up for failure. Many out-of-school youth, especially dropouts, have experienced failure in school and learning. Be sure that services planned don't just give the youth more of the same. Do not put the youth right back into a situation where he or she has previously struggled or failed.

- Place dropouts in dropout recovery programs that provide
  - A portfolio of options recognizing that dropouts have diverse needs and have dropped out for diverse reasons
  - Open entry and exit to allow youth to master curricula at their own pace
  - Flexible scheduling and year-round learning to accommodate students with family and work responsibilities
  - Teachers and other adults who respect students and provide positive relationships and guidance
  - Career-to-work or other career-oriented curricula to help youth with short-term employment or educational goals
  - Opportunities for employment for current income
  - Clear, consistently enforced codes of conduct, honor codes, or contracts, including attendance requirements
  - Extensive supportive services, especially those related to health and transportation
- Don't use a I-size-fits-all approach.
- Place all youth in developmentally appropriate activities.
  - If a youth is not ready for unsubsidized paid employment, place him or her in an intermediate step such as paid or unpaid work experience with a job coach.
  - If a youth has basic skills deficiencies, offer tutoring before enrolling the youth in a GED program.
  - Never tell a youth that this is his or her last chance.

With the youth, consider enrollment in programs with adult participants. Programs for adults may meet the needs of many out-of-school youth.

- Out-of-school youth may prefer adult programs to youth programs.
- Other adults can be positive role models for youth.
- Out-of-school youth may benefit from teaching methods designed for adults.
- Programs for adult participants can accommodate busy schedules for those with work and family responsibilities.

Include services and activities that lead to stability in employment, postsecondary education, and training, such as

- Career counseling services to prepare the youth for exit
- Anticipated follow-up services

Include partner activities and community partner activities in the ISS. Remember that partner activities extend participation, but community partner activities do not.

Consider the sequence of planned activities.

- Sequence activities to maintain participation – no gaps unless they are planned.
- Sequence activities from easy to hard to allow participants to experience success.

Both the youth and the case manager should sign the ISS as evidence of mutual commitment.

**STEP 4. DEVELOP AN ACTION PLAN**

Identify benchmarks that will help the youth reach long-term and short-term employment and educational goals.

Below are guidelines for setting effective benchmarks.

**Effective Benchmarks****Do's**

- Benchmarks should state outcomes.
- Make benchmarks
  - As specific as possible
  - Realistic – the youth can reach the benchmark within the time allowed
  - Measurable – includes an outcome that can be measured
  - High enough to present a challenge but still be realistic
- Be sure benchmarks include small, achievable steps so that the youth can experience success.
- Prioritize benchmarks.
- Set 2-3 benchmarks.
- Develop benchmarks as a partnership between the youth and the case manager.
- Include a time for completion for each benchmark.

**Don'ts**

- Make benchmarks generic or vague.
- Make too many benchmarks.
- Make benchmarks that are overwhelming and unattainable.
- Have no wins until the entire program is completed several years from now.
- Include benchmarks that the youth doesn't care about.
- Put youth into an available program whether it meets his or her needs or not.
- Use outputs, such as the number of times the youth should attend a tutoring class, as benchmarks.

**Examples of Effective Benchmarks**

1. Make a C in all courses.
2. Improve reading skills to grade level 8.0.
3. Complete 6 months of on-the-job training (OJT) in auto mechanics.

Identify the action steps necessary to achieve each benchmark. Make action steps clear and specific, and identify who does what – the youth, the case manager, or the service provider – so that there is a record of responsibility. Include start dates and projected end dates for each action step. Be sure that the youth, the case manager, and the service provider all have a list of action steps with their start dates and end dates. Consequences for failure of the youth to complete an action step should be clearly spelled out. For example, if a youth does not participate, he or she may be dropped from the program.

Be sure to indicate who is responsible for each action step – the youth, the case manager, or the service provider.

### **STEP 5. DEVELOP A COMMUNICATION PLAN**

Communicating with youth participants can help keep them engaged and participating in program activities.

- Communicate with each youth the way he or she prefers.
  - Home phone
  - Cell phone
  - Work phone
  - Text message
  - Instant message (IM)
  - E-mail
  - Mail
  - Meetings or outings
  - Visits to home, workplace, or school
- Communicate at a time the youth prefers.
  - During or outside of business hours
  - Daytime or evening
- Include frequency of contact in the plan.
  - Daily
  - Weekly
  - Monthly

**STEP 6. UPDATE THE ISS**

Review the ISS periodically – ideally every 30 days, at least every 90 days. In addition, review the ISS whenever the youth’s circumstances change or whenever you or other program staff see the need for change. Be sure to involve the youth in reviewing the ISS.

As you review the ISS, update it as necessary.

- Record any changes in the youth’s situation or needs.
- Record supportive services provided and participation in activities under program elements.
- Record all progress the youth has made.
  - Activities completed
  - Benchmarks reached
  - Long-term or short-term employment or educational goals attained
  - Any other milestones or accomplishments
- Adjust components of the ISS as necessary.
  - Long-term and short-term employment and educational goals
  - Sequence of activities under program elements
  - Supportive services
  - Benchmarks
  - Action steps

Once an ISS is developed and approved, it can be used in the ongoing process of monitoring and reevaluating the youth’s progress toward his or her employment and educational goals. The ISS should be updated as goals are met and circumstances change, including the youth’s interests and ambitions.

# Tools PART IV

## INDIVIDUAL SERVICE STRATEGY

Use this form to record identifying information about the youth, the youth's immediate needs, the youth's long-term and short-term employment and educational goals, supportive service needs, and a service plan containing solutions and activities to meet needs.

INDIVIDUAL SERVICE STRATEGY			
Date	September 14, 2007		
Name	Michael Harvey		
Address	2746 State Street		
City, State, Zip	Mytown	Ohio	41279
Gender	<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female		
Birth Date	5/6/89	Social Security Number	234-56-7890
Cell Phone	614-555-5555	Home Phone	614-555-4444
		E-mail	mharvey@provider.com
Case Manager	Louise Benson		
Revision Date	Initials		
Revision Date	Initials		
Immediate Needs			
What brought you to WIA? Friend got some help here			
What are your immediate needs? Job as an auto mechanic that is more dependable and need to improve math skills to get GED			
Employment and Educational Goals			
Long-Term Employment Goals Work as a certified auto mechanic		Short-Term Employment Goals Get a job that pays at least \$8.00/hour for at least 20 hours/week	
Long-Term Educational Goals Complete auto mechanics associate degree with national certification		Short-Term Educational Goals Improve math skills to grade level 9.0	

Information on this form is confidential.

Service Plan				
<b>Immediate Needs</b>		<b>Solution</b>		
Find better job		Provide core labor exchange services		
Improve math skills to enter GED program		Math tutoring		
<b>Supportive Service Needs</b>		<b>Solution</b>		
Needs transportation for OJT at Joe's Auto Shop		Get bus pass		
<b>Developmental Needs</b>	<b>Activity</b>	<b>Program Element</b>	<b>Provider</b>	<b>Start and End Dates</b>
<b>Basic Skills</b> Needs to improve math skills from grade level 6.9 to grade level 9.0	Math tutoring for 1 year	Tutoring, study skills, and dropout prevention	Ace Tutoring Service	October 1, 2007, to October 1, 2008
<b>Prior Work Experience</b> Needs work experience in auto mechanics	OJT at Joe's Auto Shop for 6 months	Paid and unpaid work experience	Columbia Youth Services	October 1, 2007, to April 1, 2008
<b>Occupational Skills</b> Needs training to become a certified auto mechanic	Complete 2-year certified auto mechanics program	Occupational skill training	Jones Charter School of Auto Mechanics	January 2, 2008, to December 31, 2009
<b>Employability</b>				
<b>Occupational Interests</b>				
<b>Occupational Aptitudes</b>				
<b>Other Factors</b>				
<b>Activities That Build on the Youth's Strengths</b>				
<b>Strength</b>	<b>Activity</b>	<b>Program Element</b>	<b>Provider</b>	<b>Start and End Dates</b>
<ul style="list-style-type: none"> <li>Has some auto mechanics skills (change oil, change tires, perform limited repairs)</li> <li>Chose auto mechanics based on realistic information</li> </ul>	Complete 2-year certified auto mechanics program	Occupational skill training	Jones Charter School of Auto Mechanics	January 2, 2008, to December 31, 2009
<b>Signatures</b>				
Case Manager	Name and Date			
Youth	Name and Date			

Information on this form is confidential.

**INDIVIDUAL SERVICE STRATEGY**

INDIVIDUAL SERVICE STRATEGY			
Date			
Name			
Address			
City, State, Zip			
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female		
Birth Date	Social Security Number		
Cell Phone	Home Phone	E-mail	
Case Manager			
Revision Date	Initials		
Revision Date	Initials		
Immediate Needs			
What brought you to WIA?			
What are your immediate needs?			
Employment and Educational Goals			
Long-Term Employment Goals		Short-Term Employment Goals	
Long-Term Educational Goals		Short-Term Educational Goals	

*Information on this form is confidential.*

Service Plan				
<b>Immediate Needs</b>		<b>Solution</b>		
<b>Supportive Service Needs</b>		<b>Solution</b>		
<b>Developmental Needs</b>	<b>Activity</b>	<b>Program Element</b>	<b>Provider</b>	<b>Start and End Dates</b>
<b>Basic Skills</b>				
<b>Prior Work Experience</b>				
<b>Occupational Skills</b>				
<b>Employability</b>				
<b>Occupational Interests</b>				
<b>Occupational Aptitudes</b>				
<b>Other Factors</b>				
Activities That Build on the Youth's Strengths				
<b>Strength</b>	<b>Activity</b>	<b>Program Element</b>	<b>Provider</b>	<b>Start and End Dates</b>
Signatures				
Case Manager	Name and Date			
Youth	Name and Date			

Information on this form is confidential.

**ACTION PLAN**

Fill this out to create an action plan for long-term or short-term employment or educational goals. For each goal, indicate a benchmark, action steps to reach the benchmark, who is responsible for taking each step, and the scheduled date for completion.

ACTION PLAN			
<b>Name</b> Michael Harvey			
<b>Goal</b> <input type="checkbox"/> Long-Term Employment Goal <input checked="" type="checkbox"/> Short-Term Employment Goal <input type="checkbox"/> Long-Term Educational Goal <input type="checkbox"/> Short-Term Educational Goal Get a job that pays at least \$8.00/hour for at least 20 hours/week			
<b>Benchmark</b> Get 6 months of OJT as an auto mechanic			
Action Steps	Responsibility	No Later Than	Completed
Step 1 Set up appointment with Columbia Youth Services re OJT	Case manager	September 14, 2007	<input type="checkbox"/> Yes <input type="checkbox"/> No
Step 2 Meet with Columbia Youth Services	Michael	September 21, 2007	<input type="checkbox"/> Yes <input type="checkbox"/> No
Step 3 Place Michael in OJT	Columbia Youth Services	September 30, 2007	<input type="checkbox"/> Yes <input type="checkbox"/> No
Step 4 Begin OJT	Michael	October 1, 2007	<input type="checkbox"/> Yes <input type="checkbox"/> No

Information on this form is confidential.

<b>Goal</b> <input type="checkbox"/> Long-Term Employment Goal <input type="checkbox"/> Short-Term Employment Goal <input type="checkbox"/> Long-Term Educational Goal <input checked="" type="checkbox"/> Short-Term Educational Goal <i>Improve math skills to grade level 9.0</i>			
<b>Benchmark</b> <i>Improve math skills ½ grade level every 3 months</i>			
Action Steps	Responsibility	No Later Than	Completed
Step 1 <i>Set up intake appointment with Ace Tutoring Services</i>	<i>Case manager</i>	<i>September 14, 2007</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Step 2 <i>Meet with Ace Tutoring for intake</i>	<i>Michael</i>	<i>September 19, 2007</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Step 3 <i>Begin math tutoring</i>	<i>Michael</i>	<i>October 1, 2007</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Step 4			<input type="checkbox"/> Yes <input type="checkbox"/> No

Information on this form is confidential.

**ACTION PLAN**

ACTION PLAN			
Name			
Goal <input type="checkbox"/> Long-Term Employment Goal <input type="checkbox"/> Short-Term Employment Goal <input type="checkbox"/> Long-Term Educational Goal <input type="checkbox"/> Short-Term Educational Goal			
Benchmark			
Action Steps	Responsibility	No Later Than	Completed
Step 1			<input type="checkbox"/> Yes <input type="checkbox"/> No
Step 2			<input type="checkbox"/> Yes <input type="checkbox"/> No
Step 3			<input type="checkbox"/> Yes <input type="checkbox"/> No
Step 4			<input type="checkbox"/> Yes <input type="checkbox"/> No

*Information on this form is confidential.*

<b>Goal</b> <input type="checkbox"/> Long-Term Employment Goal <input type="checkbox"/> Short-Term Employment Goal <input type="checkbox"/> Long-Term Educational Goal <input type="checkbox"/> Short-Term Educational Goal			
<b>Benchmark</b>			
Action Steps	Responsibility	No Later Than	Completed
Step 1			<input type="checkbox"/> Yes <input type="checkbox"/> No
Step 2			<input type="checkbox"/> Yes <input type="checkbox"/> No
Step 3			<input type="checkbox"/> Yes <input type="checkbox"/> No
Step 4			<input type="checkbox"/> Yes <input type="checkbox"/> No

*Information on this form is confidential.*

**COMMUNICATION PLAN**

Fill this form out to plan specific methods, times, and frequency of contact.

COMMUNICATION PLAN		
Name		
Cell Phone	Home Phone	E-mail
Home Address	Work Address	Work Phone
Preferred Method of Contact <input type="checkbox"/> Home phone <input type="checkbox"/> Cell phone <input type="checkbox"/> Work phone <input type="checkbox"/> Text message <input type="checkbox"/> Instant message (IM) <input type="checkbox"/> E-mail <input type="checkbox"/> Visit to home, workplace, or school <input type="checkbox"/> Mail <input type="checkbox"/> Meetings <input type="checkbox"/> Outings <input type="checkbox"/> Other _____		Who will know how to contact you if your contact information changes?  Name Relationship Address  Phone
Preferred Time of Contact <input type="checkbox"/> During business hours <input type="checkbox"/> Outside of business hours <input type="checkbox"/> Daytime <input type="checkbox"/> Evening		Frequency of Contact <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly

*Information on this form is confidential.*

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