

## Region 4 Workforce Board Developing an Individual Service Strategy (ISS) Policy

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**PURPOSE:** 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 a local area to document appropriateness of decisions made about the mix and combination of services, including referrals to programs for specific activities.

**REFERENCES:** WIOA section 129(A); DWD Memorandum on Youth Eligibility and Data Validation, DWD Interim Youth Manual (July 2015)

**BACKGROUND:** Every youth participant shall have an Individual Service Strategy (ISS) jointly developed by the participant and Case Manager. The Individual Service Strategy (ISS) identifies employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to reach the goals. The ISS should be based on the objective assessment and should reflect the expressed interests and needs of the participant. The goals identified must be mutually agreed upon between the youth program case manager and the participant to ensure positive performance. The ISS is a "living document" and is remained open during participation until exit.

**CONTENT:** The Individual Service Strategy (ISS) should be developed to include career, educational, and developmental goals, both short term and long term. ISS goals and strategies should be updated as short-term goals are achieved or the youth's needs change. **The 14 youth program elements must be made available to every participant. See Region 4 WIB Youth Program Elements Policy.**

- A. **Developing an ISS and Participation** - Participation in WIOA 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. The ISS shall be developed in partnership (mutually agreed) with the participant. The ISS is the framework for justifying decisions concerning the appropriate service mix and sequence of services. **The customer must receive a copy, signed by both the staff member who developed it and customer.**
- B. **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.

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.

**In general the ISS should:**

- Identify employment goals, educational goals, needs and barriers, objective assessment results including testing information, and appropriate services for the youth. Both short and long-term goals should be included.
- Be based on the objective assessment and reflect the expressed interests and needs of the participant.
- Be jointly developed with the participant; meaning the participant's input shall be taken into account and the participant shall have full knowledge of its contents. The goals must be mutually agreed upon.

- Be reviewed quarterly or more frequently with the participant to review progress and make any needed adjustments. It is a living document that should be added to or adjusted as the participant and case manager deem necessary.
- When reviewing the ISS, case managers should document a participant's progress, activities completed, benchmarks reached, and any other accomplishments.
- The ISS must be updated to reflect changes in long-term or short term goals, significant change in household status, newly identified or changed barriers that would change objectives or services, a legal name change, or other life changes that may affect goal attainment.

**Note:** All participants must have a signed copy of the ISS in their paper or scanned file. Additionally, JAG students must have an IDP in e-NDMS and the ISS in TrackOne.

- C. **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 process of developing the ISS so that he or she has a stake in making it work.

The components of an ISS are

- Name
- Basic skills
- Prior work experience
- Occupational skills
- Interests
- 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)
- 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 WIOA youth program services
- Benchmarks, action steps, and responsibilities for both the youth and the case manager
- Projected dates for completion of youth's needs and objectives
- Services provided by partners, if applicable
- Signatures of both the youth and the case manager to show mutual commitment

- D. **Update the ISS** – Review the ISS periodically, ideally at least every 90 days. In addition, review the ISS whenever there are significant changes in the youth's circumstances or when you or other program staff sees the need for change. Be sure to involve the youth in any modification of the ISS.

If **significant** modifications are made, **the newly revised copy should be signed and provided to the participant.**

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.

Effective: July 2015

WorkOne West Central  
Youth Individual Service Strategy (ISS)

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.

**Section 1**

Individual Service Strategy			
Date			
Name			
Case Manager			
Revision Date		Client signature	Staff signature
Revision Date		Client signature	Staff signature

**Section 2**

Employment and Educational Goals (How to get the Youth from where he/she is to where he/she wants to be)	
Short-term Employment Goals	Strategy
Short-term Educational Goals	Strategy
Long-term Employment Goals	Strategy
Long-term Educational Goals	Strategy

**Section 3 – Eligibility**

**WIOA In-School Youth (ISY) Eligibility and Barrier**

**WIOA Out of School Youth (OSY) Eligibility and Barrier**

(Must meet all three criteria) <input type="checkbox"/> Age 14 through 21; <b>and</b> <input type="checkbox"/> Attending school; <b>and</b> <input type="checkbox"/> <b>Low income</b>  <p style="text-align: center;"><b>AND</b></p>	(Must meet all three criteria) <input type="checkbox"/> Age 16 through 24; <b>and</b> <input type="checkbox"/> Not attending school
One of more of the following: <input type="checkbox"/> Basic skill deficient; <b>OR</b> <input type="checkbox"/> English Language Learner; <b>OR</b> <input type="checkbox"/> Offender; <b>OR</b> <input type="checkbox"/> Homeless; <b>OR</b> <input type="checkbox"/> Pregnant or Parenting; <b>OR</b> <input type="checkbox"/> Youth who is an individual who has a disability; <b>OR</b> <input type="checkbox"/> An individual who requires additional assistance to complete an educational program or to secure or hold employment (locally defined) <b>Note: 5% limitation on using this barrier.</b>	One of more of the following: <input type="checkbox"/> Dropout; <b>OR</b> <input type="checkbox"/> Is within compulsory age (16-17) but has not attended school in most recent complete school year calendar quarter; <b>OR</b> <input type="checkbox"/> Homeless; <b>OR</b> <input type="checkbox"/> Pregnant or Parenting; <b>OR</b> <input type="checkbox"/> Youth who is an individual who has a disability; <b>OR</b> <input type="checkbox"/> Is Subject to juvenile or adult Justice <b>OR</b> <input type="checkbox"/> Have secondary school diploma or equivalent who <b>is low income AND</b> is: <input type="checkbox"/> basic skills deficient; <b>OR</b> <input type="checkbox"/> <input type="checkbox"/> an English Language Learner <b>OR</b> <input type="checkbox"/> <b>A low income</b> individual who requires additional assistance to complete an educational program or to secure or hold employment (locally defined)

**“Requires Additional Assistance” as defined by the Board as an individual who “requires additional assistance to complete and educational program or to secure and hold employment” as youth fall within at least one of the following categories:**

<input type="checkbox"/>	Is at risk of dropping out of High School due to grades/credits/attendance/not passing proficiency exam or has had Out of School suspension or expulsion from school (ISY)
<input type="checkbox"/>	Has a court/agency referral mandating school attendance. (ISY)
<input type="checkbox"/>	Is attending an alternative school / education program or has been enrolled in an alternative school within the past 12 months.(ISY)
<input type="checkbox"/>	Is or was a Ward of the State
<input type="checkbox"/>	Has been referred to or treated by an agency for substance abuse/ psychological problems
<input type="checkbox"/>	A victim of domestic abuse or violence
<input type="checkbox"/>	Has a currently incarcerated parent(s)
<input type="checkbox"/>	Has neither the work experience nor the credential required for an occupation in demand for which training is necessary and will be provided (OSY)
<input type="checkbox"/>	Has been fired from a job within the 6 months prior to application (OSY)
<input type="checkbox"/>	Has never held a full-time job (30+ hours per week) for more than 13 consecutive weeks (OSY)

**Section 4**

**Assessment Summary:**

*FOR EACH AREA ASSESSED, INDICATE IN THE SPACE PROVIDED THE METHOD OF ASSESSMENT AND A SUMMARY OF THE ASSESSMENT RESULTS. ADD ADDITIONAL AREAS AS NEEDED.*

*AT A MINIMUM, THE AMOUNT AND TYPE OF ASSESSMENT COMPLETED (see regional assessment policy) MUST BE ADEQUATE TO ESTABLISH THE NEED FOR THE SERVICES TO BE PROVIDED AND MEET THE REQUIREMENTS OF THE FUNDING SOURCE.*

**1. BASIC ACADEMIC SKILLS**

<b>TABE</b>		
Basic Skills Deficient: (below 9.0) YES <input type="checkbox"/> NO <input type="checkbox"/>		
Locator results:		
Date:		
	TABE Level	Grade Equivalent
Reading:		
Combined Math:		
Language		
Individual Math Scores (AM)		( MC)

**2. OCCUPATIONAL SKILLS**

METHOD:

RESULTS:

**3. WORK HISTORY**

METHOD:

RESULTS:

**4. INTERESTS**

METHOD:

RESULTS:

**5. SUPPORTIVE SERVICES NEEDS**

METHOD:

RESULTS:

**6. NEED FOR TRAINING SERVICES**

METHOD:

RESULTS:

**7. OTHER (Identify Areas)**

METHOD:

RESULTS:

Do the Assessment results show the individual has Basic Academic Skill, Aptitude, and Level of Interest for success with their plan? (Yes / No)

Other Potential Barriers to my Goals					
<input type="checkbox"/>	Dealing with a conviction	<input type="checkbox"/>	Overcoming a learning disability	<input type="checkbox"/>	Transportation Problems
<input type="checkbox"/>	Overcoming a disability	<input type="checkbox"/>	Child Care Issues	<input type="checkbox"/>	Lack of Job skills
<input type="checkbox"/>	Dealing with legal problems	<input type="checkbox"/>	Lack of Education skill	<input type="checkbox"/>	Lack of Work History
<input type="checkbox"/>	Dealing with my medical problems	<input type="checkbox"/>	Housing Problems	<input type="checkbox"/>	Substance Abuse
Other(s) – Specify:					

**Section 5**

Overview of Individual Service Strategy Summary-Have reviewed customer strengths and barriers and the following plan is being developed.

**Section 6**

Service Plan				
Client Needs	Activity	Program Element	Provider	Start / End dates
Improving Educational Achievement		Tutoring, study skills, and dropout prevention strategies		
		Alternative secondary school services		
		Education Concurrent with Workforce Preparation		
Preparation for and Success in Employment and Post-Secondary Education		Labor Market and Employment Information for Local Area		
		Paid & unpaid work experiences		
		Occupational skill training		
		Financial Literacy Training		
		Activities that Prepare Youth to Transition to post-secondary education and training		
Services Intended to Develop the Potential of Youth as Citizens and Leaders		Leadership Development Opportunities		
		Entrepreneurial Skills		
Supporting Youth		Adult mentoring		
		Comprehensive guidance & counseling		
		Supportive Services		
		Follow up services		

**Section 7**

**Occupational Skills Training:**

*Training Program ETP # and School -*

*Occupation in Demand – (Yes / No)*

*Received Work Readiness Workshop/Counseling – (Yes/No)*

*Specific training Schedule -*

*Training Beginning and Ending dates -*

*Degree or Certification to be obtained -*

*Training provider -*

*Planned cost – \$ Complete LOC or TFAA form for each semester -*

*Supportive Services needed -*

*Customer Responsibilities –*

*WorkOne will -*

*This ISS has been jointly developed with the customer. The customer attests to the barriers indicated. The customer agrees to the above plan and will participate to the fullest extent possible. The customer understands that continued funding will be based on the customer's active participation in this plan.*

\_\_\_\_\_  
Signature of Customer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Agency

\_\_\_\_\_  
Date