

Youth DET Contract Policy 3 – Individual Service Strategy (Youth)

Effective November 13, 2018, the following standard Individual Service Strategies format will be used for all youth enrollments. This will replace all current ISS documents used by contractors. Contractors may add items to this document but the items contained on the standard ISS are the minimum elements to be included and must be completed.

ISS's are to be jointly developed by the participant and contractor. **All participants must have a complete up to date ISS within two weeks of enrollment approval. The ISS is completed when all sections (other than the post participation plan) are finalized.**

Contractors will keep the original ISS (signed by both participant and contractor) in the participant file. Updates can be added to the form as needed. The ISS should be reviewed and updated as needed, but especially as goals are obtained and as the participant progresses through the program.

Contractors that wish to maintain ISS's in a different format may do so only after they have submitted a written request to and have received approval from their contract manager. The request must contain the proposed format. The requested format when approved will be incorporated as an attachment into the contract.

The following pages include directions and guidance for completing a successful ISS.

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An ISS should be seen as a process that enables participants to develop an understanding of themselves, explore careers, understand how training can help them achieve their goals, and gain skills to become college and career ready. It creates a road map that will assist the participant to overcome employment barriers and lead them to the end goal.

Helping a young person identify their interests, including goals, skills and abilities, is an essential component in the development of an individual service strategy (ISS). It is essential that the program be designed so that services can be tailored to address the unique strengths, challenges, and needs of each participant. This section provides information and tools for assessing youth and supporting their on-going development towards reaching their own employment and training goals.

General Directions

Through mutual planning with the youth and use of the information obtained during the assessment process, complete the ISS within two weeks of approving the enrollment in DJL.

The ISS is a single part of the participant's record. The document should be concise enough to easily comprehend, but thorough and easy to amend.

Directions for Specific Sections

Signatures

Both parties are required to sign and date the ISS. By signing this plan, both parties agree that this ISS is a jointly developed plan. This ISS should be signed and dated at the completion and a copy provided to the youth.

Assessment Tools Administered

Assessments are the foundation of good planning and overall good case management. It is an ongoing extension of the intake process and guides the case manager's development of the ISS. It is ***not*** a one-time, up-front activity.

A comprehensive objective assessment includes a review of the academic skill level, as well as the service needs and strengths. This includes considering the abilities, aptitudes, interests, and occupational and employability skill levels of each youth. Barriers to employment and training that will interfere with participation in the program should be assessed on a continual basis and supportive services provided as needed.

There are a variety of assessment methods and tools which can be used in this assessment process and include structured questioning during conversations, observation, self-assessment checklists, structured worksheets, Internet resources, and formal standardized tests.

An effective, comprehensive assessment process will include both informal and formal assessments. Informal assessment tools include structured questioning, observation, and self-assessment checklists. These tools may be most helpful in obtaining information about dreams,

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goals, strengths, interests, fears, feelings, perceptions, family and peer interaction, prior work experience, barriers, and supportive services needed.

Formal assessments are tests that have been developed professionally according to scientific principles of test construction and have written instructions for administration and interpretation. Formal standardized assessment tools may be of greatest assistance in obtaining information regarding reading, math, and other academic skills; aptitudes; and work readiness and occupational skills.

Assessments should be embedded in activities and instruction, and administered after delivery of services to determine progress, results, and direction.

Include all assessment information in the youth's case file. Discuss the assessment with the youth. The youth should understand self-knowledge is an on-going process and they should plan to continually evaluate their own interests, abilities, work values etc. and see how these fit in with occupational choices throughout their work lives. This ongoing assessment allows the case manager an opportunity to evaluate how effective services are in meeting particular needs and ensuring flexibility in adapting service delivery strategies to a youth's needs.

Goals, Action Plan/Activities, and Achievements

Goal-setting is a key component in the development of an ISS, and the youth should be actively involved in this goal-setting process from the very start. Assessment results and career exploration that take into account the local labor market should relate to the selection of goals.

Goals need to be achievable within a specific time, such as a few weeks, months or years. Goals consist of a time-frame, an outcome, and a measure of successful attainment. Therefore, simply participating in an activity is not an adequate goal.

What does the youth want to focus their attention on the most? The case manager must be aware of what the youth can tackle, taking into account any other activities or responsibilities that youth may have. Together, they can devise an action plan that focuses on the "bite-size" pieces that can be accomplished.

Once goals have been established, the youth and the case manager can determine who does what and which persons or institutions need to be involved. At this point, the programs and services offered by the program can be fit into the youth's service plan and referrals can be made as appropriate to other partnering organizations for needed services not available through the program's organization.

Activities

Activities or services that will be provided to help the youth achieve the goals should be entered along with the expected start date. If an activity identified is being provided through a linkage or partner service then the name of the organization providing the service, and contact information should be documented within the participant file for the purpose of obtaining services and receiving progress updates during the course of the delivery of these services.

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Plan for Contact During Participation

Through mutual planning, identify times and places for future. Make the schedule easy to remember. Ensure scheduled meetings include discussions surrounding relevant issues to the ISS, attendance, and competency achievements during participation. Complete the scheduled dates of contact and include a description of the planned level of contact.

This can change as the youth moves from daily training to an off-site Work Experience. Adjust as needed to ensure the youth has the opportunity to meet one-on-one for support.

Supportive Service Needs and Solutions

Any existing or potential barriers should be identified during the assessment and interview process. These barriers must be identified. Once identified it is the responsibility of the case manager to provide a solution to the supportive service need. A solution can be offered through services made available through the provider or through a referral, linkage or partnership.

Credentials

In this section you will document the plan for obtainment. These credentials should align with the assessment results and overall goals established within the ISS.

Modification to Plan

The process of mutually developing, implementing, and revising an ISS with the youth should be viewed as an important part of the development process. By using the planned vs. completed aspects of the ISS process in a continuous manner, the case manager and the youth have a framework to identify, monitor, and adjust the work that is being accomplished. The ISS process also provides a means of enabling the youth to take responsibility for and actively participate in accomplishing goals and objectives. This mutual planning process enables the youth to develop individual ownership of the plan and helps them learn that the choices they make and their actions can lead directly to specific outcomes. Valuable skills in goal setting and planning are developed.

Post Participation Plan (Follow Up Services)

Before the youth exits the program, the case manager will sit down with the youth to determine what will be needed to ensure success after program participation ends. For example: supportive services such as child care and transportation may be needed to help the youth adapt to a new shift schedule; or drug abuse counseling sessions may need to continue. Employers may want assistance with coaching youth on continuing improvement in employability skills.

The case manager (or follow-up specialist) must maintain frequent, systematic contact and interaction with each youth after completion of program services and/or placement in a long-term education program or occupational skills training program or job.

Job loss frequently occurs rapidly (the first day, first week, or first month of employment). Similarly, the decision to drop out of an educational or skills training program may also be made

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suddenly during the first weeks. Thus, case managers need to provide intensive support during the first part of the follow-up period and it should be described within the plan of contact portion of the follow up services plan.