

## ASSESSMENTS AND INDIVIDUAL EMPLOYMENT PLAN

---

### PURPOSE

This policy provides guidance on assessments and the Individual Employment Plan (IEP).

This policy supersedes Local Policy Bulletin #2019-11 Individual Employment Plan & Individual Service Strategy, dated April 23, 2020. Retain this policy until further notice.

### SCOPE

The Workforce Development Board of Ventura County (WDBVC) and its contractors and subrecipients.

### REFERENCES

- Workforce Innovation and Opportunity Act, Public Law 113-128

### POLICY

#### Assessments

An assessment is the first step in determining individualized service plans and connecting jobseekers to individualized career and training services. Assessment processes must include evaluations of: (1) eligibility criteria for Title-I programs, (2) academic levels, (3) occupational skills and interests, and (4) supportive service needs. Assessment processes may include multiple methods and approaches.

A successful assessment process verifies both an individual's eligibility and fit and identifies a customized plan of action and support that aligns with the individual's interests, assets, and needs. Key questions linked to a high-quality assessment process include:

- **Documentation of eligibility:** How does the individual meet Title I eligibility criteria? What information does this offer about the individual's needs and strengths?
- **Service needs and assets:** What supports, and additional skills does this individual need to obtain or retain employment at a self-sufficient wage level (or at higher wages than previous employment)?
- **Connection to strong career pathway:** How do employment and/or education goals link to in-demand occupations and potential for employment opportunities accessible to the individual?

- **Service strategies:** What supports will help to ensure the successful placement and retention of this individual in employment connected to the identified career pathway?
- **Likelihood of successful participation:** Does the individual have the skills, qualifications, and support to successfully participate in the services that the counselor and individual identify based on assessment results?

Overall, an assessment process must both support the individual's engagement and ensure that the resulting service strategy supports successful training and employment outcomes.

**Academic assessments** include the evaluation of math and literacy levels to ensure and support the basic skills required for employment and educational opportunities. Academic assessments may be administered (1) prior to intake to establish an individual's eligibility as Basic Skills Deficient (BSD), and/or (2) as part of the assessment process to better understand and support the academic skill development of individuals.

Academic assessments conducted prior to or as part of WIOA engagement can be utilized to assess an individual's academic skill levels if conducted within the last six months.

Individuals who do not demonstrate basic skill proficiency must undergo an assessment of literacy and math levels to determine and document educational functioning levels. The Comprehensive Adult Student Assessment System (CASAS) must be used as the standard instrument for Adult Basic Education (ABE) testing. A locator test must be provided to determine the appropriate test level.

All WIOA-enrolled Adults and Dislocated Workers with education levels less than a High School Diploma or its equivalent who are entering training, and all WIOA out-of-school youth, must be academically assessed using CASAS standardized assessment instruments.

**Occupational assessments** offer individuals the opportunity to explore several attributes that may influence their potential success and satisfaction across different career options and work environments. Occupational assessment helps participants to assess and reflect on: (1) prior work experience, (2) employability, (3) interests, (4) values, and (5) aptitudes.

In addition to assessments of an individual's interests, skills, and values, local area staff and individuals must consider occupational assessments in the context of local labor market information. A high-quality occupational assessment strategy ensures that individuals have opportunities to explore and answer the following questions:

- In addition to what the prospective employee brings, what are the opportunities within the local workforce system?
- Where do the individual's interests and skill sets best match the demand of employers?
- Furthermore, based on career assessment results, is this individual likely to earn wages at the same level as prior positions?

- Are these wages high enough to sustain the financial needs of the individual and their family?
- Utilizing assessment information, what is the best plan for supporting the career development and successful placement of this individual in a career pathway?

Assessment strategies center around helping individuals to identify, prepare for, and meet performance competencies associated with their long-term occupational interests, including assessments focused on:

- Career Interests and Experience: Elevation of appropriate career goals
- Basic Academic Skills: Demonstration of basic literacy and math skills (matched to occupational requirements)
- Occupational Skills/Competency: Mastery of subjects and skills related to specific occupations
- Work Readiness: Ability to meet demands of the workplace

Examples of Occupational Assessments include O\*Net Ability Profiler, CareerScope, My Skills/My Future, and My Next Move.

**Supportive service assessments** include an evaluation of additional barriers to employment, beyond barriers specific to academic or occupational skill levels. This assessment focuses on the circumstances that may hinder success in education or employment opportunities, including specific developmental needs. Assessment processes must include a holistic review of an individual's life experiences:

- What life conditions are likely to serve as barriers to success?
- What plans and supports may be put in place to reduce these barriers and their impact?
- For example, what are the childcare, family care, transportation, and/or housing needs that may interfere with successful completion of an employment plan or service strategy?

Supportive service assessments must also include an assessment of technology needs, individuals' access to computers and high-speed internet, and digital literacy. A supportive services assessment should identify WIOA services that can support an individual as part of a service strategy, as well as additional programs and resources that could provide targeted supports.

Staff may use the Objective Assessment Summary (OAS) in CalJOBS to fulfill the assessments mentioned above. The OAS captures eligibility documentation, academic levels, occupational skills and interests, and supportive service needs. The OAS must be completed in CalJOBS prior to developing the IEP.

## **Individual Employment Plan**

Service providers are responsible for developing an IEP detailing when and how the participant will accomplish their employment and training goals. Service providers must complete each participant's IEP in CalJOBS.

The IEP is designed with the participant to identify employment goals, appropriate achievement objectives, and the appropriate combination of services based on an assessment. The IEP must be developed after an assessment is conducted for the participant. The IEP must be based on the results of the assessment. All elements of the IEP shall focus on career goals, education goals, and overcoming barriers to employment. The plan shall provide a framework including timeframes, resources, and incremental steps to achieve the overall goals.

All participants shall have an IEP established upon receiving individualized services. The IEP shall be created collaboratively with the participant. The IEP shall be recorded in CalJOBS, signed, and dated by the case manager and participant, and evaluated and revised as needed. All evaluations and revisions shall be made collaboratively with the participant's consent. A copy of the completed (or updated) and signed IEP shall be provided to the participant. Applicable activity codes shall be coded in CalJOBS.

Staff shall also enter a case note providing more information around the development and completion of the IEP. At a minimum, the case note shall include the following elements:

- A brief summary of assessment information.
- A summary of barriers to successful completion.
- For youth participants, the plan shall identify which of the 14 program elements are needed.
- A summary of all goals and objectives established, with additional information focusing on activities and tools used for achievement.
- A summary of action steps to eliminate or minimize any barriers.
- A summary of next steps, including follow-up on open goals, objectives, and an IEP review date.

#### **ACTION**

Bring this policy to the attention of all affected staff.

#### **INQUIRIES**

Inquiries regarding this policy can be addressed to the WDBVC at 805-477-5306.

/S/ Rebecca Evans, Executive Director  
Workforce Development Board of Ventura County

#### **ATTACHMENTS:**

Attachment I - IEP Procedure

# Individual Employment Plan (IEP)

## Step-by-Step Procedure

WDB Local Policy Bulletin #2023-03

Youth-specific requirements are highlighted throughout this procedure in coral-bordered boxes marked YOUTH ONLY.

### BEFORE YOU BEGIN

The following must be completed in CalJOBS before creating the IEP:

1. WIOA Application with eligibility confirmed for the applicable program (Adult, Dislocated Worker, or Youth) and Participation created.
2. Service codes entered in CalJOBS in the required order for each program:

Program	OAS Code (complete before IEP)	IEP Code (re-enter each update)
Adult or Dislocated Worker	203 - Objective Assessment	205 - Development of Individual Employment Plan (IEP)
Youth	412 - Objective Assessment	413 - Development of Individual Employment Plan (IEP)

3. Objective Assessment Summary (OAS) completed in CalJOBS. The OAS must be completed to meet the assessment requirements under Policy Bulletin #2023-03 before the IEP is created.
4. Career Exploration conducted with the participant to identify career pathways and employment or educational goals.

*NOTE: Code 203 must be entered on or before the date of the IEP (205) is created for Adult and Dislocated Worker participants. Code 412 must be entered before the IEP (413) is created for Youth participants. Code 205 and 413 should also be re-entered each time the IEP is updated.*

### IEP GOAL STRUCTURE QUICK REFERENCE

Every IEP must include goals appropriate to the participant's program. Goals must be entered before objectives.

Goal Type	Description	Required For
<b>Employment Goal</b>	Specific employment destination based on assessment results, LMI, and career pathway.	<i>Adult and Dislocated Worker</i>
<b>Educational Goal</b>	Goal to return to or continue school, attain a diploma/equivalency, or enter post-secondary education. Must be linked to an employment goal.	<i>Adult and Dislocated Worker</i>
<b>Training Goal</b>	Enroll in and complete a training program to attain the skills and credentials needed for employment in the identified career pathway. Must be linked to an employment goal.	<i>Adult and Dislocated Worker</i>
<b>14 Program Element Goals</b>	Three standardized goals covering all 14 WIOA Youth program elements. See Attachment A.	<i>Youth only</i>

Goal Term Reference: Short = 0 to 6 months | Intermediate = 7 to 12 months | Long = over 12 months

## 1 Navigate to the Plan Tab

5. Go to the participant's profile in CalJOBS.
6. Select Staff Profiles > Case Management Profile.
7. Click the Plan tab.
8. Confirm the Objective Assessment Summary shows as completed. If not, complete the OAS first.
9. Click Create Individual Employment Plan/Service Strategy.

[Case Summary](#) [Programs](#) **Plan** [Assessments](#)

### Objective Assessment Summary

There are No Objective Assessment Summaries

[Create Objective Assessment Summary](#)

### Individual Employment Plan/Service Strategy

There are no Individual Employment Plans/Service Strategies

[Create Individual Employment Plan/Service Strategy](#)

*CalJOBS - Plan tab showing completed OAS and Create Individual Employment Plan/Service Strategy button*

**NOTE:** A participant may only have one open plan at a time. The Create IEP button will not appear again once a plan exists.

## **2** Complete the Plan Tab

Plan	Goals	Objectives	Services
------	-------	------------	----------

• Indicates required fields. For help click the question mark icon.

### Identifying Information

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	


### Currently Participating In

Currently participating in the following programs:

<b>Wagner Peyser:</b>	Application Date: 02/13/2016 Participation Date: 02/13/2016
<b>Workforce Innovation and Opportunity Act:</b>	Application Date: 11/01/2015 Participation Date: 11/01/2015

### Plan Information

• Plan Start Date	<input type="text" value=""/> (mm/dd/yyyy) <input type="checkbox"/> Today
• LWIA/Region	<input type="text" value=""/> ▼
• Plan started in office location	<input type="text" value=""/> ▼
Plan closed on	<input type="text" value=""/> (mm/dd/yyyy) <input type="checkbox"/> Today
When printing plan do you want to print services?	<input checked="" type="checkbox"/>

[Exit Wizard](#) 

CalJOBS - Plan Tab showing Plan Start Date, LWIA/Region, Office Location, and Plan Closed On fields

Field	What to Enter
* Plan Start Date	Enter date plan started (MM/DD/YYYY)
Plan Closed On	Leave blank. Only filled when closing the plan.

Click Next to save and continue to the Goals tab.

### 3 Add Goals

10. Click the Goals tab or click Add New Goal.
11. Enter all goals before adding objectives.
12. Complete all required fields marked with an asterisk (\*).
13. Click Save after each goal. Repeat for each goal.

Plan Goals Objectives Services

For help click the question mark icon.

**General Information**

User Name GSIPJ03513120

User ID 11601

Name Golden, Gwen

**IEP Goals**

#	Goal	Goal Type	Date Established	Est. date for Completion	Program	Staff	Status	Action
No History Records								

[Add New Goal](#)

[Exit Wizard](#)

<< Back Next >>

CalJOBS - Goals tab showing Add New Goal link and empty IEP Goals table

Field	What to Enter
* Type of Goal	Select Employment, Training, or Educational
* Term of Goal	Short (0-6 mo) / Intermediate (7-12 mo) / Long (over 12 mo)
* Description of Goal	Brief, specific description -- see examples in the Goal Structure section above
* Date Established	Enter the date established (MM/DD/YYYY)
* Estimated Completion Date	Must be equal to or later than Date Established
* Completion Status	Select Open
Goal Details/Comments	Use for additional context and related barriers on this goal

CalJOBS - Goal entry screen showing all required fields with example data

[Plan](#)
**Goals**
[Objectives](#)
[Services](#)

For help click the question mark icon.

General Information

**User Name** GSIPJ03513120

**User ID** 11601

**Name** Golden, Gwen

IEP Goals

#	Goal	Date Established	Est. date for Completion	Program	Staff	Status	Action
135	Employment - Job in Culinary Industry	02/20/2017	03/21/2017	WIOA	Flink, Ellis	Open	<a href="#">Edit Delete</a>

[Add New Goal](#)

[Exit Wizard](#)

<< Back
Next >>

*CalJOBS - Goals tab after saving, showing completed goals list with Goal, Date Established, Est. Completion, Program, Staff, Status, and Action columns*

**▶ YOUTH ONLY**

Youth participants must have three standardized 14-element goals (see Attachment A).

**Goal description examples:**

Employment: Obtain full-time employment in Healthcare or Medical Assisting

Training: Attend training and obtain a certificate in Advanced Manufacturing or Welding

Educational: Attain High School Diploma or Equivalency (GED)

**Goal Details (Comments) box:**

Please use the Goal Details (Comments) box to describe the barriers to this goal that the participant needs to address. The barriers on the OAS must be addressed on the IEP. For example:

Barrier: Transportation

Barrier: Housing Instability

## 4 Add Objectives

- 14. Click the Objectives tab or click Next.
- 15. Select the goal this objective belongs to from the Goal dropdown.
- 16. If appropriate, select Pre-Defined Objectives before creating a new one.
- 17. Check the box next to each applicable objective.
- 18. Enter the Date Established and Review Date for each objective.
- 19. Click Save.
- 20. After saving, click Edit on each objective and add the justification in the Comments field explaining why this objective is necessary for this participant.

### 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 >>

*CalJOBS - Objectives tab showing Objective Information with Goal dropdown, Add new objective, and Select pre-defined objectives links*

Objective Information

**\* Goal**

**\* LWIA/Region**

**\* Office Location**

**\* Program Affiliation**

	Pre-defined Objectives	Date Established	Review Date
<input checked="" type="checkbox"/>	Resume Writing	<input type="text" value="02/20/2017"/> <small>(mm/dd/yyyy)</small> Today	<input type="text" value="03/06/2017"/> <small>(mm/dd/yyyy)</small> Today
<input checked="" type="checkbox"/>	Counseling	<input type="text" value="02/20/2017"/> <small>(mm/dd/yyyy)</small> Today	<input type="text" value="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**

Save
Cancel

*CalJOBS - Pre-defined objectives screen showing checkboxes with Date Established and Review Date fields*

**IMPORTANT:** The Comments field does not appear until after the objective is saved. Click Edit on each saved objective to add the required justification. This must be completed for every objective.

Field	What to Enter
* Goal	Select the goal this objective is tied to
* Date Established	Enter start date (MM/DD/YYYY)

* <b>Review Date</b>	Must be equal to or later than Date Established
* <b>Comments</b>	After saving -- click Edit and explain WHY this objective is needed for this participant

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	<a href="#">Edit</a> <a href="#">Delete</a>
Job in Culinary Industry	Resume Writing	02/20/2017	03/06/2017	WIOA	Flink, Ellis	Open	<a href="#">Edit</a> <a href="#">Delete</a>
Job in Culinary Industry	Counseling	02/20/2017	02/20/2017	WIOA	Flink, Ellis	Open	<a href="#">Edit</a> <a href="#">Delete</a>

[Add new objective](#)

[Select pre-defined objectives](#)

[Exit Wizard](#)

<< Back

Next >>

*CalJOBS - Completed objectives table showing Goal Description, Objective, Date Established, Review Date, Program, Staff, and Status columns*

**▶ YOUTH ONLY**

Youth participants require specific objectives under each of the three 14-element goals. See Attachment A for the full pre-defined objectives list organized by goal type.

## BARRIER RESOLUTION GOALS AND PRE-DEFINED OBJECTIVES

Below are example barriers and applicable objectives. The Comments field for each objective must explain how this specific barrier impacts this participant.

Objective Barrier Examples	Objective Details Examples (please add additional context as appropriate)
<b>Overcome Transportation Barrier</b>	<ul style="list-style-type: none"> <li>• Connect to public transit resources</li> <li>• Apply for transportation supportive services</li> <li>• Obtain or reinstate driver's license</li> <li>• Explore rideshare or carpool options</li> <li>• Coordinate transportation schedule with training or employer</li> </ul>
<b>Overcome Housing Instability/Homelessness Barrier</b>	<ul style="list-style-type: none"> <li>• Connect to emergency housing resources</li> <li>• Apply for the transitional housing program</li> <li>• Engage with 211 Ventura housing navigation</li> <li>• Establish a stable mailing address for employment purposes</li> <li>• Connect to community-based case management services</li> </ul>
<b>Overcome Childcare/Dependent Care Barrier</b>	<ul style="list-style-type: none"> <li>• Apply for childcare subsidy assistance</li> <li>• Identify licensed childcare provider</li> <li>• Connect to CalWORKs childcare services</li> <li>• Develop a backup care plan</li> <li>• Apply for childcare supportive services</li> </ul>
<b>Overcome Basic Skills Deficiency Barrier</b>	<ul style="list-style-type: none"> <li>• Complete CASAS academic assessment</li> <li>• Enroll in Adult Basic Education (ABE) or ESL classes</li> <li>• Participate in tutoring services</li> <li>• Complete GED preparation program</li> <li>• Attain High School Diploma or Equivalency (GED)</li> </ul>
<b>Overcome the English Language Proficiency Barrier</b>	<ul style="list-style-type: none"> <li>• Enroll in English as a Second Language (ESL) classes</li> <li>• Access interpretation services for program participation</li> <li>• Connect to bilingual case management support</li> <li>• Participate in workplace English readiness program</li> </ul>
<b>Overcome the Justice Involvement Barrier</b>	<ul style="list-style-type: none"> <li>• Connect to reentry case management services</li> <li>• Identify employers with fair chance hiring policies</li> <li>• Consult with legal aid on record clearance or expungement</li> <li>• Develop a strategy for addressing background in job search</li> <li>• Coordinate with probation or parole case manager</li> </ul>
<b>Overcome Disability Barrier</b>	<ul style="list-style-type: none"> <li>• Connect to the Department of Rehabilitation (DOR) for assessment</li> <li>• Identify and document reasonable accommodations needed</li> <li>• Coordinate with DOR on shared services plan</li> <li>• Access assistive technology or equipment as needed</li> <li>• Connect to disability-specific employment supports</li> </ul>
<b>Overcome Mental Health Barrier</b>	<ul style="list-style-type: none"> <li>• Connect to mental health services and counseling referral</li> <li>• Engage with comprehensive guidance and counseling services</li> <li>• Develop coping strategies for workplace readiness</li> </ul>

	<ul style="list-style-type: none"> <li>• Coordinate with mental health provider on participation plan</li> </ul>
<b>Overcome Substance Use/Recovery Barrier</b>	<ul style="list-style-type: none"> <li>• Connect to substance use treatment or recovery services</li> <li>• Engage in comprehensive guidance and counseling</li> <li>• Identify recovery-friendly employer partnerships</li> <li>• Develop a relapse prevention and employment stability plan</li> </ul>
<b>Overcome Domestic Violence/Safety Barrier</b>	<ul style="list-style-type: none"> <li>• Connect to domestic violence advocacy and services</li> <li>• Develop a safety plan for program participation</li> <li>• Access confidential case management supports</li> <li>• Connect to legal aid for protective order assistance if needed</li> </ul>
<b>Overcome Financial Instability Barrier</b>	<ul style="list-style-type: none"> <li>• Participate in financial literacy education</li> <li>• Connect to benefits counseling and public assistance navigation</li> <li>• Open checking or savings account</li> <li>• Apply for needs-related payments if eligible</li> <li>• Develop a household budget plan</li> </ul>
<b>Overcome Lack of Work History/Work Readiness Barrier</b>	<ul style="list-style-type: none"> <li>• Attend job readiness workshop</li> <li>• Develop or revise a resume</li> <li>• Participate in mock interview preparation</li> <li>• Obtain paid or unpaid work experience</li> <li>• Participate in an internship or job shadowing</li> </ul>
<b>Overcome Technology Access/Digital Literacy Barrier</b>	<ul style="list-style-type: none"> <li>• Complete digital literacy assessment</li> <li>• Participate in a computer skills workshop</li> <li>• Connect to device or internet access resources</li> <li>• Enroll in a digital literacy training program</li> </ul>
<b>Overcome the Food/Nutrition Insecurity Barrier</b>	<ul style="list-style-type: none"> <li>• Connect to emergency food resources and food banks</li> <li>• Apply for CalFresh benefits</li> <li>• Identify on-site or nearby meal program supports</li> </ul>
<b>Overcome Immigration/Documentation Status Barrier</b>	<ul style="list-style-type: none"> <li>• Connect to legal aid for immigration guidance</li> <li>• Identify eligible services based on documentation status</li> <li>• Connect to community-based immigration support organizations</li> <li>• Coordinate with legal services on work authorization options</li> </ul>

## 5 Finish, Print, and Sign

21. Click Finish. The screen returns to the Plan tab showing Open status.
22. Click Display/Print from the Action column.
23. Print the IEP form and review with the participant.
24. Both the Case Manager and the participant must sign and date the form.
25. Provide a copy to the participant.
26. File the original signed copy in the participant's physical file.

Objective	Date Established	Review Date	Program	Staff	Status
Support Service-Transportation Assistance	10/18/2019	12/02/2019	WIOA	Chevali, Kristen	Open
<b>Comments:</b> 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
<b>Comments:</b> Justification: Customer's resume needs updating and customer needs tips and practice on interviewing and on-line job search for current market.					

*CallJOBS - Individual Employment Plan table showing OPEN status with Edit, Delete, and Display/Print action links*

*A new signature is only required when the goal itself has changed. Updating or closing objectives does not require a new signature.*

## 6 Enter the IEP Case Note

### Enter a case note with subject line: IEP Development

The case note must include:

- Summary of OAS findings that informed the plan
- Barriers identified and the corresponding barrier goals created
- Summary of all goals and objectives established
- Next steps, including follow-up dates and the next IEP review date

#### ▶ YOUTH ONLY

For Youth participants, the case note must also identify which of the 14 program elements are needed for this participant and how they are being addressed through the IEP goals.

## 7 Reviewing and Updating the IEP

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	<a href="#">Edit</a> <a href="#">Delete</a> <a href="#">Display/ Edit</a>

Create Individual Employment Plan/Service Strategy

*CalJOBS - Plan tab showing Open IEP with Edit option and goal/objective summary*

Situation	Action Required
No changes needed	Enter a case note with the subject line IEP Review. State the file has been reviewed, participant is on track, and no changes are being made.
Changes agreed upon with the participant	Update goals or objectives in CalJOBS. Enter a case note with the subject line IEP Review/Update. State what changed and why.
The goal has changed	Update the goal in CalJOBS. Print the updated IEP. Obtain new signatures from the Case Manager and the participant. File signed copy.

### HELPFUL TIPS

- Use open-ended questions to build a stronger plan:**
- "What would it take for you to feel ready to start working or go back to school?"
  - "What gets in the way of you reaching your goals?"
  - "If you picture yourself in a job you enjoy, what does that look like?"
  - "What's one thing you could do this week to move toward your goal?"
  - "Are there things going on in your life right now that we should plan around?"

**▶ YOUTH ONLY**

Additional prompts for youth conversations:

"What support from your family or community helps you most?"

"What are you most excited about for your future?"

Before discussing sensitive barrier topics, say: "I'm going to ask a few questions to help me understand what support you need. You don't have to answer anything you're not comfortable sharing. Anything you do share is confidential and will not affect your participation."

## Attachment A YOUTH ONLY

# WIOA 14 Elements: Goals and Objectives

### ▶ YOUTH ONLY

Attachment A applies only to Youth participants.

### WIOA COMPLIANCE REQUIREMENT

WIOA requires that all 14 program elements be available to and documented for every youth participant. All 14 elements must be reflected as objectives across the three required goals in every youth IEP.

#### For each element, Case Managers must:

1. Open an objective under the appropriate goal for each element that will be activated for this participant.
2. Add a justification in the Comments field explaining how the element will be delivered or, if the element is not being activated at this time, note the reason based on the participant's OAS findings.
3. Update element objectives as the participant's needs change over the course of enrollment.

## YOUTH: 14 PROGRAM ELEMENT OBJECTIVES BY GOAL

The three goals below are required for every youth participant. All 14 WIOA program elements must be documented as objectives across these three goals. The elements covered under each goal are listed in the table header for each section.

### Goal 1: Improving Educational Achievement (Elements 1, 2, 14)

*Use this exact goal title in CalJOBS. Each element below must have an open objective for every youth participant. Use the Comments field on each objective to document how the element is being addressed or, if not currently active, note the reason based on OAS findings.*

#	WIOA Program Element	Required Objective (open for all youth)	CalJOBS Activity Code(s)
1	<b>Tutoring, Study Skills Training, and Evidence-Based Dropout Prevention</b>	Attend Tutoring or Study Skills Training	406 - Tutoring, Study Skills Training and Instruction 414 - Basic Skills Instruction
2	<b>Alternative Secondary School Services or Dropout Recovery Services</b>	Enroll in Alternative Secondary School or Dropout Recovery Program	415 - Enrolled in Alternative Secondary Education 418 - Adult Education (GED) 429 - Enrolled in Secondary Education Program
14	<b>Post-Secondary Preparation and Transition Activities</b>	Complete Post-Secondary Preparation Activities	421 - Enrolled in Postsecondary Education 436 - Postsecondary Transition Services

Additional objectives may be added under this goal as needed based on the participant's plan (e.g., Attain High School Diploma/GED, Attend Post-Secondary Education). The three rows above are the required minimum—one per element.

## Goal 2: Preparing for and Succeeding in Employment (Elements 3, 4, 5, 8, 13)

Use this exact goal title in CalJOBS. Each element below must have an open objective for every youth participant. Use the Comments field on each objective to document how the element is being addressed or, if not currently active, note the reason based on OAS findings.

#	WIOA Program Element	Required Objective (open for all youth)	CalJOBS Activity Code(s)
3	<b>Paid and Unpaid Work Experiences (including summer employment, pre-apprenticeship, internships, job shadowing, and OJT)</b>	Obtain Paid or Unpaid Work Experience	400 - Youth Summer Employment 425 - Work Experience (Paid) 426 - Work Experience (Unpaid) 427 - Youth Internship (Paid) 408 - Youth Internship (Unpaid) 409 - Youth Job Shadowing 428 - Youth On-the-Job Training (OJT) 431 - Enrolled in Pre-Apprenticeship Training 432 - Enrolled in Apprenticeship Training
4	<b>Occupational Skills Training</b>	Attend Occupational Skills Training	416 - Occupational Skills Training (Approved ETPL Provider) 430 - Youth Occupational Skills Training (Youth Service Eligible Provider List) 438 - Occupational Skills Training (non-ETPL provider) 437 - Pre-Apprenticeship Program with Occupational Skills Training
5	<b>Education Offered Concurrently with Workforce Preparation and Training for a Specific Occupation</b>	Participate in Integrated Education and Training	439 - Education Offered Concurrently with Workforce Prep and Training
8	<b>Entrepreneurial Skills Training</b>	Attend Entrepreneurship or Small Business Training	424 - Entrepreneurial Skills Training
13	<b>Services that Provide Labor Market and Employment Information</b>	Research LMI and Occupations	433 - Career Awareness 434 - Career Exploration 435 - Career Counseling/Planning

Additional objectives may be added under this goal as needed based on the participant's plan (e.g., Develop Resume, Attend Interview Preparation, Apply for Jobs Weekly, Attain Credentials). The five rows above are the required minimum—one per element.

**Goal 3: Developing Youth Potential as Citizens and Leaders (Elements 6, 7, 9, 10, 11, 12)**

Use this exact goal title in CalJOBS. Each element below must have an open objective for every youth participant. Use the Comments field on each objective to document how the element is being addressed or, if not currently active, note the reason based on OAS findings.

#	WIOA Program Element	Required Objective (open for all youth)	CalJOBS Service Code(s)
6	<b>Leadership Development Opportunities</b>	Participate in Leadership Development Activities	410 - Leadership Development Services
7	<b>Support Services</b>	Apply for Support Services	480 - Supportive Service: Child/Dependent Care 481 - Supportive Service: Transportation Assistance 483 - Supportive Service: Temporary Shelter 485 - Supportive Service: Other 487 - Supportive Service: Tools/Clothing 488 - Supportive Service: Housing Assistance 491 - Supportive Service: Needs-Related Payments 492 - Supportive Service: Linkages to Community Services 493 - Supportive Service: Postsecondary Academic Materials 494 - Supportive Service: Stipend
9	<b>Follow-Up Services</b>	Engage in Follow-Up Services after Exit	F01 - Referral to Community Resources F03 - Tracking Progress on the Job F05 - Assistance Securing Better Paying Job F07 - Assistance with Work-Related Problems F08 - Adult Mentoring (Follow-Up) F09 - Tutoring (Follow-Up) F10 - Leadership Development (Follow-Up) F12 - Supportive Service: Transportation (Follow-Up)
10	<b>Comprehensive Guidance and Counseling</b>	Receive Comprehensive Guidance and Counseling	417 - Comprehensive Guidance and Counseling
11	<b>Financial Literacy Education</b>	Attend Financial Literacy Education	407 - Financial Literacy Education
12	<b>Adult Mentoring (minimum 12 months, may continue after exit)</b>	Participate in Mentoring Program	411 - Adult Mentoring

Additional objectives may be added under this goal as needed based on the participant's plan (e.g., Participate in Civic Engagement, Connect to Community Resources). The six rows above are the required minimum -- one per element.