

**Southern Nevada Workforce Investment Board  
General Policies and Procedures  
ASSESSMENTS  
INDIVIDUAL EMPLOYMENT PLAN (ADULT & DISLOCATED WORKER)  
INDIVIDUAL SERVICE STRATEGY (YOUTH)**

**EFFECTIVE DATE: January 1, 2009**

**NUMBER: 3.2**

**SUPERSEDES: SNWIB General Policies  
and Procedures No. 3.2 dated 12/13/06**

**Approved by SNWIB on:  
12/10/08**

**BACKGROUND:**

The Workforce Investment Act (WIA) and **American Recovery and Reinvestment Act (ARRA)** stipulates that an assessment must be administered to all REGISTERED Title I individuals. The extent of the assessment process should be depended upon the level of service that is being provided to the participant.

**I. GENERAL PROVISIONS FOR INITIAL ASSESSMENT**

A. An initial assessment should be completed for REGISTERED adults and dislocated workers receiving services at the core level. This includes clients who are receiving cursory support services required for job search, employment, or the continuance of services (such as work cards and transportation). [Section 134(d)(3)(C)(i) and Section 129(c)(1)(A)]

B. The initial assessment process should be used to determine the individual's employment needs and should reflect the following:

1. Does the individual have the ability to access and utilize the core services available in order to achieve the desired employment goals?
2. What services are required for the applicant to be ready to obtain employment goals?
3. What level of services, if any, are required to provide the individual with the required level of skills needed to obtain employment goals?

C. The initial assessment instruments should be inclusive of, but not limited to, the following information:

1. Date of initial assessment.
2. Brief assessment of basic skill levels, aptitude, abilities, employment interest, previous employment history, and need for support services.

## II. GENERAL PROVISIONS FOR IN-DEPTH ASSESSMENT

- A. Those individuals who have been designated to receive intensive and training services, or support services beyond cursory (such as work cards, rental assistance, food, etc.) **MUST** receive a more extensive assessment by the **Case Manager** that will be used as key determining factors for the nature and extent of the **WIA/ARRA** Title I services provided. The in-depth assessment for adults & dislocated worker clients shall be conducted by the **Case Manager** assigned to the client and should include the following documentation:
1. Date of assessment.
  2. Comprehensive and specialized evaluation of barriers and support service needs.
  3. Diagnostic evaluation and reconciliation of employment goals, skills, abilities, aptitudes, and work history with the job specific needs of employers identified.

Interests assessment must be an integral part of an individuals' individual employment plan (adult & dislocated worker) or Individualized Service Strategy. (youth).

- B. For youth clients, the Workforce Investment act mandates that **ALL** youth be provided by the **Case Manager** the following:
1. An in-depth assessment of academic levels, skills levels, service needs, basic skills, occupational skills, prior work experience, employability, interests aptitudes (including interest and aptitudes for nontraditional jobs);
  2. Needed supportive services, and assistance to remove the designated barriers to education, career goals and/or employment.

**NOTE: YOUTH ASSESSED AS BEING BASIC SKILLS DEFICIENT MUST HAVE THEIR BASIC SKILL NEEDS ADDRESSED.**

- C. A new client assessment of a Youth client should not be required if the Service Provider case manager determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program. When an assessment of another program is used, a copy of the assessment must be included in the individual's case file.

III. **GENERAL PROVISIONS FOR ADULT/DISLOCATED WORKER  
INDIVIDUAL EMPLOYMENT PLAN**

- A. An Individual Employment Plan (IEP) will be developed for all registered WIA/ARRA Adult or Dislocated worker clients a service provider's **Case Manager**. All Adult and Dislocated Worker WIA services provider **Case Managers** will be required to use the attached SNWIB IEP. The plan must be developed on an "individualized" basis. To ensure effective and successful outcomes, it is recommended the case loads of one **Case Manager should not exceed seventy (70) active clients and seventy (70) follow-up clients.** (IEP Form located on SNWIB Web Site)
- B. [WIA Section 134(d)(2, 3 & 4); 20 CFR 663.150 thru 663.165; 663.240; 663.245, 663.310 thru 663.440; SNWIB Policies 3.2; 3.3; 3.7. 3.8, 3.10]
- C. The primary purpose of the IEP is to outline a plan of action that assist an Adult or Dislocated Worker client toward economic self-sufficiency. This plan may require a minimal and/or a large level of services, which will eventually lead the client toward meeting their career goals. The IEP is a living document that will be continually revised and updated by the **Case Manager** as the client moves through the process of services and activities.
- D. The IEP must include the following documentation:
1. Comprehensive objective assessments with individualized justification for each level of the services and activities provided.
  2. Case notes developed by **Case Managers** with dates at least every thirty days of IEP development for active clients, as well as dates and follow-up case notes in the IEP of exited employed clients.
  3. Work history, skills, hobbies, special skills, interests, and aptitudes.
  4. Career planning and goals.
  5. Barriers to employment, level of basic skills literacy, support service needs.
  6. Clearly defined and documented action steps and/or strategies to be implemented by the client toward their employment goals and self-sufficiency.
  7. Clients who receive occupational skills training must have documentation which **ensures the client received the training and**

- the training meets demand occupation criteria.**
8. Services and activities that will be provided must have documented justification as to how these services and activities will directly assist client in meeting their established goals.
  9. Signature of active client and **Case Manager**.
  10. Attendance records, signed by the client for any tutoring and/or classroom occupational skills training, i.e. O.J.T., customized training, job readiness training and/or any other applicable classroom training. Additionally participant's basic skills must be at an 8.9 grade level or above prior to placement in any applicable occupational skills training.

IV. **GENERAL PROVISIONS of YOUTH INDIVIDUAL SERVICE STRATEGY**

A. The Workforce Investment Act section 129(c)(a)(B) mandates that Youth Service Providers will develop service strategies for each participant. It is a requirement that Youth Service providers use the SNWIB Individual Service Strategy Form that identifies the following: (Form located on SNWIB Web Site)  
(20 CFR 664.405; 664.410;664.450;)

1. An employment goal (including in appropriate circumstances, nontraditional employment);
2. Appropriate achievement objectives, including but not limited to:
  - a. preparation, in appropriate cases, for high school diploma, postsecondary educational opportunities,
  - b. strong linkages between academic and occupational learning;
  - c. preparation for unsubsidized employment opportunities, in appropriate cases;
  - d. effective connections to intermediaries with strong links to the job market and local and regional employers.

B. Additionally, the ISS must include:

1. Dates of ISS development, as well as dates of ISS's case notes that are updated by the **Case Manager** on a regular basis (every 30 days) and ISS must contain participant and the **Case Manager's** signatures.
2. Assessment documentation for a youth determined to be basic skills deficient.

3. Interest inventories.
4. Work history, special skills, hobbies, special talents and aptitudes.
5. Career and/or educational goals.
6. Barriers to employment and education and support service needs.
7. Clearly defined and documented action steps to be taken by the client toward their employment, career, and/or educational goals.
8. Clients who receive occupational skills training must have the required documentation which ensures the training meets the demand occupation criteria. They must also include applicable attendance records, signed by the participant, for any training and/or tutoring the participant receives and their basic skills must be at 8.9 grade level or above prior to placement in classroom training.
9. Services and activities that will be provided must have documented justification as to how these services and activities will directly assist client in meeting their goals.