The background of the slide features a stylized, light-colored illustration of two hands shaking, symbolizing agreement or partnership. The hands are rendered in a soft, painterly style with subtle shading, set against a light beige background with a fine, repeating pattern of small, light-colored dots.

Linking Assessments to IEP/ISS Development

By Shonna Majors

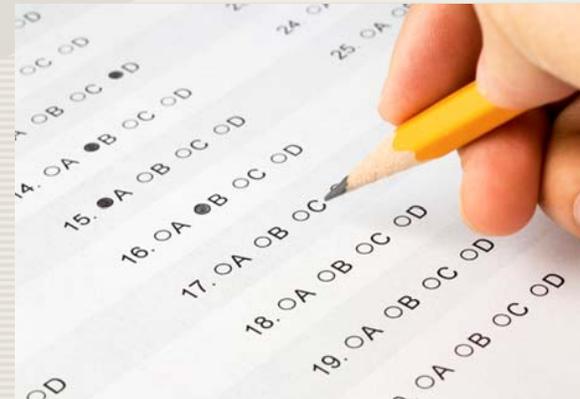
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Session Objectives:

- Identifying how Assessment results translate into ISS/IEP development
- To understand the importance of a dynamic and mutually developed, implemented and revised Individual Service Strategy (ISS) or Individualized Employment Plan (IEP)
- To appreciate the ISS/IEP as a means to self-motivate young people – by helping them do things that they can do for themselves
- To review an effective process for developing long-and short term goals and recording on the ISS/IEP form

Assessment

- Initial Assessment vs. Comprehensive Assessment
- Testing – CASAS, TABE, Workkeys, etc.
- Results – Review with participant
- Identify potential partners
- Put it in writing- Develop ISS/IEP

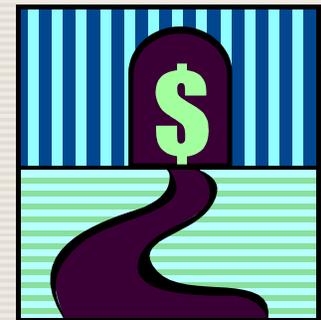


Purpose of an ISS/IEP

- The ISS/IEP has three main purposes; to mutually develop, implement & revise (*with the participant, not for them*):
 1. A set of employment, education, and personal development goals
 2. Service objectives and a service plan of action needed to achieve the identified goals
 3. Document services provided and results

Main Goal of ISS/IEP

- The goal of the ISS/IEP process is to enable participants to take responsibility for and actively participate in getting from where they are to where they want to be. It provides a path for participants follow.



Characteristics of an ISS/IEP

- Identification information
- Assessment information
- Long-term goals linked to assessments (intake and CASAS, TABE, Workkeys, etc.)
- Measurable short-term goals (objectives)
- The goal of the ISS/IEP process is to enable participants to take responsibility for and actively participate in reaching their goals
- Identify services/activities to accomplish short-term goals (upfront)
- Time frames for achieving goals
- Identify who will provide services, resources (training, supportive services, education classes, etc.)
- Tasks and responsibilities of participant to complete
- Tasks and responsibilities of case manager to complete
- Signature of case manager and participant (buy-in)
- Assessment, the ISS/IEP and services received should all relate to each other to reach the goal (s)
- A living document, regularly reviewed **each time** you meet with the participant

Setting Goals

A Key Component of an ISS/IEP – involve the participant actively from the start– Key Steps:

1. “Where is this person now?” - assessment results and career exploration drive long and short-term goals
2. “Where do you want to go?” - work as partners to negotiate mutual agreements
3. For each long-term goal – create a set of sequenced short-term goals – that way participant can achieve regular “wins”

Setting Goals – 2

4. Time- sequence and prioritize the goals and objectives - an action plan that focuses on “bite-size” pieces so participants are not overwhelmed
5. Determine who does what – who needs to be involved – case manager’s organization and/or referrals to partners, school, parents, etc.
6. For understanding and ownership - participant re-states goals in their own words

Short-term Goals

Short-term Education/Employment Goals:

The series of action steps a participant must take to accomplish a long-term goal

- small
- specific
- achievable



Long-term Goals

- **Long-term Education/Employment Goals:**
 - Participants do research on job skills, education required, employment outlook, working conditions (O'NET)
 - Job shadowing, internships, part-time work experience, OJT, etc.

Using an ISS/IEP Form

- Information to include:
 - employment
 - education
 - personal development goals
 - short-term/long-term goals
 - plans of action
- ***Should be standardized across all case managers***

Youth Individual Service Strategy Development Plan

Name _____ Social Security Number _____

Based on the customer's interest, and an assessment of his/her background, work history, test results and other information, the following sequence of services is planned to help the customer achieve the education/employment goal stated above.

Youth Individual Service Strategy

Start Date	End Date	Service Provided	Outcome	Staff Signature
		Tutoring, Study Skills Training, and Instruction Leading to Secondary School Completion, (including Dropout Prevention Strategies)		
		Alternative Secondary School Offerings		
		Leadership Development Opportunities, may community service and peer-centered activities encouraging responsibility and other positive behaviors during non-school hours		
		Adult Mentoring (provided to assist in achieving academic success)		
		Comprehensive guidance and counseling, (may include drug and alcohol counseling and referral, to assist in achieving academic success		
		Paid (and unpaid) work experiences, including internships and job shadowing		
		Occupational Skills Training		
		Summer Employment Opportunities (directly linked to academic and occupational learning)		
		Follow-Up Services		
		Follow-Up Services		

This Strategy/Plan is being developed cooperatively, and will be reviewed together periodically to note progress, re-establish goals, if necessary and plan further steps to achieve the goals. I have developed this Individual Education/Employment Plan with the Career Consultant whose signature appears below. I understand and accept this plan. I understand that I am largely responsible for the success of this plan and commit to doing all things needed, including requesting assistance from staff, to ensure that this plan will be successful in achieving my employment, and training goals. I understand that this is not a legal document and does not create an entitlement to services nor does it guarantee services.

Customer's Signature:	Date:
PGWSD/Provider Staff Signature:	Date:

Questions?

 *Merci*

 *Thank You*

 **Gracias**

Obrigado!