Overview:

➢ **Individual Employment Plan/Individual Service Strategy (IEP/ISS)**

The Individual Employment Plan (IEP) /Individual Service Strategy (ISS) is required by the Workforce Innovation and Opportunities Act (WIOA) for every individual registered into WIOA. The IEP/ISS is an ongoing strategy jointly developed by the participant and the career coach that identifies the participant's employment and educational goals, the appropriate achievement objectives, and the appropriate combination of services for the participant to achieve the employment and/or educational goals. The IEP/ISS is the central document that outlines the action steps needed to obtain the employment or educational goal. This document needs to be tailored to the individual customer and should not use a 'cookie cutter' approach.

The primary goal for the customers is unsubsidized employment. All customers must have an Employment Goal. Any ITA or remedial training necessary to meet the employment goals should be included as objectives under the Employment Goal. A customer may have an Educational Goal that is in addition to the Employment Goal. For example a drop-out who wants to become a truck driver (which does not require a diploma) and complete the GED. The Employment Goal would be to gain employment as a truck drive. CDL Training completion and obtaining a CDL license would be objectives under the Employment Goal. A Training Goal would be added to obtain a GED.

The goals for youth are unsubsidized employment and/or post-secondary education (which includes advanced training).

Actions that should be addressed in the IEP/ISS include, but are not limited to: addressing barriers, remediation of barriers and skills deficiencies (as determined by the TABE scores under 9.0 in either reading or math and English Language proficiency), ex- offender status, etc.

AN INDIVIDUAL CAN ONLY HAVE ONE IEP/ISS OPEN AT A TIME.

➢ **Requirements - Requirements before creating the IEP/ISS:**

There are five steps that need to be completed.

1. The WIOA Application must be completed (and the customer must be eligible).

2. The WIOA Participation must be completed and the career coach must open the first service provided to the customer.

3. Customer should have completed career exploration and identified a clear and specific goal.

4. The customer's current skills should have been assessed through Basic Skills testing, review of credentials and an analysis of work history.

5. Open and close the IEP/ISS Same Day service. The service start and end date should match the IEP/ISS creation date.

Printing the IEP/ISS: A completed IEP/ISS must be printed and signed by the participant and career advisor and a copy must be placed into the participant's online NCWorks documents. The parent signature is not required for this document (Youth Program).

➢ **Result:**

A completed IEP/ISS is an agreement between both the participant and the career coach and becomes a living document that can be modified as needed. Goals, Objectives and Services must be updated throughout the customer's active participation in the WIOA program. This document becomes the road map to helping the participant reach their goal.

All required activities and services must be available, but the provision of individualized career services and training services must be based on the employment and service needs of the individual as determined jointly by the individual and the case manager and should be identified through an individual employment plan (IEP) or Individual service strategy (ISS). Permitted services may also be provided if the need is demonstrated, funding is available, and the service is permitted by local policy. [**TEGL 19-16; TEGL 21-16].**

➢ **Updates:**

In Rivers East WDB, the IEP/ISS is required to be updated once a quarter. The update consist of the career advisor and customer attending a face-to-face, telephonic or virtual meeting to discuss goals and objects, time frames and progress completed. If a modification or additional is not made to the IEP, the career advisor will record the required information in NCWorks Online under case notes (reference the current issuance on NCWorks Online Service Activity Codes & Definition/Guidance on Case Notes and Exit Dates) .

If a modification or additional is made to the IEP, the career advisor must record the modification(s) on the IEP in NCWorks Online, print a complete copy of the revised IEP, obtain the participant's signature on the modified IEP and scan a copy into the participant's online NCWorks documents.

> 41A- Youth updates **Manual entry required** - Update of the plan in NCWorks of the employment goals, appropriate achievement objectives, and appropriate combination of services needed in order for a participant to achieve his or her employment goals. In addition, the plan also identifies barriers, the means to overcome them, and is developed jointly by a participant and staff.

> 20A- Adult/DW updates of IEP/ISS-Update of plan in NCWorks of the employment goals, appropriate achievement objectives, and appropriate combination of services needed in order for a participant to achieve his or her employment goals. In addition, the plan also identifies barriers, the means to overcome them and is developed jointly by a participant and staff. **This service/activity should be closed once the plan has been updated and signed again.**

WIOA Youth program requires every youth participant to have an IEP/ISS, updated as needed, and directly linked to one or more indicators of performance described in WIOA Section 116(b)(2)(A)(ii), that identifies appropriate career pathways that include education and employment goals, that considers career planning and the results of the objective assessment and that prescribes achievement objectives and services

As outlined in the WIOA Section 129 (c)(1)(B), the IEP/ISS represents an individual plan for each young person and includes: 1) an employment goal; 2) appropriate achievement objectives, including educational goals; and 3) appropriate services that take into account information learned from the objective assessment. The IEP/ISS is a detailed, unique, individual strategy for each participant that is the basis for the overall case management strategy.

➤ **Goals & Objectives**

	GOALS	OBJECTIVES
Definition	Something which you try to achieve	A specific result that a person or system aims to achieve within a time frame and with available resources.
Time Frame	Usually long-term. Short Term - 1-3 months Intermediate Term - 3-6 months Long Term - more than 6 months	A series of smaller steps, often along the way to achieving a long-term goal.
Magnitude	Typically involves life changing outcomes, like retiring, buying a home or making a major career change.	Usually a near-term target of a larger expected outcome, such as passing a course as part of completing a degree program.
Outcome of immediate action	Actions tend to advance progress in a very general sense; there is often awareness that there are several ways to reach a goal, so specific outcomes aren't necessary.	Very specific and measurable, a target is established, and victory is declared only when the target is hit.
Purpose of action	A goal if often characterized as a change of direction that will ultimately lead to a desired outcome.	Objectives tend to be actions aimed at accomplishing a certain task.
Example	"I want to retire by age 50"	"In order to reach my goal of retiring at age 50, I need to save $20,000 by the end of this year"
Hierarchy	Goals tend to control objectives; a change in a goal could eliminate one or more objectives, or add new ones.	An objective can modify a goal, but will seldom change it in a fundamental way, even if the objective isn't reached.

Goals vs. Objectives – What's the Difference?

It's often hard to know the difference between goals and objectives – in fact, we often use the two terms interchangeably. But knowing the difference can help us to use both in a constructive way, to get us from where we are to where we want to go.

Both are a Way of Moving Forward

The major similarity between goals and objectives is that the both involve *forward motion*, but accomplish it in very different ways. We can think of goals as being the Big Picture — where we hope that our efforts will ultimately bring us. Objectives are about a specific plan of attack — usually a series of them — each being relatively short-term in nature.

Goals: Changing Mindset and Direction

Goals tend to be long on direction, and short on specific tactics. For example, you can set a goal of losing 30 pounds without having a specific plan as to how to do it. *You've defined the destination you want to arrive at,* and tactics can be developed as you move forward.

We can think of a goal as doing the following:

- Defines the destination
- Changes the direction to move toward the destination
- Changes the mindset to adjust to and support the new direction
- Creates the necessity to develop specific tactics

Goals tend to change your mind set by changing your focus. And as your focus changes, it takes your thinking with it. This is why goals are often accompanied by *affirmations*, which involve projecting yourself into the desired (but as yet unattained) destination.

People set goals all the time, without ever being very specific. Organizations do it too. A company can set a goal of returning to profitability in two years, or becoming the leader in their industry in five years, all without ever determining how that will be accomplished.

And once again, the details are worked out later, after the big picture changes of direction and destination — or goals — have been changed and defined.

Goals: **Employment (specific career/occupation/job title; can be undecided if necessary. However, traitify should be used to determine a career path.)**
Schooling (secondary education)
Training (post-secondary education & GED)

Objectives: Establishing a Series of Concrete Steps

If goals are about the big picture, then objectives are all about tactics. Mechanically, tactics are action plans to get from where you are to where you want to be. A goal defines the direction and destination, but the road to get there is accomplished by a series of objectives.

A good example of this is a person who owes $50,000 in credit card debt on ten different cards and wants to become debt-free. Getting out of debt is the goal. But it is achieved by paying off each of the ten credit cards, one at a time. The payoff of each credit card is an objective — the series of smaller targets that need to be hit in order to achieve the big picture goal of becoming debt-free.

The methodology for paying off each credit card will be very specific — i.e., you'll need to pay X amount of extra money to Credit Card #1 for Y number of months in order to meet the objective of paying it off. Then you need to repeat the action for the remaining nine credit cards. The tactics — which are the objectives — are very specific.

How Objectives Can Help You Reach Your Goals

In nearly any goal you want to reach you can use the credit card example to help you get there. First, you define the goal — whatever it may be. Unless the goal is a small one and easily obtained, it's usually best to break big goals down to a series of specific action steps — it's a way of using the divide-and-conquer strategy to accomplish a goal that's far too large to do in the near term.

The action steps have specific targets, as well as methods to reach them. Each target is an objective. Once it's accomplished you move on to the next one, gradually moving toward your goal as each target is completed.

Though goals generally control objectives, objectives can also control goals as they unfold. For example, since a goal is general in nature, it may be refined and altered as objectives are completed. The completion of an objective or a series of them, could cause you to either raise or lower the ultimate goal.

Appendix A

– Pre-**Defined Objectives**

- Attend Job Readiness Workshop
- Attend LinkedIn Workshop
- Research LMI & Occupations
- Develop / Revise Resume
- Apply for Jobs on a Weekly Basis
- Use Social Media for Networking & Job Search
- Submit ITA Approval Documents
- Attend Occupational Training
- Give Career Coach Timely Training Documentation
- Obtain On-the-Job Training
- Attain Paid Work Experience
- Attain Unpaid Work Experience
- Increase Reading and/or Math Skills
- Attend English as a Second Language Classes
- Attain High School Diploma/Equivalency
- Attend College Tours
- Complete College Application
- Attend Tutoring

- Attend Financial Literacy
- Attend Computer Workshop
- Develop / Revise Resume
- Create Cover Letter
- Attend Interviews
- Participate in Job Club
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- Obtain Work Experience
- Attain Credentials/Certifications
- Attain Summer Employment
- Attain Unpaid Work Experience
- Increase Digital Literacy
- Attend Leadership Development
- Complete Financial Aid Paperwork
- Attend Post-Secondary Education
- Participate in Mentoring

- Attend Alternative Education Program

- Take Work Keys
- Pass Certification / Licensing Exam
- Support Service-Transportation Assistance
- Support Service - Purchase uniforms/attire

- Take Prove It
- Support Service - Child/Dependent Care

- Support Service - Purchase tools

S.M.A.R.T. GOALS WORKSHEET

Crafting S.M.A.R.T. Goals are designed to help you identify if what you want to achieve is realistic and determine a deadline. When writing S.M.A.R.T. Goals use concise language but include relevant information. These are designed to help you succeed, so be positive when answering the questions.

INITIAL GOAL	Write the goal you have in mind
S SPECIFIC	What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?
M MEASURABLE	How can you measure progress and know if you've successfully met your goal?
A ACHIEVABLE	Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?
R RELEVANT	Why am I setting this goal now? Is it aligned with overall objectives?
T TIME-BOUND	What's the deadline and is it realistic?
SMART GOAL	Review what you have written, and craft a new goal statement based on what the answers to the questions above have revealed

- *Specific* – target a specific area for improvement.
- *Measurable* – quantify or at least suggest an indicator of progress.

- *Assignable* – specify who will do it.
- *Realistic* – state what results can realistically be achieved, given available resources.
- *Time-related* – specify when the result(s) can be achieved.