Workforce Snohomish

SERVICE PLAN PROCEDURE

Procedure: 2080	**Effective Date:** **May 1, 2017**

A service plan may be initiated whenever a sub-recipient or partner determines that a job seeker could benefit from WIOA funded Individualized Career, Supportive and/or Training services and/or participation in the fourteen Youth Program Elements.

Sub-recipients must develop a service plan for all job seekers who are enrolled to receive services funded with WIOA Title I Adult and/or Dislocated Worker and/or Youth funds.

- The service plan for an individual served with Adult and/or Dislocated Worker funds is called an Individual Employment Plan (IEP) and the development of an IEP is an individualized career service.
- The service plan for and individual served with Youth funds is called an Individual Service Strategy (ISS).
- When a job seeker is served with multiple Title I resources and/or TAA, sub-recipients are encouraged to collaborate to the greatest extent possible to create a single service plan, including elements from both plans and will use case notes to keep all those providing services informed of changes to the plan.
- When a job seeker has a service plan or similar document on file with another WorkSource partner, sub-recipients should attempt to coordinate services and service plans with the other partner, including the creation of a single service plan if possible.

The service plan is a “living document” to identify employment goals, achievement objectives, and an appropriate combination of services for the job seeker to achieve the employment goals. Sub-recipients and partners will use the service plan to guide service delivery, case management and follow-up services.

Any information that describes an individual's medical condition or disability must be maintained in a separate file consistent with the Methods of Administration and General Program Management Policies and Procedures

The service plan must be developed in collaboration with the enrolled job seeker, guided by the needs and goals of the job seeker, and based on a thorough intake and comprehensive assessment process.

The comprehensive assessment process must provide and evaluation of

For Youth funded services	For Adults/Dislocated Worker funded services
• Academic skill levels, including basic skills levels; • Occupational skill levels, including prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs); • Potential barriers to employment; • Supportive service needs; • Development needs; • Strengths; and • Status at intake, such as the ROMA life domains assessment.	• Skill levels, including basic skills; • Occupational skills, including prior work experience, employability, interest, aptitudes (including interest and aptitudes for non- traditional jobs); • Potential barriers to employment • Supportive service needs; and • Employment readiness.

- Sub-recipients are encouraged to use available recent assessments, including assessments provided as part of Basic Career Services or by a WorkSource partner, and education provider or training program that address any or all of the items listed above, to assist in the development of the service plan, rather than reassessing the job seeker.
- The assessment process must be client-focused and evaluate the needs of the individual without regard to services or training programs already available in the WorkSource Snohomish system. The process may include:
    - Structured interviews
    - Paper and pencil tests
    - Behavioral observations
    - Interest inventories or other career guidance tools
    - Aptitude/skill tests
    - Basic skills tests
    - Self Sufficiency Calculator
- Assessments must be revisited and amended as additional needs are identified and goals achieved.
- The assessment must be documented and maintained in case notes and participant file.
- For Youth, based on the results of the assessment, and career planning with the job seeker, career pathways should be developed that include education and employment goals and identify achievement objectives and services.

Services in the plan will be arrayed in a logical sequence with anticipated timeframes. Service plans for those receiving services funded with Title I Youth funds will identify which of the required youth program elements will be provided to the job seeker.

The services and strategies identified in the service plan must be directly linked to one or more of federally required indicators of performance for WIOA funded Title I services:

Measures	**For Youth**	**For A/DW**
• The % of participants who are in unsubsidized employment during the second quarter after exit from the program		**X**
• The % of participants who are in unsubsidized employment during the fourth quarter after exit from the program		**X**
• The % of youth in education or training activities, or unsubsidized employment, during the second quarter after exit from the program	**X**	
• The % of youth in education or training activities, or unsubsidized employment, during the fourth quarter after exit from the program	**X**	
• The median earnings of participants in unsubsidized employment during the second quarter after exit from the program	**X**	**X**
• The % of participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent during participation in or within 1 year after exit from the program	**X**	**X**
• The % of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment	**X**	**X**
• The indicators of effectiveness in serving employers	**X**	**X**

Both sub-recipient staff developing the service plan and the job seeker must sign the service plan, including any significant updates or changes.

The sub-recipient lead must review and approve all enrollment documentation of assessment, for completeness, accuracy, and internal consistency within 30 days of an applicant’s enrollment. The sub-recipient leader must ensure that assessment information in each participant's file is current at all times.

Case notes (as per the Case Note Procedure) must be used by sub-recipients and partners to document the implementation and completion of services and progress toward the job seeker’s goals identified in the service plan.