

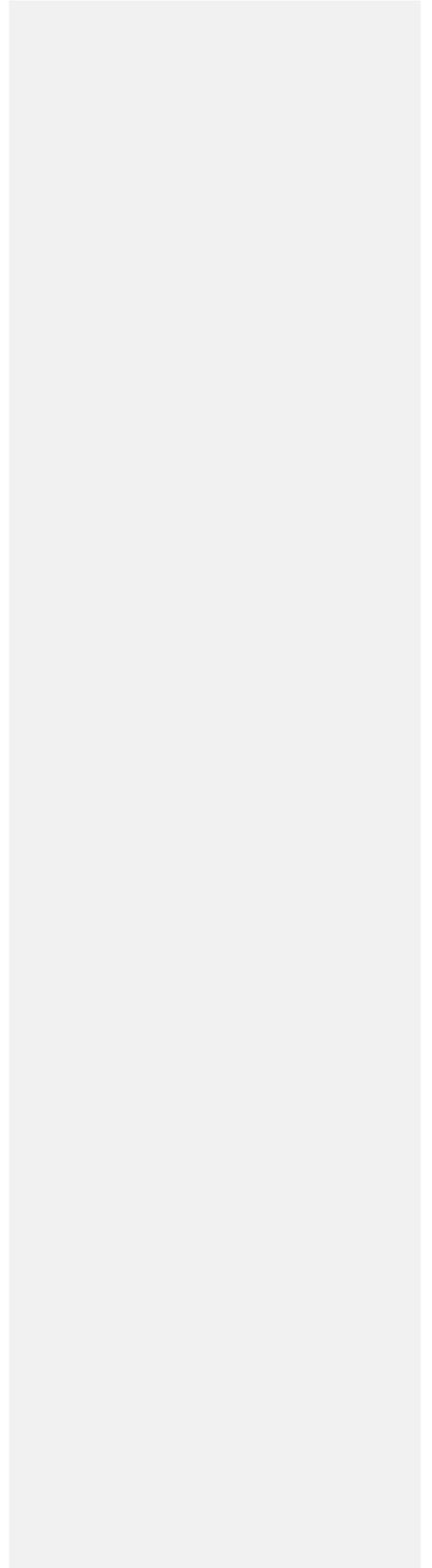
Academic and Career Plan and Individual Service Strategy

SECTION I: Identification

Customer Name

Name: Jessica Smith

DRAFT



Academic and Career Plan and Individual Service Strategy

Last Four Digits SSN: 123-45-6789

SECTION II: Informational Interview

Purpose for Visit

Working on GED at local ABE provider and referred to WorkOne. To explore employment needs.

Educational Background

Dropped out of high school after 10th grade

Work History

Sporadic part time employment in retail. Worked 3-6 months at several different stores stocking and cashiering, including the Dollar Store, TJ Maxx, and Kmart.

Career Interests

I like working with people and trying to help them. I would like to look into the health care field.

Needs and Barriers

I lack a GED/HSD and employability training. I understand that employment in health services will require a certification.

Track

Youth

Next Steps

Take all three assessments on ICE. Case manager will get TABE results from ABE provider.

SECTION III: ISS

Employment Goals and Work History

Work History:

Employer Kmart

Dates of Employment: 05/01/2009 to 09/01/2009

Position Held Cashier

Responsibilities Run register, handle cash, and assist customers

Long Term Employment Goal:

Obtain full-time employment as EMT within 6 months of completing training.

Short Term Employment Goal:

Comment [OJ1]: The CM met with Jessica and came up with the following information through discussion.

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Find full-time, entry-level employment in healthcare field by January 1 to gain experience while going through EMT training.

Notes:

Jessica would like to find a full-time entry level position in healthcare and then pursue EMT training.

Strengths

Strength: Transferable Skills

Notes: Jessica has worked in retail and gained customer service skills that will help her in the medical field.

Strength: Other - motivation

Notes: Jessica is very motivated to get her GED and a full-time position so she can provide for her children.

Needs and Barriers

Needs and Barriers: School Dropout, Deficient in Basic Literacy Skills

Plan For Overcoming Identified Needs and Barriers:

Continue to attend ABE classes for remediation. Obtain GED by September 1, 2011.

Action Step:

Work with ABE site to set a time to take the GED test based on TABE results.

Needs and Barriers: Lack of transferable skills

Plan For Overcoming Identified Needs and Barriers:

Schedule a work experience for Jessica to shadow an EMT Counselor will have experience scheduled by September 1.

Action Step:

Work with Amy (CM) to identify local employers in healthcare.

Needs and Barriers: Pregnant or Parenting Youth

Plan For Overcoming Identified Needs and Barriers:

Jessica has two small children but at this time does not need childcare assistance. Her family is able to watch the children while she takes ABE classes. She will need assistance if she becomes employed full-time or starts an EMT training program after getting her GED.

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Action Step:

Work with Amy (CM) to identify child care resources when Jessica begins employment.

Needs and Barriers: Low Income

Plan For Overcoming Identified Needs and Barriers:

Jessica receives public assistance and is a low income youth. Jessica will need to find full-time employment after receiving her GED.

Action Step:

Begin looking for full-time employment in the healthcare field.

Notes

Education Goals

Long-Term Education Goal:

Be enrolled in EMT certification course by January 1.

Short-Term Education Goal:

Obtain my GED by September 1, 2011.

Strategy for Achievement:

Continue in ABE classes and once ready will take the GED test. I will also work with my case manager to research EMT programs.

Notes:

Action Plan

Date Set: 06/01/2011

Goal Type: GED

Description:

Obtain GED

Action Step:

Successfully complete ABE courses and take and pass GED test by September 1, 2011.

Action Step:

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Continue to attend ABE courses to get TABE scores up to the 10th grad level to pass GED

Status: Set but Unattained

Planned Date of Attainment: 9/01/2011

Date of Attainment: mm/dd/yyyy

Date Set: 06/01/2011

Goal Type: Work Readiness

Description:

Attend interviewing, resume writing, and soft-skills workshops provided by WorkOne office by August 31, 2011 or until employment is attained.

Action Step:

Use the resume writing, and interviewing workshops provided in July and August to develop these skills. Once these skills are developed, begin applying for jobs on ICC by September 1, 2011

Status: Set but Unattained

Planned Date of Attainment: 09/01/2011

Date of Attainment: mm/dd/yyyy

Training Info

Co-Enrolled in Adult Education: Yes

Co-Enrolled in WIA Adult/Youth: No

Occupational Skills Needs:

High School Diploma/GED is required to enter desired field. Working with ABE provider on remediation and GED.

Date Drug Test Administered:

Results: Pass/Fail:

Enrollment Date:

Training Provider:

Training Program:

Training Program ID:

Completion Date:

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Career Certification Program: No

Adult Education/Remediation Needs:

Need to raise TABE scores and test for GED.

Assistive Technology Needs for Persons with Disabilities for Attaining Career Goals:

Economic Needs Statement and Planning:

Required Supportive Services During Active Participation:

Jessica will be offered supportive services based on need. She made need assistance with childcare or work attire during her work experience.

Post Employment Needs:

Notes:

Ten Youth Elements

Tutoring, Study Skills, and Dropout Prevention Strategies

Jessica will continue to attend ABE classes, work on remediation, and receive tutoring and study skills assistance through the ABE center.

Alternative Secondary School Services

Jessica will continue to attend ABE classes and work on remediation. She will test for the GED and obtain by September 1, 2011. .

Summer Employment Opportunities

Paid and Unpaid Work Experiences

CM will set up work experience or job shadowing by September 1, 2011 to help develop Jessica's work readiness skills, expose her to additional work experiences, and improve her skills. CM will try to place Jessica in healthcare field and keep in mind that Jessica is interested in being an EMT.

Occupational Skill Training

Once Jessica obtains GED, CM and Jessica will explore EMT programs if Jessica is still interested in healthcare after ICE assessments and work experience.

Leadership Development

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Adult Mentoring

Comprehensive Guidance And Counseling

CM will work check in with Jessica regularly about her ABE classes and help her make informed decisions about education, employment, and life choices. CM will share workshop calendar with Jessica so she can sign up for ICC, resume, and interviewing workshops.

Supportive Services

Jessica will be offered supportive services based on need. She made need assistance with childcare or work attire during her work experience. CM will revisit supportive service needs on a quarterly basis or more frequently.

Follow-up Services

CM will follow up with Jessica quarterly upon exit.

Financial Plan

ITA Issued:

Begin Date:

End Date:

Amount:

Demand Occupation (O*NET-SOC:

Pell Grant Issued:

Begin Date: mm/dd/yyyy

End Date: mm/dd/yyyy

Amount: 0.00

Other Grants/Scholarships:

Begin Date: mm/dd/yyyy

End Date: mm/dd/yyyy

Amount: 0.00

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Customer Contribution:

Total Funds Available: 0.00

Program Cost: 0.00

Balance of Funds Less Program Cost: 0.00

SECTION III: Assessment Information

COMPASS

Test Date: mm/dd/yyyy

Scores: Reading Writing Math

Pass/Fail: Select One

Notes:

Accuplacer

Test Date: mm/dd/yyyy

Scores: Reading Writing Math

Pass/Fail: Select One

Notes:

Indiana Career Explorer

Assessment Date: 05/15/2011

Kuder Career Search With Person Match: Health Sciences Human Services
Hospitality and Tourism

Kuder Skills Assessment: Human Services Hospitality and Tourism Health
Sciences

Kuder Work Values Inventory: Health Sciences Marketing Hospitality and Tourism

Notes:

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Worldwide Interactive Network (WIN)

Assessment Date: mm/dd/yyyy

Test Code: Select One

Level: Select One

Test Score – Percentile: Applied Math Applied Technology Listening Locating Information Observation Reading for Information Team Work Writing Business Writing Work Habits

Notes:

Work Keys

Assessment Date: mm/dd/yyyy

Test Score: Reading for Information Applied Mathematics Locating Information

Does Customer Meet Minimum Qualifications for Profiled Job: Select One

Basic Skills Deficient: Select One

Notes:

Other Assessment

Assessment Date: mm/dd/yyyy

Form: Select One

Test Score - Raw:

Test Score – Scaled:

Test Score – Grade Equivalent:

Basic Skills Deficient: Select One

Notes:

TABE

Assessment Date: 05/15/2011

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Test Code: Pre-Test

Series: 9

Level: M

Test Score – Raw: Applied Math 35 Math Computation 34

Test Score – Scaled: Applied Math 532 Math Computation 519

Test Score – Grade Equivalent: Applied Math 6.9 Math Computation 6.4

Test Score – Total Math Score: Scaled - 525 Grade Equivalent - 6.8

Basic Skills Deficient: Yes

Notes:

Assessment Date: 05/15/2011

Test Code: Pre-Test

Series: 9

Level: M

Test Score – Raw: Reading 42

Test Score – Scaled: Reading 542

Test Score – Grade Equivalent: Reading 7.4

Basic Skills Deficient: No

Notes:

TABE CLAS-E

Assessment Date: mm/dd/yyyy

Test Code: Select One

Level/Form:

Test Score – Raw: Reading Listening Writing Speaking

Test Score – Scaled: Reading Listening Writing Speaking

Test Score – Grade Equivalent: Reading Listening Writing Speaking

Notes:

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SECTION IV: Customer Commitment

Customer Agreement

I agree to follow the academic and career plan by working toward the achievements of the goals outlined above. I will attend classes/workshops, complete my assignments, ask for help when I need it, and make a genuine effort to achieve my goals. If changes need to be made to my academic and career plan, my case manager and I will make a new agreement.

Customer's Signature: _____ Date: _____

Case Manager's Agreement:

As the customer's case manager, I will do everything possible to help the customer achieve the above goals by providing appropriate guidance and by reviewing the customer's progress at regular intervals. I understand that if changes need to be made in the academic and career plan, the customer and I will make a new agreement.

Case Manager's Signature: _____ Date: _____

SECTION V: Progress and Review

Check In

CASE NOTE

Date: 07/01/2011

Type: Phone

Notes:

Youth counselor Amy conducted a one month check in phone call with Jessica. Customer reported that she continues to make gains on the TABE Assessment, and she will be taking her GED August 15th. She has attended a resume writing workshop, and is going to come on July 15th at 1pm to have youth counselor review the resume.