



### **Provision of Objective Assessment, Individual Service Strategy, and Career Pathway development**

The purpose of this guidance is to instruct Workforce Innovation and Opportunity Act (WIOA) Youth program sub-recipients on meeting the requirement that all WIOA Youth projects provide an objective assessment of the academic levels, occupational skill levels, and service needs of each participant, and develop assessment-driven service strategies for each participant that are directly linked to one or more of the indicators of performance. Additionally, the assessment and service strategies are part of a progressive occupational development pathway or “career pathway.” Career pathways are progressive occupational plans that include education and employment goals, as well as consideration for supportive resources that contribute to goal attainment. All of this results in a plan of services, agreed to by the participant and the case manager, which leads to postsecondary education or employment in a field appropriate to the participant’s interests, skills, and ambitions.

To support the development of career pathways, the Division is requiring use of the Alaska Career Information System (AKCIS). AKCIS ([akcis.org](http://akcis.org)) is a free resource available to Alaska residents, allowing users to create a personal portfolio of education and career path plans. Housed inside this portable resource, youth can use: career assessments to match interests to a wide variety of occupations; the Career Plan to track goals; checklists to monitor progress on recommended activities; and favorites to bookmark pages for further exploration.

#### **Instruction:**

Each Youth program sub-recipient will:

- (1) use the AKCIS interest profiler short form to assess participant basic skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs, and developmental needs;
- (2) use the AKCIS Career Cluster Inventory (80) to gather interests and aptitudes;
- (3) use the state objective assessment form (located on the youth resource site, [labor.state.ak.us/bp/youth\\_grantee\\_resources.htm](http://labor.state.ak.us/bp/youth_grantee_resources.htm)) to gather academic, employment, and support service needs; and

- (4) develop a career pathway toward an occupation of the participant's inclination as determined in the AKCIS system and based on assessment outcomes.

This pathway must be summarized within the case notes section of the ICM as an Advancement Plan. The Advancement Plan will be used as a guide for providing training and supportive services, and goals linked to one or more of the indicators of performance. Co-creation of the training and service plan will be documented on the Individual Service Strategy / Program Agreement, by signatures of the participant and case manager.

**Documentation:**

Sub-recipients must document the above requirements by retaining printed (not electronic) copies of the AKCIS Sort and Assessment Results, state Objective Assessment, and AKCIS Personal Learning and Career Plan within participant case.

**Career Pathway Fully Defined:**

The term "career pathway" means a combination of rigorous and high-quality education, training, and other services that:

- (1) aligns with the skill needs of industries in the economy of the state or regional economy involved;
- (2) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act of August 16, 1937;
- (3) includes counseling to support an individual in achieving the individual's education and career goals;
- (4) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- (5) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- (6) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
- (7) helps an individual enter or advance within a specific occupation or occupational cluster.

## How to Training:

Below are links to step by step instructions on how to access and perform assessments, portfolio reports, and develop occupational and educational plans:

### Assessments

- [Career Cluster Inventory](#)
- [Interest Profiler](#)
- [Skills Inventory](#)
- [Combined Assessments Report](#)
- [Objective Assessment Form](#)

### Portfolio

- [Create My Portfolio](#)
- [Checklists](#)

### Occupations

- [Occupation Sort](#)

### Education

- [Course Planner](#)

## Regulations

Workforce Innovation and Opportunity Act, Title 1B Youth, sections

- 116 (b)(2)(A)(ii)
- 129 (c)(1)(A)
- 129 (c)(1)(B)
- 129 (c)(a)(b)