

Ryan Petty, *Chair*
Esther Byrd, *Vice Chair*
Members
Grazie P. Christie
Layla Collins
Daniel P. Foganholi, Sr.
Kelly Garcia
MaryLynn Magar

MEMORANDUM

TO: Farmworker Career Development Program (FCDP) Sub-Recipients

FROM: Ashley Meros, Ph.D.

DATE: December 31, 2025

SUBJECT: FCDP Policy Update Information on Writing the **Youth Individual Employment Plan (IEP)** for FCDP WIOA Section 167 National Farmworker Jobs Program (NFJP)

The purpose of this policy is to guide through and clarify the requirements for completing the **Youth Individual Employment Plan (IEPs)** for FCDP participants in the National Farmworker Jobs Program (NFJP) Grantee Performance Management System (GPMS).

Reference: [Section 167, Regulation §685.100, §685.370, 685.330 WIOA Section 129, TEGL No. 18-16 Change 2](#) and [National Farmworker Jobs Program Guide, June 2023](#), page 49-55.

Background: The IEP is a document that identifies the participant's employment goals, the appropriate achievement objectives, and the appropriate combination of services for the participant to achieve their employment goals, including providing information on eligible providers of training services and a career pathway to attain career objectives.

Summary: The FCDP sub-recipients will utilize this guidance when preparing IEPs for all newly qualified NFJP youth participants in accordance with the guidelines stipulated in this policy as part of the intake procedure. It must be completed before any project funds can be allocated to the participant. This process follows the guidance outlined in this policy and is an essential part of the intake procedure. It must be completed before any project funds can be allocated to the youth participant. The FCDP sub-recipients will utilize this guidance when preparing IEPs for all newly qualified FCDP participants. Assessment tests should be administered before the IEP is created. Case managers must review and discuss the assessment results with the youth participant to advise, counsel, or guide the participant to post-education or training for employment. All completed IEP forms must be signed by the youth or their parent/guardian if the participant is a minor, as well as by the case manager. The case manager is required to review the IEP with the FCDP youth participant. Additionally, a copy of the IEP must be provided to the youth participant and uploaded into the GPMS.

Ashley Meros, Ph.D.
Chancellor of Career and Adult Education

FCDP youth participants who are eligible for “Related Assistance Only” or “Emergency Assistance Only” services are exempt from this policy and do not require the completion of an IEP.

If any portion of the IEP for currently active qualified FCDP youth participants needs to be updated or revised for any reason, it must be completed in accordance with this policy.

A qualified youth participant’s IEP employment goal **should not be changed**, unless the participant has received extensive counseling by the case manager and approval from the local program coordinator. Employment goal changes should be annotated in GPMS case notes under subject name: **Updated IEP** and must include program coordinator and case manager approval dates. Should a change in the IEP employment goal be approved by the program coordinator, the new IEP must be reviewed to ensure that the IEP training and educational goals align with the new employment goal. More than two changes in a participant’s employment goal must be approved by the **State Office** and annotated in the case notes.

The IEP should be developed to include basic skills, occupational skills, educational training, employment, and other long or short-term goals that help guide participants toward employment or secondary education. The Fourteen (14) youth program Elements (see attachment) [§ 681.460](#) must be made available and part of their IEP goals for every participant through FCDP program services or referred to your program partners. This may involve collaborating with CareerSource or other program partners that offer services not available through your agency. Please refer to your program collaboration agreements for more details.

All youth IEPs must include at least one goal in each of the following categories: ([TEGL No.35-14 change 1](#))

1. Employment:

- Employment goal must address a specific job title as identified in the Standard Occupation Classification (SOC) system by O*NET code, available at: <http://www.bls.gov/soc> (see youth IEP example)
- Must be directly linked to an in-demand industry sector or occupation in the service area to which a participant receiving such services is willing to relocate. [20 CFR §685.340\(b\)](#)

2. Training:

- Training Services: Training must be directly linked to an in-demand industry sector, occupation in the service area, or in another area to which a participant receiving such services is willing to relocate. 20 CFR§685.340 (b). [WIOA sec.134 (C)(3)(D) and 167 D and 20 CRF §680.200] Examples include: occupational skills training, including training for non-traditional employment, on-the job training, apprenticeship (more information at NFJP Program Manual June 2023)

- OCP (Occupational Completion Point): If a participant does not complete a training program, the IEP should be updated with any completed OCPs to be able to still be counted successful as a credential and measurable skill gain.
- Schooling: Adult Basic Education (ABE), General Education Diploma (GED), English for Speakers of Other Languages (ESOL). **Note:** These services need to be integrated with training services.

3. Support Services:

- Support Services must be directly linked to the education and training. Support Services are necessary to enable an individual to participate in the activities under NFJP. These services may include, but are not limited to, the following: (WIOA sec. 3(59)), [TEGL No. 19-16](#)
- Assistance with Transportation
- Allowance payments; ([20 CFR§685.330](#))
- Needs-Related Payments (available only to individuals enrolled in training services, TEGL No. 19-16) See [FCDP Policy update for supportive Services](#).
- Assistance with books, fees, school supplies and other necessary items for students enrolled in post-secondary educational classes
- Payments and fees for employment and training-related applications, tests, and certifications
- Pre-employment training: Employability skills are general skills that are essential for being successful in all sectors of the labor market. These skills are separate from the technical skills attained in career pathways or academic skills such as math and reading. Work readiness skills are a set of skills and behaviors that are necessary for any job. Work readiness skills are sometimes called soft skills, employability skills, or job readiness skills. These abilities help employees learn how to interact with supervisors and co-workers. These can include but are not limited to the following:
 - Basic Computer Skills
 - Interviewing Techniques
 - Resume Development
 - Dress for Success
 - Mock Interviews

When developing a youth IEP, every effort should be made to direct the focus of the FCDP youth participant toward realistic, achievable, and specific employment goals in high-demand, high-wage professions. In sum, the IEP should serve the role of being an “individualized strategic plan” for the youth participant and, as a result, be instrumental in moving them from the

fields and guiding them to obtain employment or continue their education. ([See Memorandum High Wage Full Time Job Placement for Adult and Youth WIOA 167 NFJP](#))

It is the intent of this policy to move local projects towards an IEP development process, which yields IEPs with a high probability of working as they were created the first time, i.e., they do not need to be continuously adjusted over time. To this end, youth participants who have not reached their IEP employment goal according to plan should not be exited from the program unless every effort has been made to overcome the issues acting as barriers to accomplishing this goal.

This includes the following:

- Proactively monitoring projected end dates and pending exit reports to avoid default participant exits, when no placement has been made or qualifying service has been provided in a consecutive 90-day period [TEGL No. 14-18 page 9](#)
- In all cases, exit dates should align with the anticipated IEP goal completion timeframes
- A goal has been extended to provide the support services needed to help the participant reach their goals

Note: All participant activities related to the accomplishment of IEP goals should be monitored on a regular basis.

For unanticipated IEP deviations not recognized until the projected “no qualifying service” exit date is impending, project coordinators should immediately contact affected participants, making every effort to get them back on track before the exit occurs, and revise the IEP accordingly.

In all cases, any revisions or updates made to IEPs should be fully documented in the GPMS case notes, as well as related to extension of activity service dates. The case notes of all youth participants should be reviewed periodically for similarities or patterns associated with IEP revisions or extensions to see if any potential correlations exist between external factors and the need to adjust or extend planning parameters. These patterns should be noted and used to improve strategies for IEP development and revision in the future.

Attachment: [IEP Youth Template](#)

Farmworker Career Development Program
The Fourteen Elements Youth Participant Form

Program Site: _____

FCDP Youth Name: _____

Enrollment Date: _____

Unique Ind. ID: _____

Staff: _____

The youth must have access to all Fourteen Elements. If the FCDP is unable to provide the necessary services, it must refer the youth to collaborate with CareerSource or agencies that can assist. After completing the Youth Individual Employment Plan (YIEP), identify which program elements from the list will assist the youth in achieving their goals. Select these elements based on the needs identified in the participant's assessments. Review the chosen elements with the youth and ensure that both parties sign the form (scan this document into the Grantee Performance Management System GPMS).

Elements Need to Achieve Goal				
Assistance in Education Area	Start date	The service provided by	How does this help with the IEP?	Successful Completion
Tutoring, Study Skills, & Drop Out Prevention (Element 1)				Yes__ No__ Comments:
Alternative Education (Element 2)				Yes__ No__ Comments:
Post-Secondary Preparation/Transition Activities to NFJP Youth Exit Criteria (Element 14)				Yes__ No__ Comments:
Assistance in Supporting Services for Youth	Start date	The service provided by	How this helps with the IEP	Successful Completion
Support Services (Element 7)				Yes__ No__ Comments:
Adult Mentoring (Element 8)				Yes__ No__ Comments:

Comprehensive Guidance & Counseling (Element 10)				Yes__ No__ Comments:
Follow-up Services (Element 9)				Yes__ No__ Comments:
Assistance in Employment Goal	Start date	The service provided by	How does this help with the IEP?	Successful Completion
Occupational Skills Training (OST) (Element 4)				Yes__ No__ Comments:
Entrepreneurial Skills Training (Element 12)				Yes__ No__ Comments:
Education Offered Currently with Workforce Preparation (Element 5)				Yes__ No__ Comments:
Paid and Unpaid Work Experience (Element 3)				
Services that Provide Labor Market Information (Element 13)				
Assistance in Leadership Skills for Youth	Start date	The service provided by	How does this help with the IEP?	Successful Completion
Leadership Development Opportunities (Element 6)				Yes__ No__ Comments:
Financial Literacy Education (Element 11)				Yes__ No__ Comments:

FCDP Youth Signature

Staff Signature

Parent/Guardian Signature (if participant is a minor)

NOTE: Review the form, sign, and upload it to the GPMS, followed with a case note.