

Introduction to Career Planning Policy



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TECHNICAL ASSISTANCE GOALS

- Technical Assistance will cover the following objectives:
 - Listen to the leadership vision;
 - Gain an understanding of policy;
 - Find out about the policy implementation steps;
 - Learn how the policy should be applied; and
 - Provide feedback.



WHY A CAREER PLANNING POLICY



- Develop guidance on career planning that will assist in:
 - Creating consistency across the state;
 - Providing an outline of effective career planning that focuses on appropriately matching participants to training opportunities;
 - Setting the expectation of service delivery in the local areas;
 - Explaining the different types of assessments;
 - Developing strong IEPs/ISSs;
 - Ensuring documentation is being recorded in a timely manner; and
 - Clarifying case notes and file maintenance requirements.



WHAT IS CAREER PLANNING

Career planning is a customer-centered approach in delivering services to prepare and coordinate comprehensive career (employment) plans for participants that ensures access to workforce activities and supportive services during program participation and continuing for one (1) year after job placement.



Career planning is a continual service provided to adults, dislocated workers, and youth to ensure their success in the Workforce Innovation and Opportunity Act (WIOA) services.



CAREER PLANNING COLLABORATION

Successful career planning is a collaborative and ongoing process rather than a one-time activity. The process focuses on the job seeker and their needs first while preparing them to obtain employment leading to self-sufficiency and placing them on a lifelong learning path.

Local areas and organizations providing workforce development services must employ strategies following guidance in this policy to assist participants in developing the skills required for success by understanding the needs of participants, particularly those with barriers to employment, in order to increase program and participant outcomes.

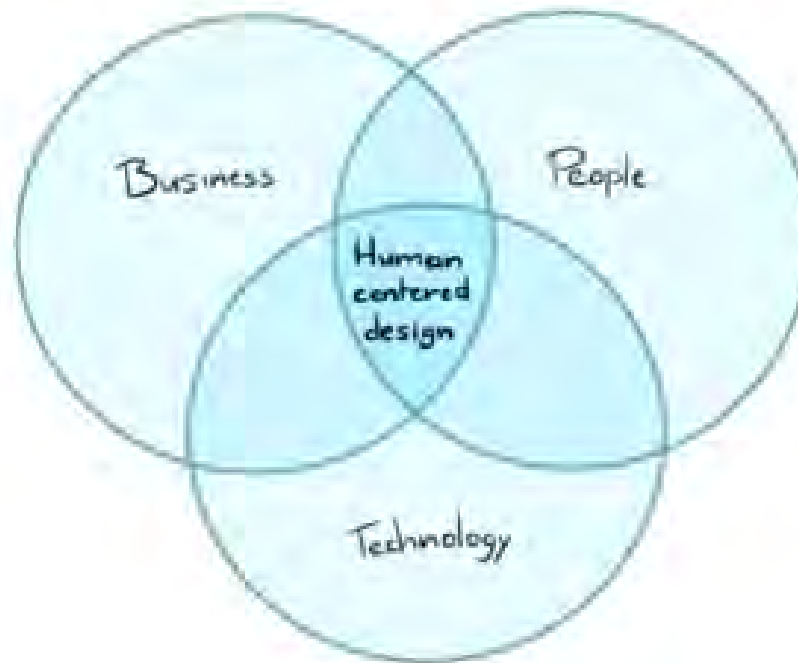


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WHAT IS CUSTOMER CENTERED CAREER PLANNING

How do we implement the new policy in ways that honor customers and treat them with dignity and respect?



What are customer's goals and aspirations, and how can we motivate them to take positive steps?

How do we use our systems to document services and comply with the law?



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KEY COMPONENTS

Key components of career planning include:

- ✓ building rapport,
- ✓ effectively communicating,
- ✓ identifying appropriate services,
- ✓ convening key service providers,
- ✓ connecting participants with services,
- ✓ creating a strong employment plan,
- ✓ motivating and encouraging,
- ✓ following up after an appointment(s), and
- ✓ monitoring services, and follow-up after exit.



Additionally, keeping accurate, timely, and descriptive records of career planning efforts through appropriate case management is essential.



POLICY TOPICS

- The career planning policy (Chapter 4.3) is housed on the ePolicy site - [WIOA Policy \(illinoisworknet.com\)](http://illinoisworknet.com)
- This policy touches on topics such as:
 - customer engagement,
 - application and eligibility determination,
 - the use of the basic skills screening tool,
 - the components of effective assessments,
 - the development of the Individual Employment Plans (IEPs) and Individual Service Strategies (ISS),
 - proper service documentation into the appropriate case management system, and
 - the importance of case notes and file maintenance.



CUSTOMER ENGAGEMENT

Engaging customers via the Illinois workNet Center or designated Workforce Innovation and Opportunity Act (WIOA) Title IB service provider can occur through self-service or staff-assisted activities. Minimally, customer engagement must be through:

Program staff physically present at the center; or

Direct linkage via technology as defined within the Governor's Guidelines.



CUSTOMER ENGAGEMENT (CON'T)

One-Stop Operators must ensure that staff, regardless of program, request identifying information to ensure tracking of WIOA self-service or informational services/activities.

- Local methods for tracking the number of reportable individuals and activities can include a swipe card, Resource Room Sign-In Form, or other local check-in procedure.
- Customers receiving self-service or informational services either in the resource room, virtually, or through partner referral are Reportable Individuals.
- One-Stop Operators must ensure coordination of services, and therefore may consider creating an operation manual that outlines career planning best practices towards that requirement.



CUSTOMER ENGAGEMENT (CON'T)

Tracking of WIOA Title IB self-service or informational services/activities -

- WIOA Title IB self-service basic career services, also known as Local Services, received by Reportable Individuals are to be recorded in the appropriate case management system.
- In the Illinois Workforce Development System (IWDS), these services must be captured under Local Services. Currently Local Administrators are responsible for populating the list of services displayed on the Add Local Services screen.
- It is imperative that local areas are accurately capturing these services so that ALL services provided through the local Illinois workNet centers are being reported to the U.S. Department of Labor (USDOL).
- It is also important to note they are not included in the performance measure calculations.



CUSTOMER ENGAGEMENT (CON'T)

Once the services require staff assistance, the individual is required to be registered as a participant.

- The individual must apply for services and be determined eligible as outlined in the Application for Services and Eligibility Determination section of this policy to register for the program.
- WIOA Title IB Adults and Dislocated Worker reportable individuals who are determined eligible and receive staff-assisted career services would be considered participants and thus, be included in performance calculations.
- WIOA Title IB Youth reportable individuals who are determined eligible, receive an assessment, and receive a program element (a staff-assisted individualized career service) would be considered participants and, thus, be included in performance calculations.



APPLICATION AND ELIGIBILITY DETERMINATION

Application and Eligibility Determination - Individuals seeking WIOA Title IB services beyond self-service that require registration into the program must complete a WIOA application and be determined eligible for the program.

- The career planner:
 - Enters the application information into the appropriate case management system;
 - Determines eligibility for WIOA Title IB following the applicable Eligibility section of the policy manual using the appropriate case management system, which takes the responses put into the application and displays all titles for which the applicant might be eligible;



APPLICATION AND ELIGIBILITY DETERMINATION (CON'T)

- Must securely collect the required documentation to support answers given to the application's questions and certify the applicant in any title (Adult, Dislocated Worker, and Youth); and
 - document information to determine priority of service under WIOA as outlined in the Service Priorities section of the policy manual.
- The eligibility determination date must be **within thirty (30) days of the application date.**
 - The list of acceptable documentation to support eligibility for each title is provided in the Eligibility section of the policy manual.



BASIC SKILLS SCREENING TOOL

Basic Skills Screening Tool - The Basic Skills Screening Tool was developed to provide another mechanism for determining basic skills deficiency by identifying youth or adults who meet the second part of the WIOA definition of basic skills deficient.

- Given prior to conducting any assessment;
- Not an assessment as part of career services for Adults & DW or the objective assessment for Youth; and
- Can not be used as the sole method for assessing customer needs.



BASIC SKILLS SCREENING TOOL (CON'T)

If the screening tool identifies an individual as basic skills deficient, career planners as appropriate are to do one or more of the following:

- Provide Adults with priority of service;
- Document this as a basic skills deficiency for the purposes of eligibility for Youth;
- Refer Adults and Dislocated Workers to adult basic education services through Title II; or
- Facilitate referrals for participants with identified barriers to the appropriate WIOA partner or program within the community for service

Review and disseminate the Fact Sheet as appropriate.



EFFECTIVE ASSESSMENTS

Assessments - A thorough assessment is the foundation for understanding the participant's employment goals, existing skills, career readiness, and determining all appropriate barriers to education or employment that may exist.

- It is not a one-time activity. Nor is it a one-size-fits all approach.
- Assessment is an ongoing extension of the intake process and guides the career planner's development and modifications of the Individual Employment Plan (IEP) for Adults and Dislocated Workers or the Individual Service Strategy (ISS) for Youth.



EFFECTIVE ASSESSMENTS (CON'T)

A comprehensive objective assessment includes a review of the academic skill level, as well as the service needs and strengths of the participant. This includes considering the abilities, aptitudes, interests, and occupational and employability of the participant.

Barriers to employment and training that will interfere with participation in the program should be assessed on a continual basis and supportive services provided as needed.

Assessments must evaluate and identify suitability of the participant when developing the employment goals, appropriate achievement objectives, and the needed combination of services to address barriers.

Career planners must use the assessment tool(s) appropriate for the participant.



ASSESSMENTS

Discussions with the participant should always be grounded in informed customer choice to ensure sound career decisions and supporting the best use of WIOA funds. Career Planning staff must assist participants in making informed career decisions based on accurate information and knowledge and ensure they are prepared with the skills needed to fill hiring opportunities in in-demand sectors and career pathways in high wage occupations.

Formal assessments that occurred within the last six (6) months, provided by the participant or a WIOA partner program, are acceptable to use. However, they must address a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs, and developmental needs.

Review and disseminate the Fact Sheet as appropriate.



ASSESSMENTS – ADULTS AND DISLOCATED WORKERS

During intake, the assessment will determine a customer's interests, skills, and needs.

This initial assessment provides preliminary information about the individual's skill levels, aptitudes, abilities and supportive service needs.

Assessment results and analysis form the basis for determining suitability as part of informed customer choice and the development of the IEP.



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ASSESSMENTS – ADULTS AND DISLOCATED WORKERS (CON'T)

After enrollment, the assessment builds off information gathered at intake and assists with informing the IEP development.

As with the assessment during intake, career planners must address informed customer choice when determining suitability for training in a particular career pathway.

Policy provides the minimum areas that must be addressed.



ASSESSMENTS – YOUTH

For the Youth program, career planners must follow a comprehensive and objective assessment process during intake that considers the youth's skills, interests, and service needs.

Note that the assessment of the youth participant occurs prior to the certification of eligibility.

Policy provides the minimum areas that must be addressed.



ALLOWABLE ASSESSMENTS

Multitude of allowable assessments to assess interests, aptitudes, skills, assessing barriers, and others listed in the policy.

Some may be formal (such as standardized testing or surveys) or informal (like observations and discussions with the participant).

The test along with the results must be recorded in the appropriate case management system. Assessment options in IWDS match the assessments mentioned above.



ALLOWABLE BASIC SKILLS ASSESSMENTS

Career Planners must use an Illinois Community College Board (ICCB) approved assessment test appropriate for the participant for the required basic skills reading and math assessments to attend training to determine a potential need for remediation or if the reading, math, or language levels meet the enrollment requirements of a training program.

- English-Speaking: TABE 11 & 12 or CASAS GOALS
- English Language Learners: BEST Literacy™, BEST Plus™ 2.0, or CASAS Life and Work Reading

Local staff must complete training provided by ICCB's Professional Development Network (PDN) to administer these assessment tests.

Exceptions for those that need to be basic skills assessed are included in the policy.

Learn more in Policy chapter 5.9.



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DEVELOPING THE IEP AND ISS

Individual Employment Plan (IEP) or the Individual Service Strategy (ISS) - is a living document that identifies employment and education goals as part of a career pathway, objectives, and the appropriate combination of services for the participant to reach the goals. It is to be developed collaboratively between the career planner and the participant with mutually established goals

- Setting Objectives and Goals – S.M.A.R.T.E.R
- Determining the right mix of services to meet the participant's employment or training goal.
- Evaluating Progress on a Regular Basis



DEVELOPING THE IEP AND ISS (CON'T)

All active participants must have an IEP/ISS with at least one (1) open goal with at least one (1) open objective.

The IEP/ISS should be written with a S.M.A.R.T.E.R objective.

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**elevant
- **T**ime-Driven
- **E**valuate
- **R**eflection and Adjustment



**"If you aim at
nothing, you will hit
it every time"**

Author Unknown



DEVELOPING THE IEP

The IEP, which is an individualized career service, is required to be one of the first services provided to a WIOA Title IB **Adult or Dislocated Worker** participant since it describes the ongoing strategy for the participant to achieve their goals.

At a minimum, the IEP must identify and document:

- Goals and Objectives – Including short-term and long-term goals as well as Intermediate objectives.
- Justification - Why the short-term and long-term goals are appropriate for the participant and must be based on assessment information, an interview with the participant, and skills obtained from previous employment. Keep in mind the participant's skill gap when developing the goals and objectives.



DEVELOPING THE IEP (CON'T)

At a minimum, the IEP must identify and document (continued):

- Services - The appropriate sequence and mix of services to address the unique strengths, challenges, and needs of the participant to obtain the training (if applicable) or employment goal(s).
 - For participants that require training services, the IEP and case notes must document the conversations between the career planner and the participant that assisted the participant in making an informed choice in selecting a training program.
 - Conversations must include discussions on local labor market conditions, local employer skill demands, hiring pre-requisites, and in-demand occupations in the area.
 - Considerations must include if the training is suitable for the participant and if the targeted occupation and industry will lead to sustainable employment.



DEVELOPING THE IEP (CON'T)

At a minimum, the IEP must identify and document (continued):

- Identification of All Barriers and/or Needs - The IEP must document the services that are provided to address the participant's barriers including, but not limited to Career Service, Supportive Services, Needs-Related Payments, and referrals to partner agencies for additional assistance such as childcare, counseling, or other applicable programs.
- Performance - The direct link to one or more of the performance indicators (e.g., unsubsidized employment, median earnings, credential attainment – postsecondary education and training for youth, or measurable skill gains); and
- Tracking Progress - A method for tracking progress and identifying next steps including, but not limited to follow-up on open goals, objectives, and services.



DEVELOPING THE ISS

The ISS is required to be completed after the objective assessment prior to **youth** being enrolled in WIOA Title IB. It must be the first service recorded in the appropriate case management system.



The ISS must document and address the following:

- A summary of all goals and objectives established with additional information focusing on activities and tools used for achievement;
- Identify an appropriate career pathway;
- Documentation of the services provided to the participant including, but not limited to the fourteen (14) required WIOA Title IB Youth elements;



DEVELOPING THE ISS (CON'T)

The ISS must document and address the following (continued):

- A summary of action steps to eliminate or minimize any barriers including, referrals to partner agencies for assistance with childcare, transportation, counseling, etc.;
- The direct link to one or more of the WIOA Title IB performance indicators; and
- A method for tracking progress and identifying next steps including, but not limited to follow-up on open goals, objectives, and services.



DEVELOPING THE IEP AND ISS

The IEP or the ISS is an ongoing process requiring routine review and updates as additional needs are identified or goals are achieved.



A review of the IEP/ISS must occur on a regular basis, at least once every ninety (90) days, unless the IEP/ISS is updated sooner as a result of regular thirty (30) day contact.

Career planners must conduct two-way communication with the participant that can include phone, email, text, or other methods to address any successes such as the completion of a goal ahead of the established timeline as well as any problems, challenges, or difficulties the participant may be facing that would warrant changes to the IEP or ISS.



DEVELOPING THE IEP AND ISS

All evaluation and revisions to the IEP or ISS shall be made collaboratively with the participant's consent. Significant changes include such things as changing type of training, employment goal, or change in supportive service needs.

The development and subsequent changes of the IEP or ISS must be documented in services as an additional episode under the applicable service of either Development of an IEP or Development of an ISS. Any associated case notes must be recorded in case notes.

A copy of the completed (or updated) and signed IEP or ISS shall be provided to the participant, recorded in case notes, and updated on the hard copy in the participant file.



PROPER SERVICE DOCUMENTATION

Service Documentation - The policy reiterates that keeping accurate, timely, and descriptive records of career planning efforts through appropriate case management is essential.

- The career planner must be able to convey what is happening with the customer so that anyone (especially other career planners and monitoring staff) can get a full picture of the plan.
- *Again, if it isn't documented, it didn't happen.*



PROPER SERVICE DOCUMENTATION (CON'T)

Career Planners must maintain regular contact with participants to provide timely services to address the participant's specific needs to support the goals outlined in the IEP or ISS. For most participants and situations, **regular contact is defined as two-way communication that occurs every thirty (30) days.**

- Mirrors Trade

The career planner must utilize the WIOA Title IB Services Matrix with Definitions attachment that defines the WIOA Title IB services that should be tailored to address the participant's unique strengths, challenges, and needs.

Career planners must understand how to use "same-day services" and "Adding an Additional Service Episode" which assists in simplifying the service screen in IWDS.



PROPER SERVICE DOCUMENTATION (CON'T)

All WIOA Title IB services provided to a participant must be entered into the appropriate case management system **within ten (10) calendar days of the service delivery** and combined with case notes to describe the service and any other notable information.

Services can only be **recorded on or after the certification date**. Therefore, if any services such as an initial assessment for Adults or Dislocated Workers are provided prior to the certification date, they must be entered as being provided on the certification date and a case note must be added to record the actual date of the service.

The service screen must reflect all services that have been or are currently being provided to the participant.



PROPER SERVICE DOCUMENTATION (CON'T)

Service records must be **closed/ended with an indication of completion status (successful or unsuccessful) within ten (10) days of learning of the completion of the service.**

Outcomes of education and training services such as credentials and/or Measurable Skill Gains **attained must be entered within ten (10) days of learning of the attainment.**

For Chicago Cook Workforce Partnership providers that use Career Connect as a case management system, guidance on data entry specific to Career Connect can be found at the link in the Resources tab.

- All data entry time requirements addressed in this policy must also be followed by career planners using Career Connect.



CASE NOTES & FILE MAINTENANCE

Case notes and file maintenance are vital to quality service and reporting.

- Case notes must be written in such detail so that the participant's status is easily determined.
- Case notes for each open active service must document ongoing two-way communication between the career planner and participant that describes how the service (career, training, supportive) or activity moves the participant toward their goals.
- **Case notes must be entered into the appropriate case management system within ten (10) calendar days of the service delivery and the regular contact (typically thirty (30) days).**



CASE NOTES & FILE MAINTENANCE (CON'T)

Case notes should also indicate cross-program coordination of services and contacts with staff in other programs.

- Career Planners must identify the partner programs from which the participant receives services on the Concurrent Programs screen in the Illinois Workforce Development System (IWDS).

Case notes and file maintenance are to reflect the results of continuous career planning in detail so that the participant's status is easily determined. The quality of the case notes is imperative to assist in monitoring efforts.



CASE NOTES & FILE MAINTENANCE (CON'T)

In addition to the case notes to describe the WIOA services and regular contact, the participant case note history must reflect the following information as appropriate:

- Introduction: A complete description of the status of the individual at participation including an explanation of their overall need for services.
- Determination of Training Need: The career planner must document the suitability of the training/retraining program with participant's needs.
- Training Begin Date (if applicable): A case note must be entered when the participant enters training and is to include the date the training began, training program, training provider/school, approximate cost, and planned end date.



CASE NOTES & FILE MAINTENANCE (CON'T)

Participant case note history continued:

- Training End Date (if applicable): A case note must be entered to reflect that the participant's training has ended and include the following – date training ended, the name of the program, whether the participant completed the training, and credential/license status.
- Service Closure/Exit: A full description of the participant's status at exit must be case noted and include employment/non-employment, employer name, hire date, hours, and wage. Any exclusion must also be described; and
- Follow-up: A full description of the follow-up services and information provided to WIOA Title IB participants.



IMPLEMENTATION STEPS

NEW FEATURE: Question and Answer Document

Webinar on Introduction Coaching Model CPP - February 17

Cohort Training on How to Incorporate Human Centered Design into Career Planning – Beginning in March

Professional development topics related to the policy will be presented this year including, but not limited to:

- Effective Career Planning,
- Setting S.M.A.R.T.E.R. Objectives and Goals,
- Use of the Illinois Performance and Transparency System (IPATS) in Career Planning,
- WIOA Title IB Services Matrix,
- IEP/ISS Template, and
- Other targeted technical assistance as identified during the implementation of the policy.



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POLICY APPLICATION

Monitoring – Programmatic monitors must ensure that career planners are appropriately documenting the required elements of effective career planning in the appropriate case management system following this policy guidance.

Technical Assistance – OET staff must ensure that all training provided around this topic is in alignment with the policy.



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QUESTIONS – GAPS – FOLLOW-UP



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THANK YOU!



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