



# 2021 PROCEDURES MANUAL

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## CHAPTER 1: OVERVIEW

## USING THIS MANUAL

### ICON DEFINITIONS

Throughout the manual, you will find various icons to guide you. The table below lists the meaning for each icon.

 Help	Points the Grantee to information they need.
 Checklist	A checklist that the Grantee can follow to complete a task.
 Tip	Suggestions for handling things more efficiently.
 Example	A specific example of an activity, a document, etc.
 Definition	Explains key terms.
 Exception	A way of doing something that is an exception to the general rule and a description of why it is an exception.
 Important	Briefly states or refers the Grantee to specific procedures that implement policy.
 Policy	Briefly states or refers the Grantee to specific policy as it relates procedure. (use this in a box to highlight the list of policy and related resources)

### UPDATES TO MANUAL

This manual is a resource for your organization in the implementation of the Youth Career Pathways Initiative. We would appreciate any feedback you might have to make this document as useful as possible. Feedback may include, but is not limited to, the following:

- Additional information, either that is helpful or absolutely needed;
- Information in this manual that is misleading; and/or
- Information in this manual that is confusing.

Please send comments to Kenis Williams at [kenis.williams@illinois.gov](mailto:kenis.williams@illinois.gov).

## OVERVIEW

This Youth Career Pathways (YCP) project is intended to complement traditional Workforce Innovation and Opportunity Act (WIOA) youth services and is based on WIOA protocols and policies. WIOA policies can be accessed at: [WIOA ePolicy](#).

In this chapter an explanation of youth career pathways, and this specific YCP project is provided. Sections will address:

- Program Background
- Theory of Action
- Career Pathways
- Targeted Populations

## PROGRAM BACKGROUND

In 2016, the Illinois Workforce Innovation Board released a report that outlined a set of recommendations that will lead to creating sustainable career pathways for youth throughout the state, particularly with a focus on the needs of young people who are not in school and not working, coined *Opportunity Youth*. These pathways through the Youth Career Pathway (YCP) must align and support the vision, goals and strategies that are outlined in [Illinois' Unified State Plan](#).

One recommendation from this report was for the support of pilot programs through the YCP that re-engage youth back into the education and employment systems, through focused efforts on:

- Integrating workforce, education, and economic development services;
- Serving opportunity youth who face barriers to employment and education; and
- Incorporating practices that align with the statewide-adopted definition for a career pathway framework.

The goal of funding youth career pathways programs is to develop a framework, which supports regions to work collectively to connect Illinois' youth with careers in growth industries. As a Grantee, your goal is to develop this framework, and work collectively to connect youth in your service area with careers in growth industries.

This manual will provide direction and support to the Grantees awarded funding for YCP. The procedures outlined within include the expectations of the Illinois Department of Commerce for the Grantee in the administration, data collection, reporting, and service provision to enhance the success of all participants in the project in their quest for employment. As a recipient of funds, the Grantee is required to use Illinois Workforce Integration System (IWIS) in Illinois workNet for reporting and accountability.

### ILLINOIS UNIFIED STATE PLAN

#### --Vision Statement--

Foster a statewide workforce development system that supports the needs of individuals and businesses to ensure Illinois has a skilled workforce to effectively compete in the global economy.

## THEORY OF ACTION

WIOA emphasizes deeper investment in a system, which supports employer-demand driven sector-based programs offered that address the diverse needs of young people. Sector-based initiatives at the regional level are approaches to workforce and economic development that improve access to good jobs and/or increase job quality in ways that strengthen an industry's workforce. For a complete explanation of the elements of career pathways, learner and system-focused frameworks, sector-based strategies and consortium models, go to the [Youth Career Pathways Public page](#).

The theory of action for addressing the needs of opportunity youth centers on development of career pathway systems, with both elements that pertain to the development of the learner and the system that supports that learner.

Career pathway programs focus on:

- a) Appropriate and meaningful assessment;
- b) Participant-focused instruction and training;
- c) Alignment with appropriate work-based learning;
- d) Supportive services and navigation; and
- e) Direct connections to employment.

## CAREER PATHWAYS

The Workforce Innovation and Opportunity Act (WIOA) places a strong emphasis on career pathways, defined as a combination of rigorous and high-quality education, training, and other services. A **Career Pathway** (as defined in WIOA) means a combination of rigorous and high-quality education, training, and other services that:

1. Align 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 Act of August 16, 1937 (commonly known as the "National Apprenticeship Act"; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an "apprenticeship", except in section 171);
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 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 1 recognized postsecondary credential; and
7. Helps an individual enter or advance within a specific occupation or occupational cluster.



## CAREER PATHWAY FRAMEWORK

A combination of rigorous and high-quality education, training, and other services that aligns both vertically and horizontally across Secondary Education, Adult Education, Workforce Training and Development, Career and Technical Education, and Postsecondary Education systems, pathways, and programs. It includes collaborative partnerships with these entities, business, and industry, along with human services agencies, corrections and other community stakeholders, as a foundational structure for sustainability and high quality. Multiple entry and exit points are included to facilitate individuals building their skills as they progress along a continuum of education and training and advance in sector-specific employment.

## TARGETED POPULATIONS

As stated above, WIOA emphasizes deeper investment in a system, which supports demand-driven programs that address the diverse needs of young people. Young people who are disconnected from either the employment and/or education system represent diverse socioeconomic backgrounds and circumstances, and although being disconnected “is both a consequence and cause of poverty, many of these young people come from moderate means.” (*The White House Council on Community Solutions. June 2012. Community Solutions for Opportunity Youth.*)

These grants are awarded for projects that not only address priorities identified in the Illinois’ Unified State Plan but also will incorporate the practices that align with the statewide-adopted definition for a career pathway framework. Projects must target opportunity youth who face barriers to continued education and employment and serve the populations included in the Illinois’ Unified State Plan including:

- Low-income individuals
- Individuals with disabilities;
- Justice involved youth;
- Homeless individuals;
- Youth who are in or have aged out of the foster care system;
- Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers;
- Eligible migrant and seasonal farmworkers;
- Single parents (including single pregnant women);
- Long-term unemployed individuals.

## CHAPTER 2: ESSENTIAL YOUTH CAREER PATHWAYS PROGRAM ELEMENTS



### ESSENTIAL YOUTH CAREER PATHWAYS PROGRAM ELEMENTS

The Illinois Workforce Innovation Board envisions ten success elements for serving opportunity youth. These elements demonstrate the principles, strategies, and criteria in the Illinois' Unified State Plan and how various funding sources may be blended for full regional ownership and sustainability:



For more information, click on the [full report](#) released by the IWIB Disadvantaged Youth Task Force.

1. Partnerships with education, employers, and workforce boards to plan and leverage resources;
2. Business engagement in developing and managing career pathway programs;
3. Credentials, certifications, and/or postsecondary access that result from career pathway programs;
4. High-demand industries and higher skill occupations that meet youth earnings and career goals;
5. Work-based learning opportunities to experience the workplace;
6. Individual career/employment plans for each youth participant;
7. Individual supports available to meet the unique needs of each participant;
8. Contextualized learning and work-based skills that prepare youth for employment;
9. Measurement of results and continuous improvement methodology to enhance program quality; and
10. Sustainability plans that connect the program to broader, long-term employment strategies.

This chapter details the components of a successful youth career pathways program. Best practices, program staff feedback, and customer input shape the tailored deliverables of program elements.

### **PARTNERSHIPS**

Partners include secondary and postsecondary education, employers, workforce development boards, and other organizations plan and commit to leveraging resources to educate, train, support and/or locate employment for individuals.

- Partner roles and relationships are defined.
- Partners take shared ownership in the development, improvement, and outcomes/performance of the pathway programs.
- Partners leverage resources to implement pathway programs.

Grantees should collaborate with key players in their regions to develop a robust, sustainable program. Every partner has a critical role to play. The Grantee is responsible for the overall operation of the program, working in collaboration with the partners.

## BUSINESS ENGAGEMENT

Employers play a leadership role in developing and managing career pathway programs to ensure the careers are high demand/higher skill at the local and/or state level, content is current, and work-based learning opportunities are integrated throughout the pathway experience.

- Employers participate in regular meetings/discussions about pathway programs.
- Employers share views on local, regional, and state labor market needs related to pathway programs expected job openings and changing skill requirements.
- Employers offer work-based learning experiences to pathway program participants.

For example, the U.S. Department of Labor identified three phases of business engagement for “selling” apprenticeships as a workforce solution. Apprenticeships are just one form of work-based learning as a strategy to a career pathway. These three phases could apply to all career pathway programs.

## THREE KEY PHASES OF BUSINESS ENGAGEMENT

Just as apprenticeship uses a formalized approach to create replicable results, there are steps you can take when approaching businesses about apprenticeship that will ensure replicable successes. These steps fall into three key phases:

- 
**RESEARCH & PREPARATION.** Recognize the top challenges apprenticeship can help address, use research to identify businesses that could benefit from apprenticeship, keep track of what you learn, know the value of apprenticeship, and prepare for your initial business meeting.
- 
**BUILDING RELATIONSHIPS.** Validate pain points and learn the business’s culture, introduce apprenticeship in the context of existing business practices, and build trust.
- 
**GETTING TO COMMITMENT.** Address concerns, build organizational buy-in for the apprenticeship model, and bring the right partners to the table.



For more information on each of these phases, refer to the U.S. Department of Labor’s Business Engagement Tools Resource Page: [A Targeted Approach to Apprenticeship](#)

## CREDENTIALS, CERTIFICATIONS, AND/OR POSTSECONDARY ACCESS

Career pathway programs lead to the attainment of a recognized post-secondary credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a

license recognized by the State involved or Federal Government, or an associate or Baccalaureate degree with opportunities to obtain advanced standing throughout the pipeline e.g., early college credit, etc.

- Recognized credentials are defined at all stages of the pathway.
- Connections between the pathway credentials are clearly defined including how they can be stacked and built upon for career and educational advancement.
- Opportunities for advanced placement, e.g., early college credit, are available throughout the pathway.

## **HIGH-DEMAND INDUSTRIES AND HIGHER SKILL OCCUPATIONS**

Through collaboration between youth and workforce development staff, customer and professional identify appropriate career goals. Career pathway programs address high demand industries and occupations that meet state, regional, and/or local youth earnings goals and provide career advancement opportunities to higher skill and higher earnings jobs.

- Labor market information substantiates career pathway program and addresses in-demand industries and occupations.
- Targeted entry-level jobs meet state, regional, and local youth earnings goals.

**WORK-BASED LEARNING**

Career pathway programs include opportunities to experience the workplace through related paid or unpaid internships, apprenticeships, or other activities. The National Collaborative on Workforce and Disability for Youth defines work-based learning as a “supervised program sponsored by an education or training organization that links knowledge gained at the work site with a planned program of study. Experiences range in intensity, structure, and scope and include activities as diverse as site visits, job shadowing, paid and unpaid internships, structured on-the job training, and the more formal work status as apprentice or employee.” Work-based learning experiences have been shown to be one of the strongest predictors of adult employment success for students and youth with disabilities

- A continuum of work-based learning opportunities is available throughout the pathway.
- Work-based learning opportunities are structured with coordination between the business and the service provider, e.g., WDS, College, School, etc.

Below is a depiction of employer involvement on the continuum of employer engagement and work-based learning experiences (*Career Pathways Dictionary*.)

**QUALITY WORK-BASED LEARNING PROGRAMS SHOULD INCLUDE THE FOLLOWING:**

- Clear roles and responsibilities for worksite supervisors, mentors, teachers, support personnel, and other partners;
- Training plans that specify learning goals tailored to individual youth with specific outcomes connected to their learning;
- Opportunities for a range of work-based learning experiences, especially those outside traditional youth employing industries such as hospitality and retail;
- Assessments to identify skills, interests, and support needs at the worksite;
- Reinforcement of work-based learning outside of work; and
- Appropriate academic, social, and administrative support for youth, employers, and all involved.



## INDIVIDUAL CAREER/EMPLOYMENT PLANS

All enrolled youth will have an Illinois workNet Career Plan, which is developed after completing assessments and creating goals. The assessment results and goals inform the steps participants take to complete their career pathway.



This career plan is a living document and is used as a communication tool between the grantee and enrolled youth to identify the initial plan, provide updates service status, and obtain youth agreement to the plan.

Individual supports



Grantees must ensure they provide all enrolled participants with a program that offers all 14 Youth Program Elements, either by the Grantee, partners, and/or through referral relationships. The individual services provided to each participant must be based on an assessment(s) and included in the Illinois workNet Career Plan.

The allowable services for youth under WIOA include both training and supportive services. Under TEGL 21-16, DOL provides 14 WIOA youth program elements:



1. Tutoring, study skills training, instruction, and dropout prevention
2. Alternative secondary school services or dropout recovery services
3. Paid and unpaid work experience
4. Occupational skills training
5. Education offered concurrently with workforce preparation and training for specific occupation
6. Leadership development opportunities
7. Supportive services
8. Adult mentoring
9. Follow-up services
10. Comprehensive guidance and counseling
11. Financial literacy education
12. Entrepreneurial skills training
13. Services that provide labor market information
14. Postsecondary preparation and transition activities

## CONTEXTUALIZED LEARNING AND ESSENTIAL EMPLOYABILITY SKILLS

Pathway program instruction relates to real-world, real-life situations and experiences. Application of learning is a primary focus with integrated content of related academics, technical skills, and soft skills.

- Pathway program content integrates related academics with technical skills and soft skills.
- Pathway program addresses work-based skills.
- Pathway instruction is focused on relevant application of related academics.

## MEASUREMENT OF RESULTS AND CONTINUOUS IMPROVEMENT

Pathway programs measure results on youth performance and use them to improve outcomes through evidence-based practices to remain responsive to the needs of the pathway participant and the employment community.

- A continuous improvement process is in use with the career pathway programs.
- Processes for 'quick' change/ improvement are in place based on program performance results.
- A data collection and analysis strategy is in place with opportunities to share and discuss information between/among service provide.
- State definition of Measurable Skills Gain.

## SUSTAINABILITY

Sustainability is one of the priorities of the Youth Career Pathways project. Project, agency, or program sustainability is the goal of creating and successfully launching a project that can continue to generate benefits for an extended period. It should be addressed and considered at the beginning and throughout the life of the project. Different types of sustainability need consideration to ensure the continuation of programming. These include:

1. **Financial Sustainability:** refers to ensuring a steady flow of funds and generating revenue for maintaining and continuing the organizations work.
2. **Institutional Sustainability/Organizational:** refers to ensuring proper working of your organization and institutions that were developed as part of the project.
3. **Programmatic Sustainability:** continues the organization's projects and programs in the absence of donor support.

Developing a plan at the onset of the project that truly addresses these three types of sustainability will assist in program longevity. Comprehensive marketing, outreach, and communication strategies to keep DCEO and local and regional partners informed and involved are key components of such a plan.

Program services and grantee sustainability is beneficial for the community. Customer care must be sustainable. Should services no longer be available or appropriate for a customer, staff should refer individuals to appropriate community resources, including but not limited to:

1. The local America Jobs Center (AJC) or workforce board
2. Other community resources and agency

## CHAPTER 3: PROGRAM REQUIREMENTS

This chapter explains the requirements of the Youth Career Pathways grant projects. Program requirements and deliverables are based on WIOA guidances, which can be referenced at: <https://apps.il-work-net.com/WIOAPolicy/Policy/Home>

- Youth Career Pathway Initiative Tools
- Outreach and Recruitment
  - Recruitment Out-of-School Youth
  - Recruitment of In-School Youth
- High Level Overview
- Intake and Comprehensive Assessment
  - Intake Review Process
  - Eligibility
  - Assessment
- Develop an Illinois workNet Career Plan
  - Effective Goal-Setting
- Allowable Youth Services Under WIOA
  - Supportive Services
  - Follow-Up Services
  - Case Management
  - Industry Recognized Credentials Work Experience



- Work Experience
- Essential Employability Skills

## PROGRAM REQUIREMENTS

### YOUTH CAREER PATHWAY TOOLS

All Grantees MUST use the Illinois Workforce Integration System (IWIS) in Illinois workNet for completing intake/eligibility, documenting assessments, creating a career plan/IEP, documenting actual services provided, facilitating/communicating youth progress and documenting outcomes. To assure standard protocols and resources, the Youth Career Pathways programs adhere to WIOA protocols and eligibility. See appendix below for link to eligibility and protocols.



For more information on getting started in the Illinois workNet system, see [Youth Career Pathways Partner Guide](#).

Commerce will be using IWIS as the performance accountability system for services provided using WIOA funds. The U.S. Department of Labor and the State of Illinois determine these standards. The measures are:

- Attainment of a degree or certificate;
- Placement in employment, education, or training;
- Earnings after entry into unsubsidized employment;
- In-program skills gain; and,
- Employer and youth satisfaction.



For this program, timely data should be entered within five (5) business days after the date of any individual activity. Commerce will conduct ongoing monitoring to evaluate the Grantees' use of Illinois workNet. Failure to use Illinois workNet will result in corrective action and may result in the contract being terminated.

### OUTREACH AND RECRUITMENT

Grantees must have a strategy for outreach and recruitment. This can be the first contact that potential youth have with the Grantee's program. Developing a plan for outreach is the key to growth and success. There are many reasons youth may not participate in programs, which may include lack of information on available programs, transportation issues, and uncertainty that participation in a program will lead to long-term personal benefits. Successful outreach and recruitment of youth draws on a range of strategies designed to appeal to potential youth.

#### RECRUITING OUT-OF-SCHOOL YOUTH

According to a report by the Employment and Training Administration for the U.S. Department of Labor, the following are approaches organizations have found to be effective in recruiting out-of-school youth include:

- Staying connected on social media. Social media is a common method used by youth to communicate. It is important for an organization to develop a social media message that appeals to youth. It can be critical to getting the message out and staying in touch with participants.



- Keeping the website updated with relevant resources and event information adds to the message. Some youth may be hesitant to call in; but may utilize resources online, read about success stories, or come to an event.
- Using text messaging to remind youth of appointments and upcoming events.
- Asking youth to serve as recruiters. Actively involve youth program participants on the outreach and recruitment team. Encourage them to speak positively and honestly about their experience. Besides serving as an effective recruiting strategy, this also promotes youth development.
- Mastering the two minute “Elevator Speech.” While out in the community there may only be a short amount of time to share information or to “sell” your program. Maximizing the time by being prepared to make the pitch is crucial.
- Understanding that out-of-school youth can’t be recruited from a desk, it is important to go to the places where youth can be engaged in a conversation about the program, such as parks, recreation centers, shopping malls, health clinics, movie theatres, community-based and faith-based organizations, day labor agencies, unemployment offices, emergency food programs and homeless shelters. Recruitment events should follow CDC guidelines.
- Scheduling recruitment activities during evening and weekend hours to accommodate varied schedules.
- Sharing flyers and information at spaces accessed by vulnerable and unstably housed youth. Examples include drop-in centers, restaurants, shelters, police stations, food pantries, hospitals, etc.
- As appropriate, based on agency capacity and staff training, implement street outreach.
- Collaborating with partner agencies and organizations to assist in the recruitment and/or referral of youth isolated from the mainstream.

## RECRUITING IN-SCHOOL YOUTH



Tip

According to a report by the Employment and Training Administration for the U.S. Department of Labor, recruitment of in-school youth should target those youth at risk of dropping out. Grantees can talk regularly with school counselors, guidance counselors, or dropout prevention staff asking them to identify youth who are at risk of dropping out. For example, students who are behind one or more grade levels, chronically absent, or are involved with gang-related activity may benefit from participation in the program.

Recruiting youth in alternative education programs, such as in vocational or technical schools, or schools offering a non-traditional learning environment, is an additional strategy to reach eligible youth. Consider recruiting youth in group homes and detention centers, as well as youth on probation or in the foster care system.

To help Grantees with recruiting efforts, Young Invincibles have created a recruiting toolkit and templates for flyers. Young Invincibles (YI) is a national non-profit organization committed to expanding economic opportunity for young adults. These resources are available on [Workforce and Education Partners Youth Career Pathway Program Resources \(illinoisworknet.com\)](https://www.younginvincibles.org/resources/workforce-and-education-partners-youth-career-pathway-program-resources), or hold the Ctrl button while clicking on the links below:

- Branding Resources ([word](#))
- Public Facing Page ([link](#))
- Apprenticeship Recruitment Toolkit ([PDF](#))
- Editable Sharable Image Youth 1 ([PPT](#))\*\*
- Editable Sharable Image Youth 2 ([PPT](#))\*\*
- Sample flyer ([PPT](#))\*\*
- More Sharable Images ([Google Drive](#))



**\*\*Note:** Placeholder text is included in the editable flyer and images for social media. These are not facts, but suggestions on the type of information to provide.

## HIGH LEVEL OVERVIEW

After recruiting a potential youth, following is the high-level overview of next steps:

1. Youth participant will complete the initial assessment/application in Illinois workNet independently or with a case manager.
2. Grantee performs intake review process.
  - a. If the youth want to participate and the grantee is able to collect the necessary eligibility, the grantee completes eligibility in IWIS.
  - b. If the youth does not want to participate or grantee is not able to collect the required eligibility documentation, the youth is given a referral or next steps.
3. Grantee performs more comprehensive assessment(s).
4. Grantee and youth set goals for the youth and creates their Illinois workNet Career Plan.
5. Services and outcomes are documented in the career plan.
6. Illinois workNet dashboards and reporting are used to facilitation program implementation and communicate outcomes.

## INTAKE AND COMPREHENSIVE ASSESSMENT



Policy

Before a youth can be enrolled in a program and before an Illinois workNet Career Plan can be developed, the youth must be comprehensively evaluated. According to TEGL 21-16, “WIOA youth program design requires an objective assessment of academic levels, skill levels, and service needs of each participant, which includes a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs, and developmental needs. Assessments must also consider a youth’s strengths rather than just focusing on areas that need improvement.” The first step in the process is intake and eligibility review and this must be completed before guaranteeing services.

## INTAKE REVIEW PROCESS

Each youth must go through an intake review process and complete an intake form in IWIS, which includes consideration of suitability between the youth and the program. Part of intake process is to review and choose whether to participate or not in the program(s) offered by the Grantee. Even though a youth may know something about the program, the appropriateness piece of the intake form is one other level of determining a match. To determine a youth’s aptness for a program, the online intake form in IWIS guides the youth through a series of questions to determine his or her interests, values, preferences, motivations, and abilities.

The intake review process uses a combination of system-generated recommendations in combination with a career planner review to ensure youth are considered for training program options that best fit the youths career interest. Once completed, the initial system recommendation identifies training programs where the youth meet the baseline requirements. There is also a list of other, non-recommended programs.

The Grantee’s career planner should review baseline requirements and the youth’s skills, interests, and goals and the recommendation with the youth to identify the best training program. The Grantee will meet with the youth to review goals and recommended programs. If the youth is not interested in recommended programs, the Grantee can review non-recommended programs or refer them to their local workforce area.

**\*\*Note:** IWIS is set up to provide recommended training programs as the preferred pathway. As part of informed youth choice, non-recommended programs will also be displayed. If the youth is interested in a non-recommended program, the grantee needs to make sure they are aware of the reasons why the program is not recommended and document in a case note.

### ELIGIBILITY



All Grantees must determine if participants meet eligibility requirements. Individuals who meet one or more of the following criteria are eligible for participation in the Youth Career Pathways (YCP) projects. For the purposes of this grant, the following are eligible to participate: (1) out-of-school youth (OSY) who are not attending school, age 16-24, and have one or more barriers to employment and (2) in-school youth (ISY) who are attending school, age 14-21, are low income, and have one or more barriers to employment. Intake

form completion and collection of documentation for eligibility is automatically the responsibility of Grantee. Refer to Table 1 to pre-screen in and out-of-school youth for eligibility.

Table 1: Eligibility

Fund	Age and Other	Work Status	Selective Service	Low Income
<b>WIOA In-School Youth</b>	1. 14 -21 years old and 2. Attending compulsory school and 3. <b>Low-Income</b> and 4. At least one of the following apply: <ul style="list-style-type: none"> <li>- Deficient in Basic Literacy Skills; or</li> <li>- Homeless, Runaway; or</li> <li>- In foster care or aged out of foster care; or</li> <li>- Pregnant/Parenting; or</li> <li>- Offender; or</li> <li>- Has a disability; or</li> <li>- An English language learner;</li> </ul>	Authorized to work in U.S.	If male, registered as required.	A. Family income at or below 100% of poverty line or 70% lower living standard; or  B. Meets one of the following criteria: <ol style="list-style-type: none"> <li>1. Youth receives or is a member of a family that receives (currently or in the past six months) one of the following               <ol style="list-style-type: none"> <li>a) TANF, or</li> <li>b) SNAP, or</li> <li>c) SSI, or</li> <li>d) Other public assistance; or</li> </ol> </li> </ol>

Fund	Age and Other	Work Status	Selective Service	Low Income
				2. Foster Child; or 3. Homeless; or 4. Receives or is eligible to receive free or reduced-price lunch; or 5. Lives in a high poverty census tract.  Note: Individuals with a disability must be considered family of one for income determination purposes if family income exceeds youth income criteria and 1-5 above do not apply.
<b>Out-of-School Youth</b>	A. 16-24 years old and B. Not attending compulsory school and C. At least one of the following apply: <ul style="list-style-type: none"> <li>• School Dropout; or</li> <li>• Youth who (a) received HS Diploma/equivalent and (b) is <b>low-income</b> and (c) is Deficient in Basic Literacy Skills or is an English language learner; or</li> <li>• Required to attend school but has not attended for at least the most recent complete school year’s calendar quarter’; or</li> <li>• Homeless or Runaway: or</li> <li>• In foster care or aged out of foster care; or</li> <li>• Pregnant/Parenting; or</li> <li>• Subject to the juvenile or adult justice system; or</li> <li>• Has a disability; or</li> </ul>	Authorized to work in U.S.	If male, registered as required	A. Low income required only if using C. 2. or C. 9. from “Age & Other” column  B. Family income at or below 100% of poverty line or 70% lower living standard or Meets one of the following criteria <ol style="list-style-type: none"> <li>1. Youth receives or is a member of a family that receives (currently or in the past six months) one of the following               <ol style="list-style-type: none"> <li>a) TANF, or</li> <li>b) SNAP, or</li> <li>c) SSI, or</li> <li>d) Other public assistance; or</li> </ol> </li> <li>2. Foster Child; or</li> <li>3. Homeless; or</li> <li>4. Receives or is eligible to receive free or reduced-price lunch; or</li> <li>5. Lives in a high poverty census tract.</li> </ol> Note: Individual with a disability must be considered family of one for income determination purposes if

Fund	Age and Other	Work Status	Selective Service	Low Income
	<ul style="list-style-type: none"> <li>Requires additional assistance to complete an educational program, or to secure and hold employment (<b>must also meet low income requirements</b>)</li> </ul>			family income exceeds youth income criteria and 1-5 above do not apply.

## ASSESSMENT

According to a report by the Employment and Training Administration for the U.S. Department of Labor, there are two types of assessment can be used to obtain the required assessment information — informal and formal. Informal assessment tools include structured questioning, observation, and self-assessment checklists. These tools may be most helpful in obtaining information about dreams, goals, strengths, interests, fears, feelings, perceptions, family and peer interaction, prior work experience, barriers, and supportive services needed. The use of these tools may be less intimidating and more enjoyable than more formal assessments. However, the interpretation of the results may be more subjective and less reliable.

Formal assessments are tests that have been developed professionally according to scientific principles of test construction and have written instructions for administration and interpretation. Formal standardized assessment tools may be of greatest assistance in obtaining information regarding reading, math, and other academic skills; aptitudes; and work readiness and occupational skills.



TEGL 21-16 expands options for initial assessments of youth, while tying assessments of individuals' Educational Functional Level (EFL) during program participation to approved instruments listed in the U.S. Department of Education's National Reporting System (NRS).

- Initial assessment may use instruments in the NRS or, "local programs may use other formalized testing instruments designed to measure skills-related gains," if they are valid, reliable and meet other standards of fairness and appropriateness. Also, local programs may determine skill gains "through less formal alternative assessment techniques such as observation, folder reviews, or interviews ... [and] may use previous basic skills assessment results if such previous assessments have been conducted within the past six months."
- Unlike the initial assessment, "when measuring EFL gains after program enrollment under the measurable skill gains indicator, local programs must use an NRS approved assessment for both the EFL pre- and post-test to determine an individual's educational functioning level."

Once the assessment is administered, results are reviewed and documented. Analysis of the results will determine the need for additional assessments to be administered. Information is then entered into IWIS by the grantee. While one of four formal assessments may be used (the TABE, CASA, BEST and/or BEST Plus), it is common practice to use the TABE to determine proficiency in math and reading for in and out-of-school youth. If the TABE is administered, an individual who is certified to administer such a test is necessary. In-school youth with disabilities should have documented strengths and challenges in their Individualized Education Program (IEP) which may serve in lieu of a formalized assessment. A score reflecting math and reading ability of 8<sup>th</sup> grade or below determines the youth eligible for WIOA services.

**\*\*Note:** Services cannot be assigned or received by the youth until the Basic Skills Assessment is completed. A Basic Skills Assessment administered within six months of intake may be used. If a career interest survey has not been administered, proceed to Skills and Interests Survey in Illinois workNet. Individual strengths, as well as areas of needed improvement, should be noted. All assessments given to each youth should be documented in the Illinois workNet case notes.

Tip: The Casey Life Skills Assessment is a free tool that assesses the behaviors and competencies youth need to achieve their long-term goals. It aims to set youth on their way toward developing healthy, productive lives.



Tip

<https://caseylifeskills.secure.force.com/>

[https://wdr.doleta.gov/directives/attach/TEGL/TEGL\\_21-16.pdf](https://wdr.doleta.gov/directives/attach/TEGL/TEGL_21-16.pdf)

## DEVELOP AN ILLINOIS WORKNET CAREER PLAN



Important

Review the comprehensive assessment to create a Career Plan. The initial assessments create the foundation for the development of an individual Career plan This is a comprehensive planning document, identifying the specific experiences and support services the youth needs to be successful. Each support service provided to the youth must be linked to one of the 14 Allowable Youth Services identified above. The plan will identify tasks and responsibilities of the youth, as well as identify the skills the person must learn.

Individual plans should:

- a. be developed with the youth;
- b. address the youth's current education and workforce development status;
- c. address the youth's unique strengths and challenges;
- d. encompass career, academic, and support service experiences;
- e. include specific education and employment goals and outcomes;
- f. identify the career pathway of preparation; and
- g. contain the youth signature.



Checklist

The Illinois workNet Career Plan meets the criteria of the Individual Career Development Plan (ICDP), which was created as an activity of the Disability Employment Initiative in partnership with the Illinois State Board of Education. The ICDP ([Appendix B](#)) meets the legal requirements of the Transition Plan of the Individualized Education Plan (IEP) for individuals with disabilities and expands the original career and workforce development focus of that transition plan.

## EFFECTIVE GOAL-SETTING

Once assessments have been reviewed, goals can be created. The comprehensive plan must specify short and long-term goals. Short-term (within 6 months) and long-term goals (6+ months, 1 year, 5 years) are identified in the plan with regular review and follow-up conducted by the Grantee and the youth. Goal setting starts with a thorough assessment, as mentioned above. It answers the question, "Where is the person now?" Following are guidelines for effective goal setting:

- The youth must be actively involved in the goal-setting process from the very start. Youths and their case managers work as partners to negotiate mutual agreements in response to the question, "Where do you want to go?" Both need to own the goals resulting from this process.



Tip



- The case manager works with the youth to define one (or more) primary, long-range goal(s) that the youth wants to pursue.
- For each primary goal, there should be a set of sequenced, shorter-range, "bite-size" objectives leading to that goal. This enables the youth to achieve regular "wins." Each objective should be a measurable, attainable outcome rather than a description of process. Note: youths can own and accomplish only so much at any one time.
- Goals and objectives should be prioritized. On what goal/objective/outcome does the person want to focus his/her attention the most?
- Once "where to go" is defined, the youth and the case manager can determine who does what, and which persons/organizations need to be involved.
- The youth should understand the goals she/he has developed and should be able to restate them clearly in his/her own words.
- Some goals may focus on changing behavior.
- Effectively designed goals and objectives are:
  - Realistic
  - Attainable
  - Success-oriented
  - Measurable
  - Observable

Goals should be reviewed periodically. These can be updated within Illinois workNet career plan as needed.

#### ALLOWABLE YOUTH SERVICES UNDER WIOA

Services are assigned to the youth based on the assessment review and goals created. Plans must have at least one service that relates to the 14 elements. Educational services must include instructional approaches that offer a continuum of skill, grade-level, and developmentally appropriate educational options that connect to career pathways. WIOA and local mandated educational activities include:

- Tutoring;
- Study skills training;
- Evidence-based dropout prevention and recovery strategies that lead to completion of secondary school diploma or its recognized equivalent or for a recognized post-secondary credential;
- Alternative secondary school services;
- Dropout recovery services;
- Activities that help participant prepare for and transition to post-secondary education and advanced training; and
- Prepares an individual to be successful in any of a full range of secondary or postsecondary educational options.



These youth educational services are aligned with the Illinois Postsecondary and Career Expectations (IPACE) ([Appendix C](#)). The IPACE provides a continuum of college and career expectations and experiences from 8<sup>th</sup> grade through 12<sup>th</sup> grade in high school. These have been adopted by the Illinois State Board of Education, Illinois Community College Board, and the Department of Commerce as critical to preparing individuals for postsecondary instruction and eventual employment and are suggested as key experiences to accompany instruction as a part of an individual's career plan. They focus on three

elements: 1) career exploration and development; 2) postsecondary education exploration, preparation, and selection; and 3) financial aid and literacy.

## SUPPORTIVE SERVICES

Supportive services are services that are necessary to enable an individual to successfully participate in activities authorized under the Workforce Innovation Opportunity Act (WIOA). The WIOA Final Rules discuss supportive services at 20 CFR 680.900-970 and 681.570. All supportive services should relate to an individual’s workforce barrier and/or strength and be documented in the case notes in Illinois workNet as well as reflected in the Illinois workNet Career Plan. Services may include, but are not limited, to the following:



- Linkages to community services;
- Assistance with transportation;
- Assistance with childcare and dependent care;
- Assistance with housing;
- Needs-related payments;
- Assistance with educational testing;
- Reasonable accommodations for individuals with disabilities;
- Legal aid services;
- Referrals to health care;
- Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses, protective eye gear and other essential safety equipment;
- Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; and
- Payments and fees for employment and training related applications, tests, and certifications.

Local Workforce Innovation Boards (LWIBs) may establish limits on the provision of supportive services or provide Illinois workNet, American Job Centers (AJCs) with the authority to establish such limits, including a maximum funding limit and a maximum length of time that supportive services are available to participants. Procedures may also be established to allow AJCs to grant exceptions to those limits. Work with your local workforce area partner to determine roles and responsibilities for needed supportive services.

Find additional resources on supportive services at the following links:

- TEGL 19-16, Guidance on Services through the Adult and Dislocated Worker Programs under WIOA and the Wagner-Peyser Employment Service (ES), as amended by title III of WIOA, and for Implementation of the WIOA Final Rules  
[https://wdr.doleta.gov/directives/attach/TEGL/TEGL\\_19-16\\_acc.pdf](https://wdr.doleta.gov/directives/attach/TEGL/TEGL_19-16_acc.pdf)
- TEGL 21-16, Third WIOA Title I Youth Formula Program Guidance  
[https://wdr.doleta.gov/directives/attach/TEGL/TEGL\\_21-16\\_Acc.pdf](https://wdr.doleta.gov/directives/attach/TEGL/TEGL_21-16_Acc.pdf)
- The Supportive Services Program Element Resources page on Youth Connections Community of Practice

<https://youth.workforcegps.org/resources/2020/03/06/09/38/Resource-Guide-to-Supportive-Services>

## FOLLOW-UP SERVICES



### Policy

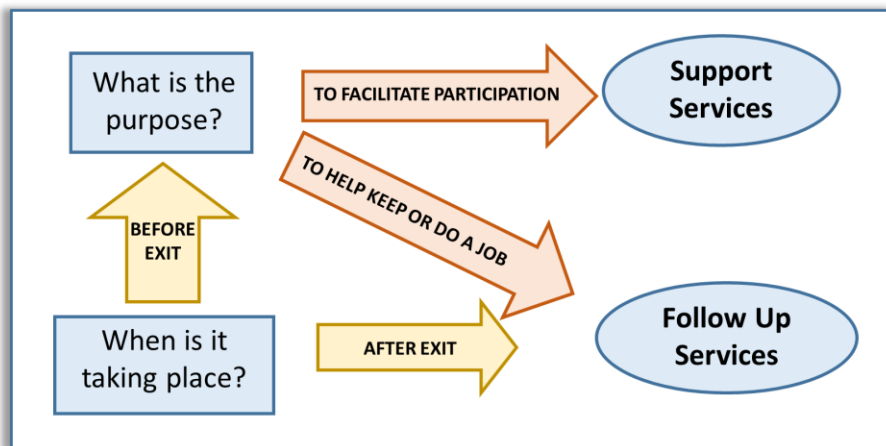
The types of follow-up services provided and the duration of services must be determined based on the needs of the individual and therefore, the type and intensity of follow-up services may differ for each participant.

1. Follow-up services must be offered to all participants/youths for a minimum of 12 months unless the participant declines to receive follow-up services or the participant cannot be located or contacted.
2. Follow-up services must include meaningful two-way communication in order to report a performance outcome.

Follow-up services are critical services provided following a youth's exit from the program to help ensure the youth is successful in employment and/or post-secondary education and training. Follow-up services facilitate youth development and retention in employment and education placements and also provide for the tracking and data collection required to measure performance. Follow-up services for youth may include:

1. The leadership development and supportive service activities listed in §§ 681.520 and 681.570;
2. Regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise;
3. Assistance in securing better paying jobs, career pathway development, and further education or training;
4. Work-related peer support groups;
5. Adult mentoring; and/or
6. Services necessary to ensure the success of youth participants in employment and/or post-secondary education.

Figure 1: Differentiating between Supportive and Follow-Up Services for Performance Reporting



## CASE MANAGEMENT

Part of the functionality of Illinois workNet allows for Grantees to use the system for case management.



Tip

Case management includes effectively communicating, identifying appropriate services, convening key service providers, connecting the youth with services, preparing the youth, following up after an appointment(s), monitoring services, and motivating and encouraging. Additionally, record keeping is an essential component of case management. Individual records are used in planning, implementing, and evaluating the services for each young person. Implementing the career plan for each youth necessitates

active and consistent engagement with the youth.

In some cases, a youth may need extra help outside of what the grant provides. For these instances, Integrated Service Delivery Teams are established for youths with significant support needs to coordinate/ leverage resources. This strategy provides for the coordination of services needed to support each youth that may be offered through a variety of private and public agencies for individuals with multiple challenges to employment. The youth provides permission to each agency to share information so the blending and braiding of funds and services can occur to meet his or her needs. Key to this strategy is the identification of the ‘lead service provider,’ which, in many cases, would be the Grantee, to coordinate meetings/conferences for the youth.

Integrated Service Delivery Team members are chosen based on the services that are needed to address any identified barriers to employment. Each jobseeker that may benefit from this kind of intensive resource coordination will come with a unique set of needs. Team members may reflect many of those that participate on Interagency Committees including representatives from the Workforce system, Vocational Rehabilitation, the Mental Health System, Public Education partners (e.g. transition programs), Ex-Offender Program, Community Work Incentives Coordinators (from the Work Incentive Planning and Assistance program), supported-employment service providers, community colleges, the Center for Independent Living, the local housing or transportation system, TANF agency, and Veterans programs. This is a more formalized process of Active Resource Coordination (ARC), which has been a practice in many LWIAs in the past. While partner agencies may be similar with Interagency Committees, this strategy focuses on the unique needs of individual youths while the Interagency Committee focuses more readily on system issues and processes.

Great case management includes exceptional documentation from all team members. In general, a case note resulting from a face-to-face meeting or conversation should include these elements:

- A description of the context of the conversation/interview; e.g., dropped by after school, responded to the case manager’s request for a meeting, etc.; purpose of the conversation;
- Observations (appearance, seating, manner, etc.);
- Content of the conversation — summary of the issues raised by the young person or the case manager;
- Outcome — was the purpose of the meeting achieved? Were other objectives achieved?;
- Impression and assessment; and
- Plans for next steps or next meeting.



In addition, team members should document “second-hand” information received from other sources including teachers, employers, family members, etc. indicating the source, name, and date the information was received.

All conversations and events should be documented as soon as possible after their occurrence (at the end of a phone conversation, at the end of a day, or immediately after a youth leaves the case manager’s office). However, notes taken should not necessarily be recorded in the presence of the youth. It is particularly important to document facts that directly relate to the goals and objectives of the career plan including dates of services, attendance, outcomes, and evaluation techniques. The case manager should document all successes and show how they are linked to the career plan. A copy of any credential, certificate, grade, and/or progress report obtained should be placed in the case file and annotated as well as any other records and notes forwarded from other professionals.

Similarly, the team members should document all failures and state reasons for the failures, if known. If services are not to be provided, a statement as to why; e.g. failed urine test, should be entered in the case notes as well as any follow-up actions. However, derogatory comments, speculation, or comments that indicate personal frustrations should never be recorded.



Help

Following is a link for step-by-step instructions on entering case notes in Illinois workNet:

<https://www.illinoisworknet.com/DownloadPrint/Case%20Note%20Tool%20in%20Youth%20Career%20Pathways.pdf>

## INDUSTRY RECOGNIZED CREDENTIALS

Youth Career Pathway Grantees career pathways must result in the attainment of an industry-recognized credential or certification that will lead to employment. An industry-recognized credential is a verification of an individual’s qualification or competence. A third party with authority (U.S. Department of Labor, 2010) issues a credential. **Specific credentials/certifications that do not meet this requirement for the purposes of this project as ‘stand-alone’ credentials are Food Sanitation, CPR, and OSHA 10 certifications.**



A multitude of industry credentials and certifications exist in a variety of industry sectors. Articulation of career pathway courses and experiences with postsecondary adult education offerings, both short and long-term certificate and associate degree programs, is encouraged. The following illustration reflects options in manufacturing: 1) stackable credentials; 2) articulated coursework with the career pathway academic and technical courses; and 3) opportunities to enter and exit programming at multiple points to gain industry credentials.

**\*\*Note:** Certificate of completions are not Industry Recognized Credentials. You may have to provide documentation concerning how a credential relates to an industry or occupation.



In the Information Technology sector, career pathway programs will focus on entry-level certifications such as CompTIA A+ and Network+. For Manufacturing, Grantees should work with employers to prioritize entry-level certifications such as NCRC, MSSC, NIMS and AWS certifications. Although not all occupations or industries have neatly defined career paths, the example below is a great example of paralleling the needed education/training and certifications for a particular career path in manufacturing.



*Source: Manufacturing Institute*

For more information on credentials, go to the National Credential Registry <http://credreg.net/> or the Credential Engine at <https://www.credentialengine.org/>.

## WORK EXPERIENCE

To improve outcomes and ensure participants are college and/or career ready, all participants should have access to high-quality work-based learning experiences. These experiences build upon their academic, career interests, and provide meaningful and relevant opportunities to demonstrate their skills and knowledge. The progression of work-based learning activities is categorized along a continuum that includes career awareness, career exploration, career preparation, and on-the-job training.

Engagement of employers to sustain and grow the opportunities for in and out-of-school youth through work-based-learning and other authentic career experiences is critical to the success of all individuals seeking services through these grants and through participation in career pathways in general. **Twenty percent of all project funds must be spent on work-based-learning experiences.** Grantees should have a structured coordination strategy outlined in agreements with employers for work-based learning. The Grantee is responsible for developing appropriate worksites for the program participants that are aligned with the careers associated with the career pathway of instruction.



Per WIOA policy, paid and unpaid work experience is one of the 14 elements for the WIOA youth program and is a planned, structured learning experience that takes place in a workplace and provides youth with opportunities for career exploration and skill development.

1. A work experience may take place in the private for-profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience where an employee/ employer relationship, as defined by the Fair Labor Standards Act or applicable State law, exists. Work experiences provide the youth participant with opportunities for career exploration and skill development.
2. Work experiences must include academic and occupational education.
3. The types of work experiences include the following categories:
  - a. Summer employment opportunities and other employment opportunities available throughout the school year;
  - b. Pre-apprenticeship programs;
  - c. Internships and job shadowing; and
  - d. On-the-job training opportunities as defined in WIOA sec. 3(44) and in § 680.700.

For work-based learning opportunities to be counted in the 20% work experience requirement, the local area would need to be responsible for the development of the work experience or OJT. Based on clarification provided in TEGL 23-14, only wages and staffing costs for the development of work experiences are included in the 20% calculation.

\*\*Note: For more information, refer to [worksite assessment\(link\)](#) and [worksite agreements \(link\)](#). For additional information about work-based-learning experiences, see the [WIOA Desk Reference on Work-Based Learning](#).

## ESSENTIAL EMPLOYABILITY SKILLS

Grantees are expected to incorporate the Illinois Essential Employability Skills Framework into their programs. The Illinois Essential Employability Skills Framework is designed to define and clarify the essential employability skills and provide a standard for the state. The Essential Employability Skills Framework has been cross walked to the [Illinois workNet Job Skills Guide](#).

Essential employability skills are those general skills that are required to be successful in all sectors of the labor market and are separate from the technical skills attained in career pathways or academic skills such as math reading. The framework includes four elements:



and

1. Personal Ethic: integrity, respect, perseverance, positive attitude
2. Work Ethic: dependability, professionalism
3. Communication Skills: active listening, clear communication
4. Teamwork: critical thinking, effective and cooperative work

The framework will assist programs with self-assessment to ensure that technical and basic skills training aligns with the Illinois Essential Employability Skills Framework. The document is divided into two sections. Section one includes an overview of the Illinois Essential Employability Skills Framework. Section two is the Essential Employability Skills Program Self-Assessment. The first part of the assessment focuses on developing program goals related to the framework. The second part of the assessment addresses exposure to employability skills in classrooms and work-based learning activities and is designed to provide an opportunity to reflect on how instruction is aligned with the framework's definition of essential employability skills. To access the Illinois Essential Employability Skills Framework and Self-Assessment, click on the following link:

<https://icsps.illinoisstate.edu/cte/cte-resources/2-home/63-illinois-essential-employability-skills-framework>



## CHAPTER 4: PROGRAM ADMINISTRATION

This chapter clarifies entity and staff roles for this project. Internal agency and program staffing patterns and job descriptions are unique, but should include the YCP grant expectations.

- Roles and Responsibilities
  - Grantee
  - Department of Commerce
  - Employers
  - Education and Workforce Partners
- Worksite Placement and Agreements
  - General Worksite Guidelines
  - Grantee Monitoring of Worksite
  - Worksite Agreements
  - Work-Site Evaluation/Youth Performance Evaluation
- Youth Process Flow Overview

## PROGRAM ADMINISTRATION

### ROLES AND RESPONSIBILITIES

Partnerships are a key product of the Youth Career Pathways Initiative grants. The Grantee is expected to develop working relationships with the Local Workforce Innovation Area, employers, and other partners that can support the youth in their quest to find and sustain employment and/or continue their education to prepare for employment.



As written in pages 24-25, the use of Integrated Service Delivery Teams is encouraged. Communication between the Grantee, the partners, the LWIA, and support service providers is essential to the success of the youth. Integrated Service Delivery Teams, composed of service providers, instructors, and the case manager have been successfully used in the blending and braiding of resources and in the transitioning of youths to employment, continuing education, and/or other experiences to enable workforce development.

**REQUIRED PARTICIPATION**

**TECHNICAL ASSISTANCE ACTIVITIES**

**WEDNESDAY WEBINARS**

- Every week @ 11:00 am during initial program implementation
- 1<sup>st</sup> and 3<sup>rd</sup> week once the program is established

**COMMUNITY OF PRACTICE**

- Quarterly, in-person

Steps	Grantee	Other Partners
1. Recruitment	X	X
2. Intake Review	X	
3. Eligibility Certification	X	
4. Case Management and Service Provision, includes creating the Career Plan	X	X
5. Meeting Performance Requirements/Outcomes	X	
6. Reporting (PPR, PFR, Trial Balance, GRS)	X	
7. Follow-up	X	

In addition to the steps listed above and the roles and responsibilities noted, each respective organization involved in the success of the project has added expertise they bring to the partnership. Specific responsibilities by partner follow:



## GRANTEE

- The development of and adherence to a Memorandum of Understanding (MOU) that defines the roles and responsibilities of participating partners – one of which must be a business partner.
- Create a formally established relationship with the Local Workforce Innovation Area (LWIA) outlined in the letter of consistency.
- An engagement plan to increase partnerships with business.
- The use of IWIS in Illinois workNet for completing intake/eligibility, documenting assessments, services, outcomes, and credentials.
- Required participation in technical assistance activities/meetings for the purpose of developing and improving programs and processes.
  - During initial program implementation, every Wednesday from 10:00am – 11:00am (Central Time Zone).
  - Once the program is established, only the first and third Wednesday, from 11:00am – 12:00am (Central Time Zone).
  - Quarterly, in-person Community of Practice
  - Grantees who do not participate as required will be subject to a site visit(s) to ensure the program is on track.
- Required reporting(PPR, PFR, Trial Balance, GRS).

## DEPARTMENT OF COMMERCE

- Provide technical assistance on program design, project implementation, financial management, and monitoring of the project
- Through Illinois workNet, provide the data system for all youth tracking from the intake form to the final close-out of the youth service file
- Provide outreach tools for communication and outreach to youths, employers, and grantees
- Provide resource tools for assessment of interest, youth career plans, and employer engagement

## EMPLOYERS

- Advise partners on labor market long and short-term needs, career opportunities and trends and job openings
- Define skill requirements and corresponding industry recognized credentials for the career pathway
- Interview and select youths for work-based learning experience opportunities
- Evaluate work-based learning youths and communicate regularly with grantee
- Provide feedback on the performance of the career pathway/project in meeting employer needs and assist in identifying needed improvements and improvement strategies

- Report progress

## EDUCATION AND WORKFORCE PARTNERS

- Collaborate with partners in establishing career pathway programs of study
- Determine at partner level if their setting and staff have structure and capacity to work with youth in a training setting
- Monitor ongoing program progress by use of an Observational Evaluation or Worksite Evaluation tool.  
[https://www.illinoisworknet.com/DownloadPrint/Observational Evaluation - partner\\_FINAL.pdf](https://www.illinoisworknet.com/DownloadPrint/Observational%20Evaluation%20-%20partner_FINAL.pdf)
- Consider strengthening the training and work outputs by incorporating employability skills and workplace skills – [e link](http://icsps.illinoisstate.edu/2017/07/illinois-essential-employability-skills-framework/)  
<http://icsps.illinoisstate.edu/2017/07/illinois-essential-employability-skills-framework/>
- Collaborate with partners in marketing and outreach to youths and employers
- Collaborate with partners in providing orientation to youths
- Collaborate with partners, including employers in conducting interviews and selecting work-based learning youths and employees who have completed program requirements
- In concert with the participant/youth, develop individualized employment/ career plans to meet individual goals
- Provide personalized, customized instruction, instructional support and transition services for youths from entry through to employment or continuing education
- Establish industry credentials and access to credential assessment(s) to ensure all youths have equal opportunity to be successful in credential attainment.

## WORKSITE PLACEMENTS AND AGREEMENTS



The Grantee is responsible for developing employer relationships to establish appropriate worksites for the youths to be placed. Youth should be placed at a worksite that offers work experience in their career pathway choice and that aligns with the academic and career technical training received. In selecting a worksite, consideration should be given to the opportunity for the youth to be placed with the employer in a permanent position after the work experience has been completed. These employer partnerships and

agreements are essential in identifying the employers that have the commitment and capacity to hire, train (when appropriate) and advance disadvantaged workers with limited skills and work experience.

### GENERAL WORKSITE GUIDELINES

The employment of youths in the Career Pathway Initiative must NOT occur at worksites where:

- A youth's employment would unfavorably impact current employees (a youth cannot displace all or a portion of a current employee's hours including overtime, wages, employment benefits, or promotional opportunities);

- A youth’s employment cannot impair existing contracts for services or collective bargaining agreements;
- A youth’s employment would replace the work of employees who have experienced layoffs;
- An employer has terminated a regular employee or otherwise reduced its workforce with the intention of replacing them with youths subsidized with these funds.

## GRANTEE MONITORING OF WORKSITE

The Grantee is responsible for completing a pre-worksite review to determine that the site is appropriate for a work-based learning youth in accordance with the worksite agreement. The Grantee is responsible for monitoring the worksite after placement to ensure proper supervision, safety, accountability of work time, and quality of the work experience. A worksite assessment form is available in [Appendix D](#).

## WORKSITE AGREEMENTS

All youth employment opportunities must have a signed worksite agreement. ([Appendix E](#)). At a minimum, each worksite agreement must contain, the following items for each worksite included in the agreement:

- Worksite contact and mailing information;
- Detailed information on the worksite such as location working days and hours, activities job titles, and number of position available under each;
- Worksite supervisor information;
- A detailed set of mutual terms, conditions, promises, and
- Payments that the grantee and contractor has agreed upon; and
- A listing of youths for each worksite along with their projected start and end date.

Grantees must ensure worksites adhere to current workplace safety guidelines, AND applicable federal/state wage, labor, and workers compensation laws. See [Appendix E](#) for a Worksite Agreement form.

## WORK-SITE EVALUATION/YOUTH PERFORMANCE EVALUATION

Illinois workNet offers a variety of work readiness assessments to youths and partners. The Worksite Evaluation is ideal for employers (both work-based learning and job placements) to provide constructive feedback available to partners and workers. The Worksite Evaluation is a free online assessment that is available to Illinois workNet partners. Use this guide to learn more about the assessment key point, rubric and how to access the assessment.

[https://www.illinoisworknet.com/DownloadPrint/Worksite%20Evaluation%20-partner\\_FINAL.pdf](https://www.illinoisworknet.com/DownloadPrint/Worksite%20Evaluation%20-partner_FINAL.pdf)

[https://www.illinoisworknet.com/DownloadPrint/Worksite%20Evaluation%20-%20youth\\_FINAL.pdf](https://www.illinoisworknet.com/DownloadPrint/Worksite%20Evaluation%20-%20youth_FINAL.pdf)

## YOUTH PROCESS FLOW OVERVIEW

Below is an overview of the youth process flow. The process assumes you, the Grantee, have set up your program in the Illinois workNet system.



1. The Grantee will recruit youths (youth to participate in program).
2. During the Intake Review Process, the Grantee has the youth complete an intake form and the initial assessment in Illinois workNet, which includes a career interest survey to assist in determining suitability.
3. Once the intake form has been completed, the system will display recommend programs for the youth based on their suitability to the programs offered in the Illinois workNet system.
  - Note: There may not be a match for the youth.
  - If there is no match, the Grantee must refer the youth to a specific person within the local workforce area for help in finding a program.
4. The Grantee will conduct a preliminary review of the youth's eligibility.
5. If the Grantee finds that the youth is both suitable for the program AND eligible during the intake review process, then the Grantee completes eligibility verification and enrolls the youth into the program.
6. Before the youth can participate in any programs and/or services, the Grantee must assign their program and services to the youth by entering in the information in the Illinois workNet Career Plan. Services, provider information, and credentials are updated in the career plan as needed.
7. Measurable skills gains are update in the youth's outcomes tab in IWIS.
8. If the youth will be at a worksite, the Grantee will need to enter a worksite placement within the career plan.
9. If the worksite placement wage is paid for through grant funds, then the Grantee must upload payroll in IWIS for DCEO to review and approve.

## CHAPTER 5: REGULATIONS, FINANCIAL MANAGEMENT AND REPORTING

Ongoing review of progress and compliance is essential for grant success and sustainability. This chapter reviews related administrative protocols.

- Accounting and Reporting
  - GATA
  - DCEO Grantee Report
  - Supporting Documentation
- Allowable Grant Costs
- Payroll Disbursements
- Audits
- Scope of Work Compliance and Consequence for Non-Compliance
  - Project Management and Reporting
  - Monitoring
    - Youth File Tips
  - Performance Requirements for Youth
  - Fiscal Management (From Scope of Work)
  - Final DCEO Grantee Report

## REGULATIONS, FINANCIAL MANAGEMENT, AND REPORTING

### ACCOUNTING AND REPORTING

The Grantee's financial management system must be able to provide for accurate, current and complete disclosure of the financial status of the grant. The general ledger must support costs and revenue reported to the Department of Commerce and must allow tracing of funds to a level of expenditure adequate to ensure funds have been expended appropriately. The grantee must keep adequate records for tracking funds at the expenditure level, to include youth wages, youth supportive services, staff direct cost and allocated cost to the grant based on an approved cost allocation plan. Grant records shall be maintained for a minimum of three (3) years following the closure of the grant, unless otherwise notified by the Department. The Department's reporting requirements are outlined in the Grant Agreement and at <http://www.illinois.gov/dceo/ServicesGuide/GranteeResources/Reporting/Pages/Grantee-Report.aspx>



Grantees are required to submit reports to Commerce as outlined in the Welcome Package's Reports Deliverable Schedule. Grantees submittal of required reports allows Commerce to monitor the grantees' progress toward grant-defined goals and their due diligence in grant fiscal management and recordkeeping.

If a grantee has not submitted a report by the due date and has not provided proper justification, the noncompliance process will start. The noncompliance process will also start if there are any issues with the report and the grantee is not working to resolve the issue. Additional information on the noncompliance process is located at: <http://www.ildceo.net/dceo/Bureaus/Office+of+Accountability/Noncompliance/>.

### GATA

For more information on the Grant Accountability and Transparency Act (GATA), visit the following websites:

Grant Accountability and Transparency Act Website: [www.grants.illinois.gov](http://www.grants.illinois.gov)

GATA Grantee Portal: <http://www.grants.illinois.gov/portal/>

Catalog of State Financial Assistance: <https://www.illinois.gov/sites/GATA/Grants/SitePages/CSFA.aspx>

### DCEO GRANTEE REPORT

In addition to any specific program reporting requirements, grantees are also required to report quarterly on both the progress and the expenditures of the grant project. Grantees must complete and submit the **DCEO Grantee Report (DGR)** to their Department of Commerce Program contact by the date indicated on the Reports Deliverable Schedule. The report needs to be completed and signed and sent as a PDF electronically to their Commerce contact. (Revisions may be made to these report forms, so please reference the Commerce website for the most current version.)

### SUPPORTING DOCUMENTATION

Grantees are required to provide as supporting documentation a Trial Balance to accompany the DCEO Grantee Report. The Trial Balance will be cumulative to include the grant beginning date, through the date of the quarter end. The accounting system must be able to segregate funding sources, so a Trial



Balance can be produced at the grant level. A crosswalk must accompany the trial balance that tie the cost in the trial balance to those reported in the line items on the DGR.

## **ALLOWABLE GRANT COSTS**

Training: (Equipment, instructional staff wages, materials, tuition)

Participant Wages: (Work experience wages)

Support Services: (Assistance with youth transportation, housing, and other supportive services needed to allow the youth to participate in education and training leading to gainful employment)

Administration: Administrative costs, both direct and indirect, represent a small portion of the program budget and shall not exceed 10%. Program budgets and narratives will detail how all proposed expenditures are directly necessary for program implementation and will distinguish between direct/indirect administrative and direct/indirect program costs.

## **PAYROLL DISBURSEMENTS**

The Grantee must complete the provided file in workNet that includes the fields and information identified then upload the file in the Illinois workNet, to meet the payroll reporting requirement. The upload will include the eligible youths hourly wage rate and number of hours worked. Expenditures entered in the GRS under youth wages will equal the payroll entered in workNet plus the employer cost for FICA and workers compensation. The standardized time sheet provided **MUST BE USED** and is included as Attachment H.

## **AUDITS**

Grantees are required to have an audit completed for their programs as outlined in the Grant Agreement. A copy of the audit needs to be sent to the department within 30 days of the Grantee's receipt of completed audit but no later than nine months following the end of the period for which the audit was performed. Reference the Reports Deliverable Schedule in you Grant Agreement for due dates.

## **SCOPE OF WORK COMPLIANCE AND CONSEQUENCES FOR NON-COMPLIANCE**

Upon receipt of a grant, a 'Scope of Work' will be completed by DCEO staff that summarizes the expectations of the Grantee and their commitment to DCEO to fulfill these expectations. This document will include: 1) an overview of the project goals; 2) the targeted population, industries, and business partners, as well as the roles of each in project implementation; 3) the training approach, training location, and work-based learning activities; and 4) the specific training outcomes and performance expectations for the grantee.

The implementation plan submitted as a part of the Grantee application will be reviewed and revised as needed by the Grantee to include a project outline, the employers served, employees/job seekers served, the training provided, project deliverables and timelines, and the individual to serve as point of contact for the project.

This plan will be approved by DCEO and will be incorporated into this agreement with the approved Grantee project budget.

The Grantee is responsible for complying with negotiated scope of work, implementation plan, and state policies concerning services and training provided to youth. Failure of a Grantee to comply with any of these requirements may result in disciplinary action, up to and including termination of grant.

## **PROJECT MANAGEMENT AND REPORTING**

The Grantee shall provide management and oversight of the project to ensure expenditure of funds, timely submittal of all required reports, submittal of a participant report due monthly, completion of all project activities by the end of the Grant Term, and identification of problems and/or concerns. This includes:

1. The quarterly submittal of a financial trial balance report that is generated by the Grantee's electronic accounting system;
2. Costs incurred and requests for payment to be reported in the Department's Grant Reporting System (GRS) by the 20<sup>th</sup> of each month for costs incurred the preceding month; and
3. Tracking of WIOA-eligible youths by entering all project data into the Illinois workNet System within the timeframe required and as directed by DCEO; and
4. Other reporting deemed necessary by the Department of Commerce and/or USDOL;

## **MONITORING**

Grants awarded are subject to fiscal and programmatic monitoring visits by the Department of Commerce. The Grantee must have an open-door policy allowing periodic visits by Department of Commerce monitors to evaluate the progress of the project and provide documentation upon request of the monitor. The Department of Commerce may modify grants based on performance.

The Grantee will be assessed to determine the impact the program has on the target population and the effective and efficient utilization of the funds. These reviews will assess how well project staff are meeting proposed goals in the planned timeframes, how many participants are being served, how the money is being spent, and whether any problems have developed that may hinder the progress of the project. The Department will ensure that periodic on-site monitoring or in-house desk monitoring is conducted during the course of the grant period and upon its completion.

The reviews verify that the Grantee's financial management system is structured to provide accurate, current, and complete disclosure of grant expenditures. The review also confirms that all expenditures are in accordance with the provisions, terms, and conditions contained in the grant agreement with the Department. The monitors will also verify that participant files are maintained and contain documentation sufficient to demonstrate that individuals entering the program are eligible to receive services.

Worksite Files: Grantee must have on file a worksite agreement and worksite assessment, as well as a list of youth placement for each worksite.

## YOUTH FILE TIPS

Maintenance of youth files will be one of the factors considered during the monitoring process. Each youth must have his or her own file. Effective case management should include the standardization of the contents and organization of the youth files to ensure uniformity and consistency throughout all file records and ensuring effective service delivery. It helps Grantees to locate information quickly and ensures a seamless service delivery system.



Tip

Following are tips for Grantees to consider for the content and maintenance of youth files:

- Youth file documentation is:
  - Complete and comprehensive
  - Entered in Illinois workNet
  - Documents can be scanned and attached to the youth's page
  - Case managers may have copies or originals in a physical file folder
- Whether handwritten or computer generated, each youth file page indicates the youth's name.
  - Each entry made by the case manager is dated.
- Youth files are kept secured.
- Youth files encompass youth demographic information including:
  - Residence, address, and telephone number
  - Emergency contact person(s)
  - Copies of documents supporting eligibility
  - Correspondence with youth regarding the program
  - Copies of certificates or diplomas
  - Verification of placements (job, training, or education)
  - Documentation of short-and long-term goal completion
  - Attendance records as applicable
  - Other information pertinent to the youth.
- Youth files contain proof of services delivered and documentation of outcomes. Some items can be scanned and thus maintained in an electronic format.
- Copies of assessments and reassessments, including a copy of initial assessment of enrollee needs, which addresses the youth's strengths and assets; social or academic status; long-term training choices; family support; environmental and special needs.
- Pre-and post-test results for the measurable objectives are kept in the file.
- Copy of the most up-to-date signed career plan.
  - If the plan is electronic, a print-out of the completed or most up-to-date career plan, with student's signature may be in the participant file.
- Documentation that the case manager has evaluated the youth's current status and the effectiveness of services being delivered. This can be accomplished by reviewing youth goals to determine if they are appropriate, if they have been met, or how services might be adjusted to better serve the youth. Suggestions include housing, clothing, food, transportation, childcare, academic, medical, mental health, vocational, and post placement follow-up services being provided to the enrollee.

- Correspondence, including letters, e-mails, phone logs, etc. with local service provider contacts, and post-program follow-up.
- Case notes, including pertinent documentation of the type of contact made with the youth or all other persons who may be involved with the youth's care and career development.
- Other documentation as may be required by the program operator or funder.
- Each program should create written descriptions of the standards for youth files for all case managers as well as a created checklist of what documentation will be in each file.
- Case managers can develop the habit of 1) entering a case note immediately after the end of a telephone conversation or a meeting with a youth and 2) reviewing all case files on a regular basis (for example, once a month or whatever guidelines the grantees have for youth files management).

## PERFORMANCE REQUIREMENTS FOR YOUTH



Policy

Projects that provide services directly to youths are subject to the WIOA performance measures of the LWIA in which they are partnering. Negotiated performance measures unique to each local area are applicable to all youths served under this grant. In instances where the Grantee is not a LWIA, WIOA performance measures and targets for the grant will be determined at the State level. The following are the performance measures for youth under WIOA:

- **Employment/Education Rate 2<sup>nd</sup> Quarter after Exit** – The percentage of WIOA registered participants in unsubsidized employment, secondary education, postsecondary education, and occupational skills training in the second quarter after exit from the program.
- **Employment/Education Rate 4<sup>th</sup> Quarter after Exist** – The percentage of WIOA registered participants in unsubsidized employment, secondary education, postsecondary education, and occupational skills training in the 4<sup>th</sup> quarter after exit from the program.
- **Credential Attainment** – Only includes those who received training or education (excluding OJT or customized training) – The percentage of WIOA registered participants who obtain a postsecondary credential or a high school diploma or GED during participation in a program or within 1 year after exit from the program. If participant obtains secondary school diploma or equivalent, they must also be employed or in an education/training program leading to a postsecondary credential within one year after exit to count as having met the performance indicator.
- **Measurable Skill Gains** – includes those in education or training in each program year (not exit based) that achieve any of the following-educational functioning level increase, secondary school diploma attainment, transcript/report card showing 12 credits attained, satisfactory progress report toward established milestone, and successful passage of a required exam which includes. One or more of four formal assessments may be used – the TABE, CASA, BEST, and/or BEST Plus. Only one gain per program year (i.e. in numerator and denominator one time) unless a participant has multiple periods of participation in each program year. Reading and math assessment must be administered and added prior to service identification.

## FISCAL MANAGEMENT (FROM SOW)

Payments may be prorated dependent upon the grantee meeting performance targets. **Penalties for missing performance targets may be applied at the Grantor's discretion.**

## **FINAL DCEO GRANTEE REPORT**

The grantee shall be responsible for completing the Final DCEO Grantee Report (FDGR), which identifies the programmatic and financial status of the grant funds. The FDGR is the same as the DCEO Grantee Report (DGR) discussed in the reporting section however this submittal is marked as the final report. The grantee, upon submission of the FDGR, or within 45 days after the expiration of the grant, whichever is first, shall refund to the Department any balance of funds, which were unexpended at the end of the grant period. Additionally, the grantee shall repay Commerce for any funds determined by the Commerce to have been spent in violation of the grant agreement. If the grant should terminate for any reason, the FDGR shall be due within 45 days after the date of termination.

## CHAPTER 6: REFERENCES

Appendix A: A Vision and Theory of Action

Appendix B: Individualized Career Development Plan

Appendix C: IPACE-Illinois Postsecondary and Career Expectations

Appendix D: Worksite Assessment

Appendix E: Worksite Agreement

Appendix F: Timesheet

Appendix G: Glossary

Appendix H: Getting Started in WorkNet

Appendix I: Sample Outreach Table

## REFERENCES

- WIOA (Public Law 113-128)
- WIOA “e-policy” guide <https://apps.il-work-net.com/WIOAPolicy/Policy/Home>
- Title 2 Code of Federal Regulations (CFR) Part 200: “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards” (Uniform • Guidance)
- Title 2 CFR Part 2900: “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards” (Department of Labor [DOL] Exceptions)
- Title 20 CFR Part 681: “Youth Activities under Title I of the WIOA”
- Title 20 United States Code (U.S.C.) Section 1401: “Definitions”
- Training and Employment Guidance Letter (TEGL) 21-16, Third WIOA Title I Youth Formula Program Guidance (March 2, 2017)
- TEGL 8-15, Subject: Second Title I WIOA Youth Program Transition Guidance (November 17, 2015)
- TEGL 23-14, Subject: WIOA Youth Program Transition (March 26, 2015)
- TEGL 19-14, Subject: Vision for the Workforce System and Initial Implementation of the WIOA (February 19, 2015)
- Workforce Innovation and Opportunity Act of 2014 <https://www.doleta.gov/wioa/>
- State of Illinois Unified Workforce Plan <https://www.illinoisworknet.com/wioastateplan>
- WIOA Regional/Local Plans by Economic Development Region  
[https://www.illinoisworknet.com/WIOA/RegPlanning/Pages/Plans\\_MOUs\\_Dashboard.aspx](https://www.illinoisworknet.com/WIOA/RegPlanning/Pages/Plans_MOUs_Dashboard.aspx)
- State of Illinois WIOA ePolicy Portal <https://apps.il-work-net.com/WIOAPolicy/Policy/Home>
- Grant Recovery and Accountability Act <https://www.illinois.gov/sites/gata/Pages/default.aspx>
- The Case Management Toolkit: Preparing Youth for a Lifetime of Success  
[https://youth.workforcegps.org/-/media/Communities/youth/Files/WIOA-Youth\\_CaseManagementToolkit\\_20170320\\_FINAL.ashx](https://youth.workforcegps.org/-/media/Communities/youth/Files/WIOA-Youth_CaseManagementToolkit_20170320_FINAL.ashx)

## APPENDIX A: VISION AND THEORY OF ACTION

### AGENCY SPECIFIC CONTENT FOR THE NOTICE OF FUNDING OPPORTUNITY WIOA STATEWIDE YOUTH CAREER PATHWAYS

The vision and theory of action outlined in this section is key to the development of an application for funding in this NOFO. The Standing Youth Committee of the IWIB, responsible for the development of this NOFO, recognizes the need to connect young people to meaningful education, training, and employment. WIOA emphasizes deeper investment in a system, which supports employer-demand driven programs that address the diverse needs of young people.

**Career Pathway Systems:** Young people who are disconnected from either the employment and/or education system represent diverse socioeconomic backgrounds and circumstances. As such the issue of disconnection (i.e., why students are disconnected in the first place) requires various approaches to solve. The theory of action for addressing the needs of opportunity youth centers on development of career pathway systems, with both elements that pertain to the development of the learner and the system that supports that learner.

**Learner Focused Framework:** As learner's progress through an education program and into a career, there are three aspects of career pathway development that must be taken into consideration:

1. **Workplace Learning**, through work-based learning opportunities, particularly those skills that enable people to grow in their work;
2. **Foundational Skills**, such as accountability, timeliness, and interpersonal skills, those skills that are essential to developing workplace relationships with others; and
3. The continuation of **Education and Training**, to develop and continuously fine-tune technical and academic skills which support both personal and business development goals.

**System Focused Framework:** Career Pathway system development requires several key elements to ensure long-term feasibility and inclusiveness:

1. **Ownership** of local and regional programs by local actors, targeting participants with the supports that suit local needs, addressing the needs and requirements of the business community, working with providers, and blending/braiding public funds where appropriate from federal and state agencies and private sector investments;
2. Building **capacity** of local and regional actors to develop programs that are locally and regional appropriate, with the necessary intermediary supports to ensure the continuation of programs; and
3. Ensuring program **sustainability** through the blending of private and public funds where appropriate and the braiding of those funds where feasible.

**Addressing Youth Needs:** A key in shifting the conversation from disconnection to opportunity is a recognition that young people are ready and eager to be part of the solution, and desire ways in which to reconnect to work and to school, but face multiple obstacles in their attempts to do so. Career Pathway models have proved successful in reintegrating young people into education and employment, but care must be taken to ensure that appropriate supports are provided based on individual need. Opportunity Youth needs can be organized based up on their degree of preparation and ability to take



up opportunities. Within each of these quadrants, critical needs and the types of support required are identified. This helps providers and community partners ascertain what types of support an opportunity youth learner might need in relation to his/her own career development.

**Community Ownership:** Communities should have a sense of ownership and participation in the design and implementation of career pathway systems. This co-ownership among partners at the local and regional level helps to build capacity among local actors to build regionally responsive programs and to build mechanisms for sustainability. The community ownership is facilitated by a connection to other communities who are doing this work, to learn from best practices and collectively overcome hurdles.

**Consortia Models:** Building a consortium helps to consolidate partners who are often servicing similar constituencies and/or connecting with the same partners and employers. Joining forces towards a common cause helps to avoid many issues of program overlap and can concentrate a community's focus for greater impact on a problem.

**Youth Ownership:** Young people should be given the opportunity to participate fully depending on their level of need and should be provided with the commensurate support to do so. Youth ownership is facilitated by the development of a forum where opportunity youth who demonstrate capacity for leadership are provided with the opportunity to speak for the opportunity youth community at large and to play a leadership role in that community.

**Sector-Based Strategies and Career Pathways:** Sector-based initiatives at the regional level are approaches to workforce and economic development that improve access to good jobs and/or increase job quality in ways that strengthen an industry's workforce. Sector initiatives:

1. Focus intensively on an industry within a regional labor market, and multiple employers in the industry, over a sustained period.
2. Are led by a workforce intermediary with credibility in the industry.
3. Create new pathways for low-wage workers into the industry, leading to good jobs and careers.
4. Achieve systemic changes that are "win-win" for employers, workers, and the community.

Career pathways are an approach to connecting progressive levels of basic skills and postsecondary education, training, and supportive services:

1. In specific sectors or cross-sector occupations.
2. In a way that optimizes the progress and success of individuals, including those with limited education, English, skills, and/or work experience.
3. In helping individuals secure marketable credentials, self-sustaining employment, and further education and employment opportunities.

Career pathway programs focus on a) participant-focused instruction and training; b) appropriate and meaningful assessment; c) supportive services and navigation; and d) direct connections to employment.

Sector and career pathways initiatives are complementary, and all career pathways should incorporate sector strategy principles.

## APPENDIX B: INDIVIDUALIZED CAREER DEVELOPMENT PLAN

This Individualized Career Development Plan (ICDP) provides an overview of planned experiences for students participating in secondary school beginning at age 14 ½ or upon entry to high school. The ICDP is aligned with the Illinois Individualized Education Program (IEP) Transition Plan and Summary of Performance components to alleviate duplication of document development for students with disabilities and to provide comprehensive information pertaining to goals and avenues for meeting post high school goals.

### Methodology and Work Plan

The Department of Commerce and Economic Opportunity (DCEO) has worked with state and regional partners to develop objectives and strategies, as indicated below:

Goal: Improve Participation and Employment Outcomes for Individuals with Disabilities who are 14 – 24 years of age through the development of a full inclusion pathway model in information technology (IT).

Objective 1 (4): Develop and implement an Individual Learning Plan (ILP) prototype for all students and incorporate as a part of the IEP and transition plan as well as IEP conference for all students with disabilities.

The ICDP is a result of discussions between the Illinois State Board of Education (ISBE), DCEO, and as a major activity of a grant funded by the Department of Labor in 2014, which was titled the Disability Employment Initiative - Round V.

### Input and Piloting Strategy

The development and implementation strategy for the use of this document is as follows:

1. A review of this document by ISBE to ensure all state and federal requirements due unto special education students are met in early 2017;
2. Sharing the ICDP program with Special Education Administrators at the 2017 Directors' Conference as well as the ISBE Special Education list serve for feedback and input;
3. Piloting of the ICDP in Township High School District # 214 during the 2017-2018 school year; and
4. Revising, as needed, based on results from the piloting districts listed above.

## **INDIVIDUALIZED CAREER DEVELOPMENT PLAN<sup>1</sup>**

### Overview

The ICDP and the Parent/Guardian Notification of Conference, ISBE form 34-57d, must be attached to the IEP for each student with a disability in order to meet compliance requirements. **2.**

This document attempts to address several critical components including:

- 1) The legally required components of an IEP Transition Plan and Summary of Performance Components;
- 2) The *Five Guideposts for Success* developed by the National Collaborative on Workforce and Disability (NCWD); and

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<sup>1</sup> As aligned with the Illinois Transition and Summary of Performance Plan Components of the IEP for Individuals with Disabilities.

<sup>2</sup> 34 CFR 300.322(a)(1)

- 3) Summarize information utilized in the Career Plan composed by the Institute for Educational Leadership (IEL).1

It is recommended that components of the IEL Career Plan be used as one of the assessment tools to aid in the completion of the ICDP.

### Process

The student in conjunction with the IEP and ICDP teams will follow the five (5) steps listed below.

1. *Self - Exploration* examines an individual's dreams, skills, passions, goals and experiences they have had to date.
2. *Career Exploration* embodies the use of interest and skill assessments –formal and informal – to further determine likes and dislikes. Schools have a variety of career information systems and assessments for obtaining this information.
3. *Implementation of the ICDP* is a result of a look at one's self and the determination of interests and abilities to further explore career opportunities and required coursework and experiences to pursue these opportunities. This will include the identification of a career pathway, needed courses and experiences throughout high school including school-based preparation, career preparation, work-based learning, and service learning experiences, youth and leadership development as well as appropriate and measurable post-secondary outcomes and goals and experiences as identified by the student, parent and IEP team. In addition, the support services an individual may or may not need as well as the role of the family in the pursuit of these goals are addressed in this document.
4. *Portfolio of Experiences* is strongly suggested which includes work samples associated with experiences as noted in the ICDP. Examples might include results of a specific classroom or job assignment or a specific job description.
5. *Summary of Performance* document must be completed for all students with disabilities who are exiting/ leaving school during their final year of high school. While not included in this draft, this document provides summary information around the key topics of:
  - 1) student information;
  - 2) student desired post-secondary goals;
  - 3) summary of student's academic achievement and functional performance;
  - 4) recommendations for post-school; and
  - 5) the student's perspective via interview on direction, impacts of disability, and perceived accommodations and supports needed for the future.

### Resources

The **Illinois Postsecondary and Career Expectations (IPACE)** – serve as outcomes that each student should have addressed in their ICDP. These expectations have been endorsed by the Illinois State Board of Education, the Illinois Community College Board, and the Department of Commerce and Economic Opportunity as critical for all students to transition to postsecondary education and/or employment.


**Essential Employability Skills (EES)** have been identified by Illinois employers for emphasis throughout an individual's education and employment. Whether in a formal learning environment, in a work-based learning setting or in full-time employment, these skills are deemed critical to an individual's success in work and in life. Integrated throughout formal and informal learning, opportunities to acquire these skills should be reflected in an individuals' ICDP.

APPENDIX C: IPACE – ILLINOIS POSTSECONDARY AND CAREER EXPECTATIONS

**Illinois PaCE Postsecondary and Career Expectations**

Each student should have an individualized learning plan to help make decisions about career and post-secondary (PS) education or training, to plan a course of study, and to make financial aid assessments with family members.



By the end of 8th grade	By the end of 9th grade	By the end of 10th grade	By the end of 11th grade	By the end of 12th grade
<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>complete a career cluster survey</li> <li>attend a career exploration day</li> <li>complete a unit on education planning</li> <li>be exposed to a financial literacy unit in a course or workshop</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>the concept of career clusters of interest</li> <li>relationship between community service/extracurricular activities and postsecondary (PS)/career goals</li> </ul> 	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>revisit career cluster interest survey and take a career interest survey</li> <li>complete an orientation to career clusters</li> <li>attend a PS options workshop</li> <li>meet with a counselor to discuss coursework and PS/career plans using the ISBE College and Career Readiness Indicators</li> <li>begin determining eligibility for advanced placement (AP) courses</li> <li>outline a plan for community service and extracurricular activities related to PS plans</li> <li>complete a financial aid assessment with a family member</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>one or two career clusters for further exploration and development</li> <li>the relationship between HS coursework, attendance, and grades to PS plans</li> <li>importance of community service and extracurricular activities to PS and career plans</li> <li>general cost ranges of various PS options</li> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>visit at least one workplace aligned with career interests</li> <li>complete an orientation course to a particular career cluster or cluster grouping</li> <li>select a career pathway (CP) within a career cluster of interest</li> <li>begin determining eligibility for AP courses</li> <li>identify 2-3 adults to support the student through the PS and career selection process</li> <li>review coursework, and PS/career plans in relation to the ISBE College and Career Readiness Indicators (every year)</li> <li>attend a PS affordability workshop with a family member</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP</li> <li>different types of PS credentials and institutions</li> <li>general timing of PS entrance exams and applications</li> <li>benefit of early college credit opportunities to PS access and completion</li> </ul>	<p><b>A student should be supported to:</b></p> <ul style="list-style-type: none"> <li>revisit the career survey</li> <li>participate in a mock job interview</li> <li>create a resume and personal statement</li> <li>identify an internship opportunity related to the CP</li> <li>determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course</li> <li>complete or enroll in at least one early college credit opportunity</li> <li>attend a college fair</li> <li>visit at least 3 PS institutions</li> <li>take at least one college entrance exam</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>application deadlines, test timing, cost, and preparation for industry-based certification for CP</li> <li>career attributes related to career interests</li> <li>entrance requirements, including application deadlines, for expected PS programs of study</li> <li>3-5 match schools, one safety, one reach school for PS program of study</li> <li>negative impact of remediation on PS goals</li> <li>financial aid deadlines for chosen PS options</li> </ul>	<p><b>By 12/31 of 12th grade a student should have:</b></p> <ul style="list-style-type: none"> <li>completed 3 or more admissions applications to PS institutions</li> <li>met with a school counselor to ensure all steps in the PS admissions process are completed on time</li> <li>attended a FAFSA completion workshop</li> <li>completed the FAFSA</li> </ul> <p><b>By the end of 12th grade a student should be supported to:</b></p> <ul style="list-style-type: none"> <li>address any remedial needs in math/ELA</li> <li>obtain an internship opportunity related to the CP</li> <li>if applicable, receive industry-based certification(s) related to the CP</li> <li>complete one or more team-based challenges or projects related to the CP</li> <li>attend a financial aid award letter workshop</li> </ul> <p><b>A student should know:</b></p> <ul style="list-style-type: none"> <li>how CP courses and experiences articulate to degree programs at PS options</li> <li>estimated cost of each PS option</li> <li>affordability of PS options in relation to expected entry-level career salary and anticipated debt</li> <li>terms and conditions of any scholarship or loan</li> </ul>



## APPENDIX D: WORKSITE ASSESSMENT

### WORKSITE INFORMATION

Name of Worksite: \_\_\_\_\_

Address: \_\_\_\_\_

Review Date: \_\_\_\_\_

### GENERAL ASSESSMENT

*[Assessment Source: worksite agreement / interview questions / observation]*

1. Working conditions are safe and sanitary. (Yes / No)
2. There is no evidence that individual(s) have been laid off from the same or substantially equivalent job as any worker-trainee's job (Yes / No)
3. There is evidence that the worksite provided job experience, skill acquisition and meaningful work to the worker-trainees (Yes / No)
4. There is evidence that the worksite mentored and supervised worker-trainees to ensure skill and experience acquisition adequate to pursue employment (Yes / No)

### WORKSITE PROGRAM MANAGEMENT

*[Assessment Source: worksite agreement / interview questions / observation]*

1. There is evidence that the worksite has prepared the mandatory Youth Wage Timesheets Form in a customary businesslike fashion, ensuring accuracy as to the hours worked (Yes / No)
2. There is evidence that worksite has provided the worker-trainees with not more than 40 hours per week (Yes / No)
3. There is evidence that worksites are accessible to youth participants. (Yes / No)
4. There is evidence that the worksite has abided by all of the Illinois YOUTH CAREER PATHWAYS INTIATIVE Program requirements including: (Yes/No)
  - a) Worksites have not employed family members as part of the Illinois YOUTH CAREER PATHWAYS INTIATIVE program.
  - b) Worksites are not engaging in a prohibited activity or industry as defined by the worksite agreement.
  - c) Worksites have only placed Illinois YOUTH CAREER PATHWAYS INTIATIVE worker-trainees into positions that would not exist but for the Illinois YOUTH CAREER PATHWAYS INTIATIVE program. Worksites may not fill positions that were vacated due to layoff or furlough with Illinois YOUTH CAREER PATHWAYS INTIATIVE participants, and may not reduce hours of existing employees in order to employ Illinois YOUTH CAREER PATHWAYS INTIATIVE worker-trainees.
  - d) Worksites have complied with all applicable labor laws.
    - *Grantee must ensure worksites for youth adhere to applicable federal/state labor laws. For information and resources on safety and child labor laws, consult <http://www.youthrules.dol.gov/about.htm>.*
  - e) Illinois YOUTH CAREER PATHWAYS INTIATIVE worker-trainees do not comprise more than 50% of the business' workforce at each worksite.
  - f) Worksites will consider Illinois YOUTH CAREER PATHWAYS INTIATIVE worker-trainees for unsubsidized positions at the end the Illinois YOUTH CAREER PATHWAYS INTIATIVE program as they are able. [Providing unsubsidized employment for worker-trainees is not a requirement of the program.]
  - g) Worksites have provided a valid DUNS number and Federal Employer Identification Number.

- h) The worker-trainee supervisor is not listed as a registered sex offender
- Grantee should verify the print out of the “no match” screen from the sex offender registry website. If the worker-trainee supervisor has a common name then the case manager should check each person on the list and write on the common name list that none of the people are the worker-trainee supervisor.

### **MONITORING QUESTIONS**

1. The worksite is in compliance with the worksite agreement. (YES / NO)
2. The Youth Wage Timesheets are completed accurately and submitted on according to schedule to insure timely payment to the work-trainee and in accordance with the worksite agreement. (YES/NO)

[IF NO – FINDING]

The Worksite is not in compliance with the worksite agreement and/or State Regulations.

[CORRECTIVE ACTION]

The Grantee must either bring the worksite, payments to youth, or job duties into compliance or terminate the worksite from the program. Evidence must be submitted to the Bureau for review of compliance with corrective action measures.

### **WORKSITE INFORMATION – PROGRAM ASSESSMENT**

1. When did the participant(s) begin working? (Date should not be prior to the execution of the worksite agreement)
2. How many work-trainees have been assigned to this worksite?
3. How many employees are assigned to this worksite? *(Include full-time, part-time, and contractual employees. Do not include work-trainees.)*
4. Have any of the non-Illinois YOUTH CAREER PATHWAYS INTIATIVE employees had their hours reduced or been laid off since June 1, 2013?
5. Is there an alternate person who supervises Youth Participants in the absence of the assigned supervisor? Name of the alternate supervisor?
6. How are the participants hours of work tracked? (i.e. timesheets, punch card, time clock)
7. Are you satisfied with the worker trainee(s)? (i.e. timely, productive, attitude, etc.)

**WORK SITE ASSESSMENT FORM – WORKER TRAINEE EVALUATION**

1. What, if any, new skills have been learned as a result of this job/training?
  
2. Are you engaged in any political/religious activities? (i.e. handing out union cards, asking for votes for union activities; participating in religious services, decorating altars, etc.)
  
3. How are your work hours recorded (time card / sign-in sheet / Other (specify))
  
4. What are your work hours?
  
5. When do you receive paychecks (weekly, twice monthly, other)
  
6. Are your paychecks on time?
  
7. When did you begin your work experience? (day/month)

The job duties are in line with the worksite agreement? (Answer this question based on the review of the worksite agreement and on-site job duties.)

## APPENDIX E: WORKSITE AGREEMENT

This Agreement is made between \_\_\_\_\_ and  
 \_\_\_\_\_  
 (Herein Referred to as Service Provider)

\_\_\_\_\_  
 (Herein Referred to as Worksite Agency)

a  **public**,  **non- profit**, or  **private for profit** organization to provide employment and training services to eligible participants in the EPIC pilot program. Under this Agreement, participants will be provided work experience, which is valuable and meaningful for both the participants and the agency. Work experience will be consistent with each participant’s capabilities and interests and align with the career plan and training provided in the identified industry sector and career pathway. Work experience should also aid in the development of skills and work habits, which will assist the participant in obtaining unsubsidized employment in the future.

### Parameters of Program

1. Worksite placement opportunities will be contingent on available funding.
2. All federal and state labor laws must be followed.
3. Trainee’s placement at a worksite cannot cause the displacement of a regular employee.
4. Trainees are placed in a planned, structured learning experience in a workplace for a limited period of time to perform duties as outlined in the **Attached Job Description** which shall by reference be made a part of this agreement.
5. Worksite placements that are prohibited include:
  - a) Employment in the adult entertainment industry
  - b) Sale or distribution of packaged liquors
  - c) Sale of firearms
  - d) Organizations with political or religious affiliations
6. Hours on the job can vary but are not to exceed the normal and usual hours to complete the job.
7. Trainees scheduled to work 7 1/2 continuous hours or more must have an unpaid meal period of at least 20 minutes. The meal period must be given to an employee no later than 5 hours after beginning work.
8. Overtime will not be authorized unless normally required for the position and authorized in advance in the work schedule found in the **Attached Job Description**.
9. No lunch hours or breaks are paid unless normally paid to all workers at the worksite in similar positions.
10. There will be no paid leave time i.e. vacation/sick/personal days or paid holidays.
11. Holidays are paid at regular hourly rate only when the trainee works. The worker will adhere to the worksite’s holiday schedule and/or the *Service Provider* holiday schedule to be determined by both parties.
12. Special equipment or clothing as outlined in this agreement may be provided by *Service Provider* if required for the job and not normally provided to other employees by the worksite.



### Worksite Assurances

**The Worksite Agency assures that:**

1. Trainees receive a structured training opportunity to gain the knowledge and competencies necessary to be successful in the occupation.
2. Sufficient work is available to trainees as well as adequate equipment and materials to perform the job as outlined in the job description found in **Attached Job Description**.
3. The address listed below is the only company location where the trainee will complete placement hours. Requests will be made prior to transferring trainee to alternate locations pending approval from *Service Provider*.
4. No other individual is on layoff, or has been terminated from the same or any substantially equivalent job that the trainee will be assigned.
5. No current employee shall be displaced (including partial-displacement, such as a reduction in hours or employee benefits) to accommodate a placement at your worksite.
6. This placement opportunity is not created in a promotional line that infringes in any way on the promotional opportunities of currently employed workers.
7. The worksite placement will not impair any collective bargaining agreement in place.
8. Trainees cannot be employed by immediate family members. For the purpose of this agreement, immediate family is defined as spouse, children, parents, grandparents, grandchildren, brothers, sisters or persons bearing the same relationship to the trainee's spouse.
9. Compliance with the Illinois and Federal Fair Labor Standards Act will be adhered to at all times.
10. Compliance with all Safety standards established under Federal and State law shall be applied to working conditions of the trainee.
11. Compliance with all EEO & ADA laws will be adhered to at all times.
12. Confidentiality of trainees placed at the worksite will be maintained at all times and no trainee information will be provided to media outlets or persons outside of *Service Provider*.
13. The *Worksite Agency* may be responsible for additional costs in the event a trainee works over the agreed upon scheduled hours.
14. Timesheets will be accurately verified and submitted to *Service Provider* within the timeframe established below under "Time Attendance and Compensation" in this agreement.
15. *Worksite Agency* will provide time as identified by the Worksite and *Service Provider* for the youth to participate in work readiness and career education training conducted by *Service Provider*.
16. No trainee will operate or be transported in privately owned vehicles during working hours.
17. No trainee will be allowed to drive any motor vehicle during working hours unless previously agreed upon in this worksite agreement.
18. Recognition of program guidelines in that no obligation exists to employ the trainee following completion of placement hours.
19. Cooperation with Work Experience Representative and State Officials in monitoring progress of trainees.
20. Adherence to all program regulations as outlined by the *Service Provider* and parameters of program.
21. Compliance with *Service Provider* accident and incident reporting process. All accidents and incidents must be reported within 24 hours.
22. Employees will not be employed in building, operating, or maintaining any part of any building, which is used for religious instruction or worship.

23. This agreement will not assist with political or lobbying activities or the cost of any salaries or expenses related to any activity designed to influence legislation or appropriation pending before the Congress of the United States.
24. *Worksite Agency* nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in the Agreement by any Federal or State Department or agency.

**Service Provider Assurances**

**Service Provider assures:**

1. To be the employer of record.
2. To provide worker’s compensation to all trainees placed at the worksite.
3. Prompt payment of trainees’ wages, stipends, supportive services and required fringes such as FICA, and worker’s compensation insurance.
4. *Service Provider* will provide trainees with the required tools and attire needed to perform the job duties assigned if they are not normally provided to other employees by the worksite and funds are available. Include required tools and attire in **Attachment Job Description**.
5. A Work Experience Representative will disseminate information relevant to the program, address work-related concerns and assist trainees in their career development objectives.
6. *Service Provider* will provide a case manager to assist youth in the required work readiness and career education training.

**Time Attendance and Compensation**

Accurate time and attendance records will be kept by the supervisor on each participant and will reflect the time actually worked by the participant. **PARTICIPANTS WILL NOT BE PAID FOR ABSENCES, UNWORKED HOURS {THIS INCLUDES LUNCH ON OR OFF PREMISES} OR RECREATIONAL ACTIVITY. UNDER NO CIRCUMSTANCES SHOULD ANY PARTICIPANT WORK OVER 40 HOURS IN A WEEK (unless authorized under this agreement in the Job Description).** Using time sheets provided by the *Service Provider*, participants shall sign in when reporting to work each day and sign out at the completion of the specified number of hours each day as described in this Agreement. The sign in and sign out record will reflect actual starting and stopping times for hours worked and will reflect the lunch break. No one else will be allowed to sign a participant in or out. Time and attendance records will be signed at the end of each day by the participant and at the end of the two week period by the participant and the supervisor, whose signature will certify its accuracy.

Time Sheets will be due to the Service Provider for payroll preparation by: \_\_\_\_\_  
(Time Sequence)

Delivered to: \_\_\_\_\_ via: \_\_\_\_\_  
(Name of designated Service Provider staff) (Method, i.e., email, pickup, delivery)

Participants will be paid at the rate of \$\_\_\_ an hour. Payroll dates are the \_\_\_\_\_  
and \_\_\_\_\_ of the month.

If the number of participants or activities of the worksite change, the *Worksite Agency* agrees to notify the *Service Provider* immediately so this agreement may be modified.

**Worker Trainee Placement Information**

# Slots	Job Title	Hours per Week	Number of Weeks	Supervisor


**Authorized Signatures**

*Service Provider* reserves the right to terminate the Work Experience Agreement if it is deemed that the *Worksite Agency* is not providing a positive, safe working environment or fails to adhere to any part of this agreement. This agreement may be terminated by either party, for any reason whatsoever, by giving written notice to the other party.

The worksite agreement can be modified or updated upon mutual consent of both parties.

The *Worksite Agency* shall be responsible for, and shall indemnify *Service Provider*, its officers, employees and agents for any injuries sustained by any trainee or third parties, resulting from the negligent acts and/or intentional wrongful acts of the *Worksite Agency* or its agents, or employees while performing under this agreement.

(1) Service Provider Authorized Representative: \_\_\_\_\_  
Signature

Service Provider Organization Name/Address: \_\_\_\_\_  
Name

\_\_\_\_\_  
Address

(2) Authorized Worksite Administrator: \_\_\_\_\_  
Signature

Worksite Organization Name/Address: \_\_\_\_\_  
Name

\_\_\_\_\_  
Address

(3) Address of Actual Worksite if different then Organization Address:

\_\_\_\_\_  
Address City Zip Code

**TERM: THIS AGREEMENT WILL TAKE EFFECT ON \_\_\_\_\_ AND TERMINATE NO LATER THAN (DATE) \_\_\_\_\_.**

APPENDIX F: TIMESHEET

<b>Youth Career Pathways Initiative Wage Timesheet</b>						
Pay Period Start	Pay Period End		ID No.			
<b>Worksite:</b>			Dept. No.			
<b>Employee Name:</b>			SSN+4			
<b>Career Specialist:</b>						
<i>Participants scheduled to work 7 1/2 continuous hours or more must have an unpaid meal period of at least 20 minutes at or before the 5 hour mark</i>						
<b>WEEK 1</b>		<b>Time cannot exceed 40 paid hours a week. No overtime is allowed.</b>				
Day of Week	Date	Time In	Lunch Time Out	Lunch Time In	Time Out	Total Hrs Worked not including Lunch
Saturday	1/0/00					
Sunday	1/1/00					
Monday	1/2/00					
Tuesday	1/3/00					
Wednesday	1/4/00					
Thursday	1/5/00					
Friday	1/6/00					
<i>Total weekly hours rounded to 1/4 hour</i>					<b>TOTAL WK</b>	
<b>Time on Work Readiness</b>						
<b>WEEK 2</b>		<b>Time cannot exceed 40 paid hours a week. No overtime is allowed.</b>				
Day of Week	Date	Time In	Lunch Time Out	Lunch Time In	Time Out	Total Hrs Worked not including Lunch
Saturday	1/7/00					
Sunday	1/8/00					
Monday	1/9/00					
Tuesday	1/10/00					
Wednesday	1/11/00					
Thursday	1/12/00					
Friday	1/13/00					
<i>Total weekly hours rounded to 1/4 hour</i>					<b>TOTAL WK 2</b>	
<b>Time on Work Readiness</b>						
					<b>Pay Period Total Hours</b>	
It is hereby certified that the services presented in this statement were provided and all is shown correctly.						
Employee Signature and Date			On-Site Supervisor Signature and Date			
Grantee Agency Staff Signature and Date						

## APPENDIX G: GLOSSARY

WIOA Resources Glossary

<https://www.illinoisworknet.com/WIOA/Resources/Pages/Glossary.aspx?Filter=Acronyms>

Acronyms

<https://www.illinoisworknet.com/UpdatesHelp/Pages/Glossary.aspx?Filter=Acronyms>

**Applicant** – Any youth who has completed the application for services and is awaiting suitability and eligibility determination.

**Career Development Experience** - A supervised work experience relating to an individual’s career area of interest that:

Occurs in a workplace or under other authentic working conditions;

Is co-developed by an education provider and at least one employer in the relevant field;

Provides compensation or educational credit to the participant;

Reinforces foundational professional skills including, at a minimum, those outlined in the [Essential Employability Skills](#) framework; and

Includes a [Professional Skills Assessment](#) that assesses skill development and is utilized as a participant feedback tool.

Takes place for a minimum of 60 total hours.

**Career Exploration Activity** - An activity such as a job shadow, attendance at a career exposition, or employer site visit providing an individual with the ability to engage directly with employers for the purpose of gaining knowledge of one or more industry sectors or occupations.

**Career Pathway:** Defined in WIOA as a combination of rigorous and high-quality education, training, and other services that:

Aligns with the skill needs of industries in the economy of the State or regional economy involved;

Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 USC 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);

Includes counseling to support an individual in achieving their education and career goals;

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;

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;

Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and

Helps an individual enter or advance within a specific occupation or occupational cluster

(see [Appendix A](#) for more information on Illinois’ Common Career Pathways Definition & Guidance).

**Youth** - Any person seeking assistance to find employment or training, whether employed or unemployed, and employers who need qualified workers for their company or training for the workers who are already employed with them.

Dual Credit

Dual Credit Career Pathway Course [ISBE]

A college course taken by a high school student for credit at both the college and high school level, which is either a Career and Technical Education course or included within a career-focused instructional sequence for a College and Career Pathway Endorsement program in accordance with the Postsecondary and Workforce Readiness Act.

Dual Credit [ICCB]

An instructional arrangement where an academically qualified high school student enrolls in a college-level course and, upon successful course completion, concurrently earns both college credit and high school credit.

Dual Credit [IBHE]

"Dual credit course" means a college course taken by a high school student for credit at both the college and high school level

**Eligible Training Provider** is an organization, such as a public or private college and university, or community-based organization whose application has been approved by the local workforce board and approved for the state list of training services using an Individual Training Account.

**Enrollee** – Any youth who has been determined suitable and eligible for WIOA services, enrolled in the workforce development program, and receiving at least one service and has been entered into IWIS.

**Essential employability skills** - Foundational skills needed for success in college, careers, and life including, but not limited to, the following:

Personal Ethic: integrity, respect, perseverance, positive attitude

Work Ethic: dependability, professionalism

Teamwork: critical thinking, effective and cooperative work

Communication: active listening, clear communication

For more information, see Illinois Essential Employability Skills Framework and Self-Assessment; Postsecondary and Workforce Readiness Act Essential Employability Competency Statements.

**Illinois workNET** along with affiliates and community partners, provide one-stop delivery of services, connecting individuals, employers, and education and workforce partners to career planning, education and training, employment resources and tools and workforce programs. Illinois workNet seamlessly connects people to local and statewide in-person and online services and is open to all Illinois' citizens, employers, and education and workforce partners.

<https://www.illinoisworknet.com/>

**Incumbent Worker Training** - Defined in WIOA as an individual who has an established employment history with the employer for 6 months or more. Incumbent Worker training can be used to meet the needs of an employer or group of employers to help avert potential layoffs of employees or obtain the skills necessary to retain employment, such as increasing the skill levels of employees so they can be promoted within the company and create backfill opportunities for new or less-skilled employees. Unlike other trainings, employers, instead of individuals, must meet the local eligibility criteria to receive funds for training their workforce. Employers who receive these funds must meet the requirements for providing the non-federal share of the cost of the training.

**Individual Training Account** is a funding mechanism through which eligible individuals can access quality training to help obtain employment in high demand occupations.

**Industry Credential** - A work-related credential, certification, or license that:

Verifies, through a valid assessment, an individual’s qualifications or competence in a specific skillset related to a particular industry or occupation; Is issued by an industry-related organization or state licensing body with the relevant authority to issue such credentials; and Is broadly sought or accepted by employers as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes.

**Inquirant** - Any youth who inquires about the program or is ready for enrollment or has an application status of applicant or registrant.

**Intake Form** – Youths complete the online intake form in Illinois workNet. The Illinois workNet system uses the submitted forms to organize youths by grantee, generate program recommendations, and populate initial assessment results

**Intake Review** – The intake process uses system generated recommendations in combination with a career planner review to ensure youths are suitable for a program. Staff completes the intake review by:

1. Reviewing the youth’s responses related to employment goals and baseline questions.
2. Comparing their responses to the training program baseline requirements; and
3. Discussing the results and options with the youth to identify a good youth-to-program match.
4. Reviewing eligibility requirements and collecting the appropriate documentation.
5. Completing eligibility to:
  - a. Enroll into the program.
  - b. Identify the reason why the youth is not going participate and to document recommended next steps or referrals.

**Opportunity Youth** are young people between the ages of 16-24 who are not in school and not working, in recognition of their need for opportunities to connect to meaningful education, training, and employment opportunities

**Participant**: Defined in WIOA as a reportable individual who has received staff-assisted services after satisfying all applicable programmatic requirements for the provision of services, such as eligibility determination. The following individuals are not participants: (i) Individuals who have not completed at least 12 contact hours in the Adult Education and Family Literacy Act (AEFLA) program; (ii) Individuals who only use the self-service system; and (iii) Individuals who only receive information services or activities.

**Pre-Apprenticeship** - Pre-apprenticeship is defined in Training and Employment Notice No. 13-12 as “a program or set of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program and has a documented partnership with at least one, if not more, Registered Apprenticeship program(s).” A quality pre-apprenticeship program is one that incorporates the following elements: (a) approved training and curriculum; (b) strategies for long-term success; (c) access to appropriate support services; (d) promotes greater use of Registered Apprenticeship to increase future opportunities; (e) meaningful hands-on training that does not displace paid employees; and (f) facilitated entry and/or articulation.

**Program Completer** – A youth that has either earned a credential, gained permanent employment, or continuing in a education in a postsecondary program. This information is documented in the program completion section of the progress page.

**Registered Apprenticeship.** As defined by the Office of Apprenticeship of the U.S. Department of Labor, “Registered Apprenticeship” is an effective “earn and learn” model with a long history of providing career ladders and pathways to the middle class, particularly for the building and construction industry but increasingly in other industries as well. Registered Apprenticeships must have five components: business involvement, structured on-the-job training, related classroom and workplace instruction, rewards for skills gains, and an industry recognized credential at the successful completion of training.

**Sector Partnership** - Partnerships of companies, from the same industry and in a shared labor market region, with education, workforce development, economic development, community organizations and other stakeholders that collectively focus on a set of priorities that matter to the competitiveness of their industry. These partnerships are:

- Industry-led, driven by a committed group of employer champions;
- Community-supported by a diverse range of public program partners;
- Convened or facilitated by a credible third-party (or intermediary);
- An organizing vehicle for multiple program partners to respond to industry priorities together;
- Local or regional (not top-down or statewide);
- Action-oriented, focused on improving industry sector competitiveness, and not limited to just workforce issues.

**Team-based Challenges** - A group problem-based learning project relating to an individual’s career area of interest that involves a problem relating to employers within that area, including mentoring from adults with expertise in that area, and requires the individual to present the outcomes of the project.

**Training Services** - Defined in section 134(b)(3) of WIOA, as a service provided through an Individual Training Account (ITA) or through a training contract, that may be provided to eligible individuals if it is determined, after an interview, evaluation or assessment, and career planning, that the individual:

- is unlikely or unable to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment through career services alone;
- is in need of training services to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment, through career services alone; and
- has the skills and qualifications to successfully participate in the selected program of training services.

**Work-based learning** provides participants with work-based opportunities to practice and enhance the skills and knowledge gained in their program of study or industry training program, as well as to develop employability, and includes an assessment and recognition of acquired knowledge and skills. Examples include: internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships.

**Workforce Innovation & Opportunity Act** - An act to replace the Workforce Investment Act of 1998 to strengthen the United States workforce development system through innovation in, and alignment and improvement of, employment, training, and education programs in the United States, and to promote individual and national economic growth, and for other purposes.

**Youth Apprenticeship** - A program for youth (ages 16 to 24) currently enrolled in secondary or pursuing a high school equivalency, including those with disabilities, that include, at minimum, the following:

1. 450 hours of paid on-the-job training under the supervision of a mentor;



2. At least 2 semesters of related instruction that ideally counts towards a high school and/or postsecondary credential, but minimally leading to an Industry Credential;
3. Ongoing and a final assessment measuring success in mastering skill standards;
4. Career exploration where participants learn about several positions within the employer and the field; and
5. Wraparound supports (e.g. case management and counseling) and holistic upskilling (e.g. technical skills and soft skills).
6. Upon successful completion of the program, participants are supported to apply for one or more of the following: entry-level employment, admission to a Registered Apprenticeship or Non-Registered Apprenticeship program, or admission to other articulated postsecondary education options (including 2- and 4-year programs).

## APPENDIX H: GETTING STARTED IN ILLINOIS WORKNET

Before the Grantee and the local workforce innovation area (LWIA) can enroll youths and assign services to them, the Illinois workNet system must be set up with the Grantee entering their program information. The table below indicates who is responsible for entering certain data into Illinois workNet.

**Get Started:** This initial segment of the process encompasses entering the information needed to document the Grantee’s training program(s), employers, and work-site information for the project.

Youth Career Pathway Initiative	Staff Who Completes Task			System Used	
	Statewide Staff	Grantee (LWIA or Non-LWIA)	Only LWIA Staff	Illinois workNet System (IwN)	IWDS
<b>Get Started</b>					
<ul style="list-style-type: none"> <li>Enter grantee information</li> </ul>	X			X	X
<ul style="list-style-type: none"> <li>Give staff access to tools.               <ul style="list-style-type: none"> <li>Partner access in IwN</li> <li>Career Planner access to LWIA 90 in IWDS (only entering services, assessments, milestones, and credentials)</li> </ul> </li> </ul>	X			X	X
<ul style="list-style-type: none"> <li>LWIA Enter appointment schedule the first month of the grant relationship. Schedule appointment out 2 months in advance.</li> </ul>			X	X	
<ul style="list-style-type: none"> <li>Enter Training Program information (IwN).               <ul style="list-style-type: none"> <li>Training Program</li> <li>Provider</li> <li>Baseline requirements</li> <li>Credentials Prepared For/Earned</li> </ul> </li> <li>Enter provider information into IWDS if:               <ul style="list-style-type: none"> <li>The program is not a WIOA approved training program and</li> <li>They provider is not already in the IWDS system.</li> </ul> </li> </ul>	X (IWDS)	X (IwN)		X	X
<ul style="list-style-type: none"> <li>Enter Employers into worksite placement tool               <ul style="list-style-type: none"> <li>Employers &amp; worksite Information</li> <li>Industry</li> <li>Type of employment/work-based learning</li> <li>Number of openings</li> <li>Job title/Description</li> <li>Wage</li> </ul> </li> </ul>		X		X	

- Statewide Staff will initially enter the Grantee’s information into Illinois workNet and allow access to the Grantee.
  - During this phase, Grantee information will be identified and entered in IWIS.
  - Technical assistance workshops will be held by Statewide Staff for Grantees to review Illinois workNet tools and other grant procedures and guidelines.
    - Statewide Staff will give the Grantee access to the Illinois workNet tools.
    - Grantee staff who are responsible for the program, fiscal administration of the grant, and entry of youth and program data are expected to attend.
- Since the LWIA is responsible for verifying eligibility for each youth, the Grantee will be sending youths to the LWIA. Therefore, the LWIA will need to enter a schedule for appointments during

the first month of the grant relationship and make enough appointments available for scheduling two months in advance for potential youths.

- a. This allows the Grantee to see which days and times the LWIA staff are available to receive the youths.
  - b. If the LWIA is working with more than one Grantee, timeframes must be carefully scheduled so there is no double-booking.
  - c. More on scheduling and viewing appointments can be found on the Youth Apprenticeship/Career Pathways Partner Guide under Full List of Resources.  
<https://www.illinoisworknet.com/DownloadPrint/Schedule%20Youths%20with%20LWIA%20Career%20Planners.pdf>
3. The Grantee must enter all training program information into Illinois workNet. The step-by-step directions are located on the Youth Apprenticeship/Career Pathways Partner Guide under Full List of Resources.  
[https://www.illinoisworknet.com/DownloadPrint/Adding%20a%20Training%20Program\\_Final.pdf](https://www.illinoisworknet.com/DownloadPrint/Adding%20a%20Training%20Program_Final.pdf).
- NOTE: All programs must culminate in an approved credential, which should be reflected on the list of recognized credentials in Illinois workNet. If the credential is not on the ‘recognized’ list, credential information must be entered in Illinois workNet and a request for approval submitted to the DCEO grant manager. The following credentials are not recognized as ‘stand-alone’ credentials, but can be used to build toward a recognized credential: OSHA 10, Food Handling, and CPR.
4. The Grantee must enter all employer partner information into Worksite Placement Tool within Illinois workNet.
- a. A worksite placement agreement ([Appendix E](#)) must be completed and available for each employer participating in the project and uploaded to Grantee resource area.

## RECRUIT YOUTHS AND EMPLOYERS

Outreach and marketing efforts to engage potential program youths are critical throughout the life of the program for sustainability purposes. Development of a comprehensive marketing strategy and implementation is necessary for a successful and sustainable program. The Grantee is responsible for finding youths to participate in the program and for collaborating with employers who are interested and appropriate to provide work-based learning experiences for the program.

Youth Career Pathway Initiative	Staff Who Completes Task			System Used	
	Statewide Staff	Grantee (LWIA or Non-LWIA)	Only LWIA Staff	Illinois workNet System (IwN)	IWDS
<b>Recruit Customers and Employers</b>					
<ul style="list-style-type: none"> <li>• Recruit (public page, marketing materials) career pathway customers and employers.</li> </ul>		X		X	

The Young Invincibles have created a recruitment toolkit for the youth career pathway programs in Illinois:

[https://www.illinoisworknet.com/DownloadPrint/Apprenticeship%20Recruitment%20Toolkit\\_YI\\_Final.pdf](https://www.illinoisworknet.com/DownloadPrint/Apprenticeship%20Recruitment%20Toolkit_YI_Final.pdf).

## COMPLETE YOUTH INTAKE FORM AND YOUTHS BECOME WIOA INQUIRANTS/APPLICANTS

If a potential youth is interested in the Grantee’s program, he/she must go through the intake review process starting with an online intake form, which includes pre-screening for WIOA eligibility and a skills and interests survey. It is through this application that determines the initial eligibility and suitability of the youth for the program.

Youth Career Pathway Initiative	Staff Who Completes Task			System Used	
	Statewide Staff	Grantee (LWIA or Non-LWIA)	Only LWIA Staff	Illinois workNet System (IwN)	IWDS
<b>Complete Customer Intake Form</b>					
<ul style="list-style-type: none"> <li>Customers complete intake form. The form is used to help recommend training programs that may be a good match for the customer.</li> </ul>		X		X	
<b>Customers Become WIOA Inquirants/Applicants</b>					
<ul style="list-style-type: none"> <li>Use Dashboards to monitor customer daily progress.</li> </ul>		X		X	
<ul style="list-style-type: none"> <li>Meet with the customer to review their Suitability Page. Identify the selected training program and update the recommendation status.</li> </ul>		X		X	
<ul style="list-style-type: none"> <li>Grantees verify WIOA eligibility by identifying and collecting the required documentation.</li> <li>Grantee updates the Eligibility Status in IwN.               <ul style="list-style-type: none"> <li>Once the eligibility documentation is collected and the grantee determines they can serve the customer, the intake form is submitted to IWDS. The form populates the customer information into IWDS as an inquirant.</li> <li>If the grantee is not able to collect eligibility documentation or they are unable to serve the customer, the grantee is prompted to explain why they were unable to serve the customer and what referral or next steps were given. The customer information is NOT sent to IWDS.</li> </ul> </li> </ul>		X		X	
<ul style="list-style-type: none"> <li>Grantees update the appointment status to identify if the customer needs an appointment an IWDS application certification meeting with LWIA.</li> <li>Customers are instructed to take appropriate documentation to LWIA staff appointment.</li> </ul>		X		X	
<ul style="list-style-type: none"> <li>LWIA career planner verifies WIOA eligibility and certifies application in IWDS.</li> </ul>			X		X
<ul style="list-style-type: none"> <li>Use the Case Notes tool to enter case notes into IWDS/Illinois workNet as well as a communication tool to send emails and Illinois workNet messages.</li> <li>View/Filter/Export Customer Case Notes.</li> </ul>		X		X	

1. The youth completes and submits the application, which is used to pre-screen for both eligibility and suitability.

2. Generally, the Grantee will be with the youth. In the event the youth has completed the application independently, the Grantee schedules an appointment to meet with the youth, review the application, and determine interest in the program. If no program of interest is available, the Grantee must refer the youth to the LWIA for additional assistance.
  - a. Note: Ensure you document the referrals by making case notes.
3. If the youth is interested in enrollment, the Grantee will verify youth eligibility through the collection of required documentation. At least one barrier must be documented for the youth to be eligible for service.
4. The Grantee verifies eligibility and enrolls the youth in the program through IWIS.
5. The Illinois workNet dashboard for each youth must be checked daily to monitor the completion of the application.
  - a. If the application has been started and is not complete within a five-day period, follow-up with the youth must occur.
  - b. If, after the initiation of an application, no response has been received from the youth for 30 days, the application is closed.
6. Efforts to contact the youth as a part of follow-up should be reflected in the Case Notes tool in Illinois workNet. Color-coded alerts are provided to the Grantee that reflect the status of youth applications.

- White = Informational
- Yellow = Action Needed
- Red = Red flag/Immediate action needed
- Green = This step is complete or meets a program requirement. Good for that section
- Grey = “greyed out”/ stopping point for that section

**\*\*Note:** Youths in the white & yellow lines are not included when calculating the loss/pass rate columns.

### TRAINING AND SERVICES (YOUTHS BECOME WIOA REGISTRANTS)

Youth Career Pathway Initiative	Staff Who Completes Task			System Used	
	Statewide Staff	Grantee (LWIA or Non-LWIA)	Only LWIA Staff	Illinois workNet System (IwN)	IWDS
<b>Training and Services - Customers Become WIOA Registrants</b>					
<ul style="list-style-type: none"> <li>Document Basic Skill Assessment Results</li> </ul>		X			X
<ul style="list-style-type: none"> <li>Document/View Other Assessment Results – Assessment results entered into IwN will populate IWDS as a case note.</li> </ul>		X		X	
<ul style="list-style-type: none"> <li>Identify Staff Contacts for the customer on the customer’s Overview Page. Based on the customer’s needs, identify staff contacts to assist in supporting the customer. You must refer the customer to an LWIA for eligibility determination through IWDS.</li> </ul>		X		X	
<ul style="list-style-type: none"> <li>Create Individualized Services and Training Plan (ISTEP) with the customer,</li> <li>Complete assessment summary</li> <li>Identify short and long-term goals</li> <li>Identify planned steps/services to reach the goals. This includes worksite placements and other services. For each service, identify:               <ul style="list-style-type: none"> <li>Planned start/due dates and a Not Started Status.</li> <li>Barriers addressed with the step</li> <li>Provider</li> <li>Credential that is earned (once it is earned)</li> </ul> </li> <li>Have the customer sign the ISTEP and retain for you records. Make sure they know they can access their ISTEP at any time through their Illinois workNet account.</li> </ul>		X		X	
<ul style="list-style-type: none"> <li>Grantees enter services into IWDS.</li> <li>Enter the service for Individualized Services Strategy</li> <li>Enter services into IWDS as they are Started/Complete.). These services will sync with the ISTEP steps/services if the service and start date are the same for the customer.</li> </ul>		X			X
<ul style="list-style-type: none"> <li>View/sort customer’s saved Optimal Resume items.</li> </ul>		X		X	
<ul style="list-style-type: none"> <li>Upload Worksite Placement Payroll.</li> </ul>		X		X	
<ul style="list-style-type: none"> <li>Grantee staff enter Credentials:</li> <li>Enter the credential into the customer’s ISTEP               <ul style="list-style-type: none"> <li>Select the step that was started/completed that resulted in a credential</li> <li>Enter the credential information.</li> </ul> </li> <li>Enter the credential in IWDS. This will sync with the customer’s ISTEP based on the type of credential, the date attained, and the source.</li> </ul>		X		X	X
<ul style="list-style-type: none"> <li>View/Filter/Export Customer Services/Outcomes.</li> </ul>		X		X	

1. The Grantee will document the youth’s basic skills assessment results in IWIS.
2. The Grantee also enters the results from other assessments – both formal and informal – into IWIS.
3. A Staff Contact must be identified and assigned to the Youth on the youth’s overview page, based on the youth’s needs.
4. Once assessments are made and documented as well as goals and barriers are identified, the Grantee will create a career plan in Illinois workNet.
  - a. Include assessments, goals, services, and worksite placements.
  - b. Each service must have a barrier identified.
  - c. When completed, the Grantee must have the youth sign the Youth Agreement, which can be printed and signed or be sent electronically and acknowledged electronically by the youth.
5. Illinois workNet has an Optimal Resume Builder. Review and sort the youth’s saved items. For information on how to use the Optimal Resume Builder, see the following guide: [https://www.illinoisworknet.com/DownloadPrint/OptimalResume%20Help%20Guide\\_FINAL.pdf](https://www.illinoisworknet.com/DownloadPrint/OptimalResume%20Help%20Guide_FINAL.pdf)  
The case manager can have access to the Optimal Resume.
6. The Grantee will enter any worksite placements for the youths and, therefore, will need to upload worksite placement payroll into Illinois workNet.
7. The Grantee will enter any earned credentials into both Illinois workNet.

### PROGRAM COMPLETION/EXIT

The youth exit status is entered into IWIS. Successful completion includes:

- 1) Completing the program/coursework;
- 2) Completing the coursework and obtaining a credential;
- 3) Completing the program and transitioning to postsecondary education;
- 4) Completing the program and transitioning to employment – either related or unrelated - to the program of study.

Youth Career Pathway Initiative	Staff Who Completes Task			System Used	
	Statewide Staff	Grantee (LWIA or Non-LWIA)	Only LWIA Staff	Illinois workNet System (IwN)	IWDS
<b>Program Completion/Exit</b>					
<ul style="list-style-type: none"> <li>• LWIA career planner updates exit status for WIOA applicants/registrants. Sync will update customer IWDS status in Illinois workNet.</li> </ul>			X		X

If the youth is successfully employed, monthly follow-up with the employer is suggested. As a good practice, annual youth follow-up is also suggested, once a youth has exited the program/services provided by the Grantee.

### POTENTIAL APPENDIX K: CHART OF BARRIERS / SERVICE LOCATIONS