

## 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://illinoisworknet.com), 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>	<ol style="list-style-type: none"> <li>1. 14 -21 years old and</li> <li>2. Attending compulsory school and</li> <li>3. <b>Low-Income</b> and</li> <li>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> </li> </ol>	Authorized to work in U.S.	If male, registered as required.	<ol style="list-style-type: none"> <li>A. Family income at or below 100% of poverty line or 70% lower living standard; or</li> <li>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 <ul 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> </ul> </li> </ol> </li> </ol>

Fund	Age and Other	Work Status	Selective Service	Low Income
				<p>2. Foster Child; or</p> <p>3. Homeless; or</p> <p>4. Receives or is eligible to receive free or reduced-price lunch; or</p> <p>5. Lives in a high poverty census tract.</p> <p>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.</p>
<p><b>Out-of-School Youth</b></p>	<p>A. 16-24 years old and</p> <p>B. Not attending compulsory school and</p> <p>C. At least one of the following apply:</p> <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>	<p>Authorized to work in U.S.</p>	<p>If male, registered as required</p>	<p>A. Low income required only if using C. 2. or C. 9. from “Age &amp; Other” column</p> <p>B. Family income at or below 100% of poverty line or 70% lower living standard or Meets one of the following criteria</p> <p>1.Youth receives or is a member of a family that receives (currently or in the past six months) one of the following</p> <ul 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> </ul> <p>2. Foster Child; or</p> <p>3.Homeless; or</p> <p>4.Receives or is eligible to receive free or reduced-price lunch; or</p> <p>5.Lives in a high poverty census tract.</p> <p>Note: Individual with a disability must be considered family of one for income determination purposes if</p>

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

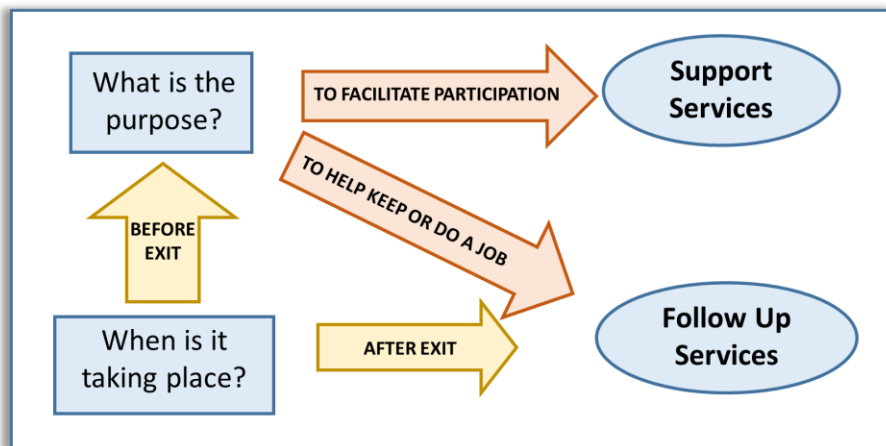
The types of follow-up services provided and the duration of services must be determined based on the needs of the individual and therefore, the type and intensity of follow-up services may differ for each participant.

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>