



# Chapter 6: Training and Employment Services

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## Chapter Overview

By the end of Chapter 6, you will be able to:

- Explain training expectations within the scope of the JTED Program.
- Create a customer-center design approach.
- Deliver an effective program orientation.
- Ensure training providers comply with JTED approved requirement.
- Apply the Illinois Essential Employability Skills Framework to your program's soft skills instructional hours.
- Integrate the six core values of diversity, welcoming and inclusion, accessibility, belonging, and equity into your program's training and instruction.

The JTED Program creates a qualified talent pipeline to fill job opportunities with diverse candidates. Through program instruction, the JTED Program will train, prepare, and empower customers by fostering resilience and self-sufficiency.

# DCEO Expectations:

All JTED grantees are expected to:

- Deliver employer-driven, industry-recognized training
- Provide career planning and supportive services
- Document all customers service in IL WorkNet
- Track credentials, employment, and retention outcomes
- Maintain complete customer files for monitoring

**Note:** *Documentation Tip - Maintain attendance records, assessments, case notes, and supporting documentation to help demonstrate that customer s received services.*

## Program Orientation

Before services begin, grantees should provide customer s with a clear, accessible orientation to the JTED program. Orientation should explain the program purpose, available services, participation and attendance expectations, the approved training pathway, supportive services and barrier-reduction assistance, credential and employment expectations, Illinois workNet documentation, customer rights, and who to contact with questions or accommodation needs.

**Documentation Tip:** *Record completion of orientation in the customer file and document any individualized follow-up needed to support successful participation.*

## Training Basics

JTED **training** aims to increase knowledge, develop skills, impact attitudes, and/or influence behaviors in an individual to accomplish specific job tasks or goals. It is focused on employer needs and aims to impact and improve performance. This is an important distinction from teaching, which often focuses less on skill building and more on information dissemination, knowledge acquisition, and learning.

## Instructional Design

Grantees' program design must include a holistic approach that meets customer s where they are in their abilities, training and employment experience, and the supports needed to participate in and successfully complete the program. JTED aligns its service terminology with the Workforce Innovation and Opportunity Act (WIOA) to promote consistency and support coordination when JTED customer s are also connected to WIOA services.

JTED uses four service types—Career Oriented, Training Oriented, Employment Oriented, and Support Oriented—with user-friendly service titles and definitions. Customer goals should be established within these service types, and the selected services should support those goals. Illinois workNet prepopulates goals for each service type; grantees should tailor them to the customer’s objectives. Whenever possible, employability skills should be integrated throughout occupational training rather than treated only as a stand-alone activity.

## Standardized Goals and Service Delivery Model

### Standardized Goals

The primary goals of the JTED program are to:

- **Foster local economic development** by linking the needs of the low-wage/low-skilled employed worker with the workforce needs of local industry.
- **Connect disadvantaged individuals** (unemployed, under-employed, underrepresented) to job training and placement opportunities within the local industry.
- **Address the economic impacts** experienced by employers and individuals by providing career pathway opportunities.
- **Support participants** in achieving long-term employment, wage advancement, and career growth through employer-driven training and supportive services.

### Standardized Services and Service Delivery Model

While specific training and employment models vary by local need, the types of services are standardized:

- **Employer-driven training approaches:**  
Programs must be designed in partnership with local employers to meet specific industry skill needs.
- **Occupational training**  
Provision of job skills training along with work-based learning experiences (e.g., internships, on-the-job training).
- **Career Pathway focus**  
Training must be part of a career pathway for in-demand occupations and result in customers earning measurable skill gains, stackable certifications, or credentials.

**Note:** This service is specifically for career planning. General conversations about day-to-day concerns should be recorded separately as case notes and not included as career planning activities. For more details, see the [Career Planning policy](#).

- **Support and Barrier Reduction Services**

A key feature of JTED is access to approved supportive services and barrier-reduction assistance that help customers remain engaged in training and employment. Services must be consistent with the approved scope of work, budget, customer need, and applicable JTED requirements.

- **Target Population**

Services are required for specific target populations, including unemployed, underemployed, or underrepresented individuals, including youth and adults with one or more barriers to employment.

- **Data and Accountability**

Grantees must comply with performance goals and expectations, using data systems to track customer progress, services provided, goals completed, and performance outcomes.

JTED legislation provides the overarching framework, goals, and eligible service categories, while local entities design specific, employer-linked training programs to fit regional labor market demands.

Table 7.1: Services

| Career Oriented                                                                                 | Service Type | Training Oriented Service Type                  | Employment Oriented Service Type                  | Support Oriented Service Type           |
|-------------------------------------------------------------------------------------------------|--------------|-------------------------------------------------|---------------------------------------------------|-----------------------------------------|
| Alternative School/Dropout Recovery Services                                                    |              | Training Provider and Program Approval          | Group Workforce Research/Workshops/Job Clubs      | Barrier Reduction Service Itemized List |
| Assistance Establishing Eligibility for Financial Aid (Staff Assisted)                          |              | OJT - Private Sector                            | Placed in Adult Secondary Education (ASE)         | Cash Incentives & Stipends              |
| Career Counseling/Guidance Services (Staff Assisted)                                            |              | OJT - Public Sector                             | Labor Market Information (LMI)                    | Support Service Itemized List           |
| Career Planning (Case Management)                                                               |              | Skill Upgrading and Retraining                  | WBL - Employability Skills/Job Readiness Training |                                         |
| Comprehensive and Specialized Assessments                                                       |              | Entrepreneurial Skills Training                 | WBL - Job Shadowing                               |                                         |
| Comprehensive Guidance and Counseling                                                           |              | WIOA Title IB Funded Adult Education w/Training | WBL - Pre-Apprenticeship Program                  |                                         |
| Digital Literacy                                                                                |              | Customized Training                             | WBL - Transitional Jobs                           |                                         |
| English Language Education                                                                      |              | Occupational Skills Training                    | WBL - WEX/Internship                              |                                         |
| Financial Literacy Services                                                                     |              | Prerequisite Training                           |                                                   |                                         |
| Group Workforce Research/Workshops/Job Clubs                                                    |              | Registered Apprenticeship Program (RAP)         |                                                   |                                         |
| Initial Assessment of Skill Levels & Other Needs (STAFF ASSISTED)                               |              | Training Paid by Non-JTED/Non-WIOA Funds        |                                                   |                                         |
| Guidance and Counseling                                                                         |              |                                                 |                                                   |                                         |
| Integrated Education and Training (IET)/Integrated Career & Academic Preparation System (ICAPS) |              |                                                 |                                                   |                                         |
| Job Search Activities and Assistance                                                            |              |                                                 |                                                   |                                         |

|                                                                  |
|------------------------------------------------------------------|
| Leadership Development                                           |
| Out-of Area Job Search/Relocation Assistance                     |
| Post-Secondary Prep & Transition Activities                      |
| Referred to Employment/<br>Placement Assistance (STAFF Assisted) |
| Short-Term Prevocational Services (Job Readiness)                |
| Tutoring/Study Skills Instruction/Dropout Prevention             |
| UI Filing Information (STAFF ASSISTED)                           |
| Vocational Exploration                                           |
| Worker Rights Training                                           |
| Workforce Preparation Activities                                 |
| Youth Entrepreneurial Skills Training                            |
| Mentorship                                                       |

**Service alignment note:** The service definitions in this chapter are aligned, where applicable, with the WIOA Title IB Services Matrix with Definitions and PIRL Elements (4/11/25). JTED uses WIOA-aligned terminology for consistency; however, JTED-funded services must also follow the approved JTED scope of work/program implementation plan, budget, Illinois workNet reporting requirements, and applicable program requirements. When a customer is co-enrolled in WIOA, the applicable WIOA policy and reporting rules also apply.

## Career Oriented Service Types

### Alternative School/Dropout Recovery Services

#### Finding Your Path: Education Programs That Help Customers Succeed

Some customers learn best in different ways, and alternative secondary school programs help them succeed. These programs give young people a chance to build their skills, gain confidence, and reach their education goals. They offer services like adult education, literacy programs, academic support, and English language learning. These services are designed for customers who may have struggled in traditional schools and need a different kind of learning environment.

An alternative education program is a well-planned, supportive learning experience that takes place outside of regular school settings. It is separate from general or special education and provides customers with personalized opportunities to grow and succeed.

For customers who have left school before finishing, dropout recovery services help them get back on track. These services include credit recovery, counseling, and developing an education plan to support their goals. Programs focus on helping customers continue their education and earn a high school diploma or its equivalent.

Examples of services include:

- Training in basic education skills

- Personalized academic instruction
- English language learning
- Counseling to support school re-engagement
- Developing an education plan
- Preparing for high school equivalency exams (for customers who left school)
- Helping customers learn about alternative school programs in their district and guiding them through the enrollment process

Services that help customers return to school should be reported under Alternative School/Dropout Recovery Services. Programs that focus on keeping students in school should be reported separately under Youth Program Element #1, which includes tutoring, study skills, and dropout prevention support.

**Note:** For more information, see policy [7.5.2 Youth Program Elements](#).

### Assistance Establishing Eligibility for Financial Aid (Staff Assisted)

#### Expanding Opportunities: Helping People Access Financial Aid for Learning & Growth

Providing personalized support to help individuals determine their eligibility for financial aid programs that assist with training and education opportunities beyond those covered by WIOA.

**Note:** For more information, see policy [7.4.1 Supportive Services and Needs Related Payments](#).

### Career Counseling/Guidance Services (Staff Assisted)

#### Exploring Careers: Finding the Best Path for Your Future

This service provides one-on-one support to help individuals explore career and training options. With dedicated staff guidance, customers receive useful information, resources, and advice to help them find a career path that fits their strengths and goals.

Career information may include:

- Details about jobs that are in high demand
- Wages and earning potential for different careers
- Job openings in the local area
- Performance data on industries and training programs

**Note:** This service focuses on providing helpful career information with staff support. It is different from **Career Planning**, which involves ongoing career counseling and personalized guidance to help customers take steps toward their career goals.

**Note:** For more information, see policy [7.1 Career Services](#).

### Career Planning (Case Management)

#### Planning for Success: Building Your Career Path with Support

This service focuses on helping individuals create a strong plan for their future careers. It provides personalized support to connect customers with the resources they need, including job training, education, and career counseling. When possible, technology is used to make access to services easier. Support continues during program participation and even after job placement to ensure long-term success.

Career planners offer one-on-one counseling to help individuals identify their strengths and understand which skills are most in demand in the local job market. They provide helpful materials, recommendations, and advice to guide customers in choosing the right career path.

**Note:** *This service is specifically for career planning. General conversations about day-to-day concerns should be recorded separately as case notes and not included as career planning activities.*

**Note:** *For more information, see policy [7.1 Career Services](#).*

### Comprehensive and Specialized Assessments

#### Discovering Your Strengths: Finding the Right Career Path

This service helps individuals understand their skills and the support they need to reach their career goals. It includes tests, interviews, and assessments to identify strengths, opportunities, and possible challenges in finding a job. The goal is to connect people with the right career path based on their abilities and interests.

Staff may guide customers in understanding assessment results and exploring job options. Some assessments may include:

- Local job market trends, like demand for certain skills and hiring requirements
- Transferable skills that could help a customer succeed in different jobs

This step is required before creating an Individual Employment Plan (IEP).

**Note:** *For more information, see the [Career Planning](#) and [Basic Skills Deficiency Screening](#) resources (see 5.6 Basic Skills Deficient).*

### Comprehensive Guidance and Counseling

#### Supporting Growth & Well-Being: Guidance to Help Youth Thrive

Comprehensive guidance and counseling provide personalized support to help customers overcome challenges and build a strong foundation for success. This includes counseling for substance use, mental health, and referrals to partner programs when needed. The program encourages mental health assessments to identify and address any needs that may affect a young person's ability to succeed. Violence prevention is also included as part of this service.

When local youth programs cannot provide a specific type of counseling, they work closely with trusted partner organizations to ensure customers get the help they need without disruption. If resources are available within the program, counseling services may be offered directly instead of referring to youth elsewhere.

Important Note:

- This service is focused on personal and mental health support and **does not** include regular career counseling.
- Career counseling should be recorded separately under **Youth Career Planning (Case Management)**.
- Activities like career awareness, career exploration, and career counseling should be reported under **element 13**.

**Note:** For more information, see *Training and Employment Guidance Letter* ([TEGL 9-22](#)).

## Digital Literacy

### Powering Up with Digital Skills: Learning for Life, School & Work

Digital literacy helps customers build the skills they need to use technology in everyday life, school, and work. It empowers individuals to safely and effectively navigate the online world, use digital tools, and communicate with confidence.

Key digital literacy skills include:

- Using computers, tablets, and smartphones to complete tasks
- Understanding how to find and use reliable information online
- Sending emails, creating documents, and using digital platforms
- Staying safe online by protecting personal information
- Learning how to use technology for work, learning, and daily life

This service provides hands-on learning and support to help customers strengthen their digital skills, making it easier to reach personal, academic, and career goals in today's tech-driven world.

**Note:** For more information, see the [Digital Literacy Guide](#).

### English Language Education

#### Growing with English: Building Skills for Life, Work & Community

This service helps adults who are learning English build the language skills they need to succeed in everyday life, work, and their communities. It supports learners of all backgrounds, including professionals who have degrees and certifications from their home countries. The program focuses on helping individuals gain confidence in English while also learning important skills for work and civic participation.

customers receive instructions in:

- Reading, writing, speaking, and understanding English
- Their rights and responsibilities as citizens and community members
- How to take part in civic activities, such as voting and community involvement

**Note:** English language learning activities that are part of the **Integrated Career & Academic Preparation System (ICAPS)** in Illinois, which follows the **Integrated Education and Training (IET)** model, must be recorded as a training service. The IET model combines language learning with career training to help individuals build skills for education and job success.

**Note:** For more information, see policy [7.1 Staff Assisted Basic and Individualize Services](#).

### Financial Literacy Services

#### Smart Money Choices: Building Confidence & Skills for a Bright Future

Financial education helps people build confidence and make smart choices with their money. These activities give learners the tools they need to take control of their financial future and reach their goals.

Here are some ways financial literacy programs support success:

1. **Managing Money Wisely**  
Learn how to make a budget, open a bank account, and make good decisions about spending and saving.
2. **Smart Credit and Debt Choices**  
Understand how to use credit cards, student loans, and other types of borrowing responsibly to stay on track financially.
3. **Understanding Credit Scores**  
Learn why credit scores matter, how to check your credit report for mistakes, and how to build strong credit for future opportunities.

### 4. **Comparing Financial Options**

Gain skills to evaluate financial services, such as loans and savings accounts, so you can pick the best options for your needs.

### 5. **Protecting Personal Information**

Know how to keep your identity safe from fraud and learn your rights when it comes to personal and financial security.

### 6. **Helping Non-English Speakers Learn About Finances**

Offer financial education in multiple languages so everyone can access important money management information.

### 7. **Applying Financial Skills in Real Life**

Connect learners with safe and affordable financial services that allow them to practice budgeting, saving, and managing money.

### 8. **Encouraging Financial Growth**

Help people build knowledge, skills, and confidence in making financial choices that lead to long-term stability and success.

**Note:** For more information, see policy [7.1 Staff Assisted Basic and Individualize Services](#).

## Group Workforce Research/Workshops/Job Clubs

### Building Skills for a Successful Job Search

**Workshops** are group learning sessions led by a skilled instructor. They help people learn important job-related skills, like understanding different careers, figuring out personal strengths, creating resumes and job applications, preparing for interviews, and learning effective ways to find job opportunities. These workshops give customers the confidence and tools they need to succeed in their job search.

**Job Clubs** are supportive groups where people can share resources and learn together. They provide helpful information about available jobs, career paths, and the skills needed to get hired. Job clubs also offer activities that encourage customers to work together, practice job search techniques, and build connections that help in finding the right job.

**Note:** For more information, see policy [7.1 Career Services](#).

## Guidance and Counseling

### Building Bright Futures: Guidance & Support for Youth Success

Comprehensive guidance and counseling programs offer personalized support to help young people succeed. These services include counseling for mental health, drug and alcohol concerns, and referrals to specialized programs when needed.

The program encourages **mental health check-ins** as part of the assessment process so that youth can access the right resources to support their well-being. **Violence prevention** is also an important part of this program, helping young people build safe and healthy futures.

If a youth needs counseling that a local program cannot provide, the program will connect them with trusted organizations to ensure they continue receiving the help they need. If the local program has the right resources, it may offer counseling directly instead of making a referral.

It is important to know that this counseling **is not the same as career counseling**. Career-related guidance like career awareness, career exploration, and study planning is recorded in a different program area called **Youth Career Planning**.

**Note:** For more information, see policy [7.5.2 Youth Program Elements](#) and [TEGL 21-16](#). For youth, record this service as *Comprehensive Guidance and Counseling (Youth Program Element 10)* when applicable; avoid duplicate service entries.

### Initial Assessment of Skill Levels & Other Needs (STAFF ASSISTED)

#### Getting Started: Learning About You

Customers engage in a friendly, one-on-one conversation to identify their strengths, interests, and goals. This is an opportunity for customers to explore what they already know and what they are excited to learn more about whether it's reading, math, English, or job-related skills. By learning about the customer, they can be connected with the appropriate programs and services through One-Stop operator and partner organizations to help them overcome challenges and reach their goals.

During this initial conversation, the following information is gathered; work history, education, income, and family life. This information helps to create a plan that builds on the customers strengths and supports their career and training journey. While this step is important for organizing paperwork, it is also the first opportunity to focus on their growth and future success.

**Note:** This step is different from the **"Comprehensive and Specialized Assessment."** The basic career service is a starting point where information is collected. The detailed assessment, which comes later, provides a deeper look into your skills and strengths.

**Reference:** For more information, see policy [7.1 Career Services](#).

### Integrated Education and Training (IET)/Integrated Career & Academic Preparation System (ICAPS)

#### ICAPS: Learning and Career Growth Together

The Integrated Career & Academic Preparation System (ICAPS) helps adults build their academic and career skills at the same time. It follows a special learning model called Integrated Education and Training (IET), which is used across Illinois to help customers move forward in both school and work.

Through ICAPS, customers strengthen their reading, math, and English skills while also preparing for jobs and learning workplace skills. This program combines education and career training so customers can grow in multiple ways at the same time. Whether someone wants to earn a college credit, complete a program certificate, or advance in a career field, ICAPS provides a clear path to success.

To make sure customers get the best support, ICAPS programs must be approved by the Illinois Community College Board (ICCB). This helps ensure that learning and career training happen together and in a way that connects to real job opportunities.

**Note:** For more information, see policy [7.1.1 Adult Education Bridge Program](#) and [7.2.3 Integrated Career & Academic Preparation System \(ICAPS\) Policy](#).

## Job Search Activities and Assistance

### Helping You Find the Right Job

A Career Planner works with customers one-on-one to help create a strong plan for finding the right job. They guide customers through each step of the job search process, so they feel confident and ready.

Together, customers can look for job openings that match their skills and interests. The Career Planner will also help them write a clear and professional resume, draft a cover letter that highlights their strengths, and complete job applications. They should receive support that ensures they have the tools and knowledge to successfully search for and apply to jobs that fit their goals.

**Note:** For more information, see policy [7.1 Career Services](#).

## Leadership Development

### Building Leadership Skills for a Bright Future

Leadership programs help young people grow their confidence, responsibility, and career skills while building strong connections with others. These activities encourage positive behaviors and prepare customers for success in school, work, and life.

Some leadership opportunities include:

- **Exploring College and Career Paths:**  
Learning about higher education options and future careers.
- **Helping the Community:**

Taking part in service projects that make a difference.

- **Working with Peers:**  
Joining mentoring and tutoring programs to support others.
- **Teamwork and Leadership Training:**  
Learning how to lead and work well with others in group settings.
- **Decision-Making Skills:**  
Practicing problem-solving and understanding priorities.
- **Citizenship and Life Skills:**  
Learning important life lessons, such as parenting and workplace behaviors.
- **Community Involvement:**  
Participating in activities that improve neighborhoods and strengthen communities.
- **Youth Leadership Opportunities:**  
Taking on leadership roles in youth councils and committees.

These experiences empower individuals to become strong leaders, make positive choices, and create a bright future for themselves and those around them.

***Note:** For more information, see policy [7.5.2 Youth Program Elements](#) and [TEGL 21-16](#) (Youth Program Element 6 - Leadership Development).*

## Out-of Area Job Search/Relocation Assistance

### Helping You Find Job Opportunities in Other Areas

Sometimes, people have valuable skills that are in high demand in different cities or regions, but not as much in their local area. **Out-of-Area Job Search Assistance** helps adults and workers explore job openings in places where their skills are needed. This service provides access to job listings, phones for contacting employers, and support with writing resumes and other important documents to make the job search easier and more successful.

If someone secures a job in a new location, **Relocation Assistance** is available to help them move to their new job site. This support is provided based on their **Individual Employment Plan (IEP)** to make sure they have the resources needed for a smooth transition. These services give individuals the opportunity to expand their job search and confidently take the next step in their careers.

***Note:** For more information, see policy [7.1 Career Services](#).*

## Post-Secondary Prep & Transition Activities

### Helping Youth Prepare for Their Next Steps

This program supports customers as they get ready for college, job training, and other learning opportunities after high school. It provides guidance and resources to help customers successfully transition into the next stage of their education or career.

Customers can explore different post-secondary options, such as technical training schools, community colleges, four-year universities, and apprenticeship programs. The program also helps customers build important skills, including digital literacy, and offers support in key areas like:

- Preparing for college entrance exams (SAT/ACT)
- Completing college applications
- Finding and applying for scholarships and grants
- Filling out financial aid forms and keeping up with changing requirements
- Connecting with postsecondary education programs
- Taking required courses to enter a job training or college program

These services ensure customers have the tools and support they need to move forward with confidence and reach their educational and career goals.

**Note:** For more information, see policy [7.5.2 Youth Program Elements](#) and [TEGL 21-16](#) (Youth Program Element 6 - Leadership Development Youth Program and Element 14 - Post-Secondary Preparation and Transition Activities).

### Referred to Employment/ Placement Assistance (STAFF Assisted)

#### Personalized Job Matching Support

A Career Planner works closely with customers in a one-on-one setting to connect them with job opportunities that match their skills, experience, and career goals. They should receive support finding openings related to their past work, the training they've completed, and the type of job they're excited to pursue. The Career Planner also helps set up interviews with potential employers, making sure they have the support and resources needed to take the next step toward a successful career.

**Note:** For more information, see policy [7.1 Career Services](#).

### Short-Term Prevocational Services (Job Readiness)

#### Building Skills for Career Success

Short-term pre-vocational services help individuals strengthen their skills and prepare for new job opportunities. These services are designed for people who may not yet have certifications but want to improve their abilities to find and succeed in a job. Some pre-vocational services focus on preparing individuals for licensing or certification exams, while others help people refresh and upgrade important workplace skills to stay competitive in their chosen career.

Examples include:

- Nursing license exam courses
- Computer skills training for modern workplaces
- OSHA 10 safety training
- CPR/First Aid classes
- SERV Safe food safety courses
- Basic computer classes

These short-term learning opportunities provide valuable skills that can help individuals grow professionally and confidently enter the workforce.

**Job Readiness Training** supports individuals in developing important skills for finding a job and adjusting to workplace expectations. These services help individuals improve their communication, learning strategies, and interviewing techniques. They also focus on professional behaviors such as punctuality, personal presentation, and teamwork. By gaining these essential skills, individuals can take the next step toward meaningful job opportunities and career growth.

***Note:** For more information, see policy [7.1 Career Services](#).*

## Tutoring/Study Skills Instruction/Dropout Prevention

### Helping Customers Succeed in School

Educational Achievement Services offer support to help customers stay in school, strengthen their learning skills, and successfully earn a high school diploma or its equivalent. These programs provide tutoring, study skills training, and academic instruction to help customers overcome challenges and build confidence in their abilities.

Customers receive guidance to identify areas where they need extra support, along with tools and resources to improve their learning strategies. These services may include one-on-one instruction, group learning, or workshops designed to make learning more engaging and effective.

Some strategies for keeping customers **in school** include:

- Tutoring and literacy development
- Hands-on learning experiences
- After-school programs
- Individualized instruction and credit recovery

Programs designed to help customers **return to school** after dropping out are supported through a different service called **Alternative School/Dropout Recovery Services**.

For WIOA Youth participants, tutoring, study skills, and dropout prevention services may contribute to the Youth Credential Attainment and Measurable Skill Gains measures when applicable, based on the participant's education and training status. Follow the Youth Program Elements matrix and applicable reporting guidance. With the right support, customers can stay on track, build their skills, and reach their educational goals with confidence!

**Note:** For more information, see policy [7.5.2 Youth Program Elements](#) and [TEGL 21-16](#) (Youth Program Element 1 - Tutoring, Study Skills Training, and Dropout Prevention).

## UI Filing Information (STAFF ASSISTED)

### Helping You with Unemployment Benefits

If customers need support filing a claim for unemployment benefits, helpful information and one-on-one guidance is provided. Customers should be walked through the process, have their questions answered, and provided with resources needed to complete their claim with confidence.

With personalized assistance, customers can feel more prepared as they take the next steps toward securing unemployment benefits.

**Note:** For more information, see policy [7.1 Career Services](#).

## Vocational Exploration

### Exploring Careers and Preparing for Success

Vocational Exploration helps individuals learn more about themselves and the world of work. It gives them the tools to explore different career paths and create a plan to reach their goals. This includes career awareness, counseling, and hands-on career exploration activities.

- **Career Awareness**  
Introduces individuals to different job opportunities. They learn about the skills needed for various careers, working conditions, and training programs that can help them succeed in different industries.
- **Career Counseling and Guidance**  
Provides advice and support to help individuals make informed career choices. This includes tips on resume writing, interview skills, job shadowing opportunities, and the benefits of continuing education or training.
- **Career Exploration**  
Helps individuals discover jobs and training programs that match their interests, skills, and strengths.

Another important part of this process is **Job Readiness and Workforce Preparation**, which teaches essential skills for finding and keeping a job.

These skills include:

- Learning how to communicate effectively
- Preparing for job interviews
- Practicing professionalism, including punctuality and teamwork
- Understanding workplace expectations and customer service

By developing these skills, individuals can confidently take the next steps in their career and education journey!

**Note:** For more information, see policy [7.1 Career Services](#); for youth, see policy [7.5.2 Youth Program Elements](#) (Element 13 - Career Awareness, Guidance, and Exploration).

### Worker Rights Training

#### Understanding Workers' Rights

Workers' rights are the rules and protections that help people feel safe, respected, and treated fairly at their jobs. These rights ensure that workers receive fair wages, work in safe conditions, and have the freedom to speak up about problems without fear.

Some important workers' rights include:

- **Fair Pay**  
Employees should be paid for the work they do and receive at least the minimum wage.
- **Safe Workplaces**  
Workplaces must follow health and safety laws to keep employees safe.
- **Equal Treatment**  
No one should be treated unfairly because of their race, gender, age, or other personal traits.
- **Breaks and Rest**  
Workers are allowed meal breaks and time to rest during their shifts.
- **Freedom to Speak Up**  
Employees can report problems, such as unsafe working conditions or unfair treatment, without getting punished.

Knowing these rights helps workers stand up for themselves and ensures they are treated with fairness and respect in their jobs.

**Note:** For more information, see the JTED Manual [Chapter 7: Work-Based Learning and Employer Engagement](#).

### Workforce Preparation Activities

### Building Skills for Career Success

Workforce preparation skills help people grow their abilities to find, keep, and advance in jobs. These skills include working well with others, communicating clearly, and providing excellent customer service. They also involve workplace behaviors like professionalism, problem-solving, and thinking through challenges with confidence. These skills are not tied to a specific career or industry; they help individuals succeed in any type of work.

Some key workforce preparation skills include:

- **Using Resources**  
Knowing how to find information and tools to help with work tasks.
- **Working with Others**  
Building strong teamwork and collaboration skills.
- **Understanding Systems**  
Learning how different workplaces function and how to adapt.
- **Preparing for Education or Training**  
Gaining skills to smoothly transition into school or job training programs.
- **Digital Literacy**  
Learning how to use technology effectively in different work settings.

Additionally, these skills align with **Essential Employability Skills**, which are valuable in all types of jobs. They focus on professional habits and workplace behaviors that help people thrive. **Soft Skills** are also important in workforce preparation.

These include:

- Punctuality and positive work habits
- Strong communication and teamwork abilities
- Problem-solving and decision-making skills
- Reliability, initiative, and adaptability

By developing these skills, individuals can step into new opportunities with confidence and build a successful career path.

**Note:** For more information, see policy [7.1 Career Services](#).

### Youth Entrepreneurial Skills Training

#### Learning How to Start and Grow a Business

This program helps young people build the skills they need to start and run a business. It teaches them how to take initiative, find business opportunities, manage budgets, explore different ways to fund their business, and share their ideas with confidence.

There are different ways youth can learn about entrepreneurship:

- **Entrepreneurship Education**  
Introduces starting and managing a business, including creating a business plan and practicing real-world business decisions.
- **Enterprise Development**  
Helps young people develop their own businesses by providing support, resources, and access to small loans or grants.
- **Experiential Learning**  
Gives hands-on experience in running a business or working as an apprentice with experienced entrepreneurs.

These programs empower young people to build leadership skills, think creatively, and take meaningful steps toward turning their business ideas into reality.

**Note:** For more information, see policy [7.1 Career Services](#); for youth, see policy [7.5.2 Youth Program Elements](#) (Youth Program Element 12 - Entrepreneurial Skills Training).

## Mentorship

### Building Strong Connections Through Mentoring

Adult mentoring is a valuable experience that lasts at least 12 months, offering young people guidance, encouragement, and support as they grow in their skills and confidence. Mentors help youth develop their strengths, set goals, and navigate challenges, building both personal and career success.

Mentoring includes structured activities where young people connect with an adult mentor in a positive, supportive way. While group mentoring and online mentoring can be part of the experience, each youth is matched with a mentor they meet with in person.

Some mentoring happens in the workplace, where youth are paired with employers or employees who help them learn about careers and build important job skills. Local programs must carefully choose and screen mentors to ensure young people have trusted, reliable guides as they take steps toward their future success.

**Note:** For more information, see policy [7.1 Career Services](#); for youth, see policy [7.5.2 Youth Program Elements](#) (Youth Program Element 8 - Adult Mentoring).

### Training Oriented Service Types

#### Training Provider and Program Approval

Before JTED-funded training begins, the grantee must confirm that the training provider, program, delivery location, credential, and cost are consistent with the DCEO-approved Scope of Work/Program Implementation Plan (PIP) and budget. Grantees must maintain documentation of any license, authorization, approval, registration, or exemption that applies to the provider or program. Changes to an approved training provider, program, credential, or delivery model should be submitted to DCEO for review before implementation.

When a customer is co-enrolled in WIOA Title I and WIOA funds are used for training, applicable WIOA training-provider and Eligible Training Provider List (ETPL) requirements also apply. JTED-only training remains subject to the approved grant requirements and any state, professional, or program-specific authorization requirements.

*Documentation Tip: Maintain the provider's legal name, program title and location, curriculum/duration, credential issuer, cost, agreement or MOU, and applicable approval or exemption documentation.*

**Note:** The WIOA-specific ETPL, ITA, OJT reimbursement, PIRL, and exit-window requirements described in the training service definitions apply when customers are co-enrolled in WIOA. JTED-only customers and JTED-funded training must follow the approved JTED grant documents and applicable JTED training-provider requirements.

**Note:** For more information, see policy [7.1 Career Services](#).

#### OJT - Private Sector

##### On-the-Job Training (non-WIOA Youth)

OJT is provided under a contract with an employer or registered apprenticeship program sponsor in the private non-profit or private sector. Through the OJT contract, occupational training is provided for the WIOA participant in exchange for the reimbursement, typically up to fifty (50) percent of the wage rate of the participant, for the extraordinary costs of providing the training and supervision related to the training. LWIAs must consider skill requirements of the occupation, participant's academic and occupational skill, work experience and the Career Plan. An OJT contract must be limited to the period of time required for participant to become proficient in the training related occupation.

Illinois ETPL requirements do not apply.

**Note:** Do NOT record when the training program/service is directly related to the participant's Registered

*Apprenticeship training. These activities must be selected in a dropdown when adding a Registered Apprenticeship service.*

**Note:** For more information, see policy [7.1 Career Services](#).

### OJT - Public Sector

#### On-the-Job Training (non-WIOA Youth)

Same as OJT-Private Sector. All provisions listed for OJT - Private Sector apply here.

**Note:** For more information, see policy [7.1 Career Services](#).

### Skill Upgrading and Retraining

#### Skill Upgrading

Short-term or part-time training is designed to upgrade skills in the workplace and provide retraining to enhance current skills. These are courses that promote skills upgrading to train incumbent workers in specific skills needed by a particular business or industry, leading to potential career growth and increased wages. This includes courses that develop professional competencies particularly relevant to a vocational or occupational goal as specified in the Career Plan. It must be demonstrated that the training will result in the workers' acquisition of transferable skills that result in an industry-recognized certification or credential.

Skills Upgrading training type should be reported for training that provides additional skills or certifications within the customer's specific occupational field, and where no more specific training type is applicable. Skills Upgrading is differentiated from Occupational Skills Training because the occupational goal is within a field for which the customer already has experience or training. Training program must be on the Illinois ETPL.

**Note:** Do NOT record when the training program/service is directly related to the customer's Registered Apprenticeship training. These activities must be selected in a dropdown when adding a Registered Apprenticeship service.

**Note:** For more information, see policy [7.1 Career Services](#) and the [7.2.1 Training and Individual Training Accounts \(ITAs\)](#) policy.

### Entrepreneurial Skills Training

#### Entrepreneurial Training (non-WIOA Youth)

Entrepreneurial skills training must provide the basics of starting and operating a business. These skills include but are not limited to, developing budgets and forecasting resource needs, business plan development, securing financing, general business law concepts, employee management, and the understanding of marketing concepts. Training program must be on the Illinois ETPL.

**Note:** For more information, see policy [7.1 Career Services](#) and the [7.2.1 Training and Individual Training Accounts \(ITAs\)](#) policy.

### WIOA Title IB Funded Adult Education w/Training

Adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with training services listed in paragraphs (a) through (g) of this section.

The Integrated Career & Academic Preparation System (ICAPS) is the implementation of the IET (Integrated Education and Training) model in Illinois. IETs are a service approach that provides adult education and literacy activities (including English language acquisition (ELA) activities) concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. ICAPS aims to provide an integrated pathway in Career and Technical Education (CTE) for college credit and/or program certificate opportunities for Adult Education and Literacy (AEL) customers that lack basic skills. ICAPS/IET career pathway programs must be approved by the Illinois Community College Board (ICCB) to ensure the three components of integrated education and training are provided concurrently as well as contextually as required. ICAPS programs must be on the Illinois ETPL.

**Note:** This is not stand-alone adult education and literacy activities. Since WIOA Title I cannot fund stand-alone adult education and literacy activities (e.g., adult education, high-school equivalency, etc.), career planners must refer the customers to a Title II Adult Education provider for those services.

**Note:** For more information, see policy [7.1 Career Services](#) and [7.2.3 Integrated Career & Academic Preparation System \(ICAPS\)](#) Policy.

### Customized Training

Customized training is designed to meet the special requirements of a single employer or a group of employers and is provided by that/those employer(s) with a commitment to employ the worker upon successful completion of the training. To be considered a countable training expenditure, the customized training:

- May not be more than 50% of the total training cost; and
- Must be with an employer who:

- Agrees to hire WIOA customers upon completion of the customized training; and
  - Are training employed workers who:
- Do not earn wages at a self-sufficiency level and to whom the employer commits to continue to employ; and
- Are being trained in new technologies, new production or service procedures, who require additional skills or workplace literacy required for employment, or for other appropriate purposes identified by local boards.

Illinois ETPL requirements do not apply.

**Note:** For more information, see policy [7.1 Career Services](#) and [7.3.2 Customized Training](#) policy.

## Occupational Skills Training

### Occupational Skills Training (non-WIOA Youth)

An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Such training must be specified in the customer's Career Plan and be of sufficient duration to impart needed skills and lead to a recognized postsecondary credential. Such programs should be outcome orientated and focused on an occupational goal specified in the Career Plan.

Occupational Skills training type should be reported for training that provides skills or certifications for a customer to move into a new or different occupation from one that the customer previously had experience or training. Occupational Skills Training (06) is differentiated from Skills Upgrading because the occupational goal is outside of a field for which the customer already has experience or training.

Single course(s) that are not a separate training program and are required for entry into a program of study should be combined with the Occupational Skills Training service. An example would be the need for BIO100 before entry into a CNA program of study.

Additionally, general education courses listed in the training provider's catalog as part of a program of study's course requirements should also be included in the Occupational Skills Training service. General education courses that are not listed as courses in the program of study's course requirements are not considered training. When funded by an Individual Training Account (ITA), the training program must be on the Illinois ETPL.

**Note:** For more information, see the [7.2.1 Training and Individual Training Accounts \(ITAs\)](#) policies.

If the local board, per WIOA Section 134(c)(3)(G)(ii) and 20 CFR 680.320, determines that it would be most appropriate to award a contract to an institution of higher education or other provider of training services to facilitate the training of a cohort of multiple individuals in one or more in-demand industry

sectors or occupations, and such contract does not limit customer choice, occupational skills training may be provided by contract.

**Note:** For more information, see policy [7.1 Career Services](#) and the [7.2.4 Class-Sized Training](#) policy.

### Prerequisite Training

Per TEN 19-22, Change 1 prerequisite training consists of a separate, distinct training that satisfies the requirements for participating in a subsequent, planned training. Prerequisite training may be the only training at certain times during participation or if the customer discontinues receiving training services. An example would be the career pathway of a required CNA training that results in a certificate before a customer can be enrolled into an LPN or ADN program of study.

Single course(s) that aren't a separate training program and are required for entry into a program of study should be combined with the Occupational Skills Training service. An example would be the need for BIO100 before entry into a CNA program of study.

Additionally, general education courses listed in the training provider's catalog as part of a program of study's course requirements should also be included in the Occupational Skills Training service. General education courses that are not listed as courses in the program of study's course requirements are not considered training. Training program must be on the Illinois ETPL.

**Note:** For more information, see policy [7.1 Career Services](#) and [7.2.1 Training and Individual Training Accounts \(ITAs\)](#) policy.

### Registered Apprenticeship Program (RAP)

An apprenticeship program registered with the U.S. Department of Labor meeting the standards defined by USDOL under 29 CFR Part 29, Subpart A. Registered Apprenticeship is a proven model of job preparation that combines paid on-the-job training (OJT) with related instruction to progressively increase workers' skill levels and wages. It allows employers to develop and apply industry standards to training programs, thereby increasing productivity and the quality of the workforce. As an "earn and learn" strategy, Registered Apprenticeship offers job seekers immediate employment opportunities that pay sustainable wages and offer advancement along a career path. Graduates of Registered Apprenticeship programs receive nationally recognized, portable credentials, and their training may be applied toward further post-secondary education. There are five key elements of apprenticeship: Business involvement; Structured on-the-job training; Related instruction; Rewards for skill gains; and Industry-recognized credentials. The Registered Apprenticeship Program must be on the Illinois ETPL.

**Note:** In IWDS, RAPs are reported under the Training PIRL elements. There is no need to report both portions of the RAP in IWDS, since the system pulls from the documentation of related OJT and Skill

*Upgrading and Retraining (ITA) within the RAP service.*

**Note:** For more information, see policy [7.1 Career Services](#) and [7.2.1 Training and Individual Training Accounts \(ITAs\)](#) policy.

### Training Paid by Non-JTED/Non-WIOA Funds

Training in which another entity—**not WIOA Title I**—pays the tuition, fees, books, or other direct training costs.

- Includes Pell Grants, scholarships, employer paid training, TAA, VR/DRS, or self-funded training.
- The customer may still receive **WIOA individualized career services** and **WIOA supportive services**, as long as supports do not duplicate the other funder's services.
- IWDS uses the activity **Non-WIOA Title I Funded Training** to track these situations.

Examples:

- DRS pays for welding training; WIOA provides transportation and testing fees.
- Customer self-funds nursing school; WIOA provides supportive services and career services.
- TAA pays tuition; WIOA DW provides childcare not allowed under TAA.

**Note:** For more information, see policy [7.2.1.3 Coordination of WIOA Training Funds and Other Grant Assistance](#).

## Employment Oriented Service Types

### Group Workforce Research/Workshops/Job Clubs

#### Helping You Get Ready for a Great Job

**Workshops** are guided learning sessions where a skilled instructor teaches important job search skills. These sessions help people learn about different types of jobs, build strong resumes, practice interviewing, and gain the tools needed to find and apply for great job opportunities.

**Job Clubs** are supportive groups that help customers explore job openings, learn about different careers, and develop skills for successful job search. These groups often provide resources and activities that help individuals connect with others, build confidence, and take charge of their career path.

**Note:** For more information, see policy [7.1 Career Services](#).

### Placed in Adult Secondary Education (ASE)

#### Adult Secondary Education Skills

Education for adults consisting of courses in mathematics, reading, history, science, government, language arts, and other courses and classes that lead to a high school diploma or a General Equivalency Development (GED) Certificate.

*Note:* For more information, see policy [7.1.1 Adult Education Bridge Program](#) and resource [Adult Education Opportunities](#)

### Labor Market Information (LMI)

#### Learning About Careers and Job Opportunities

This program helps individuals understand career options and job opportunities in their local area. It provides important information about **in-demand industries** and occupations, helping people make informed decisions about their future.

Some of the services offered include:

- **Career Awareness**  
Learning about different types of jobs, required skills, and opportunities for growth.
- **Career Counseling and Planning**  
Getting guidance on setting career goals and choosing the right path.
- **Career Exploration**  
Discovering jobs that match personal strengths and interests.

This information helps individuals understand the connection between available jobs and the skills employers are looking for. By learning about labor market trends, customers can take confident steps toward building their careers and finding success in the workforce.

*Note:* For more information, see policy [7.1 Career Services](#).

### WBL - Employability Skills/Job Readiness Training

#### Building Skills for Career Success

These services help customers develop important **employability skills** that prepare them for future jobs and career opportunities. The **Employability Skills Framework** focuses on teaching practical skills that help individuals succeed in both education and the workplace. Work-based learning should occur whenever feasible and should expose customers to real employers, workplace expectations, and industry practices.

*Note:* For more information about work-based learning see [JTED Chapter 7: Work Based Learning and Employer Engagement](#).

A key part of this training is **soft skills**, which are abilities that help people work well with others and adjust to different job environments.

Some important soft skills include:

- **Punctuality:** Being on time and dependable.
- **Positive Work Attitude:** Staying motivated and ready to learn.
- **Cooperation:** Working well with teammates and supervisors.
- **Problem-Solving:** Finding solutions and making good decisions.
- **Communication Skills:** Talking and listening effectively with others.
- **Professionalism:** Acting with respect, integrity, and responsibility.
- **Adaptability:** Adjusting to new situations and challenges.
- **Taking Initiative:** Showing leadership and stepping up to help.

These services provide **job readiness training** to help young people gain confidence and prepare for work experience.

*Note:* For more information, see policy [7.3 Work-based Learning](#).

## WBL - Job Shadowing

### Exploring Careers Through Job Shadowing

Job shadowing gives customers the chance to experience a real job by following an employee through their workday. This hands-on learning opportunity helps customers see what a job is like, including the skills needed, workplace environment, and career options.

During job shadowing, customers observe professionals in action, learning about **important job skills**, **training requirements**, and the **daily tasks of different careers**. It is a short-term, **unpaid experience** designed to help customers explore jobs that interest them. Job shadowing can last for just a few hours or extend over several days or weeks, depending on the opportunity. This experience helps customers decide if a career is a **good fit for their skills and interests**, giving them valuable insight as they plan for their future.

*Note:* For more information, see policy [7.1.4.4 Job Shadowing](#).

## WBL - Pre-Apprenticeship Program

### Preparing for Success in Apprenticeship Programs

A **Pre-Apprenticeship Program** helps individuals gain the skills and experience they need to enter and succeed in a **Registered Apprenticeship**. These programs work closely with employers and apprenticeship sponsors to make sure customers are fully prepared for their next steps.

Pre-apprenticeships include:

- **Specialized Training**  
Courses that match the skills employers need and help customers meet apprenticeship entry requirements.
- **Educational and Career Support**  
Guidance on career choices, job preparation, and other resources to help individuals succeed.
- **Hands-on Learning Experiences**  
Real-world activities that connect to career exploration, skill-building, and professional development.
- **Continued Support**  
Help with applying for a **Registered Apprenticeship** and possible priority enrollment opportunities.

A **high-quality pre-apprenticeship program** actively welcomes individuals from underrepresented communities and focuses on earning credentials that support career growth.

Pre-apprenticeships count as **work experience**, and if the program includes **occupational skills training**, it may qualify for **Individual Training Account (ITA) funding** through the **State's list of Eligible Training Providers List (ETPL)**.

***Note:** For more information, see policy [7.1.4.3 Pre-Apprenticeship Program](#), [7.1.4.5 Transitional Jobs \(Adults Only\)](#), [7.2.2 WIOA Training Provider and Training Program Eligibility](#), and the [Eligible Training Provider List](#).*

## WBL - Transitional Jobs

### Building Workplace Experience Through Transitional Jobs

**Transitional jobs** are short-term, **paid work experiences** that help individuals gain valuable job skills and build a strong foundation for long-term employment. These jobs are fully supported by funding and can be found in **public, private, or non-profit workplaces**. They are especially helpful for people who have faced challenges in finding steady work.

Through **transitional jobs**, individuals can:

- Gain **hands-on work experience** in a real job setting
- Build **important workplace skills** like teamwork and professionalism
- Establish a **positive work history** that can lead to future job opportunities

**Key requirements:**

- Transitional jobs must include **career support and skill-building services**
- These jobs help customers gain the confidence and abilities needed for **long-term, stable employment**
- Unlike **on-the-job training (OJT)**, there is **no requirement** for the employer to keep the worker after the transitional job ends, but ongoing employment is an ideal goal

These programs create meaningful opportunities for individuals to grow, succeed, and build a pathway toward their future careers.

**Note:** For more information, see policy [7.1.4.5 Transitional Jobs \(Adults Only\)](#).

### WBL - WEX/Internship

#### Gaining Real-World Experience Through Work and Internships

A **work experience or internship** gives customers the chance to learn valuable job skills in a real workplace setting. These short-term opportunities are planned and structured to help customers build confidence, gain hands-on experience, and explore career options.

Work experiences and internships can take place in different types of workplaces, including:

- Private businesses
- Non-profit organizations
- Public sector jobs

These opportunities are **paid for**, following laws such as the **Fair Labor Standards Act** to ensure fair compensation.

By participating in a work experience or internship, individuals can develop important workplace skills, expand their career knowledge, and take meaningful steps toward future success.

**Note:** For more information, see policy [7.1.4 Work Experience and Transitional Jobs](#).

## Support Oriented Service Types

### Barrier Reduction Service Itemized List

#### Support for Overcoming Barriers to Success

Barrier reduction funding helps individuals and families stay stable and keep moving forward in their jobs and daily lives. This funding is used to cover emergency costs for important needs, making sure people have the support they need to succeed.

Some examples of what this funding can help with include:

- **Housing costs** like rent, utilities, and internet access
- **Transportation** to and from work or school
- **Childcare** to help parents balance work and family
- **Technology** for job searches, education, and communication
- **Education expenses** to support learning and skill-building
- **Mental health and substance use services** for well-being
- **Income support** to help during financial challenges
- **Work-related supplies** that are not covered by other services

These resources give individuals the stability and confidence to keep growing and working toward their goals!

***Note:** For more information, see policy [7.4 Supportive Services and Needs Related Payments](#).*

## Cash Incentives & Stipends

### Recognizing Achievements Through Incentives

Youth participants can receive **incentive payments** to celebrate their accomplishments in **training, education, and work experiences**. These incentives reward individuals for reaching key milestones, such as earning a credential or successfully completing a program. To ensure fairness, local programs must have **clear policies** on how incentives are awarded.

These policies must:

- Be tied to the **goals** of the program
- Be written **before** the program starts
- Follow **organizational and federal guidelines**

***Note:** Regarding JTED applications, do not use this service as a general attendance, seat-time, or training-completion stipend. Payments for work performed through an approved work-based learning activity are wages, not incentives, and should be documented under the appropriate WBL service.*

Incentives **cannot** be used for entertainment, such as movie or sports tickets, or gift cards to entertainment venues. There are also rules to **protect cash and gift cards**, ensuring that funds are handled properly.

*Note: For more information, see policy [7.4 Supportive Services and Needs Related Payments \(NRP\)](#) and [7.4.2 Needs Related Payments \(NRP Local Policy\)](#)*

### Support Service Itemized List

#### Support Services to Help You Succeed

Support services provide important help beyond career training to make sure individuals can reach their goals. These services offer resources to help with everyday needs, making it easier to focus on education, training, and job success.

Some ways support services can help include:

- **Community Resources**  
Connecting individuals with local support programs.
- **Transportation Assistance**  
Helping people get to work, school, and training.
- **Childcare and Dependent Care**  
Supporting parents with childcare needs.
- **Housing Assistance**  
Providing help with rent, utilities, and finding stable housing.
- **Educational Testing**  
Covering costs for testing needed for education programs.
- **Support for Individuals with Disabilities**  
Ensuring access to reasonable accommodation.
- **Legal Services**  
Helping with background checks and other legal needs.
- **Technology and Internet Access**  
Offering resources for affordable internet and digital tools.
- **Financial Literacy and Banking Support**  
Providing referrals for money management training.
- **Health Care Assistance**  
Connecting individuals to health services, including eye and dental care.
- **Work Attire and Equipment**  
Helping with uniforms, protective gear, and necessary tools.
- **Education Supplies**  
Supporting customers with books, school fees, and materials.
- **Job Application and Certification Fees**  
Covering costs for applications and work-related tests.

*Note: For more information, see policy [7.4 Supportive Services and Needs Related Payments](#).*

### Essential Employability Skills

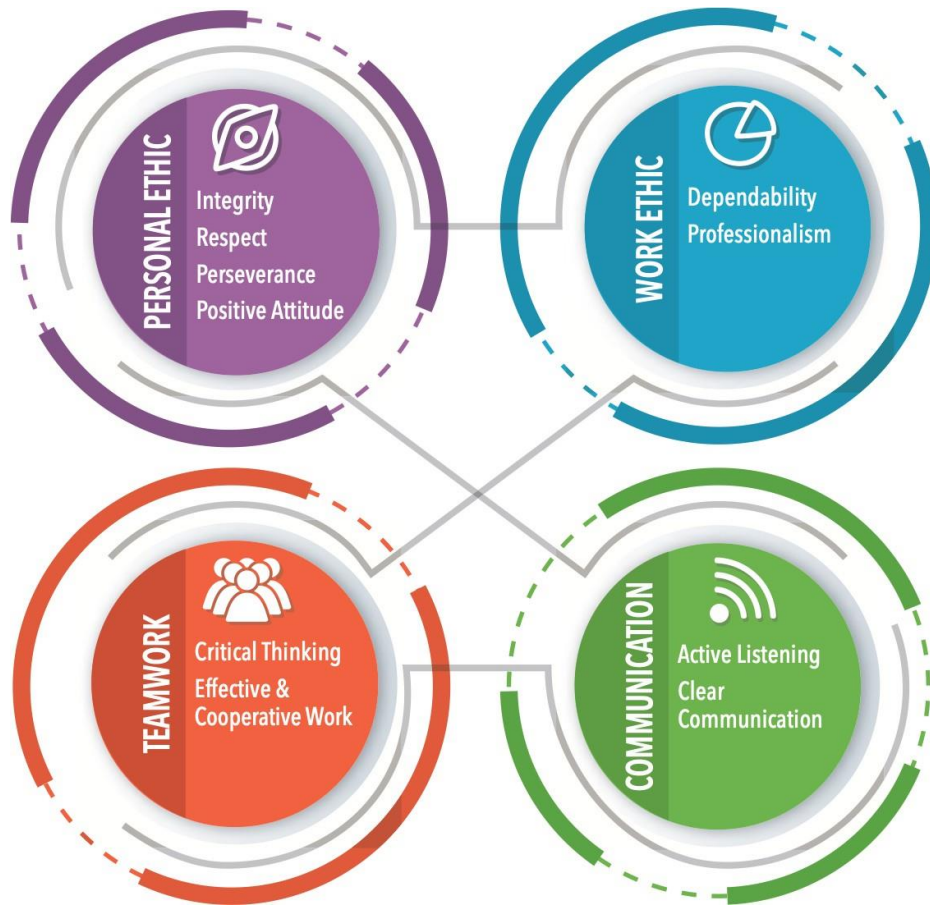
Employability skills are non-technical skills that can help customers increase their ability to succeed in an array of industries and workplaces. JTED requires that grantees utilize the **Illinois Essential Employability Skills Framework** as a foundation for their employability skills training. Using instructional designers, grantees are encouraged to build upon this foundation to develop their own curriculum modules or use existing modules. Essential Employability Skills units require a minimum of 32 training hours and not exceed 40 training hours. JTED grantees are encouraged to incorporate the Illinois Essential Employability Skills Framework into program design. Programs should provide sufficient employability skills instruction to prepare customers for successful training completion, employment, retention, and career advancement.

The Illinois Essential Employability Skills Framework defines essential employability skills as general skills that are required to be successful in all sectors of the labor market. The framework was developed through a collaboration of the Illinois Community College Board (ICCB), the Illinois Department of Commerce and Economic Opportunity (DCEO), representatives of Illinois businesses, local chambers of commerce, secondary, post-secondary, and adult educators and professionals, and other important stakeholders.

The framework is comprised of four primary skills:

- Personal ethics
- Work ethics
- Teamwork
- Communication

Each of these contains a subset of behaviors or actions.



The **Illinois Essential Employability Skills Framework** includes a [self-assessment tool](#) to help programs assess their alignment with the Illinois Essential Employability Skills Framework and to aid long-term planning and development. The second tool, [Self-assessment of Exposure to Employability Skills](#) is designed to help instructors identify work that integrates essential employability skills into classroom instruction and work-based learning activities.

The table below lists module titles and topics based on the Illinois Essential Employability Skills Framework that grantees may consider incorporating into their program. This table is not an exhaustive list of all available courses, and grantees may consider different modules.

**Table 7.2: Essential Employability Skills: Possible Modules**

| Module title                                                                           | Module Topics                                                                                                                                                                          |
|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Developing Personal Ethics                                                             | Integrity, Respect, Perseverance, Positive Attitude                                                                                                                                    |
| Building a Strong Work Ethic                                                           | Dependability, Commitment, Professionalism                                                                                                                                             |
| Critical Thinking                                                                      | Demonstrate sound decision-making and how to problem solve effectively                                                                                                                 |
| Working Effectively with a Team                                                        | How to work with differing personalities; strategies in dealing with conflict or differences                                                                                           |
| Strong and Effective Communication Skills                                              | Active listening, effective and cooperative work, verbal, and written communications                                                                                                   |
| Developing a Customer Service Approach                                                 | Adaptability, self-control, accountability, patience, using positive language                                                                                                          |
| Relating to Your Supervisor                                                            | Taking responsibility, developing a positive relationship, building trust, managing up                                                                                                 |
| Developing Leadership Skills                                                           | Self-awareness, self-development, innovation                                                                                                                                           |
| Financial Literacy                                                                     | Developing a budget, pensions, building credit                                                                                                                                         |
| Digital Literacy                                                                       | Email communications, timesheets, scheduling/calendar apps, recording data, etc.                                                                                                       |
| Effective Decision Making                                                              | Goal setting, personal values, critical thinking, weighing costs and benefits                                                                                                          |
| Time Management                                                                        | Planning, organization, goal setting, prioritization                                                                                                                                   |
| Diversity, Inclusion, Belonging, Accessibility, Welcoming, and Equity in the workplace | Strategies to Address Equity (including support for minority-led organizations); Discrimination within Workplaces; Sexism within Workplaces; Bullying and Harassment in the Workplace. |

## Work-based Learning Requirements

Grantees must include, as part of their program, opportunities for customers to demonstrate job-related skills at a work or job sites. JTED-funded programs are expected to provide customers with direct

## JTED PROGRAM MANUAL

exposure to employers through work-based learning, employer engagement activities, job site visits, internships, work experience, apprenticeships, clinical placements, or other industry-connected learning opportunities when feasible.

**Work-based learning** intentionally merges academic theory with real-world practice application. Work-based learning provides customers with career awareness, career exploration, and career planning. Successful customers develop work-based competencies and employability skills.

A **practicum** is a type of work-based learning experience that is focused on a specialized field of study and is designed to allow customers to practice their skills in a supervised environment. This typically occurs prior to employment. Practicums are coordinated with community-based organizations, contractors, or government entities that give customers opportunities to put into practice what they learned in the classroom and are typically supervised by the instructors.

Grantees should outline existing or planned partnerships for work-based learning and practicum worksites. Grantees will provide experiential learning, as appropriate. If a program, for technical/regulatory reasons, cannot provide hands-on learning experiences; job site visits and tours of worksites may replace this requirement. Grantees should identify existing or planned employer partnerships that support work-based learning, clinical experiences, internships, apprenticeships, practicums, job shadowing, or other experiential learning opportunities, as appropriate to the training program.

Programs are encouraged to provide customers with hands-on learning experiences that reinforce occupational skills and exposure to industry expectations. In cases where technical, safety, licensing, insurance, or regulatory requirements limit direct hands-on participation, grantees may utilize alternative employer engagement activities such as job site visits, facility tours, employer panels, guest speakers, or job shadowing opportunities to provide meaningful industry exposure.

**Note:** For more information about work-based learning see *JTED Chapter 7: Work Based Learning*.

## Training Modalities

JTED-funded training may be delivered using a variety of instructional methods based on customer needs, training content, employer requirements, and program design.

Acceptable training modalities include:

### Face-to-Face Training

Instructor-led training delivered in person. Programs are encouraged to incorporate interactive learning activities such as:

- Discussion
- Demonstrations
- Group activities
- Labs
- Case studies
- Hands-on practice

### Virtual Training

Training delivered through an online platform. Virtual instruction may be:

- **Synchronous** – real-time instructor-led training
- **Asynchronous** – self-paced learning using recorded or prepared materials
- **Blended Learning** – a combination of in-person and virtual instruction.

### Laboratory and Skills-Based Training

Instructor-led experiences that allow customers to practice occupational or technical skills in a controlled environment. Programs should select training modalities that support customer success, accessibility, credential attainment, and employment outcomes. Regardless of the training modality used, grantees must maintain documentation of customer attendance, participation, progress, and completion in accordance with DCEO reporting requirements.

## Learning Assessments

Learning assessments are used to determine if learning objectives and performance outcomes are met by customers. You'll need to assess whether customers gained the knowledge and skills required by the program. If you are using a curriculum that has already been developed, it is likely that there will be built-in learning assessments (quizzes, certification exams, worksheets, etc.). Grantees will need to develop assessments for certain components of the curriculum (such as the Essential Employability Skills or Clean Energy Basics). We recommend using subject matter experts and instructional designers to create assessments and curricula.

Grantees should utilize assessments before, during, and after the training is complete to measure learning and identify the need for further training. A variety of different assessment strategies are encouraged to account for customers' unique learning styles. As with other kinds of assessments, connections, and follow-ups throughout the Pre-apprenticeship Program, coordinators and other grantee staff must uphold the six equity values and communicate clearly with care, empathy, and sensitivity to the diverse needs and situations of customers. Embrace differences and remember that individual characteristics and challenges do not define a person's whole identity.

## JTED PROGRAM MANUAL

Suggested assessments before the training include:

- Pre-assessment tests/quizzes to identify where customers are currently and identify areas where customers may need special attention.

Suggested assessments during the training include:

- Reflective writing prompts
- Dialogue/informal interviews
- Aptitude tests/quizzes

Suggested assessments at the end of the training include:

- Role-playing on-the-job scenarios
- Formal demonstrations with evaluation by the instructor
- Certification exams

To create an assessment, follow this methodology:

- Step 1: Identify the learning objectives and performance objectives for each learning module.
- Step 2: For each objective, a minimum of two assessment questions, which measure knowledge attainment for the objective, must be created.
- Step 3: The questions are evenly distributed, per objective, between the pre-assessment and the post-assessment.

## Credential Attainment Expectations

- Credentials should align with industry demand.
- Programs should prioritize stackable credentials.
- Credentials should support employment and wage advancement.
- Grantees must maintain documentation of completed credentials.
- Whenever possible, credentials should be recognized by industry employers and support advancement along a career pathway.

## Employment Placement Expectations

JTED programs should:

- Connect customers to employment opportunities.

- Coordinate employer interviews.
- Conduct job placement follow-up.
- Track retention and wage outcomes.
- Document employment placements.

## SNAP and Public Benefits Coordination

### Public Benefits and Workforce Participation

- JTED may support customers receiving SNAP.
- JTED providers do not determine SNAP eligibility.
- Providers may provide participation verification.
- Customers should be referred to IDHS for benefit questions.

## JTED Program Success Framework

Every JTED customer should progress through:

- Assessment
- Career Planning
- Barrier Reduction
- Training
- Work-Based Learning
- Credential Attainment
- Employment Placement
- Follow-Up and Retention
- JTED providers should coordinate with IDHS when customers have questions regarding SNAP work requirements or eligibility.

## Additional resources

The WIOA Title IB Services Matrix with Definitions and PIRL Elements (4/11/25) is the primary crosswalk used in this chapter for WIOA-aligned service definitions and reporting terminology.

See the JTED Partner Guide for the following resources:

- Sample Curriculum Plan
- Sample Instructional Plan

## JTED PROGRAM MANUAL

- Sample customer Feedback Form
- ISBE Computer Literacy Continuum: <https://www.isbe.net/Documents/CL-Knowledge-Skills-Continuum-Matrix.pdf>
- Illinois workNet Digital Literacy Guide: <https://www.illinoisworknet.com/Qualify/Pages/ComputerSkills.aspx>
- Illinois Treasurer Financial Literacy Resources: [https://www.illinoistreasurer.gov/Financial\\_Education/Financial\\_Literacy\\_Resources](https://www.illinoistreasurer.gov/Financial_Education/Financial_Literacy_Resources)

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