



CHICAGO COOK
WORKFORCE PARTNERSHIP

A proud partner of the AmericanJobCenter® network

IEP/ISS Webinar

July 22, 2020

Technical Check



CHICAGO COOK
WORKFORCE PARTNERSHIP

A proud partner of the AmericanJobCenter network

Good Afternoon,

Please confirm that you can hear and see screen by introducing yourself in the chat box.

Your lines are muted. Please enter questions in the chat box and we will answer.

Presenters

Dora Randle
Regional Manager

Pilar Trejo
Regional Manager

Michael Balcsik
Director of Program Monitoring

Anne Hogan
Occupational Training Manager

Agenda



CHICAGO COOK
WORKFORCE PARTNERSHIP

A proud partner of the AmericanJobCenter network

- Welcome & Meeting Logistics
- Announcements
- What is an IEP/ISS?
- Key Elements
 - Objective Assessments
 - Career Exploration Resources
 - Goal Setting Suitability
 - IEP/ISS Development
 - Activities/Services
 - Case Notes
- Skills Inventory Worksheet Demo
- IEP/ISS Career Connect Demo
- Q&A

Announcements



CHICAGO COOK
WORKFORCE PARTNERSHIP

A proud partner of the AmericanJobCenter network

- **Please register for Trauma Informed Care Training on Jul 31, 2020 10:00 AM CDT at: <https://attendee.gotowebinar.com/register/3980863620454476559>**
- **Updated Temporary Basic Skills Assessment Procedure on the Career Connect Help Desk site: (<https://workforceboard.zendesk.com/hc/en-us/articles/360042419991-Temporary-Basic-Skills-Assessment-Procedure-Updated-7-14-2020>)**

What is an IEP/ISS?



CHICAGO COOK
WORKFORCE PARTNERSHIP

A proud partner of the AmericanJobCenter network

- An individualized career service that is jointly developed by the Case Manager and the Customer
- An on-going service strategy plan to identify employment and/or educational goals
- A living document reviewed on a regular basis and updated whenever a change is made to the customer plan

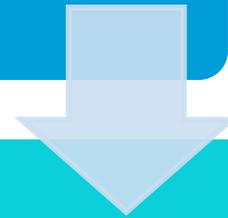
Key Elements



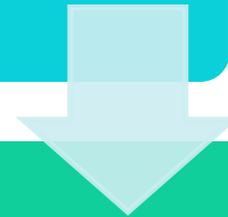
CHICAGO COOK
WORKFORCE PARTNERSHIP

A proud partner of the AmericanJobCenter network

Assessments



Career Exploration
Resources



Goal Setting

Assessment

- The Objective Assessment Summary (OAS) must be completed before the IEP/ISS can be developed
- The OAS should be used to help tell a story by gathering appropriate information
- Barriers or deficiencies identified in the assessment **MUST** be addressed in the IEP/ISS
- A robust assessment case note **MUST** be entered in Career Connect

Career Exploration Resources

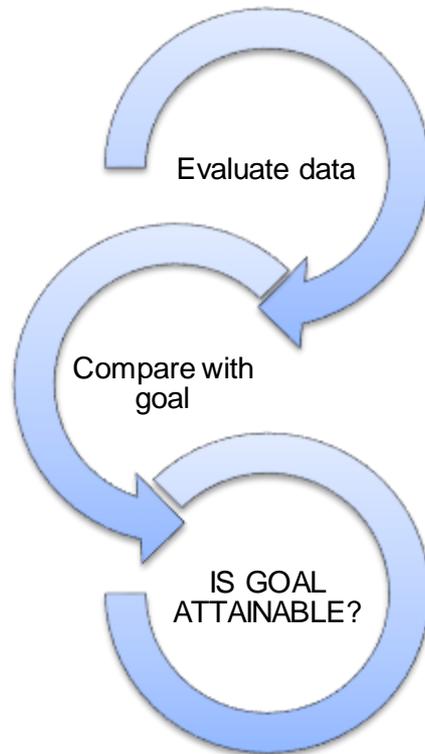


CHICAGO COOK
WORKFORCE PARTNERSHIP

A proud partner of the AmericanJobCenter network

- Career exploration resources can be different instruments that are used to identify employment and/or education requirements
- These resources should be reviewed and discussed between the participant and Career Coach to evaluate career interest and/or education suitability
- A highly suggested Career Exploration Resource Listing is provided in the IEP/ISS Procedure

Goal Setting Suitability



- Evaluate the participant's assessment information and exploration outcomes and compare to the customer's workforce goal
- What are the requirements in today's market to meet the goal?
- A Career Coach may need to conduct additional research to ensure all requirements are present
- This process leads the Career Coach and participant to understand what gaps or barriers will need to be faced and whether the goal is attainable

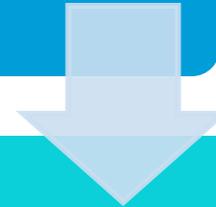
Key Elements



CHICAGO COOK
WORKFORCE PARTNERSHIP

A proud partner of the AmericanJobCenter network

ISS/IEP Development



Objective
Justifications



Program
Activities/Case Notes

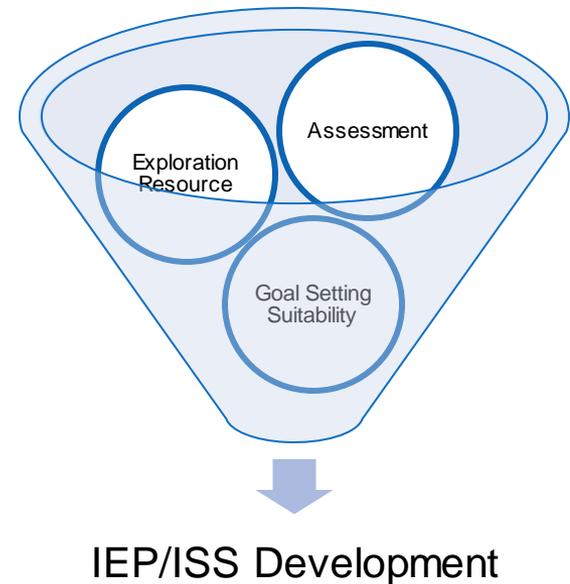
IEP/ISS Development



CHICAGO COOK
WORKFORCE PARTNERSHIP

A proud partner of the AmericanJobCenter network

- If goal is attainable, the steps or objectives of the IEP/ISS are developed
- **IMPORTANT** – Justify the objective in a narrative directly in the comment box of the IEP/ISS
- Once agreed upon, the IEP/ISS is signed and a copy is given to the participant and placed in the file



Objective Justification



CHICAGO COOK
WORKFORCE PARTNERSHIP

A proud partner of the AmericanJobCenter network

General Information:

Plan ID: 6375
User ID: 260597
Name: Smith,Pat
Plan was started on: 10/18/2019
Plan was started in office location: South Suburban College (7155)
Plan closed on:

Goals and Objectives Established:

Goal # /Goal ID	Program Affiliation (s)	Type of Goal	Term of Goal	Date Established	Estimated Date of Completion	Actual Completion Date	Status
1/9336	WIOA	Employment	Long Term	10/18/2019	12/31/2019		Open

Goal Description: To obtain Employment as a Truck Driver.

Comments:

Objectives to Goal #1

Objective	Date Established	Review Date	Program	Staff	Status
Support Service-Transportation Assistance	10/18/2019	12/02/2019	WIOA	Chevali, Kristen	Open

Comments: Justification: Customer requires bus fare assistance, currently not working and will need to get back and forth to training.

Attend Job Readiness Workshop	10/18/2019	10/25/2019	WIOA	Chevali, Kristen	Open
-------------------------------	------------	------------	------	------------------	------

Comments: Justification: Customer's resume needs updating and customer needs tips and practice on interviewing and on-line job search for current market.

Activities/Services

- A service to represent the assessment and exploration resource needs to be opened
- The following services can be opened to show an assessment and a exploration resource was administered:
 - **Career Planning-** Provision of individualized counseling to clients to assist them in determining whether or not their existing skills are in demand in the local economy. If marketable skills are found to exist, the client should be directed to activities which assist him/her in obtaining job search skills or locating potential employment opportunities. If marketable skills do not exist, the client should receive information about skills which are in demand, the training needed to obtain employment in these occupations, and training assistance which can be provided by the WIOA program
 - **Workforce/LMI/Targeted Occupational Profile-** Workforce Information includes The Partnership's Targeted Occupational Profiles (TOPS) as well as providing information on state and local labor market conditions; industries, occupations, and characteristics of the workforce; area business identified skills needs; employer wage and the benefit trends; short- and long-term industry and occupational projections; dynamics information such as workforce availability; business turnover rates; job creation; and job identification of high growth and high demand industries.
- **IEP/ISS Development Service MUST be opened on the date the plan is established**

Case Notes



CHICAGO COOK
WORKFORCE PARTNERSHIP

A proud partner of the AmericanJobCenter network

- Each activity/service requires a case note and needs to connect back to the IEP/ISS objective. The case note must include details regarding the participant's progression in the open activity.
- A case note should have the opened activity/service in the subject line.
- Review the IEP/ISS and Case Note Procedures for sample case notes

IEP/ISS Procedures



CHICAGO COOK
WORKFORCE PARTNERSHIP

A proud partner of the AmericanJobCenter network

- Step by Step Instructions in developing and managing IEP/ISS
- Sample Scenarios
- Suggested Assessments
- 14 Youth Elements
- Pre-Defined Objectives

Live Demonstration



CHICAGO COOK
WORKFORCE PARTNERSHIP

A proud partner of the AmericanJobCenter network

- Skills Inventory Worksheet
- IEP/ISS Career Connect



CHICAGO COOK
WORKFORCE PARTNERSHIP

A proud partner of the  American Job Center® network

Skill Inventory Worksheet Demonstration

Skills Inventory Worksheet



CHICAGO COOK
WORKFORCE PARTNERSHIP

Proud partner of the AmericanJobCenter network

The Skills Inventory Worksheet is a tool to be used by the career coach and participant to identify the actions that the participant will need to take in order to be fully prepared to achieve the employment goal. The worksheet has a column where you list all the skill requirements to be met by the job seeker. Another column ask you to determine if the job seeker meets each specific requirement. The last column ask for you to explain what actions the participant will take in order to meet the requirement. It is important that you develop as complete a list of requirements as possible so that the participant will develop the most comprehensive plan as possible.

Skills Inventory Worksheet



CHICAGO COOK
WORKFORCE PARTNERSHIP

Proud partner of the AmericanJobCenter network

- THIS WORKSHEET SERVES AS JUSTIFICATION FOR ALL SERVICES DELIVERED.
- Minimize future complaints.
- Provides participant with fullest picture of what they must do in order to succeed. Minimize surprises.
- Builds a more comprehensive IEP and better prepared and more competitive job candidates.

Review of IEP Development Process

- Complete an object assessment of participant
- Conduct Career Exploration – Determine desired employment goal
- Use Skills Inventory Worksheet to identify areas where the participant needs to take action to improve skills, earn credentials or secure experience in order to achieve employment goal.
- After identifying needs, decide on actions to address needs.
- Formally develop IEP in Career Connect. Transfer actions to be taken by participant into the objectives of the IEP.

Objective Assessment

- Answer questions in the objective assessment in Career Connect
- Detailed review of work history and previous job duties
- A review of participant's educational history. This includes any credentials, certificates or diplomas earned
- Any skills test provided by delegate agency
- Conversations between career coach and participant

Review of IEP Development Process



CHICAGO COOK
WORKFORCE PARTNERSHIP

A proud partner of the AmericanJobCenter network

- Complete an object assessment of participant
- Conduct Career Exploration – Determine desired employment goal
- Use Skills Inventory Worksheet to identify areas where the participant needs to take action to improve skills, earn credentials or secure experience in order to achieve employment goal.
- After identifying needs, decide on actions to address needs.
- Formally develop IEP in Career Connect. Transfer actions to be taken by participant into the objectives of the IEP.

Career Exploration



CHICAGO COOK
WORKFORCE PARTNERSHIP

A proud partner of the AmericanJobCenter network

- Using data such as the top jobs reports work with participant to identify an employment goal in a job the will provide a sustainable income.
- Participant should research job to ensure that it is something that they would have an interest in as a career
- Using job descriptions, job postings, information from ITA vendors, career coach experience develop list of job skills and employer requirements that must be met in order to be a successful candidate for the employment goal

Review of IEP Development Process



CHICAGO COOK
WORKFORCE PARTNERSHIP

A proud partner of the AmericanJobCenter network

- Complete an object assessment of participant
- Conduct Career Exploration – Determine desired employment goal
- Use Skills Inventory Worksheet to identify areas where the participant needs to take action to improve skills, earn credentials or secure experience in order to achieve employment goal.
- After identifying needs, decide on actions to address needs.
- Formally develop IEP in Career Connect. Transfer actions to be taken by participant into the objectives of the IEP.

IEP Employment Goal Skills Inventory

Employment Goal:	Truck Driver		
Column 1	Column 2	Column 3	Column 4
<p>Skills, certificates, diplomas and work experience levels required of job candidates to be prepared for identified employment goal. (In order to develop the list of skills required, the participant and career coach should research job descriptions, conduct career exploration, interview employers, and if training is required, review the training prerequisites.</p>	<p>Based on the objective assessment of the participant, including a review of the participant's work history and educational ground, does the participant possess the required skill list in column A? (YES or</p>	<p>Evidence of meeting requirement. Please list why you are satisfied that the participant meets this requirement and no further action is required.</p>	<p>Actions to be taken by the participant to address the skill deficiency identified in column 2. Note: When transferring the actions to be taken listed below into Career Connect IEP objectives, break down each action into as many separate objectives as necessary. The purpose of the objectives is to clearly identify every action the participant must take in order for to complete the IEP.</p>
8th grade reading level	Yes	Copy of tabe at 9.1 reading in file	N/A
8th grade math level	Yes	Copy of tabe at 10.2 math in file.	N/A
Possess Valid State of Illinois CDL	No	Deficient	Needs take to take and pass a certifide CDL training to prepare for state licence exam. Then needs to pass Ill Dept of Transportation CDL test.
Possess valid State of Illinois drivers licence	Yes	Copy of licence in	N/A
Clean Driving Record	yes	Drivers report in file	N/A
Pass Drug Test	Yes	Copy of test in file	N/A
copy of driving record	No		Needs to obtain copy of Driving record
Pass physical - needs physical	yes	Per participant no apparent issues	N/A

Skills Inventory Work Sheet Process

- List all skills, credentials, licenses and work experience needed to achieve employment.
- Inventory those skills possessed by participant and those that the participant needs to take action to secure employment goal
- Determine what needs to be done in order to secure needed skills, certificate, work experiences.
- If a noted skill deficiency, barrier, lack of credential or lack of work experience cannot be addressed, you must assess if goal is still achievable. If you choose to proceed with goal, you must explain why in column 4 of the Skills Inventory Worksheet.

IEP Employment Goal Skills Inventory

Employment Goal:	Truck Driver		
Column 1	Column 2	Column 3	Column 4
<p>Skills, certificates, diplomas and work experience levels required of job candidates to be prepared for identified employment goal. (In order to develop the list of skills required, the participant and career coach should research job descriptions, conduct career exploration, interview employers, and if training is required, review the training prerequisites.</p>	<p>Based on the objective assessment of the participant, including a review of the participant's work history and educational ground, does the participant possess the required skill list in column A? (YES or</p>	<p>Evidence of meeting requirement. Please list why you are satisfied that the participant meets this requirement and no further action is required.</p>	<p>Actions to be taken by the participant to address the skill deficiency identified in column 2. Note: When transferring the actions to be taken listed below into Career Connect IEP objectives, break down each action into as many separate objectives as necessary. The purpose of the objectives is to clearly identify every action the participant must take in order for to complete the IEP.</p>
8th grade reading level	Yes	Copy of tabe at 9.1 reading in file	N/A
8th grade math level	Yes	Copy of tabe at 10.2 math in file.	N/A
Possess Valid State of Illinois CDL	No	Deficient	Needs take to take and pass a certifide CDL training to prepare for state licence exam. Then needs to pass Ill Dept of Transportation CDL test.
Possess valid State of Illinois drivers licence	Yes	Copy of licence in	N/A
Clean Driving Record	yes	Drivers report in file	N/A
Pass Drug Test	Yes	Copy of test in file	N/A
copy of driving record	No		Needs to obtain copy of Driving record
Pass physical - needs physical	yes	Per participant no apparent issues	N/A

Skills Inventory Work Sheet Process

- List all skills, credentials, licenses and work experience needed to achieve employment.
- Inventory those skills possessed by participant and those that the participant needs to take action to secure employment goal
- Determine what needs to be done in order to secure needed skills, certificate, work experiences.
- If a noted skill deficiency, barrier, lack of credential or lack of work experience cannot be addressed, you must assess if goal is still achievable. If you choose to proceed with goal, you must explain why in column 4 of the Skills Inventory Worksheet.

IEP Employment Goal Skills Inventory

Employment Goal:	Truck Driver		
Column 1	Column 2	Column 3	Column 4
<p>Skills, certificates, diplomas and work experience levels required of job candidates to be prepared for identified employment goal. (In order to develop the list of skills required, the participant and career coach should research job descriptions, conduct career exploration, interview employers, and if training is required, review the training prerequisites.</p>	<p>Based on the objective assessment of the participant, including a review of the participant's work history and educational ground, does the participant possess the required skill list in column A? (YES or</p>	<p>Evidence of meeting requirement. Please list why you are satisfied that the participant meets this requirement and no further action is required.</p>	<p>Actions to be taken by the participant to address the skill deficiency identified in column 2. Note: When transferring the actions to be taken listed below into Career Connect IEP objectives, break down each action into as many separate objectives as necessary. The purpose of the objectives is to clearly identify every action the participant must take in order for to complete the IEP.</p>
8th grade reading level	Yes	Copy of tabe at 9.1 reading in file	N/A
8th grade math level	Yes	Copy of tabe at 10.2 math in file.	N/A
Possess Valid State of Illinois CDL	No	Deficient	Needs take to take and pass a certifide CDL training to prepare for state licence exam. Then needs to pass Ill Dept of Transportation CDL test.
Possess valid State of Illinois drivers licence	Yes	Copy of licence in	N/A
Clean Driving Record	yes	Drivers report in file	N/A
Pass Drug Test	Yes	Copy of test in file	N/A
copy of driving record	No		Needs to obtain copy of Driving record
Pass physical - needs physical	yes	Per participant no apparent issues	N/A

Skills Inventory Work Sheet Process

- List all skills, credentials, licenses and work experience needed to achieve employment.
- Inventory those skills possessed by participant and those that the participant needs to take action to secure employment goal
- Determine what needs to be done in order to secure needed skills, certificate, work experiences.
- If a noted skill deficiency, barrier, lack of credential or lack of work experience cannot be addressed, you must assess if goal is still achievable. If you choose to proceed with goal, you must explain why in column 4 of the Skills Inventory Worksheet.

IEP Employment Goal Skills Inventory

Employment Goal:	Truck Driver		
Column 1	Column 2	Column 3	Column 4
<p>Skills, certificates, diplomas and work experience levels required of job candidates to be prepared for identified employment goal. (In order to develop the list of skills required, the participant and career coach should research job descriptions, conduct career exploration, interview employers, and if training is required, review the training prerequisites.</p>	<p>Based on the objective assessment of the participant, including a review of the participant's work history and educational ground, does the participant possess the required skill list in column A? (YES or</p>	<p>Evidence of meeting requirement. Please list why you are satisfied that the participant meets this requirement and no further action is required.</p>	<p>Actions to be taken by the participant to address the skill deficiency identified in column 2. Note: When transferring the actions to be taken listed below into Career Connect IEP objectives, break down each action into as many separate objectives as necessary. The purpose of the objectives is to clearly identify every action the participant must take in order for to complete the IEP.</p>
8th grade reading level	Yes	Copy of tabe at 9.1 reading in file	N/A
8th grade math level	Yes	Copy of tabe at 10.2 math in file.	N/A
Possess Valid State of Illinois CDL	No	Deficient	Needs take to take and pass a certifide CDL training to prepare for state licence exam. Then needs to pass Ill Dept of Transportation CDL test.
Possess valid State of Illinois drivers licence	Yes	Copy of licence in	N/A
Clean Driving Record	yes	Drivers report in file	N/A
Pass Drug Test	Yes	Copy of test in file	N/A
copy of driving record	No		Needs to obtain copy of Driving record
Pass physical - needs physical	yes	Per participant no apparent issues	N/A

Skills Inventory Work Sheet Process

- List all skills, credentials, licenses and work experience needed to achieve employment.
- Inventory those skills possessed by participant and those that the participant needs to take action to secure employment goal
- Determine what needs to be done in order to secure needed skills, certificate, work experiences.
- If a noted skill deficiency, barrier, lack of credential or lack of work experience cannot be addressed, you must assess if goal is still achievable. If you choose to proceed with goal, you must explain why in column 4 of the Skills Inventory Worksheet.

IEP Employment Goal Skills Inventory

Employment Goal:	Truck Driver		
Column 1	Column 2	Column 3	Column 4
<p>Skills, certificates, diplomas and work experience levels required of job candidates to be prepared for identified employment goal. (In order to develop the list of skills required, the participant and career coach should research job descriptions, conduct career exploration, interview employers, and if training is required, review the training prerequisites.</p>	<p>Based on the objective assessment of the participant, including a review of the participant's work history and educational ground, does the participant possess the required skill list in column A? (YES or</p>	<p>Evidence of meeting requirement. Please list why you are satisfied that the participant meets this requirement and no further action is required.</p>	<p>Actions to be taken by the participant to address the skill deficiency identified in column 2. Note: When transferring the actions to be taken listed below into Career Connect IEP objectives, break down each action into as many separate objectives as necessary. The purpose of the objectives is to clearly identify every action the participant must take in order for to complete the IEP.</p>
8th grade reading level	Yes	Copy of tabe at 9.1 reading in file	N/A
8th grade math level	Yes	Copy of tabe at 10.2 math in file.	N/A
Possess Valid State of Illinois CDL	No	Deficient	Needs take to take and pass a certifide CDL training to prepare for state licence exam. Then needs to pass Ill Dept of Transportation CDL test.
Possess valid State of Illinois drivers licence	Yes	Copy of licence in	N/A
Clean Driving Record	yes	Drivers report in file	N/A
Pass Drug Test	Yes	Copy of test in file	N/A
copy of driving record	No		Needs to obtain copy of Driving record
Pass physical - needs physical	yes	Per participant no apparent issues	N/A

Other Worksheet Pages



CHICAGO COOK
WORKFORCE PARTNERSHIP

A proud partner of the AmericanJobCenter network

- **Basic Skills Tab**
- Barriers Tab
- Support Service Needs Tab

Basic Skills Assessment Summary

Employment Goal:			Truck Driver		
Basic Skill	Pre - Test Grade Level	Based on Pre - Test Grade Level is participant basic skills deficient (Yes or No)?	Based on the basic skill requirements for the employment goal, does the participant need basic skills remediation in order to attain the employment goal (Yes or No)?	If the participant's basic skills are deficient (below 8.0), yet based on the employment goal's skills required, remediation is not necessary. Please explain why remediation is not necessary:	If remediation is required in order for the participant to achieve employment goal, please describe plan. This plan must be palced into the ojectives of the participant's IEP.
Math	9.1	no	yes	n/a	n/a
Reading	10.2	no	yes	n/a	n/a

Other Worksheet Pages



CHICAGO COOK
WORKFORCE PARTNERSHIP

A proud partner of the AmericanJobCenter network

- Basic Skills Tab
- **Barriers Tab**
- Support Service Needs Tab

Barrier Assessment

Barrier	Did your assessment identify that participant has this barrier (Yes or No).	Please describe the plans to address this barrier. This plan must be placed into the objectives of the participants IEP. If it has been decided that the barrier does not need to be addressed, please explain:
Homeless	Yes	Participant is currently living with brother and will be able to do so until he finds employment. This situation is stabelized.
Homeless Veteran	no	
ESL	no	
Disability	no	
Disabled Veteran	no	
Ex-Offender	no	
Lacks High School Diploma	no	

Other Worksheet Pages



CHICAGO COOK
WORKFORCE PARTNERSHIP

A proud partner of the AmericanJobCenter network

- Basic Skills Tab
- Barriers Tab
- Support Service Needs Tab

Support Service Needs Assessment

Support Service Category <i>(If additional other barriers are identified please list below).</i>	Based on an assessment of the participant's support service needs, will support services need to be provided in order for the participant to be able to participate in WIOA (Yes or No)?	If need for support service exist, please explain why?	Describe Support Service Plan. The plan should be transferred into the objectives of the IEP.
Transportation	Yes	Participant does not own a vehicle, nor does he have money for public transportation.	Participant will receive bus passes so that he may travel to and from training, attend job interviews and attend career coaching sessions and workshops.
Childcare	no		
Motor Vehicle Reocrds	yes	Need record for providing to potential employer	Participant will contact Illinois secretary of state and rquest a copy of these records. Support services will be used to cover the fee for the records.

Transfer actions into the IEP as goal objectives

- Transfer all the actions from column 4 of the Skills Inventory Worksheet to objectives for the employment goal in Career Connect.
- Use as many objectives as needed. Every task assigned to the participant should be an objective. This is the participants to-do list and must be comprehensive.
- Assign review dates. Think of review dates as DUE dates. Be realistic! All due dates should not end on the same date, that is not reasonable.
- Be mindful that some objectives are can only be addressed if other objectives are completed first.

Sign and use the IEP

- Now that the IEP Objectives have been thoughtfully determined and placed into the Career Connect, the IEP should be printed and signed by both the career coach and participant.
- Now that a signed IEP exists, all conversations with the participant should center around the where the participant is in achieving the objectives and what challenges they are facing. The participant may need your help in addressing the challenges.
- Review Dates have a reason. If the participant has not finished an objective by the review date, you should know why and case note the problem. If completed, you must indicate that in Career Connect and case note the completion.

Record Keeping continued

➤ A signed copy of the IEP should be placed into the participant's case file. A copy must be given to the participant. Please ensure that the participant understands that the IEP is the plan and it is the participant's responsibility to review on a daily basis.

➤ The Excel file of the Skills Inventory Worksheet must be uploaded into the participant's record in Career Connect. Also, keep an electronic copy of each participant's skills inventory worksheet.

Instructions for uploading will be forthcoming.

Continuous Quality Improvement



CHICAGO COOK
WORKFORCE PARTNERSHIP

A proud partner of the AmericanJobCenter network

- Learn from each worksheet. As you explore and investigate job requirements, use that experience inform your next exploration.
- Share worksheets with colleagues. Help each other out. Learn form each other.
- Things change rapidly, let's help each to keep up with the true demands of the employers.

Live Demonstration



CHICAGO COOK
WORKFORCE PARTNERSHIP

A proud partner of the AmericanJobCenter network

- Skills Inventory Worksheet
- IEP/ISS Career Connect

Questions and Answers



CHICAGO COOK
WORKFORCE PARTNERSHIP

A proud partner of the AmericanJobCenter network





Thank
you!