

Region 4 Workforce Board
WIOA Adult/DW Individual Employment Plan (IEP)

PURPOSE: An Individual Employment Plan (IEP) is an individual plan for a participant which includes an employment goal, appropriate achievement objectives and the appropriate combination of services for the participant based on the objective assessment. The IEP is used as the basic instrument for a local area to document appropriateness of decisions made about the mix and combination of services, including referrals to programs for specific activities.

REFERENCES:

BACKGROUND: Every WIOA participant that receives funding shall have an Individual Employment Plan (IEP) jointly developed by the participant and Case Manager. The Individual Employment Plan (IEP) identifies employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to reach the goals. The IEP should be based on the objective assessment completed in ICC and should reflect the expressed interests and needs of the participant. The goals identified must be mutually agreed upon between the case manager and the participant to ensure positive performance. The IEP is a "living document" and the actual plan remains open during participation until exit. The IEP Development activity should be opened and exited on the same day.

CONTENT: The Individual Employment Plan (IEP) should be developed to include work readiness, basic skills, occupational skills/training, employment, and other goals - both short term and long term. IEP goals and strategies should be updated as short-term goals are achieved or the participant's needs change.

- A. **Developing an IEP and Participation** - The IEP shall be developed in partnership (mutually agreed) with the participant. The IEP is the framework for justifying decisions concerning the appropriate service mix and sequence of services. The customer must receive a copy, signed by both the staff member and customer.
- B. **Definitions** – An IEP is a specific plan developed for each participant that is based on the objective assessment and identifies an employment goal (including, in appropriate circumstances, nontraditional employment), an educational goal, appropriate achievement objectives, and appropriate services for the participant.

The IEP is used as the basic instrument for the local area to document appropriateness of decisions made about the mix and combination of services, including referrals to other programs for specified activities.

In general the IEP should:

- Identify employment goals, educational goals, needs and barriers, objective assessment results including testing information, and appropriate services for the participant. Both short and long-term goals should be included.
 - **Employment Goal** - The employment goal is determined as a result of a comprehensive assessment consisting of an interview, evaluation, and/or testing. Determination of the employment goal will ensure participants are being trained in demand occupations that lead to self-sufficient wages.
 - **Needs and Barriers** - The comprehensive assessment identifies potential needs and barriers that hinder the participant from achieving the selected employment goal. Needs and barriers may include, but are not limited to, assistive technology needs, supportive service needs, and skills gaps (including job search skills, job readiness skills, and job retention skills) with appropriate justification for all services to be provided.

- **Training/Educational Goals** - The goal(s) outlines the participant's training and educational needs to assist them in attaining their employment goal through licensure, certification and/or skills development.
- Be based on the objective assessment and reflect the expressed interests and needs of the participant.
- Be jointly developed with the participant; meaning the participant's input shall be taken into account and the participant shall have full knowledge of its contents. The goals must be mutually agreed upon. Participant must sign IEP.
- Be reviewed quarterly or more frequently with the participant to review progress and make any needed adjustments. It is a living document that should be added to or adjusted as the participant and case manager deem necessary.
- When reviewing the IEP, case managers should document a participant's progress, activities completed, benchmarks reached, and any other accomplishments.
- The IEP must be updated to reflect changes in long-term or short term goals, newly identified or changed barriers that would change objectives, or other life changes that may affect goal attainment.

Note: All participants who have received funding must have a signed copy of the IEP in their paper or scanned file.

- C. **Update the IEP** – Review the IEP at least every 90 days. In addition, review the IEP whenever there are significant changes in the participant's circumstances or when you or other program staff sees the need for change. Be sure to involve the participant in any modification of the IEP.

If significant modifications are made, a case note must be entered regarding the updates.

Once an IEP is developed and approved, it can be used in the ongoing process of monitoring and reevaluating the participant's progress toward his or her employment and educational goals.

- D. **IEP Activity in Indiana Career Connect (ICC)**
 - a. IEP activity should be completed in ICC.
 - b. Development of an IEP is an enter/exit activity and should be entered and exited on the same day as the activity. Exceptions may occur that would cause the IEP to be open for a short period of time. (note: select provider of service that you are employed by i.e. JobWorks, DWD)
 - c. An IEP activity should be entered each time a change is made to the IEP.

Effective: July 2018