

## **Instructions for use of Employment Plan and Training Attachments**

**Purpose:** All Trade-affected workers, by statute, are afforded the opportunity for the development and periodic review and update of an employment plan. An early and detailed assessment, identification of marketable skills, and the provision of job search assistance and other reemployment services will assist workers in obtaining suitable reemployment. This Employment Plan serves to provide a structure to capture such marketable skills and detail a strategy for reemployment. It will also serve as a means to determine if training is necessary for reemployment. If training is warranted, section J will serve to document the selected training and justification.

The development of the Employment Plan and subsequent Training Plan is considered an intensive service. It is expected that the affected worker and counselor will complete the plan together; during or as a result of individual career counseling, group structured activities and based on the interpretation of relevant assessments. *It is not expected that this plan or any part of it will be given to an affected worker as a means for a self-directed job/career search.*

### **How the Employment Plan should be used:**

The plan should allow individuals the opportunity synthesize the information gained from the assessment tools, individual career counseling, and group structured activities to gain insight regarding abilities, interests, values, personality traits, decision-making ability, and the world of work including labor market information. The data gathered on the Employment Plan is probably the first time for many to look so closely at their past, present and future and its interrelatedness. Completing the sections as a result of the aforementioned activities allows individuals to systematically review the decisions they have made and their life experiences. It is expected that the plan is a “living document” meaning that it is updated and changed as necessary. Job Search activities and events should be tracked on these forms. It is expected that additions, changes and/or updates to the original plan will be necessary and these must be highlighted, initialed and dated. As the plan is completed and updated it should be printed and given to the affected worker. Copies of assessments must be kept with the employment plan in the individual’s case folder.

### **If it is determined the individual has marketable skills:**

The individual should understand how the information gathered on the Plan will aid in the job search and securing employment. Being able to identify marketable/transferable skills from previous employment is a huge advantage in preparing a resume, completing an employment application and conducting an effective interview. It is expected that the individual will be able to identify their marketable skills, use the marketable skills in career decision-making and be able to effectively use these identified skills in a job search. Reference the TAA desk guide for information regarding waiver from training determinations.

### **If it is determined that occupational training is necessary to secure suitable employment:**

Only then present section J to the individual. Both OJT and classroom training should be discussed with the individual. Employer based training is the preferred method of training. It is expected that the Plan supports/justifies the training choice. It is expected that the counselor or a

member of the business services team would develop OJT and customized training opportunities and the actual plan details. The Employer Based training form is used to document and justify this type of training. When the individual and counselor have decided on a training course, The Classroom Training Worksheet may be used to garner the necessary information needed for the plan and to make a determination. This form may also be used if the counselor and individual will investigate more than one training program and need to select the most appropriate. See the TAA desk aid for specific criteria used to approve training and the requirement to supply a Training Determination form to the trainee and the NYSDOL.

The individual must be instructed to report to the one-stop center for assistance in developing an employment plan two months prior to the completion of training. At this point it is expected that, at a minimum, sections B, C, G and F will be updated to reflect current situation and plan for securing employment.

### **General Instructions for completing the Employment Plan Form**

Move through the document using the mouse to place the cursor in the required field or use the TAB key. DO NOT use the ENTER key to navigate through the document. Using the ENTER key will shift fields and the lines within the document.

Use the Scroll Bar on the right side of the form to scroll up or down the length of the form.

Use the TAB key to create additional rows as needed to the sections titled Activities to Achieve Employment, Work History, Leisure Activities, Education and Training, Other Assessments and OJT Training Outline. Place the cursor in the last column on the right and hit the TAB button – a row will appear directly beneath the row just completed.

- A. **Customer Identification:** If the customer is Trade Act eligible place a check in the box labeled yes in the Trade Act eligible section and place the petition number in the petition number section.
- B. **Employment Expectations:** Determine the customer's short and long term employment goals. Indicate what the local labor market outlook is for the specific occupation(s). These goals are established based on the data recorded in the rest of the document.
- C. **Action Plan:** List each activity the customer must complete to return to employment. For each activity list the date and location of the activity. List the start date and the expected end date for activities spanning more than a single day. Expected outcomes must address specific results.
- D. **Services Received:** For each service received, place the date(s) that for each in the appropriate spot.
- E. **Work History:** Complete for each of the last three job titles starting with the most recent title. List only skills that are transferable from one employer to another. There are many references regarding transferable skills on the internet.

When this section is completed accurately and completely it is a valuable resource for the job seeker. It is expected that the individual understand the value of identifying and how to use transferable skills in their job search.

- F. **Leisure Activities/Hobbies/Community Organizations:** Complete for any volunteer work that has resulted in skills that can be transferred to paid employment.
- G. **Education and Training:** Indicate the highest grade level achieved in high school and any special licenses held by the customer. In the post secondary education section list each accredited college attended, starting with the most recent, along with the dates of attendance, number of credit hours earned and the major, degree or certification earned. Use the other skills section to list any relevant training received at institutions other than accredited colleges.

If this section is completed accurately and completely it will be a valuable resource for the job seeker. This information is needed to develop a resume and complete an application for employment.

#### H. **Assessment**

1. **Interest Inventory:** Identify the assessment used and the relevant results. It is expected that the individual understand the relevance of personal interests in career decision making
  2. **Aptitude Inventory:** Identify the assessment used and the relevant results. It is expected that the individual understand the relevance of aptitudes in career decision making
  3. **Reading/Math Inventory:** Identify the assessment used and the relevant results. It is expected that the individual understand the relevance of aptitudes in career decision making
  4. **Other Assessments:** If other assessments are warranted, use this section to document the assessment given and relevant results.
  5. In the remainder of this section detail the customer's current situation listing the current occupation and any training in which the customer is currently enrolled. Determine if the customer is able to return able to return to their former occupation or industry. List, if any, barriers to employment that might impact the customer's ability to return to work in certain occupations or industries. Determine which occupational areas interest the customer and describe in detail how the customer is qualified for that occupational area.
- I. **Training Waiver:** If it is determined the customer has marketable skills a waiver from training should be issued in accordance with the TAA desk guide. Insert the date(s) the customer is expected to report so that the reason for waiver can be reviewed.

#### J. **Training**

##### 1. **Employer Based Training**

- a. Identify the employer with which the customer will be training and the job title in which the customer will be training. Identify the customer's supervisor and the supervisor's contact information. Indicate the start and end dates and the total number of weeks for the OJT. Indicate the starting OJT wage, the ending OJT wage and calculate the total gross wages to be paid during the OJT period.

Indicate the average number of hours per day of OJT and calculate the total number of hours to be spent in OJT.

- b. Training Outline: Use the tasks identified for the O-Net title to create a training outline. The number of weeks should equal the number of weeks identified in the total weeks of training. List each relevant task and for each task identify the corresponding weeks required to master the skill. For example if the task listed on the first line will be mastered in the first week then 1 in the “week” column. A skill mastered during the course of the entire OJT or any subset of the OJT. For example if the total training weeks is 12 and it is expected that the skill will be taught throughout the OJT and not mastered until week 12, then 1-12 should be entered in the “week” column. The number of hours is defined as the number of actual hours the supervisor or other person responsible for training the employee will spend directly instructing the employee on the identified task.
- c. Training Cost: The training cost must include all costs associated with the training regardless of the source of funding.

## 2. **Classroom Training**

- a. Indicate the name and address of the institution along with the proposed course of study, start and end date and the total number of weeks of instruction.
- b. Training Costs: The training cost must include all costs associated with the training regardless of the source of funding.
- c. Provide the customer with sufficient Classroom Training Worksheets to document that the training is being obtained at the lowest possible cost.
- d. Write in a date for the customer to return so that a job search plan can be created; preferably about 2 months prior to the training completion date.