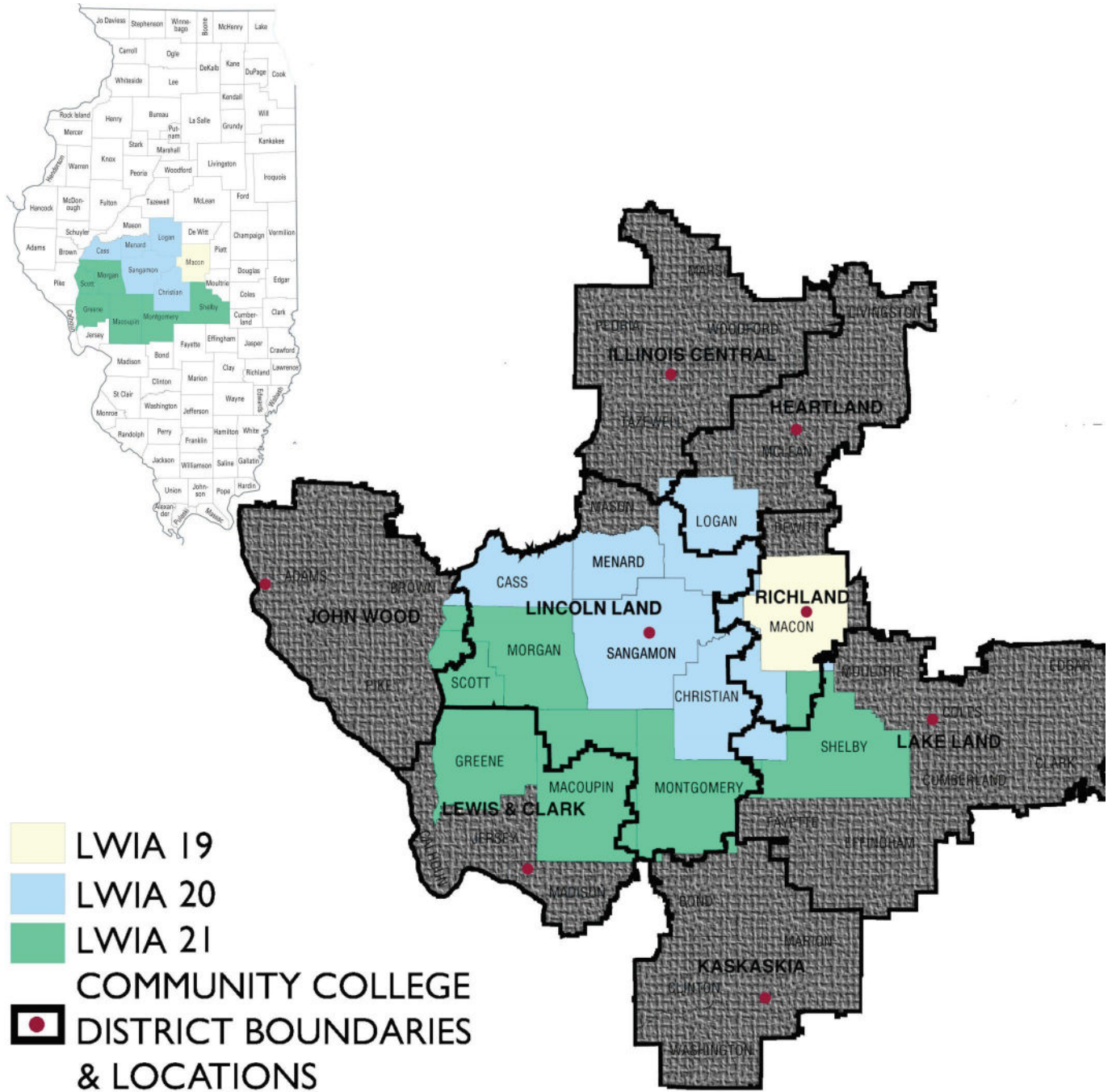


Central Economic Development Region 1

Workforce Innovation and Opportunity Act – 2024 Regional and Local



Training Connecting Developing Workforce

Central Economic Development Region 1
Workforce Innovation and Opportunity Act
2024 Regional and Local Plans

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Central Illinois Economic Development Region

2024 WIOA Plan

Executive Summary

The Workforce Boards of Local Areas 19, 20 and 21 in association with our partner agencies have produced this plan for the Central Economic Development Region (EDR – 1). The Plan was developed in accordance with the state and local area plans, Workforce Innovation and Opportunity Act (WIOA) regulations, and the State of Illinois Regional and Local Planning Guide - updated November 2025. Our Boards are committed to creating workforce development strategies that promote the economic well-being of both employers and workers in the region. This plan formalizes the regional process for the Central Region to explore innovative means to better meet the needs of our customers and meet the educational, economic development and workforce development needs of the region.

Vision Statement:

This Plan incorporates the State of Illinois workforce development vision, which is to “meet employers, job seekers, and community members where they are, centering the customer experience in an interoperable, equitable, and accessible manner to ensure all customers achieve their goals”. EDR 1 will support employers and job seekers by;

- Utilizing a customer-centered approach.
- Advancing in responsiveness, inclusivity, and accessibility.
- Partnering with education systems to enhance coordination and collaboration.
- Increasing awareness of the Workforce Development System.
- Supporting development of frontline workers.

The Regional Plan also supports the Governor’s state goals and strategies.

1. Illinois’ Workforce Development System is an example of excellence in its approach and collaboration and customer service.
2. Illinois’ Workforce Development System will enhance employers’ abilities to hire and retain skilled workers that meet their emerging needs.
3. Illinois’ Workforce Development System will use customer-centered and data-informed practices to improve the quality of the jobseeker experience in pursuing fulfilling career pathways in a manner that is equitable and accessible.

Background:

The Workforce Innovation and Opportunity Act envisions a workforce system that better aligns workforce, education and economic development partners. The regional workforce efforts of Springfield, Decatur, Lincoln and Jacksonville as well as the rural communities in Cass, Christian, Greene, Macoupin, Menard, Montgomery, Scott and Shelby will benefit greatly from a unified workforce team that can act quickly to address workforce needs of both employers and job seekers.

WIOA emphasizes training that leads to credentials in targeted growth sectors of the economy. It encourages service coordination among education and workforce partner agencies and the creation and utilization of career pathways in the targeted sectors. The legislation is designed to help workers, including those with barriers, to access services that lead to employment in demand occupations. The Region's plan is based on coordination of workforce, education and economic development efforts that will meet the needs of both employers and job seekers in our area, and to do our best to remove inequities for the populations the system is meant to support.

Plan Development:

The Central Illinois Economic Development Regional Plan has been developed in accordance with WIOA and State of Illinois Regional Planning guidelines. The Central EDR will undertake the processes and strategies outlined in this plan over the next four years.

This Regional portion of the Plan includes the establishment of regional service strategies, including use of cooperative service delivery agreements; the development and implementation of sector initiatives for in-demand industry sectors; the collection and analysis of regional labor market data; the coordination of administrative cost arrangements; the coordination of transportation and other supportive services; the coordination of services with regional economic development services and providers; and the process for negotiation of local levels of performance for performance accountability measures.

This Plan also includes the Local Plan components for LWIAs 19, 20 and 21. The local planning strategies include direct investments in economic, education and workforce training programs so that individuals have the skills to compete in the job market and that employers have a ready supply of skilled workers; applying job-driven strategies in the one-stop system; enable economic, education and workforce partners to build a skilled workforce through innovation in, and alignment of, employment, training and education programs.

Regional System Partners:

In accordance with the Governor’s vision for the State Workforce System, the Central EDR 1’s regional planning team included representatives from the following core and required partners:

- Capital Area Career Center
- City of Decatur
- City of Litchfield
- City of Springfield
- Community Action Programs of Central Illinois
- Decatur-Macon County Opportunities Corporation
- Department of Commerce and Economic Opportunity
- Department of Employment Security
- Department of Human Services – Division of Family and Community Service
- Department of Human Services – Division of Rehabilitation
- Economic Development Corporation of Decatur and Macon County
- Jacksonville Regional Economic Development Corp.
- Land of Lincoln Workforce Alliance
- Lewis and Clark Community College
- Lincoln Land Community College
- National Able
- Regional Office of Career & Technical Education
- Richland Community College
- Sangamon County Department of Community Resources
- Springfield Public Schools District 186
- Springfield Sangamon Growth Alliance
- United Migrant Opportunity Services (UMOS)
- University of Illinois Springfield Innovation Center
- West Central Development Council
- Workforce Investment Solutions of Macon and DeWitt

Chapter 1 – Economic and Workforce Analysis – Regional Component

This chapter must discuss how the region has collected and analyzed updated regional labor market information including the local planning requirements. Regional teams are encouraged to use the labor market information posted on <https://www.illinoisworknet.com/WIOA/RegPlanning> to provide consistency in the data used for regional analysis throughout the state. This tool was the primary data source utilized for planning. Supplemental data sources included <https://cgfa.ilga.gov/Upload/2022MoodyEconomicForecast.pdf> and <https://www2.iccb.org/data/data-characteristics/>

A. Provide an analysis of the factors listed below:

Chapter 1 Section A Question 1a: What are the targeted industries, high-impact industry clusters, and in-demand occupations in the region?

The Central Region team met to discuss the data, targeted industries, clusters, and in-demand occupations. Logan Taira from Illinois Department of Employment Security discussed the current data and how it could be interpreted. After reviewing the data, along with group discussion, team members agreed that sector information presented for Healthcare and Social Assistance, Manufacturing, Agriculture Production, and Transportation & Warehousing would be the focus of workforce development in the region. These industries are recognized as the four first tier targeted industries in our Region.

The table below lists these first-tier targeted industries and their associated high-impact industry clusters, as well as their associated in-demand occupations in the region. The industries, clusters and occupations were derived based on data from the Illinois Department of Employment Security. The data in the table lists those industries and occupations with the highest number of annual job openings in the Region. There are also other industry clusters and occupations that may be filled through the Region's focus on the targeted industry.

| Targeted Industries | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Industries | Occupations |
| 1. Healthcare and Social Assistance <ul style="list-style-type: none"> a. Ambulatory Health Care Services b. Hospitals c. Social Assistance d. Nursing and Residential Care Facilities | 1. Registered Nurse 2. Licensed Practical Nurse 3. Nursing Assistant 4. Personal Care Aides 5. Home Health Aides 6. Medical Assistant |
| 2. Manufacturing <ul style="list-style-type: none"> a. Food Manufacturing b. Machine Manufacturing c. Transportation Equipment Manufacturing | 1. First Line Supervisors 2. Machinists 3. Welders 4. Mechanical Engineers |
| 3. Agriculture Production <ul style="list-style-type: none"> a. Food & beverage b. Food Services/drinking places c. Textiles, apparel, and leather products d. Forestry and Fishing | 2. Agricultural Science Teachers 3. Agricultural Inspectors 4. Agricultural Equipment Operators 5. Agricultural & Food Science Technicians |
| 4. Transportation & Warehousing <ul style="list-style-type: none"> a. Truck Transportation b. Warehousing and Storage c. Support Activities for Transportation d. Couriers and Messengers | 1. Heavy and Tractor-Trailer Truck Drivers 2. Logistics Operations Specialist 3. Load Planners 4. Supply Chain Analyst 5. Light Truck Drivers |

| NAICS Title | 2020 | Projected 2030 | Employment | Annual |
|----------------------------------|------------|----------------|------------|-------------|
| | Employment | Employment | Change | Compound |
| | | | 2020-2030 | Growth Rate |
| TOTAL, ALL INDUSTRIES | 230,848 | 239,081 | 8233 | 0.35% |
| Self Employed Workers | 10,147 | 9,139 | -1008 | -1.04% |
| Agricultural Production, Total | 7,868 | 8,010 | 142 | 0.18% |
| Natural Resources & Mining | 447 | 451 | 4 | 0.09% |
| Construction | 8,719 | 8,973 | 254 | 0.29% |
| Manufacturing | 23,596 | 24,250 | 654 | 0.27% |
| Wholesale Trade | 8,407 | 7,916 | -491 | -0.60% |
| Retail Trade | 23,348 | 23,343 | -5 | 0.00% |
| Utilities | 1,787 | 1,805 | 18 | 0.10% |
| Transportation & Warehousing | 7,797 | 7,894 | 97 | 0.12% |
| Information | 2,799 | 3,046 | 247 | 0.85% |
| Financial Activities | 11,300 | 10,485 | -815 | -0.75% |
| Professional & Business Services | 15,421 | 18,260 | 2839 | 1.70% |
| Educational Services | 19,149 | 20,110 | 961 | 0.49% |
| Health Care & Social Assistance | 36,022 | 36,300 | 278 | 0.08% |
| Leisure & Hospitality | 17,297 | 21,420 | 4123 | 2.16% |
| Other Services | 10,931 | 11,881 | 950 | 0.84% |
| Government | 25,813 | 25,798 | -15 | -0.01% |

Leading
Maturing
Emerging

Data for the region indicates that Natural Resources & Mining, Transportation and Warehousing, Professional & Business Services, Educational Services, and Leisure & Hospitality are emerging industry sectors. Healthcare & Social Assistance are leading while Wholesale Trade, Retail Trade, and Government are maturing. The partners also recognize that although the data does not list Information Technology or Construction as either leading, maturing or emerging industry sectors in the EDR there are still numerous jobs in those sectors. Almost all industries have occupations requiring information technology workers.

Because of these industries high growth projections, we are identifying these as Tier 2 targets of opportunity for the Region. Some of the in-demand jobs in these top tier industries are entry-level, require a minimum of a high school diploma and are lower wage career areas; however, for youth entering the workforce, these jobs provide experience to begin building a work history, earning a standard living wage and are first steps in a career pathway.

Table 1: Industry Employment Projections in Major Sectors of Central EDR.
 Source: IDES, 2022-2032 Industry Employment Projections

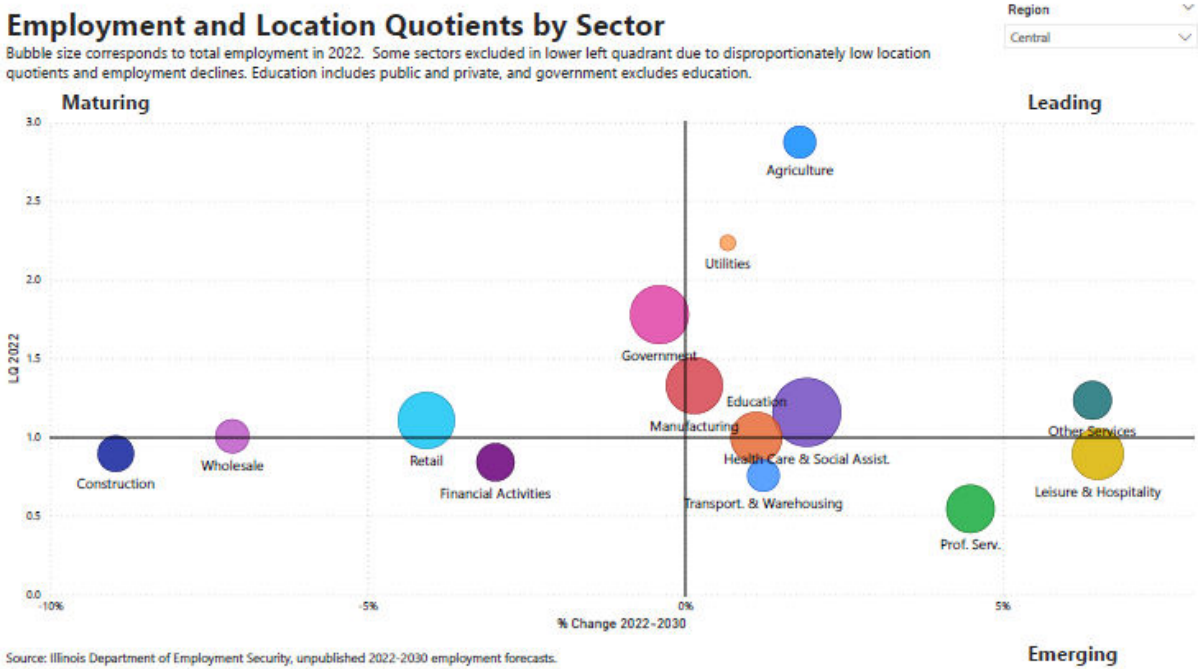
Blue rows denote leading industries, gold rows denote emerging industries and gray rows denote maturing industries.

| NAICS Title | 2022 Em- ployment | 2032 Em- ployment | Empl. Change | Annual Compound Growth Rate |
|-------------------------------------------------|----------------------|----------------------|-----------------|--------------------------------------|
| TOTAL, ALL INDUSTRIES | 240,684 | 238,531 | -2153 | -0.09 |
| Self Employed Workers | 9,536 | 9,079 | -457 | -0.49 |
| Agricultural Production | 8,518 | 8,618 | 100 | 0.12 |
| Natural Resources and Mining | 435 | 432 | -3 | -0.07 |
| Construction | 9,886 | 9,625 | -261 | -0.27 |
| Manufacturing | 24,473 | 24,564 | 91 | 0.04 |
| Wholesale Trade | 8,556 | 8,625 | 69 | 0.08 |
| Retail Trade | 24,353 | 24,041 | -312 | -0.13 |
| Transportation and Warehousing | 7,824 | 8,021 | 211 | 0.25 |
| Utilities | 1,789 | 1,803 | 14 | 0.08 |
| Information | 4,216 | 4,395 | 179 | 0.42 |
| Financial Activities | 10,771 | 10,295 | -476 | -0.45 |
| Professional and Business Services | 17,644 | 17,243 | -401 | -0.23 |
| Educational Services, Private and Pub. | 19,882 | 18,884 | -998 | -0.51 |
| Health Care and Social Asstc., Private and Pub. | 35,614 | 35,975 | 361 | 0.10 |
| Leisure and Hospitality | 20,094 | 20,446 | 352 | 0.17 |
| Other Services | 11,174 | 11,180 | 6 | 0.01 |
| Government | 25,919 | 25,305 | -614 | -0.24 |

The classification of target industries remains unchanged from the original plan: Transportation and Warehousing is classified as an emerging industry, while all other sectors are classified as leading industries. Based on the Q2 2025 CES data (discussed in Section A.1.c below), Manufacturing has experienced employment declines both between 2019 and 2025 and between 2023 and 2025. However, its LQ has continued to increase, indicating that employment is falling nationwide but at a faster rate than in the region. Manufacturing accounts for nearly 10% of all jobs in the area according to the 2022 projection estimates, serves as a key industry of specialization for the region, and is identified as a high-impact industry in the Statewide Economic Growth Plan 2024. Therefore, its inclusion as a target industry remains justified in 2026.

Chapter 1 Section A Question 1b: What industries and occupations have favorable location quotients?

The industries with the most favorable location quotients are Manufacturing, Education, Government, and Healthcare and Social Assistance. Occupations within the region’s targeted industries that have a high location quotient are (Manufacturing) Machinists, Packaging/Filling Food Batch Makers, Production and Operating Workers; and (Healthcare) Registered Nurses, Personal Care Aides and Nursing Assistants.



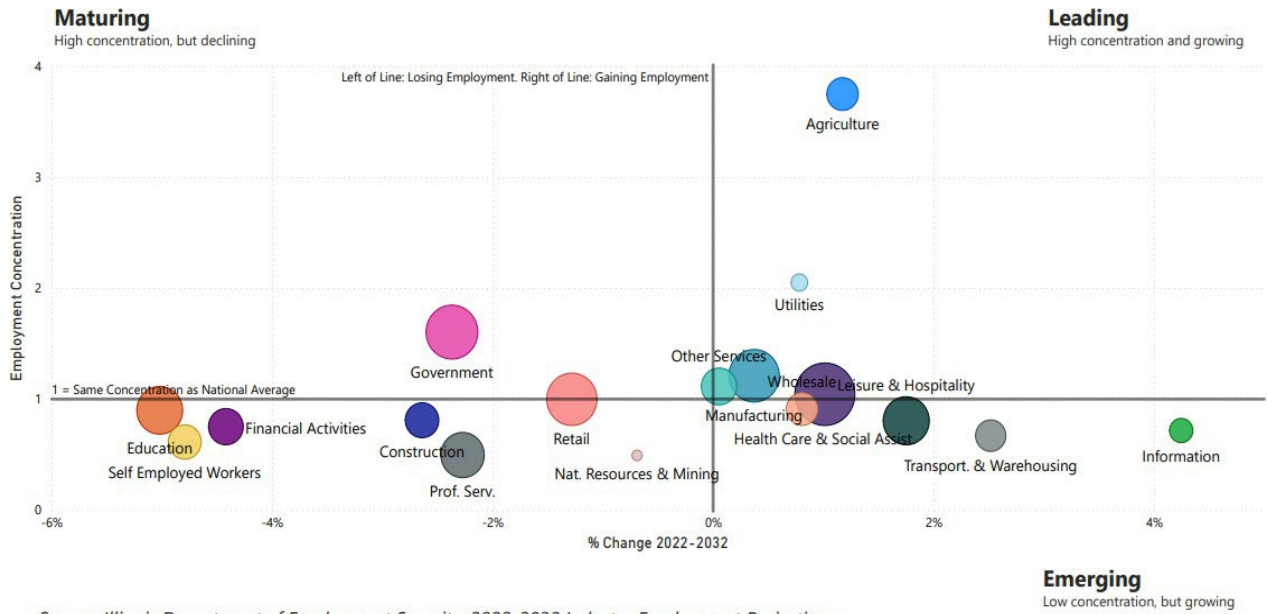
According to the revised 2022-2032 Central EDR 1 Industry Projections, the only notable adjustment is:

Educational Services: the location quotient shifted slightly to just below 1 after adjustments. This change is minimal and does not affect previous interpretations.

The updated plot below now includes **Natural Resources and Mining, Information, and Self-Employed Workers**. All three sectors have LQs just below 1, indicating they are regionally underrepresented compared to national employment levels.

Figure 1: Central Region Employment Location Quotients by Sector.

Source: 2022-2032 Industry Employment Projections, IDES



Source: Illinois Department of Employment Security, 2022-2032 Industry Employment Projections.

Figure 2 illustrates the relationship between employment change (Q2 2023–2025) and the change in location quotient across NAICS supersectors in Central EDR. The size of each dot is proportional to its LQ value.

Figure 2: Central Region: Changes in Employment and Location Quotients by Sector Source: Current Employment Statistics, IDES

LQs represent Q2 2025; changes calculated relative to Q2 2023



The updated LQs remain largely consistent with the 2022 projection estimates. Industries with improvements in LQs include:

- **Construction**
- **Manufacturing**
- **Trade, Transportation, and Utilities**
- **Financial Activities**
- **Government**

Out of those, two industries have the most favorable LQs in the area: **Manufacturing** and **Government**. The **Private Education and Health Services** sector experienced a slight decline in LQ, despite posi-tive employment growth. This suggests that while the sector is expanding locally, it is growing at a slower pace compared to the national level. This trend aligns with earlier projections, which anticipated declines in **Educational Services** employment but gains in **Health Care and Social Assistance**.

Although the **Other Services** sector maintains a favorable LQ, both its LQ and employment levels have shown negative dynamics.

Chapter 1 Section A Question 1c: What industries and occupations have favorable demand projections based on growth?

The industries with favorable demand projections are: Healthcare and Social Assistance, Manufacturing, Education, Agriculture, and Other Services. Occupations related to the targeted industries are (Healthcare) Registered Nurses, Personal Care Aides and Nursing Assistants, (Manufacturing) Food Manufacturing, Machine Manufacturing, and Transportation Equipment Manufacturing, (Agriculture Production) Food & beverage, Food Services/drinking places, and Textiles, apparel, and leather products, (Transportation and Warehousing) Truck Transportation, Warehousing and Storage, and Support Activities for Transportation.

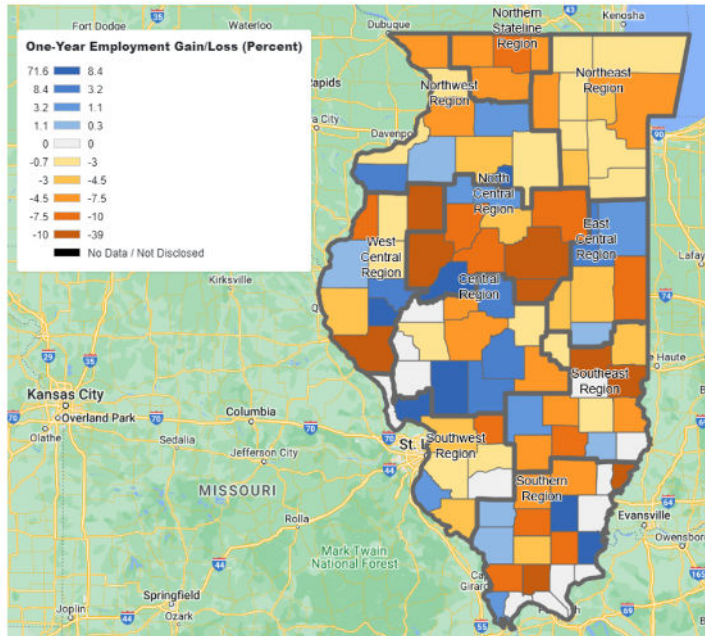
According to the revised 2022-2032 Central EDR Industry Projections, favorable demand has been anticipated among the following sectors: • Agriculture • Manufacturing • Wholesale Trade • Transportation and Warehousing • Utilities • Information • Leisure and Hospitality • Health Care and Social Assistance • Other Services.

Manufacturing Sector

Q4 2021 - Q4 2022 % Employment Change

Component Industries of Manufacturing Sector (NAICS 31-33)

- Food Manufacturing (NAICS 311)
- Beverage and Tobacco Product Manufacturing (NAICS 312)
- Textile Mills (NAICS 313)
- Textile Product Mills (NAICS 314)
- Apparel Manufacturing (NAICS 315)
- Leather and Allied Product Manufacturing (NAICS 316)
- Wood Product Manufacturing (NAICS 321)
- Paper Manufacturing (NAICS 322)
- Printing and Related Support Activities (NAICS 323)
- Petroleum and Coal Products Manufacturing (NAICS 324)
- Chemical Manufacturing (NAICS 325)
- Plastics and Rubber Products Manufacturing (NAICS 326)
- Nonmetallic Mineral Product Manufacturing (NAICS 327)
- Primary Metal Manufacturing (NAICS 331)
- Fabricated Metal Product Manufacturing (NAICS 332)
- Machinery Manufacturing (NAICS 333)
- Computer and Electronic Product Manufacturing (NAICS 334)
- Electrical Equipment, Appliance, and Component Manufacturing (NAICS 335)
- Transportation Equipment Manufacturing (NAICS 336)
- Furniture and Related Product Manufacturing (NAICS 337)
- Miscellaneous Manufacturing (NAICS 339)



Source: U.S. Bureau of Labor Statistics, Quarterly Census of Employment and Wages, Q4 2021 & Q4 2022. Retrieved from the Illinois Employment Business System on Illinois WorkNet.

Trade, Transportation, and Utilities Sector

Q4 2021 - Q4 2022 % Employment Change

Component Industries of Trade, Transportation, and Utilities Sector (NAICS 22, 42, 44-45, 48-49)

Utilities (NAICS 42)

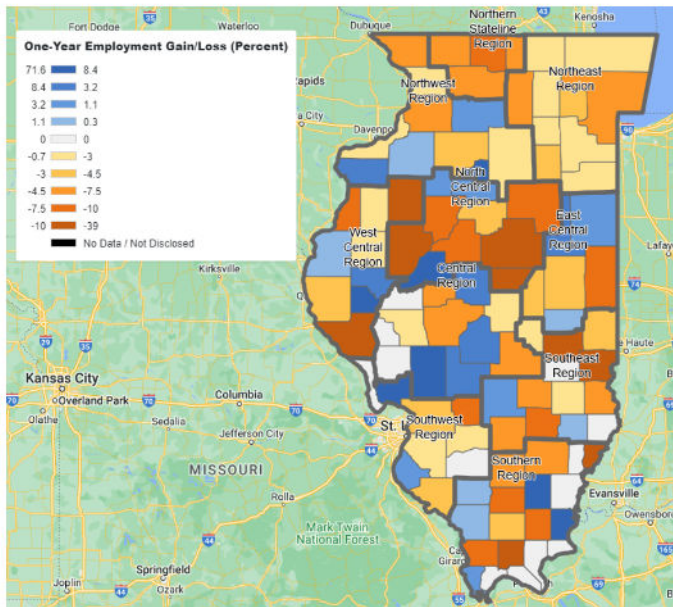
- Wholesale Trade (NAICS 42)
- Merchant Wholesalers, Durable Goods (NAICS 423)
- Merchant Wholesalers, Nondurable Goods (NAICS 424)
- Wholesale Electronic Markets and Agents and Brokers (NAICS 425)

Retail Trade (NAICS 44-45)

- Motor Vehicle and Parts Dealers (NAICS 441)
- Furniture and Home Furnishings Stores (NAICS 442)
- Electronics and Appliances Stores (NAICS 443)
- Building Material and Garden Equipment and Supplies Dealers (NAICS 444)
- Food and Beverage Stores (NAICS 445)
- Health and Personal Care Stores (NAICS 446)
- Gasoline Stations (NAICS 447)
- Clothing and Clothing Accessories Stores (NAICS 448)
- Sporting Goods, Hobby, Book, and Music Stores (NAICS 451)
- General Merchandise Stores (NAICS 452)
- Miscellaneous Store Retailers (NAICS 453)
- Nonstore Retailers (NAICS 454)
- Miscellaneous Store Retailers (NAICS 453)
- Non-store Retailers (NAICS 454)

Transportation and Warehousing (NAICS 48-49)

- Air Transportation (NAICS 481)
- Rail Transportation (NAICS 482)
- Water Transportation (NAICS 483)
- Truck Transportation (NAICS 484)
- Transit and Ground Passenger Transportation (NAICS 485)
- Pipeline Transportation (NAICS 486)
- Scenic and Sightseeing Transportation (NAICS 487)
- Support Activities for transportation (NAICS 488)
- Postal Service (NAICS 491)
- Couriers and Messengers (NAICS 492)
- Warehousing and Storage (NAICS 493)

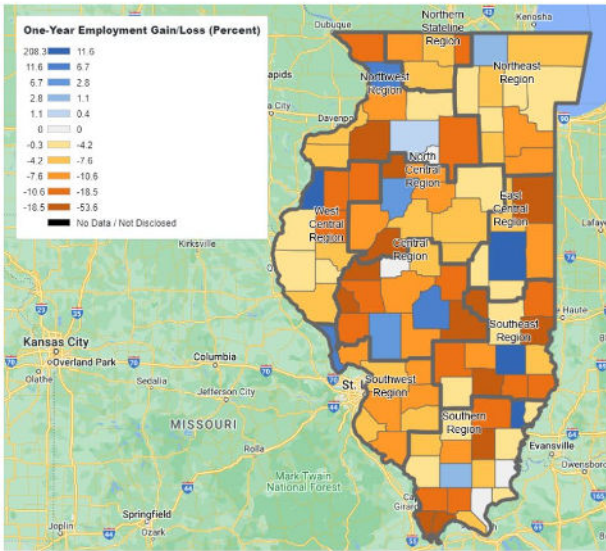


Source: U.S. Bureau of Labor Statistics, Quarterly Census of Employment and Wages, Q4 2021 & Q4 2022. Retrieved from the Illinois Employment Business System on Illinois WorkNet.

Education and Health Services Sector

Q4 2021 - Q4 2022 % Employment Change & Q4 2022 Employment Location Quotient

It is not possible to dissect this sector into health care or education alone in some counties, due to suppression.

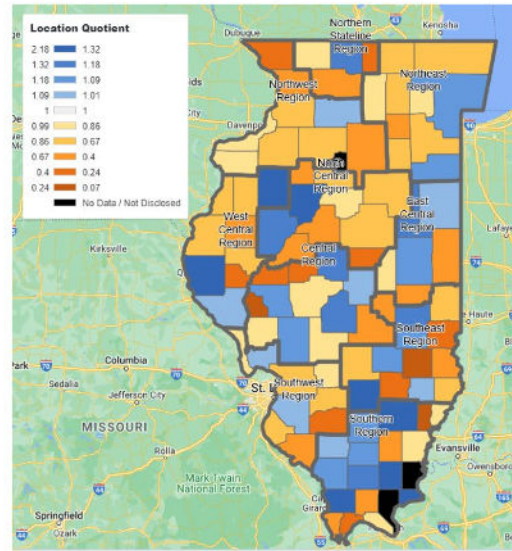


Components of Education and Health Services Sector (NAICS 61-62)

Educational Services (NAICS 61)

Health Care and Social Assistance (NAICS 62)

- Ambulatory (i.e., outpatient) Health Care Services (NAICS 621)
- Hospitals (NAICS 622)
- Nursing and Residential Care Facilities (NAICS 623)
- Social Assistance (NAICS 624)



Source: U.S. Bureau of Labor Statistics, Quarterly Census of Employment and Wages, Q4 2021 & Q4 2022. Retrieved from the Illinois Employment Business System on Illinois WorkNet.

Leisure and Hospitality Sector

Q4 2021 - Q4 2022 % Employment Change & Q4 2022 Employment Location Quotient

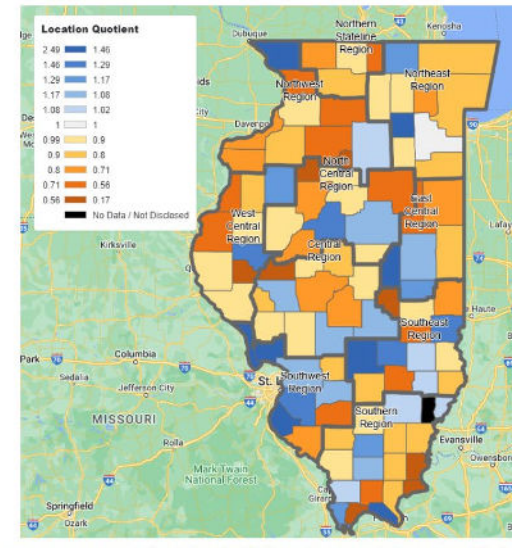
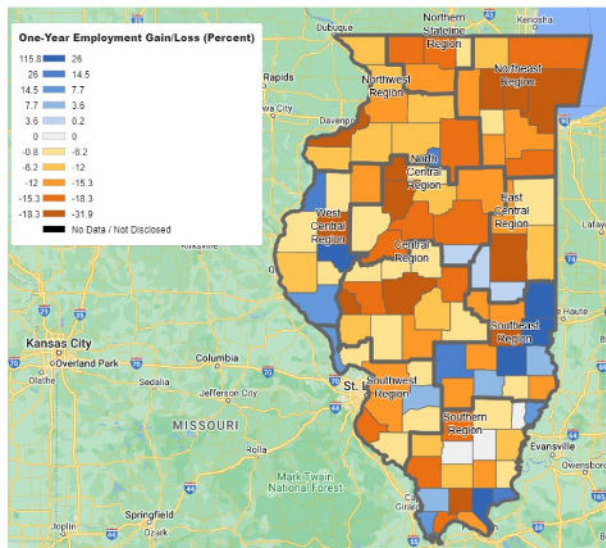
Components of Leisure and Hospitality Sector (NAICS 71-72)

Arts, Entertainment, and Recreation (NAICS 71)

- Performing Arts, Spectator Sports, and Related Industries (NAICS 711)
- Museums, Historical Sites, and Similar Institutions (NAICS 712)
- Amusement, Gambling and Recreation Industries (NAICS 713)

Accommodation and Food Services (NAICS 72)

- Accommodation (NAICS 721)
- Food Services & Drinking Places (NAICS 722)



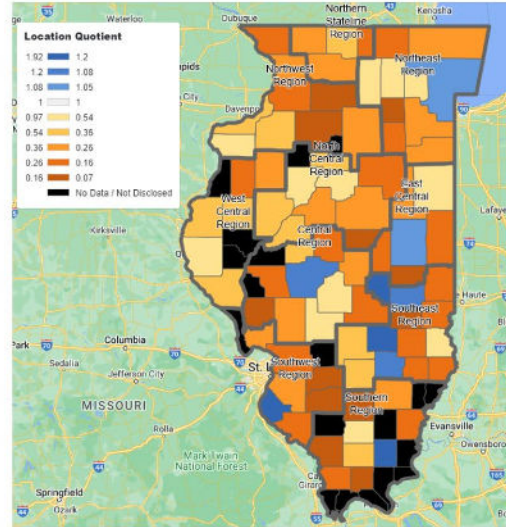
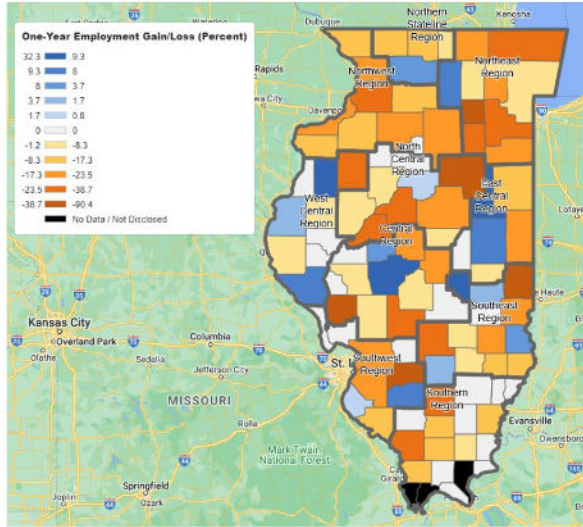
Source: U.S. Bureau of Labor Statistics, Quarterly Census of Employment and Wages, Q4 2021 & Q4 2022. Retrieved from the Illinois Employment Business System on Illinois WorkNet.

Information Sector

Q4 2021 - Q4 2022 % Employment Change & Q4 2022 Employment Location Quotient

Note: Most Information Technology occupations, e.g., software developers, are employed outside of the Information industry.

- Component Industries of Information Sector (NAICS 51)**
- Publishing Industries (except Internet) (NAICS 511)
 - Motion Picture and Sound Recording Industries (NAICS 512)
 - Broadcasting (except Internet) (NAICS 515)
 - Internet Publishing and Broadcasting (NAICS 516)
 - Telecommunications (NAICS 517)
 - Data Processing, Hosting, and Related Services (NAICS 518)
 - Other Information Services (NAICS 519)

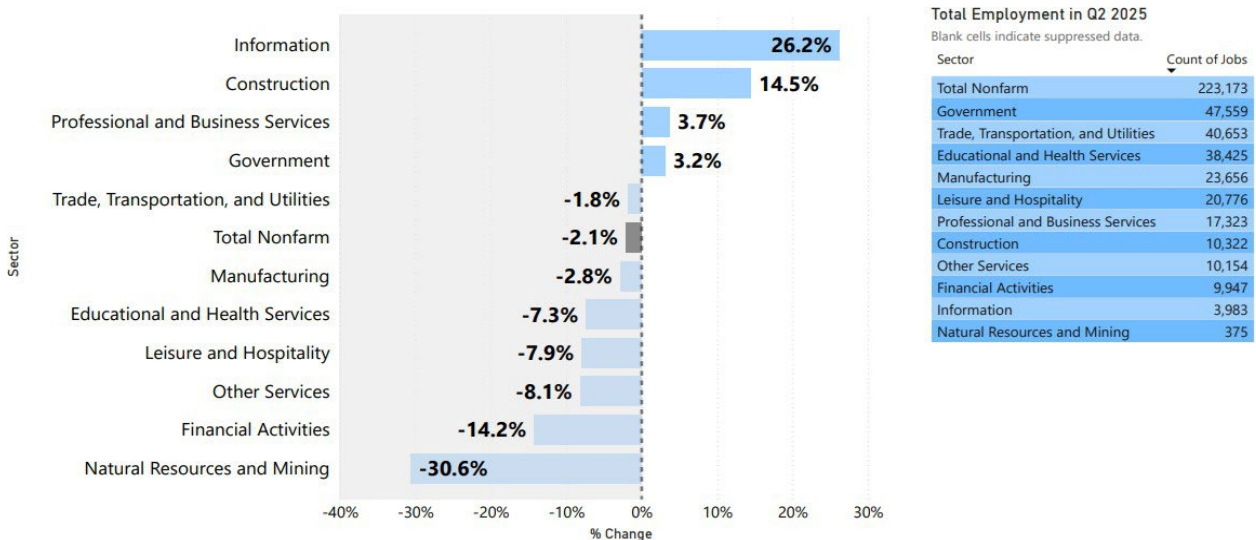


Source: U.S. Bureau of Labor Statistics, Quarterly Census of Employment and Wages, Q4 2021 & Q4 2022. Retrieved from the Illinois Employment Business System on Illinois WorkNet.

By 2025–2026, however, some of those trends in employment have not emerged. The Q2 2019 to Q2 2025 CES comparison shows that the only sectors with job growth are • Information • Construction • Professional and Business Services • Government.

Figure 3: % Change in Employment by Sector in Central Region, Q2 2019 - Q2 2025 Source: Current Employment Statistics, IDES

2026 Central Regional Plan Data Packet



Total Employment in Q2 2025

Blank cells indicate suppressed data.

| Sector | Count of Jobs |
|--------------------------------------|---------------|
| Total Nonfarm | 223,173 |
| Government | 47,559 |
| Trade, Transportation, and Utilities | 40,653 |
| Educational and Health Services | 38,425 |
| Manufacturing | 23,656 |
| Leisure and Hospitality | 20,776 |
| Professional and Business Services | 17,323 |
| Construction | 10,322 |
| Other Services | 10,154 |
| Financial Activities | 9,947 |
| Information | 3,983 |
| Natural Resources and Mining | 375 |

Source: Illinois Department of Employment Security, Current Employment Statistics, respective years.

More recently, positive employment change between Q2 2023 and Q2 2025 has been recorded only in Construction, Private Educational and Health Services, and Government sectors (see Figure 2.)

Given that projections do not provide the same industry breakdown as CES, note that current information on performance of more detailed industries within NAICS super-sectors (Wholesale Trade, Transportation and Warehousing, Utilities within Trade, Transportation, and Utilities, for example) is not available.

Table 4 summarizes the top 18 detailed SOC occupations ranked by projected employment growth, based on the Occupational Employment Projections for 2022–2032 in the Central EDR. Seven occupations tied at five job opening due to growth annually share the 19th position and are therefore omitted.

The following occupations from the top 18 are a significant part of the targeted industry clusters, each representing an employment share above 0.5% within the fastest-growing sub-industries:

- **Agricultural Production:** *Truck Drivers, Light; Laborers/Freight/Stock & Material Movers, Hand; Farmers, Ranchers & Other Ag Managers; Animal Caretakers; Truck Drivers, Heavy & Tractor-Trailer; Market Research Analysts & Specialists.*
- **Manufacturing:** *Cooks, Restaurant; Stockers & Order Fillers; Truck Drivers, Light; Laborers/Freight/Stock & Material Movers, Hand; Food Batchmakers; Truck Drivers, Heavy & Tractor-Trailer; Market Research Analysts & Specialists.*
- **Transportation and Warehousing:** *Stocker & Order Fillers; Truck Drivers, Light; Truck Drivers, Heavy & Tractor-Trailer; Laborers/Freight/Stock & Material Movers, Hand.*
- **Healthcare and Social Assistance:** *Cooks, Restaurant; Nurse Practitioners; Medical & Health Services Managers; Medical Assistants; Maids & Housekeeping Cleaners.*

Table 4: Top Occupations by Projected Average Annual Job Openings due to Growth.
Source: IDES, 2022-2032 Occupation Employment Projections

| Occupation | Employment | | Avg. Annual Job Openings | |
|------------------------------------------------|------------|-------|--------------------------|-------|
| | 2022 | 2032 | Growth | Total |
| Cooks, Restaurant | 1,979 | 2,336 | 36 | 359 |
| Stocker & Order Fillers | 3,303 | 3,588 | 28 | 579 |
| Software Developers | 1,381 | 1,576 | 20 | 98 |
| Nurse Practitioners | 485 | 681 | 20 | 46 |
| Medical & Health Services Managers | 732 | 886 | 15 | 71 |
| Financial Managers | 1,368 | 1,486 | 12 | 107 |
| Truck Drivers, Light | 1,602 | 1,709 | 11 | 183 |
| Laborers/Freight/Stock & Material Movers, Hand | 4,797 | 4,903 | 11 | 637 |
| Emergency Medical Technicians | 486 | 585 | 10 | 47 |
| Medical Assistants | 1,249 | 1,342 | 9 | 174 |
| Farmers, Ranchers & Other Ag Managers | 6,759 | 6,841 | 8 | 709 |
| Food Batchmakers | 944 | 1,028 | 8 | 154 |
| Paramedics | 305 | 371 | 7 | 22 |
| Animal Caretakers | 468 | 535 | 7 | 98 |
| Truck Drivers, Heavy & Tractor-Trailer | 3,043 | 3,115 | 7 | 326 |
| Market Research Analysts & Specialists | 992 | 1,053 | 6 | 98 |
| Maids & Housekeeping Cleaners | 1,574 | 1,634 | 6 | 234 |
| Exercise Trainers & Group Fitness Instructors | 570 | 626 | 6 | 115 |

Chapter 1 Section A Question 1d: What industries and occupations have favorable demand projections based on replacements?

Growth by Replacement

| Occupation | BY 2020 | PY2030 | Replacement | Transfer | Total Openings |
|-----------------------------------------------------------------------|----------------|---------------|--------------------|-----------------|-----------------------|
| Other Management Occupations | 11,189 | 11,718 | 521 | 496 | 1,017 |
| Cashiers | 5,995 | 5,776 | 501 | 564 | 1,065 |
| Home Health, Personal Care & Psych Aides/Nursing Assistants/Orderlies | 6,082 | 6,031 | 388 | 343 | 771 |
| Other Office & Adm. Support Workers | 6,463 | 6,089 | 331 | 376 | 707 |
| Building Cleaning & Pest Control Workers | 4,966 | 4,951 | 315 | 341 | 656 |
| Farmers, Ranchers & Other Ag Managers | 6,259 | 6,367 | 389 | 219 | 608 |
| Office Clerks, General | 5,554 | 5,257 | 295 | 320 | 615 |
| Secretaries & Administrative Assistants | 4,573 | 4,037 | 219 | 240 | 459 |
| Financial Clerks | 3,910 | 3,584 | 188 | 212 | 400 |
| Home Health & Personal Care Aides | 3,211 | 3,314 | 209 | 185 | 394 |
| Back-Office Services | 20,500 | 18,967 | 1,033 | 1,148 | 2,181 |

The above chart shows the occupations that have favorable demand projections based on replacements. Top occupations with high demand in the targeted sectors include Other Management Occupations, Cashiers, Home Health, Personal Care & Psych Aides/Nursing

Assistants/Orderlies, Other Office & Administrative Support Workers, and Building, Cleaning & Pest Control Workers.

EDR 1 recognizes that office assistants, administrative assistants, support workers, office clerks, secretaries and financial clerks are in high demand with a total of 2,181 jobs. The jobs will be a high priority for EDR 1, with the caution of whether these occupations are on the DCEO Demand Occupations Training List. Some of these occupations do not make a sustainable wage, however they can be considered as an entry level occupation for participants to start out with furthering their training in their career pathway of choice.

In consulting with the LMI Specialist at IDES, it should be noted that:

$$\text{Total openings} = \text{Growth Openings} + \text{Separations}$$

Definitions:

Growth Openings – difference between the base and projection year employment

Separations – the need to replace those who have exited the labor market, or have changed occupational fields/categories = Exits + Transfers

Industry employment projections do not distinguish between growth and replacement in employment change, so no additions can be made. The focus, therefore, shifts to occupational employment projections. **Annual average job openings due to replacement** are openings from *exits* (such as retirements or changes to a different occupation).

Table 5 presents the top 20 occupations by projected average annual job openings due to replacement in Central EDR. Note that some of the occupations from the Table 4 section A.1.c reappear in Table 5. The following occupations from the top 20 based on replacement are a significant part of the targeted industry clusters, each representing an employment share above 0.5% within the fastest-growing sub-industries:

- **Agricultural Production:** – *Farmers, Ranchers & Other Ag Managers – Office Clerks, General – Janitors and Cleaners, Ex. Maids and Housekeepers – Laborers and Freight, Stock & Material Movers, Hand – Customer Service Representatives – General & Operations Managers – Secretaries & Admin. Assts., Ex. Legal, Medical, and Exec. – Bookkeeping and Accounting Auditing Clerks – Truck Drivers, Heavy & Tractor-Trailer.*
- **Manufacturing:** – *Cashiers – Fast Food & Counter Workers – Retail Salespersons – Office Clerks, General – Waiters & Waitresses – Janitors and Cleaners, Ex. Maids and Housekeepers – Customer Service Representatives – General & Operations Managers – Cooks, Restaurant – Stockers & Order Fillers – Laborers and Freight, Stock & Material Movers, Hand – Secretaries & Admin. Assts., Ex. Legal, Medical, and Exec. – Bookkeeping, Accounting, and Auditing Clerks – Truck Drivers, Heavy & Tractor-Trailer*
- **Transportation and Warehousing:** – *Office Clerks, General – Janitors and Cleaners, Ex. Maids and Housekeepers – Customer Service Representatives – Stockers & Order Fillers – General & Operations Managers – Secretaries & Admin. Assts., Ex. Legal, Medical, and Exec. – Bookkeeping, Accounting, and Auditing Clerks – Truck Drivers, Heavy & Tractor-Trailer – Laborers and Freight, Stock & Material Movers, Hand*
- **Healthcare and Social Assistance:** – *Office Clerks, General – Home Health & Personal Care*

Aides – Janitors and Cleaners, Ex. Maids and Housekeepers – Registered Nurses – Customer Service Representatives – Nursing Assistants – General & Operations Managers – Secretaries & Admin. Assts., Ex. Legal, Medical, and Exec. – Cooks, Restaurant – Bookkeeping, Accounting, and Auditing Clerks – Maids & Housekeeping Cleaners

Table 5: Top Occupations by Projected Average Annual Job Openings due to Replacement.
Source: IDES, 2022-2032 Occupation Employment Projections

| Occupation | Employment | | Avg. Annual Job Openings | |
|------------------------------------------------------|------------|-------|--------------------------|-------|
| | 2022 | 2032 | Replacement | Total |
| Cashiers | 6,172 | 5,578 | 565 | 1,075 |
| Fast Food & Counter Workers | 5,006 | 4,990 | 552 | 1,139 |
| Farmers, Ranchers & Other Ag Managers | 6,759 | 6,841 | 475 | 709 |
| Retail Salespersons | 5,384 | 5,363 | 353 | 776 |
| Office Clerks, General | 5,031 | 4,512 | 288 | 516 |
| Home Health & Personal Care Aides | 3,252 | 3,139 | 256 | 458 |
| Waiters & Waitresses | 2,946 | 2,803 | 247 | 580 |
| Janitors/Cleaners, Ex.Maids/Housekeepers | 3,464 | 3,391 | 239 | 470 |
| Laborers/Freight/Stock & Material Movers, Hand | 4,797 | 4,903 | 232 | 637 |
| Registered Nurses | 6,535 | 6,552 | 217 | 354 |
| Customer Service Representatives | 3,927 | 3,738 | 214 | 495 |
| Stockers & Order Fillers | 3,303 | 3,588 | 214 | 579 |
| Nursing Assistants | 2,713 | 2,700 | 171 | 382 |
| General & Operations Managers | 6,445 | 6,493 | 161 | 513 |
| Secretaries & Admin. Assts., Ex. Legal/Medical/Exec. | 2,855 | 2,398 | 153 | 245 |
| Cooks, Restaurant | 1,979 | 2,336 | 147 | 359 |
| Bookkeeping/Accounting/Auditing Clerks | 2,337 | 2,105 | 144 | 234 |
| Truck Drivers, Heavy & Tractor-Trailer | 3,043 | 3,115 | 139 | 326 |
| Teaching Assistants, Except Postsecondary | 2,313 | 2,214 | 129 | 253 |
| Maids & Housekeeping Cleaners | 1,574 | 1,634 | 120 | 234 |

Exits - leaving the labor force entirely *Transfers – change in occupational field/category, i.e., permanently leaving an occupation to go to a different field, or to a different occupational category (defined as a different Major SOC group)* **Chapter 1 Section A Question 1: What industries are considered mature but still important to the economy?**

According to the data provided by Illinois Department of Employment Security, EDR 1’s maturing industries include Wholesale Trade, Retail Trade, and Government. Modest job losses are projected in the maturing Wholesale and Retail Trade sectors. Agriculture and Utilities sectors are the most significantly concentrated industries in the Central Region. Although, the Healthcare and Social Assistance and Other Services sectors also maintain industry concentrations above the national average.

Table 1 in Section A.1.a provides a classification of industries based on LQ and employment growth. This classification includes **Retail Trade** and **Government** as maturing industries in Central EDR.

Adjusting for the current performance of Central EDR industries (Sections A.1.b and A.1.c), **Manufacturing** and **Other Services** can now be classified as maturing or mature.

Given the long-term and short-term employment gains in **Government**, this industry could instead be classified as leading for the area.

| NAICS Title | 2020 Employment | Projected 2030 Employment | Employment Change 2020-2030 | Annual Compound Growth Rate |
|----------------------------------|--------------------|------------------------------|-----------------------------------|-----------------------------------|
| TOTAL, ALL INDUSTRIES | 230,848 | 239,081 | 8233 | 0.35% |
| Self Employed Workers | 10,147 | 9,139 | -1008 | -1.04% |
| Agricultural Production, Total | 7,868 | 8,010 | 142 | 0.18% |
| Natural Resources & Mining | 447 | 451 | 4 | 0.09% |
| Construction | 8,719 | 8,973 | 254 | 0.29% |
| Manufacturing | 23,596 | 24,250 | 654 | 0.27% |
| Wholesale Trade | 8,407 | 7,916 | -491 | -0.60% |
| Retail Trade | 23,348 | 23,343 | -5 | 0.00% |
| Utilities | 1,787 | 1,805 | 18 | 0.10% |
| Transportation & Warehousing | 7,797 | 7,894 | 97 | 0.12% |
| Information | 2,799 | 3,046 | 247 | 0.85% |
| Financial Activities | 11,300 | 10,485 | -815 | -0.75% |
| Professional & Business Services | 15,421 | 18,260 | 2839 | 1.70% |
| Educational Services | 19,149 | 20,110 | 961 | 0.49% |
| Health Care & Social Assistance | 36,022 | 36,300 | 278 | 0.08% |
| Leisure & Hospitality | 17,297 | 21,420 | 4123 | 2.16% |
| Other Services | 10,931 | 11,881 | 950 | 0.84% |
| Government | 25,813 | 25,798 | -15 | -0.01% |

Leading
Maturing
Emerging

Chapter 1 Section A Question 1f: What industries and occupations are considered emerging in the regional economy?

| Occupations Associated with Emerging Industries | |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Industry | Occupations |
| Transportation & Warehousing | <ul style="list-style-type: none"> • Transportation & Material Moving Occupations • Material Moving Workers • Motor Vehicle Operators |
| Educational Services | <ul style="list-style-type: none"> • Education, Training & Library Occupations • Pre/Primary/Second/Special Ed. School Teachers • Other Education, training & Library Occupations |

| Occupations Associated with Emerging Industries | |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Industry | Occupations |
| Natural Resources & Mining | <ul style="list-style-type: none"> • Water Management and Conservation • Conservation Technicians • Environmental Technicians/Specialist |
| Professional & Business Services | <ul style="list-style-type: none"> • Accountants and Auditors • Operations Managers • Laborers/Freight/Stock & Material Movers |
| Leisure and Hospitality | <ul style="list-style-type: none"> • Food Preparation & Serving Occupations • Food & Beverage Serving Workers • Cooks & Food Preparation Workers |

Table 1 in Section A.1.a provides a classification of industries based on LQ and employment growth. This classification identifies **Wholesale Trade, Transportation and Warehousing, Information, and Leisure and Hospitality** as emerging industries in Central EDR.

Based on the current performance of Central EDR industries (Sections A.1.b and A.1.c), **Information** may now be considered maturing due to recent employment declines. **Leisure and Hospitality** has experienced both long-term and short-term employment losses instead, placing it in a position of weakening employment.

Detailed data on subsectors within the **Trade, Transportation, and Utilities** industry are not available. However, its overall performance aligns with the projected decline in **Retail Trade**. Therefore, **Wholesale Trade and Transportation and Warehousing** may still be considered emerging.

Finally, the **Construction** sector, which has a relatively low employment concentration in Central EDR, has experienced employment growth instead of the projected decline, placing it in the emerging category as well.

Chapter 1 Section A Question 1g: What is the projected regional key in-demand occupations

The following are leading occupations in EDR1 Projected to still be In-Demand in 2030.

| Projected In-Demand Occupations |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Occupations |
| <p>Healthcare Practitioners & Technical Occupations Health Diagnosing & Treatment Practitioners Healthcare Support Occupations Home Health, Personal Care & Psych Aides/Nursing Assistants/Orderlies Farming, Fishing & Forestry Occupations Agricultural Workers Extraction Workers Production Occupations Other Production Occupations Food Processing Workers Assemblers & Fabricators Textile, apparel, and furnishings workers Vehicle and mobile equipment mechanics, installers, and repairers Motor vehicle operators Counselors, social workers, and other community and social service specialists</p> |

Additional groups listed in Tables 6 and 7 may also be considered as complementary priorities. For more detailed occupations, it is recommended to review Tables 3, 4, and 5. At a minimum, the following occupations should be considered key priorities for sectors outside of **Manufacturing**:

- *Farmers, ranchers, and other agricultural managers*
- *Truck drivers, light*
- *Laborers and freight, stock, and material movers, hand*
- *Heavy and tractor-trailer truck drivers*
- *Registered nurses*
- *Nursing assistants*

Manufacturing requires specialized, industry-specific occupations. Therefore, economy-wide top occupations based on projections are less relevant for this analysis. However, the following occupations exhibit high projected annual job openings in Central EDR and should also be considered key priorities:

- *Packaging and filling machine operators and tenders*

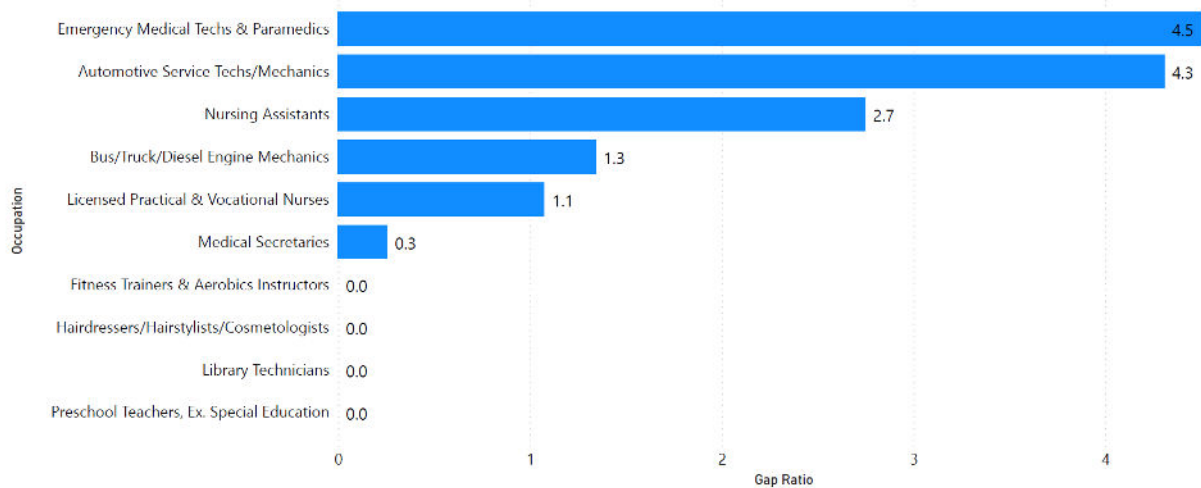
- *Miscellaneous assemblers and fabricators*

Chapter 1 Section A Question 1h: What sources of supply and demand data were used to determine the targeted industries occupations and skills?

Supply Gap Analysis for Occupations Requiring a Certificate or License

Region ▼
 Central ▼

The supply gap ratio is a proxy measure that provides insight on how closely supply aligns with demand for selected occupations. The calculation of the ratio is supply / demand. In this case, the supply is the number of program completions in the region associated with the occupation and the demand is the estimated number of regional job openings. A gap ratio of one indicates one completer per projected job opening. Gaps lower than one indicate more job openings than completers, and gaps greater than 1 indicate more completers than openings.



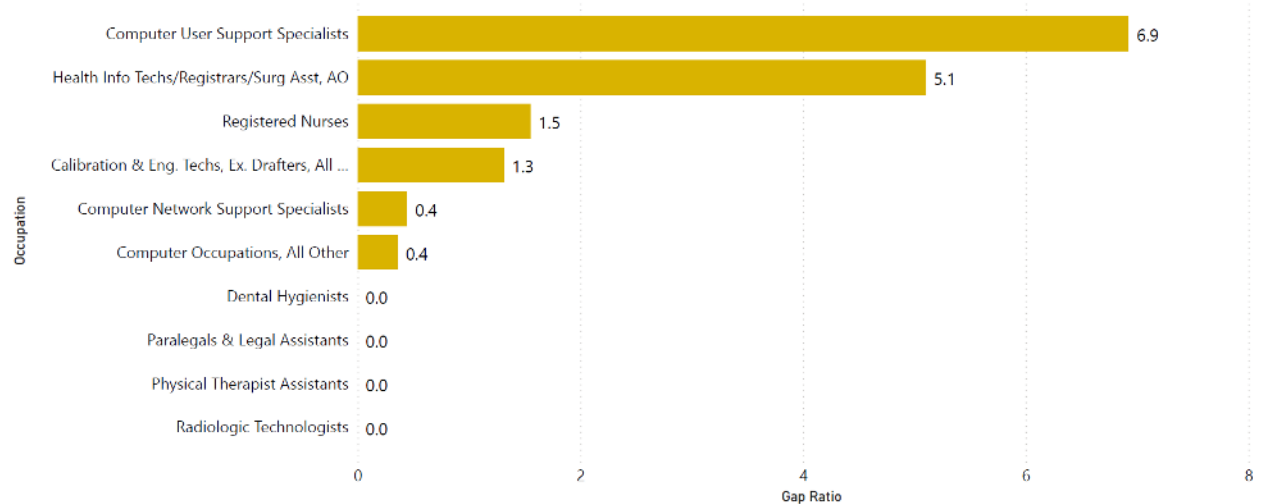
Completers do not include most apprenticeships and true OJT provided solely by employers.

Source: Illinois Department of Employment Security, Illinois Board of Higher Education, & Lightcast, 2023.

Supply Gap Analysis for Occupations Requiring an Associate's Degree

Region ▼
 Central ▼

The supply gap ratio is a proxy measure that provides insight on how closely supply aligns with demand for selected occupations. The calculation of the ratio is supply / demand. In this case, the supply is the number of program completions in the region associated with the occupation and the demand is the estimated number of regional job openings. A gap ratio of one indicates one completer per projected job opening. Gaps lower than one indicate more job openings than completers, and gaps greater than 1 indicate more completers than openings.



Completers do not include most apprenticeships and true OJT provided solely by employers.

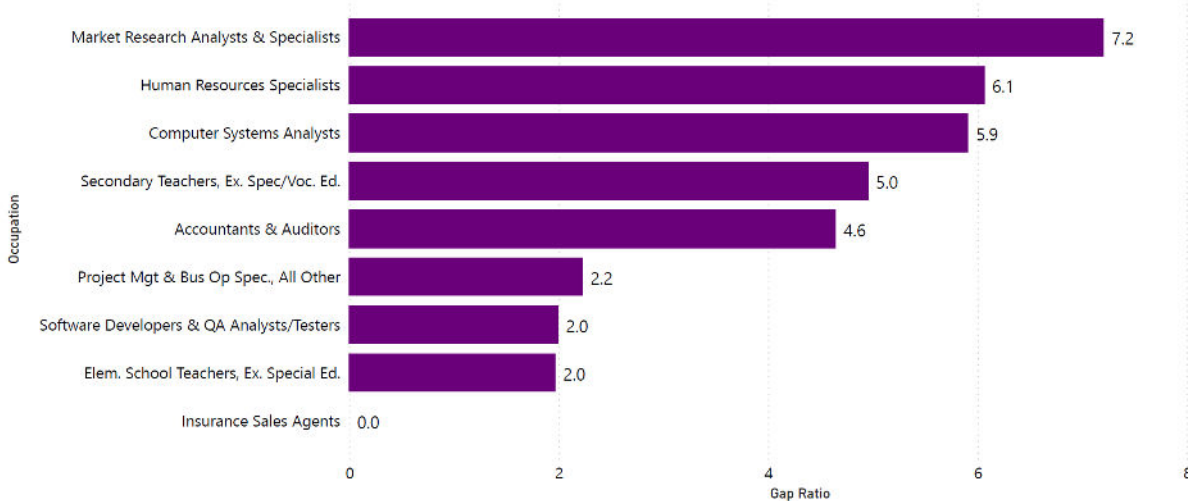
Source: Illinois Department of Employment Security, Illinois Board of Higher Education, & Lightcast, 2023.

**A. Provide an Analysis of the:
2: Employment needs of employers in existing and emerging in-demand industry sectors and occupations (§ 679.560(a)(1)(ii));**

Supply Gap Analysis for Occupations Requiring a Bachelor's Degree

Region
Central

The supply gap ratio is a proxy measure that provides insight on how closely supply aligns with demand for selected occupations. The calculation of the ratio is supply / demand. In this case, the supply is the number of program completions in the region associated with the occupation and the demand is the estimated number of regional job openings. A gap ratio of one indicates one completer per projected job opening. Gaps lower than one indicate more job openings than completers, and gaps greater than 1 indicate more completers than openings.



Completters do not include most apprenticeships and true OJT provided solely by employers.

Source: Illinois Department of Employment Security, Illinois Board of Higher Education, & Lightcast, 2023.

The sources used are from the Illinois Department of Employment Security, Illinois Board of Higher Education, & Lightcast, 2023. The above graphs shows the supply gap ratio and how supply aligns with demand for selected occupations based on education completers. Similarly, gap ratios greater than 1 might not necessarily translate to employers easily filling job openings.

The employment needs for industries are presented in Table 1 in Section A.1.a.

The employment needs for the top 11 occupations are shown in Table 6 in Section A.1.g, which is compatible with the original plan's table.

Emerging Key Sector Occupations

| Occupation | BY 2020 | PY2030 | Change | Change % |
|----------------------------------------------|---------|--------|--------|----------|
| Food Preparation & Serving Occupations | 16,319 | 20,399 | 4,080 | 25% |
| Food & Beverage Serving Workers | 9,240 | 11,484 | 2,244 | 24.29% |
| Transportation & Material Moving Occupations | 17,975 | 19,344 | 1,369 | 7.62% |
| Material Moving Workers | 9,745 | 10,831 | 1,086 | 11.14% |
| Cooks & Food Preparation Workers | 4,125 | 5,174 | 1,049 | 25.43% |

| | | | | |
|--------------------------------------------------|---------|--------|-------|--------|
| Education, Training & Library Occupations | 13, 797 | 14,684 | 887 | 6.43% |
| Pre/Primary/Second/Special Ed. School Teachers | 7,060 | 7,520 | 460 | 6.52% |
| Other Food Preparation & Serving Related Workers | 1,605 | 2,023 | 418 | 26.04% |
| Motor Vehicle Operators | 6,652 | 6,906 | 254 | 3.82% |
| Other Education, Training & Library Occs | 2,925 | 3,088 | 163 | 5.57% |
| Back Office Services | 18,967 | 20,500 | 1,533 | 8.08% |

The above chart shows the emerging key sector occupations in EDR 1. The Top emerging occupations include Food Preparation & Serving Occupations, Food & Beverage Serving Workers, Transportation & Material Moving Occupations, Material Moving Workers, and Cooks & Food Preparation Workers.

A. Provide an Analysis of the:
3. The knowledge and skills needed to meet the employment needs of the employers in the region, including employment needs in in-demand industry sectors and occupations (§ 679.560(a)(2));

Chapter 1 Section A Question 3a: What are the targeted career pathway clusters in the region?

A career cluster is a group of occupations with similar features. Jobs in the same cluster require similar knowledge or skill sets. If someone enjoys a job in a particular cluster, they are more likely to enjoy related occupations in the group. The targeted career pathway clusters in EDR 1 are;

Health Science – Registered Nurses, Licensed Practical Nurses, Nursing Assistants, Surgical Technologists, Respiratory Therapists, Occupational Therapy Assistants, Medical Assistants, Dental Hygienists, and Phlebotomists.

Manufacturing – First Line Supervisors, Production Workers, Machinists, Welders, Mechanical Engineers, Assemblers, Machine Feeders and Off bearers

Agriculture- Food Science Technicians, Agricultural Equipment Operators, Inspectors, Agricultural Teachers, Water/Waste Water Technicians

Transportation – Truck Drivers, Logistics Operations Specialists, Transportation, Storage, and Distribution Managers, Supply Chain Analysts

The original plan defines career pathway clusters as targeted industries. Table 3 provides a reference for creating a similar list.

Alternatively, targeted occupations can be aligned with the [National Career Clusters Framework](#). This framework consists of 14 clusters and 72 sub-clusters, which serve as the primary organizing structure for CTE programs. To match occupations to career clusters the [O*NET OnLine browser](#) can be used. Table 8 summarizes the clusters and sub-clusters of the National Career Clusters Framework corresponding to the targeted occupations listed in Table 3.

Since targeted industries remain largely unchanged, the corresponding career pathway clusters also remain mostly consistent. However, occupations within these clusters may need to be adjusted depending on the changes in the section A.1.a.

When matching targeted occupations to the National Career Clusters Framework, the targeted career clusters and sub-clusters include:

- **Advanced Manufacturing:** Production & Automation
- **Agriculture:** Animal Systems, Water Systems, and Plant Systems
- **Healthcare and Human Services:** Personal Care Services and Physical Health
- **Supply Chain and Transportation:** Ground & Rail Transportation, Maintenance & Repair, and Purchasing & Warehousing

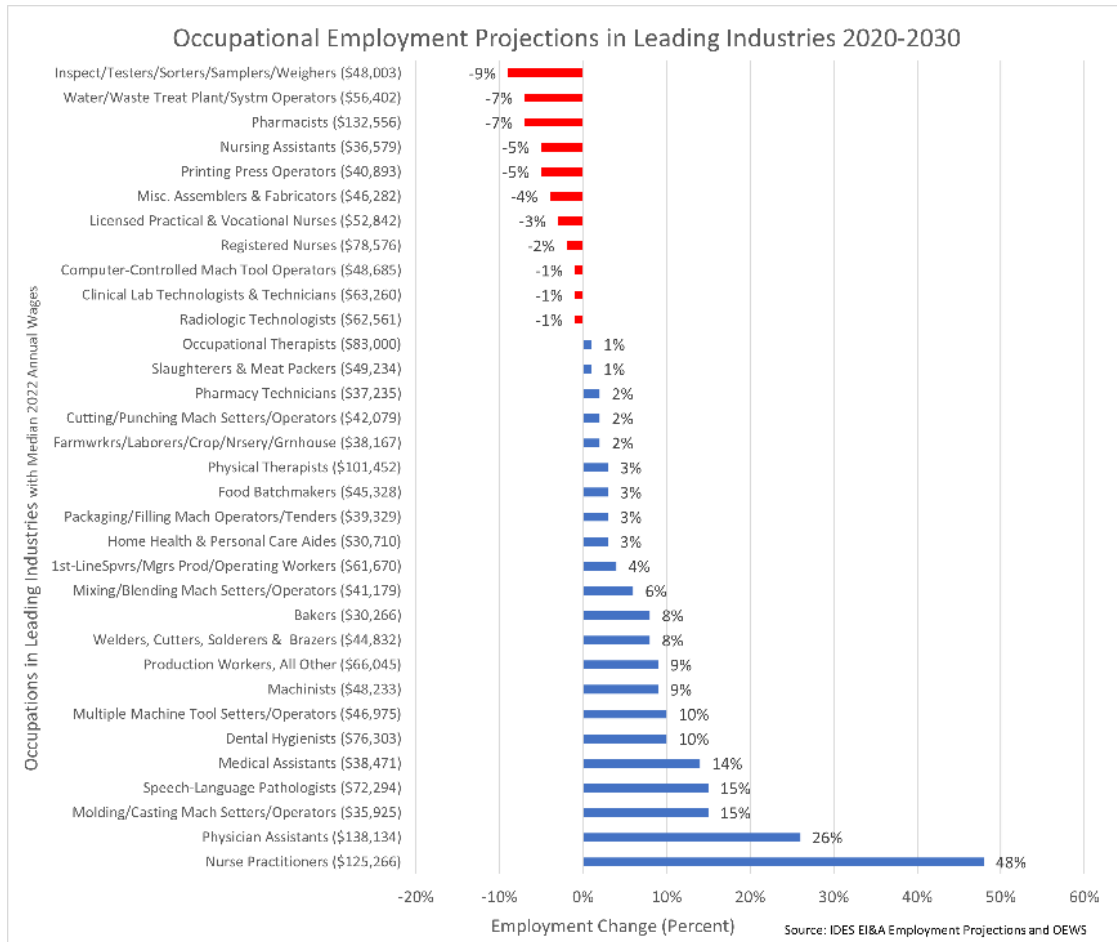


Table 8: Career Clusters and Sub-Clusters for Targeted Occupations
 Source: National Career Clusters Framework and O*NET OnLine

| Cluster | Sub-Cluster | Occupation |
|---------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Advanced Manufacturing | Production & Automation | Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders |
| Advanced Manufacturing | Production & Automation | Sewing Machine Operators |
| Advanced Manufacturing | Production & Automation | Miscellaneous Assemblers and Fabricators |
| Agriculture | Agribusiness; Animal Systems; Food Science & Processing; Plant Systems; Water Systems | Farmers, Ranchers, and Other Agricultural Managers |
| Agriculture | Animal Systems; Water Systems | Farmworkers, Farm, Ranch, and Aquacultural Animals |
| Agriculture | Plant Systems | Farmworkers and Laborers, Crop, Nursery, and Greenhouse |
| Agriculture | Plant Systems | Logging Equipment Operators |
| Agriculture | Water Systems | Fishing and Hunting Workers |
| Healthcare and Human Services | Personal Care Services | Home Health and Personal Care Aides |
| Healthcare and Human Services | Physical Health | Dental Assistants |
| Healthcare and Human Services | Physical Health | Nursing Assistants |
| Healthcare and Human Services | Physical Health | Registered Nurses |
| Supply Chain and Transportation | Ground & Rail Transportation | Heavy and Tractor-Trailer Truck Drivers |
| Supply Chain and Transportation | Ground & Rail Transportation | Light Truck Drivers |
| Supply Chain and Transportation | Maintenance & Repair | Bus and Truck Mechanics and Diesel Engine Specialists |
| Supply Chain and Transportation | Purchasing & Warehousing | Laborers and Freight, Stock, and Material Movers, Hand |
| Supply Chain and Transportation | Purchasing & Warehousing | Packaging and Filling Machine Operators and Tenders |

Chapter 1 Section A Question 3b: What are the skills that are in demand in the region?

Essential skills continue to be identified by employers as a key barrier to individuals entering employment. Not only do employers want individuals with specific occupational skills, but they also want individuals with the foundational workplace skills as well. Through conversations and business visits with employers, feedback showed that employers considered the following qualifications as essential to being hired:

- Reliability
- Communication Skills
- Personal Responsibility
- Computer and Technological Skills
- Time Management
- Adaptability
- Problem Solving and Critical Thinking

Chapter 1 Section A Question 3c: How well do the existing skills of job seekers match the demands of local business?

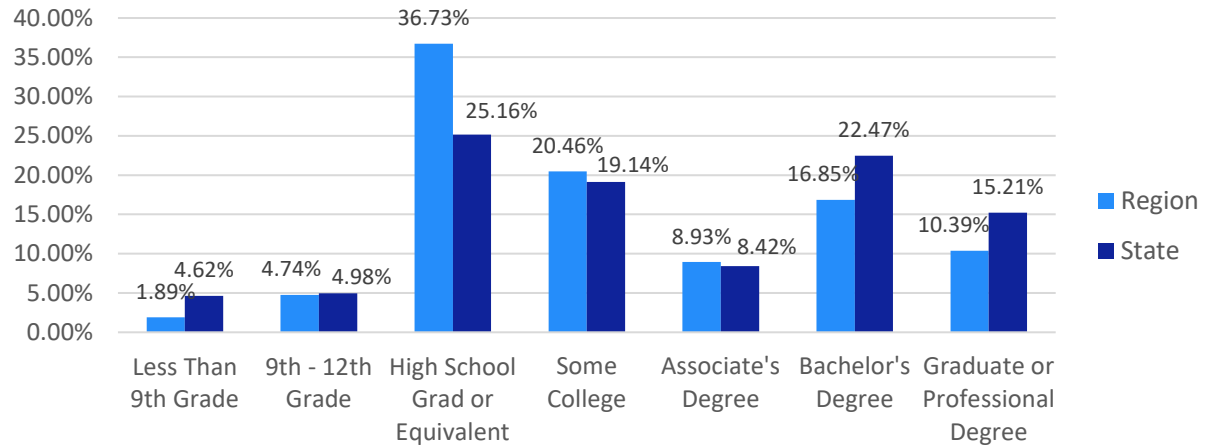
In our Region, as in the rest of the State, the gap in skills between what a potential employee possesses and what an employer needs are a complex issue. We hear frequently that there are not enough of the right graduates for in-demand jobs. Many of the job seekers in our region have lost their jobs from occupations that are declining. To meet the needs of employers for skilled workers in healthcare, professional and business services, and manufacturing, these individuals need training. This is the case for low-income adults and youth as well.

The table below shows the educational attainment of the population in the Central Region. However, none of these percentages have changed much since the last regional plan, which leads us to presume educational attainment in the region is stagnant. Due to this trend, the regions' partners plan to increase the number of individuals who possess the skills required by employers through sector and career pathway initiatives specifically focusing on the targeted industries and through apprenticeships.

- 5 % lower than state average for bachelor's degree.
- EDR 1 has 36.73% of the population with a high school diploma or equivalent, which is higher than the state average.
- 20.46% of the population with some college, again higher than the state average.
- 9% of the population with an Associate's Degree

Relative to the original plan changes in data are very minor.

Education Attainment of Population 25 & Over



Source: U.S. Census Bureau, 2022 American Community Survey, Table S1501

Region
Central

Demand Occupations Requiring a Certificate or License

| Occupation | Projected Annual Openings | Skills | Hourly Entry Wage | Hourly Experienced Wage |
|-------------------------------------------|---------------------------|--------------------------------------------------------------|-------------------|-------------------------|
| Nursing Assistants | 309 | Service Orientation, Active Listening, Social Perceptiveness | 17.59 | 18.76 |
| Automotive Service Techs/Mechanics | 124 | Equipment Maintenance, Repairing, Troubleshooting | 22.84 | 27.90 |
| Medical Secretaries | 106 | Speaking, Active Listening, Service Orientation | 18.74 | 20.62 |
| Fitness Trainers & Aerobics Instructors | 100 | Instructing, Service Orientation, Social Perceptiveness | 17.68 | 23.55 |
| Preschool Teachers, Ex. Special Education | 99 | Speaking, Learning Strategies, Instructing | 15.49 | 19.45 |
| Hairdressers/Hairstylists/Cosmetologists | 87 | Active Listening, Speaking, Service Orientation | 16.90 | 22.29 |
| Licensed Practical & Vocational Nurses | 67 | Service Orientation, Active Listening, Coordination | 25.40 | 28.56 |
| Emergency Medical Techs & Paramedics | 50 | Critical Thinking, Active Listening, Coordination | 21.41 | 22.88 |
| Bus/Truck/Diesel Engine Mechanics | 38 | Repairing, Troubleshooting, Operation & Control | 24.79 | 30.29 |
| Library Technicians | 33 | Reading Comprehension, Speaking, Active Listening | 15.64 | 19.58 |

Demand Occupations Requiring an Associate's Degree

| Occupation | Projected Annual Openings | Skills | Hourly Entry Wage | Hourly Experienced Wage |
|---------------------------------------------------|---------------------------|----------------------------------------------------------------|-------------------|-------------------------|
| Registered Nurses | 331 | Active Listening, Social Perceptiveness, Service Orientation | 37.78 | 42.56 |
| Computer User Support Specialists | 39 | Active Listening, Speaking, Reading Comprehension | 25.04 | 32.43 |
| Paralegals & Legal Assistants | 38 | Reading Comprehension, Active Listening, Critical Thinking | 24.37 | 31.71 |
| Radiologic Technologists | 31 | Active Listening, Monitoring, Social Perceptiveness | 30.07 | 34.43 |
| Computer Network Support Specialists | 27 | Critical Thinking, Active Listening, Judgement/Decision Making | 31.63 | 40.37 |
| Computer Occupations, All Other | 25 | Critical Thinking, Reading Comprehension, Active Listening | 37.62 | 46.78 |
| Calibration & Eng. Techs, Ex. Drafters, All Other | 16 | Active Listening, Critical Thinking, Reading Comprehension | 38.16 | 42.93 |
| Dental Hygienists | 16 | Speaking, Active Listening, Critical Thinking | 36.69 | 38.78 |
| Physical Therapist Assistants | 16 | Reading Comprehension, Active Listening, Speaking | 31.12 | 32.93 |
| Health Info Techs/Registrars/Surg Asst, AO | 10 | Active Listening, Critical Thinking, Reading Comprehension | 23.05 | 29.21 |

Source: Illinois Department of Employment Security, Long-Term Occupational Employment Projections, 2020-2030, Occupational Employment and Wage Statistics, 2022. Learn More. Earn More, 2022.

Demand Occupations Requiring a Bachelor's Degree

Region

Central

| Occupation | Projected Annual Openings | Skills | Hourly Entry Wage | Hourly Experienced Wage |
|-------------------------------------------|---------------------------|------------------------------------------------------------------|-------------------|-------------------------|
| Project Mgt & Bus Op Spec, All Other | 299 | Active Listening, Critical Thinking, Reading Comprehension | 39.41 | 50.00 |
| Elem. School Teachers, Ex. Special Ed. | 183 | Instructing, Speaking, Learning Strategies | | |
| Accountants & Auditors | 166 | Active Listening, Mathematics, Reading Comprehension | 33.86 | 45.43 |
| Software Developers & QA Analysts/Testers | 140 | Programming, System Analysis, System Evaluation | 52.48 | 64.07 |
| Secondary Teachers, Ex. Spec/Voc. Ed. | 129 | Instructing, Learning Strategies, Speaking | | |
| Market Research Analysts & Specialists | 112 | Reading Comprehension, Active Listening, Complex Problem Solving | 28.87 | 38.83 |
| Insurance Sales Agents | 108 | Active Listening, Reading Comprehension, Speaking | 24.07 | 42.64 |
| Human Resources Specialists | 95 | Active Listening, Speaking, Reading Comprehension | 30.83 | 37.62 |
| Computer Systems Analysts | 66 | Critical Thinking, Active Listening, Reading Comprehension | 51.45 | 56.61 |

A. Provide an Analysis of the:

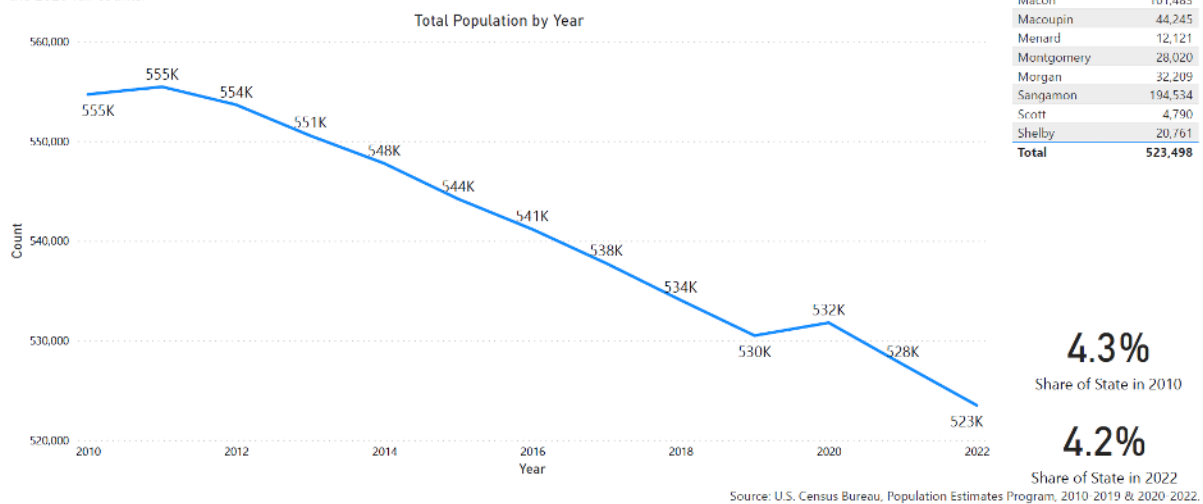
- Regional workforce considering current labor force employment and unemployment data, information on labor market trends, and educational and skill levels of the workforce, including individuals with barriers to employment (§ 679.510(a)(1)(iv) and § 679.560(a)(3)).

Chapter 1 Section A Question 4a: How is the region changing in terms of demographics, labor supply and occupational demand?

Total Population Over Time

Illinois has a population of 12,582,032 and is the 6th largest state in the nation. Below are the estimated total population and share of total population over time, along with the 2022 population for each county in the region.

Care must be taken when comparing population for 2019 and 2020, as the 2019 estimate was based on migration and aging adjustments from the 2010 census, and 2020 was a full count of the population. The Census Bureau did not revise previous population estimates to reconcile with the 2020 full counts.



The population in EDR 1 continues to decrease, though the decline has slowed down somewhat. In 2020 there were 532,000 people living in the region. In 2022, the population had dropped by 11,000 people to 523,000. Additionally, the median age in Illinois has been steadily increasing. The data shows this is the trend for EDR 1 as well. The largest population numbers are from individuals ages 60-64. There are 37,164 individuals between those ages in EDR 1,

which shows 7.1% of the population may be retiring within the next 5 years.

This demographic shift will continue into the future and will create continued downward pressure on labor supply for the entire region. The unemployment rate for the region is lower than that of the State. The aging population is a key contributor to the expected strong demand for healthcare and manufacturing workers.

Illinois has a population of 12,710,158 and is the 6th largest state in the nation. Below are the estimated total population and share of total population over time, along with the 2024 population for each county in the region.

Care must be taken when comparing population for 2019 and 2020, as the 2019 estimate was based on migration and aging adjustments from the 2010 census, and 2020 was a full count of the population. The Census Bureau did not revise previous population estimates to reconcile with the 2020 full counts. Statewide, the Census Bureau estimated population decreases for 2020-2022, which were somewhat reversed for 2023-2024.

| County | 2024 Population |
|--------------|-----------------|
| Sangamon | 194,345 |
| Macon | 100,737 |
| Macoupin | 43,895 |
| Christian | 33,247 |
| Morgan | 32,618 |
| Montgomery | 27,615 |
| Logan | 27,518 |
| Shelby | 20,542 |
| Cass | 12,713 |
| Menard | 11,963 |
| Greene | 11,417 |
| Scott | 4,880 |
| Total | 521,490 |



Source: U.S. Census Bureau, Population Estimates Program, 2010-2019 & 2020-2024. 2010 & 2020 populations are for April 1st. All other estimates are for July 1st.

4.3%
Share of State in 2010

4.1%
Share of State in 2024

Chapter 1 Section A Question 4b: What special populations exist in the region, what is their magnitude, and what are the policy and service implications to meet the needs of these individuals?

Special populations that exist in the region include but are not limited to:

- Veterans
- Persons of Color
- Individuals with Disabilities
- Women
- Individuals Living in Poverty
- Returning Citizens
- Individuals Lacking a High School Diploma

The region is committed to expanding access for targeted and historically marginalized populations, including those living in poverty, persons of color, individuals with disabilities, out-of-school youth, and veterans. Regionally, the partners will work to establish partnerships and collaborate with community organizations in order to serve job seeker customers to access the services that they need in order to be able to acquire the job skills that will lead to employment.

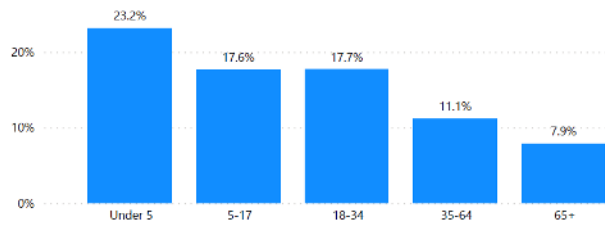
The Tables listed below provide some information on the magnitude of the Special Populations to be served.

Poverty Rates by Age, Sex, Race/Ethnicity, and Education

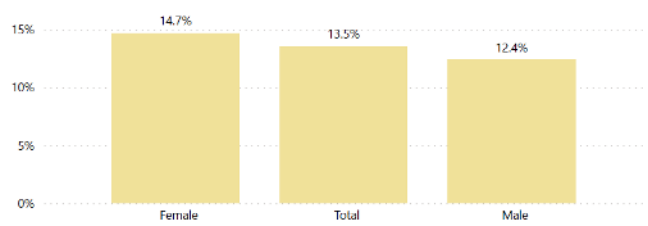
Region
Central

Roughly 1.5 million Illinois residents live below poverty. Children under the age of 5 (17%), females (13%), African Americans (25%), and individuals lacking a high school diploma or equivalent (22%) are more likely to live below poverty. Below are the percentage of residents in the region experiencing poverty by several characteristics. *Percentages are to their total populations in the region- e.g., the percentage of all males, the percentage of all females, etc. For this reason, percentages do not total 100.*

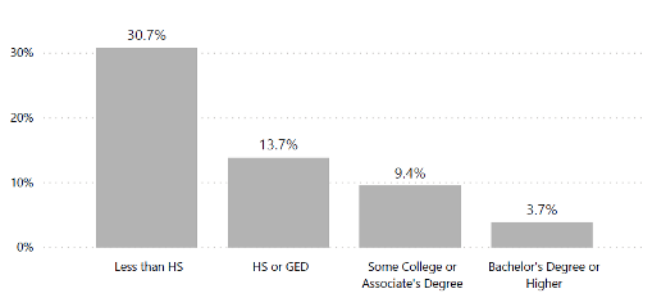
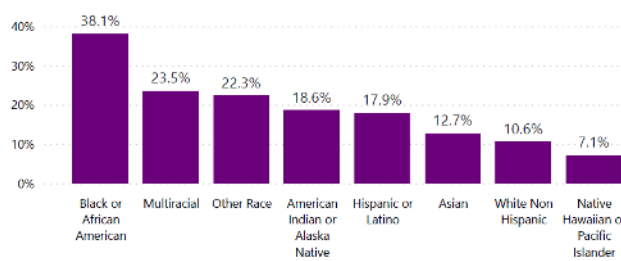
By Age



By Sex



By Race/Ethnicity



Source: U.S. Census Bureau, 2017-2021 American Community Survey, Table S1701

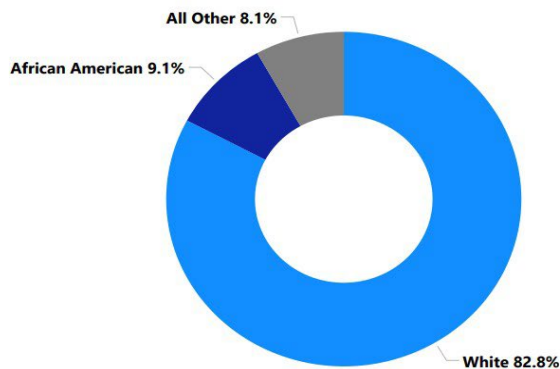
Central EDR is less diverse than the state overall, but 17.2% of its total population is represented by persons of color (vs 41% statewide):

Source: U.S. Census Bureau, 2019-2023 American Community Survey

2026 Central Regional Plan Data Packet

Share of Population by Race/Ethnicity

All Races are Non-Hispanic, Hispanic includes all races. "All Other" includes all groups with <5% of total. See table for all categories.



Population Details

| Race | Count | Share |
|-------------------------------------|----------------|---------------|
| White | 436,436 | 82.8% |
| African American | 48,033 | 9.1% |
| Multiracial | 18,025 | 3.4% |
| Hispanic, any race | 15,806 | 3.0% |
| Asian | 6,725 | 1.3% |
| Other | 1,592 | 0.3% |
| American Indian or Alaska Native | 352 | 0.1% |
| Native Hawaiian or Pacific Islander | 204 | 0.0% |
| Total | 527,173 | 100.0% |

Source: U.S. Census Bureau, 2019-2023 American Community Survey, Table B03002.

Population with Disabilities by Age and Type

Region
Central

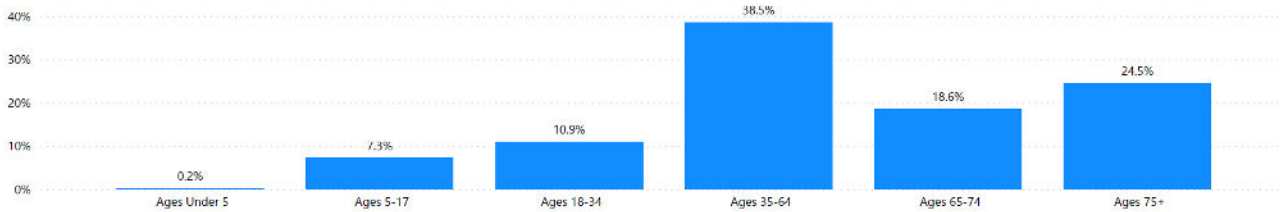
75,728

Persons with Disabilities in Region
Share of Persons with Disabilities by Age

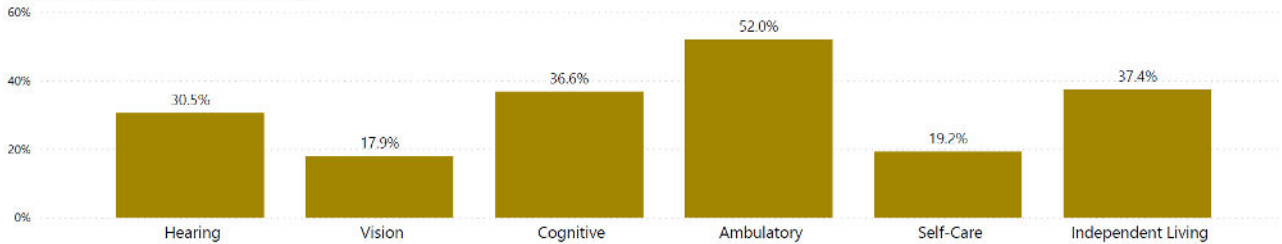
14.6%

Share

Approximately 11% of the population (or 1.4 million people) in Illinois have some type of disability. The most prominent disabilities include ambulatory and the inability to live independently. Below is the composition of persons with disabilities in the region by age and by type of disability.



Share of Persons with Disabilities by Type*



*Sum of percentages can exceed 100 due to persons with multiple disabilities.

Source: U.S. Census Bureau, 2017-2021 American Community Survey, Table S1810.

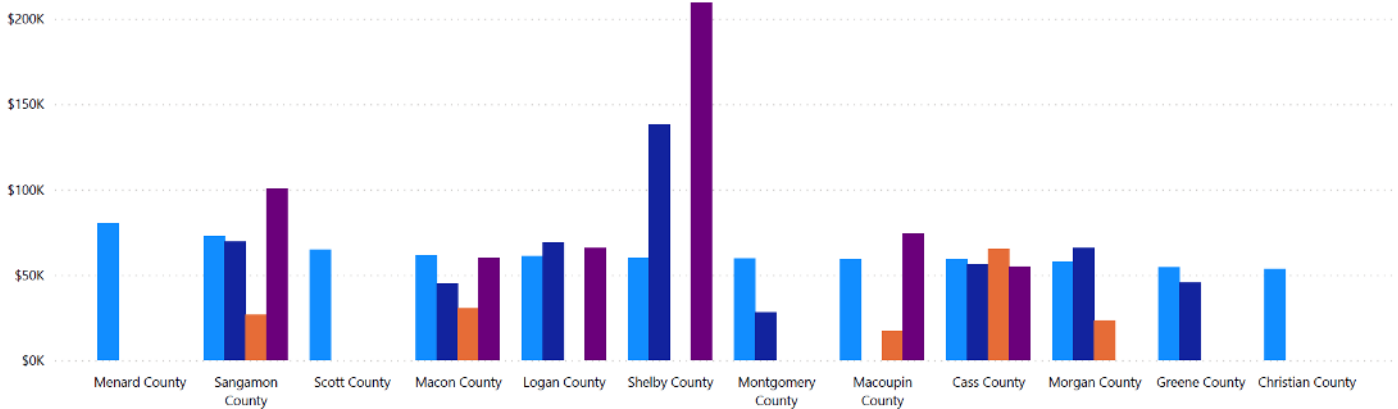
Median Income by County and Race

Region
Central

Statewide, the median income for African American households is \$46,401, Asian households is \$98,367, Hispanic households is \$58,791, and White households is \$73,533. Below are the American Community Survey responses for household income by race in each county of the region. *Care must be taken when comparing income, as some counties do not have sufficient American Community Survey responses regarding income for some racial and ethnic groups. It is not possible to compute a region-wide median income in the American Community Survey data provided.*

Median Household Income by Race

White Non-Hispanic ● Hispanic or Latino ● Black or African American ● Asian



Source: U.S. Census Bureau, 2017-2021 American Community Survey, Table S1903.

Veteran Population by Age, Type, Race, & Education

Region
 Central

34,073

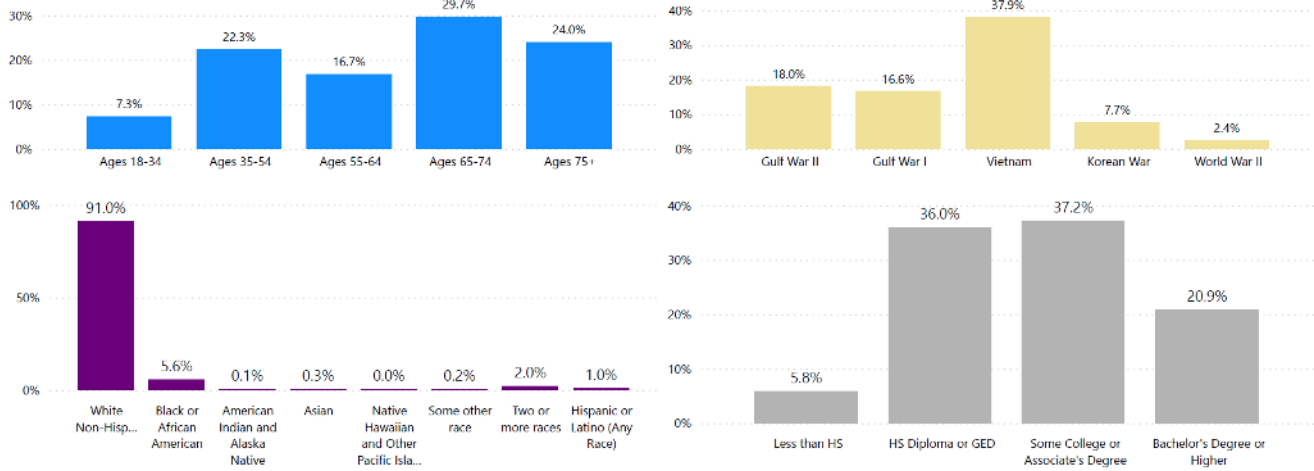
Veterans in Region

Statewide, there are 537,552 veterans in Illinois, which is about 5% of the total population. On the national level, veterans represent about 6% of the total population. Below is some information on the share of the veteran population in the region by age, race, period of service, and educational attainment.

8.2%

% of Population Ages 18+

Periods of service do not total 100% because not all categories are included in the American Community Survey. Race/Ethnicity exceeds 100% because Hispanic ethnicity includes all races.



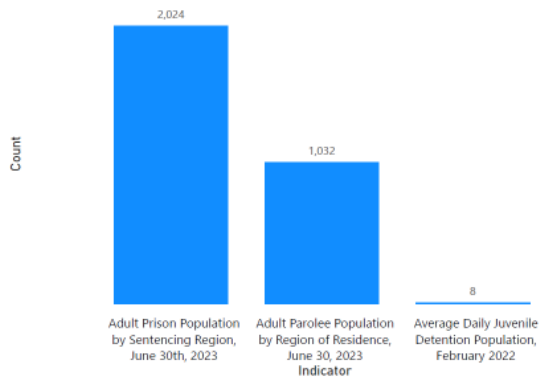
Source: U.S. Census Bureau, 2017-2021 American Community Survey, Table S2101.

Target Population Characteristics

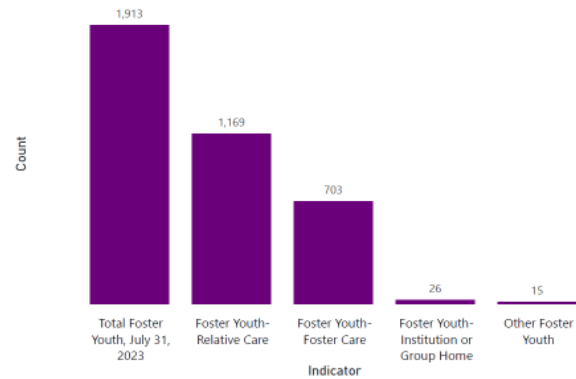
Region
 Central

Below are some counts of various target populations in the EDR. Please note that timing of the counts varies by indicator, due to the data being reported at different times by several agencies. All data were most recent available at time of writing in August 2023.

Justice-Involved Populations



Foster Care Indicators



Data Sources

Justice-Involved Populations

Prison Population - Illinois Department of Corrections, Prison Population Data Set, 6/30/2023
 Parolee Population - Illinois Department of Corrections, Parole Population Data Set, 6/30/2023
 Juvenile Population - Illinois Juvenile Justice Commission, JMIS Monthly Data Report, February 2022

Foster Care Indicators

Illinois Department of Children & Family Services- Youth in Care by County, July 31, 2023.

Target Populations

Source: Illinois Department of Corrections, Illinois Department of Human Services, Illinois Department of Children & Family Services, U.S. Census Bureau, 2019-2023 American Community Survey

Among the most prominent special populations in the Central EDR are residents with disabilities and

Below are some counts of various target populations in the EDR. Please note that timing of the counts varies by indicator, due to the data being reported at different times by several agencies. All data were most recent available at time of writing in August 2025.

Justice-Involvement Indicators

Source: Illinois Department of Corrections, Prison & Parolee Population Datasets, Illinois Juvenile Justice Commission, JMIS Monthly Data Reports.



Low-Income Indicators

Source: Illinois Department of Human Services, June & July, 2025.



Other Target Populations



veterans. Additionally, the share of residents living below the poverty line remains consistently high, particularly among vulnerable groups such as women, children, and persons of color.

While the Central EDR is less ethnically diverse than Illinois overall, it is home to approximately 91,000 persons of color, 12,400 foreign-born residents, and 19,700 individuals who do not speak English at home. The relatively high poverty rate among persons of color suggests the presence of systemic barriers to economic opportunity.

Although the share of the population without a high school diploma is relatively low, it still represents about 34,200 residents aged 18 and older. Moreover, the proportion of these residents living below the poverty line in the Central EDR is higher compared to Illinois overall.

Reducing poverty in the Central EDR requires policies that expand access to high-quality jobs and address barriers faced by marginalized populations. Other priorities include:

- Achieving a high school diploma and pursuing further education are critical steps toward securing quality employment. Programs that support adult education, GED completion, and postsecondary training should be prioritized for residents lacking such credentials.
- Residents with disabilities and veterans represent significant groups within the region. Tailored workforce development initiatives, accessibility improvements, and employer incentives can help integrate these populations into stable, well-paying jobs.
- While the population with limited English proficiency is relatively small, providing language training and supportive services is essential to ensure these residents can fully participate in the labor force and access career pathways.

B. Describe how the Local Workforce Boards and WIOA partners support the development and implementation of sector partnerships for in-demand industry sectors or occupations for the planning region (§ 679.510(a)(1)(iii)); Plans must answer the following questions:

Chapter 1 Section B Question 1: How will the workforce partners use the TPM framework to convene or support the convening of regional employers, foundations, educational institutions and other stakeholders to create or maintain sector partnerships?

The Central Region will continue to share data regionally and will look for the commonalities between the three LWIA's. Annually the Central Region plans to convene a "sector-led" meeting, focusing on the three main industries, Healthcare/Social Services, Manufacturing, and Transportation to discuss issues and opportunities within the region.

Included in the meetings will be businesses from the specific sector, Economic Development, Chambers of Commerce, and all core partners within WIOA. Economic development will facilitate the meetings.

The talent pipeline framework will continue to be referenced and encouraged when addressing pressing workforce challenges in EDR 1. These strategies and tools will be shared with businesses and workforce development partners when creating sector partnerships.

Chapter 1 Section B Question 2: Identify the established and active sector partnerships in the region (as defined above). If any regional sector partnerships, including TPM employer collaboratives exist, Identify: a. The sector, b. The neutral convening organization, c. The geographic area covered by the partnership, d. If they are authentically business led, e. The LWIBSs role in the partnership, if any. f. and what their role is in WIOA planning.

It is the Region's intent to build upon the previous sector partnerships discussed in the last plan. These provide the region with a good foundation to expand upon. The goal for the region is to have one top tier industries meet annually to address all issues and concerns for the region. These events will encompass businesses, Chambers of Commerce, and Economic Development organizations, and will discuss all issues that the companies are experiencing, including workforce concerns. At the end of the 2024-2028 regional plan we plan to have met with all four top tier industries and will have outcomes that show how we addressed their workforce matters.

The Region's initial focus is to work collaboratively with businesses, Chambers of Commerce and other organizations to highlight the healthcare, transportation, agriculture, and manufacturing industries. Current examples of regional sector partnerships include;

FAME – Prairie Land Chapter, an employer-led sector partnership representing the manufacturing industry. The chapter currently consists of five manufacturing employers and serves as a collaborative forum to address workforce needs within the manufacturing sector. Its primary focus is the

implementation and continuous improvement of a work-based learning and training model known as the Advanced Manufacturing Technician (AMT) program, designed to develop a pipeline of skilled, multi-skilled maintenance technicians. The LWIB's role in this partnership is that one of the Board members who also represents ADM in Decatur is also a member of FAME. The role is to support development and broadening the talent pipeline.

A secondary purpose of the Illinois FAME – Prairie Land Chapter is to support ongoing employer collaboration and information sharing related to workforce and talent development needs. This includes coordination of training strategies, engagement with education and workforce system partners, alignment with supporting organizations, and efforts to strengthen and promote career pathways and the image of manufacturing within the regional labor market.

Montgomery & Macoupin Manufacturing Council- The MMMC is a group of nearly a dozen manufacturers in the Litchfield area that came together to form a collaborative called the Montgomery & Macoupin Manufacturing Council. The intent of this manufacturing focused partnership is to explore industry challenges, human resource issues and local economic factors while looking at collective solutions. This includes the need for an available and skilled workforce, pooling resources, possible partnerships and strategic alliances. Since many of the active businesses within the council have either been a board member of LWIA 21 or participated in local planning and economic development efforts, there is a natural partnership with the WIOA partners when exploring much needed solutions such as recruitment, training and retention.

As a truly business led initiative, the group also has great potential for the future implementation of the Talent Pipeline Management (TPM) process, which would be a first for this area. Although the collaborating companies have not met for a period of time due to a variety of company and personnel changes, LWIA 21 plans to continue supporting and partnering with the group moving forward as they look to re-engage in 2026.

Illinois Manufacturing Excellence Center (IMEC): Partners with LWIA 20 and local manufacturers to provide tools, innovative support, and customized workforce solutions to fostering sector growth. This group also more widely works regionally even beyond the Central Region to provide and support business led initiatives in Illinois. The LWIB provides funding for customized incumbent worker trainings and apprenticeships within the manufacturing sector. Some of the manufacturers to-date include; Richardson's Manufacturing, Bunn-O-Matic, Solomon Colors, Ace Sign Company, Heritage Packaging, Henry Technologies, Mel-O-Cream, and Drake-Scruggs. IMEC is also serving as the sector specialist in a new, unique, four local workforce area (15, 17, 19, 20) pilot sector project to address the need for a skilled workforce that has training and barrier removal services to address skills gaps, and connect more people to rewarding careers in manufacturing.

Chapter 1 Section B Question 3: What public-private partnerships exist in the region that could support sector partnerships , and their role in WIOA planning?

Sector-based partnerships in the region include:

IMEC – Manufacturing: IMEC was established in 1996 to improve the productivity and competitiveness of Illinois' small and mid-sized manufacturing firms.

Litchfield Manufacturing Group - A small group of manufacturers in Litchfield have begun the process of forming a collaborative which will explore industry challenges, local economic factors, and possible solutions. This includes the need for an available and skilled workforce, pooling resources, possible partnerships, and strategic alliances. As an employer led initiative, the collaborative has great potential for the implementation of the Talent Pipeline Management (TPM) process which would be an introduction to the Montgomery County area. LWIA 21 will partner with this group as they move the collaborative forward.

Midwest Inland Port – Manufacturing/Logistics and Transportation: “Midwest Inland Port is a multi-modal hub located in Decatur, Illinois that delivers both domestic and international flexibility for companies through a well-positioned transportation corridor, connecting the Midwest to the East, West and Gulf Coasts of North America”.

Midwest Trucking Association – Logistics and Transportation: Mid-West Truckers Association represents and services over 3,000 members in 15 states. Members are comprised of trucking companies and companies that operate trucks as part of their business.

The Decatur Building Trades Council – Is a partnership that support sector strategies. This organization has supported the Trade pre-apprenticeship grants as well as the work experiences.

IDES- Migrant and Seasonal Farm Workers IDES staff provides staff-assisted services to migrant and seasonal farmworkers including job development, career guidance, referrals to training and supportive services. Wagner-Peyser staff will assist with the intake process by assessing the client’s needs, assisting with UI claims, and registering with Illinois Job Link in order for the claimant to immediately begin searching for work. Staff will also provide Labor Market Information to educate clients on the current employment outlook and determine if further training will be necessary to enhance employment opportunities. Clients may be directed to work-readiness workshops or referred to partner agencies and/or supportive services, depending on the needs of the client.

Springfield & Central IL Trades & Labor Council represents the working women and men in 10 Central Illinois counties.

Springfield Sangamon County Growth Alliance was created as the Land of Lincoln Economic Development Corporation (LLEDC) in 2018 as a public-private sector partnership dedicated to advancing economic development efforts in Springfield and Sangamon County, in the State of

Illinois. Led by a volunteer-based, diverse, and industry-driven board of directors, their mission is to pursue economic prosperity and growth for Sangamon County and the City of Springfield.

South Central Illinois Regional Training Center (SCI) – In partnership with the Litchfield School District, nine area high schools, two community colleges and a variety of other organizations & businesses, SCI provides training across many different sectors . These include construction trades, healthcare, welding, automotive, IT, agriculture, culinary and childcare. The center is located next to Lincoln Land Community College in Litchfield, Illinois.

Chapter 1 Section B Question 4: What neutral conveners with the capacity to help establish sector partnerships exist in the region and what is their role in WIOA planning?

Neutral conveners in the Central Region that have the capacity to help establish sector partnerships include:

- Illinois Manufacturing Excellence Center – IMEC provides assistance to Illinois’ small and mid-sized manufacturers in identifying and solving performance gaps and building a culture that supports sustained improvements. They coordinate and provide incumbent worker training.
- Springfield Sangamon Growth Alliance - is a public-private sector partnership dedicated to advancing economic development efforts in Springfield and Sangamon County. Led by a volunteer-based, diverse, and industry-driven board of directors, the mission is to pursue economic prosperity and growth for Sangamon County and the City of Springfield. SSGA serves on the LWIB for LWIA 20.
- The Economic Development Corporation of Decatur & Macon County – The EDC’s primary role is to provide support and to be a point of contact for prospective area employers that are non-retail in nature as well as advocate for the establishment of their presence in the community. Additionally, they administer Illinois Enterprise Zone benefits as they apply.
- The Greater Springfield Chamber of Commerce- The chamber advocates on behalf of members for business-friendly legislation and offers programs, services, and networking opportunities to help make local business thrive and grow. The GSCC currently collaborates with LWIA 20 on job fairs.
- Jacksonville Regional Economic Development Corporation - The JREDC is focused on economic development projects that help achieve the mission of retaining and creating job opportunities in Morgan & Scott Counties. This mission is accomplished through the retention and expansion of local businesses, along with the recruitment of new businesses and investment in our communities. By focusing on high growth sectors such as manufacturing and healthcare, JREDC participates in WIOA initiatives and planning centered on economic and workforce development.
- Carlinville Chamber of Commerce – The chamber promotes economic development, workforce development and community based initiatives throughout the greater Carlinville & Macoupin County area on behalf of its business-led membership. Through local grant writing efforts, community meetings, surveys, and other sector focused efforts, the chamber is a strong advocate of the local job center and its local and regional

planning initiatives.

- Decatur Regional Chamber of Commerce - The chamber advocates on behalf of members for business-friendly legislation and offers programs, services, and networking opportunities to help make local business thrive and grow.
- Local Workforce Boards in our Region – these business led boards are ideally situated to convene employers for development of Sector Initiatives. Members come from the industries that are being targeted in the Region.
- Sector associations could be neutral conveners including – Illinois Manufacturing Association, Illinois Medical Association, Illinois Hospital Association, Midwest Truckers, etc.

Chapter 1 Section C: If any employer collaboratives are engaged in the U.S. Chamber’s Talent Pipeline Management initiative, describe the following:

Currently there are no U.S Chamber Talent Pipeline Management initiatives in EDR1.

Each LWIA plans to work towards TPM initiative goals.

LWIA 19 intends to train a staff member in TPM.

LWIA 20 intends to train a staff member in TPM.

LWIA 21 has a staff member trained in TPM.

Chapter 1 Section C Question a: What is the focus of the collaborative?

The focus of these collaboratives are to assist with providing a talent pipeline, RAI awareness, employment retention, and to keep businesses and workers competitive.

Chapter 1 Section C Question b: How is the workforce system supporting the needs of these employers?

The workforce system in EDR 1 is supporting the employers’ needs by providing Career Services and Business Grants for training. Each LWIA also hosts, sponsors, and assists local businesses in their respective workforce areas with various in-person and virtual hiring events. Regional, sector events are also sponsored on an annual basis.

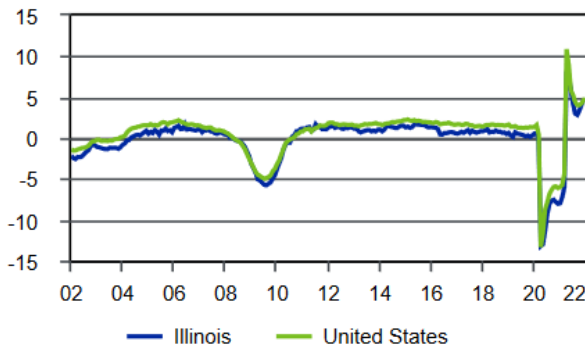
Chapter 1 Section D: Describe any broad economic development opportunities in the region within the context of the workforce, education and economic development plans.

In line with the rest of the State, in EDR 1 most industries are starting to strengthen since the pandemic. Unemployment rates are back down. The Decatur economy is recovering at a measured pace. It will continue to proceed at a slow, but steady pace. The key manufacturing industry is moving in the right direction, however, thanks to its focus on ascendant food processing. Supply-chain issues are expected to continue to ease.

In Springfield the State government will have some breathing room for the next few years. Healthcare will provide the best avenue for growth because of the continued graying population. Agricultural price increases are expected to soften and the outlook for the industry is optimistic. Institutions of higher education are generally well positioned, and expected to receive funding increases. We may also see an increase of tech-related hiring across all targeted industries.

Employment Growth

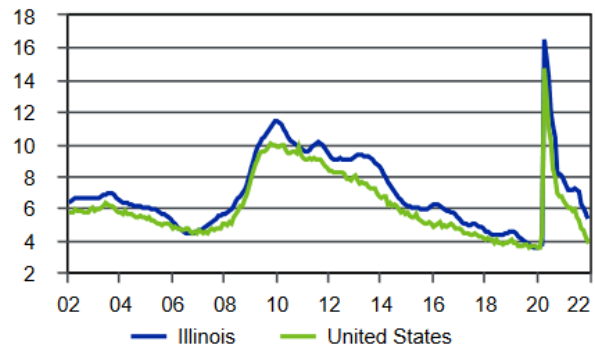
% change yr ago



Sources: BLS, Moody's Analytics

Unemployment Rate

%



Sources: BLS, Moody's Analytics

Chapter 1 Section E: Describe any broad economic challenges in the region workforce, education and economic development plans.

Similar to above reference, EDR 1 does face some broad economic challenges such as inflation and wage pressures. Personal income has been slower to rise, and that trend is expected to continue. Professional and business services are going to be critical to the economy's success, but most of that growth in well-paying industries will likely take place in Northern Illinois. The economy in Springfield has been growing at a mediocre pace, and over the next few years employment is expected to increase, but at a slower rate than desired. Persistent out-migration may also continue to be a challenge. If job seekers cannot earn enough to live here and raise their families they will relocate to other areas and states where they can. The shift to e-commerce will continue to hinder small businesses. The housing market and widening of inequitable income gaps may also pose challenges. We will also need to work hard to hold on to the recent surge in manufacturing due to competition.

Academia also faces a looming demand problem not only due to rising costs, but also due to changing demographic patterns. Longer-term structural issues in combination with pandemic-related stress will leave some institutions at risk of failure.

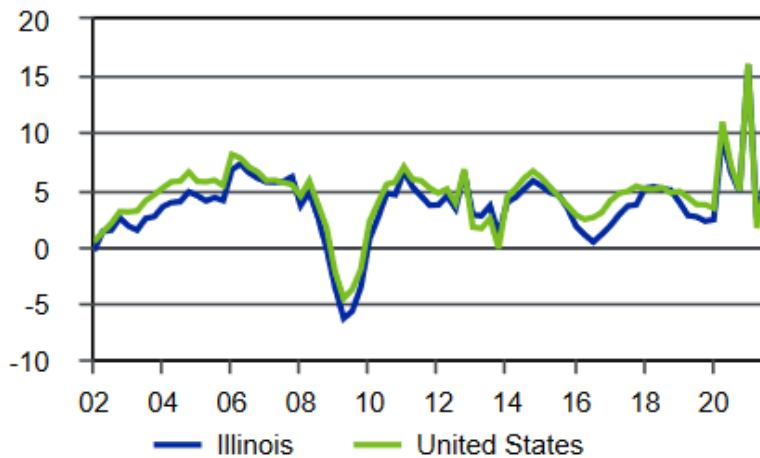
Chapter 1 Section E: Describe how responsiveness, inclusivity and accessibility are incorporated into collecting and analyzing labor market information for this plan.

Responsiveness, inclusivity, and accessibility are incorporated into collecting and analyzing Labor Market Information (LMI) by ensuring data systems and processes are adaptable, representative of diverse populations, and easily usable by all individuals.

EDR 1 has made sure that the analysis of past and present data is captured across a variety of populations and intends to respond to data and LMI changes as needed. Continuous efforts will be made to ensure and improve upon continued accessibility of LMI and various access tools.

Personal Income

% change



Sources: BEA, Moody's Analytics

MOODY'S ANALYTICS / Copyright© 2022

Chapter 1 Section F: Describe how a *responsiveness, inclusivity and accessibility* is incorporated into the local planning requirements for collecting and analyzing labor market information.

EDR 1 shares the vision of the Governor's Workforce Equity Commission's Task Force and utilizes takeaways and recommendations from its final report. EDR 1 is committed to applying an responsiveness, inclusivity and accessibility to our workforce development strategies to help ensure that our most vulnerable populations gain skills and access to good jobs. Throughout the life of this plan, EDR 1 will continue to refine its strategies and activities to ensure it is working towards the vision becoming a reality.

EDR 1 has been participating in trainings for a few years now in order to increase awareness, and work on inclusivity and accessibility. During the planning process EDR 1 Utilized data and the service integration self-assessment tool to address and improve workforce equity challenges.

We will continue to work on strategies and targeted approaches to serve populations that have otherwise been underserved by traditional methods. EDR1 strives to ensure that equitable principles and practices are in place to continue to build definitive action towards inclusion and equitable growth. We will continue to;

- Acknowledge that there are historically marginalized populations
- Embrace responsiveness, inclusivity and accessibility
- Increase Awareness
- Simplify language and processes
- Apply fairness to unbalanced conditions in order to create and sustain change
- Broaden scopes of outreach to target populations.
- Educate staff on RIA.

Chapter 2 – Strategies for Service Integration – Regional Component

This regional component of the plan must describe the regional service strategies, including use of cooperative service delivery strategies and the connection of job seekers with employers. Regions are required to provide information and analysis of the steps that will be taken to address the challenges and opportunities associated with the regional service integration strategies.

A. Provide an analysis of workforce development activities, including education and training, in the region. This analysis must include the strengths and weaknesses of workforce development activities and capacity to provide the workforce development activities to address the education and skill needs of the workforce, including individuals with barriers to employment, and the employment needs to employers (§ 679.560(a)(4)). The plan must address the following areas:

Chapter 2 Section A Question 1: Analyze the strengths and weaknesses of workforce development activities in the region.

As part of the 2023 and 2024 regional planning meetings, the Partners identified strengths, weaknesses, opportunities and threats (SWOT) pertaining to workforce development in the region. The results of this analysis are shown in the Table below.

| SWOT Analysis for Central Region – Workforce Development | | |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Internal Origin | <p>Strengths:</p> <ul style="list-style-type: none"> • Educational services • Training In Targeted Industries • Community Partners • Cost of Living • COVID Recovery • Large number of small businesses • Diverse economic make-up & Industries • Large Number of Job Openings • Development of technology to deliver services | <p>Weaknesses:</p> <ul style="list-style-type: none"> • Lack of workers • Duplication of Services • Employability & Skills shortage • Working in Silos • Communicating services • Closing of offices/reduced staff due to budgets • Lack of awareness of services to individuals • Lost Service Integration as a result of COVID • Capacity to train • Lack of customer technology skills |
| External Origin | <p>Opportunities:</p> <ul style="list-style-type: none"> • Large number of job openings/unfilled positions • New/emerging education/career pathways • Emerging Transportation Systems • Regional collaboration • Service Integration Plans Revived • Incorporation of Essential Skills into each program. • Increase in Career and Technical Education • Utilization of equity lens | <p>Threats:</p> <ul style="list-style-type: none"> • Anxiety and Confidence • Lingering effects of pandemic • Loss of large businesses • Lack of Highly Skilled Workers • Economic downturn • Lack of CTE Teachers and facilities • Funding – lack of from both state and other sources • Illinoisans migrating to other states • Labor participation rate • Decreasing Workforce |

Strengths: The primary strengths of the region are the large number of job openings and the cost of living. There are unfilled openings across all industry sectors. There is still an enormous need for healthcare workers, teachers and transportation and logistics workers. For those seeking employment in these areas there is an abundance of opportunity.

In addition to the overall strengths identified by the partners, there are a number of specific strengths of our workforce development system in the region. These can be categorized into two groups: a wide array of workforce development and educational services, and strong workforce development processes and business practices.

Workforce development and educational services:

- Development of Individual Employment Plan
- Job Search Assistance
- Job Placement Service
- Career Exploration
- Assessment
- Basic Skills instruction
- ESL
- HSE – Adult Secondary Education
- Bridge Programs
- Occupational Training
- Work Based Learning – Work Experience / On-The-Job Training/Apprenticeships
- Supportive Services – Childcare / Transportation / Tools / Supplies
- Labor Market Information
- On-Line Opportunities - Illinois workNet, Illinois Job Link, Career Information System
- Unemployment Benefits
- Cash Assistance / SNAP

Workforce development processes and business practices:

- Recruitment, Assessment, Selection Process
- Proven experience with targeted trainings
- Strong ties to the community agencies
- Established relationships/partnerships with employers
- Established relationships with SHRM and EDC organizations
- Aligning efforts to demand industries, occupations and skills
- Previous success with regional collaborations
- Consistently meet/exceed performance goals (entered employment, retention, wages, measurable skills gains, and credential attainment)
- Talent Pipeline Management (TPM) is business driven and based on six core strategies, and provides a sector designed approach to bridging the gap between businesses and potential employees.

Weaknesses: The lack of workers in the region was also seen as a weakness. Labor force participation has not returned to the same pre-pandemic levels. During their meeting the partners identified several contributors to the lack of job seekers. These included:

- The “Great Resignation” which started in 2021. This included those leaving their jobs because of pandemic fatigue and those leaving because of vaccine mandates.
- Large numbers of retirements – The Federal Reserve noted that 2.5 million Americans chose to retire during the pandemic.
- Government assistance was also cited as a reason for a lack of workers.
- Turnover was an issue as well, with those currently working moving from job to job.
- Other related labor market shifts.

Additionally, the regional partners identified other weaknesses or opportunities for improvement, including duplication of services, the continued tendency of some to work in respective silos, the length of time it takes to train workers in our existing institutions, and challenges in recruiting dislocated workers into training programs. The lack of awareness of our workforce system could also use some work. Our existing workforce system accomplishes so many great things, yet not many know about it.

Opportunities: The large number of job openings was also seen as an opportunity for the region. Partners will continue to develop collaborative methods to provide integrated services to both job seekers and employers. The pandemic has put a focus on the need to develop technology-based methods to deliver coordinated services while maintaining capacity to provide in-person services.

Threats: The greatest threats to program operations are lingering effects of the pandemic, economic downturn, and lack of labor participation. We also continue to have residents migrating to other areas and states.

The regional partners also discussed the fact that we simply do not know enough about the cannabis industry.

Chapter 2 Section A Question 2: Analyze the capacity of the regional partners to provide workforce development activities to address the education and skill needs of the workforce including individuals with barriers to employment.

Capacity: The Region is well-positioned to provide services to individuals with barriers to employment, including Underemployed / Unemployed, Ex-Offenders, Low Skill / Literacy Levels, Individuals with Disabilities, Substance Abuse, Older Americans, Out of School Youth, Adults who Lack a High School Diploma, Veterans, Homeless, ESL Individuals, Single Parents and Displaced Homemakers.

By taking a holistic approach and collaborating with core partners, the Region will be able to better serve at risk populations. These WIOA partners include Titles I, II, III and IV, ICCB – Perkins CTE, IDES, Aging, Corrections, and Community Action Agencies. In furtherance of WIOA requirements, Priority of Service in the Region include:

- Veterans and eligible spouses in the following order or priority:
 - First, to veterans and eligible spouses (who also are included in the groups given statutory priority for WIOA adult formula funds). This means that veterans and eligible spouses who also are recipients of public assistance, other low-income individuals*, or individuals who are basic skills deficient would receive first priority for services provided with WIOA adult formula funds.
 - Second, to non-covered persons (individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA adult formula funds.

- Third, to veterans and eligible spouses who are not included in WIOA's priority groups.
- Fourth, to any other populations identified by the Governor or Local Workforce Development Board for priority.
- Last, to non-covered persons outside the groups given priority under WIOA.
- Recipients of Public Assistance such as those participating in the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), Supplemental Security Income (SSI). And/or any other State or local income-based public assistance.
- Other Low-Income Individuals, including those who:
 - Are in a family with total family income that does not exceed the higher of—(I) the poverty line; or (II) 70 percent of the lower living standard income level;
 - is a homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994), or a homeless child or youth (as defined under section 725(2) of the McKinney-Vento Homeless Assistance Act)
 - receives or is eligible to receive a free or reduced-price lunch under the Richard B. Russell National School Lunch Act;
 - is a foster child on behalf of whom State or local government payments are made; or
 - is an individual with a disability whose own income meets the income requirement, but who is a member of a family whose income does not meet this requirement.
- Individuals who are basic skills deficient such as those who:
 - are a youth with English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or
 - are a youth or adult, that is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.

Current Initiatives in the Region include:

LWIA 19 has the Illinois Works Pre-Apprenticeship Grant which provides education and training for individuals who are interested in the Trades and or Construction. The students will be certified with a nationally recognized MC3 certificate, as well as OSHA 10 hour and First Aide / CPR. This grant specifically targets individuals with barriers specifically to employment and is to promote equity within the Building Trades apprenticeship programs in the area. This grant will encompass EDR 1, aligning services to all underrepresented populations.

LWIA 19 has also received the JTED Grant which is a Job Training Economic Development Grant will provide services to the unemployed, under employed, persons with disabilities, and the underrepresented populations that include women, racial and ethnic minority groups. Additional barriers to be addressed may also include poor work habits, lack of stable job histories, low literacy skills, and poor understanding of basic reading and math concepts.

LWIA 19 QUEST Grant will aid with the dislocated workers. It will assist with barriers that often make finding employment a challenge.

LWIA 19 - Supplemental Grants will be used to work with the in-school youth. This a project that will provide career exploration in occupations such as: Agriculture, Construction, and health care.

LWIA 19 is also currently working with community partners on an IFAB grant as well as a CEJA grant. The CEJA grant will give the same training as the Illinois Works however will allow the students to gain access to further training in the green industry and will allow LWIA 19 to connect with more green energy employers.

LWIA 19 is working with Archer Daniels Midland (ADM) to help assist with the hiring process for the Immigrants/Refugees. We have collaborated with several partners and meet with them regularly. Nine individuals have been identified who may be interested in employment opportunities at ADM. Concerns continue to be addressed in regards to language barriers, housing and skill level assessments. The One-Stop Center will be utilized to serve the customers (ADM/Immigrants) and referrals will be made to address all barriers.

LWIA 20 applied for and was awarded two QUEST grants. QUEST Program goals are to enhance the workforce system's ongoing efforts to empower America's unemployed and Under-employed workers by enabling individuals who have been adversely affected by the COVID-19 pandemic to enter, return to, or advance in high-quality jobs. The program is also focused on serving historically marginalized populations and individuals who reside in qualified census tracts and disproportionately impacted areas.

LWIA 20 was also awarded a State Supplemental Grant. In collaboration with IMEC this project specifically focuses on the manufacturing sector and connecting manufacturers to appropriate occupational skills training to engage and attract workers. Additional focus surrounds rural and non-metro counties.

LWIA 20 - Lincoln Land Community College continues to offer internships, externships, apprenticeships, and cooperative work experiences. They also now offer Help Desk certificates to students who hold full time positions with DoIt at the State of Illinois.

LWIA 21 also applied for and received 2 rounds of QUEST Grant funding, which allowed for more customers to be served under the expanded dislocated worker eligibility criteria. The Supplemental Funding Grant also provided flexible funding to be focused solely on serving area businesses through incumbent worker and work-based learning training projects. Staff from have also been participating in re-entry projects at two local prison facilities, opening up a larger pool of workers for the local business community.

Together LWIAs 19, 20, and 21 are also a part of the Statewide Initiative to serve returning citizens. Our mission is to educate and provide information on services that are available to incarcerated individuals who are nearing their release dates. These efforts are coordinated with IDOC and IDES so that returning citizens who are released from prisons are well informed and

know how to access services in order to achieve occupational goals so that they can successfully transition back to their families and communities.

Together LWIAs 19, 20, and 21 are each operating Supplemental State Funding Grants focused on the manufacturing sector as a region. By aligning services, our Region will be able to expand employment opportunities for job seekers and Partners will collaborate to reduce duplication of services and better utilize resources.

Chapter 2 Section A Question 3: Analyze the capacity of the regional partners to provide activities to address the needs of employers.

The regional partners have continued to expand their capacity to address the needs of employers. Partners within each LWIA in the region collaborate to understand the skill needs of employers and implement appropriate responses. Some examples of how the partners work with employers to understand skill needs include:

Each of the LWIAs utilize Business Services Teams (BSTs) to meet with employers on a regular basis to discuss emerging skill needs. Our Regional Business Services Team meets monthly to discuss and address business needs.

Some examples of how the EDR 1 partners have worked to develop expanded services for employers include:

EDR 1's Regional Business Services Team previously planned an entire day that was dedicated to promoting the healthcare field and similar events are being considered for manufacturing and transportation, distribution and logistics (TDL) during the course of this plan.

Each LWIA has websites are detailed with employer/business services and contact information. Virtual Job Fair assistance, and utilization of the Illinois workNet events calendar are also available. LWIA 21's website is also now, newly interactive and allows businesses to register an account, post multiple job openings, and review resumes.

Supplemental funding grants place emphasis on work-based training for new and existing employees.

Local Workforce Area partners that make up the region have also provided workshops, post job openings, conduct employee screenings and referrals, workforce training, work-based training, tax credit information, business location advice, and various employer services. Each partner also works with high schools and community colleges in their workforce areas to provide and participate in career and occupational events and job fairs. These practices will continue as needs arise.

Chapter 2 Section A Question 4: How well do existing training programs in the region and local areas prepare job seekers to enter and retain employment with regional businesses?

The Central Region has numerous postsecondary institutions that provide a wide array of educational services, including five community colleges, seven BA-granting institutions, one public university, a medical school, two nursing colleges, one private two-year college, and two occupational schools.

The local areas provide services in coordination with their partners offering a variety of services to prepare job seekers to enter and retain employment with regional businesses by;

- Leading the way to convene boards and certify training programs.
- Coordinating, hosting, co-hosting various hiring events.
- Maintaining, sharing, and posting current job openings.
- Providing customized, one-on-one career counseling and job search assistance to job seekers.
- Coordination with partner placement services.
- Assisting with any work-related issues.
- Providing a minimum of one year of follow up services to participants to ensure sustained employment and job retention.

The below Table lists the existing postsecondary institutions in the region.

| Central Region Postsecondary Institutions | | |
|--------------------------------------------------|--------------------------------------------------------|-------------------------|
| Institution | Location | Type |
| Blackburn College | 700 College Avenue Carlinville, IL 62626 | 4-Year Private |
| Capital Area School of Practical Nursing | 2201 Toronto Road Springfield, IL 62712-3803 | Nursing |
| Heartland Community College | 1500 W Raab Rd Normal, IL 61761 | 2-Year Public |
| Illinois College | 1101 West College Jacksonville, IL 62650 | 4-Year Private |
| John Wood Community College | 1301 South 48 th Street Quincy, IL 62305 | 2-Year Public |
| Lakeland Community College | 5100 Lake Land Blvd Mattoon, IL 61938 | 2-Year Public |
| Lewis and Clark Community College | 5800 Godfrey Road Godfrey, IL 62035 | 2-Year Public |
| Lincoln Christian University | 100 Campus View Drive Lincoln, IL 62656 | 4-Year Private |
| Lincoln Land Community College | 5250 Shepherd Road Springfield, IL 62794-9256 | 2-Year Public |
| Midwest Technical Institute | 2731 Farmers Market Rd Springfield, IL 62707 | Private Occupational |
| Millikin University | 1184 West Main Street Decatur, IL 62522 | 4-Year Private |

| Central Region Postsecondary Institutions | | |
|----------------------------------------------------------|-------------------------------------------------------------|-------------------------|
| Institution | Location | Type |
| Richland Community College | One College Park Decatur, IL 62521 | 2-Year Public |
| Rotalbly's Nursing Institute | 2560 E. Federal Dr., Suite 703, Decatur, IL 62526 | Nursing |
| The Miller Academy School of Allied Health | 1125 S 5 th Street Springfield, IL 62703 | Nursing |
| Saint John's College of Nursing | 729 East Carpenter Street Springfield, IL 62702 | Nursing |
| Southern Illinois University - School of Medicine | P.O. Box 19624 Springfield, IL 62794-9624 | Professional |
| University of Illinois at Springfield | One University Plaza - UHB 1015, Springfield, IL 62703 | 4-Year Public |
| University of Spa and Cosmetology Arts | 2913 West White Oaks Drive Springfield, IL 62704 | Private Occupational |
| 160 Driving Academy | 2935 East Clearlake Drive, Ste.2B, Springfield, IL 62702 | Private Occupational |

The Table below provides a count of graduates from each of the three community colleges that are physically located in the region. The columns show the graduates in each of the career clusters associated with the primary or secondary targeted sectors. The primary sectors are highlighted in green.

| Illinois Community College Graduates by Career Cluster FY 2022, Central Region | | | | | | |
|---------------------------------------------------------------------------------------|-----------------------|----------------------|---------------------------------------|--------------------------------------|--------------------------------------------------|-------------------------------|
| College | Health Science | Manufacturing | Transportation and Warehousing | Architecture and Construction | Agriculture, Food & Natural Resources | Information Technology |
| Lewis & Clark | 252 | 153 | 27 | 7 | 16 | 47 |
| Lincoln Land | 466 | 136 | 134 | 46 | 6 | 10 |
| Richland | 196 | 29 | 57 | 24 | 1 | 6 |
| Central Total | 914 | 318 | 218 | 77 | 23 | 63 |
| State Total | 14,246 | 3,830 | 684 | 2,285 | 951 | 2,424 |
| % of State Total | 6.41% | 8.30% | 32% | 3.37% | 2.42% | 2.60% |

*Note- IDES reported that TDL numbers were not included in the data packet as they were informed that some ICCB data is no longer available do to it being too difficult to accurately map. As a result, TDL numbers are estimated. This (Logistics) and On-The-Job training were also omitted because of data issues.

Chapter 2 Section A Question 5: Summarize the commitments of each program partner to implement the selected strategies described in the “Action Plan for Improving Service Integration in the Region.”

Through the MOU development process, each program partner in their respective LWIA has committed to the integration of workforce development services. The LWIA partners reached agreement on and worked on goals for Improving Service Integration within their LWIAs in the fall/winter of 2023.

Service integration will look different in each local area and local one-stop center, depending on the mix of services, staffing, and organizational culture. Service integration is achieved when workforce partners collaboratively determine how to align and coordinate services to meet clients' needs better. The EDR's goal is to support their local partners in identifying their current level of service integration and then support them in areas where growth is needed. To this end, the EDR 1 recognizes seven (7) functions provided by one-stops in Illinois:

1. Customer-Centered Design
2. Partner Staff
3. Intake And Assessment
4. Service
5. Career Pathways
6. Information
7. Evaluation

In accordance with the Regional Planning guidelines, the partners to EDR 1's plan is to select 3-5 goals from the Service Integration Assessment tool to focus on. The Partners recognize that the Service Integration Assessment goals may change over time and that this document formalizes the commitment at the LWIA level to continue the work of integration as it continues to evolve.

B. Describe how transportation and other supportive services are coordinated within the region (§ 679.510(a)(1)(vi)). The plan must address the following sections:

Chapter 2 Section B Question 1: What regional organizations currently provide or could provide supportive services?

The regional organizations that currently provide or could provide supportive services include:

| Supportive Service | Provider- |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Childcare | <ul style="list-style-type: none"> • Catholic Charities • DHS/ Community Child Care Connections • WIOA Title 1 |
| Clothing | <ul style="list-style-type: none"> • Catholic Charities • Community Action Agencies • Good Will Industries • Salvation Army |
| Food | <ul style="list-style-type: none"> • Catholic Charities • Department of Human Services • Food Pantries • Salvation Army • United Way |
| Health | <ul style="list-style-type: none"> • Department of Human Services • Veteran’s Affairs • County Health Departments |
| Housing | <ul style="list-style-type: none"> • Catholic Charities • Community Action Agencies • Department of Human Services • Good Will Industries • Salvation Army • United Way • Veteran’s Affairs • Housing Authorities • Youth Service Programs • Homeless Shelters |
| Transportation | <ul style="list-style-type: none"> • WIOA Title 1 • Mass Transit Districts • SMART |
| Utilities | <ul style="list-style-type: none"> • Catholic Charities • Community Action Agencies |
| Other | <ul style="list-style-type: none"> • Walmart Community Grant |
| | <ul style="list-style-type: none"> • |

Chapter 2 Section B Question 2: What policies and procedures will be established to promote coordination of supportive services delivery?

Local workforce areas have supportive service policies in place that promote coordination among community providers. Customers entering training must apply to Community Child Care Connections and Child Care Resource Services (CCRS) through IDHS for childcare funding prior to supportive services being awarded by WIOA.

Transportation is more difficult to coordinate as mass transit and rural transportation organizations require payment even if it is a minimal amount. LWIA 20 utilizes SMART Transport (Sangamon Menard Transportation) to provide transportation services.

The partners will work through the MOU process to identify better ways to promote coordination of supportive services. Each LWIA has developed a transportation and childcare provider list.

LWIA 19 will promote coordination of supportive services by working with the Department of Rehabilitation to participate in the Transition Fair in the High schools. They are also working closely with the Macon County Continuum of Care and Homeless Advisory Council. It is an Advisory Board for supportive services and agencies in the local area. They also have a partnership with the (DOVE) Domestic Violence program for the JTED grant. The partnership helps better serve their historically marginalized populations. The Director of LWIA 19 is on the Advisory Board, and is working with the Decatur Jobs Council to assist individuals who are seeking education and employment training. LWIA 19 also participates in the Parent University at both of the high schools.

LWIA 19 has also utilized supplemental funding from the Community Foundation of Macon County to help individuals who are already working in childcare facilities to obtain their childcare certifications.

LWIA 20 coordinates services on a monthly basis with its Service Coordination group composed of Sangamon County and the ROSC Council. Similar community service coordination meetings are also attended by County Liaisons in Cass, Christian, Logan, and Menard counties. The SC Community Action organization and CSBG partner also serves on the LWIB and participates in regularly scheduled partner meetings. The Director of LWIA 20 serves on the CSBG Advisory Council.

LWIA 21 utilizes Macoupin County Public Transportation, West Central Mass Transit, Central Illinois Public Transit and Tri-County Rural Transit for its transportation services.

LWIA 21 has also utilized a supplemental Walmart community grant for support services that may not fall under the traditional policies.

EDR 1 also utilizes an On-Line Service Finder System that is hosted on the Illinois workNet website along with its public events calendar at <https://apps.illinoisworknet.com/Calendar/>.

The LWIAs will continue exploring development of a regional intake form for accessing supportive services as appropriate.

C. Describe the coordination of services with regional economic development services and WIOA service providers (§ 679.510(a)(1)(vii)). The plan must address the following sections

Chapter 2 Section C Question 1: What economic development organizations, WIOA service providers or businesses are actively engaged in regional planning?

The following economic development organizations are engaged in regional planning:

- Springfield/Sangamon Growth Alliance is focused on transforming the economy of Sangamon County.
- City of Springfield – The City is dedicated to being on the cutting edge of technological, social and cultural advances which means fostering an environment that provides flexibility and ample resources. Springfield offers those benefits along with a skilled, educated workforce and tremendous quality of life.
- City of Decatur – The City offers a Dynamic Business Climate, Productive Workforce, Wonderful Quality of Life, and prides itself on being a city in which Illinoisans want to locate or expand their businesses.
- Decatur Regional Chamber of Commerce - With more than 125 years serving as the "Voice of Business" for the Decatur community, the Decatur Regional Chamber of Commerce is proud to promote opportunity and prosperity in local commerce. The chamber advocates on behalf of members for business-friendly legislation and offers programs, services, and networking opportunities to help make local business thrive and grow.
- Economic Development Corporation for Decatur and Macon County - The EDC of Decatur & Macon County is a public/private nonprofit dedicated to the attraction, expansion and retention of businesses to the area. When companies need help, the EDC are there to help with tools and resources such as employee training, GIS data mapping, location and demographic research, workforce studies, and more.
- Innovate Springfield – Springfield's university-led business incubator.

- City of Litchfield - The City of Litchfield is dedicated to providing high quality customer service to the community. A Commitment and a strong sense of pride enables the city to remain at the forefront of municipal advancement.
- Lincoln Economic Advancement & Development- LEAD's mission is to empower the city of Lincoln's economic health and vitality. LEAD works to further the economic prosperity of our businesses, our residents, and our community.
- Various Staffing and Employment Agencies
- Regional Planning Commissions - Planning Commissions are involved in many activities of interest to municipal officials in the planning region, state and federal agencies with which they interact, and the general public.
- University of Illinois/ Montgomery County Economic Development Corporation - We have several governing businesses who strive to improve the communities that they serve. Our strength lies in our private and public partnerships. Our goal is to promote our cities for development opportunities, but also to help businesses thrive and expand within Montgomery County.
- LLCC, CACC, District #186- Education Partners who are interested in economic development and business success in the region.
- IMEC –IMEC is a team of improvement specialists and technicians dedicated to providing organizations in Illinois with the tools and techniques to create sustainable competitive futures. The experienced hands-on team at IMEC works closely with its clients to plan critical business improvements in the areas of Leadership, Strategy, Customer Engagement, Operations, and Workforce.

Chapter 2 Section C Question 2: What economic development organizations, WIOA service providers or businesses were invited to participate but declined?

None of the invited economic development organizations or business declined to participate.

D. Describe the coordination of administrative cost arrangements, including the pooling of funds for administrative costs, as appropriate (§ 679.510(a)(1)(v)).

Each of the Local Workforce Development Areas in the region has developed the Memorandum of Understanding (MOU) and its One-Stop system infrastructure and system cost allocation. These MOUs and One-Stop system budgets are submitted separately to the State in the spring of each year. The MOUs for PY 2023 were approved, submitted, and are currently in place through June 30, 2024. The PY 2024 MOUs are in the beginning stages of development. They will be

approved by the Local Boards and will be submitted when signatures are garnered prior to June 30. The PY 2024 MOU will begin July 1, 2024. The regional partners participate in local MOU negotiations and commit to a good-faith effort when developing appropriate cost sharing arrangements that are consistent with our broader strategies for service integration and coordination as outlined in this plan.

The LWIAs in the Central Region have arranged to coordinate administrative costs through various means including pooling funds for initiatives, free or nominal meeting space and staff time and efforts supported by respective partners.

E. Describe how *responsiveness, inclusivity and accessibility* is or will be incorporated in the regional service integration strategies, including the coordination of service delivery strategies to job seekers and employers.

The Regional Partners will take the following steps to incorporate responsiveness, inclusivity and accessibility into integration and delivery of services:

- LWIAs 19, 20 and 21 applied for and received two QUEST, National Dislocated Worker Grants. QUEST stands for Quality Jobs, Equity, Strategy & Training. These grants have greatly enhanced the EDR's ability to be more inclusive.
- LWIA 19 has entered into a new partnership to form an Adult Education Consortium with Richland Community College's Adult Education Department. The Consortium offers bridge classes, High School Equivalency and English Language Learner classes at the Decatur Public Library. This partnership offers more services to the students/customers to better prepare them for the workforce. Students served in this partnership include under represented populations.
- LWIA 19 applied for and received the Illinois Works pre-apprenticeship grant. This grant allows LWIA 19 to provide a pre-apprenticeship program to open Career Pathways in the Construction Industry for the underrepresented populations in the area including women, people of color, and veterans.
- Targeting underserved populations to allow for an inclusive culture within workforce development.
- Identify barriers to accessing services including lack of technology, transportation or childcare.
- Explore resources to address digital literacy barriers to participation in workforce development programs.
- Work towards being mindful of who is at the table for decision making, discussions, grant and application planning to develop environments where each partner understands goals and feels heard.

- Look at expanding support service policies to better equip individuals for success.
- Provide RIA training and resources to staff, partners, and the business community.
- In addition to offering RIA training to area manufacturers through the Supplemental Funding Grant there has been a concerted effort to reach and document the harder to serve individuals through work-based learning projects. For example, the majority of incumbent worker training participants under the current grant in LWIA 21 have been female. This is non-traditional in the manufacturing sector. The project also included a female owned and operated company.

Chapter 3 – Vision, Goals and Implementation Strategies – Regional Component

This section will outline how the Local Board(s) will coordinate the regional workforce, education and economic development activities with regional activities that are carried out in the local areas. The responses must illustrate that business, education and workforce development stakeholders have provided input and are involved with the development of the strategies and to ensure alignment with other plans.

A. Describe the local strategic vision to support state and regional economic growth (§ 679.560(a)(5)). Describe how this aligns with the State of Illinois’ vision and principles (page 1). Include a description of how the region and local areas will accomplish the local strategic vision and support state and regional economic growth.

The Central Economic Development Region 1 has adopted the State of Illinois strategic vision to support regional economic growth. This will be accomplished by;

- EDR 1 will meet employers, jobseekers, and community members where they are, centering the customer experience in an interoperable, equitable, and accessible manner to ensure all customers achieve their goals. We will support employers by building diverse, quality career pathways and provide effective training, education, and economic opportunities for job seekers and communities to thrive.
- EDR 1 will assist with enhancing employers’ abilities to hire and retain skilled workers that meet their emerging needs.
 - IWT Projects
 - Provide high tech, innovative, advanced technologies and manufacturing training
 - Host hiring events for employers
 - Plan sector-based manufacturing events in October
- EDR 1 will utilize customer-centered and data-informed practices to improve the quality of the jobseeker experience in pursuing fulfilling career pathways in a manner that is equitable and accessible.
 - Monitor customer experiences and survey results
 - Improve customer survey data

B. Describe the local goals for preparing an educated and skilled workforce (including youth and individuals with barriers to employment) and goals relating to the performance accountability measures based on performance indicators (§ 677.155(a)(1)). Include a description of how the region and local areas will accomplish local goals for preparing an educated and skilled workforce and goals relating to performance.

The regional partners have considered the overall needs of their respective communities, the challenges of businesses and job seekers and the existing capacity of the workforce

development system to respond to these needs. We have adopted the following goals to guide our work together during the next few years:

1. Develop and expand career pathways. The Region will continually review the existing pathways to determine what skilled jobs exist. Upon identification, the region will target our training and educational resources to expand access for individuals, including those with barriers, to such jobs.
2. Expand the use of the full range of work-based learning models for training, including work experience, internships, transitional employment, on-the-job training, apprenticeships and incumbent worker training.
3. Work with the local Chambers of Commerce and Economic Development representatives to research the development of talent pipelines within targeted industry sectors.
4. Continue to research and improve initiatives for assessing and improving the essential skills of our customers.
5. Continue to target historically marginalized populations to reduce barriers in order to assist with attainment of self-sustaining employment opportunities.

To attain these goals the region will adapt to continue to strengthen efforts to use technology to deliver services. Business Services Teams will work with employers to identify their needs and how we can meet them while maintaining their safety and the safety of their workforce. For those seeking employment and training services we will work to increase access through remote learning and virtual intakes, orientations and employment assistance.

With respect to the performance accountability measures required in WIOA and the implementing rule, the LWIAs in the Central Region individually negotiated and reached agreement with the State on local levels of performance for performance accountability measures. Negotiations occur every other year for a two-year period and measures are in place. In addition, partners will actively engage in whatever process is implemented by the respective state agencies for negotiating and setting targets for these measures. The goals for the Title I programs are set through the use of a statistical adjustment model. These procedures are in place and the partners consult with their respective state agency contacts and meet to discuss the implications of the performance measures and required targets for service delivery and integration. The Core Partners work cooperatively to report performance outcomes across all programs to advance the goals of improving access and success for all customers. However, currently there is no universal or shared system for Partners to communicate performance and anything related to customers.

Appendix 1 includes the negotiated Title I performance goals for each of the three LWIAs that comprise the region.

C. Provide a description of the regional and local strategies that will achieve the vision and principles. This must include a description of the strategies and services that will be used in the local areas:

Chapter 3 Section C Question 1: To facilitate engagement of employers in workforce development programs, including small employers and employers in in-demand industry sectors and occupations (§ 679.560(b)(3)(i));

We will use our Workforce Boards and Regional Business Services Team to create strategies for employer engagement and to lead engagement efforts for specific industries, particularly for the primary targeted sectors.

We will regularly review and incorporate business engagement strategies developed by the IWIB Business Engagement Committee to help bridge any gaps between business sectors, businesses, and the workforce development system.

We will continue to work with the community college advisory committees to leverage the work of these committees to inform our planning and policies for career pathway development, and to help ensure that these advisory committees benefit from the perspectives of the workforce system. Program advisory committees exist for each AAS/AAA programs offered by the community colleges. They also have procedures for garnering employer input into the skill needs of the occupations for which the programs prepare students.

As discussed in Chapter 1, the goal for the region's Next Generation partnerships is to have one top tier industry meet annually to address all issues and concerns for the region. These events will encompass employers, Chambers of Commerce, and Economic Development organizations and will discuss all issues that the companies are experiencing, including workforce concerns. At the end of the 2024-2028 regional plan we will have met with all three top tier industries and will have outcomes that show how we addressed their workforce matters.

Chapter 3 Section C Question 2: To support a local workforce development system that meets the needs of businesses in the local area (§ 679.560(b)(3)(ii));

EDR 1 will work with Chambers of Commerce and Economic Development organizations to coordinate our outreach efforts to employers. The focus of this effort will be more oriented toward marketing the services of the workforce development system to regional employers as part of the overall economic development business retention effort.

We will also use our Regional Business Services Team to coordinate engagement of employers. The focus of this effort will be oriented toward responding to the specific workforce needs of individual employers who come to the attention of any of the business service personnel of the regional partners.

Examples of the work being done by our Business Services Teams in each LWIA are described below:

LWA 19: LWIA 19's Business Services Team (BST) meets monthly. The Team helps with planning and organizing sector-based career fairs. A Manufacturing Day is usually held in October and a Healthcare Day is usually held in April of every year. The target population for the fairs are middle school students and high school juniors and seniors.

LWIA 19 will create a monthly employment calendar designed to serve customers who enter the local One Stop, American Job Center. The calendar will provide employment workshops and hiring event dates, as well information sessions for Pre-Apprenticeships class or Bridge classes. This will look like a flyer, and the customer can leave with it. It will also be available at the Decatur Public Library, One Stop Partners, and the Workforce Board.

LWA 20: The goal of the Business Services Team is to organize who attends job fairs, communicates with and meets with businesses, etc. The goal is to be one organized unit gathering and sharing data to address employer's needs. One document was created to highlight all of the team members and includes their contact information. This is presented to employers at business visits so they can see which organization can address their specific concerns. In addition to providing customized services to businesses based on their needs, the team also attends and participates in various local job fairs.

- Greater Springfield Chamber of Commerce (2 per year) – Partner
- Greater Springfield Chamber of Commerce Job Fair
- Veterans Job Fair (Held at the American Legions' State Conference) – partner
- The Greater Taylorville Chamber of Commerce Scholarship Awareness Day
- Assist with Virtual Job Fair development
- Customized Hiring Events
- Customized Job Fairs for major lay-off events
- Develop and market materials for businesses
- LLCC Workforce Institute Career Fair
- UIS Career Connections Expo
- IDES virtual job search workshop series

LWA 21: The LWIA 21 BST meets on an every other month cycle with a goal to host annual Job Fairs to recruit employers and help administer the fairs. We have developed a good working relationship with LLCC and LCCC as well as other partners to have successful Job fairs. The Lincoln Land Community College event is held in the fall at the Litchfield Campus, while the other is at the Main Campus of Lewis and Clark Community College in Godfrey, Illinois each spring. Once the Job Fairs are over, we post on our websites all the employers that were present and what jobs they are recruiting for to continually help support their recruitment efforts.

Other events that the LWIA 21 BST help support are listed below:

- The Shelby Manor Bounce Back
- Shelbyville High School Job Fair
- National Health Care Month Job Fair - Memorial in Jacksonville
- Greene County Health Fair (White Hall)
- Re-Entry Summit (Jacksonville and Hillsboro)
- Carlinville High Career Day
- North Greene High School Career Day
- Gillespie High School Career Day
- Macoupin County Adult Education at LCCC (Staunton and Carlinville)

Chapter 3 Section C Question 3: To better coordinate workforce development programs and economic development (§ 679.560(b)(3)(iii));

The Economic Development community of EDR 1 primarily serves as a link between local businesses and workforce development initiatives through their Business Development & Retention programs. These programs will provide feedback from employers concerning the state of employment and recruitment. This information allows for a more holistic response from workforce partners as employers needs evolve.

EDR 1 Economic Development partners are invited to and participate in quarterly regional partner meetings. Each LWIA also meets on a regular basis with their local economic development partners.

Chapter 3 Section C Question 4: To strengthen linkages between the one-stop delivery system and unemployment insurance programs (§ 679.560(b)(3)(iv));

Process mapping may be used, when needed, to identify the services provided by the partners, therefore eliminating any overlapping services. The continual goal is to streamline the delivery of services for customers. A common Intake Assessment Tool has been developed, as discussed in the previous plan, with input from all partners in order to assess the customers' needs more effectively. All staff are now cross trained in all partner programs in order to better recognize the needs of the customer; another goal that was listed in the previous regional plan. Partner staff will continue to be immediately accessible to client's as they enter the One Stop and have their needs met with any onsite partner and through the direct linkage system.

Illinois Department of Employment Security (IDES) is the State employment office for Illinois businesses and workers, providing no-cost human resources solutions linking hiring businesses to qualified job seekers. The office has designated staff members that focus on Wagner-Peyser/Employment Services (WP/ES) offered to job seekers. In addition, current resource room staff have been trained on WP/ES services and can assist any customer with questions.

Work search services will continue to be offered to the RESEA population and these services are designed to assist job seekers to return to the workforce as quickly as possible. WP/ES

offers work search assistance via one-on-one services or virtual workshops and events. One-Stop staff collaboratively develops and maintains connections with partner and community organizations. These connections are essential when a barrier to employment has been identified. WP/ES staff focuses on job seekers who are receiving unemployment insurance benefits to encourage economic growth and stability.

Employment services include the state labor exchange system (illinoisjoblink.com), resume preparation assistance, on-line job search & application techniques, interviewing techniques and job matching in IJL. WP/ES staff are prepared to provide job seekers with information on all programs and services provided by IDES. This includes but is not limited to: Veterans, Work Opportunity Tax Credits, IllinoisJobLink.com (IJL), The Illinois Career Information System, Labor Market Information, Hire the Future, and Re-Entry Service Programs.

Through outreach conducted via phone and emails and social media, we notify job seeking customers of ongoing workshops, job fairs, on-site hiring events, and partner and employer orientations. IWDS and IJL are used to track and record referrals to job opportunities, partner services, community services and service delivery. The One Stop staff references employer information to identify employment opportunities for job seekers. WP/ES staff, along with the Business Services team review job orders to understand the job description, qualifications and requirements of available positions within an organization to help ensure that employers are receiving the most qualified candidates.

Chapter 3 Section C Question 5: To promote entrepreneurial skills training and microenterprise services (§ 679.560(b)(4)); and

Concerning the Decatur IL, MSA, the following organizations are active in business development for this area:

- SCORE – A national network of business start-up mentoring and planning experts providing training, insight and general support.
- Midwest Inland Port (Business Development Resource Center) – A centralized point of contact for all available community and regional services providing referrals and directional advice to potential new businesses.
- Center for Entrepreneurship - A dedicated resource for entrepreneurs at every level. Through a variety of programs and development opportunities, The Center serves Millikin faculty and students, youth (ranging in age from elementary to high school level), community, and local businesses.
- SBDC - Illinois Small Business Development Centers are located throughout the state and provide information, confidential business guidance, training and other resources to start-up and existing small businesses.

In the Springfield, IL, MSA, the following are some of the organizations involved in business development:

- The Illinois Small Business Development Center at Lincoln Land Community College is the main provider of services that support the establishment and expansion of small business in our local area. Services include classes, one-on-one counseling, assistance with business plan development and loan applications, marketing plan development, etc.
- Local Chambers of Commerce, such as The Greater Springfield Chamber also provide support for existing businesses to help them flourish and expand, as well as attract new companies to relocate to this area.

Innovate Springfield (iSPI), a division of the University of Illinois system, is a downtown business incubator in Springfield that offers a synergistic environment, office space for rent and many other resources to help fledgling companies address various needs including financial, IT, marketing and networking.

Sangamon CEO is one of many like programs in the state that introduce entrepreneurship to high school students. It is a year-long program where students develop their own businesses while receiving entrepreneurship training at various local company facilities.

CEO programs also exist in the counties of LWIA 21 at many of its area high schools that introduce entrepreneurial concepts and programs to its students. Many of the local chambers and economic development organizations, along with SCORE and the SIUE Small Business Development Center, provide important information, training and resources for adults interesting in starting their own business.

Lewis and Clark Community College also offers an entrepreneurship certificate as part of their Management Degree program.

Chapter 3 Section C Question 6: To implement initiatives such as incumbent worker training programs, on-the-job training programs, customized training programs, industry and sector strategies, career pathways initiatives, utilization of effective business intermediaries, and other business services and strategies designed to meet the needs of regional employers (§ 679.560(b)(3)(v)).

The regional partners discuss at their regional meetings how their Business Services Teams can continue to support the regional sector strategies. This continues to allow the regional team to leverage its resources, and provides a more robust menu of work-based learning opportunities to area businesses, including incumbent worker training, OJT opportunities, apprenticeships, and customized training needs.

The partners will continue to examine possible Regional Career Pathways. This helps identify opportunities for expansion and access to existing career pathways as well as acknowledge unmet skill needs of businesses that may be addressed through the development of new career pathway programs or modification of existing pathways.

EDR 1 also has partnerships with manufacturers which have increased along with the need for incumbent training. EDR 1 has also greatly increased its focus on work-based learning initiatives, especially within the manufacturing field. This has specifically led to incumbent worker training projects being implemented in partnership with two local manufacturers as part of their efforts to expand their facilities and retain & upskill their current workforce while also creating additional job opportunities.

The need for incumbent worker training has been growing as businesses are faced with hiring shortages. It is also a great option to help increase retention and increase production with less.

D. Describe regional strategies that will increase apprenticeship and other work-based learning opportunities.

Each of the LWIAs of EDR 1 have been awarded a State Supplemental Grant, and are working together on a regional level to focus on work-based learning opportunities in Manufacturing.

EDR 1 encourages, promotes, and funds all registered apprenticeship programs.

Through Individual Training Accounts community college students are funded for electrical lineman training leading to Lineman apprenticeship opportunities with municipalities and Ameren.

The Illinois Department of Transportation has funded the IDOT Highway Construction Careers Training Programs at the regional community colleges to expand the number of individuals served from historically underrepresented populations who enter a highway construction career. Participants also have the opportunity to enter apprenticeships with the trades.

LWIA's 19 and 20 both currently fund programs that focus on pre-apprenticeships. These programs also expand access and the pathway for underrepresented groups into apprenticeship programs.

EDR 1 will continue to work on additional strategies throughout the course of this plan to expand apprenticeship engagements and work-based learning opportunities.

E. Describe initiatives to shorten the time from credential to employment and address how the area will work with the education system to begin putting training opportunities in place to meet this strategy.

The region has undertaken several initiatives that are intended to shorten the time from credential to employment, in collaboration with its community colleges.

EDR 1 staff educate job seekers on skills-based labor market information.

Short-term credentials are one of the focuses of EDR 1 funding. We help convene and engage businesses with training providers to help address needs. Short-term credentials can provide a dual benefit for some as it affords them the opportunity to quickly earn higher wages, and can also help them on a path to further their education as well. They serve as a stepping stone to a career ladder, and assist busy students, young adults, and single parents so that they have the supports they need.

Lincoln Land Community College (LLCC):

Workforce Training Offerings: The Medical District is a partnership with Lincoln Land Community College (LLCC) and Central Management Services (CMS). This unique partnership was formed to serve the technology training needs of local organizations through scheduled courses and their customized training programs.

Pre-Apprenticeship Programming: LLCC offers the Highway Construction Careers Training Program that regularly leads students to apprenticeships within the trades. IDOT has funded this program to expand the number of people in historically underrepresented populations who enter a construction career.

LLCC continues to offer internships, clinicals, and Cooperative Work Experience credits in various programs that are available to students. LLCC has recently undertaken a project to catalog work-based learning that is available to its students and is working on updates to definitions, terminology, and processes for these.

LLCC recently started a DoIt program to offer Help Desk certificates to students who currently hold full-time employment with the State of Illinois. This is a three-semester certification program that students can complete online while they are receiving a salary from DoIt.

F. Describe the steps that will be taken to support the state's efforts to align and integrate education, workforce and economic development including:

Chapter 3 Section F Question 1: Fostering the improvement and expansion of employer-driven regional sector partnerships to increase the focus on critical in-demand occupations in key sectors that are the engine of economic growth for the state and its regions.

The region will foster the improvement and expansion of employer-driven regional sector partnerships to increase the focus on critical in-demand occupations in key sectors through the following efforts.

1. We will work with our economic development partners within our region to identify existing partnerships and initiatives with employers in our key sectors.
2. We will identify local employers willing to provide expertise to our sector initiatives.
3. We will work with community partners to organize and or expand work within existing partnerships or create new partnerships.
4. We will work towards being more proactive rather than reactive.
5. Utilize and leverage the strength of our boards, members in key sectors, encourage involvement and increase knowledge.
6. Foster relationships with invitations to meetings and to One Stop Centers.

Chapter 3 Section F Question 2: Expanding career pathway opportunities through more accelerated and work-based training and align and integrate programs of study leading to industry-recognized credentials and improved employment and earnings.

Lincoln Land Community College offers various Bridge and IET programs catering to specific career fields. Some noteworthy programs include:

- Healthcare:
 - Bridge to Healthcare Careers – This program allows students to explore careers in healthcare while strengthening their basic reading and math skills.
 - Bridge to CNA (Pre-CNA) – Students are introduced to key concepts in the CTE course, preparing them for success in the certificate program.
 - CNA Skill Building (IET) – A support class running concurrently with the CTE course to review major course material, teach effective study skills, strengthen CNA math and reading, and learn practical abilities such as time management and teamwork. The primary goal is to empower students with essential skills, enabling them to secure their Illinois CNA license and enter the workforce or continue with additional education/training.
- Transportation, Distribution, and Logistics:
 - Bridge to Automotive Technology Careers – Students explore career pathways in the automotive industry (Auto and Diesel Technologies) and strengthen industry vocabulary, tools, and operations.

- Diesel Technologies IET – A support class running concurrently with the with the AAS program during the first semester. Students will review major course material concepts, communication processes, basic reading, and math skills. Successful completion will grant students four industry-recognized credentials that will help them enter the diesel labor force to perform entry level jobs and/or continue their education/training.
- Auto Technology IET – Similar to the Diesel Technologies program, this support class runs concurrently with the AAS and the short-term certificate programs during the first semester. Students will review major course material concepts, strengthen Auto Tech vocabulary, tools, and operations. Students will earn two industry-recognized credentials that will help students enter the auto labor force to perform entry level jobs and/or continue their education/training.
- Career Pathway:
 - College and Career Readiness – Students will engage in boot camp sessions, workshops, and virtual activities to foster awareness and inspiring participation in LLCC Career Pathways.

Chapter 3 Section F Question 3: Expanding career services and opportunities for populations facing multiple barriers to close the gap in educational attainment and economic advancement through career pathways and improved career services.

The partners will continue to work with local community groups to identify individuals who might benefit from WIOA services. We recognize that in order for customers with significant barriers to employment to be successful, basic needs, essential skills, education barriers, perceptions of work, peer pressure and a range of issues have to be addressed. Career services now include and will continue to include support and counseling services from trained workforce development professionals.

LWIA 19 partnered with DOVE for a JTED training opportunity. There were several information sessions held on site at DOVE as well as the Workforce Office and the Decatur Public Library. Once we had recruited 10 students we enrolled them with a Career Planner. The customers were scheduled to attend a BRIDGE class in Hospitality. It was a 6-week class that will focus on math and reading skills. The last two weeks of class the Career Planner will spend time working with employers to provide a place for employment while JTED provides funding for a paid work experience. The goals are to prepare them for the world of work. The Introduction to Hospitality also invites chefs to the class along with managers of hotels and restaurants. The case management is intensive and many barriers were reduced but several customers were able to complete the class and keep employment.

LWIA 20 has collaborated with local community colleges and other local training providers and their admissions departments to assess the WIOA Title I application and eligibility during the initial admissions process, therefore acknowledging customers in a more streamlined manner. In addition, they offer direct short cuts and links to access our services from their

computer labs. LWIA 20 staff also attend and participate in various training provider orientation sessions to ensure that individuals know and understand how to access our services. We are also equipped to provide mobile career services when necessary.

LWIA 21 has utilized the QUEST Grant funding along with an expanded supportive services policy to better equip the harder-to-serve customers with their barriers as they navigate their way through a successful career pathway. In addition, staff and partners receive ongoing cross-training. Especially, as it relates to career pathways, as a way to integrate and improve career services. An improved referral system within LWIA 21 has also provide more opportunities for customers to fully access the services that are available within the partner network. A Walmart Community Grant also helps those in need of an immediate or emergency service that may not be covered under WIOA.

The partners will also continue to expand career services and opportunities while working with employers who are willing to work with persons facing barriers. Community partner organizations will continue to work together and find the most effective ways to identify and serve nontraditional participants. The regional goal is to assist customers in being completely self-sufficient.

Chapter 3 Section G: Describe how goals established in this plan will be monitored and evaluated.

EDR 1 partners intend to work towards developing a plan and tool to monitor and evaluate our regional plan goals. We plan to;

- Continue to explore evaluation options and tools.
- Look at developing a document/check list of our goals which could be periodically or annually reviewed.
- Consider utilizing a third party such as UIS to create an assessment tool.

Chapter 3 Section H: Describe how responsiveness, inclusivity, and accessibility is or will be incorporated in the implementation of regional workforce, education, and economic development strategies.

The Regional Partners will take the following steps to incorporate responsiveness, inclusivity and accessibility into implementation of regional workforce, education, and economic development strategies:

- Acknowledge and respect diversity and inclusion.
- Target outreach to other organizations serving historically marginalized populations.
- QR codes will be added to flyers to more easily provide information and simplify access to services.

- Avoid using unfamiliar acronyms, abbreviations, and terms in materials.
- Build upon existing RIA initiatives in the community and with the community colleges to expand across workforce and economic development efforts in the region.
- Continue to identify barriers to accessing services including lack of technology, transportation, childcare, etc.
- Added RIA to regional supplemental funding initiatives and projects.
- Explore resources to address digital literacy barriers for participation in workforce development programs.
- Participate in workshops and training to address equity issues.

Attachment 1 Performance Goals

Workforce Development Activities (Title IB of WIOA)

Negotiated Levels of Performance for PY 2024 and 2025

LWIA #19 – Workforce Investment Solutions

| <u>Adult</u> | PY 2024 | PY 2025 |
|-----------------------------------------------------------------|----------|----------|
| Employment Rate 2 nd Quarter after Exit | 86.0% | 86.0% |
| Employment Rate 4 th Quarter after Exit | 87.0% | 87.0% |
| Median Earnings 2 nd Quarter after Exit | \$11,500 | \$11,500 |
| Credential Attainment within 4 Quarters after Exit | 81.0% | 81.0% |
| Measurable Skill Gains | 65.0% | 70.0% |
| <u>Dislocated Worker</u> | | |
| Employment Rate 2 nd Quarter after Exit | 80.0% | 80.0% |
| Employment Rate 4 th Quarter after Exit | 75.0% | 81.0% |
| Median Earnings 2 nd Quarter after Exit | \$12,000 | \$12,000 |
| Credential Attainment within 4 Quarters after Exit | 87.0% | 87.0% |
| Measurable Skill Gains | 63.0% | 63.0% |
| <u>Youth</u> | | |
| Employment or Education Rate 2 nd Quarter after Exit | 83.0% | 83.0% |
| Employment or Education Rate 4 th Quarter after Exit | 80.0% | 80.0% |
| Median Earnings 2 nd Quarter after Exit | \$6,000 | \$6,000 |
| Credential Attainment within 4 Quarters after Exit | 65.0% | 67.0% |
| Measurable Skill Gains | 65.0% | 68.0% |

Workforce Development Activities (Title IB of WIOA)

Negotiated Levels of Performance for PY 2024 and 2025

LWIA #20 – Land of Lincoln Workforce Alliance

| <u>Adult</u> | PY 2024 | PY 2025 |
|-----------------------------------------------------------------|----------|----------|
| Employment Rate 2 nd Quarter after Exit | 86.0% | 86.0% |
| Employment Rate 4 th Quarter after Exit | 84.0% | 84.0% |
| Median Earnings 2 nd Quarter after Exit | \$10,500 | \$11,000 |
| Credential Attainment within 4 Quarters after Exit | 85.0% | 85.0% |
| Measurable Skill Gains | 70.0% | 75.0% |
| <u>Dislocated Worker</u> | | |
| Employment Rate 2 nd Quarter after Exit | 81.0% | 83.0% |
| Employment Rate 4 th Quarter after Exit | 81.0% | 81.0% |
| Median Earnings 2 nd Quarter after Exit | \$9,300 | \$9,750 |
| Credential Attainment within 4 Quarters after Exit | 87.0% | 87.0% |
| Measurable Skill Gains | 70.0% | 75.0% |
| <u>Youth</u> | | |
| Employment or Education Rate 2 nd Quarter after Exit | 83.0% | 83.0% |
| Employment or Education Rate 4 th Quarter after Exit | 78.0% | 83.0% |
| Median Earnings 2 nd Quarter after Exit | \$5,000 | \$5,500 |
| Credential Attainment within 4 Quarters after Exit | 80.0% | 83.0% |
| Measurable Skill Gains | 73.0% | 78.0% |

Workforce Development Activities (Title IB of WIOA)

Negotiated Levels of Performance for PY 2024 and 2025

LWIA #21 – West Central Development Council Inc

| <u>Adult</u> | PY 2024 | PY 2025 |
|-----------------------------------------------------------------|----------|----------|
| Employment Rate 2 nd Quarter after Exit | 83.0% | 83.0% |
| Employment Rate 4 th Quarter after Exit | 84.0% | 84.0% |
| Median Earnings 2 nd Quarter after Exit | \$10,000 | \$11,000 |
| Credential Attainment within 4 Quarters after Exit | 82.0% | 82.0% |
| Measurable Skill Gains | 65.0% | 70.0% |
| | | |
| <u>Dislocated Worker</u> | | |
| Employment Rate 2 nd Quarter after Exit | 85.0% | 86.5% |
| Employment Rate 4 th Quarter after Exit | 85.0% | 86.5% |
| Median Earnings 2 nd Quarter after Exit | \$10,000 | \$10,500 |
| Credential Attainment within 4 Quarters after Exit | 79.0% | 80.5% |
| Measurable Skill Gains | 64.0% | 70.0% |
| | | |
| <u>Youth</u> | | |
| Employment or Education Rate 2 nd Quarter after Exit | 76.0% | 78.0% |
| Employment or Education Rate 4 th Quarter after Exit | 78.0% | 78.0% |
| Median Earnings 2 nd Quarter after Exit | \$5,000 | \$5,700 |
| Credential Attainment within 4 Quarters after Exit | 74.0% | 76.0% |
| Measurable Skill Gains | 63.0% | 70.0% |

LLWA

Land of Lincoln
Workforce Alliance

LWIA 20 Local Plan 2024-2028

Cass, Christian, Logan, Menard, and Sangamon



Training Connecting Developing Workforce

This plan was developed in accordance with the state and regional plans, in accordance with Workforce Innovation and Opportunity Act (WIOA) regulations, and the State of Illinois Regional and Local Planning Guide. Our Board is committed to creating workforce development strategies that promote the economic well-being of both business, employees, and job seekers in the region. This plan formalizes the process for the LWIA 20 to explore innovative means to better meet the needs of our customers and meet the educational, economic development, and workforce development needs of the workforce area.

Governance

- Designation of Local Workforce Innovation Area - LWIA 20 serving the counties of Cass, Christian, Logan, Menard, and Sangamon.
- The CEOs for LWIA 20 continually appoint members of the Land of Lincoln Workforce Board (LLWB).
- The CEOs, LLWB, and the grant recipient are engaged in an Intergovernmental Agreement outlining responsibilities of each entity. Sangamon County and its Department known as the Land of Lincoln Workforce Alliance will continue to serve as the administrative and fiscal agent.
- Local policies and procedures are in place and adhere to the U.S. Department of Labor and the Illinois Department of Commerce and Economic Opportunity guidelines.

The Land of Lincoln Workforce Board (LLWB) meets quarterly and will remain flexible with program delivery in order to meet the guidelines and intent of WIOA.

Regional and Local Planning

The LLWB participated in various regional planning activities to provide input on the development of the local and regional plan. The Central Region is comprised of twelve counties and includes the five counties forming the Land of Lincoln Workforce Alliance (LLWA). The LLWB will sustain an effective workforce development system for our communities and continue to:

- Keep up-to-date with the local and regional economy;
- Identify and market the region's strengths and weaknesses;
- Identify economic and workforce issues to assure the region's continued growth and
- Create a credible foundation for convening public discussion around workforce issues.

Statistical information about the region was reviewed regionally and locally, and reflects growth industries and occupations that will be targeted in the five-county area. The LLWB analyzed labor market data, established goals and objectives, and approved strategies for both the region and local areas. LWIA 20 will continue to target the Healthcare and Social Assistance industry and occupations that are in demand with shortages and job growth. Other targeted industries include; Manufacturing, Transportation, Distribution, and Logistics (TDL), and Agricultural Production. Secondary industries that the area will continue to observe are: Construction and Information Technology.

Service Delivery

Partners in the workforce system will work cooperatively in the upcoming years to provide career and training services to customers who are in need of services. LLWA's guidelines for the Memorandum of Understanding (MOU) agreement will be updated in the upcoming months. Career services leading to employment will be provided through the Illinois workNet One Stop Center. The Land of Lincoln Workforce Board places a high emphasis on the training of

participants and will use a variety of methods to assure that training goals are met. The LLWB will solicit training through requests for proposals, Individual Training Accounts, or other contracts for training services that assure a variety of training options for adults, dislocated workers, youth, and incumbent workers. Staff are assigned to the Illinois workNet One Stop Center in Springfield where comprehensive services are delivered. LLWA staff are also assigned to affiliate workNet centers on a scheduled basis to deliver career services in the rural communities.

Performance and Management

The CEOs and LLWB negotiate performance measures with the state, enter into memorandums of understanding with the One-Stop Operators and Partners, certify local training providers, and oversee the creation and operation of a truly functional and successful local workforce system. Local training providers for the five-county area are certified and combined with the other Workforce Innovation Areas to create a Statewide Eligible Training Provider List (ETPL) which allows customers to make informed choices on training that leads to the best and most appropriate occupation.

CHAPTER 4: OPERATING SYSTEMS AND POLICIES – LOCAL COMPONENT

A. Coordination of Planning Requirements: The plan will incorporate the Memorandum of Understanding and Service Integration Self-Assessment Tool, and include the following statements in this Chapter:

1. The Local Workforce Innovation Area 20 Memorandum of Understanding provides a description of the one-stop delivery system, and other information that is essential to the establishment and operation of effective local workforce development systems as required by the WIOA Rule (20 CFR Part 678.705). The Memorandum of Understanding and any subsequent modifications will be incorporated by reference into this plan.
2. The Local Workforce Innovation Area 20 Service Integration Self-Assessment Tool provides a description of how local workforce partners will align and coordinate services as required by the State of Illinois Service Integration Policy (WIOA Policy Chapter 1, Section 13). Information from the initial Service Integration Assessment Tool, and any subsequent modifications, will be incorporated by reference as an appendix into this plan.

The One-Stop Partners are committed to the principles and vision outlined at the federal and state level and by the Land of Lincoln Workforce Board. A Memorandum of Understanding (MOU) is required of all partners and is an agreement outlining service delivery and other matters essential to the establishment of an effective One-Stop workforce delivery system. For PY' 2024, the One-Stop Partners will enter into a MOU and provide payments to the system based on WIOA guidelines. The cost allocation portion of the MOU is reviewed and approved annually.

The One-Stop location in Springfield is the mandated comprehensive One-Stop Center. The matrix attached in the MOU identifies the career services to be provided at this Center located at the Illinois workNet Center.

One-Stop Partners who will have staff at the Springfield One-Stop include the Department of Rehabilitations Services, the Department of Employment Security, and the Land of Lincoln

Workforce Alliance. Other staffing options, including direct linkages, include Adult Education partners, Lincoln Land Community College & Capital Area Career Center (Perkins), Title V Senior Employment Programs, and the Illinois Department of Human Services.

In addition to the comprehensive center, outreach locations will continue in the rural communities of Beardstown, Lincoln, Petersburg, and Taylorville with staff available one day per week. All Centers meet accessibility standards. Outreach services at the rural locations are provided by the WIOA Career Planners and include job search, career services, eligibility for training programs, and employer outreach.

B. Copies of the following policies and agreements are included as an appendix to this plan;

1. Chief Elected Official (CEO) Functions and Agreement between Multiple Chief Elected Officials (WIOA Policy Chapter 1, Section 2)
2. Chief Elected Official Delegation of Authority and Acknowledgment of Financial Liability (WIOA Policy Chapter 1, Section 3)
3. Local Workforce Innovation Board (LWIB) Certification and Recertification Requirements (WIOA Policy Chapter 1, Section 5)
4. One-Stop Operator Procurement (WIOA Policy Chapter 1, Section 7)
5. Career Planning (WIOA Policy Chapter 4, Section 2)
6. General Follow-Up Services (WIOA Policy Chapter 4, Section 3)
7. Selective Service Registration Requirements (WIOA Policy Chapter 5, Section 1.1)
8. Youth Eligibility (WIOA Policy Chapter 5, Section 4)
9. Service Priorities (WIOA Policy Chapter 5, Section 6)
10. Veterans' Priority of Service Requirements (WIOA Policy Chapter 5, Section 7)
11. Individual Training Accounts (WIOA Policy Chapter 7, Section 2.1)
12. On-the-Job Training (WIOA Policy Chapter 7, Section 2.2.1)
13. Incumbent Worker Training (WIOA Policy Chapter 7, Section 2.2.3)
14. Work Experience (WEX) and Transitional Jobs (WIOA Policy Chapter 7, Section 2.5)
15. Training Provider and Training Program Eligibility – Eligible Training Provider List (WIOA Policy Chapter 7, Section 3)
16. Supportive Services (WIOA Policy Chapter 7, Section 4)
17. Privacy and Security (Personally Identifiable Information) (WIOA Policy Chapter 8, Section 2.2)
18. Property Control for Property Purchased with WIOA Funds (WIOA Policy Chapter 8, Section 3.6)
19. Compliant and Grievance Procedures (Nondiscrimination) (WIOA Policy Chapter 8, Section 5)

C. Describe how the use of technology and other alternative means of service delivery in the one-stop delivery system, including a description of:

- 1. How the workforce centers are implementing and transitioning to an integrated technology enabled intake and case management information system for programs carried out under WIOA.**

The One-Stop Partners for LWIA 20 have cataloged the various technology tools used by the partners for intake, case management, and program management. The partners are in agreement that the integration of technology to enable a common intake and case management system is ideal and a goal that will continue to be explored. The partners are also aware that the State is working with MSF& W to create a new statewide database to replace IWDS. Financially, a common database system for all partners would be very costly. However, this will continue to be researched and explored. While the State continues to work on developing and/or designating a universal system, partners at the Center will continue to use IWDS for tracking and referral of customers and incorporate other technology-based systems as they become available.

- 2. Describe how the local area is using multiple methods to provide orientations for customers, including but not limited to, virtual and asynchronous orientations.**

The LLWB provides orientation services via multiple methods. We have provided in-person, partner orientation sessions at the One Stop Center. Our weekly partner orientation video is also provided on social media, is available through partners, and available via YouTube. A Partner PowerPoint and narrated video may also be found at <https://worknet20.org/partner-powerpoint-slide/>

- 3. Describe how the Local Board will facilitate access to services provided through the one-stop delivery system, including in remote areas, through the use of technology and other means.**

The LLWB facilitates services in the rural communities through participation of Board members who represent all counties and support workforce initiatives. The Board approved affiliate Centers are available in the rural communities of LWIA 20, and provide access to services on-site and via technology. In addition to the Comprehensive Center in Springfield, three Centers are located at community colleges, and one Center is located at the County housing authority office. As mentioned previously, these Centers are located in Beardstown, Lincoln, Petersburg, and Taylorville. All locations have access to services through the use of technology, and are accessible.

D. Describe how the Local Board will support the strategies identified in the WIOA State Plan and work with entities carrying out core programs including a description of the following (679.560(b)(1)(ii)):

- 1. Expanding access to employment, training, education and supportive services for eligible individuals, particularly eligible individuals with barriers to employment;**

In keeping with State and regional goals, the LLWB and core partners support the vision to work towards expanding access to employment, training, education, and supportive services for

eligibility individuals with barriers to employment. The LLWB will leverage resources with its partners, provide and participate in regular partner front line staff training sessions, and continue to support coordinated re-entry and services strategies with the Illinois Department of Corrections and the Illinois Department of Employment Security. Target populations will also be served through our QUEST grants. The One-Stop Partners will expand career services that reduce barriers and guide customers to career pathways and industry credentials for gainful employment in the five county area.

2. Scaling up the use of Integrated Education and Training models to help adults get their State of Illinois High School Diploma and work on other basic skills and English language acquisition while earning credentials and industry-recognized credentials that lead to in-demand occupations;

The LLWB is supporting this strategy with the inclusion of labor market sectors that will allow for the ICCB approval of bridge and IET programs. In addition, the Board supports programs offered by Lawrence Education Center (LEC) and Lincoln Land Community College (LLCC). A few highlights are:

The Hospitality Bridge at LEC is partnered with a vocational course for the Illinois Food Managers' Certification. Instructional staff at LEC are certified to proctor this exam for this State of Illinois certification which will allow students to train in management for the Hospitality industry at restaurants, bars and hotels to be able to move into a higher area of this in-demand industry and a sustainable wage.

LLCC will collaborate with Career Technical Education and industry partners to reduce participant's progression barriers within occupational training programs. Work with WIOA partners to ensure integrated wrap-around services are provided throughout education and workforce preparation to enhance successful transitions into career opportunities through IET models.

3. How the core programs in the local area will leverage their business services to provide more holistic support to employers;

Core Business Services Team Partners will continue to meet monthly to ensure that businesses receive holistic, coordinated support and services. The BST partner group will also maintain regular communications regarding strategies, planning, and support to facilitate business service events.

4. Increasing the awareness of the services the workforce development system offers both individuals and employers in the local area;

The LLWB will increase awareness of services by regular sharing and dissemination of up-to-date program, project, and service information through participating in monthly partner service coordination meetings, monthly economic development partners meetings, monthly business services team meetings, and quarterly regional partner meetings.

5. Determining the most effective marketing methods and messages for informing college and university students about Prior Learning Assessments;

The LLWB will educate partners and front-line staff on the Prior Learning Assessment methods currently being utilized in the workforce area. This information will also be presented at the front-line staff training that is held every other month. Additionally, this information will be presented during partner orientations. Follow-up data will be collected from customers to help gauge effectiveness of marketing methods to determine if additional marketing methods are needed. Social media platforms are used to promote and market PLAs and have been found to be the best vehicle to market to specific target markets.

LLCC continues to offer traditional opportunities to gain credit for prior learning such as proficiency testing to gain credit for certain courses, credit for military school training, and credit recognition for state or national exam passage. LLCC is also pursuing approval to offer competency-based programs in Help Desk and Networking through its participation in the ATOMAT grant consortium. If approved, these programs will include opportunities for students to demonstrate competency due to prior learning.

6. How targeted marketing will be used to reach various segments of the labor force, such as mature workers and the underemployed, who may not require extensive education or training to qualify for jobs in high demand occupations, as well as younger jobseekers that do not yet have a plan for a post-high school career;

As noted in the EDR 1 regional plan, the median age is increasing for our LWIA. We are also starting to see more mature workers returning to the workforce. Marketing to those populations will be a priority.

LLWA hosts various hiring events which are held at the One-Stop Center. In addition, we market the IDES employability workshops throughout the community. We utilize the Chamber's e-newsletter to market services and programs so the business community is aware of all of the One-Stop offerings. Facebook and other social media platforms are used to promote events and educational opportunities. Lastly, calendars and flyers are produced on each specific event and training opportunity, and are also posted to the Illinois workNet event calendar.

Younger job seekers are targeted by the following strategies and events;

- Social media
- Contact with high school post-secondary counselors
- On site presentations at area high schools
- On site presentations during orientations with training providers
- Participation in youth job fairs
- Flyer dissemination to community and youth service providers in LWIA 20

7. Facilitating the development of career pathways and co-enrollment, as appropriate, in core programs (§ 679.560(b)(2)(ii)); and

The LLWB will continue to explore, develop, and expand career pathways with education partners and businesses that may include co-enrollment in core programs. The LWIA will work regionally to catalog existing pathways to determine what middle skilled jobs exist and target training resources for development or expansion. The LWIA has experience in developing career pathways as evident through special grant awards, projects, and regional initiatives.

8. Improving access to activities leading to a recognized post-secondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable) (§679.560(b)(2)(iii))

The LLWB will continue its close involvement with One-Stop Partners, under the Workforce Innovation and Opportunity Act, to expand access to programs, increase skill levels, reduce barriers to employment, and award credential attainment. The LLWB will continue to provide information to customers about Career Pathways, in-demand occupations, all training options and career ladders. Additionally, the LLWB will encourage the use of assessments, such as:

- **Illinois workNet Assessments**, Illinois workNet offers assessments that can be used as part of the career development process. The following assessments are available online with this site:
 - Skill and Interest Surveys (Self-accessed Assessments)
 - Employment 101 Pre / Post-Assessment and Certificate of Completion (Self-accessed Assessments)
 - NOCTI 21st Century Skills Assessment Certificate (Partner Initiated Assessment)
 - Observational Assessment (Partner Initiated Assessment).

The LLWB will continue to target outreach to historically marginalized populations and community organizations who serve these populations. We will also increase access to technology through the resource room and workshops, and events. We also offer support services (such as childcare and transportation) to customers to eliminate barriers. We provide direct linkages to all other support services, priority of services to customers, and make sure the One-Stop center continue to be physically and programmatically accessible for individuals with disabilities.

E. Describe how local strategies will be coordinated with state (including the Illinois' WIOA State Plan), regional and local partners to enhance services and avoid duplication of activities, including a description of the following:

The LLWB plans to continue to evolve and work towards its service integration goals of the One Stop System. Integration and coordination of services through the One-Stop partners will continue to be pursued in an effort to enhance strategies with State, regional, and local partners following State planning guidance. One-Stop Partners continue to work to better provide customer service with shorter wait times and less duplication of services, resulting in a satisfied customer. One of its goals is that the system is logical and accessible for all job seekers and businesses, and that we have increased accountability through the streamlining of services. Additionally, all partners provide online links to other partners' webpages and their resources. Regular partner meetings also assist in ensuring that duplication of services is avoided.

The narrative portion of the MOU specifies the roles of partners and the budget spreadsheets show the contributions for each partner. The One-Stop Operator will assure that partner responsibilities are being met and that the One-Stop Center is certified by June 30, 2024. Quarterly reports will also continue to be provided to the Board and committees to show the progress towards the designated strategies, goals, and compliance with performance measures.

1. **Adult, Dislocated Worker and Youth employment and training activities under WIOA Title I-**The Land of Lincoln Workforce Alliance will coordinate training and employment activities following a sectoral approach to workforce development as identified by the State and region. Employment and training activities will primarily focus on the Healthcare & Social Assistance, Manufacturing, Transportation, and Ag Production industries. As mentioned previously, the secondary industries of Construction and Information Technology will also be explored to develop strategies for career pathway development in the local area and region. Coordination activities with One-Stop Partners will include continual front line staff training with partners which continuously provide information about available training programs and partner services.
2. **Adult education and literacy activities under WIOA Title II. This description must include how the Local Board will carry out the review of local applications submitted under Title II consistent with WIOA Secs. 107(d)(11)(A) and (B)(i) and WIOA Sec. 232**

Adult Education and literacy coordinates with the One-Stop system to increase basic skills of adults and youth who need marketable skills for employment. This will also include the continued expansion of Bridge programs as mentioned in the State, regional, and local plans.

To increase adult education and literacy training, the LLWB annually solicits applications for training programs on a competitive basis through an RFP process. Applications are reviewed by a team to see which training programs will best address the Title II needs of the LWIA. They are evaluated on program design, performance history, partnerships and linkages, financial ability of the organization, and if the associated costs are reasonable. The committee makes recommendations to the Board for approval. The full LLWB then votes to approve or deny these programs at the May Board meeting(s), and as needed during the program year.

3. **Wagner-Peyser Act (29 U.S.C. 49 et seq.) services-**Labor market data is coordinated through Wagner-Peyser by monitoring labor market trends to meet the needs of the changing workforce. Labor trends will continue to be tracked in order to be aware of occupations that may rise to the top of the demand scale. Local workforce data will be updated to determine emerging workforce and training needs to meet employment demands in the area. In addition, employment data, employability skills, and assessment will be coordinated for non-duplication and consistency of services provided at the One Stop Center. Wagner-Peyser/IDES staff also provides assistance by appointment in serving customers with UI claims and with Illinois Job Link (IJL), the statewide database for job seekers. Veteran's representatives will continue to work with veterans for employment in the community. Approximately 30-40 RESEA referrals are received from IDES each month. Additionally, Land of Lincoln Workforce Alliance and IDES coordinate participation at numerous area job fairs and rapid response events. Wagner-Peyser funds are used by the Illinois Department of Employment Security (IDES) to provide employment services to all job seekers and employers seeking qualified individuals. Those services are provided online through the state's labor exchange system, Illinois JobLink or by IDES staff located in AJCs and include, but are not limited to, career services, job readiness, employer outreach, employer seminars, employment retention services, labor market information, career information, employment plans, and referrals to training, educational opportunities, and support services. Employment services offered include assessments for job placement, job search assistance, and online job

application processing. Employment Security is responsible for increasing community awareness about the services provided via job fairs, community collaborations, onsite recruitments, resource linkage and presentations to both job seekers and employers. Wagner-Peyser Employment Services are available for all U.S. citizens and those eligible to work in the U.S. IDES also employs dedicated staff who conduct outreach to migrant and seasonal farmworkers to inform them of services available in the AJCs, their employment rights, and how to file any employment-related complaints. IDES also employs an MSFW State Monitor Advocate who monitors whether MSFW's are receiving equitable services as required under Wagner-Peyser.

4. **Vocational rehabilitation service activities under WIOA Title IV-** The Department of Rehabilitation Services (DRS) will coordinate the provision of services to individuals with disabilities via the One-Stop in Springfield. Three mornings/ business days per week, a vocational rehabilitation counselor will be available in person to meet with individuals with disabilities seeking services. On days when a counselor is not available in person at the One-Stop, an individual at the One-Stop wishing to access DRS services will be able to directly link to the local Springfield DRS Field Office using the direct linkage services. In either instance, a referral will be completed by DRS staff at the time of inquiry, an explanation of available services will be provided, and questions will be answered. Upon receipt of the completed referral, the assigned DRS counselor will work with said customer to determine eligibility for services and subsequently develop an Individual Plan for Employment outlining services the customer is eligible to receive. Services available may include, but are not limited to: job search and placement assistance; referral and coordination with other services; provision of workforce and labor market information and statistics; information related to performance and cost on providers of education, training, and workforce services; performance information for the local area as a whole; information on the availability of supportive services; assistance establishing eligibility for financial aid for non-WIOA training and education; comprehensive and specialized assessments; individual counseling; career planning; short-term pre-vocational services; internships and work experience; workforce preparation activities; and out-of-area job search assistance. Additionally, DRS will arrange cross training via front line staff training participation for all partner staff to prepare them for working with customers who utilize assistive technology, which is also a State and regional initiative.
5. **Relevant secondary and post-secondary education programs and activities with education and workforce investment activities-** The LLWB will continue to coordinate and implement new training and career pathway strategies with area high schools, community colleges, truck driver training facilities, vocational schools, unions, and other service providers who have developed customized programs for employers in the workforce area. Additionally, regularly scheduled meetings with the One-Stop Operators and the Partners will assist to ensure there is no with duplication of services. Approved and new training programs and initiatives are always discussed and approved by the LLWB during regular meetings to confirm these programs are also relevant and best serving the needs of businesses.
6. **How the Local Board will support the state strategies identified under 20 CFR 676.105 and work with the entities carrying out core programs and other workforce development programs including programs of study and career pathway programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) to support service alignment and needs identified in regional or local level assessments, including the Perkins Comprehensive Local Needs**

Assessment- Labor market data will be reviewed and coordinated with Perkins/CTE partners to assure that workforce training at the secondary and post-secondary level is consistent with local workforce demand and anticipated needs. Information from local Workforce Boards along with data gleaned from IDES and research tools will help to ensure that service alignment occurs and that programs of study offered are in sync with strong and growing labor demands in the region along with industries that are projecting growth. Perkins workforce training programs currently exist at Lincoln Land Community College and Capital Area Career Center. Both groups have various sector advisory committees made up of businesses and experts in the field who provide input on labor market changes and training or credentials needed by the industry. The Title I Executive Director and Assistant Director will continue to participate in Perkins program advisory groups to review labor market data, training enrollment/expansion, and to help ensure that the advisory committees benefit from the perspectives of the workforce development system.

- 7. Provide a copy of the local supportive service policy and describe how the Local Board will coordinate the provision of transportation and other appropriate supportive services in the local area; and include information on the support services by each local program as appropriate.**

The LLWB Supportive Services Policy is attached as an appendix with other local policies. The LLWB promotes coordination among community service providers. Customers interested in training must also apply to the Community Child Care Connections through DHS for child care assistance prior to supportive services being awarded by LLWA. This also help ensure that no duplication of childcare assistance is being provided, only supplemented if applicable.

Transportation assistance is a little more difficult to coordinate. However, a transportation and childcare provider list was developed locally and shared regionally. As partners work through the MOU, better ways to coordinate supportive services will be addressed. Sangamon and Menard Counties did develop SMART transportation since the last plan and this addresses transportation issues within and between these two counties. Transportation supportive services are provided primarily in the form of bus tokens/pass and mileage reimbursement based on the support services policy.

- F. Describe how the local area will provide adult and dislocated worker employment and training activities including:**

- 1. A description and assessment of the type and availability of adult and dislocated worker employment and training activities in the local area.**

The assessment of adults and dislocated workers interested in training includes determining their basic skill levels in Reading and Math. The Test of Adult Basic Education (TABE) is administered to determine if educational levels are met for the approved training program. Adult Education partners will utilize the Comprehensive Adult Student Assessment System (CASAS). Career Planners also complete an in-depth comprehensive assessment which includes a review of occupational/labor market information, and addresses any potential barriers or suitability issues which may affect the individual's ability to successfully complete training, earn a credential, or become employed in the field.

2. A description of how the Local Board will coordinate workforce investment activities carried out in the local area with statewide rapid response activities.

DCEO, The Land of Lincoln Workforce Alliance, and the Illinois Department of Employment Security take the lead when providing services to companies and employees impacted by a business closure or lay-off. The process begins with an initial meeting with the employer. Rapid Response workshops for the workers affected begins the process of assisting the employees with their training and employment needs. Workshop topics generally include: unemployment insurance, healthcare and insurance, available training and employment opportunities, including work-based learning, and review of other community organizations that provide a variety of resources and assistance. Local area staff coordinate services with the State Rapid Response Team from DCEO. Event tracking is entered on IEBS, including worker surveys that identify service needs. If additional funding is needed, funding will be requested from the Illinois Department of Commerce and Economic Opportunity.

Occupational training is primarily provided through Individual Training Accounts (ITAs) or customized trainings. Work-based learning includes work experience and on-the-job training (OJT), and is an option for individuals that can benefit from learning on-the-job rather than in a classroom setting. A variety of post-secondary and vocational training programs exist in the State and in LWIA 20 area. Approved training programs are focused on labor market information including demand occupations.

The LLWB will continue to respond to business and job seeker needs to strengthen and develop adult and dislocated worker activities that will result in quality, career pathways and high quality jobs. The range of programs available on the statewide Eligible Training Provider List (ETPL) has allowed individuals who lost their jobs to retrain for more secure and family-sustaining employment. The availability of short-term training programs in high demand occupations resulting in quick employment will be very important in order to address shortages and get people working quickly. Continued business engagement will be a key component to ensure that the state, local areas, training providers, and partners continue to work together to address business needs. LLWB continues to provide additional pathways to jobs and apprenticeships which may also require greater investments in support services. Additionally, we will continue to develop strategies to connect adults and dislocated workers to quality occupations with wraparound supports in place to help set them up for continued success.

G. Describe how the local area will provide youth activities including:

- 1. A description and assessment of the type and availability of youth workforce investment activities in the local area including activities for youth who are individuals with disabilities, which must include an identification of successful models of such activities.**

Youth in the LWIA 20 area face a multitude of challenges including high unemployment rates. Skill levels have decreased and employability or essential skills are sorely needed. Of particular importance is the need for youth to see the relevance of career pathways and the importance of credential attainment. The LWIA funds(ed) three youth providers, listed below.

Capital Area Career Center Skilled Trades Essentials Program (STEP) is also an out-of-school youth program that focuses on industry safety and introduction to the trades, welding, building

trades, HVAC, and electrical systems. Participants also participate in financial literacy and entrepreneurship training, and development of soft skills. Participants have the opportunity to earn the following credentials; OSHA 10, EPA 608, Employment Ready Certification for basic refrigeration and charging procedures and American Welding Society certifications. They receive cash incentives and stipends for attendance and attaining program goals. Support services are provided as needed. Placement into paid WBL opportunities is also available followed by follow up services for all participants.

The **Fishes and Loaves** Pathways to Success Program (PTS) is a third out-of-school youth program for entry level positions in the Health Sciences pathway. In addition to career planning, tutoring, leadership development, guidance/counseling, financial literacy, support, and follow up services, participants complete basic nurse assisting training and sit for the CNA state board exam. Those who successfully complete the program may also be placed into paid WBL opportunities.

2. A description of how local areas will meet the requirement that a minimum of 75% of the youth expenditures be for out-of-school youth.

We will continue to deliver or partner with programs that train youth in skills needed for high growth employment in our area. Youth with disabilities may participate in these programs. Youth providers are procured in January annually. The LWIA 20 procurement policy is included which defines the process for selecting youth providers. The LLWB primarily solicits for out-of-school youth programs which includes out-of-school youth eligibility requirements. The success of our youth providers will be determined by their ability to help LWIA 20 surpass the negotiated performance measures by which the youth programs will be judged. Some adjustments may be needed for programs that work with youth with barriers to employment and the most difficult to serve.

The LLWB approves all local training policies annually at the spring meeting. In addition to policies, the WIOA Participant Handbook is updated and provided to customers. This outlines policies and requirements in an easy to understand format.

3. The design framework for youth programs in the local area, including how the 14 program elements will be made available within that framework (681.460).

The required 14 youth program elements are incorporated in all aspects of youth programming. They are required as part of the youth RFP proposal responses. They are incorporated into the Individual Service Strategies, and they are reviewed during intake and disseminated as part of every participant handbook.

H. Provide a description of how the local area will provide services to individuals with barriers to employment as outlined in the WIOA State Plan:

1. How priority will be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient consistent with WIOA Sec. 134(c) (3) (E).

For training services such as academic classroom training, ITA approved occupational training, cohort/customized training and other skills special project training, a list is maintained with the

type of priority being identified. Enrollment into one of the above training options is based on priority. Supportive Services are determined during career planning and are calculated at the time of enrollment. Supportive services are based on policy and fund availability.

Priority Groups

Veterans

Defined under Veterans Priority Policy.

Public Assistance

Defined under ITA Policy, page 1.

Low Income

Defined under ITA Policy, pages 1 and 2.

Basic Skills Deficient

Defined under ITA Policy, page 2.

Order of Priority

1. First, to veterans and eligible spouses who are also recipients of public assistance, are otherwise low-income, or basic skills deficient.
2. Second, to individuals who are not veterans or eligible spouses who are included in the groups given priority for WIOA, and recipients of public assistance, are otherwise low-income, or basic skills deficient.
3. Third, to veterans and eligible spouses who are not included in these priority groups.
4. Last, to non-veterans and eligible spouses outside the priority groups.

At minimum of 75% of Adult enrollments are to be members of at least one of these four priority groups.

2. Provide information on local programs, policies and procedures to address and mitigate barriers to employment and training.

The demographic information supplied by the Illinois Department of Employment Security concerning race, gender, and targeted populations, as well as data gathered by LLWA during the application process is continually reviewed. Career Planners are aware of the IDES reports and are utilizing career planning and career counseling to encourage these populations to engage in education and training programs that will have increased earnings and long-term employment opportunities. Career Planners also maintain up-to-date knowledge of many community programs that can provide resources to individuals who are exhibiting the need for various wrap-around services. They also have access to the Illinois workNet Service finder and resources such as 211 to search and identify services providers for any type of need in the workforce area. Moving forward throughout the course of this plan, the local Partners will regularly examine data at regional and local meetings to ensure any inequities are addressed through continuous policy and programming development.

3. How the local workforce areas will ensure equitable access to workforce and educational services through the following actions:

- a. **Disaggregating data by race, gender and target populations to reveal where disparities and inequities exist in policies and programs.**

LLWB will provide quality services to all customers including priority populations listed below that are outlined in the State, regional, and local plans. A Priority of Service Policy (attached) has been approved by the LLWB that addresses these populations. Data gathered during planning shows that the region has a larger than average population of Veterans compared to the State of Illinois's average. In addition, data also shows that the poverty rates in all five counties of LWIA 20 remain, thus increasing the low income population. One-Stop Partners will work cooperatively to serve these and all priority and target populations.

In addition, we recently changed our online pre-application to include statistics related to race, gender, and target populations so LWIA 20 is more aware of the customers we serve and how we can better address any inequities. We also run reports in IWDS to examine the data related to these special populations.

The Workforce Equity Initiative is an expanded version of LLCC's Open Door program. The purpose of the Open Door - Workforce Equity Initiative is to train individuals in occupations leading to immediate employment. The Workforce Equity Initiative, funded through an Illinois Community College Board grant, will serve more than 100 low-income students; 75% of whom must be African American. The Workforce Equity Initiative will provide short-term, post-secondary education/training programs designed to help participants gain employment in high-wage and in-demand occupations. This program is supported by the Partners and continues to be promoted with customers in the One-Stop system.

b. Exposing more high school students, particularly young women and minorities, to careers in science, technology, and engineering and math fields.

LLWB continues to inform and advise staff and youth contractors about STEM deficits for minorities (including young women). LLWA staff encourages inclusion of STEM exposure in youth programming and encourages minority students (including young women) to pursue STEM, specifically in our Cass County location. LLWA has worked on translating materials and offers them to clients whenever possible. Our County staff and Business Services Representative encourage businesses to partner with high schools and colleges, specifically addressing careers in the STEM field. For example, we recently connected Springfield Clinic to the Health and Science Academy at Springfield Southeast High School during a Business Services visit. STEM careers and training programs are regularly discussed with our regional/local partners and board members. Additionally, the continuous cultivation of opportunities are researched and LLWA works to get additional programs added to ETPL. Lastly, we support many programs and various STEM grants through referrals and letters of support.

c. Exploring how effective mentor programs can be expanded to adults, particularly those who are displaced and moving to a new career.

Sangamon CEO and Making the Grade are two programs in the area that have mentors as part of their programming. Supporting these programs more would be a way to increase mentorship opportunities for youth in the community. However, modeling these programs would be a great way to model a mentoring program for the adult population as well. Utilizing the Board members as career mentors or developing a program through other community service providers would be

another way to ensure success with our adult customers. These are areas to further examine and look to expand upon in the future.

d. Ensuring workforce services are strategically located in relation to the populations in most need.

The LLWB ensures that workforce services are strategically located in relation to populations who are in need. The LLWA, One Stop Comprehensive Center is centrally located in Springfield, and located within a disproportionately impacted area. The other four county workforce offices are located at three community college locations and one is located at the local Housing Authority office.

4. Describe any efforts in the local area to support immigrants and migrants through the appropriate and allowable workforce services.

a. This addition aligns local planning efforts with language and efforts included in the Illinois WIOA Unified Plan.

Key strategies that will be utilized to support immigrants and migrants are outlined as follows;

- QUEST grant efforts targeted historically marginalized populations
- UMOs was added to LWIA 20's One Stop Partner MOU in 2025
- Customers will be referred to ESL programs as appropriate
- Customers will be referred to appropriate advocacy groups
- Fostering inclusive environments
- The Immigration Project is a nonprofit organization available to provide immigration legal assistance in Central Illinois. They are also designated as an Illinois Welcoming Center
- Cass County Health Department is also designated as an Illinois Welcoming Center

5. Describe efforts in the local area to support SNAP program recipients.

a. This addition is in response to the new work requirements for SNAP recipients and will align local plans with the modification to Illinois' 2024 WIOA Unified Plan.

In immediate response LWIA 20 will begin to plan to work with SNAP program recipients and the new work requirements. Key plans and strategies are as follows;

- Maintain awareness of and respond to new guidance and policy as it is made available
- Facilitate training to all One Stop Partner front-line staff
- Educate SNAP recipient job seekers on requirements, resources, and exemptions
- Continue to provide priority of service to Low-Income, SNAP recipients
- Continue to provide career and training services to SNAP recipients
- Remove barriers and provide support services to help ensure successful completion of training hours and programs

6. Describe plans in the local area to coordinate services with recipients of Workforce Pell Grants beginning with the 2026-2027 academic year.

a. This addition is in response to the new Workforce Pell grants and will align local plans with the modification to Illinois' 2024 WIOA Unified Plan. While final rules regarding those grants will not be available when local workforce areas are drafting their modifications, local areas should describe how they are

planning to coordinate with recipients of the Workforce Pell Grants.

In immediate response to begin planning for coordination of these services in LWIA 20, key plans and strategies are as follows;

- Maintain awareness of and respond to new guidance and policy as it is made available.
- Prepare to implement new guidance and policy
- Evaluate current short-term programs and credentials
- Coordinate and leverage funding with Title I funding to reduce gaps, maximize utilization, and avoid duplication.
- Coordinate with education and training providers to reduce gaps, maximize utilization, and avoid duplication
- Ensure that strategies align with regional and State sector priorities and demand jobs

I. Describe how the local area will utilize a customer-centered approach to its service delivery model, including the following:

1. How a customer-centered or human-centered approach will be used over the course of this plan to improve local service delivery methods.

The LLWB applies a human-centered design approach to deliver services to job seekers and businesses with an emphasis on targeting the most historically vulnerable populations. Efforts are made to ensure staff are meeting people where they are. Customer surveys are encouraged and obtained from job seekers and customers of the One Stop Center in effort to ensure continuous improvement.

3. Any efforts to provide services to customers in the spaces where they commonly visit (i.e., using a bus or other mobile solution to provide services outside of the one-stop center or having a local workforce representative available at a public library at set times).

Alternative space options have previously been discussed, offered, and explored, but would need further planning and development. Career planners and Business Service Representatives are mobile when necessary and within reason in order to best accommodate customer needs. Services are periodically provided off-site at high schools, training institutions, service providers, businesses, partner locations, or a mutually agreed upon public location when necessary. Virtual options are also available.

3. Any efforts to review and update the referral process, including creating a universal referral process, utilizing an electronic referral management system, expansion of referral pathways, etc. If there are obstacles to updating the local area's referral process, describe them here

Efforts to update referral processes are continuously visited and discussed. A universal, electronic system would be ideal. Regional and local partners are hopeful that this can be incorporated into the new State-wide data management system that is currently in the early development stages, and will be housed at <https://www.illinoisworknet.com/>

Past/current obstacles discussed have primarily been costs associated with an electronic system and data sharing amongst partners.

J. Describe training activities in the local area, including the following;

- 1. How local areas will encourage the use of work-based learning strategies including the local area goals for specific work-based learning activities and proposed outcomes related to these activities;**

Work based learning (work experience, internships, and OJTs) have consistently increased over the years and continues to be encouraged and utilized as a training strategy by the LLWB. Regular outreach and communication with area employers, both those on the LLWB and through other partnerships established over the years have also proven to be a reliable source for employer outreach strategies. Employer organizations, such as the Economic Development organizations and the Chambers of Commerce, have links to employers and provide valuable information to/about the LLWB. The One-Stop System Business Services Team initiatives continues to operate with members from One-Stop Partners, business, economic development, and the local Chambers. The Business Services team now utilizes common marketing materials and outreach processes. The Business Services team conducts business visits and reviews input from these visits. This will also continue to be used as a guide when implementing business service strategies in the workforce area. The active participation of the business services team will be essential for the long-term success of work-based learning activities.

LWIA 20 Plan—Work-Based Learning Training Goals

| Funding Stream | On-the-Job Training | Work Experience | Internships |
|-----------------------|----------------------------|------------------------|--------------------|
| Adults | 10 | 5 | 0 |
| Dislocated Workers | 10 | 5 | 0 |
| Out-of-School Youth | 50 | 25 | 40 |
| QUEST | 6 | 4 | 0 |

- 2. Describe how local areas will provide training and professional development opportunities to staff regarding equity, access, trauma-informed care, and other topics concerning a customer-centered approach to service delivery.**

The LLWB will provide training and professional development opportunities regarding equity, access, trauma-informed care, and other topics by contracting with Change Bridge Consulting to come in and provide training for staff. Staff will also continue to participate in regularly scheduled professional development opportunities, more commonly referred to as “Workforce Wednesday Webinars” provided by the Illinois State University’s WIOA Professional Development Committee.

- 3. How training services outlined in WIOA Sec. 134 will be provided through the**

use of individual training accounts, including, if contracts for training services will be used, how the use of such contracts will be coordinated with the use of individual training accounts under that chapter, and how the Local Board will ensure informed customer choice in the selection of training programs regardless of how the training services are to be provided (§ 679.560(b)(18));

The LLWB will strive to help qualified adult job seekers acquire jobs, explore career opportunities and upgrade their existing skills to create a better quality of life. Training and service options will include:

- Emphasis on training through Individual Training Accounts (ITAs), class size training, on-the job training, and other contracts for service that are developed for the workforce area;
- Career pathway information, skills upgrade opportunities and other career services provided at the local One-Stop Center, rural outreach Centers, and through WIOA partners;
- Provide staff and partner-assisted career services at the Illinois workNet/ One Stop Center;
- Provide available training services and related staff and sub-contractor assistance;
- Provide On-the-Job Training, Work Experience, Incumbent Worker Training, and Customized Training developed directly with area businesses;
- Provide apprenticeships and on-the Job Training in conjunction with Individual Training Accounts.
- Provide each customer guidance and thorough career counseling services along with presentation of up-to-date labor market information and the Eligible Training Provider List to ensure that customers are making the most informed and appropriate selection of training options that are available.
- Provide training services to qualifying applicants with staff, partner, and subcontractor assistance as necessary.

4. How the Local Board will ensure the continuous improvement of eligible providers of services through the system and that the providers will meet the employment needs of local employers, workers and jobseekers; and

The LLWB approves and recertifies eligible all local training providers and programs that are added to and are recertified for approval on the eligible training provider list. Recertification processes include review of provider and training program enrollments and performance outcomes. The LLWB is also committed to staying informed with local business, their training needs, and will ensure the availability and approval of corresponding training provider programs necessary to provide continuous improvement enhancements as in the workforce area and throughout the course of this plan.

5. How the local area tracks non-enrolling basic services provided to reportable individuals

The LLWB tracks each customer who enters the One Stop Center and outreach locations by utilizing a sign in sheet, and enters local and basic career services utilized into the Illinois Workforce Development System database.

K. Describe if the local board will authorize the transfer of Title IB workforce funds, including the maximum dollar amount and/or percentage that is authorized to be transferred on an annual basis.

1. To transfer funds between the adult and dislocated worker funding streams.

Poverty levels for all five counties in the LWIA 20 workforce area show increases in the economically disadvantaged population. For the past several years, LWIA 20 has transferred funding from dislocated worker to the Adult funding stream in order to meet the vast need of individuals requesting services. The current maximum allowed dollar amount for transfer is up to 100% of funding. The LLWB will continue to follow according to policy and based on funding need. The trend for the past several years has been that economically disadvantaged adults requesting training and supportive services has exceed the numbers of dislocated workers requesting the same. The LLWB has also applied for supplement grants such as the QUEST grant in effort to offset and funding transfer needs.

2. To use funds for incumbent worker training as outlined in WIOA Sec. 134(d)(4)(A)(i).

The LLWB will provide incumbent worker training as a local strategy and per WIOA regulations, and may transfer up to 20% for incumbent worker training from the adult and dislocated worker funding streams. The LLWA and Board will determine the percentage each year as part of the annual planning process. After WIOA Final Rules were issued, LWIA 20 updated the incumbent worker policy and created an on-line application process for businesses. The LLWB will continue to offer incumbent worker training as a local strategy and market to businesses throughout the area. The LLWB has a history of annually funding several Incumbent worker projects, and finds it to be a very valuable resource and strategy to serving businesses in the workforce area.

3. To use funds for transitional jobs as outlined in WIOA Sec. 134(d)(5).

No funds have been or are currently planned to be allocated towards transitional jobs at this time. However, may be an option utilized in the future if or as needed.

4. To use funds for pay for performance contracts as outlined in WIOA Sec. 133(b)(2-3).

No funds have been or are currently planned to be allocated towards pay for performance contracts at this time. However, may be an option utilized in the future if or as needed.

L. Describe how a responsiveness, inclusivity and accessibility is or will be incorporated in the operating systems and policies as part of the Local Workforce Innovation Areas (LWIAs)

The LLWB will continue to take the following steps to incorporate a responsiveness, inclusivity and accessibility into its policies and daily operating;

- Acknowledge and respect diversity and inclusion.

- Target outreach to other organizations serving historically marginalized populations.
- Avoid using unfamiliar acronyms, abbreviations, and terms in materials.
- Build upon existing RIA initiatives in the community to expand across workforce and economic development efforts in the workforce area.
- Continue to identify and work towards eliminating barriers to accessing services including lack of technology, transportation, childcare, etc.
- Explore resources to address digital literacy barriers for participation in workforce development programs.
- Participate in workshops and trainings to address RIA issues.

CHAPTER 5: PERFORMANCE GOALS AND EVALUATION – LOCAL COMPONENT

The plan must include information on the actions the Local Board will take toward becoming or remaining a high performing board, consistent with the factors developed by the State Board (WIOA Sec. 101(d)(6) and (§ 679.560(b)(17)). LWIAs are required to provide information and analysis regarding the challenges and opportunities that are associated with performance goals and evaluation.

- A. Provide information regarding the local levels of performance negotiated with the Governor and chief elected official consistent with WIOA Sec. 116(c), to be used to measure the performance of the local area and to be used by the Local Board for measuring the performance of the local fiscal agent (where appropriate), eligible providers under WIOA Title I Subtitle B and the one-stop delivery system (core and required partners as applicable) in the local area (§ 679.560(b)(16)).**

1. WIOA Performance Measures

LLWB negotiates planned performance goals and projected service levels with DCEO every other year, depending on changes to the State’s negotiated position with DOL. Performance is closely monitored and reported to the CEOs and the WIB on a quarterly basis. Outcomes are closely monitored and used for continuous program improvement and new program planning. At this time the Land of Lincoln Workforce Alliance continues to operate under the PY’ 24/25 goals until new goals are negotiated with the State this fall. We will continue to strive to exceed these current measures as we have for the past several years.

| Performance Measurement | PY 2024/2025 Negotiated Goal |
|----------------------------------------------------------------------|-----------------------------------------|
| Adult | |
| Employment Rate 2nd Quarter after Exit | 84% |
| Employment Rate 4th Quarter after Exit | 84% |
| Median Earnings | \$11,000 |
| Credential Attainment | 85% |
| Measurable Skills Gains | 75% |
| Dislocated Workers | |
| Employment Rate 2nd Quarter after Exit | 83% |
| Employment Rate 4th Quarter after Exit | 81% |
| Median Earnings | \$9,750 |
| Credential Attainment | 87% |
| Measurable Skills Gains | 75% |
| Youth | |
| Employment/Placement in Education Rate 2nd Quarter after Exit | 83% |
| Employment/Placement in Education Rate 4th Quarter after Exit | 83% |
| Median Earnings | \$5,500 |
| Credential Attainment within 4 Quarters after Exit | 83% |
| Measurable Skills Gains | 78% |

2. Additional State Performance Measures

Additional State Performance goals are often negotiated and established through supplemental grant applications and technical proposals between the LLWA and DCEO. Monthly and quarterly reports are prepared and submitted to DCEO. Current supplemental enrollment, budget, and performance goals are being met for special projects in place. The LLWB also has a history of performing above the targeted, negotiated goals for the State.

B. Describe how the current and planned evaluation activities and how this information will be provided to the Local Board and program administrators as appropriate.

1. What existing service delivery strategies will be expanded based on promising return on investment?

Currently, reports on successful strategies occurring within the One-Stop Center are reported at each Board meeting. In addition, Service delivery strategies are reviewed as needed or at minimum on a monthly basis at the One-Stop Operator meetings. The strategies that may be expanded upon based on their return on investment will also include strategies and goals selected from the new service integration assessment tool. Workforce equity will continue to be further explored and expanded upon along with services for returning citizens. Eliminating barriers for customers will always be a unified partner goal. We are also hopeful that IDES will be able to return to pre-pandemic service levels at some point during the course of this plan. We are also hopeful that the new statewide database system in its early development stages will be able to expand upon partner referral tracking.

2. What existing service delivery strategies will be curtailed or eliminated based on minimal return on investment?

There are no current plans to curtail or eliminate service delivery strategies. However, service delivery strategies are reviewed as needed or at minimum on a monthly basis at the One-Stop Operator Meetings.

3. What new service strategies will be used to address regional educational and training needs based on promising return on investment?

Please also see regional plan. LWIA 20 will engage and regularly communicate with its LWIB, partners, and stakeholders on projects, programs, and activities to ensure we are making good decisions, meeting the needs of our workforce area, effectively and efficiently utilizing resources, and to focus on continuous improvement. LWIA 20 will track and annually report ROI to its LWIB, partners, and stakeholders.

a. What return on investment and qualitative outcome data for various education and training programs will be collected to identify barriers to enrollment?

The LLWA and most of the training providers in LWIA 20 and the region collect certification and employment data on customers who complete training programs. Wages post exit, per funding stream in comparison to budget are typically used as a measurement to determine a return on investment. Data from IDES and ICCB is also utilized along with information collected from community college advisory committees.

b. What are the most cost-effective approaches to taking down those barriers or helping residents overcome them?

Easy, cost-effective approaches to removing barriers to enrollment are;

- Targeted outreach approaches to increase awareness and promote and encourage enrollment.
- Simplifying access and application procedures
- Provide access to technology
- Provide guidance and support services.

- Assist with navigating application and enrollment processes.

C. Describe how responsiveness, inclusivity and accessibility is or will be incorporated in the analysis of performance goals and implementation of evaluation activities.

Creating an inclusive workforce has been a large part of WIOA since its inception. For PY'24 and PY'25, a Statistical Adjustment Model (SAM) will be formally implemented in performance negotiations and performance assessment by DCEO. Prior to negotiations each LWIA will be provided information that will inform and guide them on negotiated outcomes based on the SAM'S predictive regression model. It will include narrative context for factors anticipated to affect trends in performance outcomes. The same model will be utilized for adjusted outcomes at year-end. The model will remain static and in effect for the two-year reporting period. The model will be reviewed and has potential to be revised prior to each negotiation period.

CHAPTER 6: TECHNICAL REQUIREMENTS AND ASSURANCES- LOCAL COMPONENT

This chapter includes the technical requirements and assurances that are required by the Workforce Innovation and Opportunity Act (WIOA Sec. 121 (c)(2)(iv)). LWIAs are required to provide information and analysis regarding challenges and opportunities that are associated with meeting administrative requirement of the Workforce Innovation and Opportunity Act programs.

A. Fiscal Management

- 1. Identify the entity responsible for the disbursement of grant funds described in WIOA Sec. 107(d)(12)(B)(i)(III), as determined by the chief elected official or the Governor under WIOA Sec. 107(d)(12)(B)(i).**

The Chief Elected Officials have named Sangamon County and its department, known as the Land of Lincoln Workforce Alliance, as the administrative and fiscal agent through which the federal Workforce Innovation and Opportunity Act (WIOA) dollars will be administered.

- 2. Provide a copy of the local procurement policies and procedures and describe the competitive procurement process that will be used to award the sub grants and contracts for WIOA Title I activities.**

The procurement policy is attached to this plan. This policy also identifies the procurement steps utilized when awarding sub-grants and contracts for WIOA Title I program.

B. Physical and Programmatic Accessibility

- 1. Describe how entities within the one-stop delivery system, including one-stop operators and the one stop partners, will comply with WIOA Sec. 188, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and programmatic accessibility of facilities, programs and services, technology and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities.**

The physical characteristics of the comprehensive One-Stop facility located in Springfield, both indoor and outdoor, meet compliance with 29 CFR Part 37 and the most recent ADA standards for Accessible Design and the Uniform Federal Accessibility Standards. Services are available in a convenient, high traffic and accessible location taking into account reasonable distance from public transportation and adequate parking (including parking clearly marked for individuals with disabilities). LLWA is located within an IDES facility and IDES is the lease holder. Remote and electronic career and training service access platforms, mechanisms, and tools are also available to access services. Partner referrals continue to be provided if and as necessary.

Indoor space is designed in an equal and meaningful manner providing access for individuals with disabilities. Additional accommodations are listed below:

- Each location within our LWIA displays the “Equal Opportunity is the Law” notice with the Local EO Officer’s name, title and telephone number.
- The tag line *“equal opportunity employer/program” and Equal Opportunity Employer/ Program and Auxiliary aids and services available upon request to individuals with disabilities. No individual shall be excluded from participation in, denied the benefit of, subjected to discrimination under, or denied employment in the in administration of or in connection with any such program because of race, religion, sex (including pregnancy, gender identity, and sexual orientation) parental status, national origin, age, disability or political affiliation or belief or military service.*

IMPORTANT! This document contains important information about your rights, responsibilities and/or benefits. It is critical that you understand the information in this document, and we will provide the information in your preferred language at no cost to you. Please call your local Illinois workNet office for assistance in the translation and understanding of the information in this document.

¡IMPORTANTE! Este documento contiene información importante sobre sus derechos, responsabilidades Y/O beneficios. Es fundamental que entienda la información de este documento, y le proporcionaremos la información en el idioma de su preferencia sin ningún costo para usted. Por favor llame a su oficina local de Illinois workNet para recibir asistencia en la traducción y comprensión de la información que se encuentra en este document is included on recruitment materials, program brochures, job fairs and similar publications.

- Each training provider certifies or affirms that their facility and programs are accessible to people with disabilities.
- A listing of sign language interpreters is available at all LWIA locations.
- All facilities within the LWIA provide communications with individuals with disabilities as effectively as with others.
- All facilities within the LWIA provide programs and activities physically accessible to individuals with disabilities.
- Written policies and procedures address reasonable accommodations, auxiliary aids and services, and proper protocol to interact with individuals with disabilities.
- Specific training on disability etiquette is conducted with staff. DRS also provides training via our front-line staff training sessions.
- Assistive technology is located in an accessible area, is current, and resource room staff knows how to use the equipment. A manual was created, to assist staff in operating the equipment.

- Quarterly complaint logs are submitted to DCEO’s Equal Opportunity department each quarter.

The comprehensive One-Stop Center will maintain a culture of inclusiveness in compliance with Section 188 of WIOA, the Americans with Disabilities Act (ADA) of 1990 and all other applicable statutory and regulatory requirements. Each partner program affirms through the MOU that they will comply with all accessible requirements. Most programs have their own methods of administration which also govern program accessibility.

2. **Provide copies of executed cooperative agreements (as applicable) which define how all local service providers, including additional providers, will carry out the requirements for integration of and access to the entire set of services available in the local one-stop system with respect to efforts that will enhance the provision of services to individuals with disabilities. [This may include cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers and other efforts at cooperation, collaboration and coordination.]**

A copy of the MOU with One-Stop Partners will be provided, when approved and signed by the CEOs, Land of Lincoln Workforce Board, and One-Stop Partners. This MOU will show how the center meets requirements for integration and the services that are available in the local one-stop system with respect to individuals with disabilities.

C. Plan Development and Public Comment

1. **Describe the process used by the Local Board, consistent with WIOA Sec. 108(d), to provide a 30-day public comment period prior to submission of the plan, including an opportunity to have input into the development of the local plan, particularly for representatives of businesses, education and labor organizations.**

The LLWB published notice in the State Journal Register February 14th, 15th, and 16th of 2024 notifying the public of the availability of the EDR 1 regional and local plans. Plan modifications were posted February 13th, 14th, and 15th of 2026. The plans were posted at <https://worknet20.org> for 30 days. Contact information to reach the Executive Director was also provided. No input from the public in the form of comments, questions, or input was received.

2. **Provide a summary of the public comments received and how this information was addressed by the CEO, partners and the Local Board in the final plan. Provide information regarding the regional and local plan modification**

Measures were taken to allow formal comments. The 30-day public comment period for the Regional and Local Plan was advertised in the local newspaper. A copy of the plan was posted on www.worknet20.org and a copy could have been requested by contacting the Executive Director at the Land of Lincoln Workforce Alliance. Additionally, at the Land of Lincoln Workforce Board meeting, public comment was requested and it was discussed prior to approval of the plans. Comments and questions from all concerned individuals and groups were welcomed and considered. **There were no public comments or revisions to the plan.**

The Chief Elected Officials of LWIA 20 and the Land of Lincoln Workforce Board reviewed and approved the plans in March 2026.

D. Describe how responsiveness, inclusivity and accessibility is or will be incorporated in with meeting the administrative requirement of the Workforce Innovation and Opportunity Act programs.

The LLWA will review and clarify current policy for equal opportunity, non-discrimination, and physical accessibility, as well and respond to recommendations during EO monitoring. All policies will continue to support equality among the historically marginalized populations and communities. We will continue to provide education and training to staff related to RIA.

ATTACHMENTS

MULTI-FUNCTION AGREEMENT

Under the Workforce Innovation and Opportunity Act

Public Law 113-128 serving counties in

Local Workforce Area #20 – (LWIA 20)

Cass, Christian, Logan, Menard and Sangamon

Parties to the Agreement

CEOs - Chief Elected Officials of Cass, Christian, Logan, Menard and Sangamon counties

Grant Recipient - Sangamon County

Grant Administrator & Fiscal Agent - Land of Lincoln Workforce Alliance (LLWA)

One-Stop Operator - Land of Lincoln One-Stop Operators (OSO)

Workforce Board - the Land of Lincoln Workforce Board (WIB)

WHEREAS, the Workforce Innovation and Opportunity Act, hereinafter referred to as "WIOA" (Public Law) authorizes the expenditure of federal funds for employment and training programs in designated Local Workforce Innovation Areas (LWIAs);

WHEREAS, pursuant to their authority under WIOA, the Chief Elected Officials of Cass, Christian, Logan, Menard, and Sangamon Counties, hereinafter known as the "CEOs," hereby designate Sangamon County as the Grant Recipient under WIOA with its department known as the Land of Lincoln Workforce Alliance (the "LLWA") to serve as Fiscal Agent;

WHEREAS, it is the desire of all counties in LWIA 20 to maintain efficient operation of and local control over programs under WIOA, including, but not limited to, all LLWA programs through the active involvement of the CEOs or their respective designees;

WHEREAS, the Act authorizes the CEOs to establish a partnership with and appoint members of an entity known as the Land of Lincoln Workforce Board, hereinafter referred to as the "WIB" to provide guidance to the CEOs;

WHEREAS, it is the goal of the CEOs to support proportionate and reasonably equitable resource-sharing and cost-allocation among the five counties based upon budgetary planning which considers proportionate shares of population, needs, and services, among other things;

THEREFORE, BE IT RESOLVED, that this Agreement, pursuant to WIOA, be made and entered into by the counties within LWIA 20 and WIB;

BE IT FURTHER RESOLVED, that this Agreement, fairly and freely, describes the authorities and responsibilities of each party under the Act. **AUTHORITIES AND RESPONSIBILITIES OF CEOs for Cass, Christian, Logan, Menard and Sangamon counties**

- 1) Each county shall designate its chief elected official to serve as its representative. The chief elected official may designate an alternate to serve in his or her capacity at CEO meetings. The designated alternate may not vote unless he or she is appointed to serve for a period of not less than twelve (12) months. Decisions of the CEOs shall be made at all meetings and shall be binding when approved or disapproved by a majority of the CEOs.
- 2) The responsibilities of the CEOs of LWIA 20 shall be as follows:
 - a. Request designation as a Workforce Board. NOTE: Cass, Christian, Logan, Menard, and Sangamon Counties requested designation in May 2015 and were designated as a Workforce Innovation Area (LWIA 20) by Governor Bruce Rauner.
 - b. Appoint members of the local WIB for LWIA 20 in accordance with state criteria and federal law. The CEOs may appoint other WIB members as CEOs deem desirable or necessary. The authority to appoint members to the local WIB lies solely with the CEOs. Counties will recommend business members to assure geographic balance throughout the local workforce development area. The CEOs will appoint a minimum of 16 business representatives to the Land of Lincoln WIB. Business representatives must constitute a majority of the WIB membership. The Executive Director of the Land of Lincoln Workforce Alliance is responsible for maintaining a current list of WIB members and their respective terms and vacancies. The Executive Director must inform the CEOs well in advance of upcoming vacancies so that the CEOs have sufficient information in a timely manner in order to act to fill expiring or vacant seats with new nominations and/ or reappointments as the CEOs desire.
 - c. Designate a member county to serve as Grant Recipient and to serve as fiscal agent (understanding that each county is still liable for their proportionate share of any misused grant funds). Sangamon County is hereby designated as the Grant Recipient and fiscal agent acting through the entity known as the Land of Lincoln Workforce Alliance.
 - d. To the extent consistent with and/ or required by federal, state, and local law, each county jointly and separately accepts responsibility for the operation of programs under WIOA. The CEOs agree to share the burden of disallowed costs in proportion to their population percentage or as may otherwise be agreed by them to be equitable and fair.
 - e. Hire an Executive Director to serve at the pleasure of the CEOs. It is the intent of the parties to this Agreement that the Executive Director position be exempt from any federal or state personnel regulations which require a merit-based personnel system such as that defined in Standards for a Merit System of Personnel Administration. The Executive Director shall be head of that Sangamon County Department known as the Land of Lincoln Workforce Alliance (LLWA) and shall serve in such capacity at the pleasure of the CEOs. The Executive Director must obtain express CEO approval (pursuant to a formal vote in accordance with Article I. A) hereof or may otherwise be agreed upon by the CEOs) prior to hiring staff and/ or creating new positions. The Executive Director shall also ensure that all LLWA positions have accurate

written job descriptions that have been expressly approved by the CEOs. All staff hired shall be employees of Sangamon County and processed for hiring through the Sangamon County Human Resources Department.

- f. With approval of the CEOs, a LLWA employee may be designated to act as a liaison for each county and to assist with or coordinate programs and service delivery under WIOA within such County. The liaison shall provide information and act as that County's liaison to the CEO. Therefore, LLWA staff can reside in one of the five counties served.

I. AUTHORITIES AND RESPONSIBILITIES OF THE LAND OF LINCOLN WORKFORCE BOARD (WIB)

- 1) The membership of the WIB shall be maintained in accordance with the WIOA regulations. The original members of the WIB are appointed by the CEOs for staggered one to three year terms. All succeeding appointments by the CEOs are for three year terms. A majority of WIB members must be from the private sector. The Chair is elected by the WIB and must be a business representative. The WIB will be certified every two years by the Governor.
- 2) The WIB must conduct business in an open manner as required by WIOA by making available to the public, on a regular basis through open meetings, information about the activities and membership of the Local Board, including information about the local plan before submission of the plan, the designation and certification of One-Stop Operators, and the award of grants or contracts to eligible providers of youth activities, and on request, minutes of formal meetings of the WIB.
- 3) At the direction of the CEOs, there may be formed any such subcommittee to the Workforce Board as the CEOs so designates and approves.
- 4) At the request of the CEOs, the WIB Chair shall attend regular CEO meetings and conduct those meetings.
- 5) The functions to be performed by the WIB, with the assistance of the LLWA, are:
 - a. Develop local and regional workforce plans (and conduct oversight of the One-Stop system), youth activities, and employment and training activities under Title I of the Act, in partnership with the CEOs.
 - b. Select One-Stop Operators with the agreement of the CEOs.
 - c. Select eligible youth providers based on the recommendations of the Youth committee and identify eligible providers of adult and dislocated worker career and training services, and maintain a list of eligible providers with performance and cost information, as required by the WIOA
 - d. Develop a budget for the purpose of carrying out the duties of the WIB, subject to the approval of the CEOs.
 - e. Negotiate and reach agreement on local performance measures with the CEOs and the Governor.
 - f. Convene Workforce Development System stakeholders and coordinate

WIOA activities with education and training providers, economic development and develop employer linkages.

- g. Promote private sector involvement in the statewide workforce development system through effective connecting, brokering, and coaching activities through intermediaries such as the One-Stop Operators in the local area or through other organizations to assist employers in meeting their hiring needs.
- h. In cooperation with the CEOs, appoint a Youth committee as a subgroup of the Local Board and coordinate workforce and youth plans and activities with the Youth committee.
- i. Carry out the regional planning responsibilities required by the WIOA that assist in achievement of the State's strategic and operational vision and goals.
- j. Certify the One-Stop Center for LWIA 20.

II. AUTHORITIES AND RESPONSIBILITIES OF SANGAMON COUNTY AND LAND OF LINCOLN WORKFORCE ALLIANCE (LLWA) DEPARTMENT

- 1) Sangamon County is designated by the CEOs as the Grant Recipient under WIOA. In conjunction and with approval of the other CEOs, it has created a department referred to herein as the Land of Lincoln Workforce Alliance (LLWA), to serve as Fiscal Agent and Grant Administrator. The LLWA represents the CEOs from Cass, Christian, Logan, Menard and Sangamon Counties in respect to service delivery of federal WIOA programs. The LLWA shall calculate formula funds designated for training of eligible customers among the counties in proportion to each county's percentage of the total population of LWIA 20. To determine each county's percentage, the most recent U.S. census data will be used. In addition, the Department of Commerce and Economic Opportunity calculates percentages of Adults and Dislocated Workers by counties on an annual basis. This data will be utilized for planning purposes when delivering services and training within the five-county area.
- 2) Sangamon County, as grant recipient, shall secure and expend funds in accordance with this agreement.
- 3) The LLWA must report on all aspects of programs to the CEOs. In respect to operating expenditures, the LLWA must present options and make recommendations to the CEOs as necessary and/ or upon request of the CEOs. Budget reports are reviewed and approved at all CEO meetings.
- 4) The LLWA will cooperate with partners and service providers of programs under WIOA. Service providers shall be subject to CEO approval.
- 5) The LLWA shall be responsible for the following:
- 6) Assure that WIOA funds are expended in accordance with WIOA and any federal or state guidelines promulgated thereunder. Sustain fiscal integrity and accountability.
- 7) Comply with all other federal, state, and local requirements, including but not limited to allowing the LLWA's administrative systems to be examined by the appropriate federal, state, or local governmental agency or designee.
- 8) Implement and meet training, enrollment, and performance standards for LWIA 20 as a whole by, among other things, making sound management, fiscal, programmatic, training, and enrollment recommendations to the CEOs consistent with CEO governance, direction and philosophy.

- 9) The LLWA shall maintain an accounting system for the entire LWIA 20 allocation and maintain proper accounting records and documentation. Budgets and fiscal reports will be reported and approved by the CEOs at each meeting. The LLWA shall maintain and report to the CEOs such other information as the CEOs (or any one of them) may request.
- 10) Prepare the local and regional plans with input from the CEOs, WIB, business, education, economic development labor.
- 11) Enter into and oversee the management of contracts, subcontracts and other such agreements for purposes of WIOA:
 - a. On behalf of counties other than the Grant Recipient;
 - b. On behalf of the Grant Recipient with the approval of the Sangamon County Board.
- 12) If applicable and with advance approval of the CEOs, distribute other income to the county from or for which it was earned or in another manner approved by the CEOs. For the purposes of this Section "other income" shall include:
 - a. Private and public contributions or grants.
 - b. Income generated as a result of WIA/WIOA activities.
 - c. Funds under WIOA or other special grants not distributed on a formula basis within the State of Illinois.
- 13) Prepare and maintain, per federal and state requirements promulgated under the Act and per local management needs, financial and administrative records and reports.
- 14) Make such other oral or written reports to the CEOs as the CEOs or any one of them request. Promptly provide copies of written reports to all CEOs.
- 15) Recommend and establish administrative procedures, grant plan and budget, programmatic policies and procedures to the WIB and CEOs.
- 16) With approval of the CEOs, select and hire staff, procure and obtain written agreements, maintain equipment, and perform other duties necessary to carry out its responsibilities under the Act.
- 17) Carry out its functions in accordance with generally accepted accounting practices and accounting procedures established by Sangamon County and all other administrative procedures approved by the CEOs. Respond to yearly single audit and financial audit findings.
- 18) In LWIA 20, to assist the WIB and CEOs in carrying out their functions and to enhance maximum local involvement by the private sector and others who have an interest in the provision of services under WIOA.

III. RESPONSIBILITIES OF THE ONE-STOP OPERATOR

- 1) The One-Stop Operator is the coordinator of the workNet Center and One-Stop Partners and will carry-out the following functions:

- a. Coordinate service delivery among partners
- b. Coordinate service delivery among physical workNet Centers and electronic sites
- c. Coordinate services across the LWIA 20 workforce development system
- d. Implement local policies
- e. Report to the WIB on operations, performance accountability, and continuous improvement

2) The One-Stop Operator may not perform the following functions:

- a. Convene system stakeholders to assist in the development of the local plan.
- b. Prepare and submit local plans.
- c. Be responsible for the oversight of itself.
- d. Manage or significantly participate in the competitive selection process for the One-Stop Operator.
- e. Select or terminate One-Stop Operators, Career Service Providers, and Youth Providers;
- f. Negotiate local performance accountability measures.
- g. Develop and submit budgets for activities of the WIB in the Local Area.

IV. SHARED RESPONSIBILITIES OF CEOs and LAND OF LINCOLN WORKFORCE BOARD (WIB)

- 1) The CEOs and WIB WILL develop and submit to the Governor comprehensive local and regional plans. The LLWA shall represent the CEOs and WIB in developing and submitting the plans. The completed local and regional plans shall be subject to the approval of the CEOs at a scheduled CEO meeting. The CEOs and WIB must be in agreement on the plans before they are submitted to the Governor. The local and regional plans must be consistent with the Unified State Plan.
- 2) The WIB will procure, select and certify One-Stop Operators and terminate for cause the eligibility of such operators. Recommendations to approve or certify One-Stop Operators shall be submitted to the CEOs of LWIA 20 by the WIB for comment and approval. All comments and/ or agreements shall be then returned to the WIB. When the CEOs and WIB are in agreement, the One-Stop Operators designation shall be added to the Local Plan. Terminations for Cause of One-Stop Operators shall be conducted in the same manner.
- 3) The WIB shall develop a budget subject to the approval of the CEOs. The WIB, with the assistance of the Fiscal Agent (the Land of Lincoln Workforce Alliance), shall develop a budget based on the LWIA allocation for its activities. The budget will be provided to the CEOs of LWIA 20 for their approval prior to the submission of the Program Year formula grant plan/budget. The Fiscal Agent, acting for the CEOs, must disburse grant funds as approved by the CEOs provided that the disbursement does not violate WIOA or any other applicable law.

- 4) In partnership with the WIB, the CEOs shall conduct oversight with respect to local programs and the one-stop system. The LLWA is responsible for oversight of local programs and the one-stop system and reporting to the CEOs and WIB. Results shall be reviewed and approved by the WIB and CEOs of LWIA 20 at their scheduled meetings.
- 5) In cooperation with the WIB, the CEOs may establish a Youth committee for the local area. Youth committee membership may be updated and changed from time to time by the CEOs as allowed by law.
- 6) In conjunction with the WIB, the CEOs will establish programmatic policies and procedures for LWIA 20 and the CEOs will establish or approve recommended administrative policies and procedures for the LLWA. All employees of the LLWA will follow the personnel policies of Sangamon County.
- 7) The LLWA will prepare modifications to the Local Plan as may be requested or advisable and/ or as necessary and the LLWA will submit such modifications to the CEOs and WIB for approval.
- 8) The CEOs in partnership with the WIB, shall develop and enter into the Memorandum of Understanding (MOU) with the One-Stop Partners. The LLWA shall represent the CEOs in developing an MOU between the CEOs, the WIB and the One-Stop Partners. The completed MOU shall be subject to CEO approval and shall be reviewed and approved by the CEOs and WIB. If the CEOs and WIB are in agreement, additional One-Stop Partners may be approved.

V. SHARED RESPONSIBILITIES OF CEOs AND LAND OF LINCOLN WORKFORCE BOARD IN CONSULTATION WITH THE GOVERNOR

- 1) With the WIB the CEOs will negotiate with the Governor on local performance measures. The Land of Lincoln Workforce Alliance shall represent the CEOs and the WIB in negotiation with the Governor on local performance measures.
- 2) In agreement with the Governor or through a waiver, the CEOs may designate the WIB or staff as a provider of career or training services or as a One-Stop Operator. In the event the WIB may desire to act as a provider of services and/ or as a One-Stop Operator, the CEOs shall consider this matter at a scheduled CEO meeting. It is anticipated that the WIB will not be a service provider.
- 3) The CEOs of LWIA 20 shall consult directly with the Governor in developing reorganization plan if, for any reason, the Governor were to decertify the WIB.
- 4) The CEOs and the WIB will work with the State to facilitate the State's provision of statewide rapid response activities. The CEOs designate the LLWA as the provider of rapid response activities for LWIA 20 in conjunction with the State Rapid Response entity.
- 5) The CEOs and WIB will coordinate with the Governor to facilitate the Governor's establishment and operation of a statewide fiscal and management accountability information system. The Land of Lincoln Workforce Alliance shall represent the

CEOs and the WIB in respect to such facilitation and coordination.

- 6) The CEOs will consult with the Secretary of Labor or Governor regarding any federal or state-funded activity in the local area. The LLWA shall work on behalf of the CEOs and WIB and be consulted on any federal or state-funded workforce activities in the local area.

VI. Multiple Function Agreement Clauses:

WIOA requires that a written agreement be entered into where one entity performs multiple functions, as will be done by the Land of Lincoln Workforce Alliance. In order to establish clear roles and responsibilities for each entity involved, the parties in this agreement hereby agree to the following:

1) Definition of roles and duties per function:

- a. Fiscal Agent – the Sangamon County department of Land of Lincoln Workforce Alliance serves as the Fiscal Agent in LWIA #20 for WIOA funds.
- b. One-Stop Operator – The Land of Lincoln Workforce Alliance is a member of a five member consortium of partners that serves as the operator
- c. Program delivery of services – The Land of Lincoln Workforce Alliance delivers programs for Adults, Dislocated Workers and Youth under WIOA.

2) Description of separation of duties under each role:

- a. In performing as the Fiscal Agent for LWIA #20, LLWA shall provide personnel whose duties shall include responsibility for receipt of WIOA funds, payment for services and other authorized WIOA expenditures, ensuring sustained fiscal integrity and accountability for expenditure of such funds in accordance with the Office of Management and Budget (OMB) circulars, WIOA and corresponding federal regulations and state policies, responding to financial audit findings, maintain proper accounting records and adequate documentation, preparation of financial reports. Individuals under this role shall receive approval of CEOs and WIB for policy and delivery of services and activities.
- b. In performing as a member of the One-Stop Operator Consortium, LLWA will work cooperatively with other members of the Consortium to coordinate service delivery among partners and electronic sites, coordinate services across the workforce development system, implement local policies and report to the local board on operations, performance accountability and continuous improvement.
- c. In performing the delivery of programs for Adults, Dislocated Workers and Youth, the LLWA will implement approved policies and report to the CEOs and WIB on program services delivery, performance accountability and continuous improvements.

3) Description of separation of budget authority, including separation of line item budgets for each function:

- a. To ensure there is a proper separation of duties and functions and to ensure that staff duties of the various LLWA personnel are delineated, they shall be delineated with separate budgets/time allocation reports. LLWA personnel shall be individually and collectively responsible for reporting compliance with WIOA and regulations, OMB circulars and the State of Illinois policies regarding conflicts of interest, including how conflicts of interest shall be minimized. The LLWA staff will prepare fiscal reports for

approval by the CEOs and WIB. Procurement and single audit will be approved by the Sangamon County Board.

- b. Any changes to the budget, including any funding or costs modified between the Fiscal Agent, One-Stop Operator of program service delivery will be presented to the CEOs and WIB for review and authorization.

4) Description of how staff duties will be completed while demonstrating compliance with WIOA and regulations, OMB circulars, and the State of Illinois policies on conflicts of interest, including how conflicts of interest will be minimized:

- a. The Land of Lincoln Workforce Board (WIB) shall monitor and oversee the activities of the One-Stop Operator and Center in all respects to ensure proper usage of WIOA funds. The CEOs and WIB will approve proper and effective action by the designated staff delegated to handle the fiscal responsibilities of LLWA as the designated Fiscal Agent, and the performance of all other LLWA functions with respect to staff and programs.
- b. The CEOs and WIB shall approve procurement of contracts or obtain written agreements, conduct/oversee financial monitoring of service providers and ensure all independent audit is conducted of all employment and training programs.

5) Description of fiscal monitoring:

- a. Monitoring of the One-Stop Operator and Center will be conducted by the WIB and results will be presented to the CEOs, One-Stop Operator Consortium and the Land of Lincoln Workforce Board. (WIB) Fiscal and Program monitoring will be conducted by the Department of Commerce and Economic Opportunity (DCEO) with reports shared with the CEOs, One-Stop Operator Consortium and the Land of Lincoln Workforce Board for approval. Out-of-school youth contractors will be monitored by an outside contractor or internally by the Compliance Manager.

VII. DISPUTE RESOLUTION

In the event of any dispute, claim, question, or disagreement arising out of or relating to this Agreement or the breach thereof, the parties hereto shall use their best efforts to settle such disputes, claims, questions, or disagreement. To this effect they shall consult and negotiate with each other, in good faith and, recognizing their mutual interests, attempt to reach a just and equitable solution satisfactory to both parties. If they do not reach such solution within a period of sixty (60) days, then upon notice by either party to the other, disputes, claims, questions, or differences shall be final settled by mediation or arbitration in accordance with all applicable federal and/or state law and/or rules.

VIII. RELATED AGREEMENTS

- 1) Additional written agreements as deemed necessary may be entered into for functions related to Local Board staff, One- Stop Operator, or providers of career or training services.
- 2) Related agreement will serve to limit conflict of interest or the appearance of conflict of interest, minimize fiscal risk, and develop appropriate firewalls within a

single entity performing multiple functions.

- 3) Related agreements will clarify how the organization carries out its responsibilities while demonstrating compliance with the WIOA and corresponding regulations, relevant Office of Management and Budget circulars, and conflict of interest policies.

IX. CONFLICT OF INTEREST

- 4) 1) No member of the CEOs, One-Stop Operators Consortium or WIB or its standing committees shall cast a vote on any matter which has direct bearing on services to be provided by that member (or any organization which such member directly represents) or on any matter which would provide direct financial benefit to such member or the immediate family of such member, nor shall any such person engage in any activity determined by the Governor to constitute conflict of interest as specified in the State Plan.
- 5) 2) Any member(s) and/ or staff so affected shall identify any real or perceived conflict of interest prior to discussion and consideration of the matter. The minutes of the meeting shall document compliance with the conflict of interest requirements.

X. TERMS OF AGREEMENT AND MODIFICATION

- 1) If any portion of this Agreement is held invalid or unenforceable by a court of competent jurisdiction, all other portions shall remain in full force and effect.
- 2) The term of this agreement shall be until revised or amended.
- 3) This agreement may be modified at any time with the consent of all parties involved.

XI. EFFECTIVE DATE

This Agreement has been modified from the CEO-WIB- LLWA Agreement approved on July 29, 2015 to a Multi-Function Agreement approved on June 21, 2018. A second modification was made in June 2022 to rephrase CEO majority numbers for voting purposes and to address staff not living in Sangamon County. The modification represents the inclusion of responsibilities identified under the WIOA related to the One-Stop Operator and Separation of Duties clauses. This Multi-Function Agreement shall be effective from **June 21, 2018** and shall expire upon the termination of the Workforce Innovation and Opportunity Act, dissolution of the LWIA, or future action taken by parties to establish a new agreement. This Agreement shall only be modified by consent of the majority of the parties involved.

MULTI-FUNCTION AGREEMENT
Under the Workforce Innovation and Opportunity Act
Public Law 113-128
(LWIA 20)

XIII. SIGNATURES

By Signing this Agreement, it is understood that this Agreement supersedes all prior written or oral agreements relating to the responsibilities of the entities to this agreement.


Cass County Board Representative


One-Stop Operator Consortium Chair


Christian County Board Representative


LLWA Executive Director


Logan County Board Representative


Menard County Board Representative


Sangamon County Board Representative


Workforce Board Chair

CEO ACKNOWLEDGMENT AND DESIGNATION FORM

Local Workforce Innovation Area: ²⁰

SECTION ONE – DESIGNATION OF GRANT RECIPIENT OR SUBRECIPIENT

Single CEO Local Workforce Innovation Area

SECTION ONE – DESIGNATION OF GRANT RECIPIENT OR SUBRECIPIENT

The Chief Elected Official (“CEO”)* will serve as grant recipient.

SECTION ONE – DESIGNATION OF GRANT RECIPIENT OR SUBRECIPIENT

The Chief Elected Official designates the following entity as grant sub recipient (include entity name and mailing address):

Multiple CEOs Local Workforce Innovation Area

SECTION ONE – DESIGNATION OF GRANT RECIPIENT OR SUBRECIPIENT

One Chief Elected Official, designated through a CEO Agreement, will serve as the grant recipient. The designated CEO and his/her mailing address are as follows:

SECTION ONE – DESIGNATION OF GRANT RECIPIENT OR SUBRECIPIENT

The Chief Elected Officials, through a CEO Agreement, designated the following entity as grant sub recipient (include entity name and mailing address):

SECTION ONE – DESIGNATION OF GRANT RECIPIENT OR SUBRECIPIENT

Sangamon County Land of Lincoln Workforce Alliance
1300 S. Ninth St

SECTION ONE – DESIGNATION OF GRANT RECIPIENT OR SUBRECIPIENT

***NOTE: “CEO” or “Chief Elected Official,” except in reference to the individuals required to sign in Section Five herein, refers to the CEO’s unit of general local government, not the CEO personally.**

SECTION ONE – DESIGNATION OF GRANT RECIPIENT OR SUBRECIPIENT

SECTION TWO – DESIGNATION OF FISCAL AGENT

The Chief Elected Official(s) may designate an entity to serve as a local fiscal agent. Designation of a fiscal agent does not relieve the Chief Elected Official(s) of liability for the misuse of grant funds. If the CEO(s) designates a fiscal agent, the CEO must ensure the agent meets the minimum qualifications defined by the “GATA Framework for a Grantee Fiscal Agent Function” (see website link on the References tab in ePolicy) and must ensure that the agent has clearly defined roles and responsibilities through a written agreement and as set forth in 20 CFR 679.420 (see the policy on Chief Elected Official Delegation of Authority and Acknowledgment of Financial Liability, Chief Elected Official’s Financial Liability, Number 3). The CEO(s) has designated as fiscal agent (include entity name, mailing address and contact person):

SECTION TWO – DESIGNATION OF FISCAL AGENT

Sangamon County Land of Lincoln Workforce
Alliance 1300 S. Ninth St
Springfield, IL 62703

SECTION TWO – DESIGNATION OF FISCAL AGENT

SECTION THREE – DESIGNATION OF SIGNATURE AUTHORITY

The CEO as grant recipient, or any designated grant recipient or sub recipient, will be responsible for having an authorized individual associated with the recipient or sub recipient organization, as applicable, execute all grant agreements and related budget and disclosure forms. Other individuals, within or outside the grantee organization, with authority granted by the grantee organization, may sign other grant-related documents, such as periodic reports. All individuals with either type of designated signature authority must also be listed on the grant agreements as an authorized designee. In the space below, please list all individuals who are designated to have signature authority on behalf of the Chief Elected Official as grant recipient or on behalf of any designated grant recipient or sub recipient, as applicable, and indicate whether the authorization is for signing grant agreements, budget and disclosure forms, or for other grant-related documents. (Please list the name of the designated individual(s), the position(s) held, and the organization name(s).)

Signature Authority for Grant Agreements, Budget and Disclosure Forms (must be from grantee entity or provide proof of signature authority)

Michelle Griebler, Interim Executive Director
Sangamon County Land of Lincoln Workforce
Alliance Andy Van Meter, CEO
Sangamon County

SECTION TWO – DESIGNATION OF FISCAL AGENT

SECTION THREE – DESIGNATION OF SIGNATURE AUTHORITY

Signature Authority for Other Grant-Related Documents

Michelle Griebler, Executive Director Sangamon
County Land of Lincoln Workforce Alliance Andy
Van Meter, CEO
Sangamon County

SECTION TWO – DESIGNATION OF FISCAL AGENT

SECTION THREE – DESIGNATION OF SIGNATURE AUTHORITY

(NOTE: The CEO may elect not to designate anyone else to have signature authority.)

SECTION TWO – DESIGNATION OF FISCAL AGENT

SECTION THREE – DESIGNATION OF SIGNATURE AUTHORITY

SECTION FOUR – ACKNOWLEDGMENT OF FINANCIAL RESPONSIBILITY

Under the Workforce Innovation and Opportunity Act (“WIOA”) the Chief Elected Official in a local workforce area is financially responsible for the use of WIOA funds. In a multiple CEO area where one CEO serves as the grant recipient, all CEOs in the local workforce area remain responsible for the misuse of WIOA funds. Likewise, in areas where the CEO (in a single CEO area) or the CEOs (in a multiple CEO area) designate a grant sub-recipient and/or a fiscal agent, the

CEO/CEOs remain financially liable for any misuse of WIOA funds. All CEOs in a local workforce area will be held jointly and severally responsible for the repayment of any misspent funds by a designated grant recipient, sub-recipient or fiscal agent.

SECTION FOUR – ACKNOWLEDGMENT OF FINANCIAL RESPONSIBILITY

SECTION FIVE - SIGNATURES

| | | |
|---|-----------------|------------------------|
| 1 | Bill Merriman | Printed Name |
| | | <i>Bill Merriman</i> |
| | | Signature |
| 2 | Linda Curtin | Printed Name |
| | | <i>Linda K. Curtin</i> |
| | | Signature |
| 3 | Emily Davenport | Printed Name |
| | | <i>Emily Davenport</i> |
| | | Signature |
| 4 | Bob Lott | Printed Name |
| | | <i>Robert Lott</i> |
| | | Signature |
| 5 | | Printed Name |
| | | Signature |

Each Chief Elected Official in the local workforce innovation area must sign below to indicate his/her acknowledgment, understanding and agreement with the designations and financial responsibilities this form encompasses. Note: CEOs sign this document on behalf of the governmental entity they represent and not as individuals.

WIOA POLICY 1.5

LOCAL WORKFORCE INNOVATION BOARDS CERTIFICATION AND RECERTIFICATION REQUIREMENTS

I. POLICY

The Department of Commerce and Economic Opportunity Office of Employment and Training (OET) will make a determination regarding the certification of all Local Workforce Innovation Boards

(LWIBs) based on compliance with criteria established in Section 107 of the Workforce Innovation and Opportunity Act (WIOA) and this policy.

1.5.1. Local Workforce Innovation Board Initial Certification

1. The composition of each Local Workforce Innovation Board (LWIB) will be evaluated on the following criteria:
 - a. Federal membership composition requirements encompassing business, representatives of the workforce, including labor organizations, local education program representatives and representatives of governmental and economic and community development entities;
 - b. Specific requirements for each of the above membership categories; (Refer to the Local Workforce Innovation Board (LWIB) Membership Requirements section of the policy manual.)
 - c. Authority of board members (optimum policy-making authority);
 - d. Majority business membership;
 - e. At least twenty percent (20%) workforce/labor membership; and
 - f. Compliance with the Chief Elected Official (CEO) Agreement and LWIB Bylaws of the local board.
2. If the LWIB meets the requirements for initial certification, it will be certified for a two (2)-year period.
3. Initial LWIB certification requires the electronic submittal of a complete LWIB certification information packet (preferably in .pdf format) to the Office of Employment and Training (OET) by uploading documents to the Local Workforce Area Contacts System (LWACS). The packet consists of the following:

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- a. A copy of a Workforce Innovation and Opportunity Act (WIOA) compliant CEO Agreement, signed and dated by the CEO(s). (Refer to the Chief Elected Official Delegation of Authority and Acknowledgment of Financial Liability section of the policy manual for minimum requirements of a CEO Agreement.) Among other requirements, the CEO Agreement must clearly identify:
 - 1) The CEO(s) who have authority to appoint members;
 - 2) The CEO(s) who have the authority to submit appointment requests to OET; and
 - 3) Grant Recipient designation. (Refer to the Chief Elected Official Delegation of Authority and Acknowledgment of Financial Liability section of the policy manual.)
- b. A narrative demonstrating how the business members of the LWIB provide employment opportunities that include high-quality, work-relevant training and development in in demand industry sectors or occupations in the local area;
- c. A statement of accessibility indicating:
 - 1) All LWIB and LWIB committee meetings will be held in accessible facilities; and
 - 2) All materials and discussions are in an accessible format (i.e., large print, Braille, interpreter, etc.) for all members, as needed or indicated.
- d. Complete LWIB membership forms, including:
 - 1) Nomination forms (OET/LWIB Form # 001) for all business, education (as needed), and labor members being appointed;
 - 2) Appointment/Reappointment Forms (OET/LWIB Form # 002) for all LWIB members; (Refer to the Local Workforce Innovation Board (LWIB) Membership Requirements section of the policy manual.)

- 3) A current and accurate Composition Summary Form (OET/LWIB Form # 003); and
- 4) A current and accurate Composition Summary Form Additional CEO Signature Page (OET/LWIB Form # 004), if applicable.

a) Forms # 001 and # 004 are provided as attachments to the Local Workforce Innovation Board (LWIB) Membership Requirements section of the policy manual. (See the Forms & Instructions tab.) Forms # 002 and # 003 are generated by LWACS and must be printed from the system, signed, and uploaded into the LWACS document library.

e. The completed LWIB Certification information packet must be uploaded to the LWACS document library.

1) Do not submit partial packets. Packets without all required signatures, required members and completed documents as outlined in this policy will not be accepted and/or reviewed. If the packet is not in compliance with state and local requirements as determined by Office of Employment and Training (OET) staff, the packet will be returned to the local board staff for revisions.

2) A letter of certification will be issued once the LWIB has been determined to be in compliance.

1.5.2. Local Workforce Innovation Board Recertification

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1. The Workforce Innovation and Opportunity Act (WIOA) requires each Local Workforce Innovation Board (LWIB) to be recertified every two (2) years. The first recertification was effective beginning October 1, 2017. Recertification of local boards will be based on the extent to which the local board has ensured:

a. Board composition requirements have been maintained;

b. Local workforce activities enable the Local Workforce Innovation Area (LWIA) to meet negotiated standards related to performance measures; and

c. Fiscal integrity has been sustained.

d. If an LWIB meets all membership requirements but fails to meet all performance measures, LWIB recertification will be granted for only a one (1)-year review period instead of a two (2)-year period.

e. At the end of the one (1)-year review period, the recertification process will be repeated with an updated assessment of LWIB membership and local performance measures.

f. If the LWIB meets all the performance measures during the one (1)-year review period, they will be given a new two (2)-year recertification.

g. All recertification documentation is due to the Office of Employment and Training (OET) by October 1 of the recertification year.

2. Subsequent LWIB recertification requires the electronic submittal of a complete LWIB recertification information packet (preferably in .pdf format) to OET. The packet consists of the following:

a. A copy of the Chief Elected Official (CEO) Agreement (if changed since the last certification/recertification), signed, and dated by the CEO(s) (Refer to the Chief Elected Official Delegation of Authority and Acknowledgment of Financial Liability section of the policy manual.).

b. A copy of the LWIB bylaws (if changed since the last certification/ recertification), signed, and dated;

c. A narrative demonstrating how the business members of the LWIB provide employment opportunities that include high-quality, work-relevant training and development in indemand industry sectors or occupations in the local area;

d. A statement of accessibility indicating:

1) All LWIB and LWIB committee meetings will be held in accessible facilities; and

2) All materials and discussions are in an accessible format (i.e., large print, Braille, interpreter, etc.) for all members, as needed or indicated.

e. Complete LWIB membership forms, including:

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1) Nomination forms (OET/LWIB Form # 001) for all business, education, and labor members being appointed;

2) Appointment/Reappointment Forms (OET/LWIB Form # 002) for all LWIB members; (Refer to the Local Workforce Innovation Board (LWIB) Membership Requirements section of the policy manual.)

3) A current and accurate Composition Summary Form (OET/LWIB Form # 003); and

4) A current and accurate Composition Summary Form Additional CEO Signature Page (OET/LWIB Form # 004), if applicable.

5) Forms # 001 and # 004 are provided as attachments to the Local Workforce Innovation Board (LWIB) Membership Requirements section of the policy manual. Forms # 002 and # 003 are generated by LWACS and must be printed from the system, signed, and uploaded into the LWACS document library.

f. The completed LWIB recertification information packet must be uploaded to the LWACS document library.

1) All recertification packets shall include:

a) A copy of the current CEO Agreement;

b) A copy of the current LWIB bylaws;

c) A copy of the current CEO/LWIB Agreement for LWIBs with such an agreement in place;

d) A business member narrative; and

e) A statement of accessibility.

g. Documentation of any changes made to the CEO Agreement, LWIB bylaws, and CEO/LWIB Agreement since the most recent recertification (or original certification if this is the first recertification of the LWIB). Changes should be documented as follows:

1) Written summary of all changes to the CEO Agreement, LWIB bylaws, and CEO/LWIB Agreement;

2) A separate electronic copy of the CEO Agreement, LWIB bylaws, and CEO/LWIB Agreement that clearly indicates all changes. (This can be accomplished through word processing software such as using the "Track Changes" feature of Microsoft Word.); and

3) A separate final copy of the CEO Agreement, LWIB bylaws, and CEO/LWIB Agreement.

h. Do not submit partial packets. Packets without all required signatures, required members and completed documents as outlined in this policy will not be accepted and/or reviewed. If

the packet is not in compliance with state and local requirements as determined by OET staff, the packet will be returned to the local board staff for revisions.

i. A letter of recertification will be issued once the LWIB has been determined to be in compliance.

1.5.3. Local Workforce Innovation Board Bylaw Compliance

1. Upon notification of the Local Workforce Innovation Board (LWIB) certification, the new board is

required to review and revise its bylaws for Workforce Innovation and Opportunity Act (WIOA) compliance. At a minimum, the bylaws should include:

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a. The nomination process used by the Chief Elected Official(s) (CEO(s)) to elect the local board chair and members;

b. The term limitations and how the term appointments will be staggered to ensure only a portion of the membership expires in a given year;

c. The process to notify the CEO(s) of a board member vacancy to ensure a prompt nominee within ninety (90) days of the vacancy;

d. Whether an appointee filling a vacancy will serve the remainder of the unexpired term or be appointed for a new full term;

e. If utilized by the LWIB, the proxy and alternative designee process will be used when a board member is unable to attend a meeting and assigns a designee;

f. The use of technology, in accordance with the Open Meetings Act, such as phone and web-based meetings that will be used to promote board member participation;

g. The process to ensure board members actively participate in convening the workforce system's stakeholders, brokering relationships with a diverse range of employers, and leveraging support for workforce activities;

h. A description of any other conditions governing appointment or membership on the board as deemed appropriate by the CEO(s);

i. The adopted generally accepted parliamentary procedure, such as Robert's Rules of Order, chosen by the LWIB;

j. The LWIB's policy assuring attendance and participation of its members;

k. Quorum requirements;

l. Any standing committees the LWIB has established; (Refer to the Local Workforce Innovation Board (LWIB) Membership Requirements section of the policy manual.)

m. The LWIB's conflict of interest policy, which may not be any less stringent than the requirements of the Local Workforce Innovation Board Membership Requirements section of the policy manual;

n. The LWIB's policy on absentee voting, if allowed by the LWIB; and

o. The process the board will take when expedient action is warranted between board meetings, such as calling a special meeting or allowing the Executive Committee to act on behalf of the board.

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2. The LWIB is required to review its existing bylaws periodically. If a need arises to alter the bylaws, then the revised bylaws must be signed, dated, and emailed to the Office of Employment and Training (OET) staff listed on the Contacts tab.
3. A checklist that outlines the required elements of the board bylaws, as well as a suggested template, accompanies this policy.

1.5.4. Local Workforce Innovation Board Decertification

1. Local Workforce Innovation Boards (LWIBs) are subject to decertification by the Office of Employment and Training (OET) under one or more of the following conditions:
 - a. Failure to carry out functions of the board; or
 - b. Fraud and/or abuse.
 - c. If an LWIB, having already been placed on a one (1)-year cycle of recertification due to a lack of meeting all performance measures, fails to meet all performance measures in a second year, the LWIB may be decertified.
2. A written notice of decertification and opportunity for appeal will be provided before decertification becomes effective.
3. An LWIB that is decertified or fails to achieve initial certification will be required to reappoint and submit a revised membership listing and repeat the process for initial certification.

1.5.5. Local Workforce Innovation Board Appeal Process

1. If a Local Workforce Innovation Board (LWIB) is denied certification or decertified by the state, it may appeal the decision. The Office of Employment and Training (OET) will notify the LWIB of its decision regarding the appeal within twenty-one (21) days from the receipt of the request by the LWIB.
2. The LWIB has twenty-one (21) days, from the date of receipt of the notice of denial in which to file an appeal to OET. The appeal must include the following information:
 - a. A statement that the LWIB is appealing the denial;
 - b. The reason(s) certification or recertification should be granted or decertification should not be made;
 - c. LWIB contact information to request additional information, if necessary; and
 - d. The signature of the Chief Elected Official (CEO).
3. The appeal must be submitted formally, in writing to OET, and must be sent by registered mail no later than the twenty-first (21st) day from the date of receipt of the notice of denial.

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4. Appeals must be sent to:

Local Workforce Innovation Board Decertification Appeal
Illinois Department of Commerce and Economic Opportunity
Office of Employment and Training
607 E Adams Street – 3rd Floor
Springfield, Illinois 62701

5. OET will review the request for appeal within twenty-one (21) days of its receipt.
 - a. If an administrative error was made or if additional information submitted by the LWIB changes the basis upon which the original decision was issued, the decision may be reversed, and the LWIB granted certification or recertification, or the decertification may be

revoked.

b. If OET reverses its decision, it will notify the LWIB of its action in writing.

c. If OET does not reverse its decision to deny LWIB certification or recertification or upholds its decision to decertify the LWIB, it shall notify the LWIB within twenty-one (21) days from the receipt of the request by the LWIB.

II. INQUIRIES

Inquiries related to the requirements of this policy may be directed to Mike Baker at

Michael.Baker@illinois.gov.

III. ATTACHMENTS

A. LWIB Bylaws Template

B. LWIB Bylaws Checklist

Sincerely,

Julio Rodriguez, Deputy Director

Office of Employment and Training

JR:ld

Land of Lincoln Workforce Board

PY' 23 WIOA

One Stop Operator Policy and Procurement

The LLWA and LLWB have established One Stop Operator Procurement policy based on WIOA TEGL 15-16 and its competitive selection requirements.

Role of the One-Stop Operator

The basic role of a One-Stop Operator is to coordinate the service delivery of participating One-Stop Partners and service providers.

1. At a minimum the LLWB must ensure that the One-Stop Operator does the following;
 - a. Discloses any potential conflicts of interest arising from the relationships of the One-Stop Operators with particular training service providers or other service providers including, but not limited to, career services providers;
 - b. In coordinating services and serving as the One-Stop Operator, refrain from establishing practices that create disincentives to providing services to individuals with barriers to employment who may require longer-term services, such as employment, training, and education services; and
 - c. Comply with Federal, State, and procurement policies relating to the calculation and use of profits.
2. The LLWB may establish additional roles for the One-Stop Operator, including the following:
 - a. Being the primary provider of services within the Center;
 - b. Providing some of the services within the Center;
 - c. Coordinating service providers within the Center and across the One-Stop system; and
 - d. Coordinating service delivery within LWIA 20, which may include affiliate sites.
3. The role of the One-Stop Operator will be clearly articulated in all phases of the procurement process, as well as in the legally binding agreement between the LLWB and the One-Stop Operator.
4. The One-Stop Operator may not perform the following functions;
 - a. Convene system stakeholders to assist in the development of the local plan;
 - b. Prepare and submit local plans;
 - c. Be responsible for oversight of itself;
 - d. Manage or significantly participate in the competitive selection process for One-Stop Operators;
 - e. Select or terminate One-Stop Operators, career service providers and youth providers;
 - f. Negotiate local performance accountability measures; or
 - g. Develop and submit budgets for activities of the LLWB in LWIA 20.

Eligible Entities

The One-Stop Operator must be an entity (public, private, or non-profit) or a Consortium of entities that, at minimum includes three or more of the required One-Stop Partners in the local area.

1. LLWA will avoid conflict of interests and avoid “less-than arms-length” relationships.

LLWB as the One-Stop Operator

The LLWB may serve as the One-Stop Operator. However, it will still participate in the competition to be the One-Stop Operator if/as applicable, and meet the requirements in 20 CFR 678.605(c) and 678-615(a).

1. The LLWB will not deem itself as the One-Stop Operator due to lack of bids received.
2. As stated above, the eligibility of the One-Stop Operator is affected by the nature of the process, particularly as it relates to conflict of interest and avoiding “less-than arms-length” relationships.
3. The LLWB will contract with a separate and independent outside entity to conduct the competition.
 - a. LLWB will outsource the process.
 - b. If the outcome of a competitive process is the selection of the LLWB itself as the One-Stop Operator, the CEO’s must agree to the selection of the LLWB by submitting the Request for Approval for the LLWB to serve as the One Stop Operator to obtain DCEO’s approval.

Timing

The One-Stop Operator competitive process will be conducted at least once every four years, and prior to;

- July 1, 2024
- July 1, 2028
- July 1, 2032
- July 1, 2036

Competitive Requirements

The One Stop Operator competitive process will be based on local procurement policies, procedures, and the principles of competitive procurement in the Uniform Administrative Requirements, Cost, and Audit Principals for Federal awards.

Avoiding Conflicts of Interest

Entities and persons involved in the competitive process to select a One-Stop Operator using federal funds will be free of apparent or real conflicts of interest according to policy and WIOA law and governing regulations (20 CFR 679-430).

Required Contract Elements

All One-Stop Operator Agreements will include essential elements of a legally binding written agreement, and contain, at minimum, a Statement of Work, Authorized Officials and Purpose, and additional contractual terms and conditions.

1. The One-Stop Operator Agreement will identify that the One-Stop Operator is the sub-recipient of federal funds and will comply with the Uniform Guidance at 2 CFR part 200, DOL's specific requirement at 2 CFR part 2900, and information required by the Uniform Guidance at 2 CFR 200.331.
2. The One-Stop Operator Agreement will include a provision that outlines how the Agreement may be modified or amended.
3. One-Stop Operator Agreements may be modified as needed if there are changes to local, state, or federal policies regarding the implementation of WIOA.

Oversight and Monitoring of the One-Stop Operator

One-Stop Operator procurement will be conducted in accordance with the local procurement policies that are consistent with the procurement standards of the Uniform Guidance at 2 CFR 200.318 through 200.326.

1. The LLWB will complete, sign, and submit the One-Stop Operator Procurement Attestation along with the other documentation outlined in the Attestation within 30 days of the execution of the One-Stop Operator Agreement.
2. The LLWB will conduct monitoring of its One-Stop Operator.

Additional Procurements and Board Staffing

1. The LLWB will select providers of career services through a competitive procurement process.
2. The LLWB will not provide training services without an approved written waiver.
3. LLWB board staffing will follow DCEO policies and procedures.

One-Stop Certification, Criteria, Certification Team, and Frequency

1. The LLWB will evaluate and certify the One-Stop in LWIA 20 every four years.
2. If the LLWB is the One-Stop Operator the One-Stop site will be certified by the IWIB.
3. The IWIB or the LLWB will utilize the criteria in the Application for Certification of One-Stop Centers for the certification criteria.
4. The LLWB team will include the local board chair or designee and at least two other individuals representing LLWB members, board staff, and/or local partners with specific expertise serving populations with barriers. At least one team member will be an employer.
5. The LLWB certification team will assess all criteria as "attained" in order to certify the One-Stop Center. This assessment will be conducted between combination of desk review of documents and on-site observation.

LLWA Certification Process for a Comprehensive One-Stop Center if the Local Board is not the One-Stop Operator

The One-Stop certification process for comprehensive One-Stop Centers consists of six main steps.

1. The LLWB will submit “Notice of Intent to Apply for Certification” to DCEO/IWIB Staff for all centers for which certification is being sought.
2. The One-Stop Operator will complete the Application for Certification of One-Stop Centers in Illinois and submit to the LLWB.
3. The LLWB Chair or designee will convene and lead a Local Certification Team to conduct an independent, objective evaluation of the One-Stop Center seeking certification.
4. The LLWB Certification Team will conduct the evaluation of the One-Stop Center. This process will include:
 - a. Reviewing the completed Application for Certification of One-Stop Centers in Illinois submitted by the One-Stop Operator.
 - b. Scheduling an On-Site Evaluation which will include;
 - i. A walk-through of various parts of the Center as a customer might experience the service delivery flow and referrals.
 - ii. Interviews with Center staff including system partners.
 - iii. Interviews with a sample of employer and job seeker customers.
 - iv. A review of the Center’s general materials such as outreach, orientation materials, media, activities, workshops, etc.
 - v. A review of the System’s facilities, layout, infrastructure, with a goal of customer accessibility and customer flow.
 - c. Following the site visit, interviews, and final responses to any follow-up questions, the LLWB Certification Team will add their comments to the Application for Certification of One-Stop Centers in Illinois, and provide their certification recommendation which will result in one of four outcomes;
 1. Recommends Certification- all criteria have been met
 2. Recommends provisional certification pending successful completion of an MOU
 3. Recommends provisional certification pending implementation of specific improvements by specified dates
 4. Does not recommend certification
5. The LLWB will determine whether to accept the recommendation of the Local Certification Team through formal approval according to its bylaws.
 - a. This may require a special convening of the Board or Executive Committee to meet the timelines suggested in the Timeline for Certification Section of this policy.
 - b. If an existing comprehensive One-Stop Site is ultimately not certified as meeting all certification criteria or “for-cause”, the LWIB and One-Stop Operator must have a plan to ensure continuity of service until a site is certified.
6. The LLWB will notify the IWIB Staff of its decision to accept or reject the recommendation of the Local Certification Team, which will also be reported to the CEO’s

and the One-Stop Operator with a copy of the completed Application for Certification of One-Stop Centers in Illinois.

Local Certification Process for a Comprehensive One-Stop Center if the Local Board is the One-Stop Operator

If the LLWB is ever serving as the One-Stop Operator with approval from the Governor and local CEOs, the IWIB must certify the One-Stop Center in LWIA 20.

1. The LLWB would need to complete the “Notice of Intent to Apply for Certification” attachment so the IWIB is able to anticipate the number of Local Certification Teams needed for on-site evaluations.
2. An individual designated by the IWIB would convene a State Certification Team to conduct an independent evaluation for the LLWB operated One-Stop Center described in the Certification Process for a Comprehensive One-Stop Centers.

Review or Revocation of One-Stop Operator Certification

1. The LLWB may review and/or revoke a One-Stop Operator’s certification “for cause” as determined appropriate by the LLWB.
2. Consideration may be given to the Center’s integrity, compliance with policy, record of past performance, and financial and technical resources.
3. If such a request is forthcoming;
 - a. The LLWB must send a formal written notice of its concerns to the One-Stop Operator.
 - b. The One-Stop Operator will have the option of providing the LLWB with additional information that could clarify and substantiate the Center’s certification status.
 - c. Both the notice from the LLWB to the One-Stop Operator and the Operator’s response to the LLWB must be sent by registered mail.
 - d. The LLWB must inform the IWIB in writing of any change in the certification status of the One-Stop Center with a copy sent to the Department of Commerce and Economic Opportunity, Office of Employment and Training, c/o Illinois Workforce Innovation Board (IWIB).
4. The IWIB may request that an LLWB review and/or consider revoking a One-Stop Center’s certification “for cause” using the same considerations as described above. If such a request is forthcoming the following steps must occur;
 - a. The IWIB must send a formal written notice of its concerns to the LLWB.
 - b. The LLWB will have the option of providing the IWIB with additional information that would clarify and substantiate the Center(s) certification status.

- c. Both the notice from the IWIB to the LLWB and the LLWB's response to the IWIB must be sent by registered mail with a copy sent to the Department of Commerce and Economic Opportunity, Office of Employment and Training, c/o Illinois Workforce Innovation Board (IWIB).

Appeals Process for One-Stop Certification

1. If the LLWB denies or revokes One-Stop Center certification for which it sought approval it must notify the One-Stop Operator of the Center(s) in writing of its decision.
2. The written notice shall include the following information;
 - a. The One-Stop Center that is being denied or revoked eligibility;
 - b. The reason(s) for the denial or revocation; and
 - c. Opportunities for appeal of the decision;
 - d. The notice must be sent via registered mail with a copy sent to DCEO/OET.
3. The One-Stop Center may file an appeal with the LLWB.
 - a. The appeal must include the following information;
 - i. A statement that the One-Stop Operator is appealing the denial or revocation of its Center's certification.
 - ii. The reason(s) the certification should be upheld;
 - iii. Contact information for additional information; and
 - iv. The signature of the Director or Administrator of the One-Stop Center.
 - b. The appeal must be submitted in writing, and must be sent by registered mail no later than the 21st day from the date of receipt of the notice of the denial or revocation.
 - c. The LLWB, or a committee designated by the LLWB (separate from that which provided the initial certification decision), will review the request for appeal.
 - i. If an administrative error was made or if additional information submitted by the One-Stop Operator changes the basis upon which the original decision to deny or revoke certification was issued, the decision may be reversed and the Center(s) awarded the appropriate certification status.
 - ii. If the LLWB reverses its decision, it will notify the One-Stop Operator of its action in writing and will forward a copy to DCEO/OET.
 - d. If the LLWB does not reverse its decision to deny or revoke certification of the Center, it shall notify the One-Stop Operator in writing by registered mail.
 - i. The notice will include information about the opportunities for the One-Stop Operator to appeal its denial of eligibility with DCEO/OET on behalf of the IWIB.
 - ii. A copy of the letter will be forwarded to DCEO/OET.
 - e. If a One-Stop Operator appeals the denial or revocation of the certification to DCEO/OET on behalf of the IWIB, the following steps will take place;
 - i. The IWIB certification team will have thirty (30) days to complete its investigation into the matter, gather additional information from the LLWB

and the One-Stop Operator, and issue a final determination of the certification.

- ii. During this period, the IWIB Certification Team will convene a meeting with the affected parties, if requested.
- iii. The final determination will be forwarded to the One-Stop Operator and the LLWB in writing.
- iv. If the IWIB overturns the decision of the LLWB, the Center will be provided certification or provisional certification within seven (7) days.
- v. The IWIB will not make a final decision to overturn the decision of the LLWB without convening a meeting with all affected parties.

Timeline for One-Stop Certification

- 1. The LLWB will complete the One-Stop Certification process every four (4) years.
- 2. PY’ 2023 is a re-certification year, and the process will be completed by July 1, 2024.

| Action | Estimated completion |
|----------------------------------------------|-----------------------------|
| LLWB releases RFQ for Procurement consultant | January 2024 |
| LLWB selects Procurement Consultant | January 2024 |
| Consultant releases OSO RFP | February – March 2024 |
| LLWB designates an OSO Committee | February 2024 |
| LLWB committee selects an OSO | March 2024 |
| LLWB certifies the OSO | May - June 2024 |
| LLWB notifies DCEO/OET c/o IWIB | June 2024 |

Career Planning and Staff Training Guide

Overview

The Workforce Innovation and Opportunity Act (WIOA) was signed into law on July 22, 2014 (Replacing WIA), and provides for the establishment and delivery of a national employment and training system designed to address the employability needs of economically disadvantaged adults, youth, and dislocated workers. WIOA supersedes the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973. The WIOA took effect on July 1, 2015 and regulations were issued by the U.S. Department of Labor (DOL).

The purpose of WIOA is to better align the workforce development system with education, training and economic development initiatives to create a collective response to labor market challenges on the national, state and local levels.

The Land of Lincoln Workforce Alliance (LLWA) and its core WIOA partners are the One Stop Operator in Local Workforce Area 20 (LWA 20). All services are coordinated through a Memorandum of Understanding (MOU). Sangamon County/Land of Lincoln Workforce Alliance Administers Title I funding of WIOA.

State Level

Federal WIOA funds are disseminated to each State. The Department of Commerce and Economic Opportunity (DCEO) provides oversight of Illinois WIOA Title I funds. DCEO distributes funding to 22 Local Workforce Areas in Illinois. The Land of Lincoln Workforce Alliance (LLWA) is Area 20 and is comprised of the following counties: Cass, Christian, Logan, Menard, and Sangamon.

Local Level

The Illinois WorkNet Center, an American Job Center, houses two of the four core partner agencies: Land of Lincoln Workforce Alliance (WIOA) and Illinois Department of Employment Security (IDES).

LLWA is comprised of two local boards:

- Chief Elected Officials (CEO)
Membership is comprised of a Local County Board Representative from each of the five counties, for oversight of fiscal and program policies. Meets quarterly or as needed.
- Local Workforce Innovation Board (LWIB)
Sets policy for LWIA 20 system within the local area, and comprised of business representatives, education representatives, community based organizations and other state mandated partners. Meets quarterly.

LLWA Staff

Administrative

- Michelle Griebler, Interim Director
- Michelle Griebler, Assistant Director
- Diane Jones, Chief Financial Officer
- Michelle Brookens, Program Compliance Officer

Administrative Support Staff

- Chafon Tate, Account Technician
- Guenevere Black Ford, WIB Staff and Tech Support

Career Planners

- Christina Sugars, (also serves Menard and Cass Liaison part-time)
- Carlleen Benoit, Sangamon County
- Breanna Kirby, (also serves Logan County Liaison part time)
- Alicia Dean, (also serves as Christian County Liaison part-time)
- Mike Twist, Sangamon County

Workforce Coordinator

- Alicia Dean (also TAA Coordinator and Youth Provider Coordinator)

Technical Resource Specialist

- Kim May- One Stop, Resource Room

Business Services

- Michelle Brookens, Business Services Representative

Customer Engagement

Resource Room

Engaging customers via the Illinois workNet Center, an American Job Center (AJC) can occur through self-service or staff-assisted activities.

Flow: Customer enters, Greeter takes name and contact information, and enters into IWDS system and identifies local services needed.

Computers are available and free for job search activities. Career Planners are also available to meet one-on-one with customers by appointment as needed. When open to the public, LLWA staff are assigned to daily, Monday-Friday rotations in the Resource Room. These are shared duties between LLWA and IDES. Customers may also use direct linkage phone system to directly connect to a live person at another partner location. In addition, the American Job Center (AJC) offers a multitude of monthly and weekly workshops and hiring events.

Mondays

- **Monday Partner Orientation Workshop (Mondays @9:00 a.m.)** Also Available online at *worknet20.org*, YouTube and <https://www.facebook.com/sangamonco.illinoisworknet/>

Provides customers an overview of entire center resources (IDES, WIOA, LLCC, DHS, etc.).

- **TABE 11/12 Reading/Math Assessment (3rd Tuesday of each month 9:00 a.m. – 12:00 p.m., and 1:00 p.m. – 3:00 p.m.)** Also Available by appointment

Wednesdays

- **All LLWA staff are present at Springfield Office.**

Individuals seeking WIOA Title IB services beyond self-service that require registration into the program must complete a WIOA application.

Career Planner

Career Planning Definition

Career planning is a customer-centered approach in delivering services to prepare and coordinate comprehensive career plans for participants that ensures access to workforce activities and supportive services during program participation and continuing for one year after job placement.

Successful Career Planning

Key components of career planning include building rapport, effectively communicating, identifying appropriate services, convening key service providers, connecting participants with services, creating a strong employment plan, motivating and encouraging, following up after appointments, monitoring services, and follow-up after exit. **Additionally, keeping accurate, timely, and descriptive records of career planning efforts through appropriate case management is essential.**

Application for Services and Eligibility Determination

Flow: Career Planners gather pre-training application, documentation, and assessment results, meet with customers and assist with registration on Illinois Joblink and Illinois workNet. Documentation is gathered to pre-determine eligibility and ascertain if training program is on the Statewide Eligible Training Provider List (ETPL) and appropriate for the customer. Eligibility is verified by Assistant Director (AD) or Program Compliance Officer (PCS), and assigned to a Career Planner (CAREER PLANNER). Upon receipt of file assignment, CAREER PLANNER contacts the customer within 3 business days to set up intake/career planning and assessment appointment. CAREER PLANNER will conduct intake to include entry of all documentation and supporting eligibility information into Illinois Workforce Development System (IWDS) and start IEP or ISS. Eligibility is certified by PCS and CAREER PLANNER assumes oversight of customer throughout training program and provides case management and follow-up services as needed.

Once training has ended for a customer, CAREER PLANNER will work with customer to assist with job search needs (resume, job referrals, referrals to Business Services Representative for OJT, support needs for employment, etc.) and provide follow-up services per WIOA follow-up policies.

Basic Skills Screening Tool

The Basic Skills Screening Tool (BSST) is required for all WIOA applicants to determine priority of service. The BSST is completed prior to administering WIOA Title I and II approved assessment, and is not to be used as an assessment to help determine a participant's educational needs. If the screening tool identifies an individual as basic skills deficient, that individual must be further assessed to determine their educational needs through the use of the assessment tools identified

within this policy. Anyone unable to complete the screening tool without assistance must automatically be assessed as basic skills deficient. Adult Program participants who are assessed to be basic skills deficient must receive priority of service whether or not they are also low-income or public assistance recipients.

Assessments

During intake, there must be an assessment for determining a customer's interests, skills, and needs. Assessments are both formal and informal, and include one-on-one interaction between the participant and the Career Planner as well as observations made by the Career Planner. At a minimum, the following areas must be addressed:

- Interest and skills inventory;
- Essential employability skills;
- Digital literacy assessment;
- Financial literacy assessment;
- Basic skills deficiency;
- Barriers to employment;
- Determination of referrals; and
- Supportive services.

For assessing skills and interests outside of basic skills, local programs must use assessment instruments that are valid and appropriate for the target population and must provide reasonable accommodation in the assessment process, if necessary, for individuals with disabilities. There are several assessment types that may be given to include interest, aptitudes, skills, and others in addition to the required reading and math assessments to attend training.

Formal assessments that occurred within the last 6 months, provided by the participant or a WIOA partner program, are acceptable to use, and should address a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs, and developmental needs.

In addition to the BSST, all participants entering into training are required to complete approved reading and math assessments via TABE test of Adult Basic Education. Exceptions to the taking the TABE include:

- An individual who has obtained an associate degree or higher;
- Individuals who within the last year have taken the entrance or placement exam for the postsecondary institution that they intend to attend and passed with scores that do not need developmental or remedial courses in their chosen area of study;
- Youth who within the last 6 months have taken the entrance or placement exam for the postsecondary institution that they intend to attend and passed with scores that do not need developmental or remedial courses in their chosen area of study;
- Adults or Dislocated Workers who are entering only WIOA On-the-Job Training, Paid Work Experience, or Customized Training;
- Trade Adjustment Assistance (TAA) customers only receiving Reemployment Trade Adjustment

- Assistance (RTAA); or
- TAA customers only receiving Job Search and/or Relocation Allowances.

After enrollment, the assessment builds off information gathered at intake, and assists with informing the IEP development. As with the assessment during intake, Career Planners must address informed customer choice when determining suitability for training in a particular career pathway. At a minimum, the continuation of the assessment must address the following areas:

- Employment goals;
- Suitability for employment and/or training program;
- Review of training options including work-based learning and/or traditional training provided through an Individual Training Account (ITA) by a training provider that is on the Eligible Training Provider List (ETPL) if training is needed to meet employment goals (the training service must align with the participant's existing skills and career readiness per interest and skills inventory, and the CAREER PLANNER must facilitate a process that provides the participant with an informed choice of training options);
- Barriers to employment for the chosen career pathway (e.g., criminal history, substance abuse);
- Determination of referrals (coordination with partner programs or community organizations that provide training and education resources);
- Supportive services (as supportive service needs may change if attending training);
- Progress reporting; and
- Follow-up.

Reading and Math Assessments

When conducting assessments, the CAREER PLANNER must use the appropriate tool for the participant. Customers enrolled only in the Youth Program may use other assessments that are approved by the Department of Education National Reporting System (NRS) for determining basic skills deficiency, and for determining Measurable Skill Gains (MSG). Unless the customer was referred to adult basic education services or there is an established process in the Local Workforce Innovation Area (LWIA) Memorandum of Understanding (MOU) for a local Adult Education Provider to conduct the reading and math assessments required prior to a participant being certified for training, it is the responsibility of the Title I staff to provide the assessment for determining basic skills deficiency. Only tests approved per the ICCB Adult Education Policy are allowable for those participants entering into training, including:

- Test for Adult Basic Education (TABE) 11 & 12 and Comprehensive Adult Student Assessment Systems (CASAS) GOALS, the approved assessments as outlined in Adult Basic Education (ABE)/Adult Secondary Education (ASE) Required Testing.
- Title I staff administering the TABE 11 & 12 test must complete the test administration training offered through the ICCB's Illinois Learning, Educational and Academic Resource Network (iLearn) website and receive a certificate.
- At least one Title I staff person must complete the CASAS implementation training by certified personnel to use the CASAS GOALS assessment.
- For TABE 11 & 12, the Locator test must be used to determine the proper pre-test to administer. It may not be solely used as a pre-test or for a post-test.
- English speaking customers must, at a minimum, receive the TABE Reading assessment.
- If the training program of choice requires math, the customer must also receive the TABE Math assessment.

For English Language Learners, (English Language Acquisition), customers should be referred to Lincoln Land Community College for assessment.

All tests must follow the Test Publisher's Guidelines.

- A Locator/Appraisal must be given prior to testing to determine the appropriate level of test to administer.
- If scores indicate the test is not valid because the score is outside of the accuracy range (as indicated by an asterisk (TABE), the individual must be retested following the assessment guidelines.
- Staff administering assessments must rotate test forms as appropriate during customer post-testing.

Results of the Basic Skills Deficient Assessments must be addressed in the IEP or Individual Service Strategy (ISS) for Youth as outlined in the Career Planning System Entry for Basic Skills Deficiency Assessments. This is particularly important if participants are assessed as having basic skill deficiencies and require remediation.

Suitability

Assessments must evaluate and identify suitability of the participant when developing employment goals, appropriate achievement objectives, and the needed combination of services to address barriers. Suitability includes working with the participant on:

1. Aligning career goals to interests, skills, and abilities;
2. Reviewing occupational profiles and employment outlooks for the selected occupation, to include wage information, training needed, and job tasks;
3. Researching the career services that are needed to achieve participants' employment goals;
4. Researching the training services that are needed to achieve the participants' employment goals, including preferred training delivery method (traditional classroom, virtual, hands-on), assessing the cost and length of the training program, and considering work-based learning opportunities including, but not limited to, Registered Apprenticeships, On-the-Job Training, and/or work experience; and
5. Researching the supportive services that are needed to achieve the participants' employment goals.

Discussions with the participant should always be grounded in informed customer choice to ensure sound career decisions and supporting the best use of WIOA funds. Career planning staff must assist participants in making informed career decisions based on accurate information and knowledge and ensure they are prepared with the skills needed to fill hiring opportunities in in-demand sectors and career pathways in high-wage occupations.

Career Plan, i.e., Individual Employment plan (IEP) and Individual Service Strategy (ISS)

Like the assessment, the Career Plan (IEP/ISS) is a living document that identifies employment and education goals as part of a career pathway objectives, and the appropriate combination of services for the participant to reach their goals. It is to be developed collaboratively between the CAREER PLANNER and the participant with mutually established goals. The IEP/ISS is developed after an objective assessment, and reflects the expressed interests and needs of the participant. Once developed, it must be signed by the participant and properly documented in IWDS. All active participants must have an IEP/ISS with at least one open goal with at least one open objective, and should be written with a SMARTER goals structure:

| | |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S pecific | Identify specific short/long-term goals. Specific objectives are the action steps that outline exactly what the participant should do to achieve their goals. |
| M easurable | Define how progress will be tracked. Goals are measurable by the completion of objectives. Measurable goals have benchmarks allowing the participant to see the progress towards successfully achieving goals. |
| A ttainable | Goals and objectives are attainable if the participant can be realistically expected to complete the goal within the timeframe agreed upon. |
| R elevant | Goals and objectives must be relevant to what the participant is trying to achieve. An appropriate objective will be an action step toward completing the goal. The use of the comprehensive and specialized assessments will guide with creating relevant goals and objectives. |
| T ime-Driven | There should be a target date of progress and completion. A goal without a commitment to a schedule or target date tends to be forgotten or neglected. This will keep the participant on track and both parties accountable. Goals are defined as short, intermediate, or long-term. |
| E valuate | Goals, objectives, activities/services, and case notes should be reviewed to assess the success or failure in achieving a participant’s IEP/ISS completion. |
| R eflection and Adjustment | Reflection is a great way for a participant to increase confidence and be more proactive and excited to complete their plan. If any goal changes occur the plan must be adjusted and mutually agreed upon with the participant. |

The IEP, which is an individualized career service, is required to be one of the first services provided to a WIOA Title IB Adult or Dislocated Worker participant since it describes the ongoing strategy for the participant to achieve their goals. At a minimum, the IEP must identify and document:

1. Goals and objectives:
 - Short-term (training or employment goals; and/or
 - Long-term (employment goal that clearly documents the career pathway to attain the career objectives, and includes a review of the demand occupations list (DOTL); and
 - Intermediate objectives needed to meet goals and required training components (remedial, pre-requisites, work-based learning, etc.).
2. Justification as to why the short-term or long-term goals are appropriate for the participant, and must:
 - Be based on assessment information, an interview with the participant, and skills obtained from previous employment and training/education;
 - Include an explanation of the skills gap that the IEP is designed to overcome; and

- Include barriers to employment and/or participant needs, if applicable.
3. The appropriate sequence and mix of services to address the unique strengths, challenges, and needs of the participant to obtain the training or employment goal(s).
 4. Information on the eligible training programs and training providers that are on the State ETPL to determine the training programs that are the most suitable to the participant's needs.
 - **Case notes must document the conversations between the Career Planner and the participant that led to making an informed choice in selecting a training program. Conversations must include:**
 - i. **Discussions on local labor market conditions, including but not limited to the unemployment rate,**
 - ii. **Local employer skill demands,**
 - iii. **Hiring prerequisites, and**
 - iv. **In-demand occupations in the area.**
- Considerations must include if the training is suitable for the participant and if the targeted occupation and industry will lead to sustainable employment.**
5. Identification of all barriers and/or needs that may prevent the participant from obtaining employment or participating successfully in training. The IEP must document the services that are provided to address the participant's barriers including, but not limited to Career Services, Supportive Services, Needs-Related Payments, and referrals to partner agencies for additional assistance, such as childcare, counseling, or other applicable programs.
 6. Method for tracking progress and identifying next steps, including but not limited to follow-up on open goals, objectives, and services.
 7. LLWA will utilize the standardized IEP from DCEO when available.

The ISS is required to be completed after the objective assessment, prior to youth being enrolled in WIOA Title IB. It must be the first service recorded in IWDS. The ISS must document and address the following:

1. Summary of all goals and objectives established with additional information focusing on activities and tools used for achievement;
2. Identify an appropriate career pathway;
3. Documentation of the services provided to the participant, including but not limited to the 14 required WIOA Title IB Youth Elements (disclosed and provided in our Customer Handbook);
4. Summary of action steps to eliminate or minimize any barriers including, referrals to partner agencies for assistance with childcare, transportation, counseling, etc.;
5. Method for tracking progress and identifying next steps, including but not limited to follow-up on open goals, objectives, and services.
6. LLWA will utilize the standardized IEP from DCEO when available.

Both the IEP and the ISS are ongoing processes, requiring routine review and updates as additional needs are identified and/or goals are achieved.

- A review of the IEP/ISS must occur on a regular basis at least once every ninety days, unless the IEP/ISS is updated sooner, as a result of regular thirty-day contact.
- Career Planners must conduct two-way communication with the participant that can include phone, email, text, or other methods to address any successes, problems, challenges, or difficulties that could warrant changes to the IEP/ISS.
- All evaluation and revisions to the IEP/ISS shall be made collaboratively with the participant's consent, and include significant changes that may include changing type of training, employment goal, or change in supportive services.

- Development and subsequent changes of the IEP/ISS will be documented in services according to the same-day services portion of the Service Documentation (Case Management) section of this policy under the applicable service of either Development of an IEP or Development of an ISS. Any associated case notes must be recorded in Case Notes, as outlined in the Case Notes section of this policy.

Service Documentation – Case Management

- Career Planners will maintain regular contact with participants to provide timely services to address participant’s specific needs to support the goals outlined in the IEP/ISS. Regular contact is defined as two-way communication that occurs every thirty days.
- Participants should see the same Career Planner for check-ins and return visits/appointments until the participant exits the system. Participant will be notified if their Career Planner changes, and should be offered an opportunity for an introductory meeting with the new Career Planner as soon as mutually convenient.
- Documentation of any completed assessment must follow policy, be recorded in IWDS, and be documented on the IEP/ISS.
 - Narrative tools on the Assessment Summary in IWDS will be utilized to record information gleaned from the Career Planner related to the different assessment categories, and incorporate what assessment results mean, not just documentation of the test outcomes.
 - Employment Goals portion of Assessment Summary provides an area to record items such as the participant’s wage goal, ability to work different shifts, distance willing to travel, and other information from conversations between the participant and Career Planner.
 - Income and Expense section of Assessment Summary is designed to assist the participant and Career Planner in evaluating the participant’s ability to support themselves and their family while they are in the WIOA-funded training program.
- **All WIOA title IB services provided to a participant will be entered in IWDS within ten calendar days of the service delivery.**
 - Entry of services should be combined with case notes (whether a standard case note or one attached to an episode of a same-day service) to describe each service and provide any other notable information as detailed as outlined in the Case Notes section of this policy.
 - Services can only be recorded on or after the certification date. Therefore, if any services are provided prior to the certification date, they must be entered as being provided on the certification date under the Comprehensive and Specialized Assessment service, and a case note must be added to record the actual date of the service.
 - The service screen must reflect all of the services that have been or are currently being provided to the participant.
 - Service records must be closed/ended with an indication of completion status (successful or unsuccessful) within ten days of learning of the completion of the service.
 - Outcomes of education and training services, such as credentials and/or Measurable Skill Gains attained must be entered within ten days of learning of the attainment.
- All documentation must be contained in the participant’s physical file and be available for review, as requested during compliance monitoring.
 - All relevant documentation contained in the participant’s physical case file will be uploaded to IWDS as directed by OET monitoring staff for remote monitoring and data validation purposes by the State and the U.S. Department of Labor (USDOL).

Case Notes

Case notes are vital to quality service and reporting, and must reflect the result of continuous career planning in detail so that the participant's status is easily determined. Case notes for an open active service must document ongoing two-way communication between the Career Planner and participant that describes how the service or activity moves the participant toward their goal(s). **Case notes must be entered into IWDS within 10 calendar days of the service delivery and the regular contact (typically 30 days).**

Case notes should also indicate cross-program coordination of services and contacts with staff in other programs, and Career Planners must identify the partner programs from which the participant receives services on the Concurrent Programs screen in IWDS. In addition to case notes that are entered to describe WIOA services and regular contact, the participant case note history must reflect the following information as appropriate:

Introduction

A complete description of the status of the individual at onset of participation including an explanation of their overall need for services. This case note should elaborate on **eligibility, intake, and assessment results** to give a clear picture of the individual, **their barriers, strengths and skills, training preferences, and possible support needs.**

Determination of Training Need

The CAREER PLANNER must document the suitability of the training/retraining program with participant's needs. In cases where training/retraining is required for a participant to enter or re-enter the workforce successfully, the training selected must be directly linked to employment opportunities in the local area or the planning region or in an area to which a participant is willing to commute or relocate.

Training Start

A case note should be entered when the participant enters training and is to include the **date the training began, training program, training provider/school, and planned end date.**

Training End

A case note should be entered to reflect that the participant's training has ended and include the following: **date training ended, name of the program, whether the participant completed the training, and credential/license status.**

Exit

A full description of participant status at exit must case noted and include **employment/non-employment, employer name, hire date, hours, and wage.**

Follow-Up

A case note should be entered with a full description of the follow-up services and information provided to the participant.

In instances when a participant is no longer actively participating in WIOA Title IB services, case notes should be documented as standard case notes and **not documented within a same-day service as an Additional Service Episode** in IWDS, so as not to extend participation in WIOA Title IB and/or the Exit date.

BUILDING A FILE

FLOW

Workforce Specialists/Career Planners gather pre-training application, documentation, and assessment results, meet with customers and assist with registration on Illinois Joblink and Illinois workNet.

Documentation is gathered to pre-determine eligibility and ascertain if training program is on approved training list. Eligibility is verified by Assistant Director (AD) or Program Compliance Officer (PCS), and assigned to a Career Planner. Upon receipt of file assignment, Career Planner contacts customer within 3 business days to set up intake/career planning and assessment appointment. Career Planner will conduct intake to include entry of all documentation and supporting eligibility information into Illinois Workforce Development System (IWDS) and start IEP or ISS. Eligibility is certified by PCS and Career Planner assumes oversight of customer throughout training program and provides case management and follow-up services as needed.

Once training has ended for a customer, Career Planner will work with customer to assist with job search needs (resume, job referrals, referrals to Business Services Representative for OJT, support needs for employment, etc.) and provide follow-up services per WIOA follow-up policies.

Training: See ITA Training Policy for funding limits.

- Makes copy of training programs curriculum and required courses to complete training. Audits training plan and requirements to ensure it is in line with LWA 20 ITA policy.
- (Obtain acceptance letter, curriculum, pricing, and other training requirements from school catalog or other published pricing such as school's website)
- Obtains FAFSA information (some types of training are not eligible for FAFSA: i.e.: Certified Nurse Aid, CDL.) If customer has not applied for FAFSA, refer customer to FAFSA website or school's Financial Aid Department. Fafsa.gov
- Copies current term's class schedule. Verifies that all courses are a required component of the training program.
- Determines Supportive Service Needs: Mileage Assistance, Daycare assistance, and other support needed to successfully complete training. (See LWIA Participant Support Policy for limits and approved types of support.)

Committee Review

- Career Planner submits customer to the Enrollment Review Committee. Career Planner will make

recommendations based on intake and comprehensive assessment. Committee will make final approval for funding. A Committee Review form will be completed by Career Planner and presented to the Committee. (See Committee Review Form). Review committee meetings are usually held on Wednesday afternoons, but can be scheduled as needed.

- If approved, Career Planner will submit a “voucher” to school authorizing specified payments for training expenses for the current semester or term based on the most current ITA policy and the customer’s FAFSA/MAP Grant. Career Planner will prepare support forms and send to the customer along with the support services reimbursement schedule.

File Audit

- Completed file and all documentation will be sent to Program Compliance Specialist (Michelle Brookens) for a complete file audit. Career Planner will be notified of any findings and Career Planner will responsible for resolving all findings. The PCS will certify eligibility in IWDS.
- **ITA:** The PCS will prepare the ITA for the fiscal department which will include all cost estimates associated with the training (including support) for the entire Program Year. WIOA program year: July 1 through June 30th. (i.e.: June 23, 2020 = PY’ 19 year, July 1, 2020 = PY’ 20 Year).

Case Management

- Throughout the course of the training, Career Planner will stay in monthly contact (minimum of every 30 days) with customer. At the end of each semester, mod, quarter, or term, Career Planner will meet in-person to obtain: Grades, New schedules and any new FAFSA info. Career Planner will again review new schedules to verify courses are a required component of the training program enrolled in. Career Planner will send new semester/term vouchers to school if appropriate. Career Planner will enter monthly same day service case notes on IWDS. If customer is receiving support (mileage/daycare), Career Planner will verify accuracy of forms (including holidays/breaks), sign off on forms, and send to Program Compliance Specialist (MB) for final approval.

End of Training

- Once a customer has successfully (or unsuccessfully) ended his/her training, Career Planner will obtain copies of any certifications, degrees, or licenses associated with the training. The Career Planner will also make sure there are no outstanding reimbursements needed for permits, exams, etc. Career Planner will end all IWDS activities associated with the training including support activities, verify current employment status, enter MSG, credentials, and update the IEP/ISS to-date. Some customers are transferred to the BSR for OJT or Work Experience placement(s). Career Planners will forward files to the AD for exit and provide follow up services to the customers for a minimum of 12 months.

Service Levels

In order for an Adult, Youth, or Dislocated Worker to receive training assistance, they must be assessed for and progress through career and training services. (This does NOT apply to youth who are served through our contracted youth providers.) Career Planners must document that each service level was provided and that the customer “could not obtain self-sufficient employment through “career services alone”. This documentation will occur in a Case Note entitled “Career Services”. Support Service case notes will separately be entered outlining any applicable needs, documentation, and payment requirements needed per support services policy.

Career Services

Workforce Specialists and Career Planners will generally use the following career services:

WIOA Orientation

Eligibility Determination

Resource Room Usage

Initial assessment of skills

Development of an IEP/ISS

Review of basic support needs

Illinois workNet and Illinois JobLink registration (will demonstrate that customer is actively looking for employment but unable to secure self-sufficient employment)

*Customers can only progress to training services when career services have been rendered.

Training Services

Training services are described in Section 134(d)(4). These services are available to employed and unemployed youth, adults, and dislocated workers who:

1. Have met the eligibility requirements for career services, have received at least one career service and who are unable to obtain or retain employment through such services;
2. After an interview, evaluation or assessment, and case management, have been determined by a one-stop operator or one-stop partner, as appropriate, to be in need of training services and to have the skills and qualifications to successfully participate in the selected program of training services;
3. Select a program of training services that is directly linked to the in-demand employment opportunities either in the local area or in another area to which the individual is willing to relocate;
4. (a) Are unable to obtain other grant assistance for such services, including Federal Pell Grants established under Title IV of the Higher Education Act of 1965 (20 U.S.C. 1070 et seq.); or (b) Require assistance beyond the assistance made available under other grant assistance programs,

- including Federal Pell Grants; and
5. Are determined to be eligible in accordance with the priority of service system:
Priority: Veteran, TANF Recipient, Food Stamp Recipient (SNAP), Low-Income, Basic Skills Deficient (BSD).

(See Individual Training Accounts “ITA” Policy)

Funding for tuition (limits are in place); Books/Supplies required for training; and Other “required” training costs needed for specific training programs.

Support Funding: (See “Participant Support Policy”): Mileage, Daycare, etc. Career Planners must document the need for this support and must identify that no other sources are available for this support. Google Maps, CCCC documentation, and Case Notes will satisfy as documentation.

Grants/Titles

1Y : Youth age 16 – 24

Must be economically disadvantaged “low-income” unless a High School Drop Out

Must possess at least one youth barrier

For individuals 18 – 24 & not enrolled in school, can include Individual Training Account (ITA) training vouchers

1A: Adults (Minimum age: 18)

Two ways to be eligible:

Low Income (75% of LWIA 20 1A customers mandated)

Non-Low Income: Meets 200% Poverty Guidelines

1D: Dislocated Workers

Five Ways to be eligible:

Unlikely to Return

Plant Closure

Formerly Self Employed But Now Unemployed

Displaced Homemaker

UI Profilee (identified on IWDS System)

WIOA APPLICATION: IWDS

New and current Career Planners will attend DCEO IWDS Training dependent on annual training schedule.

Time Frames

Career Planners must still certify a customer's eligibility within 30 days of the application (ALL TITLES)

Customers who have been certified for programs must be enrolled within 45 days of their eligibility certification date (45 DAY ENROLLMENT REQUIREMENT)

Need to Exit a customer no later than 120 days after last service is ended

Eligibility Considerations

Eligibility related data is locked when a program/title is certified

Career Planners can generate an eligibility evaluation for every title/subprogram for which eligibility is calculated

Each application can be used for only one statutory program (e.g. WIOA, TAA)

Guided Application Process

Provided for WIOA, and TAA programs

Only prompts a Career Planner for information that is required or relevant for the selected title or eligibility category

This is the recommended method to create customer information and applications

Customer Types

Inquirant

Initial contact with Customer

Minimal information on database (usually)

Must first verify that Customer does not already exist on database.

Customer is an inquirant before eligibility is established, once eligibility is established customer becomes an applicant.

Applicant

Eligibility has been determined and certified.

Registrant

Customer has been certified and enrolled in one or more titles.

Exiter

Customer exited program

No longer receiving training or services but may be receiving follow-up services based on exit reason and employment status.

Initial Customer Contact

Customer Enters Office or submits pre-application at <https://worknet20.org/wioa-funding-assistance/>

Search IWDS System for existing Customer

If Customer found on system

Verify details

Modify as needed

Add case notes as needed

If no match

Establish New Customer

WIOA APPLICATION

Screen by Screen Overview

Rule 1: NEVER USE WHITE OUT ON WIOA APPLICATION

Page 1:

Use Legal Name

Contact date should match application date.

Select appropriate workNet Center based on County of residence.

Address listed must match documentation.

Secure ALL possible sources of customer contact: mailing address, email, cell, land line

Secure TWO additional collateral contacts (spouse, relative, close friend, etc.)

PAGE 2

If counting as “family of one” due to disability, specific type of disability must be checked and documented

Selective Service (see attachment of who needs to register)

Can obtain printable documentation: <https://www.sss.gov/RegVer/wfVerification.aspx>

Selective service verification form must also be completed

SSN and DOB must match documentation.

PAGE 3

Veteran Status Definition (taken from IWDS System)

Veteran status must be documented

If any of the following apply to you, then you are a U.S. Armed Forces Veteran.

1. You have served in the United States military on active duty for 180 days or more other than training.
2. You were released from active duty because of a disability prior to serving 180 days.
3. You served less than 180 days of active duty, but have an Armed Forces Campaign or Expeditionary medal(s).

Page 4

Concurrent Programs

Check programs customer is concurrently enrolled in (i.e. Wagner Peyser for current UI recipients).

Page 5

Barriers and Education Status

All applicable and documented barriers need marked YES. All others need marked NO.

Highest grade completed. (NOT current grade level)

Education Status is documented by copy of diploma, degree, certification, complete transcript, applicant statement, or other approved forms of written documentation.

BSD is automatically generated when test scores are entered.

Pell grant recipient and amounts are found on the FAFSA,

Page 6

Credentials

If you enter a credential that was earned previous to WIOA application, it must be documented (H.S. diploma, GED, degree, other Certificate). Type and dates must match documentation in the file.

Page 7

Employment and Dislocated Worker Characteristics AT TIME OF INTAKE:

Employment Status of Customer must be documented

Unemployed: Actively looking for work but unemployed

Employed: Can be full time or part time- copies of pay stubs in file.

Not in Labor Force: No work history or not actively looking for work

Under-Employed: Individual actively looking for full time work but is currently working part time OR is working in employment not commensurate with the individual's demonstrated level of educational attainment or is not earning self-sufficient earnings.

Dislocated Worker

Must have at least one dislocated worker characteristics in order to be 1D eligible.

Most commonly used; completed one month of job search; unemployed at least six months prior to application (exhausted).

Pages 8-11

Work History

If no work history----write "No Work History" on top of form

If customer has work history, complete form for each job utilizing applicant information, pay stubs, and/or IBIS wage records.

For prior or re-entry customers, all previous jobs already in IWDS should be completed.

If a customer is 1D the following also apply;

Dislocation must be selected YES

Employment status and layoff reason must match IDDES documentation

NAICS code must match documentation in the file

Page 12

Public Assistance

If any item is checked, it must be documented

SSI = Supplemental Social Security

Food Stamps/SNAP or TANF:

Currently receiving at time of intake (or member of a family)

OR: Determined eligible (or a member of a family) determined eligible within the past 6 months. See family definition.

DHS case number is also found on public assistance documentation.

Family Characteristics

Family members must be documented- public assistance record, applicant statement, birth certificates of children, current medical card, family status form.

If family of one due to disability, ONLY list name of applicant

Family member but receiving less than 50% living expenses/not being counted as a dependent, ONLY list name of applicant (must be documented)

Dependent Status: Family members who are under 18 years of age.

Page 13

Income Calculation

Used for 1A applicants not receiving or not a member of a family receiving or who has not received public assistance within the past 6 months.

Used for 1Y applicants who are high school graduates, not enrolled in school not receiving or not a member of a family receiving or who has not received public assistance within the past 6 months. (Documentation includes 6 months gross household income; pay stubs, written employment statements/printouts, IBIS wage records). Calculations must be within the written WIOA guidelines based on documented family size. See WIOA Income Guidelines.

Income and Expenses

Only needed if creating an ITA (1A, 1D, 1Y Out of School)

Page 14

WIOA Additional Criteria

If ONLY certifying/enrolling in 1Y or 1A Career Services; only required to completed assessment and IEP/ISS.

If planning on certifying/enrolling 1A, 1Y, 1D Training in the future; will need to complete and eventually document with case note. Assessment and IEP/ISS have been completed, meets qualifications for selected training program (was assessed by CAREER PLANNER), Selected training program is in demand (on approved list), and other grant sources are unavailable (documented on training budget worksheet).

Page 15

Signature and Application Date of Career Planner Required

Page 16

Applicant Signature and Application Date Required (use ink)

If under age 18, parent or guardian signature/date required

(If guardian, have documentation to support that legal relationship

ALL TITLE ELIGIBILITY:

ELIGIBILITY DETERMINATIONS

LOW INCOME ELIGIBILITY

ADULT (1A)

1A Career Services:

No Income guidelines

Must be: Authorized to work in US

Compliance with Selective Service Act

Age: Minimum 18 years of age

1A Training Services:

Must meet above criteria AND

Must meet income guidelines:

a) Low Income

OR

b) Below 200% Poverty Level (LWIA 20 Local Policy)

INCOME DETERMINATIONS

DISABILITY:

If applicant has a disability, he/she can be viewed as a ‘Family of One’.

Disability MUST be documented. Disability must “limit employability Options” of an individual.

When viewing as family of one, the applicant’s income still must be obtained for the past 6 months, documented and must meet the income guideline for family size of one.

Documentation of income:

If \$0.00 income in past 6 months: IBIS Printout & Applicant Statement

(Need exact 26 weeks date on applicant statement)

Work history should reflect no work for that 6 month time)

Page 12 of WIOA Application, Family Characteristics, only the applicant should be listed and Family of Due to Disability should be marked yes.

If applicant has income for past 6 months---see Income Calculation section.

Customer's income MUST be entered into IWDS income calculations (& hard copy). EVEN IF \$0.00 income, zeros must be entered.

FAMILY OF ONE

If applicant is 18 or over, living with family members BUT family members do not claim the youth as a dependent on taxes AND are providing less than 50% of the youth's living expenses (i.e.—room and board ONLY):

Applicant can be counted as family of one- (requires completed and signed family status form).

Page 12 of WIOA Application, Family Characteristics, only the applicant should be listed.

When viewing as family of one, the applicant's income still must be obtained for the past 6 months, documented and must meet the income guideline for family size of one.

Unlike Family of One due to disability, applicant should demonstrate some type of financial independence (income/grant/loan etc.) to substantiate that they are paying over 50% of their living expenses (excluding room and board) and you must document this in a case note.

Includable income will have to meet the income guideline family size of one

Income MUST be entered into IWDS income calculations.

Family Status Form MUST be completed by Head of Household to verify an individual's Independence.

FAMILY MEMBERS/INCOME

Definition of "Family": Two or more persons related by blood, marriage, or decree of court, who are living in a single residence.

Low income definition: "received income or is a member of a family that received a total income, for the 6 month period prior to the application for the program involved, that does NOT exceed the higher of:

the poverty guideline, for an equivalent period- Income Guidelines

OR FOR TITLE 1A:

a) Does not exceed the higher of 200% of the Poverty Guideline (Non-Self Sufficient Level identified by LWIA Board.

REMEMBER: THERE IS NOT A “NON-LOW INCOME STATUS” FOR YOUTH FUNDED ACTIVITIES See section on “Includable/Excludable Income”

See section on “Example of how to calculate income”

IMPORTANT TO REMEMBER:

When determining income on families:

You must document the family members (family size)

Refer to list for acceptable documentation

You must also document each family member’s income for past 6 months.

If a family member does not have income for past 6 months---that also needs to be documented (Applicant Statement/printout of IBIS wage summary).

Low Income Individuals (when income is not necessary to calculate)

Receives or is a member of a family that receives, cash payments under a Federal, State or local income-based public assistance program;

Is a member of a family that receives (or has been determined eligible within the 6-month period prior to application for the program involved to be eligible to receive) food stamps pursuant to the Food Stamp Act of 1977 (7 U.S.C. 2011 et seq)

Qualifies as a homeless individual, as defined in subsections (a) and (c) of section 103 of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11302)

Is a foster child on behalf of whom State or local government payments are made

YOUTH ELIGIBILITY

1Y Out-of-School Eligibility – must be out-of-school for 1Y ITA.

General Eligibility: Must be: Authorized to work in US

Compliance with Selective Service Act

An out-of-school youth is an eligible youth who is:

- (i) not attending any school (as defined under State law);
- (ii) not younger than age 16 or older than age 24; and
- (iii) one or more of the following:

(I) A school dropout.

(II) A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.

(III) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is—

(aa) basic skills deficient; or (bb) an English language learner.

(IV) An individual subject to the juvenile or adult justice system

(V) A homeless individual, a homeless child or youth, a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement.

(VI) An individual who is pregnant or parenting.

(VII) A youth who is an individual with a disability.

(VIII) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

DISLOCATED WORKER ELIGIBILITY

General Eligibility: Must be: Authorized to work in US

Compliance with Selective Service Act

UNLIKELY TO RETURN

- A. Has been terminated or laid off, or who has received a notice of termination or layoff, from employment.

- B. Is eligible for or has exhausted entitlement to Title III Unemployment Insurance Compensation.

or

C. Has been employed for a duration sufficient to demonstrate attachment to the workforce, but is not eligible for Title III Unemployment Insurance compensation.

D. Is unlikely to return to a previous industry or occupation.

Laid off from a declining industry, defined as The North American Industry Classification System (NAICS) is used by the United States, Canada, and Mexico to classify businesses by industry. Each business is classified into a six-digit NAICS code number based on the majority of activity at the business.

or

Laid off from a low-growth occupation, defined as O*Net (SOC) code The O*NET Program is the nation's primary source of occupational information. Valid data are essential to understanding the rapidly changing nature of work and how it impacts the workforce and U.S. economy. Every occupation requires a different mix of knowledge, skills, and abilities, and is performed using a variety of activities and tasks. These distinguishing characteristics of an occupation are described by the O*NET Content Model. From this information, applications are developed to facilitate the development and maintenance of a skilled workforce.

or

3. Have been unemployed for at least 26 weeks and have completed one month of documented job search through the Job Service.

or

4. After an assessment of education, skills and work experience, have been determined by the Title I entity to require additional assistance to qualify for any available openings in the industry or occupation from

which the person was laid off, or to obtain employment in another occupation. Such determination must be documented in the customer's case notes.

PLANT CLOSURE OR SUBSTANTIAL LAYOFF

A. Has been terminated or laid off, or has received a notice of termination or layoff from employment as a result of any permanent closure of, or any substantial layoff, at a plant, facility, or enterprise.

or

B. Is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days;

or

C. For purposes of eligibility to receive core services, is employed at a facility at which the employer has made a general announcement that such facility will close;

SELF-EMPLOYED

Was Self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters.

DISPLACED HOMEMAKER

Is a displaced homemaker who has been providing unpaid services to family members

in the home and who – has been dependent on the income or another family member but is no longer supported by that income; and Is unemployed or under-employed and is experiencing difficulty in obtaining or upgrading employment.

APPROVED TRAINING PROVIDERS/PROGRAMS

Access to Provider/Program Information

All provider and program information is recorded and available on IWDS. Staff may access this information directly through the IWDS system. Consumers and providers may access this information through <https://www.illinoisworknet.com/wioatrainingsearch> website. Access to these sites will be administered by either the Assistant Director or the Program Compliance Specialist at the Land of Lincoln Workforce Alliance.

Background Information - Program and Provider Certification

WIOA establishes a “customer choice” approach to services through a system of Individual Training Accounts (ITAs) while assuring program quality through a provider certification system. All programs for which an ITA are issued must meet the requirements of initial eligibility as well as a condition of re-certification as outlined in the WIOA Policy 15-WIOA-5.3 and the accompanying WIOA Training Provider Certification Policy Guide. Trainings must result in demand occupations. In addition to these minimum requirements, The Land of Lincoln Workforce Alliance may develop initial and subsequent eligibility beyond the standards established by the State policy. No ITA will be issued for enrollment into a particular program until the program has official approval or renewal through this process.

Pre-hire Requirements and other Special Considerations

Pre-hire requirements may be placed on certain training programs when economic conditions exist that indicate limited employment in the career clusters associated with the particular training program. A pre-hire authorization will consist of a guarantee of employment upon completion of a particular training program. All pre-hire authorizations must be provided to the Career Planner in writing from a reputable employer and be contained in the participant file prior to enrollment.

500C-5 FORMS

A Career Planner must complete a 500C-5 form for individuals who are participating (attending) a WIOA approved provider/training program and who are receiving Unemployment Insurance. This form should be sent to the Illinois Department of Employment Security office (next door) and A copy should be maintained

in the customer's file. This form allows individuals to continue to receive their Unemployment Insurance Benefits while attending school.

Note: Attending school does not extend or increase customer's unemployment insurance benefits.

CASE NOTES

Case notes, in conjunction with an Individual Employment Plan (IEP) or Individual Service Strategy (ISS) are intended to document the delivery of services to program participants. Information contained in participant case notes should be relevant to the goals of the customer's IEP/ISS. All participant files must contain appropriate case notes in IWDS. If staff will be providing training or supportive services, case notes should document the services provided monthly.

Documentation of the Career Planner's efforts to contact a customer to monitor progress towards the goals stated in her/his IEP/ISS, if applicable, must be made in case notes. Participants are responsible for making contact with Career Planners and Career Planners are responsible for assisting the customer with moving towards goal attainment and successful completion of his/her training.

Additionally, the content of case notes should include information that accurately describes the services provided and the individual's experiences in WIOA activities. The following are examples of appropriate areas of reference for case notes:

Career Services: "Jane" completed intake and was determined eligible for WIOA services. All documentation was secured and an initial assessment/interview was completed. Give overview of customer here---i.e.: Jane is 27 years old, single parent with 2 children and is receiving food stamps.

Jane has registered with Illinois Job Link and Il WorkNet; she has participated in a Training Orientation workshop and has completed a pre-training application. Based on initial assessment interview, Jane is unable to obtain/retain self-sufficient employment through career services only and is in need of training services.

Completed in-depth interview and assessment with Jane. She completed the TABE Basic Skills Assessment and submitted her TEAS assessment. Reviewed work history, previous education and experience, skills and basic skill assessment results. She is interested in attending training to gain marketable skills which will allow her to be more competitive in today's job market. Jane has been accepted into the LPN program at LLCC. Jane has reliable transportation and has arranged child care services while attending school. Test results indicate Jane has high enough basic skill levels to successfully complete the training. She has applied and been approved for FAFSA but will need additional funding assistance. Reviewed Labor Market

Information and LPN's demonstrate an occupation that is marketable with the potential to lead to self-sufficient wages. Completed an Individual Employment Plan (IEP). Jane is unable to obtain/retain self-sufficient employment through career services alone. Will submit file to Committee Review for training approval.

Support Needs: Jane will be traveling approximately 53 miles round trip (see google map printout) for training, and will need full time daycare for two children. In accordance with LWIA 20 Support Policies, Jane is eligible for both mileage and daycare funding assistance. Jane has applied for Community Child Care Connections childcare assistance, but the funding will not cover 100% of the daycare costs and LWIA 20 will pay the balance of \$20.00 per week. There are no other sources available at this time to assist with these support needs.

Training: Committee approved funding and support services for Jane. She will start LPN training at LLCC on August 21, 2021 with a planned completion date of June 23, 2022. Jane will be responsible bringing in support forms, semester grades and schedules. I will send voucher to school authorizing specified funding allowances. Created daycare and mileage forms and reviewed procedures/reimbursements schedules with customer. Completed w-9 forms and daycare questionnaire forms have been received. The LLCC LPN course will require uniforms for participation. A voucher will be sent to "Star Uniforms" authorizing funding for up to \$150 for mandated uniforms.

The needs of each individual should be clearly explained in an introductory case note. Information from intake, interviews, and the objective assessment can be woven together to discuss participant needs and the proposed employment plan. The note should elaborate on the documentation to give a clear picture of the individual, her/his particular needs, the barriers s/he faces, strengths and skills, identified training preferences and possible future support service needs.

Contact during training and supportive services: Case Notes should be maintained throughout the course of the training. (monthly at minimum). If support forms are turned in a same-day support service episode is entered, and a case note should document receipt of and processing of the forms. Mileage forms will also verify training attendance. For example, if a customer brings in or mails a mileage form for a two week period, the case note will verify receipt of the mileage form and CAREER PLANNER can note the customer's attendance level during that period.

NOTE: If a customer does not submit support forms on time---this should be a "red flag" to the Career Planner regarding potential customer problems (i.e.-quit school). The CAREER PLANNER should contact the customer when a support form is over 10 days late.

Meetings: Meetings and contacts should be noted in the case notes by adding a same day case management service activity episode. In addition, the case notes can be utilized to highlight follow-up activities for each

customer and to track pertinent information about the customer, his/her jobs search, or employment that is related to the goals in their IEP/ISS.

End of Training: A case note should be created when a customer ends his/her training (successfully or unsuccessfully). A copy of any degree, credential or license must be copied and placed in the file. Upon the end of training, all IWDS training activities/support activities should be ended and the customer should be enrolled in a self-directed job search activity. The file will then be forwarded to the Assistant Director who will assign the customer to a Workforce Specialist Staff for job search activities.

INDIVIDUAL TRAINING ACCOUNTS (ITA)

SCHOOL/VENDOR/FUNDING AUTHORIZATIONS/ VOUCHERS/CHECK REQUESTS

Steps Needed Prior to issuing Funding Authorizations/Vouchers:

Customer must have been determined eligible and all documentation verifying eligibility should be secured in customer's file.

Review Committee must have authorized expenses/training/support.

An accurate current class schedule must be secured and CAREER PLANNER has verified that all course work is required for the specified training program (complete curriculum plan of training program must be in file for reference of "required training courses")

Copy of grades from previous semester/term need to be obtained each term.

School Vouchers:

Funding Authorizations/vouchers are completed by Career Planner. The CAREER PLANNER will authorize funding levels in accordance with LWA 20 Individual Training Accounts Policy. Any exceptions to go beyond funding limits MUST be approved by the Review Committee and Executive Director. A copy of all vouchers must be maintained in customer's file. . **The Land of Lincoln Workforce Alliance is a tax exempt agency. Providers and vendors should be made aware that taxes should not be included on any invoice.

Individual Training Account (ITA):

LWIA 20's Fiscal Department has created an electronic ITA that will be completed by the Program Compliance Specialist. Planned estimates (obligations) for each Program Year's funding will be entered on the ITA. Obligations will include all:

Training Charges: Tuition, minus MAP and/or other tuition restricted grants/scholarships

Other Training Charges: Fees, Books, Uniforms, Testing fees, tools, supplies,

Licensure/exam fees, etc. paid directly to the training provider.

Support Charges: Mileage, Daycare, Other Support (see Support Policy)

Other Support Charges: Fees, Books, Uniforms, Testing fees, tools, supplies or

Licensure/exam fees, etc. reimbursed to the customer or to other non-training provider vendors.

This ITA should be modified or adjusted throughout the year if training or support estimates (obligations) change. For example: \$2000 was originally obligated for childcare assistance; but customer was approved to receive Community Child Care Connection (CCCC) Assistance after ITA was created, an ITA de-obligation should be completed to reflect this change. Accurate and current ITA accounts are VITAL for LWIA 20.

CHECK REQUESTS

Invoices/bills for training, OJTs, IWT, and training related and support services will be sent directly to the Career Planner. Career Planners are responsible for verifying that the invoice/bill is correct and allowable. **The Land of Lincoln Workforce Alliance is a tax exempt agency. Taxes should NOT be included on invoices. BSR/CAREER PLANNER will complete and sign a Check Request. All Check Requests will then be sent to the Program Compliance Specialist for review and approval. AN ITA OLBIGATION MUST BE SUBMITTED PRIOR TO ANY CHECK REQUEST AUTHORIZATIONS. With input and adjustment notification requests the PCS is responsible for maintaining adequate ITA obligation balances to cover the amount of any check requests.

PASSWORDS/WEBSITES

IWDS: <https://iwds.dceo.illinois.gov/iwds/staffhome.html>

Password must be changed EVERY 28 days

User ID/PW mandatory. Passwords may be reset by M. Griebler or M. Brookens

Approved Programs/School List (IWDS):

<http://iwds.state.il.us/iwdshome.html>

<https://www.illinoisworknet.com/wioatrainingsearch>

IES Mainframe/RACF

Password must be changed EVERY 28 days

User id/Pw mandatory

Look up public assistance documentation

Illinois workNet:

<http://illinoisworknet.com>

Illinois Job Link:

<http://illinoisjoblink.com/>

IBIS:

<https://services.illinois.gov/IBIS>

Requires user id /pw for citrix

Requires user id/pw for IBIS (same as RACF id/pw. Must be changed every 30 days---change must occur at Mainframe/racf site)

LWA 20 WIOA ACRONYMS

| | |
|-----|-------------------------|
| 1A | Adult Grant |
| 1Y | Youth Grant |
| 1D | Dislocated Worker Grant |
| ABE | Adult Basic Education |
| AD | Assistant Director |
| AJC | American Job Center |
| BSD | Basic Skills Deficient |

| | |
|-----------|-------------------------------------------------|
| BSR | Business Services Representative |
| CBO | Community-Based Organization |
| CP | CAREER PLANNER |
| CCCC | Community Child Care Connections |
| CEO | Chief Elected Official |
| CFO | Chief Financial Officer |
| CN | Case Note |
| DCEO | Department of Commerce and Economic Opportunity |
| DOL | Department of Labor |
| ED | Executive Director |
| EFL | Educational Functioning Level |
| ELL | English Language Learner |
| ERC | Enrollment Review Committee |
| ESL | English as Second Language |
| FY | Fiscal Year |
| GED | General Equivalency Diploma |
| HSE | High School Equivalency |
| IBIS | Illinois Benefit Information System |
| IEBS | Illinois Employment Business System |
| IDES | Illinois Department of Employment Security |
| IEP | Individual Employment Plan |
| IJL | Illinois Job Link |
| IS or ISY | In-School or In-School Youth |
| ISS | Individual Service Strategy |
| ITA | Individual Training Account |
| IWDS | Illinois Workforce Development System |
| IWT | Incumbent Worker Training |
| LLSIL | Lower Living Standard Income Level |
| LMI | Labor Market Information |

| | |
|-----------|--------------------------------------------------------------------|
| LWA | Local Workforce Area- We are LWA 20 |
| LLWA | Land of Lincoln Workforce Alliance |
| LLWB | Land of Lincoln Workforce Board |
| MIS | Management Information System |
| MOU | Memorandum of Understanding |
| NAFTA | North American Free Trade Act |
| NAFTA-TAA | North American Free Trade Act - Transitional Adjustment Assistance |
| NOFO | Notice of Funding Opportunity |
| NRS | National Reporting System |
| OASI | Old Age and Survivor's Insurance |
| OJT | On-the-Job Training |
| OS or OSY | Out-of-School or Out-of-School Youth |
| OY | Older Youth |
| PCS | Program Compliance Specialist |
| PY | Program Year |
| RA | Registered Apprenticeship |
| RFB | Request for Bid |
| RFP | Request for Proposal |
| RFQ | Request for Quote |
| RR | Rapid Response |
| RTAA | Re-employment Trade Adjustment Assistance |
| SNAP | Supplemental Nutrition Assistance Program |
| SSI | Supplemental Security Income |
| SSDI | Supplemental Security Disability Income |
| TA | Technical Assistance |
| TAA | Trade Adjustment Assistance |
| TABE | Test for Adult Basic Education |
| TANF | Temporary Aid to Needy Families |
| TEGL | Training and Employment Guidance Letter |

| | |
|-------|------------------------------------------------------------|
| TRA | Trade Readjustment Allowances (support payments under TAA) |
| UI | Unemployment Insurance |
| USDOL | United States Department of Labor |
| WARN | Worker Adjustment and Retraining Notification |
| WBL | Work Based Learning |
| WIOA | Workforce Innovation and Opportunity Act (formerly WIA) |
| WS | Workforce Specialist |

Adult/Dislocated Worker Follow-Up Policy

The Workforce Innovation and Opportunity Act (WIOA) requires states and local areas to set policy on Follow-up Services. Follow-up services must be provided, as appropriate, including counseling regarding the workplace, for participants in adult or dislocated worker workforce investment activities who are placed in unsubsidized employment, for up to 12 months after the customer begins employment. After ninety (90) days following exit, if a participant is not responsive, cannot be located, or refuses to provide information, the Career Planner may close follow-up services.

This section addresses the types of follow-up services and the timetables on when they occur for Adults and Dislocated Workers.

1. Regular contact with participants is essential to the individual's ongoing success.
 - a. This contact requires interactive two-way communication.
 - b. It can occur by telephone conversation, in person, or via email (or other social media).
 - c. While sending a letter or leaving a voicemail might be a follow-up, neither is acceptable if no interaction or provision of service took place.
2. It is the responsibility of the Career Planner to determine, in conjunction with the Participant, which follow-up services after exit would best suit the participant's circumstance.
 - a. In the Adult and Dislocated Worker Program, these services are a way to determine if adults or dislocated workers need support for retaining employment, earning wages, or advancing in the workplace.
 - b. Follow-up services may begin after the last date of service if the participant does not receive any other future services.
 - c. During a follow-up, if a Career Planner determines the participant is in need of services or finds that they are no longer employed, the Career Planner should assist the participant in need of services to maintain employment or immediately begin working with the participant

to re-gain employment. A participant is not re-registered while still in follow-up, and is not eligible for funding or the entering of new activities. In the event a participant requests additional funding for services or training during follow-up, the participant must re-apply through the on-line application process. A new application for services can only be made once the client has been exited from the previous program activities for 90 days.

3. Follow-up should be as often as necessary, but will occur at least every thirty (30) days for the first three (3) months and then quarterly at minimum thereafter, for up to twelve (12) months.
 - a. While follow-up services must be made available, not all of the adults and dislocated workers who are registered and placed into unsubsidized employment will need or want such services. Also, the intensity of appropriate follow-up services may vary among different participants. Participants who have multiple employment barriers and limited work histories may be in need of significant follow-up services to ensure long-term success in the labor market. Other participants may identify an area of weakness in the training provided by the WIOA prior to placement that will affect their ability to progress further in their occupation or to retain their employment.
4. Follow-up services could include, but are not limited to:
 - Additional career planning and counseling.
 - Contact with the participant's employer, including assistance with work-related problems that may arise.
 - Access to the Center's workshops and employment events.
 - Information about additional employment opportunities, and referral to supportive services available in the community.
 - Other services determined by the needs of the participant and approved by the Land of Lincoln Workforce Alliance Policy Committee and Executive Director.
5. Case Notes must contain documentation addressing the need and type of service provided.
 - a. The Individual Employment Plan (IEP) for Adults and Dislocated Workers must include what service the participant will receive.
 - b. Each time throughout the follow-up the Career Planner contacts the participant, there must be a case note entered in IWDS.
 - c. When follow-up contact is made, inquiries on employer, wage, hours, position, address, phone, and contact numbers, and even name changes should be updated and recorded in case notes and the outcomes screen in the IWDS post-exit screens.
6. In addition to case notes, the Career Planner must open a Follow-Up Service activity in the Illinois Workforce Development System (IWDS), or the approved management information system if it is not IWDS.
 - a. Upon Completion of all follow-up services, the activity needs to be closed, and the end date populated.
7. In the event that for a period of ninety (90) days following exit a participant is unreachable, refuses to divulge information, or has relocated out of state with no intention of returning, follow-up contact attempts may cease.
8. You can designate a "Global Exclusion" through the 3rd Quarter of follow-up. If your customer is incarcerated, disabled, called to active duty, deceased, etc. after exit, please consult the Program Compliance Specialist so appropriate exit reasons can be updated. The term program "exit" means a participant does not receive a service funded by the program or funded by a partner program for 90 consecutive calendar days, and is not scheduled for future services. The exit date is the last date of registered services.

Youth Follow-Up Policy

For youth, follow-up services are critical services provided following a participant's exit from the program to help ensure their success in employment and/or postsecondary education and training. The goal of follow-up services for youth is to enable participants to continue life-long learning and achieve a level of self-sufficiency to ensure job retention, wage gains, and postsecondary education and training progress.

1. All youth participants must receive some form of follow-up services for a minimum of 12 months. Follow-up services must include more than contact or attempted contact and services must be provided. The twelve (12) month follow-up requirement is completed upon one year from the date of exit and enrollment in follow-up services.
2. Services for youth may include, but not limited to the following program elements:
 - a. Supportive Services, if funding is available and the need for supportive services are supported in the ISS;
 - b. Adult mentoring;
 - c. Financial Literacy education;
 - d. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the Local Area, such as career awareness, career counseling, and career exploration services;
 - e. Activities that help youth prepare for and transition to postsecondary education and training; and
 - f. Other services necessary to ensure the success of the youth in employment and/or postsecondary education.
 - g. Contact with a youth's employer, including assistance in addressing work related problems that arise.
3. Final Regulations at 681.580 allow for youth to decline follow-up services altogether.
 - a. There are two options for Youth who are not responsive to attempted contacts for follow-up and those Youth who cannot be located making it impossible to provide follow-up services during the twelve (12)-month follow up period.
 - i. **Unable to Locate** (Youth Only). The LWIA has determined that in the event a participant cannot be located, attempts to locate and contact the participant must be made for a minimum of the first two (2) quarters following exit. All attempts and efforts to contact the youth must be clearly documented in Case Notes.
 - ii. **Opting Out** (Youth Only). Youth in the twelve (12)-month follow up period may request to opt-out of follow-up services at any point in time. The request to opt-out or discontinue follow-up services must be clearly documented in the case notes. Career Planners will not promote youth to opt out of these services.
 - b. In instances where well-documented case notes, that the Youth opted out or were not responsive to follow-up, career planners may wish to reach out to employers to confirm employment and wages. This is especially important for those participants

who work for an employer who does not pay into the Illinois Department of Employment Security (IDES).

- c. Or if the Youth is participating in post-exit education or training, the career planner may wish to reach out to the educational institution. Neither are allowable follow-up activities, but they will provide meaningful information for the Youth Program. While it can be documented in a case note, it cannot be recorded as a follow-up service in IWDS.
4. When reaching out to an exited Youth to secure documentation for reporting, a performance outcome does not constitute an allowable follow-up activity.
 - a. Even though this is an acceptable follow-up activity allowed under the Adult and Dislocated Worker Programs, it is not for the Youth Program per 20 CFR 681.580(c).
 - b. Although contacting an individual for securing documentation to report a performance outcome does not constitute a follow-up service, it can be used in conjunction with other follow-up activities.
5. Follow-up services may be provided beyond twelve (12) months. The types of services will be determined by the needs of the participant and will be approved by the Land of Lincoln Workforce Alliance Policy Committee and Executive Director.

Selective Service Eligibility Policy

For WIOA eligibility, the career planner must ensure each male customer that is at least 18 years of age, but not yet 26 years of age has complied with the following selective service guidelines.

Males Under Age 18

The customer must register for Selective Service within 30 days of his 18th birthday. Therefore, they must be registered for Military Selective Service Act (MSSA) by the 30th day after their 18th birthday to remain eligible for WIOA services.

If the male customer has not reached age 18, the Military Selective Service Act (MSSA) is not applicable to that individual. Selective Service Compliance within the Illinois Workforce Development System (IWDS) is to be marked "not applicable" in this instance.

If the customer fails to register, all existing WIOA services that were obtained before the age of 18 must be suspended by no later than the 30th day after his 18th birthday.

- A. The career planner will track youth who are under 18 at time of intake and ensure that once they turn 18, they have registered with Selective Service within 30 days of their 18th birthday. Case note and copy of registration will be placed in file.
- B. If the customer does not register, a letter will be sent to the customer (issued by Executive Director) informing him of the suspension.

Males Over Age 18 and Under Age 26

The customer must be registered prior to his 26th birthday.

- A. If the customer does not register, a letter will be sent to the customer (issued by Executive Director) informing him of the suspension.

At time of eligibility determination, all males MUST complete the “Selective Service Verification Form”. (May, 2012, DCEO/SS Form #001). This form is included in the career planner’s intake package.

Trade Customers

The selective service requirement is not an eligibility criterion for Trade customers.

- A. In the event a Trade customer is not selective service compliant, the case management must be conducted by a State Merit Staff employee.
- B. This is the result of the requirement for all Trade customers to be co-enrolled in WIOA and the Trade customer not meeting the WIOA requirement that they be selective service compliant.
- C. If this occurs, the TAA Workforce Coordinator will e-mail the Illinois Department of Commerce and Economic Opportunity (DCEO) Trade Coordinator for guidance and copy the e-mail to the Program Compliance Specialist and Administrative Services Director at the LLWA.

Ms. Susan Boggs (susan.boggs@illinois.gov)
Illinois Department of Commerce and Economic Opportunity
Office of Employment and Training
500 East Monroe, 9th Floor, Springfield, IL 62701-1643

- D. Any customer that is beyond their 26th birthday is required to wait for the status information letter from the MSSA to determine WIOA eligibility.
1. The customer must still provide to the career planner a written statement (self-attestation) explaining the reason for not knowingly and not willfully failing to register. Individuals 26 years and over who did not register for Selective Service or who cannot provide the appropriate documentation must acquire a Status Information Letter (SIL) from Selective Service indicating whether he was required to register. To obtain this letter, the individual must complete and submit a Request for Status Information Letter. The form can be accessed on the www.sss.gov website. Note: When time is a factor for enrolling customers in services or training and waiting the 4 to 6 weeks for the SIL to arrive would harm a customer’s progress through the program, the LLWA career planner can allow for approval of the “LLWA SELECTIVE SERVICE WAIVER” form prior to the arrival of the Status Information Letter (SIL).

The self-attestation alone is NOT acceptable when approving WIOA eligibility.

Any individual 26 years and over that was required but failed to register with the Selective Service may only receive services if they establish by a preponderance of evidence that the failure to register was not knowing and willful. The grantee, sub- grantee, or contractor that enrolls individuals is responsible for evaluating the evidence and determining whether the failure to register was a knowing and willful failure. Some questions to consider when determining whether the failure to register is knowing and willful include:

- Was the individual aware of the requirement to register?

- If the individual knew about the requirement to register, was he misinformed about the applicability of the requirement to him (e.g., veterans who were discharged before their 26th birthdays were occasionally told that they did not need to register)?
- On which date did the individual first learn that he was required to register?
- Where did the individual live when he was between the ages of 18 and 26?
- Does the status information letter indicate that Selective Service sent letters to the individual at that address and did not receive a response?
- Was the failure to register done deliberately and intentionally?
- Did the individual have the mental capacity to choose whether or not to register and decided not to register?
- What actions, if any, did the individual take when he learned of the requirement to register?

As a reminder, the selective service requirement is not an eligibility criterion for Trade customers. Per Policy 11-PL-02 - Selective Service Requirements, case management must be conducted by a State Merit Staff employee for those Trade Customers who have not met selective service compliance.

2. If the male customer was born before January 1, 1960, the MSSA is not applicable to that individual. Selective Service Compliance within IWDS is to be marked "not applicable" in this instance.

E. The career planner must verify whether the customer has complied with the MSSA and place documentation in the case file.

1. Verification may be made in one of three ways:
 - a. Inspection of the customer's Selective Service Registration acknowledgement. (Selective Service sends a Registration Acknowledgement out for all new registrations they receive.)
 - b. Contact the Selective Service at www.sss.gov to determine if the customer has registered.
 - c. Phoning the Selective Service Registration Office (telephone number 847-688-6888). A phone confirmation coupled with a case note will be sufficient for WIOA verification.
2. Once verification has been met:
 - a. If the male customer has complied with MSSA, no further action is necessary and an otherwise eligible male may participate in WIOA.
 - b. If the male customer has not complied with MSSA:
 - The career planner should advise them to go to SSS.gov to register;

- Must obtain a Status Information Letter from Selective Service (copy of letter must be in file);
- Customer must also provide self-attestation as to why they did not register. (A copy of the written attestation must be signed by the male customer and maintained in the customer's file.); and
- The career planner must then determine the eligibility of the male customer based on a written letter of self-attestation. The letter must be signed and dated by the customer.

All career planners will utilize this written policy to ensure compliance. The final decision regarding the customer's eligibility into a WIOA service or program based upon the matter of Selective Service compliance rests with the career planner, and is based on the information submitted by the customer including the selective service registration, status information letter and the self-attestation. The career planner must determine that the customer did not knowingly or willfully fail to register for Selective Service. Decisions are to be made on a case-by-case basis.

The career planner will be responsible for making decisions referred to in the above sections.

Reference

WIA Policy Letter-11-PL-02, TEGL No. 11-11, Ch.2

**Attachment: Who Must Register Chart
Request for Status Information Letter/Directions
Selective Service verification form**

To be eligible to participate in activities carried out under this chapter during any *Program Year*, an individual shall, at the time of eligibility determination is made, be an *Out-of-School Youth (OSY)* or an *In-School Youth (ISY)*.

1. To determine school status, "Attending school" means when an individual is enrolled in and/or attending a secondary school or credit-bearing classes in post-secondary school.
2. If the youth *Participant* is enrolled in any credit-bearing postsecondary education classes, including credit bearing community college classes and credit-bearing continuing education classes, then they are considered attending postsecondary education and, therefore, an ISY.
 - a. If the youth is only enrolled in non-credit-bearing postsecondary classes, they would not be considered attending postsecondary school and, therefore, an OSY.
 - b. For WIOA youth program eligibility, an individual who is no longer enrolled in secondary school and has not received a secondary school diploma or its recognized equivalent is considered a school dropout.
3. The compulsory education law in Illinois requires children between the ages of six (6) and seventeen (17) must attend full-time school until they graduate. But there are exceptions, and some students may drop out early.
4. The WIOA youth 5. program has the following funding limitations for a program year:

Not less than seventy-five (75) percent of WIOA youth formula funds available shall be used to provide youth workforce activities for OSY;

 - a. Up to five (5) percent of ISY and OSY may be individuals who would be eligible for the WIOA youth program, except that the individual is not low-income;
 - b. Not more than five (5) percent of ISY may be eligible based upon the individual barrier being that the individual requires additional assistance to complete an educational

- program or to secure or hold employment; and
- c. A minimum of twenty (20) percent of the total *Local Area* youth formula funds shall be spent on work experience.
- d. Local workforce innovation boards (LWIBs) must establish local policy on the definition and use of individual requires additional assistance to complete an educational program or to secure or hold employment criterion for ISY given the five (5) percent limitation.

6.- WIOA Policy <https://apps.illinoisworknet.com/WIOAPolicy/Policy/Index/9>

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7. Low-income requirements only apply to the following categories of youth:

OSY who is a recipient of a secondary school diploma or its recognized equivalent who is either basic skills deficient or an English language learner; and

- a. OSY who requires additional assistance to enter or complete an educational program or to secure or hold employment; and
 - b.. All ISY. WIOA allows an exception to the low-income requirements for the youth populations listed above. Five (5) percent of WIOA youth be determined eligible without meeting the low-income requirement only if they meet all other eligibility criteria for WIOA youth.
8. A program must calculate the five percent based on the percent of newly enrolled youth in the local area's WIOA youth program in a given program year, regardless of school status, who would ordinarily be required to meet the low-income criteria.

a. For example, OSY who have any of the other seven (7) barriers (e.g., dropout, offender, homeless, etc.) do not need to be low income and are not included in the denominator for the 5% exception calculation.

b. For this subsection, the term "low-income", used with respect to an individual, also includes a youth living in a *High- Poverty Area*.

9. To ensure the program serves a diverse mix of youth and is accessible to all youth, reporting youth demographic information, including eligibility barriers, is very important.

10. Programs should report all eligibility barriers for youth when youth have multiple barriers so that program staff, states, and the U.S. Department of Labor (USDOL) accurately represent the youth we serve.

a. 1) There is one exception to reporting all youth eligibility barriers.

For ISY, the only individual barrier being used to determine eligibility is that the individual requires additional assistance to complete an educational program or secure or hold employment.

a) - WIOA Policy <https://apps.illinoisworknet.com/WIOAPolicy/Policy/Index/9>

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Priority of Service

The LLWA has established priority of services based on WIOA TEGs 10-09 and 19-6 and guidelines listed below.

Priority Groups

Veterans

Defined under Veterans Priority Policy.

Public Assistance

Defined under ITA Policy, page 1.

Low Income

Defined under ITA Policy, pages 1 and 2.

Basic Skills Deficient

Defined under ITA Policy, page 2.

Order of Priority

1. First, to veterans and eligible spouses who are also recipients of public assistance, are otherwise low-income, or basic skills deficient.
2. Second, to individuals who are not veterans or eligible spouses who are included in the groups given priority for WIOA, and recipients of public assistance, are otherwise low-income, or basic skills deficient.
3. Third, to veterans and eligible spouses who are not included in these priority groups.
4. Last, to non-veterans and eligible spouses outside the priority groups.

At least 75% of Adult enrollments are to be members of at least one of these four priority groups.

Residency

Customers residing within the LLWA area or dislocated workers who have been laid off from facilities located within the local workforce area, will be given Residency Priority of Service. Customers who reside in the counties of Cass, Christian, Logan, Menard and Sangamon or have been laid off from facilities located in the local workforce area may receive a priority of service. This priority is imposed for the funding of training programs. Career services are universally available to all customers and residency is not used for priority of services regarding core services. LLWA will be authorized to adjust the Residency Priority for special grants or projects.

For residency not to be considered a factor for a customer’s enrollment in training, the LLWA will review the availability of other workforce investment funding, including National Emergency Grants and other public or private sources that are available to fund employment and training activities in the local area. The Enrollment Committee will review information and make a recommendation for approval by the Executive Director.

Priority of service policy will be reviewed annually and updated as needed.

Veteran’s Priority Policy

Priority of Service for Veterans and Eligible Spouses

The U.S. Department of Labor (DOL) issued new regulations implementing priority of service for veterans and eligible spouses, as provided by the Jobs for Veterans Act (JVA), and as specified by the Veterans’ Benefits, Health Care, and Information Technology Act of 2006. JVA calls for priority of service to be implemented by all “qualified job training programs,” defined as “any workforce preparation, development or delivery program or service that is directly funded, in whole or in part, by the Department of Labor.” The purpose of these regulations is to further articulate how priority of service is to be applied across all new and existing qualified job training programs. The new regulations appear in the December 19, 2008 edition of the *Federal Register* and are effective as of January 19, 2009.

Key Definitions

Covered person

The regulations adopt and apply this statutory term, which includes *eligible spouses*, as defined by the statute, and *veteran*, as defined by the regulations.

Veteran

The regulations specify that the definition for *veteran* specified at 38 U.S.C. 101(2) applies across all qualified job training programs for the purpose of priority of service.

Definition includes two key criteria:

- Service in the active military, naval, or air service; and
- Discharge under conditions other than dishonorable.

Eligible spouse

For Veterans Priority of Service an eligible spouse is/was married to a veteran who:

1. Dies of a service-connected disability or died while a total service connected disability per VA evaluation was in existence;
2. Service member is missing in action, captured or forcibly detained by a foreign power for more than 90 days; or
3. Veteran has total service-connected disability, per VA evaluation.

Identifying and Informing Covered Persons

The regulations require all recipients of funds for qualified job training programs to identify covered persons at the ***point of entry*** to programs and/or services so they can take full advantage of priority of service. Point of entry includes physical locations, such as One-Stop Career Centers, as well as web sites and other virtual service delivery resources. The regulations require all recipients to implement policies to ensure that covered persons are aware of:

- Their entitlement to priority of service;
- The full array of programs and services available to them; and,
- *Any applicable eligibility requirements for those programs and/or services.*

Implementing Priority of Service

The regulations provide that priority of service means the right of eligible covered persons to take precedence over eligible non-covered persons in obtaining services. They further specify that taking precedence may mean:

1. The covered person receives access to the service or resource earlier in time than the non-covered person; or if the service or resource is limited, the covered person receives access to the service or resource instead of or before the non-covered person.
2. The regulations specify how priority of service is to be applied across three different types of qualified job training programs:
 - Universal access programs that do not target specific groups;
 - Discretionary targeting programs that focus on certain groups but are not mandated to serve target group members before other eligible individuals; and
 - Statutory targeting programs that are mandated by federal law to provide priority or preference to certain groups.

Policy

Individuals who fall within the definition outlined above will receive a priority of service. The term “veteran’s priority of service” means that a covered person, who meets program eligibility requirements, shall be given priority over non-veterans for the receipt of all services provided under the program, notwithstanding any other provision of law. LLWA will ensure that eligible veteran customers as listed above are given priority over non-veterans for all available services.

WIOA grantees and sub-grantees will include specific language in their grants/contracts to ensure that those entities are fully aware of the law’s requirements and of their obligation to design service delivery strategies accordingly. All LLWA RFP’s, grants/contracts, and (where feasible) memoranda of understanding or other service provision agreements, will be administered in compliance with the veteran’s priority provisions and will include Department of Labor’s required language stating such. Outreach, marketing and self-service tools, including websites and brochures will provide information on veteran’s priority.

Implementation

LLWA requires that each applicant receives career services prior to enrollment in training. A group or individual Orientation is conducted with applicants outlining services, followed by assessment/testing. The Orientation process will capture basic information about the applicant and particular information to determine their status as a covered individual for veteran’s priority. Each applicant should contact their local veteran’s representative at the Illinois Department of Employment Security (IDES) to determine availability of services through IDES/Veteran’s Administration.

When the LLWA has available funds for enrollment in Training services, the processing of applicants will begin by reviewing veteran’s priority first and in order of the date of application. The Workforce staff will determine if the applicant is still interested in services, determine if the applicant is still eligible and conduct an assessment for suitability and appropriateness of enrollment. Available financial resources will go to the highest priority group and if funds remain, to the second priority group, and so on.

When a contractor has responsibility for selecting persons for Training services, the same basic policy for selection will apply. Service providers and staff will be instructed to collect required data elements for covered persons when enrolling into WIOA Title 1 and Trade Adjustment Assistance Programs. This data will be collected for the Department of Labor.

All veterans who are eligible for services are limited to training options which have been placed on the Provider Certification System and all customers are subject to local Individual Training Account (ITA) and Contract for Service Training policies.

Data supporting the enrollment of veterans will be entered on the Illinois Workforce Development System (IWDS). The Program Compliance Specialist will analyze the enrollment level of veterans on a semi-annual basis and compare to the percentage of veterans that are in the eligible population. This information will be reviewed at staff meetings. If enrollment levels are less than expected by a statistically significant amount, the Program Compliance Specialist will investigate the causes and propose corrective action.

Individual Training Account (ITA) And Training through Contracts for Services

Background Information from the Workforce Innovation and Opportunity Act (WIOA) and Federal

Rules

1. The Land of Lincoln Workforce Alliance (LLWA) Training Policy offers training opportunities that will expand training choices for customers and better link workforce and economic development.
2. Training services through the Workforce Innovation and Opportunity Act may be provided through contracts for service or Individual Training Accounts (ITA).
3. An Individual Training Account (ITA) is an account established for the benefit of an eligible customer: an adult (1A), dislocated worker (1D) or out of school youth (1Y).
4. Contract for Service options available to assist eligible customers are:
 - On-the-job training
 - Customized training
 - Incumbent Worker Training
 - Occupational Bridge Program
 - Non-ITA/ISS Occupational Classroom Training
 - Class Size Training
5. The LLWA will comply with the statutory requirement to utilize ITAs to the extent practicable and comply with State policies as directed by Policy Letter 04-02 by:
 - Expending the majority (i.e., 51 percent) of combined costs incurred through ITAs and training contracts under the adult and dislocated worker programs; or
 - Serving the majority (i.e., 51 percent) of adult and dislocated worker registrants receiving training services through ITAs.
6. Priority for training services will be provided in accordance to Priority of Service Policy to 1A/1Y eligible persons receiving public assistance, low income customers, basic skills deficient, and eligible veterans. Priority for training services will be given to 1D eligible person(s) who meet the definition of veteran.
 - **Veteran** – An individual who served in the active military, naval, or air service, and who was discharged or released from such service under conditions other than dishonorable. Veterans who meet the definition outlined in the LLWA Veterans Priority Policy will receive a priority of service over non-veterans if they meet program eligibility requirements. Priority means that veterans and eligible spouses will be given first opportunities for receipt of funding and services.
 - **Public Assistance** – Federal, State, or local government cash payments for which eligibility is determined by a needs or income test.
 - **Low-Income** – An individual who
 - (a) Personally receives or received in the past six (6) months or is a member of a family that receives or received in the past six (6) months assistance through the supplemental nutrition assistance program established under the Food and Nutrition Act of 2008, the program of block grants to states for temporary assistance for needy families program under part A of Title IV of the Social Security Act or the supplemental security income program established under Title XVI of the Social Security Act, or State or local

- income-based public assistance;
- (b) Is in a family with total family income that does not exceed the higher of
 - the poverty line, or
 - 70% of the lower living standard income level;
- (c) Is a homeless individual;
- (d) Receives or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act;
- (e) Is a foster child on behalf of whom State or local government payments are made; or
- (f) Is an individual with a disability whose own income meets the income requirement of clause (b), but who is a member of a family whose income does not meet this requirement.
- (g) A youth customer living in a high-poverty area.

A minimum of 75% of Adult enrollments will meet priority criteria.

- **Basic Skills Deficient** – An individual (a) who is a youth, that has English, reading, writing, or computing skills at or below the eighth (8th) grade level on a generally accepted standardized test; or who is a youth or adult, that is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or society. Basic Skills Deficiency Assessment Requirements include:
 - (a) The Basic Skills Screening Tool (BSST) is required for all WIOA applicants prior to administering a WIOA Title I and II approved assessment, and is not to be used as an assessment to help determine a participant's educational needs. If the screening tool identifies an individual as basic skills deficient, that individual must be further assessed to determine their educational needs through the use of the assessment tools identified within this policy. Anyone unable to complete the screening tool without assistance must automatically be assessed as basic skills deficient. Adult Program participants who are assessed to be basic skills deficient must receive priority of service whether or not they are also low-income or public assistance recipients
 - (b) During intake, there must be an assessment for determining a customer's interests, skills, and needs. Assessments are both formal and informal, and include one-on-one interaction between the participant and the Career Planner as well as observations made by the Career Planner. The formal component includes the BSST to determine priority of service and then completion of the assessment process described in the Career Planning section of this policy. For assessing skills and interests outside of basic skills, local programs must use assessment instruments that are valid and appropriate for the target population and must provide reasonable accommodation in the assessment process, if necessary, for individuals with disabilities. There are several assessment types that may be given to including interest, aptitudes, skills, and others in addition to the required reading and math assessments to attend training.
 - (c) In addition to the BSST, all participants entering into training are required to complete approved reading and math assessments. Reading and math assessments for Adult and Dislocated Worker participants are not required if all of the following are met:
 - The BSST does not identify the individual as basic skills deficient in which case the individual would be either referred to Adult Education or provided additional assessments per the BSST for Priority of Service;
 - The customer was not referred to adult basic education services;
 - Other assessment types listed in paragraph (b) including those found on Illinois workNet must have been utilized and recorded in the Illinois Workforce Development System (IWDS) as outlined in the Career Planning System Entry

- for Basic Skills Deficiency section of policy; and
 - The Individual Employment Plan (IEP) shows there was a decision made jointly between the participant and the Career Planner that Career Services will accomplish the desired employment goal(s).
- (d) Participants unable to meet their employment goals through Career Services or change their mind about receiving Training Services are required to take reading and math assessments to be enrolled in Training Services before the participant can be certified for training. Exceptions to the taking the TABE include:
- An individual who has obtained an associate degree or higher;
 - Individuals who within the last year have taken the entrance or placement exam for the postsecondary institution that they intend to attend and passed with scores that do not need developmental or remedial courses in their chosen area of study;
 - Youth who within the last 6 months have taken the entrance or placement exam for the postsecondary institution that they intend to attend and passed with scores that do not need developmental or remedial courses in their chosen area of study;
 - Adults or Dislocated Workers who are entering only WIOA On-the-Job Training, Paid Work Experience, or Customized Training;
 - Trade Adjustment Assistance (TAA) customers only receiving Reemployment Trade Adjustment Assistance (RTAA); or
 - TAA customers only receiving Job Search and/or Relocation Allowances.
- (e) Customers enrolled only in the Youth Program may use other assessments that are approved by the Department of Education National Reporting System (NRS) for determining basic skills deficiency, and for determining Measurable Skill Gains (MSG).
- (f) Unless the customer was referred to adult basic education services or there is an established process in the Local Workforce Innovation Area (LWIA) Memorandum of Understanding (MOU) for a local Adult Education Provider to conduct the reading and math assessments required prior to a participant being certified for training, it is the responsibility of the Title I staff to provide the assessment for determining basic skills deficiency.
- (g) Only tests approved per the ICCB Adult Education Policy are allowable for those participants entering into training, including:
- Test for Adult Basic Education (TABE) 11 & 12 and Comprehensive Adult Student Assessment Systems (CASAS) GOALS, the approved assessments as outlined in Adult Basic Education (ABE)/Adult Secondary Education (ASE) Required Testing.
 - Title I staff administering the TABE 11 & 12 test must complete the test administration training offered through the ICCB's Illinois Learning, Educational and Academic Resource Network (iLearn) website and receive a certificate.
 - For TABE 11 & 12, the Locator test must be used to determine the proper pre-test to administer. It may not be solely used as a pre-test or for a post-test.
 - For CASAS GOALS, the Locator test if giving an e-Test, or Appraisal if giving a paper test must be used to determine the proper pre-test to administer. It may not be solely used as a pre-test or for a post-test.
 - English speaking customers must, at a minimum, receive the TABE Reading or CASAS GOALS Reading assessment.
 - If the training program of choice requires math, the customer must also receive

the TABE Math or CASAS GOALS Math Assessment.

For English Language Learners, (English Language Acquisition):

- BEST Literacy, BEST Plus 2.0, or CASAS Life and Work Reading assessments are the approved assessments as outlined in the English Language Acquisition (ELA) Required Testing.
 - Title I staff administering the BEST Plus 2.0 must attend the BEST Plus 2.0 Test Administrator Training Workshop.
 - At least one Title I staff person must complete the CASAS training by certified personnel to use the CASAS Life and Work Reading Assessment.
- (h) All tests must follow the Test Publisher's Guidelines.
- A Locator/Appraisal must be given prior to testing to determine the appropriate level of test to administer.
 - If scores indicate the test is not valid because the score is outside of the accuracy range (as indicated by either an asterisk (TABE) or a diamond (CASAS GOALS), the individual must be retested following the assessment guidelines.
 - Staff administering assessments must rotate test forms as appropriate during customer post-testing.
- (i) Results of the Basic Skills Deficient Assessments must be addressed in the IEP or Individual Service Strategy (ISS) for Youth as outlined in the Career Planning System Entry for Basic Skills Deficiency Assessments. This is particularly important if participants are assessed as having basic skill deficiencies and require remediation.

ITA/ISS Occupational Classroom Training General Requirements

1. Certified training programs will lead to placement in occupations identified as being in demand as defined in the DCEO Demand Occupation Training List (DOTL) per WIOA Notice No. 20-NOT-08.
2. The LLWA may request additional occupations be added to the list (DOTL) under such conditions as a new plant opening, facility expansion, addition to the State's or Federal's key sector initiatives or other reasons that might indicate multiple job openings will be available. Requests must be made through a petition process and approved by DCEO.
3. LWIB's reserve the right to impose criteria that is unique to conditions within a particular LLWA so long as they meet, at a minimum, federal and state requirements. Immediate action may be taken to limit enrollment into a previously approved program based on information gathered from current IDES data or sudden changes in local economic conditions which could possibly affect employment in the specific occupation not reflected in IDES data, such as facility expansion, new plant opening, or other reasons that indicate multiple job openings will be available in the local area.
4. LLWA has targeted the healthcare and manufacturing industries, and professional and business services, and focused efforts on occupational areas determined to be most in demand and for which a shortage is imminent.

5. The training course or program must be likely to result in employment leading to a self-sufficient wage for low-income customers. For dislocated customers, the program must lead to employment resulting in a wage which calculates to 80% of the dislocation wage.
6. The ITA/ISS amount will be restricted to payments not to exceed \$16,000.00 (tuition published to the general public) for the first anniversary year (12 months from the beginning of training) and no more than \$16,000.00 for the second anniversary year. It does, however, exclude required books, fees and training items, other mandatory course fees, and supportive services. If a training program surpasses two years, the LWIA Enrollment Review Committee will evaluate reasons for the extension and will have the authority to approve program continuance with a limit of \$4,000.00 excluding items listed above. Additional amounts beyond the limit will be approved by the Enrollment Review Committee and Executive Director. Customers will be encouraged to rent books if/when available.
7. Training fees and other mandatory supplies and books may be approved for payment by the career planner. The LLWA is a tax exempt organization and is unable to reimburse for any state or local taxes.
8. LLWA will be authorized to adjust the ITA/ISS amount if fund availability decreases or increases and for special grant funds or other State or Federal initiatives including the Trade Act.
9. When training funds have been exhausted for TAA eligible dislocated workers, the LLWA may utilize Formula funds to continue those individuals in training utilizing the current TAA training funding policy.

ITA/IEP/ISS Implementation

1. In order to be referred for training services through an individual training account, the customer must first receive career services (WIOA Title 1B) from the one-stop operator designated by the LWIB to provide these services. Career services are defined in the final rules and part of the MOU with One-Stop Partners.
2. Customers must select a program of training from the Statewide Eligible Training Provider list (ETPL) that is directly linked to the employment opportunities in the local area or in the area in which the customer is willing to relocate. The training must be in an occupation that has been determined to be in a sector of the economy that has a high potential for sustained demand or growth in the area and leads to a self-sufficient wage.
3. The customer who seeks training services and who is eligible may, in consultation with the designated career planner select a program and training provider from the WIOA certified state approved list. Eligible training providers are those entities determined eligible through procedures described by WIOA and established by the Governor and the LWIB. This list and guidance will be provided in a manner that maximizes customer choice in the selection of the training provider and program.
4. The customer must have the skills and qualifications to succeed in the training programs based on

an in-depth assessment by the career planner. The customer and career planner will jointly develop an Individual Employment Plan (IEP/ISS).

5. Customers should generally attend “full-time” (as defined by the training **provider**) and programs should not exceed two years. Exceptions to extend beyond two years may be approved by the LLWA enrollment review committee.
6. Customers seeking an ITA/IEP/ISS must have a specific occupational goal. The course of study must be occupation-specific and result in the attainment of an industry recognized credential.
7. ITAs will be awarded per semester, quarter, term, or other uninterrupted training coursework period. Subsequent to the issuance of the first ITA, additional ITAs (if needed) will be awarded only for continuing in the approved program at the educational or training institution identified in the customer’s IEP/ISS. Modifications to a customer’s IEP/ISS must be approved by the career planner.
8. Customers may be required to apply for other forms of financial aid. ITA/IEP/ISS funds will not be withheld while the customer is awaiting determination of other financial aid eligibility. LLWA staff may use the training provider’s “cost of attendance” to identify the total resources needed. The total funds from financial aid will not exceed this cost of attendance. The trainee may be allowed to use other financial aid resources such as Pell grants to assist with living expenses while using the ITA/ISS for tuition, fees and required training items. LLWA staff will be authorized to change this policy in the event of ITA/ISS fund shortages.
9. Customers who are delinquent in repaying a student loan will not be automatically disqualified from being considered for an ITA/IEP/ISS, but must develop and implement an approved repayment plan with the institution and submit plans to the career planner prior to ITA/ISS approval.
10. An ITA/IEP/ISS or any subsequent ITA/IEP/SS or voucher may be denied if any of the above requirements are not met. Additional reasons for denial are as follows:
 - a. Training funds are limited or exhausted.
 - b. The customer’s ITA/IEP/ISS funding limit has been reached and exceptions are not approved.
 - c. The training provider does not accept or retain the customer.
 - d. The customer attempts to make changes to the voucher without the signature of the career planner.
 - e. The training provider and/or the customer refuses to comply with reasonable requirements or conditions made by LLWA staff and/or LWIB.
 - f. The customer is participating in an activity deemed to be fraudulent or the customer has falsified documents resulting in payment or reimbursement for WIOA funded activities.
 - g. The customer fails to remain in good academic standing as defined by the training provider.
11. Support services may be provided during the period of an ITA/IEP/ISS per Support Services Policy. Resources other than WIOA, such as funds available through the Illinois Department of Human Services, will be accessed for these support services as appropriate.
12. Any previously exited customer requesting to receive an ITA/IEP/ISS or other training funds must be reviewed and approved by the Enrollment Review Committee prior to commitment of new

funding. Past participation and performance will be taken into consideration.

Changes and Exceptions to these Policies

1. This policy will remain in effect until it is revised or terminated. A review of the ITA/ISS policy will be done, at a minimum, on an annual basis.
2. The Enrollment Review Committee and/or the LWIB will be authorized to revise this policy or implement additional policies necessary for the timely and effective management of ITA/IEP/ISS.
3. Exceptions to this policy may be made on a case-by-case basis with the LLWA Enrollment Review Committee and the approval of the Executive Director. The Enrollment Review Committee shall be made up of: Program Compliance Specialist, Fiscal Services Director, and Assistant Director. An alternate staff member may substitute for a Review Committee member in his/her absence. A copy of the (extension/exception) approval/disapproval review form will be placed in the customer's file.

ENROLLMENT REVIEW COMMITTEE

Extension / Exception / Miscellaneous Requests

Customer Name: _____ **Title(s):** _____

Type of Request (Check all that apply):

- Extension of training dates beyond ITA/ISS policy:**
Original Planned End Date: _____ New Planned End Date: _____
- Exception to increase training/support funding beyond ITA/ISS policy**
Amount to exceed ITA/ISS policy: \$ _____
- Other: List:** _____

Customer Information and Reason for Exception Request (Career Planner)

Career Planner's Recommendation: **Approve** **Not Approve**

Career Planner's Signature: _____ **Date:** _____

Reasons for Approval/Denial (Committee Members)

Duration: In determining the length of the contract, consideration will be given to the skill requirements of the occupation, the academic and occupational skill level of the customer and prior work experience level of the customer. The length of the customized training agreement and amount of the reimbursement is dependent upon the complexity of the training, the skills of the trainees and the availability of funds.

Special Contracting Requirements

1. The customized training contract will be developed after the employer has conducted interviews and selected appropriate customers/trainees.
2. A customized training contract may be used to train an eligible WIOA customer who, prior to the start of the training, is already working for the employer. In order to be enrolled in the customized training activity, the employed WIOA customer must meet eligibility standards by not meeting the self-sufficient wage standard. Customized training may be provided to a worker employed by another (non-training) firm if the worker is earning less than a self-sufficient wage. It is expected that, if the worker successfully completes the training, he/she will choose to leave his/her current employment to accept a job with the customized training employer. Customized training provided to a previously employed worker must relate to either:
 - The introduction by the employer of new technologies;
 - The introduction to new production or service procedures;
 - Upgrading to new jobs that require additional skills/workplace literacy;
 - Filling a critical skills shortage occupation identified by the LWIB.

Limited Training Service Providers

Background and Policy

1. The Workforce Innovation and Opportunity Act (WIOA) provides that contracts for training may be used when there are an insufficient number of eligible providers in a local area. This exception applies to the rural areas of LLWA.
2. When the LWIB determines that there is need for a training service and an insufficient number of eligible providers in a local area are available to accomplish the purpose, the One Stop Partner Committee/One-Stop Partners will identify the appropriate provider of service. A legal notice in the local area will provide public comment for interested providers for 30 days.
3. The LWIB will apply this provision on an exception basis rather than as a blanket waiver. This exception will be applied on a program-by-program basis as is more consistent with the direction provided by the federal rule.
4. Members of the One Stop Partner Committee will document the formal action determining that there are an insufficient number of eligible providers and make appropriate modification to the Local Plan to support the exceptions.
5. The LWIB will continue to make efforts to maximize customer choices of training options under the contract for services procurement approach.

6. The One Stop Partner Committee will recommend Limited Training Service providers to the LWIB for approval after evaluation. Contracts for training entered into under this exception may only be to eligible training providers as determined under WIOA.

Programs of Demonstrated Effectiveness

Background and Policy

Contracts for training are also authorized under the Workforce Innovation and Opportunity Act/WIOA for special populations that face multiple barriers to employment and that there is a training services program of demonstrated effectiveness offered by an eligible provider. The federal rule explains that the provider in this case is a community-based organization (CBO) or other private organization.

1. When considering a Program of Demonstrated Effectiveness, the One Stop Partner Committee will develop criteria that includes:
 - The financial stability of the organization;
 - Demonstrated performance in the delivery of services to hard-to-serve customer populations through such means as program completion rates, attainment of skills, certificates or degrees the program is designed to provide; placement after training in unsubsidized employment and retention in employment; and
 - How the specific program relates to the workforce investment needs identified in the local plan.
2. A provider's program of "demonstrated effectiveness" is in addition to meeting the requirements for qualifying as an eligible training provider.
3. Special customer populations that face multiple barriers to employment are populations of low-income individuals that are included in one or more of the following categories:
 - Individuals with substantial language or cultural barriers;
 - Offenders;
 - Homeless individuals;
 - And other hard-to-serve populations as defined by the Governor.
4. Low income individual means an individual who:
 - receives, or is a member of a family that receives, cash payment under a Federal, State or local income-based public assistance program;
 - received an income, or is a member of a family that received a total family income, for the 6 month period prior to application, exclusive of unemployment compensation, child support payments, and old-age and survivors insurance benefits received under section 202 of the Social Security Act that, in relation to family size, does not exceed 70% of the lower living standard income level, for an equivalent period;
 - is a member of a household that receives (or has been determined within the 6 month period prior to application for the program involved to be eligible to receive) food stamps pursuant to the Food Stamp Act;
 - qualifies as a homeless individual as defined in subsection (a) and (c) of section 103 of the Stewart B. McKinney Homeless Assistance Act;
 - is a foster child on behalf of whom State or local government payments are made;
 - is an individual with a disability whose own income meets the requirements of program income eligibility but who is a member of a family whose income does not meet such requirements.

5. The One Stop Partner Committee of the Land of Lincoln Workforce Board will review Programs of Demonstrated Effectiveness and make recommendations for contracts for services for approval by the LWIB.

Incumbent Worker Training (see Incumbent Worker Policy)

Occupational Bridge Programs

Occupational Bridge Programs are training programs that blend workplace competencies, career exploration and basic literacy and math skills in an occupational context. It provides accelerated advancement through short, intensive classroom components, and offers academic and personal support services to help balance work, family and school responsibilities. A bridge program must target one or more of the following for consideration as an allowable training expenditure:

1. Low-skilled, low-income adults or dislocated workers unprepared to enter postsecondary occupational programs in high growth fields;
2. Adult education students who still do not score high enough to enter postsecondary occupational programs; or
3. Employability and career development content, if the major focus of the program is on academic remediation and occupational skills preparation.

The LLWA will review and approve Occupational Bridge Program contracts and/or include on the Eligible Training Provider list.

Academic Remediation/Prevocational Programs

Training institutions or training providers that provide classroom instruction in academic remediation or short-term pre-vocational services may be considered an allowable training expenditure when:

1. Services will be limited to no more than six months in duration, unless provided in conjunction with occupational training services.
2. Services are associated with basic literacy training, including but not limited to, adult basic education, GED, and English as a second language.

The LLWA will review and approve Academic Remediation/ Prevocational Training contracts.

Classroom Size Training Contracts

Contracts with institutions of higher education and other training providers will allow LLWA to work directly with institutions of higher education, such as community colleges, and other training providers to quickly design education and training to fit the needs of the job seekers and employers that they are serving.

These contracts are intended to provide a means of quickly ramping up much needed training capacity. Classroom Size Training contracts and policies will adhere to DCEO guidelines.

Registered Apprenticeship Programs

Registered apprenticeships will combine education and work experience resulting in a nationally recognized portable credential and offers adults and dislocated workers a career pathway into specific fields. An ITA/ISS may support the classroom portions of the apprenticeship program. Educational tuition/fee payments will follow the same payments and restrictions as outlined on page 4 I. (F) Individual Training Accounts. Under WIOA, registered apprenticeships may be included on the Eligible Training Provider List. Registered apprenticeship programs that want to be included on the Training Provider List will be referred to DCEO for inclusion on the state-wide list.

Contract for Service – Special Considerations

1. Training sites for the Contract for Service Programs are to be developed with public, private non-profit, or private sector businesses.
2. Eligible WIOA customers are pre-screened, assessed, and tested by LLWA staff and the customer's Individual Employment Plan (IEP) plan must reflect that Contract for Service training is an appropriate activity for them. A contract must be signed by an official authorized to bind the company. A signed contract must be in place prior to the employee starting the training.
3. These training programs are intended for occupations that are permanent full-time positions that have the potential to meet the local WIOA office Performance Standards.
4. The contracting employer shall provide the training described in the plan and necessary tools, supplies etc., normally supplied to employees in the performance of the same or similar job in which the trainee is employed.
5. The Contract for Service Training contract (OJT, Customized, etc.) will be developed after the employer has conducted interviews and selected an appropriate customer/trainee. These contracts will be unique to each customer based on their IEP.
6. The employer must not reduce the workforce with the intention of filling positions with the individual receiving training from the contract or displace a currently employed worker as a result of the training contract.
7. The trainee has not been laid off from the same position and employer for which he/she will receive training.
8. If there is a collective bargaining agreement, the training provided under the training contract must not violate the terms of this agreement. If the training being provided is inconsistent with the terms for a collective bargaining agreement, a written agreement must be obtained from the representing labor organization.
9. No WIOA funds can be provided to employers for training which would, directly indirectly, assist, promote or deter union organizing.
10. WIOA funds cannot be used (or proposed to be used) for the encouragement or

inducement of a business, or part of a business, to relocate from any location in the United States, if the relocation will result in any employee losing his or her job at the original location.

11. LLWA will not contract with an employer who has previously exhibited a pattern of failing to provide customers with long-term employment with wages, benefits, and working conditions that are equal to those provided to regular employees who have worked a similar length of time and are doing the same work.
12. Contract for Service training positions will be funded with companies that have been operational for a period of at least one year and have stable employment and/or revenues.
13. Contract for Service training customers may not work for a company where the customer is related to an immediate family member who is an owner of or is in a supervisory or administrative position with the same company at the facility where training is to take place. Immediate family is defined as: wife, husband, son, daughter, mother, father, brother, sister, mother-in-law, father-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, aunt, uncle, niece, nephew, stepparent or stepchild.
14. Contract for Service Employers agree to abide by Contract Assurances and Federal and State guidelines including, but not limited to, the Workforce Innovation and Opportunity Act, Jobs for Veterans Act, Davis-Bacon Act, Immigration Reform Act of 1986, Title VII of the Civil Rights Act of 1964 and policies of debarment and suspension regulations as established. A complete list is contained in the boilerplate of the contract.
15. WIOA customers in contractual training or individuals employed in programs and activities under Title I of WIOA must be provided benefits and working conditions at the same level and to the same extent as other trainees or employees working a similar length of time and doing the same type of work. Additionally, WIOA customers shall be provided all benefits, rate of pay, hours of work, promotional opportunities, and overtime opportunities the same or similarly to classified employees.
16. The employer will have the necessary facility, equipment, and personnel to provide the “Contract for Service” training as described in the contract.

On the Job Training (OJT) Policy

Background

The Workforce Innovation and Opportunity Act (WIOA) is designed to help job seekers access employment, education, training and supportive services to succeed in the labor market and match employers with skilled workers needed to compete in the global economy. A work based training component, On-the-job training, will be utilized to meet the workforce needs of employers and workers.

On-the-job training (OJT) programs must provide potential new employees (adults, dislocated workers or eligible youth, when appropriate) or eligible underemployed workers with the opportunity to acquire new skills or knowledge essential to job performance. The intent of an OJT is full-time paid employment that leads to self-sufficiency according to the most current Lower Living Standard Income Level or at or above the self-sufficiency level established by the Land of Lincoln Workforce Board (Board). Consideration may be given to an OJT placement that is less than full-time if the customer is receiving a service other than education or training and has barrier(s) to employment (example: disability, ex-offender, English language, low literacy levels, etc.).

OJT requirements listed in this policy address: General Requirements, Participant Eligibility, Employer Eligibility, Apprenticeships and Administrative Requirements. This policy meets State policy guidelines and the WIOA regulations. Through this policy, the Board has set policy for implementing OJTs in the Land of Lincoln workforce area.

General Requirements

1. Authorization

The Business Services Representative is authorized to develop OJT contracts with employers and determine participant eligibility for an OJT. The Executive Director will approve and sign OJT contracts.

2. Employer Suitability

In order to determine if an employer is suitable for an OJT and meets state and federal policy and guidelines regarding working conditions, safety, wage structure, etc., a Pre-Award survey will be completed to determine if guidelines are met.

3. Contract Modification and Disputes

Upon approval, an OJT contract will be issued which includes information about contract modification and methods to address employer disputes.

4. Duration of OJT

The maximum length of time for an OJT will be determined by using:

- a. the DOL Specific Vocational Preparation (SVP) chart for the identified OJT occupation; and
- b. a participant assessment outlining the pre-existing knowledge and skills relevant to the OJT position.

5. Wage Reimbursement Rate and Financial Limits

The wage reimbursement rate for OJTs will be 75%. The Board is approving the 75% reimbursement rate based on:

- a. Labor market information indicates that the local area and region have been sluggish in the economic recovery since the recession in 2008. The 75% wage reimbursement rate will assist employers with adding workers to improve the economy and ease the training costs associated with hiring new workers; and

- b. OJT is a relatively new component that was not a priority under WIA. Expansion of work based learning (OJT) under WIOA and the 75% wage reimbursement rate will assist with employer outreach; and
- c. WIOA OJTs may serve a variety of participants with barriers to employment.

Financial limits for an OJT hourly wage will follow the most up-to-date State of Illinois wage cap for the upper limit on the hourly wage. Employers who elect to pay participants more than the state average wage may do so, however, the employer will not receive a training reimbursement beyond the capped level. The hourly wage limit for each state is provided by the Bureau of Labor Statistics in the Quarterly Census of Employment and Wages which is provided on an annual basis. In addition,

- a. **Purchasing of required items** for an OJT such as tools, equipment, uniforms and items/services needed for reasonable accommodation are allowed.
- b. **OJT may be combined with other types of training** such as work experience, classroom and remediation. Classroom training is paid for using an Individual Training Account (ITA) which is defined by local policy. When combined with other training, only the OJT hours are eligible for wage reimbursement. OJT providers are considered eligible providers of training services, however, are not subject to the eligibility requirements for WIOA training providers and are not included on the State Eligible Training Provider List (ETPL).
- c. **OJT contracts may be allowed with staffing agencies** as defined in the Employer Eligibility section of this policy.

Participant Eligibility

1. OJT participants must be determined eligible for Adult, Dislocated Worker or Youth funding.
2. An individualized employment plan (IEP) will be completed with agreement from the participant that identifies their knowledge and skills relevant to the OJT position.
3. OJT may be used to train an underemployed participant who currently works at the OJT employer only if the OJT would elevate the employee to reach at least a self-sufficient wage through skill upgrade training. Upgrade training may include introduction of new technologies, new production or service procedures or an upgrade to a higher-skilled position.
4. OJT contracts may be entered into for eligible youth when it is appropriate based on an assessment of skills and abilities and the likelihood of long-term success.
5. OJT participants are not eligible to received Needs Related Payments (NPRs).
6. OJT participants cannot be immediate family members of the business owner or direct supervisor. The term “immediate family” includes a spouse, child, son-in-law, daughter-in-law, parent, mother-in-law, father-in-law, sibling, brother-in-law, sister-in-law, aunt, uncle, niece, nephew, stepparent, stepchild, grandparent or grandchild.

Employer Eligibility

1. Employers in the public, private non-profit or private sector may use OJT programs.
2. The employer must meet the general requirements included in the Pre-Award survey in order to be an eligible employer for OJT.
3. The employer agrees to continue full-time employment of the participant upon successful completion of the OJT.
4. OJT employees may not be hired as independent contractors.
5. A staffing agency is an eligible employer for WIOA-funded OJTs if the staffing agency meets the following conditions:
 - a. The position is “temp to hire” and the host employer will hire the participant within the timeframe identified in the OJT contract.
 - b. The placement from the staffing agency must be full-time as defined by the host employer.
 - c. The OJT participant wages and working conditions are at the same level and to the same extent as other employees working a similar length of time and doing the same type of work.
 - d. The host employer and staffing agency enter into an agreement as part of the OJT contract that outlines the employer of record.
 - e. Agreement with the OJT contract including reporting requirements and assurances that both parties will abide by provisions set by local and state policy.
6. The wage provided by the employer to the OJT participant must meet federal, state or local minimum wage (Fair Labor Standards Act) laws.
7. The employer or direct supervisor cannot be an immediate family member of the OJT participant as defined in Section B.
8. The employer agrees to the terms and conditions of the OJT contract including the ability to carry out a training plan for participants and reporting requirements.

Apprenticeships

1. An OJT contract may be entered into with an employer that has a registered apprenticeship program. Only OJT hours are eligible for wage reimbursement.
2. Depending on the length of the registered apprenticeship, OJT funds may cover some or all of the registered apprenticeship training.
3. All items in the General Requirements section apply to registered apprenticeship programs.

Administrative Requirements

1. A standardized OJT contract issued by state policy will be utilized and identifies all requirements for the employer and participant.
2. The Pre-Award Survey indicating that the employer has met OJT guidelines will be included as an attachment to the OJT contract.
3. OJT contracts with eligible employers may allow the employer to provide OJT to a single employee or to multiple employees.
4. OJT contracts may be modified according to contract guidelines.
5. For OJT reimbursement, an employee in OJT may work overtime hours, however, overtime hours are not eligible for wage reimbursement.
6. Funds provided to employers for OJT must not directly or indirectly assist, promote or deter union organizing.
7. WIOA funds may not be used to provide OJT if the business has relocated from a location that resulted in any employee losing his or her job at the original location. In this instance, the business would only be eligible for OJT after they have been operational at the current site for more than 120 days.
8. The Business Services Representative will be responsible for monitoring local OJT outcomes for participants and employers and report the long term employment results of the OJT program. If applicable, industry-recognized credentials will also be reported.
9. The Business Services Representative will verify the amounts for reimbursement including hours worked and rate of pay. Documentation such as invoices, timesheets and payroll will be submitted for payment to ensure compliance with program requirements and contract provisions. Requests for OJT reimbursement will be submitted to the Executive Director and Fiscal Services Director for approval and payment.

10. On-site monitoring, desk reviews and evaluations of participant progress will be conducted by the Business Services Representative after the participant begins work with visits scheduled at appropriate intervals determined by the OJT Training Plan and contract.

11. OJT contracts will be subject to State monitoring.

**LAND OF LINCOLN WORKFORCE ALLIANCE
ON-THE-JOB TRAINING
WORKSITE MONITORING REPORT**

Customer Name: _____ **Date of Hire:** _____
Employer: _____ **Date of Visit:** _____

SUPERVISOR INTERVIEW

1. Is the employee on schedule for attaining the skills agreed upon in the Training Plan? Yes No
2. Is the employee's performance at an acceptable level? Yes No
3. Is the employee receiving the hourly rate of pay agreed upon in the OJT Contract? Yes No
4. Does the employee's attendance meet the standards of the employer? Yes No
5. Does the employee work well with other employees? Yes No
6. Does the employee work well with supervisors? Yes No
7. Are there any areas of concern by the supervisor (if yes, please describe below)? Yes No

Comments:

Supervisor Signature: _____

Date: _____

Printed Name: _____

WORKSITE OBSERVABLE CONDITIONS

Customer Name: _____ **Date of Hire:** _____
Employer: _____ **Date of Visit:** _____

- 1. Worksite appears to be operating in accordance with the agreed-upon worksite plan: Yes No
- 2. Worksite appears to be observing the provisions of Federal, State, and local labor laws: Yes No
- 3. Worksite appears in compliance with WIOA regulations, especially allowable activities: Yes No
- 4. Are there any indications of prohibited activities (political, pro/anti-union, etc): Yes No
- 5. Worksite appears to have meaningful and adequate supervision: Yes No
- 6. Worksite appears to have reasonable working conditions: Yes No
- 7. Are there any concerns with the worksite (*if yes, please describe below*): Yes No
- 8. A copy of the OJT contract is in the LLWA participant file? Yes No

Comments:

Business Services Representative: _____ Date: _____

Printed Name: _____

PARTICIPANT INTERVIEW

Customer Name: _____ **Date of Hire:** _____
Employer: _____ **Date of Visit:** _____

1. Are you learning skills you did not have prior to entering this OJT? Yes No
2. Are you learning skills that are outlined on your Training Plan? Yes No
3. Does your employer have the necessary facility, equipment, and personnel to provide the training described in your contract? Yes No
4. Do you feel you can ask your trainer or supervisor about job duties you do not understand? Yes No
5. Are you completing your timesheet on a daily basis? Yes No
6. Are you paid time and a half for any hours worked over 40 in a workweek? Yes No
7. While at this job have you been asked to do anything political in nature? Yes No
8. While at this job have you been asked to promote or deter union organizing? Yes No
9. Is there anything that you need or I can help you with at this point? Yes No

Comments:

Customer Signature: _____

Date: _____

Printed Name: _____

Incumbent Worker Training Policy

Background

The Workforce Innovation and Opportunity Act (WIOA) replaces the Workforce Investment Act (WIA) and is designed to help job seekers access employment, education, training and supportive services to succeed in the labor market and match employers with the skilled workers they need to compete in the global economy. One strategy that was granted additional flexibility under WIOA was Incumbent Worker Training (IWT).

IWT is designed to ensure that employees of a company are able to acquire the skills necessary to retain employment and advance within the company or to provide the skills necessary to avert a layoff. Incumbent worker training must increase both the worker and company's competitiveness.

IWT is developed with an employer or employer association (group of employers) to retain a skilled workforce or avert the need to lay off employees by assisting the workers in obtaining the skills necessary to retain employment.

Under WIOA, Local Workforce Boards may now dedicate up to 20% of local adult and dislocated worker funds for IWT. This policy adopted by the Land of Lincoln Workforce Board sets parameters on how IWT will be implemented in the local area.

General Requirements

A. Criteria for Identifying Eligible Employers, Targeted Industries and Occupations

Incumbent Worker Training will target the following industry sectors that are identified in the Central Region Plan and are considered growth areas and potential skill shortage areas. These include the following industries: Healthcare, Manufacturing and Transportation, Distribution and Logistics, Marketing and Sales, Hospitality and Tourism, and Business and Finance. With the exception of projects undertaken as part of an economic development package, incumbent worker training is limited to employers in the targeted industry sectors. Incumbent worker training projects may be undertaken to benefit a single employer and the employer's workforce, or a group of related employers and workers from the associated firms. Employer groups may be locally defined and must be industry focused.

B. Funding Maximum Limit per Fiscal (7/1/xx – 6/30/xx) Year by Employer

The maximum funding limit per fiscal year by employer is \$50,000. The Land of Lincoln Workforce Board will review this amount annually to determine if it is adequate and meets the need of eligible employers.

C. Funding Minimum Limit per Year

The funding minimum limit is \$1,000.00 per year by employer.

D. Outreach and Approval of Incumbent Worker Training

Employers interested in incumbent worker training will complete an application identifying the training and skills needed for workers. The Eligibility Questionnaire, Training Application, Instructions for forms and Reporting information are attachments to this policy. The Land of Lincoln Workforce Alliance will respond quickly to employer contacts to assure that the needs of workers needing training are at the forefront.

E. Waiver/Exception to the Policy

The Land of Lincoln Workforce Alliance will establish waiver criteria for instances where an incumbent worker project would be beneficial to an employer that may not meet the general requirements stated

above. This may include targeted industries and occupations, eligible employers and funding limitations.

IWT Employer Agreement

Employers participating in the Incumbent Worker Training program will:

- A. Assure that all incumbent workers to be trained through the project are employed by the company for six months or more and meet the Fair Labor Standards Act requirements establishing an employer-employee relationship. Exceptions to this requirement will be reviewed according to WIOA regulations.
- B. Employers will provide a match, either cash or in-kind, determined by employer size as shown in the chart below:
 - Employers with 50 employees or less – 10% of the cost
 - Employers with more than 50 employees but less than 100 employees – 25% of the cost
 - Employers with more than 100 employees – 50% of the cost

The match provided by the employer must be non-federal and may include the amount of wages paid by the employer to a worker while the worker is attending incumbent worker training. All matching contributions must be necessary for the provision of the training, fairly evaluated and verifiable. Trainee wages while in training may be used to meet the employer's match requirement, but are not reimbursable costs of the incumbent worker training grant. Costs associated with supportive services are discouraged.

In order to track worker/project activity and outcomes, it is necessary for the employer to provide company and worker information. Employers participating in the IWT project will enter personally identifiable information into a secure data base system for reporting purposes. At the employer request, the LLWA may complete data entry into the data base. IWT projects measure job and wage retention with outcome information needed within 30 days of the end of the calendar quarter.

IWT Application Form and Training Proposal

- A. Employers interested in Incumbent Worker training will complete a two-step process.
 1. **Initial Eligibility**

The employer must meet general requirements for IWT funds to be awarded and complete an application form. Eligibility Instructions and the Application are included in the policy.
 2. If eligible, the employer will complete the IWT Training Proposal, submit information and be evaluated for funding. The Training Proposal Instructions and Training Application are attached.

B. Eligible Training

A wide range of training topics and delivery arrangements may be proposed. Training that is closely linked to specific jobs, as well as job advancement is recommended. Proposed training that is only loosely related, or is unrelated, to specific jobs, is discouraged. Examples of training that is not directly job-linked include: stand-alone adult basic education (ABE), stand-alone English as a Second Language (ESL), team building training, motivational training, and basic computer literacy skills. Listed below are examples of costs that may be reimbursed through IWT funding:

- Tuition and school fees
- Books
- Training materials and supplies
- Vendor/contractor training costs
- Refresher courses for occupational certifications

- Fees for technical or professional certifications and/or licensures
- Training room fees

C. A signed employer agreement for IWT will be entered into when the training proposal is approved.

Evaluation

The following factors will be taken into consideration when making an IWT award:

- Project readiness (e.g. time schedule for project)
- Specific and measurable training objectives
- Level of value-added for the specific industry
- Quality and consistency of the proposed training programs
- Overall quality of application
- Cost is reasonable in relation to the type of training and number of workers

Reporting and Administrative Requirements

- A. An IWT Employer Agreement will be entered into between the LLWA and the business.
- B. IWT Projects will be entered into the Incumbent Worker Training System (IWTS) prior to the execution of local funding agreements with employers and before trainers are hired.
- C. IWT Reporting Requirements for businesses are listed in the Application which is included as part of the agreement.
- D. The employer match must be tracked by the LLWA and reported in the Grantee Reporting System (GRS).
- E. The Land of Lincoln Workforce Innovation Board will receive reports and evaluate the following information quarterly to assist in determining continued implementation of this program. Reporting will include the:
- Number of employers participating in incumbent worker training
 - Number of incumbent workers trained
 - Industry break-down of employers participating in incumbent worker training
 - Actual progress and outcomes for all individuals must be entered into IWTS with quarterly report data submitted through the system within 30 days of the end of the calendar quarter. Final report data will be submitted through the system within 45 days of the end of the project.
- F. IWT projects funded by WIOA Rapid Response or Innovation funds will follow criteria set by IWT policy as well as the requirements of the Request for Application (RFA).
1. Projects funded through WIOA Rapid Response funds must be directly linked to lay-off aversion, and
 2. Projects funded through WIOA Innovation have the same flexibility as those funded with formula funds.
- G. IWT projects funded by formula allocation may consider linking to registered apprenticeship programs.
- H. IWT Projects will be monitored to verify that local and state policies are followed and documentation supports reported outcomes.

WBL Work Experience Policy

Overview

- A. Work experience is a planned, structured learning experience that takes place in a workplace setting for a limited period of time. Work experience may be paid or unpaid.

- B. Work experience functions as a workplace activity for the acquiring of behavioral competencies and specific occupation or job skills. It is a strategy for customers who have little or no work experience in situations where an employer can offer a meaningful experience.
- C. Although an employer may receive benefit for work experience in the form of work being done or recruiting a potential new employee, the primary goal is to benefit the customer.
- D. The use of work experience should be based on an assessment and service strategy identified in an Individual Employment Plan (IEP).
- E. Work Experience may include, but not limited to:
- Instruction in employability skills or generic workplace skills;
 - Exposure to various aspects of an industry;
 - Progressively more complex tasks;
 - Internship and job shadowing;
 - The integration of basic academic skills into work activities;
 - Other elements designed to achieve the goals of work experiences.
- F. Work experience may be combined with classroom instruction relating to the work experience position, occupation, industry or basic skills and abilities to successfully compete in the local labor market. Work experience is an intermediate employment step toward a long-term goal of moving along a career path and may be conducted in the private for profit, private non-profit and public sectors.
- G. A likely candidate for work experience is a customer who is appropriate for long term employment in a particular industry or occupation, but does not have all of the skills or experience to qualify for entry-level employment in the field. For large lay-offs or plant closings, a Peer Advisor may be hired in a work experience activity to assist dislocated workers.
- H. WIOA staff are encouraged to develop On-The-Job contracts as a service strategy for Dislocated Workers or Adults who possess good work histories. Adults or Dislocated Workers may be approved for a work experience service if attempts at procuring an On-The-Job service have been unsuccessful and/or if the occupational goal of the customer precludes successful attainment of unsubsidized employment due to a lack of specific occupational skills or experience. Approval of Work Experience service contracts for Adults, Dislocated Workers and Youth must be approved, authorized and signed by the Land of Land of Lincoln Workforce Alliance Executive Director.
- I. Depending on the work experience site, customers hired may be required to have a background check.
- J. The employment of customers in a Work Experience program must not occur at worksites where:
- A customer's employment would unfavorably impact current employees ;
 - A customer's employment would impair existing contracts for services or collective bargaining agreements;

- A customer's employment would replace the work of employees who have experienced layoffs;
- An employer has terminated a regular employee or otherwise reduced its workforce with the intention of replacing them with customers subsidized with these funds.

Contract Requirements

- A. The Fiscal Services Director, in consultation with the Executive Director, is responsible for updating the boilerplate language. Annually, the boilerplates will be compared to the language contained in the grants LLWA receives from DCEO. If any changes are necessary, the LLWA staff will be advised of the changes and will be forwarded new forms.
- B. All contracts must be signed and in place prior to the customer's start date.
- C. Amendments to any contracts may be initiated by the LLWA.
- D. One original signed copy of the contract will be obtained and placed with the Land of Lincoln Workforce Alliance. Copies of the signed contract will be disseminated to the Contractor.

Labor Standards

The following areas need to be taken in consideration by the LLWA and/or the Service Provider as potential worksites are identified:

A. Labor Standards

Displacement of Workers/Maintenance of Effort. Before developing a worksite agreement, the LLWA or Service Provider must ensure compliance with WIOA and all applicable regulations. Customers may not be placed at a worksite where:

- A customer will displace current employees (including partial displacement such as reduction in the hours of non-overtime work, wages or employment benefits);
- An individual is in lay off status from the same or similar job;
- The employer has terminated a regular employee or otherwise reduced its workforce with the intention of replacing paid employees with WIOA-subsidized customers;
- A customer infringes upon the promotional opportunities of currently employed individuals; or existing labor contracts are impaired unless the labor organization concurs;
- A program or activity under WIOA would impair existing contract for services or collective bargaining agreements.

B. Sectarian Activity Limitations

Customers must not be employed under Title I of WIOA to carry out the construction, operation or maintenance of any part of a facility that is used or to be used for sectarian instruction or as a place for religious worship. However, WIOA financial assistance may be used for the maintenance of a facility that is not primarily or inherently devoted to sectarian instruction or religious worship if the organization operating the facility is part of a program or activity providing services to WIOA customers.

C. Wages

Paid work experiences will, at a minimum, comply with the State of Illinois Minimum Wage Act Law. Wages paid to customers on work experience will be at a comparable wage for work/job duties performed..

D. Hours

The work experience hours will comply with federal, state and local labor laws.

E. Work Site Travel

If the worksite requires a customer to use their personal vehicle while completing tasks outlined in the worksite agreement, the worksite employer must follow their own travel policies regarding travel reimbursement rate, licensing and insurance coverage. In addition, the worksite will solely be responsible for all reimbursements to customer while traveling on the job.

Worksites are discouraged from requiring customers to use their personal vehicle while completing tasks outlined in the worksite agreement.

F. Length of Work Experience

In determining the length of the contract, consideration should be given to the skill requirements of the work, the academic and occupational skill level of the customer and prior work experience level of the customer. Work Experience activities are ideal for customers with limited work experience.

G. Worksite Selection

Based on the Individual Employment Plan of the customer, the LLWA will seek worksites which would benefit the particular needs of the customer.

Based on the needs of the customers, outreach to new worksites will be conducted.

H. Worksite Responsibilities

1. The Worksite will comply with federal, state and local labor laws.
2. Conditions of employment and training will be appropriate and reasonable with regard to the type of work, the geographical region, and the proficiency of the customer.
3. Appropriate health and safety standards established under the State and Federal law will be maintained.
4. The Worksite agrees to provide effective, consistent supervision recognizing the intent of the program is to enhance the employability of individuals who need assistance in becoming accustomed to basic work requirements, including basic work skills, in order to compete successfully in the labor market.
5. The Worksite agrees to select customers to fill WIOA work experience positions from the persons referred by LLWA.
6. It shall be the duty of each Worksite to provide meaningful work for all scheduled working hours, to orient the customer to overall Worksite activities, and instruct the customers in the various job functions of each particular work assignment.

7. The Worksite will indemnify and save the State of Illinois, the Counties of Cass, Christian, Logan, Menard and Sangamon, and the LLWA harmless from any and all claims and liability for damage to property in connection with the program, which may arise as a result of any act or omission on the part of any agent, servant or employee of the Worksite.
8. The Worksite agrees to contact the customer's Career Planner prior to terminating any customer.
9. The Worksite agrees to evaluate the customer's performance as requested by the WIOA staff. Evaluation forms will be supplied by LLWA.
10. Attend a Worksite Supervisor Orientation training program prior to employment of the customer.
11. Solve work problems that arise and report on recurring job-related or personal problems to the appropriate LLWA staff.
12. Assure that an alternate supervisor will be available for times the regular supervisor is absent.
13. Motivate customers toward good work habits, maintaining timesheets and other reports as needed.

I. Termination

1. Termination for Cause

If the worksite fails to perform under this contract or fails to make sufficient progress after being given a 10 day written notice stating deficiencies, the LLWA may terminate the contract, in whole or in part.

2. Termination Due to Loss or Reduction in Funding

Nothing herein shall be construed to hold the LLWA liable for costs incurred after it has notified the worksite that LLWA has received notification, however transmitted, that the State of Illinois is terminating the grant, in whole or in part, or otherwise failing to continue funding thereof.

3. Termination for Convenience

Either party to this contract may cancel said contract, in whole or in part, by mutual consent of both parties at any time during the period of the contract. Such notice shall be sent electronically or via the US Postal Service.

LLWA Staff Responsibilities

- A. LLWA Staff will determine eligibility of customers and assess appropriateness use of a work experience activity. The Individual Employment Plan (IEP) and case notes must document this appropriateness.
- B. With the use of occupational resource materials, The LLWA Staff will assist the Worksite with the development of the contract training plan as it relates to the customer's needs.
- C. LLWA Staff will prepare customers for an interview process. Customers will then be referred to specific Worksites.
- D. The LLWA Staff will prepare the contract and obtain appropriate signatures as needed. Timesheets and evaluations will be prepared and given to each worksite.

- E. The LLWA Staff will present an orientation to both the customer and supervisors prior to the start of a work experience. Responsibilities and expectations will be covered. Verification of the orientation should be documented.
- F. Throughout the work experience, the LLWA Staff will provide assistance as needed for both customers and supervisors.

Monitoring

Monitoring visits for worksites should be of a frequency that ensures the following:

- Worksites meet the description and are operated in accordance with the agreed upon worksite plans;
- Reasonable working conditions are being provided;
- All applicable State and Federal Fair Labor Standards laws and regulations are being met;
- The work experience has meaningful and adequate supervision (with provisions made for supervision when the regular supervisor may not be available);
- Orientation has been provided to both customers and supervisors; and
- The worksite is achieving the goals outlined in the training plan.

Supervisors will evaluate customers at mid-point and at the end of the work experience program. Customers will have an opportunity to review the evaluation and will sign off indicating that he/she agrees or does not agree with the evaluation. If a customer disagrees with an evaluation, the LLWA Staff will conduct an on-site visit to help resolve any questions or concerns.

LLWA Staff will conduct a worksite monitoring visit. This includes in those instance where the LLWA is the worksite. They will determine if worksite is in compliance of contract and will monitor time sheet signage and conduct an interview with each supervisor and customer. If corrective action is needed, staff will document such action and assist supervisor/ customer in developing a corrective action plan.

If a corrective action plan is required, the LLWA Staff will perform an additional on-site monitoring visit to ascertain if the corrective action plan was successful or if modifications are necessary. The LLWA Staff will document actions needed.

WORKSITE MONITORING REPORT

LLWA 20

WORKSITE: _____

DATE: _____

1. Is the worksite observing the provisions of federal, state and local Labor Laws? YES NO
2. Is the worksite complying with WIOA regulations, especially allowable activities? YES NO
3. Is there adherence to the operational conditions outlined in the Worksite Agreement? YES NO
4. Is the Worksite Agreement available? YES NO
Is a copy of the Worksite Agreement in the LLWA participant file? YES NO
5. Is there sufficient, meaningful work for customers? YES NO
6. Are any of the worksite activities recreational in nature? YES NO
 - a. If yes, are the customers instructing only non-customers? YES NO

(It is only allowable for customers to supervise, train, instruct, or lead non-customers in recreational activities)

7. Review the time keeping procedures for the following:
 - a. Is daily record kept for each customer's time? YES NO
 - b. Does the record appear reasonable and accurate? YES NO

Note common problems/identify deficiencies, such as:

- Time filled in for days not yet worked
- Time filled in when customer is absent
- Customers not signing in and out at actual time of arrival/departure
- Many customers signing in/out at exactly the same time;
- Blank or incomplete time sheets
- Time sheets are pre-signed or pre-certified
- Getting paid for lunch breaks or holiday not worked

- c. Are the time records signed by customer and worksite personnel? YES NO
8. Supervisors appear qualified and empathetic but demanding of the customers? YES NO
9. Did the supervisor(s) attend supervisor orientation session? YES NO
10. Do customers have program information available? YES NO
11. Are adequate tools and equipment available? YES NO
12. Are working conditions safe? YES NO

13. Is an alternate supervisor available?

YES NO

| | | |
|------------------|---|-----------------------------------------------|
| Serious problems | = | Negative responses to three or more questions |
| Problems | = | Negative responses to one or two questions |
| No Problems | = | Positive responses to all questions |

LLWA Signature

Supervisor Signature

Date

Date

Corrective Action Required? YES NO

If yes, nature of corrective action: _____

Corrective Action will be initiated on: _____ (date)

LLWA Signature

Supervisor Signature

Date

Date

**WORKSITE/TRAINING CONDITION REVIEW
LLWA 20**

1. Do working conditions appear safe and sanitary? YES NO
(List any conditions that are not)

2. Are there any indications of prohibited activities (political, pro/anti union, sectarian)? YES NO

LLWA Signature

Date

**WORK EXPERIENCE SUPERVISOR INTERVIEW
LLWA 20**

1. Did you receive an orientation for this work experience program? YES NO
If yes, of what did it consist of?
- An explanation of the purpose of the program
 - How to supervise the customer
 - Supervisor's role and responsibilities (teaching good work habits, time and attendance requirements, job instructions, work assignments)
 - Worksite Standards (work hours, unallowable activities, Labor Laws)
 - Contact of Workforce Innovation and Opportunity Act LLWA Staff (name, telephone)
2. Have you read the worksite agreement/contract? YES NO
3. Has your worksite receive a copy of the Workforce Innovation and Opportunity Act grievance procedure? YES NO
4. How many customers do you supervise? _____
5. Which of the following responsibilities do you feel apply to you? (Check as many as apply)
- Make sure customers are working
 - Teach the requirements of the job including skills
 - Communicate good work habits
 - Answer all customer work related questions
 - Other: _____
6. Is enough work provided to keep the customer busy most of the time? YES NO
7. What are the customer's working hours? _____ to _____
8. Are customers paid for their lunch hours? YES NO
9. Are customers paid for their breaks? YES NO
10. Are customers docked if they miss work, arrive late or leave early? YES NO
11. Have you been asked to evaluate the customer(s) during this work experience program? YES NO
12. Does the assignment of duties require special tools, equipment or hazardous chemicals? YES NO
- If yes, did you provide safety training to the customers? YES NO

Worksite Supervisor Interview, p. 2

The following questions relate to customer selection and placement

- 1. Has your customer worker been asked to do anything political in nature such as distribute campaign materials, buy or sell tickets to political fund raisers or dinners, contribute money or time for a political campaign, etc? YES NO
- 2. Has your customer worker been asked to do anything to assist, promote or deter union organizing? YES NO
- 3. Has your customer worker been required to participate in religious worship or instruction? YES NO
- 4. Has your customer worker been asked to sign any blank or incomplete forms? YES NO
- 5. Do you feel this program has been an asset to your worksite? YES NO
- 6. What comments or suggestions do you have regarding this program:

LLWA Signature

Supervisor Signature

Date

Date

**WORK EXPERIENCE CUSTOMER INTERVIEW
LLWA 20**

1. How did you learn about the program?
 Newspaper
 School
 Family Member
 Friend
 Other: _____

2. Have you received a copy of the Workforce Innovation and Opportunity Act grievance procedure? YES NO

3. Program Orientation: Did you receive information about:
(Check as many as apply)
 Work Hours
 Lunch time
 Time and Attendance policies
 Hourly Pay
 Pay Schedule
 What to do if you have a problem or complain or get hurt

4. Who is your supervisor: _____
 - a. Does your supervisor give you work assignments and explain how to do them? YES NO
 - b. Does your supervisor check to see what you are doing often enough? YES NO
 - c. Do you have enough equipment, tools and materials to do your job? YES NO

5. What do you do on your job? _____

6. Do you have enough work to keep you busy most of the time? YES NO

7. When you are not busy, what do you do? _____

8. Are you receiving your paychecks on time? YES NO

9. What do you like or dislike most about your job?

10. How were you selected to be at your current worksite?

Work Experience Customer Interview, p. 2

- 11. Has anyone from the LLWA, Department of Commerce and Economic Opportunity or Department of Labor come to talk to you about this program? YES NO
- 12. While at this job, have you been asked to do anything political in nature such as distribute campaign materials, buy or sell tickets to political fundraisers or dinners, contribute money or time to a political campaign, etc? YES NO
- 13. While at this job, have you been asked to do anything to assist, promote or deter union organizing? YES NO
- 14. Have you been asked to participate in religious worship for instruction while on the job? YES NO
- 15. Does your assignment of duties require special tools, equipment or hazardous chemicals? YES NO
- If yes, did you receive training to the customers? YES NO
- 16. What comments or suggestions do you have about this program?

LLWA Signature

Customer Signature

Date

Date

WIOA TRAINING PROVIDER AND TRAINING PROGRAM ELIGIBILITY

7.3.5 State and Local Roles and Responsibilities

The Governor, in consultation with the Illinois Workforce Innovation Board (IWIB), establishes the criteria, information requirements, and procedures, including procedures identifying the respective roles of the State and local areas, governing the eligibility of providers and training programs to receive funds through Individual Training Accounts (ITAs).

1. State Roles

- a. The Governor has designated the Illinois Department of Commerce and Economic Opportunity, Office of Employment and Training (OET) to assist in carrying out the process and procedures for determining the eligibility of training providers and programs.
- b. The OET is responsible for:
 - 1) Overseeing the development and maintenance of the State list of eligible training providers and programs;
 - 2) Ensuring that providers and programs meet eligibility criteria and performance levels established by the State, including verifying the accuracy of the information;
 - 3) Removing providers and programs that do not meet State-established criteria or performance levels;
 - 4) Taking appropriate enforcement actions against providers that intentionally provide inaccurate information, or that substantially violate the requirements of the Workforce Innovation and Opportunity Act (WIOA);
 - 5) Presenting the information in a format that facilitates comparisons and is searchable, user-friendly, and easily understood by individuals seeking information on training outcomes; and
 - 6) Disseminating the State list of eligible training providers and programs, accompanied by performance and cost information relating to each program, to the public and the Local Workforce Innovation Boards (LWIBs) throughout the State as described in WIOA.

2. Local Workforce Innovation Board Roles

- a. The LWIB must:
 - 1) The WIOA requires all states to establish a procedure for Local Workforce Innovation Boards (LWIBs) to determine eligibility for training programs.
 - 2) Carry out the procedures assigned to the LWIB by the State, such as determining the initial eligibility of entities providing a training program, renewing the eligibility of providers and programs, and considering the possible termination of

an eligible training provider due to the provider's submission of inaccurate eligibility and performance information or the provider's substantial violation of WIOA requirements;

- 3) Work with the State to ensure there are sufficient numbers and types of providers of training services, including eligible providers with expertise in assisting individuals with disabilities and eligible providers with expertise in assisting adults in need of adult education and literacy activities, serving the local area; and
 - 4) Ensure the dissemination and appropriate use of the State list of eligible training providers and programs through the local one-stop delivery system, including formats accessible to individuals with disabilities.
 - a) Local career planning staff must:
 - i) present the State list to participants and consult with the individual so they can make an informed choice of training services from the multiple providers and programs on the ETPL;
 - ii) discuss and offer the ETPL to all participants whether participants have identified a training provider and program prior to meeting with career planning staff; and
 - iii) document in the Individual Employment Plan (IEP) for adult or dislocated worker participants or the Individual Service Strategy (ISS) for youth participant and case notes how and why the chosen training program and provider was selected by the participant in consultation with the career planner and that the training selection is the most appropriate for the participant as described in the Career Planning section of the policy manual.
- b. The LWIB, except with respect to registered apprenticeship programs which are described in the Registered Apprenticeship Programs section of this policy, may:
- 1) Make recommendations to the Governor through OET on the procedure used in determining eligibility of providers and programs;
 - 2) Require additional criteria and information from local providers as criteria to become or remain eligible in that local area; and
 - 3) Set higher levels of performance than those required by the State as criteria for local programs to become or remain eligible to provide services in that local area.
- c. Following the criteria, information requirements, and procedures developed by the Governor and IWIB, the State has assigned the LWIBs the ability to assist in:
- 1) Determining the initial eligibility of entities providing a training program as outlined in the Initial Eligibility of Training Providers section of this policy;
 - 2) Renewing the eligibility of providers and programs as described in the Continued Eligibility Process for Training Providers section of this policy; and
 - 3) Considering the possible termination of an eligible training provider due to the provider's submission of inaccurate eligibility and performance information or the

provider's substantial violation of WIOA requirements as depicted in the Denial or Revocation of Eligibility of Training Providers section of this policy.

- d. The LWIB must establish local policies that provide sufficient consumer protection and oversight of training providers. These policies must meet the minimum requirements of the procedures outlined in the policy and may include additional requirements as deemed appropriate by the LWIB. Such policies must include, but are not limited to, processes and/or procedures that achieve the following:
 - 1) Priority consideration for programs that lead to recognized post-secondary credentials that are aligned with in-demand industry sectors or occupations identified in the local plan;
 - 2) Establishment of additional eligibility criteria for training programs to become or remain eligible in the local area (optional);
 - a) These requirements must support the creation of a list that ensures provider performance, job-driven training, informed consumer choice, continuous improvement, and cost-effective investment of public funds.
 - b) Requirements may include, but are not limited to:
 - i) Additional performance requirements;
 - ii) Program location;
 - iii) Accreditation requirements; and
 - iv) Cost.
 - 3) Ensure participants are made aware of and can obtain, grievance/complaint procedures as outlined in the Compliant and Grievance Procedures (Nondiscrimination) section of this policy manual;
 - 4) Recover WIOA training funds;
 - 5) Include the timeline for initial and continued eligibility review for inclusion on the ETPL as outlined in this policy;
 - 6) Process for removing training provider/programs for failure to meet established criteria from the ETPL as outlined in this policy;
 - 7) Require providers to maintain sufficient records and to make these records available for monitoring or audit by either the LWIB and/or the state;
 - 8) Describe the appeal process as outlined in this policy; and
 - 9) Ensure there are no conflicts of interest between the Local Board and the provider, which includes, but is not limited to the following:
 - a) A prohibition on the payment of referral fees by training providers to LWIB staff, including Illinois workNet Center one-stop operator staff.
 - b) Decisions made by the LWIB regarding eligible training programs (ETPs) and their programs is in compliance with WIOA.

FOR THIS NEXT SECTION PLEASE USE THE FOLLOWING QUESTIONS TO GUIDE YOUR READING:

7.3.6 State and Local ETPLs

1. Local Workforce Innovation Boards (LWIBs) and the state through the Department of Commerce and Economic Opportunity Office of Employment and Training (OET) are responsible for working together to identify eligible training providers (ETPs) for the state Eligible Training Provider List (ETPL). The state ETPL creates a pool of ETPs that LWIBs can utilize to establish their local ETPL.
2. LWIBs must include all ETPL approved Registered Apprenticeship Programs on their local ETPL.
3. LWIBS may use a local training provider list based on any locally prescribed criteria or higher levels of performance than what the State ETPL requires. It must include all providers from the State ETPL. When conducting the state eligibility review, the LWIB must do so using the state's criteria and not the LWIB's additional requirements. A local area that does not add restrictions and requirements must include all state ETPs on its local ETP list, while a local area that adds eligibility restrictions may have a subset of the state list.



Figure 1. Providers on the local ETP must be on the state ETP

4. The Department encourages states to streamline the processes and policies for ETPs to reduce the number of local ETP lists and the degree to which they vary from the state list and one another.

FOR THIS NEXT SECTION PLEASE USE THE FOLLOWING QUESTIONS TO GUIDE YOUR READING:

7.3.9 Distance Education and Out-of-State Eligible Training Providers

1. Distance Education Training Providers
 - a. Distance Education is defined in the National Reporting System (NRS) Implementation Guidelines as the “formal learning activity where students and instructors are separated by

geography, time, or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software.”

- b. Distance education training providers whose main headquarters is located in the state of Illinois who wish to be on the Illinois Eligible Training Provider List (ETPL) must:
 - i. Submit an application electronically to the state ETPL Coordinator at CEO.OET.etplcoord@illinois.gov.
- c. Distance education training providers whose main headquarters is located outside the state of Illinois who wish to be on the ETPL must:
 - 1) Be determined eligible in accordance with guidelines in their home state and currently listed on that state’s ETPL; and
 - 2) Operate programs approved by the State Authorization Reciprocity Agreement (SARA) in their home state.
 - a) The SARA is a voluntary agreement across forty-nine (49) member states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands that establishes comparable national standards for interstate postsecondary distance-education courses and programs that is intended to make it easier for students to take high-quality online courses offered by postsecondary institutions based in another state.
 - b) Membership is open to degree-granting postsecondary institutions from all sectors (public colleges and universities; independent institutions, both non-profit and for-profit) accredited by an agency recognized by the U.S. Secretary of Education.
 - 3) Training providers are not required to complete the full application since they have done so in other state(s); however, applicants should clearly identify which programs of study and corresponding occupations for which they are making an application.
 - 4) Distance education training providers may apply for inclusion on Illinois’ ETPL by submitting the application electronically along with proof of inclusion on another state(s) ETPL to the state ETPL Coordinator at CEO.OET.etplcoord@illinois.gov.

2. Out-of-State Training Providers

- a. Eligible WIOA Title I-B Adult or Dislocated Worker participants may use an Individual Training Account (ITA) voucher as dictated by terms set by Local Workforce Innovation Board (LWIB) policies to purchase training services offered by an out-of-state provider if:
 - 1) The provider applies and is approved to be on Illinois’ ETPL; or
 - 2) There is an established reciprocal agreement between Illinois and the respective state regarding eligible training provider eligibility and it is listed on that state’s Eligible Training Provider List (ETPL).
- b. The **training institution** that issues the credential must be listed on the ETPL; therefore, any third (3rd) party vendors (i.e., Coursera) that is not issuing the certificate or credential will not be placed on the ETPL.
- c. Providers located outside of the United States will not be approved as eligible training providers.

- d. Training providers who offer education at a physical location outside the state of Illinois who wish to be on the state's ETPL and are not part of an established reciprocal agreement with the state of Illinois must:
 - 1) Submit an application electronically to the state ETPL Coordinator at CEO.OET.etplcoord@illinois.gov.
- e. Training providers who offer education at a physical location outside the state of Illinois who wish to be on the state's ETPL and are part of an established reciprocal agreement with the state of Illinois must apply under the reciprocity provision.
 - 1) Providers must be determined eligible in accordance with guidelines in their home state and currently listed on that state's ETPL.
 - 2) Training providers are not required to complete the full application being made under the reciprocity since they have done so in their home state; however, applicants should clearly identify which programs of study and corresponding occupations for which they are making an application.
 - 3) Training providers may apply for inclusion on Illinois' ETPL by submitting the application electronically along with proof of inclusion on another state(s) ETPL to the state ETPL Coordinator at CEO.OET.etplcoord@illinois.gov.

FOR THIS NEXT SECTION PLEASE USE THE FOLLOWING QUESTIONS TO GUIDE YOUR READING:

7.3.17 Monitoring and Oversight of Eligible Training Providers

All programs approved for either initial or continued eligibility status will be subject to routine monitoring by the Local Workforce Innovation Board (LWIB) and the Department of Commerce and Economic Opportunity Office of Employment and Training (OET).

1. The LWIB is required to conduct annual monitoring of all eligible training providers and their eligible training programs. The LWIB, at a minimum, should:
 - a. Ensure all eligible training providers have maintained all criteria for which they were determined eligible;
 - b. Reaffirm that a training program is still accredited or the accreditation has been renewed;
 - c. Ensure all eligible training program basic information in [enter generic system name] has been updated to reflect current information;
 - d. Conduct routine visits at each location for which eligible training programs are conducted to ensure all assurances outlined in the Initial Eligibility of Training Providers, [paragraph 2.e.](#) section of this policy, continue to be met.
 - 1) In determining the frequency of visits, the LWIB should prioritize as follows those locations:
 - a) With training programs approved for initial eligibility;
 - b) For eligible training programs exhibiting poor performance;
 - c) That have had the longest period since the last visit; and
 - d) That warrant a visit based on local criteria.
 - 2) Providers that coordinate and conduct e-learning programs must have visits conducted on their locations consistent with ensuring compliance with this section; and

- 3) Routine monitoring visits to eligible training providers located outside of the local area (including in another LWIA or out-of-state) may be a coordinated effort so long as the monitoring is consistent with this section; and
 - e. Ensure that all eligible training programs have met the required performance measures as outlined in the Performance Data and Reporting Requirements for Eligible Training Providers section of this policy.
 - f. Create an agreement between all parties involved, including the training provider and LWIB, on provisions for monitoring.
 - 1) If the program occurs in another local area, arrangements must be made to ensure either the local board determining eligibility of the program or the local area in which the program is provided (or both) will conduct monitoring.
 - g. If the program occurs in another state or is a distance learning opportunity, monitoring arrangements will be conducted by the State ETPL Coordinator.
 - 1) The State ETPL Coordinator should make every effort to ensure adequate monitoring is provided by the out-of-state local area.
2. The LWIB is required to cooperate with the OET during any monitoring and oversight activities.
3. If monitoring by the LWIB or OET identifies a provider has done one of the following, WIOA funds will be suspended for two years:
 - a. Intentionally Supplying Inaccurate Information; or
 - b. Substantial Violations of any requirement.
 - c. Repayment—A provider of training services whose eligibility is terminated will be liable for the repayment of funds received on the day before such date of enactment during a period of violation.

Supportive Services Policy

Supportive Services may be provided to adults and dislocated workers who are registered and participating in WIOA Training Services and to youth registered and participating in training and youth programs. These Supportive Services will only be provided when they are necessary to enable individuals to participate in activities. Workforce staff, along with the individuals in need of supportive services, must determine the availability of such services through other programs and attempt to secure funding from those sources before authorizing expenditure of WIOA funds. When other sources of funding are identified, workforce staff will refer the individual to the source of that funding to obtain the needed services. Documentation of the referral will be kept in the individual's file. When a needed service is not available or the individual does not meet the eligibility for that service, LLWA will provide funding in accordance with the following guidelines. All support services must document that no other sources are available for the support and activities must be recorded on the Illinois Workforce

Development System (IWDS).

Support Services not identified below will be reviewed on a case-by-case basis and will be reviewed by the LLWA Enrollment Review Committee based on funding availability and individual need.

Any support service changes will be defined by the grant and availability of funding at the direction of the Executive Director.

Year Round Programs

Transportation

Year Round Out-of-School Youth, Adults and Dislocated Workers: Transportation assistance may be available for customers attending classroom training or work experience related to a student's training program and for which they are receiving college credit or a credential. Exceptions must be approved by the Enrollment Review Committee. The amount of assistance is based on the round trip mileage between the student's home and the classroom training site and/or internship site (including the distance of the child care provider when appropriate) for day in attendance only. If student must drive multiple times to the training site in one day, total daily mileage will be calculated to determine rate of reimbursement. Customers who reside outside of the LLWA five county area while in training will need Review Committee approval for mileage support.

The mileage allowance is determined as follows (based on Google map documentation):

| <u>Round Trip Miles</u> | <u>Rate Per Day</u> |
|-------------------------|---------------------|
| 5 – 29 | \$10.00 |
| 30 – 50 | \$15.00 |
| 51 and up | \$20.00 |

Bus tokens are available for those individuals who are able to utilize public transportation. When bus tokens are issued, a log must be maintained that includes the customer's name, date of distribution, number of tokens issued, and purpose of distribution. If TAA funds are exhausted, LLWA will utilize 1D funds using current TAA Transportation policy.

Youth being served by contracted youth service providers will be funded for transportation reimbursement if customer;

- A. Resides outside of Springfield city limits, and
- B. Travels more than 15 miles round-trip.

Child Care

Out-of-School Youth, Adults and Dislocated Workers: Individuals enrolled in classroom training or work experience, and who are in need of care for their children while participating in training and who do not have a family member (Parent, Step Parent or Legal Guardian) in their home capable of providing child care, are eligible for support. An effort must be made to obtain other sources of child care assistance prior to approval of any WIOA support. Any customer eligible for assistance shall be offered such assistance unless funds have been exhausted.

Priorities for Child Care Assistance

1. LLWA 20 will not pay for child care assistance to a Parent, Step Parent or Legal Guardian.
2. TANF - If eligible - through Community Connection Point.
3. DHS subsidy - through Community Child Care Connection.
4. Assistance from DRS with special needs children.
5. Child Care Provider with sliding fee scale.

6. Provider who will accept LLWA fee limits.
7. Customer pays difference between provider's charges and LLWA's limits.

A written policy from day care providers must be submitted before payment can be made. Each provider must submit a W-9 prior to payment. LLWA will pay child care at the regular authorized rate for holidays and breaks no more than 20 days in length in order to hold the child's slot with the provider according to day care provider policy. Child care allowances are available to full-time students. * All WIOA applicants must apply for child care assistance through the DHS/Community Child Care Connection (CCCC) and submit results to their Career Planner. CCCC denials for reasons other than (ineligible) will need immediate customer follow-up within a reasonable period of time.

Day Care for Full Time Training Customers

| | |
|----------------------------|-----------------------------------------|
| Child age 0 - up to 2..... | Not to exceed \$200.00 per week |
| Child age 2+..... | Not to exceed \$150.00 per week |
| School Aged Child | Not to exceed \$15.00 per day per child |

* These rates are for full-time attendance in training. For purposes of this policy, full time attendance is defined as a minimum of 12 hours of weekly class contact time during Fall and Spring semesters and a minimum of 6 hours of weekly class contact time during Summer semester. Contact hours are hours spent in class/clinical setting not credit hours. Customers may need verification of online classroom contact hours.

Day Care for Part Time Training Customers

Not to exceed \$75.00 per child per week or \$15.00 per day for school aged children.

For purposes of this policy, part-time attendance is defined as less than 12 hours of weekly in-class contact time during Fall and Spring semesters and less than 6 hours of weekly class contact time during Summer semester.

Protection of Personally Identifiable Information (PII)

Definition

Personally Identifiable Information (PII) is information that can be used to distinguish or trace an individual's identify, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual.

Purpose

The Land of Lincoln Workforce Alliance will safeguard and protect confidential information obtained as a result of working with federal grants from the Employment and Training Administration, sub grantee and partner organization information, and individual program customer information.

Policy/Procedures

1. All data is stored in an area that is physically safe from access by unauthorized persons at all times. Data is processed by using grantee issued equipment, managed information technology services and designated locations. Accessing, processing and storing PII data of customers on personally owned equipment at off-site locations is prohibited.
2. Data containing PII transmitted electronically, stored on drives, etc. must be encrypted.
3. PII is locked in file rooms and offices when not in use.
4. Shredding is done immediately and not left to accumulate, or inserted in a locked shredding container.
5. Passwords are not shared. (IT staff and LLWA management have access to staff passwords when technology services/upgrades are needed)
6. PII data extraction is for work purposes and is only done in the course of job duties.
7. Customers are not required to submit social security numbers over the internet or through e-mail.
8. Employees will not collect, use or disclose a social security number from an individual unless required to do so under state or federal laws, rules or regulations.

Information regarding PII is referenced in the U.S. Department of Labor, Employment and Training Administration, DOLETA TEGL 39-11.

Property and Inventory Control

Definition of inventory items:

1. All non-expendable property with a useful life of more than one year and an acquisition cost of more than \$500 will be listed on the LWIA 20 inventory.
2. Software is included in this category if it is purchased—license renewals are not considered equipment.
3. Items that cost more than \$500 and less than \$5,000 will be coded “Small Equipment Purchases” in the accounting system.
4. Items that cost more than \$5,000 will be coded “Large Equipment Purchases”. Large Equipment Purchases require prior approval from DCEO.
5. Equipment less than \$500 but needed to be kept track of will be assigned a Sangamon County tag and will also be included in the inventory—example computer screens.

- The inventory is updated as purchases are made.
 - Each listing includes a description of the item, physical location, serial number, funding source, MIP coding, vendor, title holder, date of acquisition, cost, amount of Federal dollars, funder approval (if required) and DCEO/Sangamon County tag number.
 - At the end of the year a detailed accounting printout of equipment purchases for the year ending June 30th will be reconciled with the inventory listing.
 - The AT will conduct a physical review of the equipment on the listing every two years.
 - A report of items with an acquisition cost of more than \$5,000 will be forwarded to DCEO based on their policy.
 - The AT is responsible for keeping track of the items on the Inventory spreadsheet.
 - LLWA staff are to keep the AT informed of the movement of equipment.
 - A copy of each invoice for equipment purchased will be scanned for retention by the AT, and then the item will be logged into the inventory listing spreadsheet.
 - For items with a purchase price that exceeds \$5,000, an inventory control form requesting a tag number is forwarded to DCEO.
 - For items with a purchase price that exceeds \$500, a fixed asset control form requesting a tag number is forwarded to the Sangamon County Auditor's Office.
 - Requests for approval to decommission equipment will be forwarded to DCEO and/or Sangamon County as required by the AT.
 - The AT will adjust the inventory for items as they are discarded.
- The completed physical inventory documentation will be forwarded to the FSD for review and filing.

**WORKFORCE INNOVATION AND OPPORTUNITY ACT
EO POLICY AND COMPLAINT PROCEDURES**

Equal Opportunity Employer/Program
Auxiliary Aids and Services Are Available Upon Request to Individuals With Disabilities

WIOA COMPLAINTS
WHO CAN FILE

All persons who are program applicants, customers, or staff under the Workforce Innovation and Opportunity Act (WIOA), all contractors and grantees, and sub-recipients thereof, of WIOA funds, and all interested persons shall be afforded the opportunity to resolve, by means of administrative process, any alleged violation of the Act, federal regulations promulgated pursuant thereto, any grant, contract or other agreement entered into pursuant to the Act.

TIME LIMITS

The time limits for complaints are measured in calendar weeks (seven consecutive days). A time limit begins upon the receipt of a written complaint whether or not the complaint received has insufficient information. Time limits have been established to ensure both expeditious resolutions of complaints, and provide the necessary time for adequate review of all appropriate material. Should an aggrieved person(s) or entity neglect to adhere to the time requirements set throughout this procedure, the aggrieved party(ies) are considered to have abandoned his/her complaint and the matter shall be considered resolved. In turn, failure by management to render a decision within the allotted time at any step constitutes denial and the complainant may proceed to the next step.

POLICY/CONFIDENTIALITY

It is the policy of the Illinois Department of Commerce and Economic Opportunity and the U.S. Department of Labor that no one be punished or penalized for filing a complaint under WIOA. It is also the policy not to disclose the identity of any person who has furnished information or assistance in the investigation of a WIOA violation unless absolutely necessary, nor may any person, organization, or agency discharge or in any way discriminate or retaliate against a person for the filing of a complaint or the rendering of testimony in any proceeding or investigation.

Various types of complaints may be filed:

- FIRST LEVEL COMPLAINTS:** Complaints concerning local county offices should be reported to:
Land Of Lincoln Workforce Alliance,
1300 South 9th Street,
Springfield, IL 62703
(217) 558-4284 Michelle Brookens, EO Officer
- FRAUD/ABUSE COMPLAINTS:** Complaints concerning criminal fraud, waste, abuse or other criminal activity must be reported immediately through the Department's Incident Reporting System to the DOL Office of Inspector General, Office of Investigations, Room S5514, 200 Constitution Avenue NW, Washington, DC 20210
- LABOR STANDARDS COMPLAINTS:** Complaints concerning labor standards violations under the Act will follow the procedures outlined under local level.
- STATE LEVEL COMPLAINTS:** Complaints arising from actions taken by the Illinois Department of Commerce and Economic Opportunity i.e., monitoring, sanctions, investigations are filed directly at the state level and the hearing would be conducted by DCEO and the appeal would then be made through an independent

State Review. Complaints should be mailed to:

Illinois Department of Commerce and Economic
Opportunity Bureau of Workforce Development,
Legal Office
500 East Monroe Street
Springfield, IL 62701

DISCRIMINATION COMPLAINTS:

If a complaint concerns discrimination on the basis of race, color, national origin, age, sex, religion, disability, political affiliation or belief, and for beneficiaries only, citizenship or participation in programs funded under WIOA. The complaint shall be filed with the local level recipient or to the Director, Civil Rights Center, U.S. Department of Labor, Room N4123, 200 Constitution Avenue NW, Washington, D.C. for processing. Complaints must be filed not later than 180 days from the date of alleged discrimination. Discrimination complaints will follow the procedures as outlined under “Equal Opportunity is The Law”.

LOCAL LEVEL COMPLAINTS:

Complaints concerning program discrimination, i.e. hiring, promoting, working conditions, disciplinary action, pay disputes, shall be filed at the local level within one year from the date of alleged incident. The compliant procedures involve several steps, some of which are combined responsibilities of the complainant and the Local Workforce Area (LLWA). A complaint may be filed by submitting to:

**Land of Lincoln Workforce Alliance
1300 South 9th Street
Springfield, IL 62703
(217) 558-4284
EO Officer: Michelle Brookens**

Filing Complaint

Applicants, customers, sub-grantees, subcontractors, staff and other interested persons, hereto referred to as the complainant, shall notify the Land of Lincoln Workforce Alliance’s Equal Opportunity Officer when filing the complaint. Complainants shall be advised of their right to have the complaint resolved either informally or by submitting a written complaint. A written complaint shall be filed and should contain the following information: be signed by the complainant or his/her authorized representative; contain the complainant’s name and address (or specify another means of contact); identify the respondent, and, describe the complainant’s allegations in sufficient detail to allow the Directorate of Civil Rights or the recipient, as

applicable, to determine whether: the Directorate of the recipient, as applicable, has jurisdiction over the complaint; the complaint was timely filed; and, has apparent merit. The EEO Officer must assist the complainant when a written complaint is filed.

Informal Resolution

Nothing in the state or federal statute or regulations precludes the use of informal mechanisms for the resolution of all complaints and prospective complaints under WIOA. Complainants shall be encouraged, but not required, to informally resolve complaints. The complainant should first notify the proper authority at the local level of the alleged violation. Prior to the commencement of investigation, pre-hiring conference, or hearing activities conducted by the LLWA, attempts shall be made to resolve a complaint with the involved supervisor. Upon receipt of a written complaint, the EEO officer will log, investigate and review the allegation prior to a pre-hearing conference so that an appropriate resolution can take place at the meeting.

Within 10 days of receipt of the written complaint by the LLWA, the following actions shall occur: a pre-hearing conference shall be held; if no resolution is reached at the pre-hearing, the LLWA will forward to the complainant and other involved parties, a report outlining the judgment on the issues; and the complainant shall request a formal hearing.

Formal Request for a Hearing

A formal complaint shall be filed by filing the required information requested under Filing Complaint. Upon request for a formal hearing, the LWA shall appoint an impartial Hearing Officer to hear the complaint. The Hearing Officer shall schedule a hearing to convene within 30 days of receipt of a written complaint. Written notification shall be sent by the Hearing Officer to interested parties stating the date, time and place of the formal hearing and the issues to be heard.

Conduct of Hearing

Complainants and respondents shall make every effort possible to be present at the hearing. However, if they are unable to be present, a 48 hour prior written notice must be given to the Hearing Officer. In the event circumstances arise prior to the hearing which, in the opinion of the complainant or respondent, prevent their attendance at the hearing, the Hearing Officer shall reschedule the proceedings. If the Hearing Officer determines that the complainant's or respondent's failure to attend the hearing is not beyond their reasonable control, the hearing shall be held in his/her absence. All parties shall have the right to be accompanied by an attorney or other duly authorized representative; and the right of presenting any witness(es) or to introduce any evidence desired, subject to the approval of the Hearing Officer. The complainant shall be permitted access to LLWA files which would be germane to the complainant's allegations. Complainant's may be questioned and may also question any of the parties or witnesses at the hearing.

Hearing Officer's Decision

A written decision shall be prepared and distributed by the Hearing Officer to the complainant and all parties who attended the hearing within 60 days of filing of the complaint. The conclusions or opinions of the decision shall be based upon facts and evidence presented during the hearing. The decision of the Hearing Officer shall contain a statement of the issues, synopsis of facts, a

statement of reasons for the decision, remedies, and an aggrieved party's right to appeal the decision.

Appeal of the Decision

If an aggrieved party is not satisfied with the decision of the Hearing Officer or the decision is not received in 60 days of filing the complaint, an aggrieved party may file an appeal with DCEO. Appeals shall be filed within 10 days of receipt of the adverse decision or 15 days from the date on which the decision should have been received from the Hearing Officer. DCEO will then have 30 days after receipt of the written appeal to review the decision. If the aggrieved party does not appeal to DCEO, or the appeal is not timely made, the decision of the Hearing Officer will be final, otherwise, the decision by DCEO (on behalf of the Governor) shall be final.

WIOA Public Law, Section 188 states in part,

- 1) For the purpose of applying the prohibitions against discrimination on the basis of age under the Age Discrimination Act of 1975, on the basis of handicap under section 504 of the Rehabilitation Act, on the basis of sex under Title IX of the Education Amendments of 1972 or on the basis of race, color or national origin under Title VI of the Civil Rights Act of 1964, programs and activities funded or otherwise financially assisted in whole or in part under this Act are considered to be programs and activities receiving federal financial assistance.
- 2) No individual shall be excluded from participation in, denied the benefits of, subjected to discrimination under, or denied employment in the administration of or in connection with any such program because of race, color, religion, sex, national origin, age, disability or political affiliation or belief.
- 3) Under 29 CFR 37.6(f), the employment or training of customers in sectarian activities is prohibited except with respect to the maintenance of a facility that is not primarily or inherently devoted to sectarian instruction or religious worship, in a case in which the organization operating the facility is part of a program or activity providing services to customers.
- 4) With respect to terms and conditions affecting, or rights provided to, individuals who are customers in activities supported by funds provided under this Act, such individuals shall not be discriminated against solely because of their status as such customers.
- 5) Participation in programs and activities financially assisted in whole or in part under this Act shall be open to citizens and nationals of the United States, lawfully admitted permanent resident aliens, lawfully admitted refugees and parolees and other individuals authorized by the Attorney General to work in the United States.

Equal Opportunity is the Law

This recipient is prohibited from discriminating on the grounds of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and for beneficiaries only, citizenship or participation in programs funded under the Workforce Innovation and Opportunity Act, as amended, (WIOA), in admission or access to, opportunity or treatment in, or employment in the administration of or in connection with, any WIOA funded program or activity. If you think that you have been subjected to discrimination under a WIOA funded program or activity, you may file a complaint within 180 days from the date of the alleged violation with the recipient's Equal Opportunity Officer, or you may file a complaint directly with the Director, Directorate of Civil Rights (DCR), U.S. Department of Labor. If you elect to file your complaint with the recipient, you must wait until the recipient issues a decision or until 60 days have passed, whichever is sooner, before filing with DCR. If the recipient has not provided you with a written decision within 60 days of the filing of the complaint, you need not wait for a decision to be issued, but may file a complaint with DCR within 30 days of expiration of the 60 day period. If you are dissatisfied with the recipient's resolution of your complaint, you may file a complaint with DCR. Such complaint must be filed within 30 days of the date you received notice of the recipient's proposed resolution.

Appendix D Self-Assessment Identifying Information (Cover Page)

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| Local Area Number/Region: LWIA 20/EDR 1 | | |
| Name, Title and Organization of Contact Person: Michelle Griebler, Interim Director, Land of Lincoln Workforce Alliance | | |
| Contact Phone Number: 217-558-4278 | Contact E-mail: mgriebler@worknet20.org | Date Self-Assessment Submitted to IWIB (XX/XX/XXXX): 3/25/2024 |
| WIOA Partner Organizations Participating in Self-Assessment: Land of Lincoln Workforce Alliance (Title I), Lawrence Education Center(Title II), Illinois Department of Human Services (DRS) (Title IV), Illinois Department of Employment Security (Title III), Lincoln Land Community College(Title II/Perkins), | | |
| <p>Documents to be Included in the Submission:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Report on the Process and Results Presented to the LWIB* <input checked="" type="checkbox"/> Self-Assessment <input type="checkbox"/> Other: Click or tap here to enter text. | | |

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| <p>Goal 1: Customer-Centered Design Goals</p> | <p>Application Point a. Customer input is collected on an ongoing basis from local users (including One Stop walk-in customers, enrolled participants, and employers) and, at a minimum, evaluated annually by partners.</p> | <p>Application Point b. Customer input gathered from local users is used to evaluate and improve technologies, programs, services, interactions, accessibility, and environments within the local area. Based on customer input, local partners will propose improvements and a timeline for implementation.</p> | <p>Application Point c. The LWIB will set the expectation for the One Stop Operator (OSO) to manage service integration initiatives in the OSO scope of work. The OSO will report to the Local Workforce Investment Board (LWIB) on service integration initiatives, timelines, and progress.</p> | <p>Application Point d. Partner staff will provide system users access to other options for feedback outside of an annual input process and be made aware of complaints procedures and appeal rights. Workforce Innovation and Opportunity Act (WIOA) partners will not retaliate against users who provide negative feedback, complaints, or make appeals.</p> |
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For each application point please rank your area's Level of Integration of Goal Application according to the following scale.

- 1- This application point is not occurring nor is currently being planned.
- 2- This application point is currently being planned.
- 3- This application point has been planned and is occurring on an ongoing basis.

Click or tap on the grey boxes below to choose your selection.

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| Level of Integration of Goal Application | 3 | 2 | 3 | 1 |
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For each application point that use the Planning Tool Below to describe how your area is planning and/or implementing each application point.

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| <p>Application Point a. Customer input is collected on an ongoing basis from local users (including One Stop walk-in customers, enrolled participants, and employers) and, at a minimum, evaluated annually by partners.</p> | |
| <p>Strategy for Application Point a: What specific tactics will we use to address the application point?</p> | <p>Customer surveys will be collected at the One Stop Center.</p> |
| <p>Key Players for Application Point a. Who is responsible? Who else should be involved?</p> | <p>The One Stop Operator will be responsible for collecting, maintaining, and reporting and sharing data with all Partners.</p> |
| <p>Expected Outcomes for Application Point a. What will be the result of these strategies?</p> | <p>Expected outcomes are to provide high quality services and maintain an awareness of how we are doing for continuous improvement.</p> |
| <p>Timeline for Application Point a. What is the due date of each expected outcome?</p> | <p>Ongoing and annually</p> |
| <p>Questions/Needed Assistance for Application Point a. What questions do you have?</p> | <p>N/A</p> |
| <p>Technical Assistance: Does your local area need technical assistance on Application Point a.?</p> | <p><input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> |
| <p>Technical Assistance: If YES, please specify.</p> | <p>Click or tap here to enter text.</p> |
| <p>Application Point b. Customer input gathered from local users is used to evaluate and improve technologies, programs, services, interactions, accessibility, and environments within the local area. Based on customer input, local partners will propose improvements and a timeline for implementation.</p> | |

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| <p>Strategy for Application Point b: What specific tactics will we use to address the application point?</p> | <p>Modify and update the customer survey to collect necessary feedback.</p> | |
| <p>Key Players for Application Point b. Who is responsible? Who else should be involved?</p> | <p>With input from all partners the One Stop Operator will be responsible for updating the survey.</p> | |
| <p>Expected Outcomes for Application Point b. What will be the result of these strategies?</p> | <p>Improved services as it relates to technology, programming, career services, customer interactions, and service accessibility</p> | |
| <p>Timeline for Application Point b. What is the due date of each expected outcome?</p> | <p>Ongoing and Annually</p> | |
| <p>Questions/Needed Assistance for Application Point b. What questions do you have?</p> | <p>N/A</p> | |
| <p>Technical Assistance: Does your local area need technical assistance on Application Point b.?</p> | <p><input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> | |
| <p>Technical Assistance: If YES, please specify.</p> | <p>Click or tap here to enter text.</p> | |
| <p>Application Point c. The LWIB will set the expectation for the One Stop Operator (OSO) to manage service integration initiatives in the OSO scope of work. The OSO will report to the LWIB on service integration initiatives, timelines, and progress.</p> | | |
| <p>Strategy for Application Point c: What specific tactics will we use to address the application point?</p> | <p>The One Stop Operator will report to the LWIB quarterly on Customer Centered Design Goals and progress</p> | |

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| <p>Key Players for Application Point c. Who is responsible? Who else should be involved?</p> | <p>The One Stop Operator</p> | |
| <p>Expected Outcomes for Application Point c. What will be the result of these strategies?</p> | <p>Accountability of implemented improvement strategies</p> | |
| <p>Timeline for Application Point c. What is the due date of each expected outcome?</p> | <p>Quarterly</p> | |
| <p>Questions/Needed Assistance for Application Point c. What questions do you have?</p> | <p>N/A</p> | |
| <p>Technical Assistance: Does your local area need technical assistance on Application Point c.?</p> | <p><input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> | |
| <p>Technical Assistance: If YES, please specify.</p> | <p>Click or tap here to enter text.</p> | |
| <p>Application Point d. Partner staff will provide system users access to other options for feedback outside of an annual input process and be made aware of complaints procedures and appeal rights. WIOA partners will not retaliate against users who provide negative feedback, complaints, or make appeals.</p> | | |
| <p>Strategy for Application Point d: What specific tactics will we use to address the application point?</p> | <p>Partners will collect and will share user feedback at regular meetings and/or as needed.</p> | |
| <p>Key Players for Application Point d. Who is responsible? Who else should be involved?</p> | <p>All Partners</p> | |

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| <p>Expected Outcomes for Application Point d. What will be the result of these strategies?</p> | <p>Improved services as it relates to technology, programming, career services, customer interactions, and service accessibility</p> | |
| <p>Timeline for Application Point d. What is the due date of each expected outcome?</p> | <p>Ongoing and annually</p> | |
| <p>Questions/Needed Assistance for Application Point d. What questions do you have?</p> | <p>N/A</p> | |
| <p>Technical Assistance: Does your local area need technical assistance on Application Point d.?</p> | <input type="checkbox"/> YES | <input checked="" type="checkbox"/> NO |
| <p>Technical Assistance: If YES, please specify.</p> | <p>Click or tap here to enter text.</p> | |

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| <p>Goal 2: Partner Staff Goals</p> | <p>Application Point a. Cross-training and program information resources addressing the roles, services, performance expectations, and eligibility requirements of all WIOA partner programs are provided for all partner staff, including information and encouragement in acquiring professional credentials.</p> | <p>Application Point b. Communication across partners is consistent, comprehensive, and timely.</p> | <p>Application Point c. All partner staff receives current and relevant professional development to service integration goals.</p> | <p>Application Point d. All partner staff are treated as valued and respected team members.</p> |
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For each application point please rank your area's Level of Integration of Goal Application according to the following scale.

- 1- This application point is not occurring nor is currently being planned.
- 2- This application point is currently being planned.
- 3- This application point has been planned and is occurring on an ongoing basis.

Click or tap on the grey boxes below to choose your selection.

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| Level of Integration of Goal Application | 3 | 3 | 3 | 3 |
| For each application point that use the Planning Tool Below to describe how your area is planning and/or implementing each application point. | | | | |
| Application Point a. Cross-training and program information resources addressing the roles, services, performance expectations, and eligibility requirements of all WIOA partner programs are provided for all partner staff, including information and encouragement in acquiring professional credentials. | | | | |
| Strategy for Application Point a: What specific tactics will we use to address the application point? | All Partner front line staff training will be provided on a bi-monthly basis. | | | |
| Key Players for Application Point a. Who is responsible? Who else should be involved? | All Partners | | | |
| Expected Outcomes for Application Point a. What will be the result of these strategies? | Cross-trained staff on all partner programs, accessibility, eligibility, and resources. | | | |
| Timeline for Application Point a. What is the due date of each expected outcome? | Bi-monthly and annually | | | |
| Questions/Needed Assistance for Application Point a. What questions do you have? | N/A | | | |
| Technical Assistance: Does your local area need technical assistance on Application Point a.? | <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO | | | |

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| Technical Assistance: If YES, please specify. | Click or tap here to enter text. |
| Application Point b. Communication across partners is consistent, comprehensive, and timely. | |
| Strategy for Application Point b: What specific tactics will we use to address the application point? | Partners will regularly meet and report out updates on programs, initiatives, and service delivery. |
| Key Players for Application Point b. Who is responsible? Who else should be involved? | All Partners |
| Expected Outcomes for Application Point b. What will be the result of these strategies? | All Partners and staff are well informed with up-to-date information on programs, processes, changes, and policies |
| Timeline for Application Point b. What is the due date of each expected outcome? | Monthly, Bi-monthly, and annually |
| Questions/Needed Assistance for Application Point b. What questions do you have? | N/A |
| Technical Assistance: Does your local area need technical assistance on Application Point b.? | <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO |
| Technical Assistance: If YES, please specify. | Click or tap here to enter text. |

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| Application Point c. All partner staff receives current and relevant professional development to service integration goals. | |
| Strategy for Application Point c: What specific tactics will we use to address the application point? | All Partner staff are invited to front-line staff trainings. All Partners will be invited to WIOA Professional Development email list serve and Worforce webinars including the annual WIOA Summit. |
| Key Players for Application Point c. Who is responsible? Who else should be involved? | The One Stop Operator and Partners |
| Expected Outcomes for Application Point c. What will be the result of these strategies? | All partners receive access to current and relevant professional development opportunities |
| Timeline for Application Point c. What is the due date of each expected outcome? | Ongoing and annually |
| Questions/Needed Assistance for Application Point c. What questions do you have? | N/A |
| Technical Assistance: Does your local area need technical assistance on Application Point c.? | <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO |
| Technical Assistance: If YES, please specify. | |
| Application Point d. All partner staff are treated as valued and respected team members. | |

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| <p>Strategy for Application Point d: What specific tactics will we use to address the application point?</p> | <p>All partners will be informed and consulted as appropriate for the purposes of planning, service delivery, and evaluation.</p> | |
| <p>Key Players for Application Point d. Who is responsible? Who else should be involved?</p> | <p>The One Stop Operator and Partners</p> | |
| <p>Expected Outcomes for Application Point d. What will be the result of these strategies?</p> | <p>All Partners will be unified and engaged.</p> | |
| <p>Timeline for Application Point d. What is the due date of each expected outcome?</p> | <p>Ongoing and annually</p> | |
| <p>Questions/Needed Assistance for Application Point d. What questions do you have?</p> | <p>N/A</p> | |
| <p>Technical Assistance: Does your local area need technical assistance on Application Point d.?</p> | <p><input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> | |
| <p>Technical Assistance: If YES, please specify.</p> | <p>Click or tap here to enter text.</p> | |

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| <p>Goal 3: Intake and Assessment Goals</p> | <p>Application Point a. Customers provide basic information once through a collaborative intake process or information-sharing across programs.</p> | <p>Application Point b. During intake, customers are provided an overview of partner services, eligibility, and suitability requirements by appropriate partner staff.</p> | <p>Application Point c. An open dialogue during intake and a comprehensive assessment(s) between partner staff and customers leads to informed choice and becomes the foundation of a service plan.</p> | <p>Application Point d. If partners use different assessments for the same purpose, they must designate a single assessment to the extent possible.</p> | <p>Application Point e. Partners inform and support customers throughout the process to secure the documents and verification needed for program participation.</p> | <p>Application Point. f. Partners will review and apply asset-based and barrier-reduction practices to intake and assessment processes while using best practices to protect customer confidentiality and reduce stigmas of accessing public services.</p> |
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For each application point please rank your area’s Level of Integration of Goal Application according to the following scale.

- 1- This application point is not occurring nor is currently being planned.
- 2- This application point is currently being planned.
- 3- This application point has been planned and is occurring on an ongoing basis.

Click or tap on the grey boxes below to choose your selection.

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| Level of Integration of Goal Application | 2 | 2 | 2 | 2 | 2 | 2 |
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For each application point that use the Planning Tool Below to describe how your area is planning and/or implementing each application point.

Application Point a. Customers provide basic information once through a collaborative intake process or information-sharing across programs.

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| <p>Strategy for Application Point a: What specific tactics will we use to address the application point?</p> | <p>Modify and utilize the common/partner intake form</p> | |
| <p>Key Players for Application Point a. Who is responsible? Who else should be involved?</p> | <p>The One Stop Operator and Partners</p> | |
| <p>Expected Outcomes for Application Point a. What will be the result of these strategies?</p> | <p>Elimination of duplicative process and paperwork for the customer.</p> | |
| <p>Timeline for Application Point a. What is the due date of each expected outcome?</p> | <p>1 Year</p> | |
| <p>Questions/Needed Assistance for Application Point c. What questions do you have?</p> | <p>N/A</p> | |
| <p>Technical Assistance: Does your local area need technical assistance on Application Point a.?</p> | <p><input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> | |
| <p>Technical Assistance: If YES, please specify.</p> | <p>Click or tap here to enter text.</p> | |
| <p>Application Point b. During intake, customers are provided an overview of partner services, eligibility, and suitability requirements by appropriate partner staff.</p> | | |
| <p>Strategy for Application Point b: What specific tactics will we use to address the application point?</p> | <p>Partner outreach materials and orientation information will be disseminated.</p> | |

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| <p>Key Players for Application Point b. Who is responsible? Who else should be involved?</p> | <p>The One Stop Operator and Partners</p> | |
| <p>Expected Outcomes for Application Point b. What will be the result of these strategies?</p> | <p>Customers will be informed and educated on all services available to them.</p> | |
| <p>Timeline for Application Point b. What is the due date of each expected outcome?</p> | <p>1 Year</p> | |
| <p>Questions/Needed Assistance for Application Point b. What questions do you have?</p> | <p>N/A</p> | |
| <p>Technical Assistance: Does your local area need technical assistance on Application Point b.?</p> | <p><input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> | |
| <p>Technical Assistance: If YES, please specify.</p> | <p>Click or tap here to enter text.</p> | |
| <p>Application Point c. An open dialogue during intake and a comprehensive assessment(s) between partner staff and customers leads to informed choice and becomes the foundation of a service plan.</p> | | |
| <p>Strategy for Application Point c: What specific tactics will we use to address the application point?</p> | <p>Customers will be provided Labor Market Information, Comprehensive Assessment, and presented the Eligible Training Provider List (ETPL).</p> | |
| <p>Key Players for Application Point c. Who is responsible? Who else should be involved?</p> | <p>One Stop Operator and Partners</p> | |

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| <p>Expected Outcomes for Application Point c. What will be the result of these strategies?</p> | <p>Customers will make informed choices regarding their employment and occupational goals.</p> | |
| <p>Timeline for Application Point c. What is the due date of each expected outcome?</p> | <p>Ongoing</p> | |
| <p>Questions/Needed Assistance for Application Point c. What questions do you have?</p> | <p>N/A</p> | |
| <p>Technical Assistance: Does your local area need technical assistance on Application Point c.?</p> | <p><input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> | |
| <p>Technical Assistance: If YES, please specify.</p> | <p>Click or tap here to enter text.</p> | |
| <p>Application Point d. If partners use different assessments for the same purpose, they must designate a single assessment to the extent possible.</p> | | |
| <p>Strategy for Application Point d: What specific tactics will we use to address the application point?</p> | <p>Partners will communicate and work together to minimize multiple or duplicate assessment usage.</p> | |
| <p>Key Players for Application Point d. Who is responsible? Who else should be involved?</p> | <p>All Partners</p> | |
| <p>Expected Outcomes for Application Point d. What will be the result of these strategies?</p> | <p>A more unified structure and eliminate duplicative assessment processes as much as possible.</p> | |

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| Timeline for Application Point d. What is the due date of each expected outcome? | Ongoing |
| Questions/Needed Assistance for Application Point d. What questions do you have? | N/A |
| Technical Assistance: Does your local area need technical assistance on Application Point d.? | <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO |
| Technical Assistance: If YES, please specify. | Click or tap here to enter text. |
| Application Point e. Partners inform and support customers throughout the process to secure the documents and verification needed for program participation. | |
| Strategy for Application Point e: What specific tactics will we use to address the application point? | Customers will be informed of general partner documentation requirements, and guided to resources to attain documentation if/as applicable. |
| Key Players for Application Point e. Who is responsible? Who else should be involved? | All Partners |
| Expected Outcomes for Application Point e. What will be the result of these strategies? | Customers will be able to provide documentation to participate in partner programs and services. |
| Timeline for Application Point e. What is the due date of each expected outcome? | Ongoing |

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| <p>Questions/Needed Assistance for Application Point e. What questions do you have?</p> | <p>N/A</p> | |
| <p>Technical Assistance: Does your local area need technical assistance on Application Point e.?</p> | <p><input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> | |
| <p>Technical Assistance: If YES, please specify.</p> | <p>Click or tap here to enter text.</p> | |
| <p>Application Point. f. Partners will review and apply asset-based and barrier-reduction practices to intake and assessment processes while using best practices to protect customer confidentiality and reduce stigmas of accessing public services.</p> | | |
| <p>Strategy for Application Point f: What specific tactics will we use to address the application point?</p> | <p>Partners will focus on customer strengths during the intake and assessment process.</p> | |
| <p>Key Players for Application Point f. Who is responsible? Who else should be involved?</p> | <p>All Partners</p> | |
| <p>Expected Outcomes for Application Point f. What will be the result of these strategies?</p> | <p>Unlock potential and reduce stigmas while ensuring confidentiality.</p> | |
| <p>Timeline for Application Point f. What is the due date of each expected outcome?</p> | <p>Ongoing</p> | |
| <p>Questions/Needed Assistance for Application Point f. What questions do you have?</p> | <p>N/A</p> | |

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| Technical Assistance: Does your local area need technical assistance on Application Point f.? | <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO |
| Technical Assistance: If YES, please specify. | Click or tap here to enter text. |

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| <p>Goal 4: Service Goals</p> | <p>Application Point a. WIOA partners support service integration by identifying and empowering a leader from each title who will engage in ongoing communication and relationship building.</p> | <p>Application Point b. WIOA partners must be familiar with WIOA eligibility and suitability and are responsible for ensuring appropriate referrals and referral outcomes, working effectively to leverage partner resources for the benefit of customers, including training and directing applicable staff.</p> | <p>Application Point c. Consider the customer’s experience and the processes involved during service delivery, such as referrals and their outcomes. Necessary assessments should be reviewed, streamlined, and coordinated through continuous collaboration with partners. Collaboration among partners should ensure the alignment of these assessments.</p> | <p>Application Point d. Individual service plans and goal statements are used to provide and coordinate services and guide follow-up. These plans are continuously updated to respond to changing customer needs and evaluated for referral opportunities on an ongoing basis.</p> | <p>Application Point e. Customers receive timely and coordinated access to all WIOA employer and job seeker services, whether on-site, through technology, at a partner site, or by other appropriate and accessible community services.</p> |
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For each application point please rank your area’s Level of Integration of Goal Application according to the following scale.

- 1- This application point is not occurring nor is currently being planned.
- 2- This application point is currently being planned.
- 3- This application point has been planned and is occurring on an ongoing basis.

Click or tap on the grey boxes below to choose your selection.

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| <p>Level of Integration of Goal Application</p> | <p>3</p> | <p>2</p> | <p>3</p> | <p>3</p> | <p>3</p> |
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For each application point that use the Planning Tool Below to describe how your area is planning and/or implementing each application point.

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| Application Point a. WIOA partners support service integration by identifying and empowering a leader from each title who will engage in ongoing communication and relationship building. | |
| Strategy for Application Point a: What specific tactics will we use to address the application point? | WIOA partner leaders will attend One Stop Operator/Partner and LWIB meetings and Front-line staff trainings |
| Key Players for Application Point a. Who is responsible? Who else should be involved? | WIOA Partner Leaders |
| Expected Outcomes for Application Point a. What will be the result of these strategies? | One primary point of contact for each Title Partner |
| Timeline for Application Point a. What is the due date of each expected outcome? | Monthly, Bi-Monthly, Quarterly |
| Questions/Needed Assistance for Application Point a. What questions do you have? | N/A |
| Technical Assistance: Does your local area need technical assistance on Application Point a.? | <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO |
| Technical Assistance: If YES, please specify. | Click or tap here to enter text. |
| Application Point b. WIOA partners must be familiar with WIOA eligibility and suitability and are responsible for ensuring appropriate referrals and referral outcomes, working effectively to leverage partner resources for the benefit of customers, including training and directing applicable staff. | |

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| <p>Strategy for Application Point b: What specific tactics will we use to address the application point?</p> | <p>Attendance to Front-Line Staff Trainings and Partner meetings</p> | |
| <p>Key Players for Application Point b. Who is responsible? Who else should be involved?</p> | <p>All Partners</p> | |
| <p>Expected Outcomes for Application Point b. What will be the result of these strategies?</p> | <p>All Partners will be knowledgeable about eligibility, sustainability, and ensure referrals are directed to appropriate partners.</p> | |
| <p>Timeline for Application Point b. What is the due date of each expected outcome?</p> | <p>Monthly, Bi-monthly</p> | |
| <p>Questions/Needed Assistance for Application Point b. What questions do you have?</p> | <p>N/A</p> | |
| <p>Technical Assistance: Does your local area need technical assistance on Application Point b.?</p> | <p><input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> | |
| <p>Technical Assistance: If YES, please specify.</p> | <p>Click or tap here to enter text.</p> | |
| <p>Application Point c. Consider the customer’s experience and the processes involved during service delivery, such as referrals and their outcomes. Necessary assessments should be reviewed, streamlined, and coordinated through continuous collaboration with partners. Collaboration among partners should ensure the alignment of these assessments.</p> | | |
| <p>Strategy for Application Point c: What specific tactics will we use to address the application point?</p> | <p>Share results of customer surveys and assessments</p> | |

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| <p>Key Players for Application Point c. Who is responsible? Who else should be involved?</p> | <p>All Partners</p> | |
| <p>Expected Outcomes for Application Point c. What will be the result of these strategies?</p> | <p>A more unified structure within the One-Stop ensuring higher quality and integrated services</p> | |
| <p>Timeline for Application Point c. What is the due date of each expected outcome?</p> | <p>Annually</p> | |
| <p>Questions/Needed Assistance for Application Point c. What questions do you have?</p> | <p>N/A</p> | |
| <p>Technical Assistance: Does your local area need technical assistance on Application Point c.?</p> | <p><input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> | |
| <p>Technical Assistance: If YES, please specify.</p> | <p>Click or tap here to enter text.</p> | |
| <p>Application Point d. Individual service plans and goal statements are used to provide and coordinate services and guide follow-up. These plans are continuously updated to respond to changing customer needs and evaluated for referral opportunities on an ongoing basis.</p> | | |
| <p>Strategy for Application Point d: What specific tactics will we use to address the application point?</p> | <p>Periodic review of service plans and customer needs and continuous coordination</p> | |
| <p>Key Players for Application Point d. Who is responsible? Who else should be involved?</p> | <p>All Partners</p> | |

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| <p>Expected Outcomes for Application Point d. What will be the result of these strategies?</p> | <p>Customers attain their goals</p> | |
| <p>Timeline for Application Point d. What is the due date of each expected outcome?</p> | <p>Ongoing</p> | |
| <p>Questions/Needed Assistance for Application Point d. What questions do you have?</p> | <p>N/A</p> | |
| <p>Technical Assistance: Does your local area need technical assistance on Application Point d.?</p> | <p><input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> | |
| <p>Technical Assistance: If YES, please specify.</p> | <p>Click or tap here to enter text.</p> | |
| <p>Application Point e. Customers receive timely and coordinated access to all WIOA employer and job seeker services, whether on-site, through technology, at a partner site, or by other appropriate and accessible community services.</p> | | |
| <p>Strategy for Application Point e: What specific tactics will we use to address the application point?</p> | <p>Customers will have access to all services on site, through technology, direct linkage, or referral</p> | |
| <p>Key Players for Application Point e. Who is responsible? Who else should be involved?</p> | <p>All Partners</p> | |
| <p>Expected Outcomes for Application Point e. What will be the result of these strategies?</p> | <p>Customer needs will be met with timely response times</p> | |

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| <p>Timeline for Application Point e. What is the due date of each expected outcome?</p> | <p>Ongoing</p> | |
| <p>Questions/Needed Assistance for Application Point e. What questions do you have?</p> | <p>N/A</p> | |
| <p>Technical Assistance: Does your local area need technical assistance on Application Point e.?</p> | <p><input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> | |
| <p>Technical Assistance: If YES, please specify.</p> | <p>Click or tap here to enter text.</p> | |

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| Goal 5: Career Pathways Goal | Application Point a. The workforce development system will create strong partnerships with community programs to streamline services and provide funding for the wrap-around support needed for career pathways. | Application Point b. Service integration will seek employer input to ensure that pathways investments align with the needs of employers and prioritize career pathways that align with future employer demands. | Application Point c. Current and timely labor market information informs career planning and sector-based initiatives. |
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For each application point please rank your area’s Level of Integration of Goal Application according to the following scale.

- 1- This application point is not occurring nor is currently being planned.
- 2- This application point is currently being planned.
- 3- This application point has been planned and is occurring on an ongoing basis.

Click or tap on the grey boxes below to choose your selection.

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| Level of Integration of Goal Application | 3 | 2 | 3 |
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For each application point that use the Planning Tool Below to describe how your area is planning and/or implementing each application point.

Application Point a. The workforce development system will create strong partnerships with community programs to streamline services and provide funding for the wrap-around support needed for career pathways.

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| Strategy for Application Point a: What specific tactics will we use to address the application point? | Partners will maintain partnerships via Advisory Councils/Boards and Community service coordinations groups and organizations. Partners will also participate in agency and career fairs. |
| Key Players for Application Point a. Who is responsible? Who else should be involved? | All Partners |
| Expected Outcomes for Application Point a. What will be the result of these strategies? | Participants will have access to education, training, support services, and sustainable employment opportunities |
| Timeline for Application Point a. What is the due date of each expected outcome? | Ongoing |

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| Questions/Needed Assistance for Application Point a. What questions do you have? | N/A |
| Technical Assistance: Does your local area need technical assistance on Application Point a.? | <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO |
| Technical Assistance: If YES, please specify. | Click or tap here to enter text. |
| Application Point b. Service integration will seek employer input to ensure that pathways investments align with the needs of employers and prioritize career pathways that align with future employer demands. | |
| Strategy for Application Point b: What specific tactics will we use to address the application point? | Participation in advisory council groups, LWIB meetings, and job and career fairs. One-on-one meetings with labor/sector-based organizations and employers. |
| Key Players for Application Point b. Who is responsible? Who else should be involved? | All Partners |
| Expected Outcomes for Application Point b. What will be the result of these strategies? | Meaningful opportunities for customers and a skilled workforce |
| Timeline for Application Point b. What is the due date of each expected outcome? | Ongoing |
| Questions/Needed Assistance for Application Point b. What questions do you have? | N/A |
| Technical Assistance: Does your local area need technical assistance on Application Point b.? | <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO |
| Technical Assistance: If YES, please specify. | Click or tap here to enter text. |

| Application Point c. Current and timely labor market information informs career planning and sector-based initiatives. | |
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| Strategy for Application Point c: What specific tactics will we use to address the application point? | Partners will utilize up-to-date, monthly, quarterly, and annual labor market information and data packets |
| Key Players for Application Point c. Who is responsible? Who else should be involved? | One Stop Operator and Partners |
| Expected Outcomes for Application Point c. What will be the result of these strategies? | Provide timely and valid information to work towards building a skilled workforce. |
| Timeline for Application Point c. What is the due date of each expected outcome? | Ongoing |
| Questions/Needed Assistance for Application Point c. What questions do you have? | N/A |
| Technical Assistance: Does your local area need technical assistance on Application Point c.? | <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO |
| Technical Assistance: If YES, please specify. | Click or tap here to enter text. |
| Strategy for Application Point c: What specific tactics will we use to address the application point? | This is a duplicate question. See above. |

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| Goal 6 Information Goals: | Application Point a. All partners will share information on a continual basis. | Application Point b. All partners share national and state policies, procedures, and guidance with each other and use this information to make local decisions. | Application Point c. The design and delivery of workforce services are guided by current and timely labor market information. | Application Point d. One-Stop Operators will facilitate ongoing, consistent communication among local partners. | Application Point e. Customer information will be shared, as appropriate and feasible, with all partner programs and services following confidentiality requirements. | Application Point f. Partners will inform customers of their Appeal Rights. |
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For each application point please rank your area’s Level of Integration of Goal Application according to the following scale.

- 1- This application point is not occurring nor is currently being planned.
- 2- This application point is currently being planned.
- 3- This application point has been planned and is occurring on an ongoing basis.

Click or tap on the grey boxes below to choose your selection.

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| Level of Integration of Goal Application | 3 | 2 | 3 | 3 | 2 | 3 |
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For each application point that use the Planning Tool Below to describe how your area is planning and/or implementing each application point.

Application Point a. All partners will share information on a continual basis.

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| Strategy for Application Point a: What specific tactics will we use to address the application point? | Information will be shared at LWIB, One Stop, Partner, and Front-Line Staff meetings and trainings |
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| <p>Key Players for Application Point a. Who is responsible? Who else should be involved?</p> | <p>All Partners</p> | |
| <p>Expected Outcomes for Application Point a. What will be the result of these strategies?</p> | <p>Informed decision making, up-to-date information provided to customers and employers.</p> | |
| <p>Timeline for Application Point a. What is the due date of each expected outcome?</p> | <p>Monthly, Bi- monthly, as needed.</p> | |
| <p>Questions/Needed Assistance for Application Point a. What questions do you have?</p> | <p>N/A</p> | |
| <p>Technical Assistance: Does your local area need technical assistance on Application Point a.?</p> | <p><input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> | |
| <p>Technical Assistance: If YES, please specify.</p> | <p>Click or tap here to enter text.</p> | |
| <p>Application Point b. All partners share national and state policies, procedures, and guidance with each other and use this information to make local decisions.</p> | | |
| <p>Strategy for Application Point b: What specific tactics will we use to address the application point?</p> | <p>Provide updates on guidance, policies, and procedures at LWIB, One-Stop Operator, and Partner Meetings.</p> | |
| <p>Key Players for Application Point b. Who is responsible? Who else should be involved?</p> | <p>One Stop Operator and All Partners</p> | |

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| <p>Expected Outcomes for Application Point b. What will be the result of these strategies?</p> | <p>Ensure that guidance, policies, and procedures are being updated and followed.</p> | |
| <p>Timeline for Application Point b. What is the due date of each expected outcome?</p> | <p>Ongoing</p> | |
| <p>Questions/Needed Assistance for Application Point b. What questions do you have?</p> | <p>N/A</p> | |
| <p>Technical Assistance: Does your local area need technical assistance on Application Point b.?</p> | <p><input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> | |
| <p>Technical Assistance: If YES, please specify.</p> | <p>Click or tap here to enter text.</p> | |
| <p>Application Point c. The design and delivery of workforce services are guided by current and timely labor market information.</p> | | |
| <p>Strategy for Application Point c: What specific tactics will we use to address the application point?</p> | <p>Regular review of current labor market information</p> | |
| <p>Key Players for Application Point c. Who is responsible? Who else should be involved?</p> | <p>OSO and All Partners</p> | |
| <p>Expected Outcomes for Application Point c. What will be the result of these strategies?</p> | <p>Provide viable information for career planning and sector based initiatives.</p> | |

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| <p>Timeline for Application Point c. What is the due date of each expected outcome?</p> | <p>Ongoing</p> | |
| <p>Questions/Needed Assistance for Application Point c. What questions do you have?</p> | <p>N/A</p> | |
| <p>Technical Assistance: Does your local area need technical assistance on Application Point c.?</p> | <p><input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> | |
| <p>Technical Assistance: If YES, please specify.</p> | <p>Click or tap here to enter text.</p> | |
| <p>Application Point d. One-Stop Operators will facilitate ongoing, consistent communication among local partners.</p> | | |
| <p>Strategy for Application Point d: What specific tactics will we use to address the application point?</p> | <p>Ongoing communication amongst partners will occur during regular meetings and all communications. Partner meetings are held bi-monthly at minimum.</p> | |
| <p>Key Players for Application Point d. Who is responsible? Who else should be involved?</p> | <p>One Stop Operator</p> | |
| <p>Expected Outcomes for Application Point d. What will be the result of these strategies?</p> | <p>Partners will be well informed</p> | |
| <p>Timeline for Application Point d. What is the due date of each expected outcome?</p> | <p>Monthly and ongoing</p> | |

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| <p>Questions/Needed Assistance for Application Point d. What questions do you have?</p> | <p>N/A</p> | |
| <p>Technical Assistance: Does your local area need technical assistance on Application Point d.?</p> | <input type="checkbox"/> YES | <input checked="" type="checkbox"/> NO |
| <p>Technical Assistance: If YES, please specify.</p> | <p>Click or tap here to enter text.</p> | |
| <p>Application Point e. Customer information will be shared, as appropriate and feasible, with all partner programs and services following confidentiality requirements.</p> | | |
| <p>Strategy for Application Point e: What specific tactics will we use to address the application point?</p> | <p>Utilize a universal/customized referral form, system, and/or process</p> | |
| <p>Key Players for Application Point e. Who is responsible? Who else should be involved?</p> | <p>All Partners</p> | |
| <p>Expected Outcomes for Application Point e. What will be the result of these strategies?</p> | <p>One day possibly, easily share one enrollment system to avoid duplication when gathering information from participants</p> | |
| <p>Timeline for Application Point e. What is the due date of each expected outcome?</p> | <p>Ongoing and unknown</p> | |
| <p>Questions/Needed Assistance for Application Point e. What questions do you have?</p> | <p>Click or tap here to enter text.</p> | |

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| <p>Technical Assistance: Does your local area need technical assistance on Application Point e.?</p> | <p><input type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> NO</p> |
| <p>Technical Assistance: If YES, please specify.</p> | <p>Click or tap here to enter text.</p> |
| <p>Application Point f. Partners will inform customers of their Appeal Rights.</p> | |
| <p>Strategy for Application Point f: What specific tactics will we use to address the application point?</p> | <p>Customers are provided information on their rights and appeals in the form of documentation, paperwork, and participant handbooks</p> |
| <p>Key Players for Application Point f. Who is responsible? Who else should be involved?</p> | <p>All Partners</p> |
| <p>Expected Outcomes for Application Point f. What will be the result of these strategies?</p> | <p>Customers will be well informed of their rights</p> |
| <p>Timeline for Application Point f. What is the due date of each expected outcome?</p> | <p>Ongoing</p> |
| <p>Questions/Needed Assistance for Application Point e. What questions do you have?</p> | <p>Click or tap here to enter text.</p> |
| <p>Technical Assistance: Does your local area need technical assistance on Application Point f.?</p> | <p><input type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> NO</p> |

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| Technical Assistance: If YES, please specify. | Click or tap here to enter text. |
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| Goal 7: Evaluation Goals | Application Point a: Partners must create and use customer satisfaction tools, analyzing the feedback on a continual basis. | Application Point b. Partners must conduct an evaluation using The IWIB Evaluation Toolkit to assess local service integration efforts and create evidence-based policymaking and system design. |
| <p>For each application point please rank your area’s Level of Integration of Goal Application according to the following scale.</p> <p>1- This application point is not occurring nor is currently being planned. 2- This application point is currently being planned. 3- This application point has been planned and is occurring on an ongoing basis.</p> <p>Click or tap on the grey boxes below to choose your selection.</p> | | |
| Level of Integration of Goal Application | 3 | 1 |
| <p>For each application point that use the Planning Tool Below to describe how your area is planning and/or implementing each application point.</p> | | |
| <p>Application Point a: Partners must create and use customer satisfaction tools, analyzing the feedback on a continual basis.</p> | | |
| <p>Strategy for Application Point a: What specific tactics will we use to address the application point?</p> | All customers are encouraged to complete the customer satisfaction survey | |
| <p>Key Players for Application Point a. Who is responsible? Who else should be involved?</p> | One Stop Operator | |
| <p>Expected Outcomes for Application Point a. What will be the result of these strategies?</p> | Improved customer service | |

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| <p>Timeline for Application Point a. What is the due date of each expected outcome?</p> | <p>Ongoing</p> | |
| <p>Questions/Needed Assistance for Application Point a. What questions do you have?</p> | <p>Click or tap here to enter text.</p> | |
| <p>Technical Assistance: Does your local area need technical assistance on Application Point a.?</p> | <p><input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> | |
| <p>Technical Assistance: If YES, please specify.</p> | <p>Click or tap here to enter text.</p> | |
| <p>Application Point b. Partners must conduct an evaluation using The IWIB Evaluation Toolkit to assess local service integration efforts and create evidence-based policymaking and system design.</p> | | |
| <p>Strategy for Application Point b: What specific tactics will we use to address the application point?</p> | <p>Become familiar with the Evaluation Toolkit and planning</p> | |
| <p>Key Players for Application Point b. Who is responsible? Who else should be involved?</p> | <p>One Stop Operator</p> | |
| <p>Expected Outcomes for Application Point b. What will be the result of these strategies?</p> | <p>Attend Evaluation Workforce Webinars</p> | |
| <p>Timeline for Application Point b. What is the due date of each expected outcome?</p> | <p>Ongoing as available</p> | |

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| <p>Questions/Needed Assistance for Application Point b. What questions do you have?</p> | <p>Click or tap here to enter text.</p> | |
| <p>Technical Assistance: Does your local area need technical assistance on Application Point c.?</p> | <p><input type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> NO</p> | |
| <p>Technical Assistance: If YES, please specify.</p> | <p>Click or tap here to enter text.</p> | |