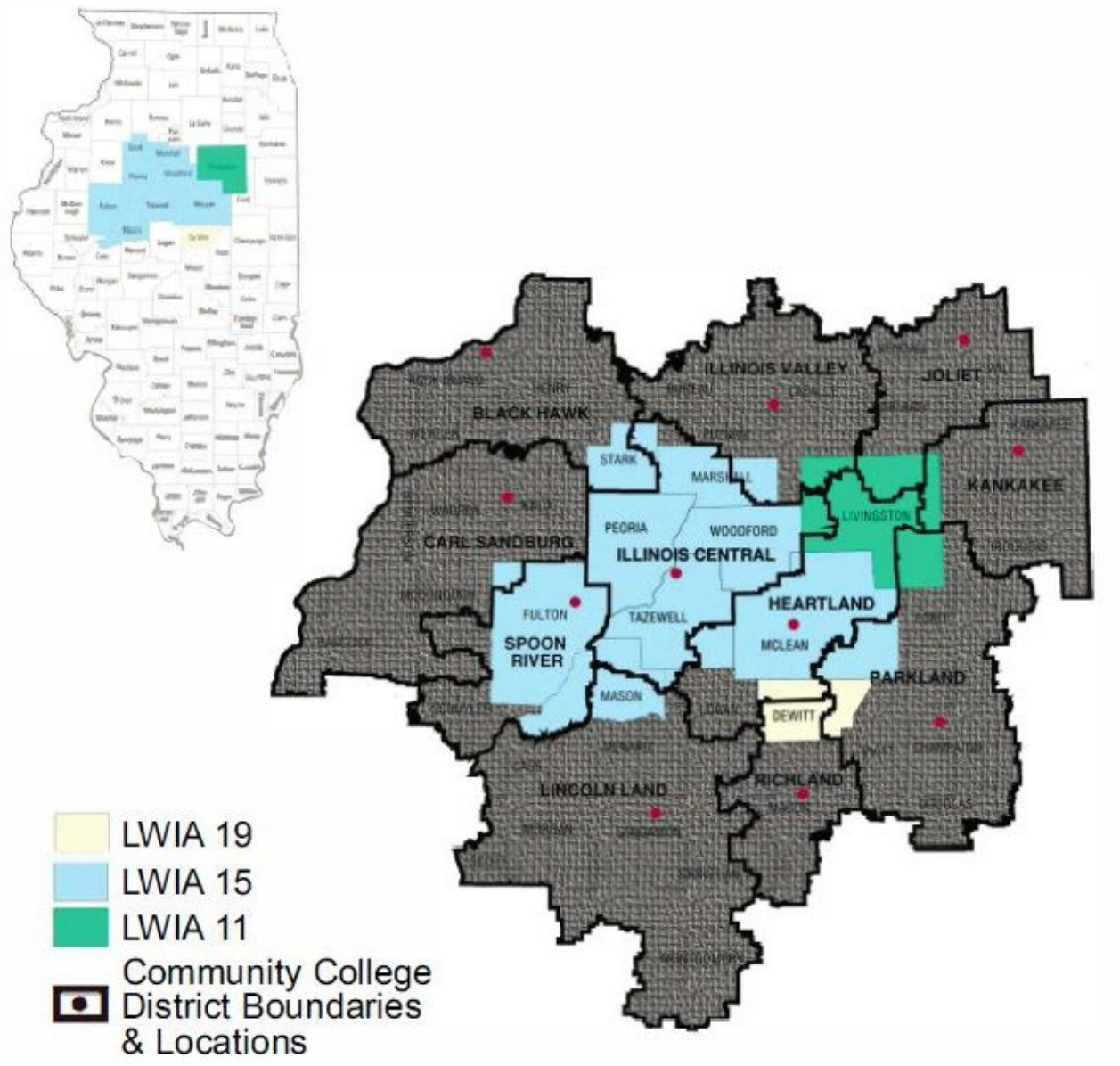
North Central Economic Development Region 3

Workforce Innovation and Opportunity Act – 2024 Regional Plan

Local Workforce Innovation Area 15 – 2024 Local Plan



North Central Economic Development Region 3
Workforce Innovation and Opportunity Act - 2024 Regional Plan
Local Workforce Investment Area 15 - 2024 Local Plan

Table of Contents

Executive Summary ____ 3

Chapter 1 – Economic and Workforce Analysis – Regional Component ____ 6

Chapter 2 – Strategies for Service Integration – Regional Component ____ 44

Chapter 3 – Vision, Goals and Implementation Strategies – Regional Component ____ 56

Chapter 4 – Operating Systems and Policies – Local Component ____ 79

Chapter 5 – Performance Goals and Evaluation – Local Component ____ 116

Chapter 6 – Technical Requirements and Assurances – Local Component ____ 120

Attachment 1 - CEO Functions and Agreement Between Multiple CEO ____ 124

Attachment 2 – CEO Delegation of Authority and Acknowledgment of Financial Liability ____ 137

Attachment 3 - LWIB Certification and Recertification Requirements ____ 149

Attachment 4 - One-Stop Operator Procurement ____ 160

Attachment 5 - Career Planning ____ 191

Attachment 6 - General Follow-Up Services ____ 192

Attachment 7 - Selective Service Registration Requirements ____ 194

Attachment 8 - Youth Eligibility ____ 195

Attachment 9 - Service Priorities ____ 196

Attachment 10 - Veterans' Priority of Service Requirements ____ 198

Attachment 11 - Individual Training Accounts ____ 200

Attachment 12 - On-the-Job Training ____ 205

Attachment 13 - Incumbent Worker Training ____ 208

Attachment 14 - Work Experience (WEX) and Transitional Jobs ____ 213

Attachment 15 – Eligible Training Provider List ____ 214

Attachment 16 - Supportive Services ____ 217

Attachment 17 - Privacy and Security (Personally Identifiable Information) ____ 225

Attachment 18 - Property Control for Property Purchased with WIOA Funds ____ 228

Attachment 19 - Compliant and Grievance Procedures (Nondiscrimination) ____ 238

Attachment 20 - Negotiated Performance ____ 240

Executive Summary

This Plan was developed in accordance with Workforce Innovation and Opportunity Act (WIOA) Guidelines and State of Illinois Requirements issued in November of 2023. WIOA requires that Local Workforce Innovation Areas complete a Regional Planning Process. In Illinois, the Governor has designated the following counties: DeWitt, Fulton, Livingston, Marshall, Mason, McLean, Peoria, Stark, Tazewell, and Woodford as the North Central Economic Development Region 3 (EDR). The Region plans to build on proven practices such as sector strategies, career pathways, regional economic approaches, and work-based learning models to serve both employers and job seekers in the area effectively.

The Plan supports the vision 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. 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.

Vision Statement:

EDR 3 is adopting the State of Illinois' 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. 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 3 is adopting the 11 strategies of the WIOA State Plan:

1. The Workforce Development System uses a customer-centered approach to service delivery.
2. The Workforce Development System advances diversity, equity, inclusion, and access.
3. WIOA partners and other workforce and education systems in Illinois enhance coordination and collaboration.
4. Job seekers and employers have a broader awareness of the Workforce Development System.
5. The Workforce Development System improves local service delivery through enhanced support of frontline workers.
6. The Workforce Development System supports, informs, and enhances employers' talent strategies.
7. The Workforce Development System sets a good-job standard for training programs and employers that work with the Workforce Development System.
8. The Workforce Development System will build out tools and practices that can help employers adopt a culture that promotes equity and accessibility.
9. The Workforce Development System educates and supports job seekers regarding how to navigate the labor market.

10. The Workforce Development System interacts with job seekers in the places where they live and visit.
11. The Workforce Development System will use a data-informed approach to reduce barriers to services for job seekers who have historically been underserved.

In practical terms, the Workforce Innovation Boards of Areas 11, 15, and 19 and the regional workforce system partners will work together to enhance the productivity and competitiveness of our communities by linking employers and individuals to the employment and training services that they need.

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 Bloomington, East Peoria, Normal, Pekin, Peoria, and Pontiac, as well as the rural counties and towns in DeWitt, Fulton, Marshall, Mason, Stark, and Woodford counties, will benefit greatly from a unified workforce team that can act quickly to address workforce needs of both employers and job seekers.

In furtherance of the plan development for the EDR 3, the Partners will build a system that:

- Is employer-centric and built upon common efforts of our economic development partners with strong industry partnerships in place;
- Is holistically focused on the industry sectors that are being targeted;
- Uses regional labor market data to have an up-to-date understanding of both the supply and demand sides of our regional economy, including the talent needs and qualifications of employers and our education and training systems effectiveness in meeting them;
- Builds upon educational efforts throughout the planning region to identify and create job relevant career pathways for all on-ramps within a given industry sector and their associated occupations;
- Advances opportunities for all job seekers including low-skilled adults, youth, individuals with disabilities, veterans, and other individuals with multiple barriers to employment; and
- Creates a system of workforce, education, and economic development partners that provide excellence in meeting the needs of businesses and individuals thus growing a vibrant and robust regional economy.

Plan Development:

The North Central Economic Development Regional Plan has been developed in accordance with WIOA and State of Illinois Regional Planning guidelines. EDR 3 will undertake the processes and strategies outlined in this plan over the next four years.

The Regional Planning Process will include:

- The establishment of regional service strategies, including use of cooperative service delivery agreements (§ 679.510(a)(1)(ii));

- The development and implementation of sector initiatives for in demand industry sectors or occupations for the region (§ 679.510(a)(1)(iii));
- The collection and analysis of regional labor market data (in conjunction with the state), which must include the local planning requirements at § 679.560(a)(1)(i), (ii) and (iv);
- The coordination of administrative cost arrangements, including the pooling of funds for administrative costs, as appropriate (§ 679.510(a)(1)(v));
- The coordination of transportation and other supportive services as appropriate (§ 679.510(a)(1)(vi));
- The coordination of services with regional economic development services and providers (§ 679.510(a)(1)(vii)); and
- The establishment of an agreement concerning how the Region will collectively negotiate and reach agreement with the Governor on local levels of performance for, and report on, the performance accountability measures described in WIOA Sec. 116(c) for local areas or the region (§ 679.510(a)(1)(viii)).

The Local Planning Strategies will include:

- Direct investments in economic, education, and workforce training programs to focus on providing relevant education and training to ensure that individuals, including youth and individuals with barriers to employment, have the skills to compete in the job market and that employers have a ready supply of skilled workers (§ 679.500(a)(1));
- Applying job-driven strategies in the one-stop system (§ 679.500(a)(2));
- Enable economic, education, and workforce partners to build a skilled workforce through innovation in, and alignment of, employment, training, and education programs (§ 679.500(a)(3)); and
- Incorporate the local plan into the regional plan per § 679.540. At the end of the first 2-year period of the 4-year local plan, each local board shall review the local plan and the local board, in partnership with the chief elected official, shall prepare and submit modifications to the regional and local plans to reflect changes in labor market and economic conditions or in other factors affecting the implementation of the local plan (§ 679.560(a)).

Chapter 1 – Economic and Workforce Analysis – Regional Component

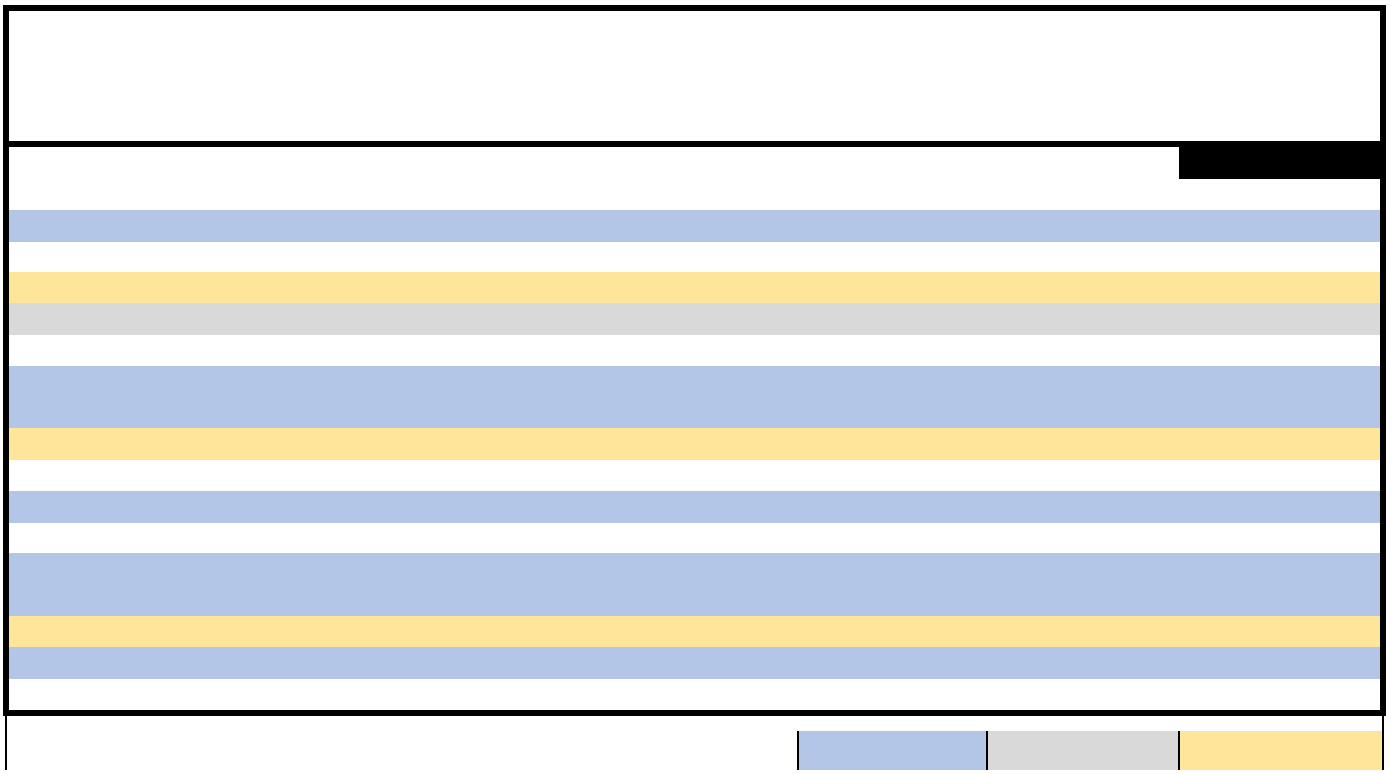
This chapter must discuss how the region has collected and analyzed updated regional labor market information including the local planning requirements. Regional teams are encouraged to use the labor market information posted on https://www.illinoisworknet.com/WIOA/RegPlanning to provide consistency in the data used for regional analysis throughout the state.

Chapter 1 Section A: Provide an analysis of the factors listed below:
1. Economic conditions, including existing and emerging in demand industry sectors and occupations (§ 679.560(a) (1) (i));

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

The regional partners met to review data from the planning packets provided by the State of Illinois. Based on an analysis of this data we determined which sectors, industries, and occupations were most important to our region's employers. Data on maturing, leading, and emerging industries was reviewed to answer the questions associated with development of Chapter 1 of the Regional Plan. Some customized data was also developed and utilized to answer some questions such as occupational growth due to replacement.

Table 1: Industry Employment Projections – Long-Term (2022-2032)



NAICS Title	2022 Employment	Projected 2032 Employment	Net Employment Change 2022 - 2032	Annual Compound Growth Rate
TOTAL ALL INDUSTRIES	312,808	316,710	3,902	0.12
Self Employed Workers	11,659	11,100	-559	-2.43
Agricultural Production	10,392	10,812	420	2.00
Natural Resources & Mining	124	127	3	1.20
Construction	11,958	12,259	301	1.25
Manufacturing	35,056	36,291	1,235	1.75
Wholesale Trade	10,176	10,198	22	0.11
Retail Trade	29,300	29,044	-256	-0.44
Transportation & Warehousing & Utilities	12,307	12,841	534	2.15
Information	231	2,119	-191	-4.22
Financial Activities	27,957	27,775	-182	-0.33
Professional & Business Services	34,321	34,234	-87	-0.13
Educational Services	28,873	28,018	-855	-1.49
Healthcare & Social Assistance	43,069	44,824	1,755	2.02
Leisure & Hospitality	27,269	28,474	1,205	2.19
Other Services	12,814	13,289	475	1.84
Government	15,223	15,305	82	0.27

Employment Projections (illinois.gov) | Leading | Maturing | Emerging

The table below lists the Tier 1 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 customized data from the Illinois Department of Employment Security. The data in the tables list those industries and occupations with the highest number of annual job openings in the region. There are other industry clusters and occupations that may be filled through the Region's focus on the targeted industry.

Table 2: Targeted Industries and Occupations

Targeted	
Industries	**Occupations**
1. Healthcare and Social Assistance a. Ambulatory Healthcare Services b. Hospitals c. Social Assistance d. Nursing and Residential Care Facilities	1. Registered Nurse 2. Nursing Assistant 3. Personal Care Aides 4. Home Health Aides 5. Medical Assistant 6. Respiratory Therapists
2. Manufacturing a. Food Manufacturing b. Machine Manufacturing c. Transportation Equipment Manufacturing (including EV manufacturing and development)	1. Machinists 2. Welders 3. Mechanical Engineers 4. Electrical Vehicle Technician 5. Battery Production 6. Software Developers
3. Transportation and Warehousing a. Truck Transportation b. Transit and Ground Passenger Transportation c. Warehousing and Storage	1. Truck Drivers, Heavy and Tractor-Trailer 2. Laborers/Freight/Stock and Material Movers 3. Bus/Truck/Diesel Engine Mechanics

We recognize, as a region, that the construction, professional and business services, and self-employment are emerging industry sectors in the region. Although information technology (IT) is not a stand-alone sector of the regional economy, occupations requiring it are embedded in companies from all sectors. Because of their high-growth projections, we are identifying these as Tier 2 targets of opportunity for the region.

Clean energy is a growing industry sector in the region. Employment in clean energy is difficult to quantify at the regional level, due to limitations in the standard state and federal data collections by industry and occupation. The standard data products do not clearly distinguish businesses involved in renewable energy as compared to non-renewable. Region 3 is committed to supporting clean energy employers in the area, as well as the State's workforce and contractor programs under the Climate and Equitable Jobs Act (CEJA).

The Region is also interested in working with businesses to identify jobs that could be done remotely and as a system train for them. Figure 1 on the next page, sourced from Bureau of Labor Statistics, shows the popular occupations for remote jobs.

Figure 1: Popular Occupations for Remote Work

Job	Workers who can work remotely
Sales representatives, wholesale and manufacturing, technical and scientific products	83.60%
Market research analysts and marketing specialists	63.60%
Software developers	62.80%
Computer network architects	62.40%
Lawyers	60.80%
Fundraisers	60.70%
Computer programmers	59.90%
Computer and information systems managers	58.90%
Sales managers	56.30%
Computer systems analysts	54.70%

Source: Bureau of Labor Statistics

CNBC

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

Per the data packet supplied by the Illinois Department of Employment Security for the 2024 regional planning cycle, a value greater than 1.0 means that sector's employment is more heavily concentrated here than in the nation, while values less than 1.0 indicate employment is less concentrated than in the nation. The farther away from 1.0, the greater the difference between what is happening in that county compared to the nation. The industries with the highest location quotient in Region 3 are listed below.

Table 3: Industries with Favorable Location Quotients

North Central Region

Employment by Major Industry Category				
NAICS Title	2022 Employment	Projected 2032 Employment	Net Employment Change 2022-2032	Annual Compound Growth Rate
Agricultural Production	10,392	10,812	420	2.00
Natural Resources & Mining	124	127	3	1.20
Construction	11,958	12,259	301	1.25
Manufacturing	35,056	36,291	1,235	1.75
Wholesale Trade	10,176	10,198	22	0.11
Transportation & Warehousing & Utilities	12,307	12,841	534	2.15
Healthcare & Social Assistance	43,069	44,824	1,755	2.02
Leisure & Hospitality	27,269	28,474	1,205	2.19
Other Services	12,814	13,289	475	1.84
Government	15,223	15,305	82	0.27

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

Table 4: Industries with Favorable Demand based on Growth

North Central Region				
Employment by Major Industry Category				
NAICS Title	2022 Employment	Projected 2032 Employment	Net Employment Change 2022-2032	Annual Compound Growth Rate
Agricultural Production	10,392	10,812	420	2.00
Natural Resources & Mining	124	127	3	1.20
Construction	11,958	12,259	301	1.25
Manufacturing	35,056	36,291	1,235	1.75
Transportation & Warehousing & Utilities	12,307	12,841	534	2.15
Healthcare & Social Assistance	43,069	44,824	1,755	2.02
Leisure & Hospitality	27,269	28,474	1,205	2.19
Other Services	12,814	13,289	475	1.84

Table 5: Occupations with Favorable Demand based on Growth

SOC Code	Standard Occupational Classification (SOC) Title	Average Annual Openings due to Growth
00-0000	Total, All Occupations	2,276
29-1000	Health Diagnosing & Treating Practitioners	64

11-0000	Management Occupations	57
53-0000	Transportation & Material Moving Occupations	54
53-7000	Material Moving Workers	50
39-0000	Personal Care & Service Occupations	41
41-3000	Sales Representatives, Services	36
39-9000	Other Personal Care & Service Workers	35
29-0000	Healthcare Practitioners & Technical Occupations	33
11-3000	Operations Specialties Managers	26
17-0000	Architecture & Engineering Occupations	24
49-0000	Installation, Maintenance & Repair Occupations	23
11-9000	Other Management Occupations	20
17-2000	Engineers	20
47-0000	Construction & Extraction Occupations	18
47-2000	Construction Trades Workers	16
15-0000	Computer & Mathematical Occupations	12

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

Industries associated with favorable demand projections based on replacement include:

- Business and Professional Services
- Construction
- Healthcare and Social Assistance
- Transportation and Warehousing

Table 6: Occupational Openings due to Replacement

Standard Occupational Classification (SOC) Title		Average Annual Job Openings due to Separations		
Code	Title	Exits	Transfer	Replacement
43-0000	Office & Administrative Support Occupations	2,020	2,862	4,882
41-0000	Sales & Related Occupations	1,742	2,707	4,449
35-0000	Food Preparation & Serving Occupations	1,801	2,629	4,430
11-0000	Management Occupations	1,034	1,770	2,804
35-3000	Food & Beverage Serving Workers	1,104	1,582	2,686
41-2000	Retail Sales Workers	1,154	1,507	2,661
53-0000	Transportation & Material Moving Occupations	879	1,546	2,425
51-0000	Production Occupations	763	1,503	2,266
25-0000	Education, Training & Library Occupations	759	900	1,659
13-0000	Business & Financial Operations Occupations	457	1,135	1,592
11-9000	Other Management Occupations	715	860	1,575
39-0000	Personal Care & Service Occupations	646	779	1,425
43-4000	Information & Record Clerks	524	844	1,368
53-7000	Material Moving Workers	459	909	1,368
37-0000	Building & Grounds Cleaning & Maint. Occupations	570	743	1,313
29-0000	Healthcare Practitioners & Technical Occupations	526	612	1,138
47-0000	Construction & Extraction Occupations	332	799	1,131
43-9000	Other Office & Adm. Support Workers	502	617	1,119

49-0000	Installation, Maintenance & Repair Occupations	357	744	1,101
13-1000	Business Operations Specialists	311	786	1,097
41-3000	Sales Representatives, Services	330	655	985
43-5000	Material Recording/Schedule/Dispatchers	370	604	974
35-2000	Cooks & Food Preparation Workers	378	594	972
47-2000	Construction Trades Workers	280	687	967
31-0000	Healthcare Support Occupations	424	532	956
39-9000	Other Personal Care & Service Workers	422	515	937
37-2000	Building Cleaning & Pest Control Workers	448	485	933

It should be noted that openings due to replacement is not the current nomenclature being used by labor market analysts. The following terminology and definitions are in use.

Total openings = Growth Openings + 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

Exits - leaving the labor force entirely

Transfers – change in occupational field/category, 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 1e: What industries and occupations are considered mature but still important to the economy?

Financial Activities occupations are considered mature, but still important to the economy.

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

Table 7: Industries Considered Emerging in the Regional Economy

North Central Region
Employment by Major Industry Category

NAICS Title	2022 Employment	Projected 2032 Employment	Net Employment Change 2022-2032	Annual Compound Growth Rate
Natural Resources & Mining	124	127	3	1.20
Construction	11,958	12,259	301	1.25
Wholesale Trade	10,176	10,198	22	0.11
Healthcare & Social Assistance	43,069	44,824	1,755	2.02
Government	15,223	15,305	82	0.27

Table 8: Occupations Associated with Emerging Industries

North Central Region	
Occupations Associated with Emerging Industries	
Industry	**Occupations**
Wholesale Trade	• Sales Representatives, Wholesale and Man., Except Tech. and Sci. Products • Laborers and Freight, Stock, and Material Movers, Hand • Light Truck Drivers • Office Clerks, General • General and Operations Managers
Professional and Other Business Services	• Computer Systems Analysts • Software Developers and Software Quality Assurance Analysts and Testers • Accountants and Auditors • Office Clerks, General • Paralegals and Legal Assistants • Bookkeeping, Accounting, and Auditing Clerks
Construction	• Construction Laborers • Carpenters • Electricians • Plumbers, Pipefitters, Steamfitters • Office Clerks, General
Transportation & Warehousing	• Truck Drivers, Heavy & Tractor Trailer • Laborers/Freight/Stock & Material Movers • Industrial Truck & Tractor Operators • Light Truck Drivers • Passenger Vehicle Drivers, Except Bus Drivers, Transit and Intercity

North Central Region	
Occupations Associated with Emerging Industries	
Industry	**Occupations**
Natural Resources & Mining	• Agricultural Equipment Operators • Farmworkers and Laborers • Logging Equipment Operators • First-Line Supervisors of Farming, Fishing & Forestry Workers • Continuous Mining Machine Operators • General and Operations Managers
Construction	• Construction Laborers • Carpenters

	• Electricians • Plumbers, Pipefitters, and Steamfitters • Operating Engineers / Construction Equipment Operators • Heating, Air Conditioning, and Refrigeration Mechanics and Installers
Wholesale Trade	• Sales Representatives • Light Truck Drivers • Laborers and Freight, Stock, and Material Movers • Stock Clerks and Order Fillers • General and Operations Managers • Office Clerks, General
Healthcare & Social Assistance	• Registered Nurses • Licensed Practical Nurses • Nursing Assistants / Personal Care Aides • Medical Assistants • Medical Records and Health Information Technicians • Social and Human Service Assistants
Government	• Administrative Services Managers • Social and Community Service Managers • Police Officers / Public Safety Officers • Firefighters • Legislative Assistants / Policy Analysts • Government Administrative Assistants

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

Table 9: 2023 Top Posted Occupations EDR 3: Dec. 2022 – Nov. 2023, source: Lightcast

Occupation	Unique Postings
Registered Nurses	9,768
Heavy and Tractor-Trailer Truck Drivers	2,397
Retail Salespersons	1,806
Home Health and Personal Care Aides	1,511
First-Line Supervisors of Retail Sales Workers	1,426
Customer Service Representatives	1,381
Radiologic Technologists and Technicians	1,175
Maintenance and Repair Workers, General	1,073
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	961
Licensed Practical and Licensed Vocational Nurses	953

Key in demand occupations in Illinois Central College (ICC) District #514 are focused in four key industries: healthcare, IT, manufacturing, and transportation/logistics. Specific occupations within these industries include emergency medical technician, licensed practical nurse, cybersecurity/secure software, network technicians/administrators, computer numerical control, welders, HVAC, and CDL truck drivers.

Based on employer relationships and feedback, additional in demand occupations are in the construction and solar industries.

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

Data from the Bureau of Labor Statistics, Illinois Department of Employment Security, and McLean County Chamber of Commerce was used to analyze the supply and demand in the determination of targeted industries, occupations, and skills. Lightcast was also used to analyze the supply and demand in the determination of targeted industries, occupations, and skills.

Chapter 1 Section A Question 2: Employment needs of employers in existing and emerging in demand industry sectors and occupations (§ 679.560(a)(1)(ii));

Tables 10 and 11 analyze the employment needs of employers for existing and emerging industries, indicating the in demand occupations.

Table 10: Occupations Associated with Existing Industries

North Central Region	
Occupations Associated with Existing Industries	
Industry	**Occupations**
Agricultural Production	• Agricultural Equipment Operators • Farmworkers and Laborers, Crop, Nursery, and Greenhouse • Farmworkers, Farm, Ranch, and Aqua cultural Animals • Farmers, Ranchers, and other Agricultural Managers • Veterinary Technicians
Manufacturing	• Industrial Engineers • Machinists • Mechanical Engineers • Miscellaneous Assemblers and Fabricators • Welders, Cutters, Solderers, and Brazers
Educational Services	• Educational/Vocational School Counselors • Elementary Teachers, Ex. Special Ed. • Secondary Teachers, Ex. Spec/Voc. Ed.
Financial Activities	• Computer Systems Analysts • Customer Service Representatives • Insurance Sales Agents • Insurance Underwriters • Software Developers and Software Quality Assurance Analysts and Testers
Healthcare and Social Services	• Emergency Medical Technician • Licensed Practical Nurse • Medical Health Service Mgrs., Medical Records and Health Info. Tech. • Nursing Assistant • Radiological Technologists • Registered Nurses

Table 11: Occupations Associated with Emerging Industries

North Central Region	
Occupations Associated with Emerging Industries	
Industry	**Occupations**
Wholesale Trade	• General and Operations Managers • Laborers and Freight, Stock, and Material Movers, Hand • Light Truck Drivers • Office Clerks, General • Sales Representatives, Wholesale and Man., Except Tech. and Sci. Products
Professional and Other Business Services	• Accountants and Auditors • Bookkeeping, Accounting, and Auditing Clerks • Computer Systems Analysts • Office Clerks, General • Paralegals and Legal Assistants • Software Developers and Software Quality Assurance Analysts and Testers
Construction	• Construction Laborers • Carpenters • Electricians • Office Clerks, General • Plumbers, Pipefitters, Steamfitters
Transportation & Warehousing	• Industrial Truck & Tractor Operators • Laborers/Freight/Stock & Material Movers • Light Truck Drivers • Passenger Vehicle Drivers, Except Bus Drivers, Transit and Intercity • Truck Drivers, Heavy & Tractor Trailer

Chapter 1 Section A Question 3: 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);

ICC utilizes the Greater Peoria Essential Abilities and Knowledge (GPEAK) program developed in partnership with our regional employers. This program is incorporated into workforce training programs and provides education in essential employability skills that contribute to success in the workplace. In addition, industry-recognized credentials are offered in OSHA Safety, CPR, AWS, EPA, and ESCO credentialing for HVAC, CDL Licensing, North American Board of Certified Energy Practitioners (NABCEP), and National credentialing for EMT and LPN to meet employment needs based on employer feedback.

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

The targeted career pathway clusters in Region 3 are:

Agriculture, Food, and Natural Resources

Agribusiness Systems

Occupations involved in the coordination of all activities that contribute to the production, processing, marketing, distribution, financing and development of agricultural commodities, plant and animal products, and other natural resources.

Food Products and Processing Systems

Occupations involved in bulk food production, the discovery of new food sources, the analysis of food content, and the development of ways to process, preserve, package or store food according to consumer needs, and. Includes those who monitor compliance with industry and government regulations.

Plant Systems

Occupations related to growing food, feed, and fiber crops, and the study of plants and their growth to help producers meet consumer demand while conserving natural resources and maintaining the environment. Work might include nutritional analysis or genetic engineering.

Power, Structural and Technical Systems

Workers apply knowledge of engineering, hydraulics, pneumatics, electronics, power, structures, and controls to the field of agriculture. They design agricultural structures as well as machinery and equipment.

Business and Finance

Accounting

Occupations that record, classify, summarize, analyze, and communicate a business' financial information and business transactions for use in management decision-making. Includes bookkeeping, systems design, analysis, and interpretation of accounting information.

Health Science

Therapeutic Services

Occupations focused primarily on changing the health status of patients over time through direct care, treatment, counseling, or health education information.

Diagnostic Services

Occupations related to the tests and evaluations that aid in the detection, diagnosis, and treatment of diseases, injuries or other physical conditions.

Health Informatics

Workers involved in all aspects of managing healthcare agencies, patient data and information, financial information, and computer applications related to healthcare processes and procedures. Workers usually have limited interaction with patients.

Information Technology

Cybersecurity/Secure Software

Occupations related to computer programming, software assurance, and database development to create software that is secure from vulnerabilities and cyber-attacks.

Information Support and Services

Occupations related to IT deployment, including implementing computer systems and software, database management, providing technical assistance, and managing information systems.

Network Systems

Occupations related to network analysis, planning, and implementation; including design, installation, maintenance, and management of network systems.

Programming and Software Development

Occupations involve the design, development, implementation, and maintenance of computer systems and software, requiring knowledge of computer operating systems, programming languages and software development.

Web and Digital Communication

Workers involved in the creating, designing and producing of interactive multimedia products and services, including development of digitally-generated or computer-enhanced media used in business, training, entertainment, communications, and marketing.

Manufacturing and Engineering, Technology, and Trades

Production

Occupations related to the making or assembling of electronic parts, constructing or assembling modular housing, performing welding jobs, or printing various materials.

Engineering

Occupations related to manufacturing engineering. Includes industrial maintenance technology, machining, CNC operators, CNC programmers, and tool and die makers.

Logistics and Inventory Control

Occupations related to the maintenance and transportation of raw materials and finished parts inventories. Includes moving raw materials to the production line, unloading trucks with raw materials, wrapping pallets of finished products for shipment, and communicating with traffic managers.

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

Table 12: Skills in Demand in the Region

North Central Region	
Skills in Demand in the Region	
Industry	**Skills**
Healthcare	• Communication • Critical Thinking • Education: Certificate, Associate and Bachelor's Degrees • Job Readiness • Observational Skills • Science and Math
Information Technology	• Ability to Work with Diverse Teams • Communication • Critical Thinking • Education: Technology-specific training, Certificates/Credentials/Associate Degrees • Interest and Aptitude in Technology • Job Readiness • Math
Manufacturing	• Ability to Cross Train • Ability to Work with Diverse Teams • Basic Math • Critical Thinking • Education: On-the-Job Training, Certificates, Associate and Bachelor's Degrees • Interest and Aptitude in Technology • Job Readiness
Transportation and Warehousing	• Communication • Education: On-the-Job Training, Certificates, and Associate Degrees • Job Readiness • Physical Strength • Teamwork

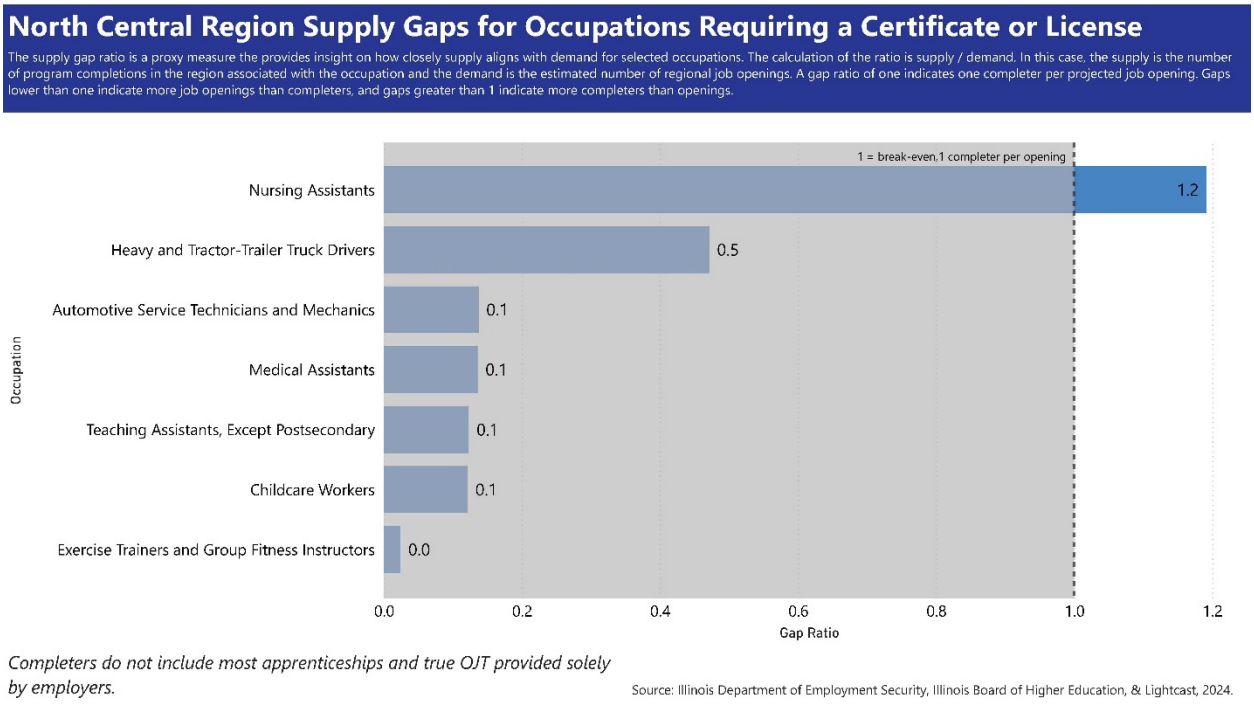
Chapter 1 Section A Question 3c: How well do the existing skills of job seekers match the demands of local business?

The following data tables were supplied by IDES for the 2025 planning cycle. They indicate that the Region is on par with the rest of the state in educational attainment levels. The tables provided illustrate the skills gaps in the area for occupations requiring certificates, associate degrees and bachelor's degrees or higher.

The data indicates that there are significant supply gaps for occupations requiring certificates, associate degrees, and bachelor's degrees. These shortages are in areas such as healthcare, IT, and education.

The data supplied did not cover occupations requiring on-job-training. These types of training programs continue to be a priority in the region. Assistance for this type of training is available through partner programs including Title 1, community colleges, and Bureau of Apprenticeships.

Figure 2: Supply Gap Analysis for Occupations Requiring a Certificate or License



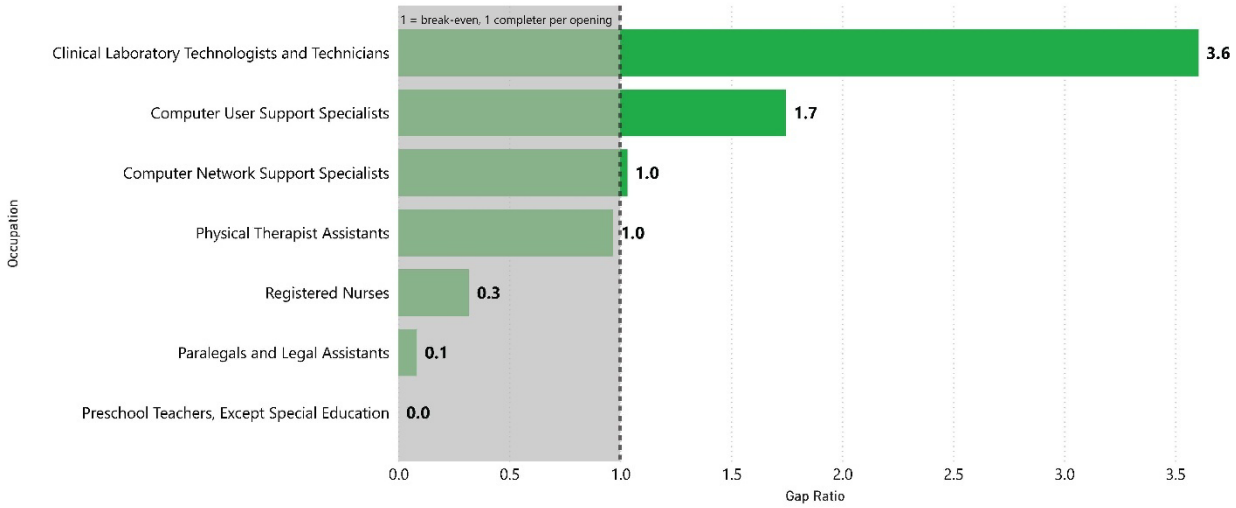
Completers do not include most apprenticeships and true OJT provided solely by employers.

Source: Illinois Department of Employment Security, Illinois Board of Higher Education, & Lightcast, 2024.

Figure 3: Supply Gap Analysis for Occupations Requiring an Associate Degree

North Central Region Supply Gaps for Occupations Requiring an Associate's Degree

The supply gap ratio is a proxy measure the 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, 2024.

Figure 4: Supply Gap Analysis for Occupations Requiring a Bachelor's Degree

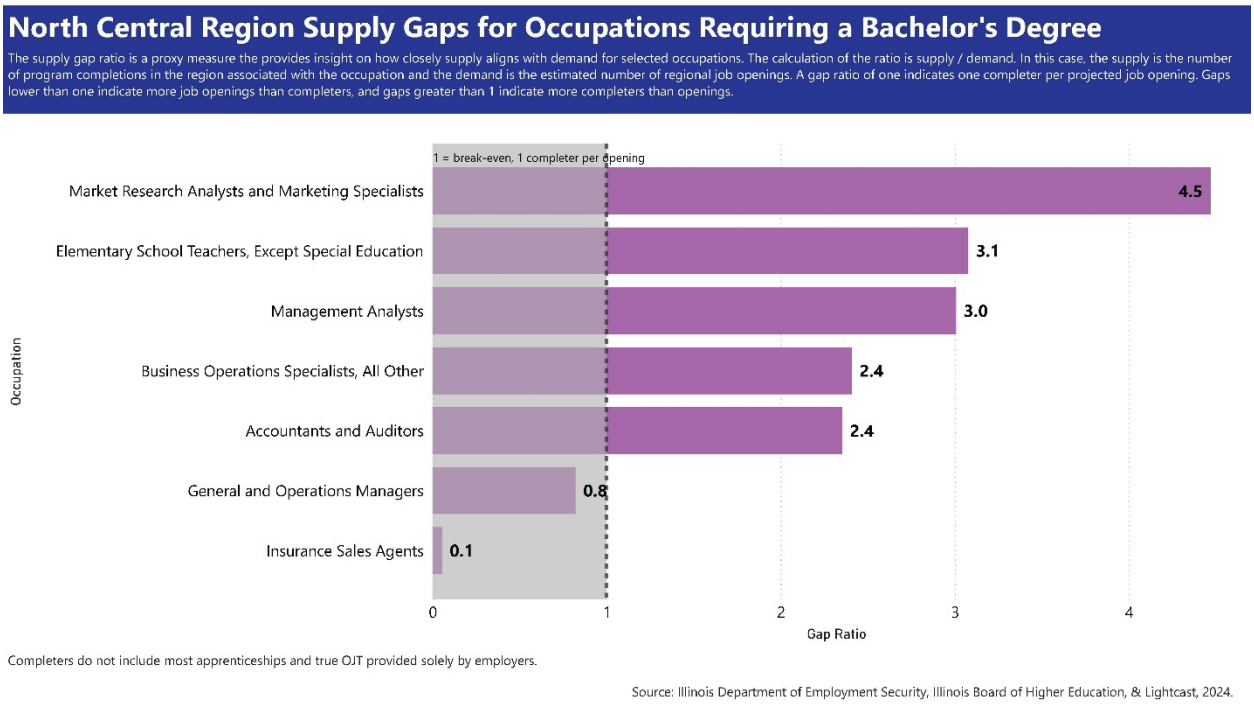
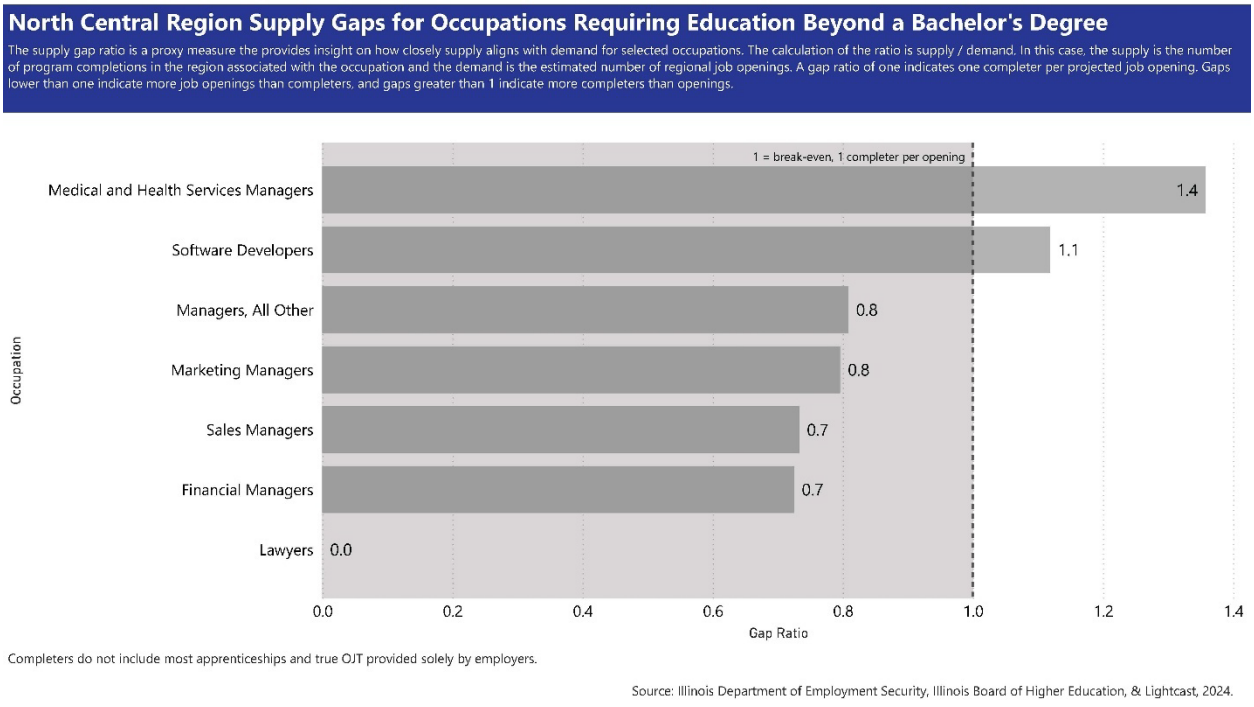


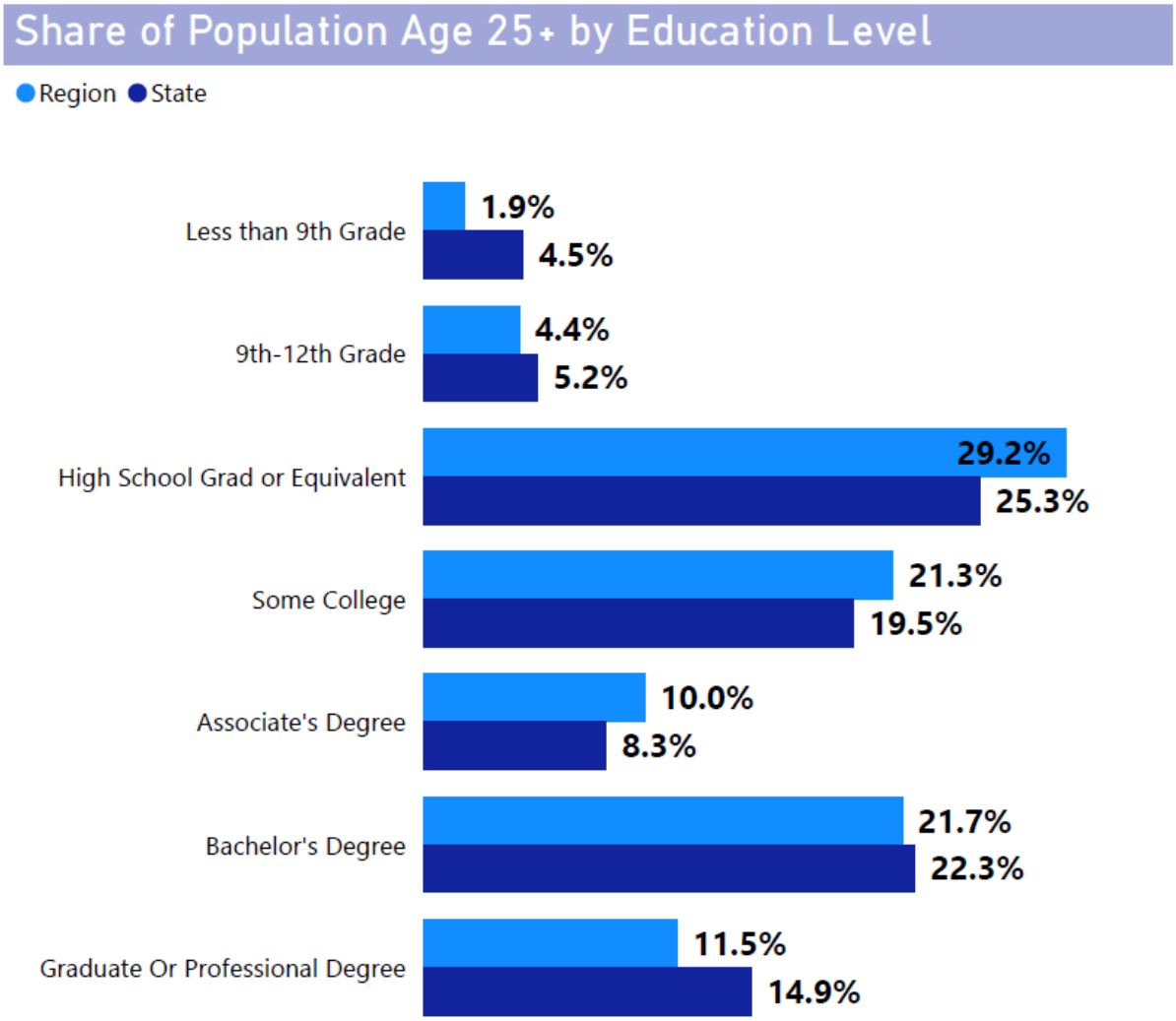
Figure 5: Supply Gap Analysis for Occupations Requiring Education Beyond a Bachelor's Degree



Fortunately, the Region is well-positioned to work with employers to help fill these gaps. As demonstrated by the chart below, 93% of the population in the region have attained a

high school diploma or higher. Of these, about **33.2% have earned a bachelor's degree or higher**, including 21.7% with a bachelor's degree and 11.5% with a graduate degree.

Figure 6: Education Attainment of Population 25 & Over



The region is rich in educational institutions that offer training for occupations in the industry sectors that we are targeting. Universities and colleges in the region offering four-year degrees include:

- Bradley University – Private Non-Profit Institution
- Eureka College – Private Non-Profit Institution
- Illinois State University – Public Institution
- Wesleyan University – Private Non-Profit Institution

The region also has eight (8) community colleges that offer both certificate and associate degree programs in the sectors of focus. These institutions include:

- Heartland Community College (HCC)
- Illinois Central College (ICC)
- Illinois Valley Community College
- Joliet Junior College
- Kankakee Community College
- Parkland Community College
- Richland Community College
- Spoon River College

In addition, the region has six (6) colleges focused on nursing and health sciences. These include:

- Graham Hospital School of Nursing
- Illinois Wesleyan School of Nursing
- Mennonite School of Nursing – Illinois State University
- Methodist College
- OSF St. Francis Medical Center
- St. Francis Medical Center College of Nursing

Region 3 also has numerous private business schools with programs focused on industry sectors such as welding, healthcare, commercial truck driver, and emergency management services. Two private schools that are widely used are Capital Area School of Practical Nursing and Midwest Technical Institute.

When taken together these institutions have the potential to meet the needs of business for skilled workers in the region. EDR 3 plans to more fully understand the programs of study offered through these schools and work with business to improve upon their effectiveness in meeting the skills that are in demand in our regional economy.

Question A 1a of this chapter identifies the specific high-demand occupations within each of the targeted industry sectors. Question A 3b identifies the skills that are in demand in for those occupation in the region. Many of these occupations require a certificate, associate degree, or bachelor's degree for successful candidates, or extensive on-the-job training. Many healthcare occupations also require passage of a state or national licensing exam. The Regional Partners will continue to work with the post-secondary education community to expand opportunities for our residents to gain the necessary credentials for those in demand occupations that require them. We also will continue to work to expand apprenticeship opportunities for those occupations where on-the-job learning is required.

Chapter 1 Section A Question 4: 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?

Region 3 has experienced changes in overall population, labor force, and age of population all of which affect the labor supply. The figure shows that there has been a general decline in the population of the region with a loss of approximately 6,000 individuals between 2019 and 2022. The population 55 and over makes up 31% of those living in Region 3.

Region 3 has experienced significant demographic shifts that impact labor supply and occupational demand. The region has lost approximately 7,000 residents between 2020 and 2022. The population 55 and over makes up 31% of the region's residents, a slight increase over the last planning period. The labor force participation rate in Region 3 has consistently lagged behind the state's rate, with a 3.1% average gap in the first quarter of 2023.

The region's demographics differ from statewide percentages. Statewide, about 60% of the population is White, 17% is Hispanic, and 14% is African American. In EDR 3, 82.31% of the population is White, 4.07% is Hispanic, and 7.96% is African American. English is the primary language spoken at home for 94.1% of households, with only 5.8% speaking a language other than English.

Notably, poverty rates have remained relatively stable despite a decline in population, indicating that underlying issues contributing to poverty have not improved. In Illinois, approximately 1.5 million residents live below the poverty line, with certain demographics disproportionately affected. In Region 3, these groups are even more likely to experience poverty, with rates of 19.8% for children under 5, 14.2% for females, 34.6% for African Americans, and 26.1% for individuals without a high school diploma or equivalent.

The persistent poverty rates in Region 3 suggest that strategies such as job creation, education, and social services are needed to address the root causes of poverty and drive economic development, rather than relying solely on population growth.

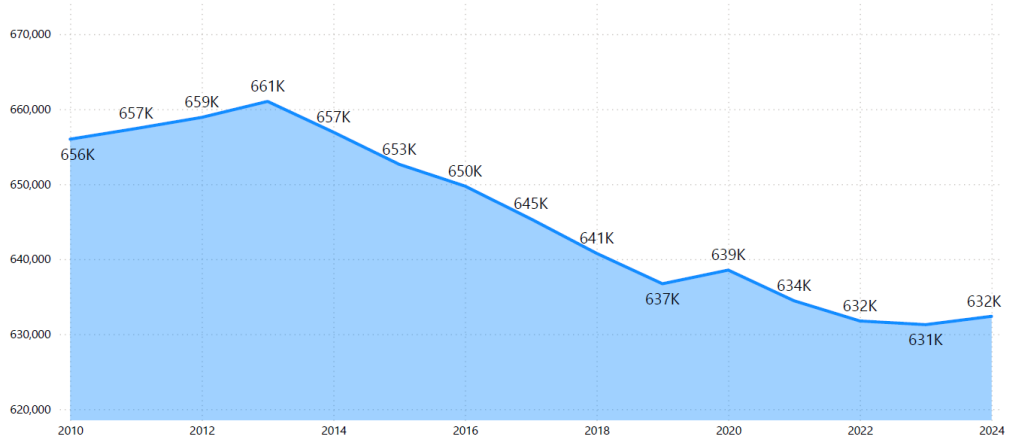
Figure 7: Population Trends in EDR 3

North Central Region Population Over Time

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
Peoria	179,630
McLean	172,069
Tazewell	129,821
Woodford	38,290
Livingston	35,375
Fulton	32,510
DeWitt	15,319
Mason	12,543
Marshall	11,552
Stark	5,272
Total	**632,381**



5.1%
Share of State in 2010

5.0%
Share of State in 2024

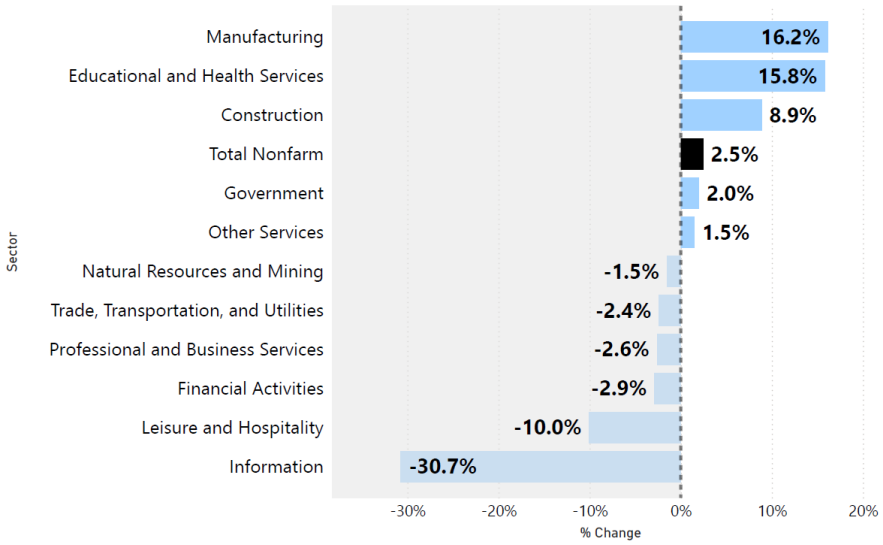
Source: U.S. Census Bureau, Population Estimates Program, 2010-2019 & 2020-2024. 2010 & 2020 populations are for April 1st. All other estimates are for July 1st.

Occupational demand in the region does not show significant change. It is expected that there will be a greater need of elementary and secondary teachers in the region as well as healthcare workers. Both of these industries and their associated occupations were greatly impacted by the pandemic.

Figure 8: Percent Change in Regional Sector Employment, Q2 2019 – Q2 2023 (Not Seasonally Adjusted)

% Change in Employment by Sector in North Central Region, Q2 2019 - Q2 2025

Below is a high-level comparison of total employment by sector in the region for Q2 2019 (pre-pandemic) vs Q2 2025 (latest available at time of writing). Sectors are sorted by size of % employment change. On the right are total jobs in Q2 2025 by sector, sorted by employment size.



Total Employment in Q2 2025

Blank cells indicate suppressed data.

Sector	Count of Jobs
Total Nonfarm	298,160
Educational and Health Services	52,992
Trade, Transportation, and Utilities	49,996
Government	44,464
Manufacturing	34,979
Professional and Business Services	32,347
Leisure and Hospitality	28,230
Financial Activities	27,303
Construction	12,839
Other Services	12,589
Information	2,289
Natural Resources and Mining	131

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

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?

Table 13 below contains information provided by the State identifying special populations that exist in the region. The table quantifies the magnitude of the estimated need for these targeted populations. Policy and Service implications for these targeted individuals include:

- A special focus on responsiveness, inclusivity, and accessibility initiatives that will provide assistance to those most in need of increased access to programs and career pathways that lead to in demand occupations.
- Increased coordination of services between partners
- To the extent possible integrated case management
- Promoting existing partner services to these population as well as creating new programs to meet their unique needs
- Collaboration is often difficult, but needed.

Table 13: Additional Target Population Characteristics of EDR 3

Target Population Characteristics DeWitt, Fulton, Livingston, Marshall, Mason, McLean, Peoria, Stark, Tazewell, and Woodford Counties	
Low-income Indicators	
SNAP Cases, J**uly 2025**	10**8**,6**03**

SNAP Households, July 2025	58,428
TANF Persons, June 2025	5,741
TANF Cases, June 2025	2,012
Foster Care Indicators	
Total Foster Youth, July 31, 2025	1,733
Justice-Involved Populations	
Adult Prison Population by Sentencing Region, June 30, 2025	2,326
Adult Parolee Population by Region of Residence, June 30, 2025	905
Average Daily Juvenile Detention Population, May 2025	0
Other Indicators	
Foreign Born Population	28,665
Age 18+ without high school diploma	32,517
Female Single Parents	15,317
Male Single Parents	5,759

Chapter 1 Section B: Describe the development and implementation of sector initiatives 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 convene or support the convening of regional employers, foundations, institutions, and other stakeholders to create or maintain sector partnerships?

A sector partnership is an industry-driven partnership comprising multiple employers within a regionally significant industry sector as well as other key education, workforce development, economic development, and community partners.

Employers are critical partners in the effort to develop sector partnerships in the region. The LWIAs of EDR 3 collaborate with local economic development agencies to support local employers. Local economic development agencies are LWIB members and help develop strategy to support employers. Likewise, foundations and regional institutions interested in workforce development are key players in the coordination of services that bridge the gap between workers and employer needs. To benefit from the expertise of these groups, there must be formal opportunities for their voices to be heard. In EDR 3 there are many opportunities and initiatives in place to convene employers, foundations, and regional institutions to help lead sector partnerships. The following are examples of business led partnerships designed to discuss and meet the needs of employers in our eight county region.

Examples of these include:

The Greater Peoria Economic Development Council convenes employers in many ways to support the development and attraction of a ready workforce:

- **Participation in the Workforce Alliance:** This is a regional public-private consortium led by ICC (District 514), the Greater Peoria EDC, and a partnership called the CEO Council (a group of over 70 business leaders). The group is comprised and led by a diverse group of 20+ unique employers, K-12 and post-secondary education leaders, and community-based organizations including the HOI United Way and Community Foundation of Central Illinois. It oversees three, population-based strategies pertaining to the development and coordination of workforce readiness initiatives:
    - Population 1 - Emerging Workforce: focused on supporting implementation of shared, regional K-12 College and Career strategies to students are work ready and schools are aligned to new State expectations.

- Population 2 - Adult Up-Skilling: focused on identifying and recruiting working adults into training programs connected to in demand, living-wage careers as a way to improve lives and close workforce gaps.
- Population 3 - Adults with Multiple Barriers: focused on coordinating direct workforce services between community-based organizations to address systemic barriers allowing working-age adults to pursue training for an in demand, living-wage career in our region.

- **Greater Peoria CareerSpark Strategy Teams:** As a strategy of the Emerging Workforce committed listed above, GP CareerSpark, a shared, region-wide 8th grade career expo led by the GPEDC and Junior Achievement of Central Illinois convenes over 120 unique employers annually to provide hands-on career exploration to over 4,500 eighth-graders. CareerSpark has been meeting virtually during the pandemic.
- **Greater Peoria Essential Abilities and Knowledge (GPEAK) Assessment:** GPEAK measures an individual's demonstration of essential skills and knowledge needed for meaningful employment, while encouraging participants to reflect on their growth and development of essential skills.
- **HelloGP Talent Attraction Strategy Team**: This strategy team is comprised of a smaller cohort of approximately 15 employers, representing our most critical industries, coordinates and implements shared attraction strategies aimed at bringing new workforce into our region and retaining existing workforce.
- **Talent Pipeline Management (TPM):** Greater Peoria is implementing TPM. We are also championing SkillBridge to attract and serve transitioning service members from the US Armed Forces.

HCC convenes or supports the convening of regional employers, foundations, institutions, and other stakeholders to create or maintain sector partnerships through the following:

- CTE Program Advisory Committees to inform program and curriculum development and revision to maintain alignment with industry demand for high-tech, high-skill, and high-wage talent.
- Industry Focus Groups comprised of regional industry leaders to engage in demand planning to meet current and projected workforce needs. The College uses this feedback to create new programming in advance to have online to coincide with real-time demand.
- Business and Industry Solutions through Continuing Education delivers on-demand customized educational and training programs, strategic planning, process mapping, asset mapping, facilitation, onboarding, and assessment services for businesses and employers.
- The Heartland Foundation Board of approximately 40 regional leaders provides governance for the Heartland Community College Foundation and input on priorities and activities to advance the mission of the institution.

The HCC Adult Education department works with other partners to help assist students as they enter the workforce or post-secondary education. We work with community employers to provide job shadowing and volunteer opportunities for our students. The

partners in the local Area Planning Council hold regular meetings with HCC Adult Education department. There is a referral process established between Area Planning Council members to ensure our constituents are provided with necessary services.

The following are highlights of recent HCC expansion/revision efforts related to workforce development:

- In response to local demand, HCC developed an Electric Vehicle Technology Associate Degree program and an Agriculture Associate Degree program, each with four stackable certificates. The College also developed certificates in Cannabis Cultivation and Dispensary Operations and Data Analytics, and is currently expanding HVACR and Medium- and Heavy-Duty EV Technology. HCC works with Career Link to ensure new eligible programs are added to the State's Eligible Training Provider List.
- Essential Workplace Skills (EWS) series – Creation and deployment of Essential Workplace Skills series providing incumbent worker training for critical soft skills, in response to collective employer needs and the McLean County Chamber of Commerce and aligned with ICSPS framework for student employability skills.
- Complete and Connect – program for HCC GED students to gain employability skills and workplace experience, with support from Career Link.
- Work Ready program expansion – creating short-term Work Ready programs, which stack to an associate degree.
- Creation and Deployment of Incumbent Worker Trainings – enhanced ability to design trainings, activities, and assessments based on regional employer needs for current workers.

ICC convenes or supports the convening of regional employers, foundations, institutions, and other stakeholders to create or maintain sector partnerships through the following:

- Business Solutions Breakfast convened twice each year to discuss the success of existing programs, identify needs for new training and employer initiative programs.
- Members of Industry Advisory Committees throughout the region to build and maintain employer partnerships, stay current on trends, and incorporate information to enhance and innovate training programs to meet employer needs.
- Individual employer meetings to assess needs regarding training and apprenticeship opportunities including DOL registration and sponsorship.
- Connect with local workforce boards and community-based organizations to understand the regional need and utilize services to connect students to employers.

Additionally, Richland Community College's CTE Recruiter visits Clinton High School and attends their college fairs. CTE invites Clinton High School to all CTE events, and Clinton High School attends Farm Progress Show every other year at Richland Community College.

Chapter 1 Section B Question 2: Identify the established and active sector partnerships in the region (as defined in Illinois' Next Generation Sector Strategies Guide). If any exist, are they business-led, and what is their role in WIOA planning?

The regional partners met in December 2023. During that meeting it was determined that there are no current established or active industry sector partnerships in the region that meet the definition of Next Generation Sector Strategies.

The representative from the Greater Peoria EDC did indicate that there may be a couple of initiatives that could meet this requirement but that would need to be determined through further communication with the state.

These include:

- **Manufacturing Network:** Along with our support of the Illinois Defense Industry Network diversification strategy, this committee may qualify as a sector initiative focusing on diversifying manufacturing businesses away from mining machinery manufacturing.
- **Regional Workforce Development Alliance:** The working goal of the Alliance is to create the regional workforce required to stabilize and grow our economy by systemically connecting employers, educations, community based organizations with high school graduates, the under-credentialed and multi barriered adults to ensure 70% of our population has the required certifications to obtain gainful employment.
- **Talent Pipeline Management**: Focused on gaining employer support, TPM seeking to form a committed industry-led group of employer champions. The group is convened by the EDC's and the LWIA's. It is action-oriented, focused on improving industry sector competitiveness. It is still a work in progress.

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

Business-led sector-based partnerships that exist in the region include:

- **Strategic Manufacturing Group:** To develop our region's future workforce, GPEDC's Strategic Manufacturing Group connects area manufacturers with educators to plan events and activities that inspire and prepare students for manufacturing careers. During our annual Discover Manufacturing Career Expo, approximately 800 students from over 20 area schools are introduced to manufacturing career pathways each year.
- **Discover Manufacturing:** This is designed to bring awareness to youth about the quality of today's manufacturing jobs and to promote opportunities within the industry. Technology is changing like never before. Tomorrow's manufacturing will look different from todays. Modern manufacturing requires people who value creativity, problem solving, and innovation.

At the Discover Manufacturing Career Expo, the student is immersed in a hands-on experience featuring a variety of manufacturing careers. They learn what employers are really looking for: honesty, optimism, hard work ethic, communication, teamwork, judgement, and adaptability.

- **Regional Workforce Alliance:** Addressing challenges and opportunities for Emerging Workforce, Upskilling, and addressing Multiple Barriers to employment.
- **Peoria Pathways to Prosperity:** Peoria Pathways to Prosperity is an innovative State of Illinois-led STEM education initiative designed to support college and career readiness for all students. Supported by a partnership between the State of Illinois and a group of local organizations Peoria Pathways to Prosperity supports local programs that empower students to explore their academic and career interests while also supporting new statewide, public-private partnerships known as Learning Exchanges that better coordinate investments, resources and planning for those programs.
- **BN STEM Initiative:** The BN STEM Initiative is community driven by the local business community to support and invest in the workforce of tomorrow. BN STEM supports local programs, curriculum development, and internship opportunities for students interested in the STEM fields.
- **Regional Manufacturing Sector Strategy:** Through a formal Memorandum of Understanding, Land of Lincoln Workforce Alliance, Career Link, Macon & DeWitt Workforce Investment Board, and the Champaign County Regional Planning Commission (CCRPC) have partnered to implement a regional manufacturing sector strategy. This collaborative project aligns workforce development efforts across four local workforce innovation areas to support dislocated workers, job seekers, and employers in the manufacturing sector. Partners coordinate outreach, labor market information, career services, employer engagement, and training identification while meeting regularly to assess regional needs, identify gaps, and share best practices. The CCRPC serve as the coordinating entity, contracting with a sector specialist, compiling regional analysis, and managing reporting and reimbursement. Collectively, the project strengthens the region's capacity to respond to manufacturing workforce needs through unified leadership, shared resources, and data-informed strategies.

Individuals that serve on these groups are also involved in the Regional planning process. Their work within these sector partnerships helps inform the work done on the Regional Plan. There are several ways in which these groups will be incorporated into the WIOA regional planning efforts. We will:

1. Leverage their existing employer outreach efforts to better understand the skill needs of employer within their respective sectors.
2. Coordinate WIOA regional strategies with economic development plans.
3. Leverage their expertise in development of program models such as career pathways, talent pipelines, and earn and learn models.

The other public-private partnerships that exist in the region that could support sector strategies include:

- **Adult Education:** HCC offers several bridge programs for High School Equivalency (HSE) students and low and high intermediate ESL students. All students in both ESL and HSE classrooms are experiencing Blended Learning in the curriculum as well as contextualized instruction focusing on Workplace Technology and Education and Training career pathways. In addition, we have a College and Career Readiness ICAPS program for students to receive a short-term certificate in several career pathways. This program also helps students to transition either into the workplace or into further post-secondary education to earn an associate degree. We are planning to expand our bridge offerings to better prepare students transition into other career pathways.**BN Innovation Hub – Advisory Board Partnership:** The BN Innovation Hub is a regional entrepreneurship and innovation ecosystem supporting startup growth, technology-driven businesses, and emerging industries. Workforce system involvement ensures alignment between innovation-sector employer needs and workforce development strategies, including career pathways, skills development, and talent pipeline planning. This partnership connects the workforce system to future-oriented and growth-stage employers, supporting long-term sector strategy development.
- **CEO Regional Workforce Alliance:** Working goal: create the regional workforce required to stabilize and grow our economy by systemically connecting employers, educators, community-based organizations with high school graduates, the under-credentialed and multi-barriered adults to ensure 70% of our population has the required certifications to obtain gainful employment.
- **Essential Employability Skills Alignment Project:** Brings together key stakeholders to develop a common approach to determine performance indicators and associated levels for each of the State's Essential Employability Competencies outlined in the Post-secondary and Workforce Readiness Act. These performance indicators will provide a common approach to validate the competencies and skills individuals acquire through work-based learning experiences, as well as consistent methods for measuring and communicating what they learned. This is a collaborative project between the Regional Workforce Alliance, ICC, Northern Illinois University Education Systems Center, and Jobs for the Future to align and address essential employability skills and to provide robust work-based learning opportunities that prepare individuals for fulfilling careers and meaningful employment.
- **Manufacturing Greater Peoria:** Greater Peoria has an extensive history in heavy metal manufacturing. This five-county region represents a population of 408,266. Over 15% of our workforce is employed in the manufacturing industry, which is 50% higher than the national average.
- **Peoria Innovation Hub:** A public-private partnership between the University of Illinois, Greater Peoria EDC, and OSF HealthCare. Through the State of Illinois Innovation Network, our region has begun building partnerships to support a physical innovation lab in downtown Peoria that will include workforce training programs in STEM and innovation centers.

- **Workforce Equity Initiative:** ICC is the lead college of an $18.7 million Workforce Equity Initiative collaborating with 14 additional Illinois community colleges. The initiative addresses local workforce gaps and employment barriers in an effort to prepare underserved individuals with a decent and equitable employment opportunity. The initiative focuses on developing our area's workforce by providing participants with a credential and a living wage. It addresses high demand-careers and targets low-income individuals, those living in high crime and high poverty areas, unemployed individuals, and minorities. The Workforce Equity Initiative will train participants in the high-demand occupations of computer numerical control (CNC) operator, welder, CDL truck driver, CompTIA A+, CompTIA Network+, Local Area Network (LAN) technician, licensed practical nurse (LPN), emergency medical technician (EMT), and paramedic. The end goal is for participating students to secure employment with a full-time job paying at least 30% above the regional living wage.

Individuals that serve on these groups are also involved in the regional planning process. Their work within these sector partnerships helps inform the work that is being done on the regional plan. These groups will be incorporated into the WIOA regional planning efforts in several ways. We will:

1. Leverage their existing employer outreach efforts to better understand the skill needs of employer within their respective sectors.
2. Coordinate WIOA Regional strategies with economic development plans.
3. Leverage their expertise in development of program models such as career pathways, talent pipelines, and earn and learn models.

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 planning?

The region has numerous organizations and entities that could potentially function as neutral conveners to help establish sector partnerships in the region:

- **BN Grows:** The business retention and expansion program for the Bloomington-Normal (McLean County) EDC with a proactive approach designed to keep current business here in the community. A healthy and vibrant local economy depends on the well-being of a community's existing firms. We want to help our businesses thrive in Bloomington-Normal for the following reasons: existing firms create up to 80% of all new jobs; businesses that stay competitive are more likely to remain and expand in the community; and retaining businesses is less costly than attractive new ones. The Bloomington-Normal workforce is young, well educated, and eager to meet the needs of a broad range of business and industry.
- **DeWitt County Development Council:** Values the partnerships that we have with private industry. As stakeholders and investors in our community, these private industry partners, have a stake in the economic growth of our County. Their knowledge, experience, and leadership are invaluable.
- **Greater Livingston County Economic Development Council:** Dedicates its purpose to supporting the retention and expansion of existing enterprises and to

attracting new businesses. Additionally, the GLCEDC recognizes the importance of a highly trained and competent workforce and works diligently with HCC, the Livingston Area Career Center, and the Grundy, Kankakee, Livingston County Workforce Investment Board to respond to the needs of current and prospective employers. Furthermore, as a respected advocate of the business community, the GLCEDC works with elected officials at the federal, state, and local levels to advocate for more business friendly policies pertaining to workers' compensation insurance, tax reform(s), and other pro-business initiatives as directed by our Board of Directors. The GLCEDC also serves as a liaison between a business and government agencies to facilitate and expedite the development of new projects

- **Greater Peoria Data Hub:** Greater Peoria is investing in its future by creating the strategies and framework to connect our region's employers with a skilled workforce. These efforts are driven by a driven partnership of economic development organizations, regional K-12 public education districts, ICC, industry partners, and community-based organizations.
- **Greater Peoria Economic Development Council (GPEDC):** Convenes employers in many ways to support the development and attraction of a ready workforce. The Workforce Alliance is a regional public-private consortium led by ICC (District 514), the GPEDC, and a partnership called the CEO Council (a group of 70 business leaders). The group of 20+ unique employers, K-12 and post-secondary education leaders, and community-based organizations including the HOI United Way and Community Foundation of Central Illinois.
- **Heartland Community College – Apprenticeships & Work-Based Learning Coordination:** Career Link maintains ongoing coordination with Heartland Community College's Associate Director of Apprenticeships and Work-Based Programs to align employer demand with apprenticeship development, work-based learning strategies, and career pathway initiatives. This collaboration supports employer-led talent pipeline development, integration of earn-and-learn models, and alignment between education and workforce services. It strengthens the infrastructure that supports sector partnerships across multiple industries.
- **Heartland Community College Workforce Development Center:** Collaborates with area employers to help build the skills of 21st century workers. HCC offers training, degrees, and certificates in many fields that are in high demand, including computer networking and technology, nursing, construction, maintenance, and manufacturing.
- **Illinois Manufacturing Excellence Center (IMEC):** Works with manufacturing firms throughout the State to link long-term plans with on-site implementation services by identifying performance gaps, solving these gaps, and building a culture to support sustained improvements towards a competitive future. IMEC helps these organizations optimize operating capacity, implement advanced product and process innovations, increase sales, enter new markets and improve profitability.
- **Illinois Wesleyan University Action Research Center (ARC):** ARC works with not-for-profit organizations, faith-based groups, businesses, civic groups, local

government, neighborhood groups, and many others. ARC facilitates collaborative relationships that leverage the strengths of all parties to produce a successful project outcome. ARC has a close working relationship with large employers, has internship programs, and has the capacity to provide data proven contributions to workforce issues.

- **LWIA 19 Workforce Board:** A representative from John Warner Hospital is on the LWIA 19 Workforce Board and continues to reach out to the Clinton Chamber.
- **McLean County CEO Council:** Collectively leveraging passion, relationships, and resources to influence business growth and a financially thriving Bloomington-Normal. This includes a specific focus on the future success of secondary education that meets the needs of local employers.
- **McLean County Regional Office of Education:** The McLean County Community COMPACT, now housed within the McLean County Regional Office of Education #17, engages stakeholders from business, education, labor, government, and the community to advance coordinated workforce and education initiatives. Guided by a focus on collaboration, capacity building, and innovation, COMPACT aligns employer needs with K–12 and postsecondary systems through data-informed planning, employer engagement, and career awareness activities. Recent efforts include employer needs assessments, analysis of workforce and education data, and the continued expansion of career exploration and competency-based learning opportunities aligned with high-demand sectors in McLean County.
- **Minority Business Development Center:** Career Link has representation on the Minority Business Development Center advisory structure supports alignment between workforce programs and the needs of minority-owned and small businesses. This partnership strengthens connections between underrepresented employers and workforce system resources, including hiring support, incumbent worker training, and work-based learning opportunities. Engagement with MBDC expands the region's employer network and supports inclusive economic growth across multiple industry sectors.
- **Peoria NEXT Innovation Center:** Home to researchers, investors, and entrepreneurs that are transforming new technologies and innovations into commercial enterprises. The 48,000 square foot center opened its doors in 2007 and can house up to 27 companies. Companies in the fields of medical devices, mechanical engineering, molecular studies, biofuels, and IT are currently tenants. River City Labs is a local Makerspace with a membership of 40 paying local innovators and 100+ non-paying members. The lab is located in the Peoria Warehouse District and is currently seeking to expand to support its growing membership.
- **Spoon River College Office of Community Outreach:** The Office of Community Outreach is truly committed to creating partnerships with business and industry and other public agencies. By working cooperatively with business and industry we can jointly address many of the workforce and training needs of the region and

community. Ask us about training opportunities. We have state-of-the art facilities available or we can provide training on-site "at your place."

- **Workforce Innovation Board of Local Area 15:** A core partner under WIOA. They are leading the regional planning efforts and function as the One-Stop Operator for the local area. They have decades of experience convening employers and working with them to develop programs that meet the needs of employers for a skilled workforce.

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

Chapter 1 Section C Question A: What is the focus of the collaborative(s)?

The Business Service Team (BST) works with multiple employer-led collaboratives throughout the region. These groups allow the local partners to identify local businesses' needs, and to educate and connect businesses with all resources available to address those needs.

In each collaborative, the BST members, community partners, and employers unite to streamline the public workforce system by creating career pathways to supply the talent required to meet the businesses needs and to create a thriving community.

Emerging Sectors: As the regional economy continues to evolve, future sector engagement may explore electric vehicle manufacturing and supply chains, battery and energy storage technologies, renewable energy, advanced logistics and automation, broadband and digital infrastructure, and clean energy and sustainability-related occupations to proactively align workforce development efforts with emerging employer demand.

Greater Peoria Manufacturing Network: A subset of the Greater Peoria Economic Development Council (GPEDC) that encourages collaboration between local manufacturers. We learn about new businesses, new opportunities, and have lots of time to network with our local manufacturing businesses partners to hear what they have going, where they need help, and try to see if there is help available with other businesses for supply chain, logistics, or other manufacturing related challenges that may arise.

Healthcare Sector Partnership: The Healthcare Sector Partnership brings together major regional healthcare employers—including OSF HealthCare, Carle Health, UnityPoint Health, and long-term care and outpatient providers—with education, workforce, and economic development partners to address workforce needs across clinical and support occupations. Supported by GPEDC, Illinois Central College, Spoon River College, local workforce boards, Career Link, and county economic development organizations, the partnership focuses on aligning credentials and licensure requirements, expanding clinical placements and apprenticeships, and developing TPM-informed career pathways responsive to employer demand.

Manufacturing Sector Partnership: The Manufacturing Sector Partnership is an employer-led collaboration focused on addressing shared workforce challenges across production, maintenance, logistics, and advanced manufacturing occupations. Convened by regional partners including the Greater Peoria Economic Development Council, Illinois Central College, Spoon River College, and county-level economic development organizations serving Peoria, Tazewell, and Fulton Counties, the partnership is guided by manufacturing employers who set occupational priorities, define competency and credential needs, and identify hiring demand and work-based learning opportunities. Activities include regional employer convenings, curriculum and credential alignment, expansion of apprenticeships and other work-based learning models, and the use of the TPM framework to validate demand and track outcomes.

McLean County Regional Office of Education #17: The McLean County Community COMPACT, now housed within the McLean County Regional Office of Education #17, engages stakeholders from business, education, labor, government, and the community to advance coordinated workforce and education initiatives. Guided by a focus on collaboration, capacity building, and innovation, COMPACT aligns employer needs with K–12 and postsecondary systems through data-informed planning, employer engagement, and career awareness activities. Recent efforts include employer needs assessments, analysis of workforce and education data, and the continued expansion of career exploration and competency-based learning opportunities aligned with high-demand sectors in McLean County.

McLean County Reentry Council: Primarily comprised of local non-profit agencies and various employers to educate each other on the specific barriers faced by those with criminal backgrounds. The intent is to reduce both the barriers and stigma often associated with these individuals to provide them more services towards gaining self-sustaining employment, and to encourage and support employers in hiring with a focus on more equity in their organization.

Regional Upskilling Committee: Formed of the GPEDC, training providers, local professionals, local community college representatives, and sector partners to encourage the upskilling and development of talent for our local region. These meetings discuss the local climate for business talent needs and the local talent available.

Skilled Trades Sector Partnership: The Skilled Trades Sector Partnership supports construction, utilities, industrial maintenance, transportation, and infrastructure-related occupations through coordinated employer engagement and pathway development. The partnership includes construction contractors, utility providers, industrial and maintenance employers, labor organizations, and apprenticeship sponsors, and is supported by GPEDC, regional community colleges, workforce boards, and local economic development entities. Efforts center on expanding pre-apprenticeship and apprenticeship opportunities, validating employer-driven competencies, and adopting the TPM framework to strengthen regional talent pipelines.

Strategic Manufacturing Group: Meets to work out details for CareerSpark (a huge annual event for 8th grade students to explore and discover local careers and businesses) that occurs every October at the Peoria Civic Center. This group also collaborates to host

Discover Manufacturing for high school juniors and seniors to take guided tours of clean manufacturing facilities and to tour and ask questions at these facilities. This group also has an active role in supporting both apprenticeships and TPM initiatives at the meetings.

Workforce Development Committee: Formed with the GPEDC, Peoria Chamber of Commerce, secondary and post-secondary training providers, local professionals, and sector partners to educate each other and develop streamlined educational pathways to increase the skills of local labor force. The group seeks creative ways to entice individuals to move to this area or retain youth to remain in this area to fill open employment opportunities. It also discusses and evaluates other workforce-related challenges, such as the lack of affordable housing, infrastructure to build new housing developments, and affordable transportation for potential employees, etc.

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

The workforce system is working with the local community college, training providers, and EDC to help encourage the development of apprenticeships and will leverage WIOA funding to encourage this growth. We continue to fund apprenticeships, meet with businesses on a regular basis, share Incumbent Worker Training (IWT) funding for training, meet with workers when allowed during business closings, and collaborate to find innovative ways to discover talent.

The workforce system is collaborating with a large assortment of other local non-profits as well as the local community college, other local training providers, EDC, and Chamber to listen to and address the needs of each individual employer. Businesses are guided by many supporting agencies on resources available to them. Local agencies are not operating in silos in our area. We are focused on the big workforce picture in order to streamline the services of all agencies to create and sustain a cohesive flown in our workforce system from education to employment.

IDES offer employers tax credits, Illinois Job Link Accounts, State programs for Veterans, and Fidelity Bonding to encourage second chance hiring. The local community college Business Service Representative collaborates with us to offer training solutions, upskilling, leadership, and manufacturing opportunities. Career Link offers funding opportunities for Apprenticeships, OJT, and IWT.

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

EDR 3 Business Service Team (BST) members are engaged in TPM Strategy 1, and have been working with local economic development agencies to conduct surveys of manufacturers in the area.

We have received a few surveys back, and will be working to aggregate the data into a report. We plan to share the aggregated report with the employers, and then engage the training partners including the local colleges, technical schools, high schools, and industry-training champions to see what kind of talent we have locally to help meet the demands of the employers. The data can be used by the local training providers to better align offerings to solve employer needs. We will offer employers WIOA funding using IWT funding to help pay for Apprenticeship, upskilling, and training needs by the local employers. We will look for opportunities to place any dislocated workers with skill sets matching the company data provided to seamlessly transition workers from a previous job to a new role. We can use OJT funding to assist with positions where we can leverage WIOA dollars to help offset training costs and encourage the hiring of dislocated workers, reducing the chances they will be on unemployment.

Illinois PaCE (Postsecondary and Career Expectations) Framework implementation for Greater Peoria schools, CareerSpark, RWA initiatives, IT Workforce Accelerator, TPM (for manufacturing /logistics, as well as healthcare), and Workforce Equity Initiative.

The McLean County Chamber of Commerce issued an employer survey earlier this year. Upon receiving the results, they released the information to the public including local workforce development agencies, secondary schools, colleges/universities, and employers.

The BST is working on strategies to address the employer needs identified in the survey. WIOA funding will be utilized to encourage the development of Apprenticeships and OJTs, as well as to upskill employees through IWT. We are also looking at creative ways to engage employers in creating new opportunities for work based learning and aligning the direct hire of applicants graduating from local educational institutions.

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

The region includes rural areas, which lack the quality of life to attract and retain workers. Rural areas are challenged to attract workers, especially younger workers. Additionally, there is a lack of internet access in rural areas, which creates a problem for economic development.

We continue to have a significant skills gap for the available talent available compared to the technical jobs that are required at the employers. There are several large employers that have taken away employees from other employers locally. The Region received news recently that a large Maui Jim Corporate campus will be built in Peoria. This will be challenging to find enough skilled workforce to meet this employer's demands. There continues to be a shortage in education professionals, specifically in CDL, compared to the local demand for drivers.

Lack of skilled and available talent continues to be a challenge in our workforce area. Employers are determining ways to upskill talent within their organization, but lack of talent to backfill the rolls vacated by upskilled employees and continue to fill highly skilled rolls is limited. Incentives such as funding for IWT is also limited. Managers at

manufacturers are finding themselves filling in for missing employees instead of performing needed management duties. Employers are also seeing issues between generations of workers. Leadership and conflict resolution training would be helpful for both managers and laborers in order to better respect the differences in workers nearing retirement versus those entering the workforce for the first time.

We are also seeing great shortages in certain areas such as teachers, nurses, Paramedics, etc. Lack of classes and teachers to expand the number of qualified individuals to fill those roles are a problem. A nurse makes a decent wage, but there is no incentive to become a teacher to help grow the number of nurses coming out of the school district. The same can be said for other roles. The programs exist, but we don't have enough turnaround of the students to fill the current openings quick enough.

Also, rate of pay for some roles is an issue. Public school teachers are one of the lowest paid groups and most stressed. Teachers are leaving those roles quickly and with a low wage, there aren't a lot of people looking to fill those roles. Some employers are unable to raise their pay either, which is causing them to be extremely short-staffed when larger companies like Rivian move into the area to hire 7,000+ workers at a much higher wage than other local companies.

The Greater Peoria Economic Development Council is compiling data on impact/outcomes of past initiatives from the Regional Workforce Alliance (RWA) to highlight employer involvement, to reinvigorate the mission and vision of the RWA, and to get employers reengaged or engaged for the first time.

GPEDC is completing a labor-shed study via Newmark to have a better understanding and more in-depth, actionable insights on the workforce for Greater Peoria.

Chapter 1 Section F: Describe how *RIA* is incorporated into the local planning requirements for collecting and analyzing labor market information.

Incorporating a responsiveness, Inclusivity, and accessibility lens into local planning requirements for collecting and analyzing labor market information is crucial to ensuring fair and equitable workforce development. By applying this lens, data collection efforts will be focused on identifying and addressing disparities among different populations in the labor market, such as women, racial and ethnic minorities, individuals with disabilities, or those from low-income backgrounds. This approach considers not only the overall workforce trends but also the specific barriers and challenges faced by these marginalized groups. By emphasizing RIA, local planning can target resources and interventions towards reducing disparities in employment opportunities, wages, and career advancement, ultimately fostering a more inclusive and equitable workforce system for all members of the community.

It is anticipated that during the next year, State-level partners will develop reporting capabilities for use at the local level that support workforce equity lens analysis of labor market information. All partners agree that the information exists within their automated systems and could be made available to the local level. Data such as race, disability status,

gender, age, and poverty level could be used to assess those being served and associated outcomes.

Below is a table depicting the type of information available from partners in the Region. The data shown is for Title 1 and is a total population report from IDES of the Peoria MSA and Title 1 Registrants served by Career Link between July 1, 2024 and June 30, 2025. The table compares the percentages of the gender and ethnicities of the Peoria MSA population and our customer base.

As you can see, there is a large discrepancy of the male/female ratio in our customer base compared to the population at large. In the past, this ratio has been much closer to the population's break down. In the past, we have noticed that more of our male customers are dislocated workers, particularly from layoff events in the manufacturing industry. In recent years, we have received fewer and fewer dislocated worker applications. At the same time, we have served a higher number of Adult customers, which tend to be female.

As you can see from the data, the percentage of Black customers is well above the percentage of Black individuals in the population. Also, the percentage of Hispanic or Latino customers is slightly above the percentage of Hispanic or Latino individuals in the population.

Table 14: Demographics of Career Link Customers – PY22

Category	IDES Report Total Pop.	IDES %	Registrants	Reg. %
Total	466,792	100.00%	179	100.00%
Male	228,446	48.94%	59	32.96%
Female	238,346	51.06%	120	67.04%
White	393,052	84.20%	97	54.19%
Black	35,922	7.70%	66	36.87%
Hawaiian/Pacific Islander	154	0.03%	0	0.00%
Am. Indian/Alaskan Native	911	0.20%	0	0.00%
Asian	13,915	2.98%	1	0.56%
Hispanic	18,742	4.02%	9	5.03%
Declined			6	3.35%

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 updated information and analysis of the steps taken to address the challenges and opportunities that are associated with the regional service integration strategies.

Chapter 2 Section 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 of employers (§ 679.560(a)(4)). Plans must address the following areas:

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

Workforce Development Analysis

The EDR 3 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.

Table 15: EDR 3 Workforce Development SWOT Analysis

North Central Region		
Workforce Development SWOT Analysis		
Internal Origin	**Strengths:** • Large Number of Job Openings • Collaboration Among Partners • Focus on Training in Demand Occupations • Creation of Electronic Referral on Partner Website • Improved Economic Conditions • Community Colleges working Regionally	**Weaknesses:** • People not Looking for Work • Limited Access to Broadband • No Common Customer Information System • Limits to Training Capacity (Faculty and Space) • Reporting Systems Between Partners
External Origin	**Opportunities:** • Large Number of Job Openings • Connecting Employers to Non-Traditional Employees • Plans to Report Performance to Board • Increased Earn and Learn Models • Employers more Engaged in Out-of-the-Box Solutions	**Threats:** • Workers not committed to employers due to inflexibility and wages • Loss of large employers • Economic downturn • Possible lack of funding from both State and other sources

Strengths:

Regional partners identified the large number of job openings in the area as an overarching feature of the post-pandemic economy. It has wound up being all things, a strength, weakness, opportunity, and threat.

Partners agree to work collaboratively to serve both job seekers and employers. In the post-pandemic economy, the web-based referral system for partners continues to increase communication among partners and job seekers. Those things that made the system strong in the past will continue to be the foundation (e.g., sector-focused and demand-driven).

Weakness:

Lack of digital literacy and access to technology are also major weaknesses. Many partners identify instances where those with significant barriers could not access services. Many rural areas do not have broadband. Many customers do not have computers or lack the basic knowledge of how to utilized mobile applications. The Partners will look for resources to address these issues.

Opportunities:

Once again, the large number of job openings means there are many opportunities for employment. Partners will promote the hiring of non-traditional employees such as the disabled, returning citizens, low income, etc., and will discuss with employers what training might encourage out-of-the-box solutions to their workforce needs. Apprenticeships and other Earn and Learn models are increasingly used to provide a quicker route to employment in high demand occupations.

Threat:

In the post-pandemic job market, workers value flexible hours, remote work opportunities, and higher wages. Considering the shortage of skilled and/or experienced workers across most industries, employers must adapt to the modern job market, along with the increased minimum wage, in order to attract job seekers.

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 workforce development activities to address the education and skill needs of the workforce.

By taking a holistic approach to collaboration 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 includes:

1) Veterans and eligible spouses in the following order or priority:

a) First, to veterans and eligible spouses (who are included in the groups given statutory priority for WIOA adult formula funds). This means that veterans and eligible spouses who 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.

b) 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.

c) Third, to veterans and eligible spouses who are not included in WIOA's priority groups.

d) Fourth, to any other populations identified by the Governor or Local Workforce Development Board for priority.

e) Last, to non-covered persons outside the groups given priority under WIOA.

2) 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.

   a) Other Low-Income Individuals, including those who:

   b) 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;

   c) 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);

   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, but who is a member of a family whose income does not meet this requirement.

3) Individuals who are basic skills deficient such as those who

   a) are a youth with English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or

   b) 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.

There is a need for marketing resources from the State on a scale aligned with the state and community colleges.

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

The Region's capacity to serve employers is robust. Each LWIA in the region has a Business Service Team (BST) made up of education, workforce development, and economic development partners in the area. These teams meet regularly to understand the needs of employers and work collaboratively to address them. Each partner program has resources that they bring to the table that can address specific needs. For instance, Adult Education programs will continue to offer bridge and IET programs for low-skilled and low literate youth and adults. Areas of concentration will continue to be manufacturing, healthcare, and IT as it relates to those fields. Workplace Literacy activities will be developed to offer credentials for specific skills (e.g., MOS Word, Excel, Advanced Forklift training, etc.) Essential Employability Skills through career foundations curriculum will continue to be contextualized into adult education programming.

We will take or have taken the following steps to continue to serve employers:

- Virtual BST meetings held monthly.
- Partnering with IDES for virtual job fairs on Illinois workNet. Development of a partner website with an internal referral system for all partners (CentralIllinoisHelps.com).
- Increased outreach to job seekers and businesses utilizing social media, cable, and newspapers to promote training services.
- Coordination with IDES to send weekly email blasts to UI claimants for recruitment to the dislocated worker program.
- Marketing of Incumbent Worker Training (IWT), OJT, and Apprenticeship training by Career Link Business Service Representatives (BSRs), area colleges, and EDCs.
- BST members have attended Talent Pipeline Management (TPM) training to better serve business needs throughout the region.

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?

IDES stopped using gap analysis of On-the-Job Training and Certificates education level because it is difficult to accurately map OJT occupations to specific educational programs. One of the core outcomes measures for WIOA partners is completion of GED and enter post-secondary or employment. Median wage information and employment after 2nd quarter data is collected. These measures show that the system is meeting their goals, which reflects on their ability to meet employer's needs.

Figure 9: Supply Gap Analysis for Occupations Requiring a Certificate or License:

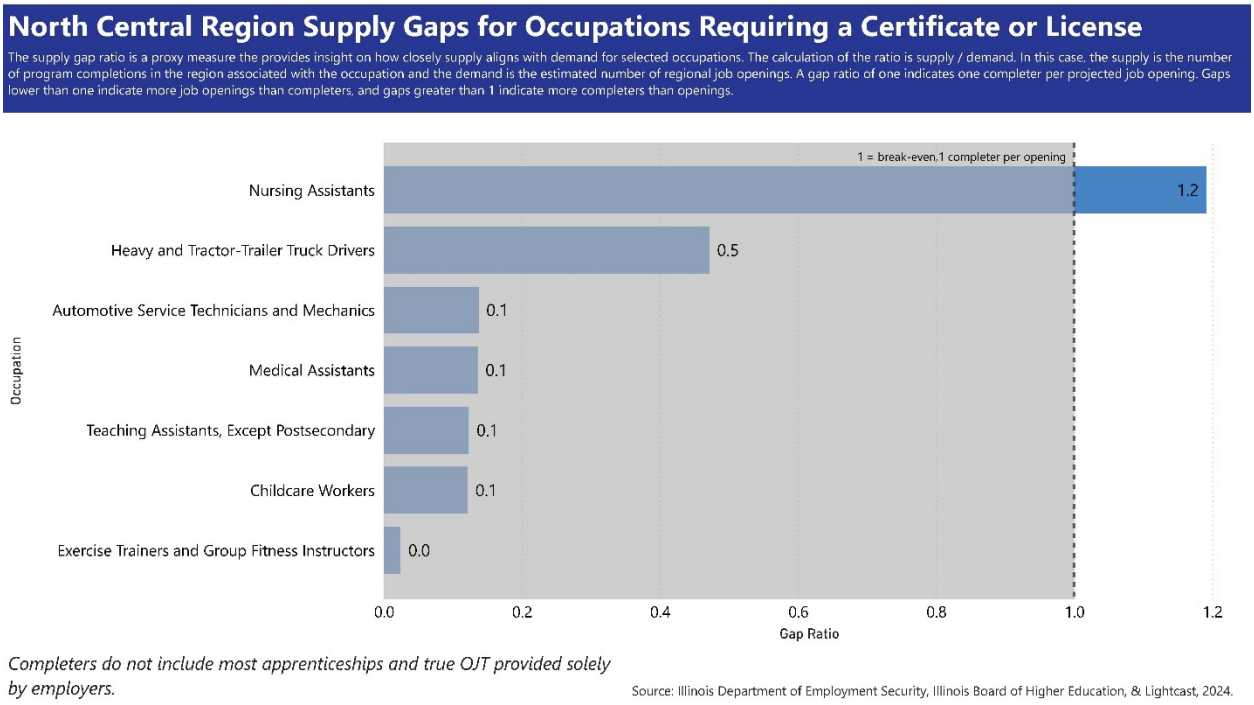


Figure 10: Supply Gap Analysis for Occupations Requiring an Associate Degree

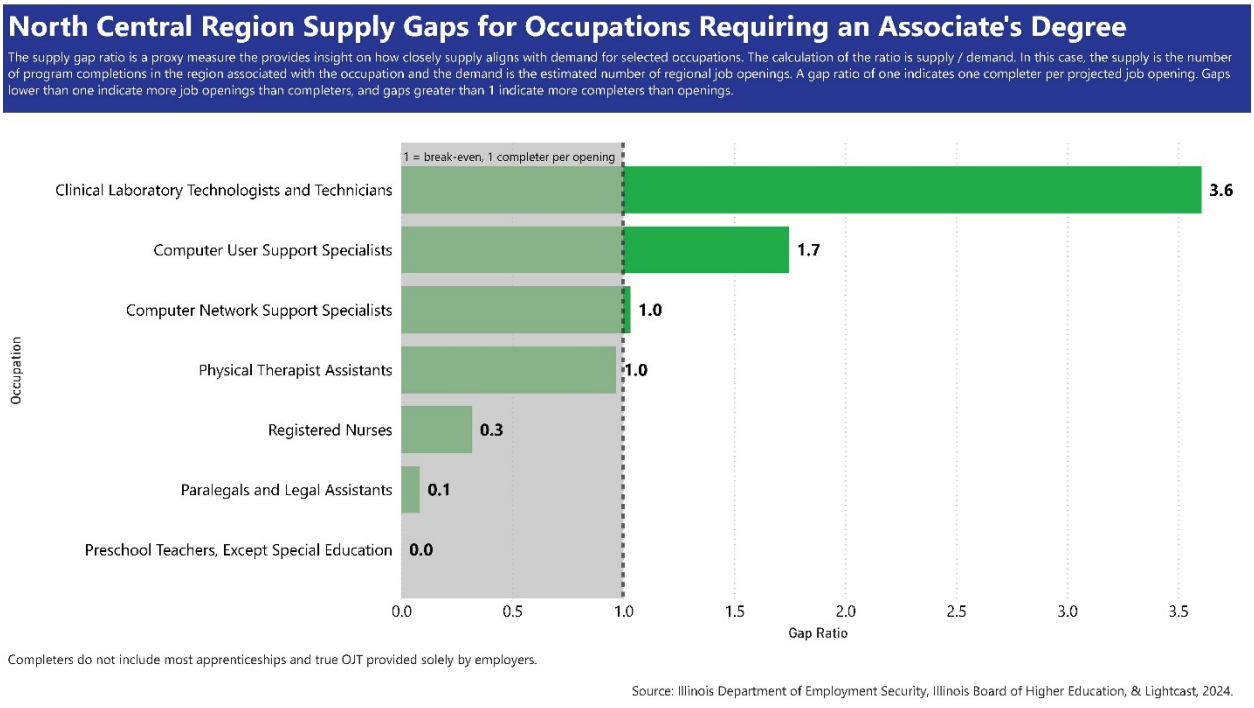
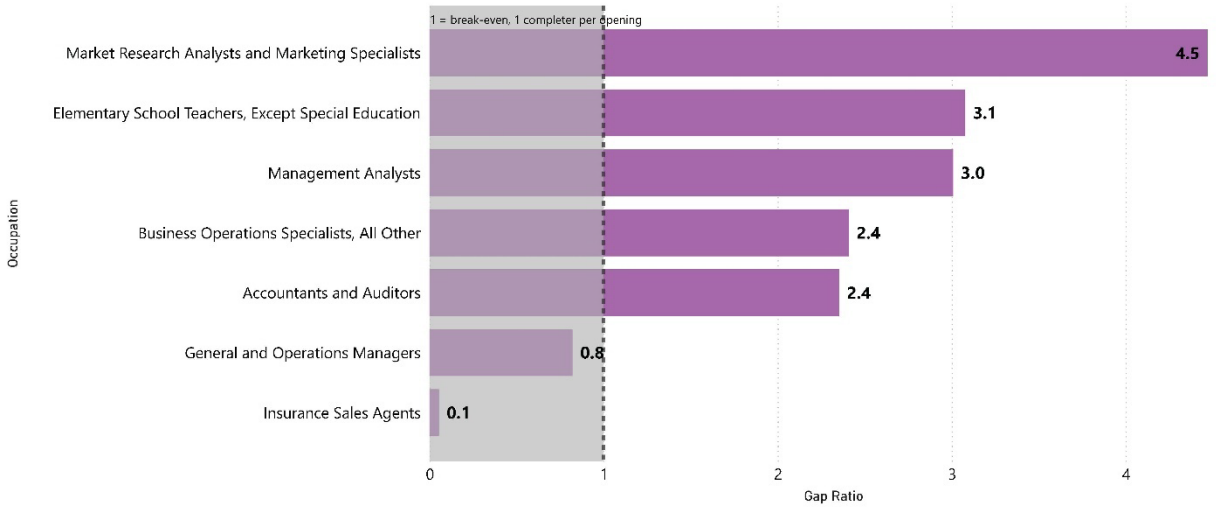


Figure 11: Supply Gap Analysis for Occupations Requiring a Bachelor's Degree

North Central Region Supply Gaps for Occupations Requiring a Bachelor's Degree

The supply gap ratio is a proxy measure the 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, 2024.

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 submitted Action Plans for Improving Service Integration within their LWIAs to the State of Illinois in the fall of 2023.

In accordance with the Regional Planning guidelines, the Partners to EDR 3's plan commit to the implementation of their respective Service Integration Plans. The Partners recognize that the Service Integration Plans will change over time and this document formalizes the commitment at the LWIA level to continue the work of integration as it evolves.

Below is the summarization for each LWIAs commitments to current integration plans.

LWIA 11:

- Customer Centered Design
- Cross Training of Partner Staff
- Intake and Assessment
    - Develop Sign-in Process that Captures Service Needs
- Updated Services Schedule and Referral Form
- Career Pathways
    - More Staff Training
    - More Information on Web Page

    - Increase Board Engagement
- Evaluate and Increase use of Social Media to Distribute Information

LWIA 15:

- Customer-Centered Design
    - Use Customer Feedback to Shape Service System
    - Keep the LWIB informed with regular updates and by adding Partner Updates to meeting agendas.
    - Develop One-Stop System-wide Complaint Procedures
- Partner Staff
    - Monthly Partner Meetings
    - Review Frequency and Depth of Cross Training Plans
    - The partner website (CentralIllinoisHelps.com) includes an internal referral system for all partners and a section dedicated to cross training materials.
- Intake and Assessment
    - Create a Common Intake and Assessment Tool
    - Create a Service System Disclosure Statement
    - All partners will participate in cross training of frontline staff.

LWIA 19:

- Customer Input
    - New Tools - Customer Surveys
    - Update Customer Profile Form
    - Develop Customer Flow Charts
    - Use Customer Feedback to Shape Service System
- Staff Capacity
    - Establish a Vision for Customer Service
    - Establish Core Set of Competencies for Staff
    - Community Resource Academy
    - Develop Sharing Culture Among Partners
- Systems Communication
    - Finalize Referral Tracking System
    - Create Universal Consent Form
    - Create Schedule for Regular Meetings of Front Line Staff
    - Notify Staff of Changes in Service Design
- On-Going Systems Improvement
    - Complete Planning Process and Incorporate into Other Documents
    - Keep LWIB Informed on Implementation Progress.

Chapter 2 Section B: Describe how transportation and other supportive services are coordinated within the region (§ 679.510(a)(1)(vi)). Plans must respond to the following sections:

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

EDR 3 has numerous organizations and programs assisting individuals that help support their success in pursuing education, training, and employment.

Table 16: Regional Supportive Service Organizations

TRANSPORTATION	CHILDCARE	BOOKS, UNIFORMS, CAREER WEAR
• CityLink • Connect Transit • Department of Human Services • Mid Central Community Action • Salvation Army • Show Bus Public Transportation • Title 1 Agencies	• Childcare Assistance Program • Childcare Connection • Childcare Resource and Referral Network • Mid Central Community Action	• Department of Human Services • Dress for Success • Goodwill • Mid Central Community Action • Mission Mart • Perkins Programs • Title 1 Agencies

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

The Region will identify gaps in coordinated services. Through integration planning, we will cross train staff to assure that staff who provide services across programs are knowledgeable of the supportive services that are available. The Region will facilitate a learning exchange where WIOA partners and other key support service providers can share.

Most of EDR 3 is served by two 2-1-1 hotline systems. Both 2-1-1 hotlines identify supportive service providers and maintain information on how to access these resources. Heart of Illinois 2-1-1 serves Marshall, Peoria, Stark, Tazewell, and Woodford counties. Illinois 2-1-1 serves McLean County. The hotline will continue to serve as the information system for training supportive services in EDR 3. In addition, a directory of all social service agencies in McLean, DeWitt, and Livingston Counties is maintained by PATH – Providing Access to Help. This includes references to mental health, housing, transportation, medical, vocational, and educational services.

> All three local workforce boards will share supportive services policies with each other. In addition, local boards will review supportive services policies for possible revision to ensure supportive services are similar across the region.

Supportive services are provided by various community college, community based organizations, United Way 211 help Center, etc. As a region, there will be regional staff training which includes front line staff from all 3 workforce areas on the different supportive services offered by the different organizations possibly a Zoom meeting)

In addition, regional supportive services training could extend to all organizations who provide supportive services in the region so everyone is aware of the services offered.

As a region, we can identify organizations that provide supportive services, create a regional easy to use infographic for individuals to know who to contact, & post on local area websites. This way as a region we are coordinating & speaking in 1 voice on supportive services.

Local Workforce Innovation Board policies strive to prevent duplication of services so WIOA supportive services are utilized after other sources have been exhausted.

Expanding on a collaborative regional effort, general workforce activities such as: ITA, Incumbent Worker, OJT, Work Experience, and Apprenticeship policies of each workforce area can be compared, discussed, and possibly revised through best practices of each area. In addition, sharing fiscal knowledge including methods on how each local area in the region are meeting the 50% requirement.

Chapter 2 Section C: Describe the coordination of services with regional economic development services and WIOA service providers (§ 679.510(a)(1)(vii)). Plans must answer the following questions:

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 were involved in the regional planning process: Bloomington-Normal Economic Development Council; City of Pekin Chamber of Commerce; Greater Peoria Economic Development Council; and Spoon River Partnership for Economic Development.

These organizations provide strong leadership within their respective geographic areas of service to meet the needs of business and grow their local economies. Each of the representatives on the committee is involved in economic development activities that helped inform the plan development process so that we can respond as a region to business needs. A brief overview of these organizations is provided below:

- **Bloomington-Normal Economic Development Council (BN-EDC):** The BN-EDC helps businesses succeed in Central Illinois – from start-ups and small businesses to large corporations. Our area boasts one of the youngest, most educated and talented workforces in the Midwest. Centrally located and rich in resources, Bloomington-Normal has been voted "one of the best" for families, singles, and businesses. The EDC of Bloomington-Normal has many programs and services to

help businesses thrive. Our services include; site location assistance, resources for entrepreneurs, financial assistance, and research assistance.

- **City of Pekin Economic Development:** Ideally located about halfway between Chicago and St. Louis; easy access to highways, river ways and air travel; an abundant and skilled work force; a vibrant local economy; an exceptional quality of life - these are just a few of the reasons why so many businesses thrive in Pekin. The City of Pekin offers many different economic incentives and tools to new and expanding businesses. These include a Pekin Area Enterprise Zone, one Tax Increment Financing district (TIF), Build Illinois Loan Program, EDFAP Loans, and Riverway Business Park.
- **DeWitt County Development Council (DCEC):** Our Mission is to actively engage current and potential businesses to market DeWitt County to attract commerce and encourage job growth. DCDC promotes ideas for local business expansion and workforce development, and provides direction for new and existing businesses or commerce seeking resources to enhance business operations
- **Greater Livingston County Economic Development Council (GLCEDC):** GLCEDC dedicates its purpose to supporting the retention and expansion of existing enterprises and to attracting new businesses. Additionally, the GLCEDC recognizes the importance of a highly trained and competent workforce and works diligently with HCC, the Livingston Area Career Center, and the Grundy, Kankakee, Livingston County Workforce Investment Board to respond to the needs of current and prospective employers. Furthermore, as a respected advocate of the business community, the GLCEDC works with elected officials at the federal, state, and local levels to advocate for more business friendly policies pertaining to workers' compensation insurance, tax reform(s), and other pro-business initiatives as directed by our Board of Directors. The GLCEDC also serves as a liaison between a business and government agencies to facilitate and expedite the development of new projects
- **Greater Peoria Economic Development Council (GPEDC):** The five counties of Logan, Mason, Peoria, Tazewell, and Woodford are collectively a designated Economic Development District (EDD) by the U.S. Economic Development Administration (EDA). The GPEDC is the organization that manages that designation. Every five years, the GPEDC develops and submits a Comprehensive Economic Development Strategy (CEDS) to the EDA. One of the core strategies within the CEDS has been, and will continue to be, the improvement of the region's workforce development system. We provide annual updates showcasing the progress of our region on the implementation of that strategy. Strategies and projects included in our CEDS are more likely to successfully receive EDA grants. The current CEDS expires in 2025.
- **Spoon River Partnership for Economic Development:** Spoon River Partnership for Economic Development is the lead agency in the Canton area to focus on business and economic development and actively works with the City of Canton, Chamber of Commerce, Canton Main Street, Spoon River College, Fulton County, and other local and regional stakeholders to promote economic development within the Canton area. These activities focus on business attraction, entrepreneur

and small business development, retention and expansion of existing businesses, and other community and economic development activities.

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.

Chapter 2 Section D: Describe the coordination of administrative cost arrangements, including the pooling of funds for administrative costs, as appropriate (§ 679.510(a)(1)(v)).

The North Central Region partners have entered into negotiations regarding the administrative and other costs for the One-Stop Center infrastructure and shared system costs, following the Governor's Guidelines to State and Local Program Partners Negotiating costs and Services Under the Workforce Innovation and Opportunity Act of 2014, and the Supplemental Guidance for Program Year 2024 (State FY 2025). A draft budget has been prepared and presented to partners, along with a proposed cost allocation using the cost allocation process recommended by the State. Discussions among the Partners are ongoing with a view toward reaching agreement on an equitable arrangement for allocation of shared costs. Under the revised guidelines, this draft budget is due to DCEO on April 15, and the outcome report on the MOU negotiation is due on April 15 as well. The MOU and the budget are both due by May 31, with the fully executed MOU in place by June 30. The North Central Region partners expect to meet these deadlines. The Partners will work together during the coming year to implement the cost coordination agreements and will monitor the costs of the One-Stop Center infrastructure and other shared system costs.

Chapter 2 Section E: Describe how a *RIA lens* is or will be incorporated in the regional service integration strategies, including the coordination of service delivery strategies to job seekers and employers.

RIA will be achieved by creating pathways that provide access to childcare and transportation so customers can engage outside the home. Those most in need may also lack access to technology within their homes. Identification of resources to provide internet and computers within the home will help these individuals work remotely. Some may also need training on how to use technology for remote access to work and education. The Partners will meet periodically to review their progress in implementing regional service integration strategies, including equity outcomes. The Partners will:

- Design services that are inclusive and accessible to individuals with various backgrounds and abilities. This may involve providing language support, accommodating different learning styles, and ensuring physical accessibility.

- Forge partnerships with educational institutions to ensure that workforce development programs and services are accessible to all individuals, regardless of background or socio-economic status.
- Engage with diverse stakeholders, including community organizations, advocacy groups, and representatives from underrepresented communities, in the planning process. This ensures that the strategies are informed by the experiences and needs of a wide range of individuals.
- Engage with employers to promote inclusive hiring practices. This includes providing resources and training to employers on creating diverse and equitable workplaces and connecting them with a diverse pool of qualified candidates.

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.

Chapter 3 Section 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 Local Workforce Innovation Boards of the North Central Economic Development Region 3 will achieve alignment through the adoption of the State's strategic vision and principles to support regional economic growth, which are stated below.

Vision

The State's strategic vision is accomplished through the WIOA public workforce development system and its community partnerships.

EDR 3 is adopting the State of Illinois' 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. 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 3 is adopting the eleven (11) strategies of the WIOA State Plan:

1. The Workforce Development System uses a customer-centered approach to service delivery.
2. The Workforce Development System advances diversity, equity, inclusion, and access.
3. WIOA partners and other workforce and education systems in Illinois enhance coordination and collaboration.
4. Job seekers and employers have a broader awareness of the Workforce Development System.
5. The Workforce Development System improves local service delivery through enhanced support of frontline workers.
6. The Workforce Development System supports, informs, and enhances employers' talent strategies.

7. The Workforce Development System sets a good-job standard for training programs and employers that work with the Workforce Development System.
8. The Workforce Development System will build out tools and practices that can help employers adopt a culture that promotes equity and accessibility.
9. The Workforce Development System educates and supports job seekers regarding how to navigate the labor market.
10. The Workforce Development System interacts with job seekers in the places where they live and visit.
11. The Workforce Development System will use a data-informed approach to reduce barriers to services for job seekers who have historically been underserved.

Chapter 3 Section 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.

EDR 3 will prepare an educated and skilled workforce by aligning and integrating partner programs and services. This alignment will include programs that focus on employer needs for a skilled workforce. When possible, we will leverage funds across programs to better serve employers. The region will work to improve access to sector-based education and training services to those facing multiple barriers to employment.

The region will use a diverse array of training models to achieve our goals including:

- Development of career pathways that will focus on our primary targeted industry sectors of healthcare, TDL, and manufacturing. We will also explore pathway creation for our secondary targeted industry sectors of IT, finance, and business management. These pathways will contain multiple entry and exit points. This will allow individuals of varying abilities to have access to realistic pathways.
- Earn and Learn Opportunities will be created by leveraging the linkages that economic development partners have to employers in our targeted industry sectors. Integrated business services will be developed so that employers will have an understanding of training resources from all partners.
- Talent Pipeline Management (TPM) model reengineers the concept of education and training design. This model places the employer at the center of skill acquisition and training. The region will develop programs based on the concepts outlined in a talent pipeline approach. This includes the concept that each partner adds incremental value to the supply chain of a trained workforce.

Some examples of preparing educated and skilled youth and individuals with barriers are:

Two community colleges in the region have received workforce equity grants from the Illinois Community College Board.

- Heartland Community College's Workforce Equity programs focus on short-term stackable credentials, designed to get students into the workforce quickly, but can also be built upon to earn an associate degree. The grant is intended to engage African American, Latino, and low-income learners to get career training that can move them quickly into the workforce. The grant will focus on high impact programs to develop and foster the skills of individuals that are looking to retool their job skills or directly entering into the workforce. HCC's certificate programs such as EV Maintenance, Medical Assistant, Office Assistant, Truck Driver Training, and more are designed to create a quick pathway to occupations earning 30% above the area living wage.
- Illinois Central College's (ICC) Workforce Equity Initiative (WEI) seeks to prepare African American and other adults residing in "Disproportionately Impacted Areas", within College District #514, with a work credential and a living wage job. The WEI project will train participants in the high demand occupations of computer numerical control (CNC), production welding, welding operator, HVAC installer, HVAC technician, CDL truck driver, IT fundamentals (help desk), LAN technician, emergency medical technician (EMT), Paramedic, and licensed practical nurse (LPN). All participants will enter employment or be placed on a career pathway leading to a job paying at least 30% above the regional living wage. Since the WEI grant began in 2019, more than 900 individuals have been served in eleven (11) different training programs.

  In order to ensure that individuals with barriers to employment have Earn and Learn Opportunities, ICC continues to address underserved populations by accessing grant opportunities in addition to collaborating with community-based organizations, employers and others. In addition to ICC's equity grant, current initiatives that addresses local workforce gaps and employment barriers in an effort to prepare underserved individuals with a decent and equitable employment opportunity include the CNA Solar Training Program and Highway Construction Training Program. These initiatives focus on developing the region's workforce by providing participants with opportunities for earning credentials and a living wage. These Earn and Learn Programs address high demand-careers and target low-income individuals, those living in high crime and high poverty areas, unemployed individuals and minorities.

In Greater Peoria, a number of workforce development initiatives are in motion through the Regional Workforce Alliance, a collaboration of over 40 educational and industry leaders working along the talent pipeline from middle school, to high school, and with adults.

- **Career Pathways:** Beginning in middle school with CareerSpark, a free, hands-on career expo open to all 8th graders, we have exposed over 12,000 local students to

careers within in demand industries and occupations in Greater Peoria. This work continues through partnerships with regional high schools that has focused on creating high-impact internship and job shadow opportunities for students to engage with in the industries most critical to our region's economic sustainability. Our region is also supporting schools in aligning this work to the new post-secondary and career readiness expectations outlined in the Post-secondary and Workforce Act. Our region has also been key in guiding the development of new state-standardized College and Career Pathways endorsements that will offer a transferable credential to students graduating high school with early college credit and work experience in an industry concentration. These new standardized pathways will provide our regional schools with a framework to align their coursework and career development experiences to ensure more equitable and efficient access to regional in demand careers.

LWIA 11 also organizes a career exploration event for eighth-grade students to meet with employers, act out careers through hands-on activities to visualize their future, and lay the foundation for high school studies, preparing them for a career path. The event highlights the area's most critical industry clusters and employers, including manufacturing, healthcare, innovation and technology, business and finance, and more.

- **Talent Pipeline Management:** Through this Regional Workforce Alliance framework, work is underway to reengineer the concept of education and training design. By bringing together industry leaders, educational partners, and community-based organizations, we will establish more intentional population-based strategies that support the unique needs of our K-12 students, our underemployed citizens, and those individuals with multiple barriers, placing skill acquisition and living wage careers at the center of our training. The region will develop programs based on the concepts outlined in a talent pipeline approach.

Other examples are the pre-apprenticeship programs LWIA 15 has collaborated with throughout the region:

- **Career Link's GED Recovery Programs:** Black Hawk College, HCC, ICC (North), Peoria Park District, Spoon River College GED recovery programs assist high school dropouts in obtaining their GED, provides career counseling, resume and job search skills, and post second training opportunities including on-the-job training and apprenticeship opportunities.
- **Carle Health Methodist Hospital:** Apprenticeship Plus Nursing Assistant to Medical Assistant Bridge Program Apprenticeship Scholarship. Provided a bridge from basic labor occupations to certified nursing assistant to medical assistant.
- **Peoria Public Schools:** The Pathways grant is focusing on construction internship opportunities. Students have or will soon gain their forklift certification through Goodwill Industries. Students will also learn about employability skills through Goodwill as well as participate in the American Hospitality Association. Over the next two years, it is expected that 25-30 students will be engaged in the

opportunities. Students will gain their certification by working at Ruyle, City of Peoria, and Morton Industries.

This grant will provide opportunities to work with the Carpenters' Union Hall. We use their curriculum in our program therefore, students will earn a union credential. Students will also receive credentials through Associated Builders and Contractors (ABC). The Carpenters' Union will give priority to interview students in this pre-apprenticeship grant to enter the apprenticeship program.

- **YouthBuild McLean County (YBMC):** Will operate an on-site healthcare training lab. Participants will learn practical skills, in-line with the certified, clinical medical assistant curriculum proposed in the NOFO. While working in the lab, participants will transition to work-based learning activities. We are also working with other local, non-profit healthcare organizations such as McLean County Nursing Home to develop additional work-based learning activities.

  YBMC will operate an on-site construction training lab. Participants will learn practical skills, in-line with the residential construction, carpentry curriculum proposed in the NOFO. While working in the lab, participants will transition to work-based learning activities. YouthBuild McLean County has rehabilitated and constructed homes in McLean County for over 20 years.

  YBMC will operate an on-site information technology (IT) training lab. Participants will learn practical skills, in-line with the COMPTIA curriculum. While working in the lab, participants will transition to work-based learning activities. This is a relatively new program at YouthBuild McLean county, but has been popular with program participants.

  YouthBuild has been reestablished in Peoria County. The Partners anticipate learning more of their program focus.

Each partner program under WIOA will look at its own program design to see how they align with the goal of preparing an educated and skilled workforce. For programs under Title 1 and Title IV, this may mean a review of the current curriculum that they fund within our targeted industry sectors. Programs under adult education may want to expand contextualization of curriculum around workforce and academic readiness. As a region, partner programs will review current assessment processes and tools and develop, to the extent possible, common assessment practices that address the needs of our industry sectors of focus.

Core partners will work towards consistent program design that enables them to meet the WIOA performance measures of:

1. Percent Employed 2nd Quarter after exit (Adult Programs)
    a. Placement in Employment/Education 2nd Quarter after Exit (Youth Programs)
2. Percent Employed 4th Quarter after exit (Adult Programs)
    a. Placement in Employment/Education 4th Quarter after Exit (Youth Programs)

3. Median Earnings 2nd Quarter after Exit (Adult and Dislocated Worker)
4. Credential Attainment (up to one (1) year after exit-Youth)
5. Measurable Skill Gains (All Programs except Wagner-Peyser)
6. Effectiveness in Serving Employers (All Programs)

The regional plan must include establishing an agreement of how the region will collectively negotiate and reach agreement with the Governor on local levels of performance for the performance accountability measures (as described in WIOA Sec. 116(c)) to comply with § 679.510 (a)(1)(viii). Each year the Local Board and the Chief Elected Officials shall negotiate and reach agreement on local levels of performance based on the State adjusted levels of performance established under Section 116 (b)(3)(a). The local levels of performance were successfully negotiated for PY 22-23 on September 22, 2022 (see Attachment 20).

Chapter 3 Section C: Provide a description of the regional and local strategies that will achieve the vision and principles. This section 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));

Career Link will meet with employers individually following the results of the TMP survey process and work to address their individual concerns regarding talent, upskilling, retention, and turnover. We will specifically target in demand sectors in our area such as manufacturing/logistics, healthcare, and IT.

EDR 3 plans to undertake the following efforts to engage employers in workforce development programs:

1. Work with the region's economic development organizations to identify employers throughout the region from the identified sectors of:
    a. Construction
    b. Healthcare
    c. Information Technology
    d. Manufacturing
    e. Professional Business Services
    f. Self-employment
    g. Transportation and Warehousing
2. Implement the State's Framework for Next Generation Sector Partnerships that offers a vision for building sustainable employer-driven, community-supported

sector partnerships in Illinois, with a particular emphasis on the role that economic development organizations play in leading this work, and clarification on how workforce development and education organizations support it. We will work with economic development to create partnerships that are:

   a. Industry-led, driven by a committed group of employer champions,
   b. Community-supported by a diverse range of public program partners,
   c. Convened or facilitated by a credible third-party (or intermediary),
   d. An organizing vehicle for multiple program partners to respond to industry priorities together,
   e. Local or regional (not top-down or statewide), and
   f. Action-oriented, focused on improving industry sector competitiveness, and not limited to just workforce issues.

3. Through a collaborative effort, partner agencies will investigate the viability of developing employer-led initiatives to create apprenticeship programs in the manufacturing, healthcare, and transportation sectors.

Strategies and Services to Facilitate Engagement of Employers:

Career Link organizes the LWIA 15 Business Service Team (BST) by hosting monthly meetings with partner agencies and small businesses within our eight (8) counties. These meetings showcase local businesses and get a glimpse of what assistance they can use. The Partners in attendance offer comprehensive services including on-the-job-training, grants, and workforce solutions. The featured businesses are connected to the resources. Monthly BST virtual meetings are held in both Bloomington and Peoria. We also discuss how the local businesses are doing, and try to identify any local businesses that would be interested in assistance. Career Link Business Service Representatives (BSRs) are also part of the State's Rapid Response Team. We offer retraining options to dislocated workers affected by business closures. This can include career services, education assistance, or simply a connection to a local opportunity at another business. Career Link also assists small- and medium-sized businesses by being a contact for virtual career fairs. We have collaborated with Illinois workNet.com to direct businesses to set up virtual career fairs. We also share local openings through Career Link's Facebook page and website. Career Link collaborates with ICC, DHS/DRS, and IDES to connect individuals to local jobs.

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));

Local WIOA BSTs will continue to collaborate with the EDC's, Chambers, and local businesses to assist with local business needs and we will continue to provide rapid response services to provide services to any workers affected by layoff to connect them with training funding or direct access to local jobs.

To support a local workforce development system that meets the needs of businesses in the local area the region's partners will take the following steps.

1. Coordinate business services among the Partners to improve on our existing models and expand on existing EDC retention models.
    a. Meet with businesses to address barriers to growth.
    b. Leverage regional resources to help businesses launch or accelerate international trade programs.
    c. Identify technology transfer opportunities within the public and private sectors that may be leveraged for growth.
    d. Share information on regional, state, and federal financial tools for business development on the EDC website.
2. Work with regional partners and economic development councils to foster a shared understanding of the needs of business and, in particular, the skill needs of businesses in our targeted sectors.
3. Improve outreach and recruitment of potential employee candidates by leveraging existing federal, state, and regional career guidance tools and expanding their use throughout the region. Examples of these tools include:
    a. O*NET
    b. IDES Career Information System (CIS)
    c. Make Yourself Greater Peoria
    d. Illinois Job Link
4. Improve skills assessment of job-seeker customers by expanding use of the National Career Readiness Certificate (NCRC) and related tools.

The integrated BST of EDR 3/LWIA 15 will continue to develop and improve mechanisms to connect business to the full range of partner services regardless of sources. Communication and coordination among partners allows for the most effective provision of services. The efforts of the BST are focused on delivering timely solutions to expressed business needs.

The BST has a standardized process for contacting businesses in each targeted industry sector and the capability of providing direct access to appropriate services or referral to other who can provide those services. BST members are knowledgeable of all available services. Appropriate team members are identified to serve as resources for the delivery of services. The BST will participate in community-based, business-focused events on a regular basis. The BST will partner with businesses to identify their needs and provide timely solutions. The BST will develop customized service proposals for business customers that detail a range of potential solutions to meet those customers' needs and challenges.

The BST offers services based on the five types of workforce issues that typically concern a business:

- Recruitment and Hiring Solutions
- Training and Education Solutions
- Transition Solutions

- Information Solutions
- Support Service Solutions

Closely tied to the solutions sought by businesses is the expanded use of work-based learning (Registered Apprenticeships, Youth Apprenticeships, Pre-Apprenticeships, Customized Training, On-the-Job Training, Incumbent Worker Training (IWT), and others). This emphasis recognizes work-based learning as often the most effective mechanism for delivering Training and Education solutions, in an environment that is directly shaped to and for the needs of the employer – their own business.

Partners have or will take the following approaches to meet the needs of businesses:

- Monthly BST meetings held virtually.
- Orientations are being planned in-person and virtually.
- IDES will refer all RESEA-eligible job seekers to Title 1 for services.
- Partnering with IDES for virtual job fairs on Illinois workNet.
- Development of a partner website with an internal referral system for all partners (CentralIllinoisHelps.com).
- Increased outreach to job seekers and businesses utilizing social media, cable, newspapers to promote training services.
- Coordinated with IDES, send weekly email blasts to UI claimants for recruitment to the dislocated worker program.

LWIA #19 will continue to work with the Clinton Chamber of Commerce to gain information regarding business needs.

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

To better coordinate workforce program and economic development, the region will work to coordinate policy and program design. The State's vision is to provide communities with the opportunity to prosper. Policy and program coordination between economic development, whose goal is economic growth and workforce development, the goal of which is training a skilled workforce, should help the State achieve that goal.

Career Link will continue our collaboration with our local partners at the GPEDC meetings, BNEDC meetings, local Chamber office, COMPACT, community colleges, State of Illinois Team Red newsletters and trainings, and State and local government officials to stay up to date of new opportunities to collaborate with current businesses that may be expanding or with new businesses considering our area.

Through the Regional Workforce Alliance, the Greater Peoria Economic Development Council has focused attention on upskilling workers to prepare them for steadier and more lucrative jobs. Coordinated systems for the unemployed to overcome the multiple barriers that prevent them from employment (transportation, health, childcare, etc.) are being created.

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

Title 1 will strive to improve effective communication with our partners at IDES to provide seamless rapid response services to businesses closing or experiencing a downturn while being proactive with all other businesses to offer tax incentives, State programs, and WIOA funding as a single package to employers.

Those receiving unemployment insurance are primary customers of the one-stop system. Through co-location and direct linkages, those receiving unemployment insurance will be able to connect to all partner services in the region. Unemployment insurance clients are required to register on the state's job bank, IllinoisJobLink.com (IJL), for assistance with their job search. Partner programs can also reach out to clients through their IJL account to provide services, as well as track all services provided to the client.

Linkages between the one-stop delivery system and unemployment insurance programs will be strengthened through the enhanced career services offered through the one-stop. Enhanced career services include reemployment workshops, referrals to training and education providers, and direct referral to employment.

IDES is also receiving funds for the Reemployment Services and Eligibility Assessment (RESEA) through USDOL. This program targets UI recipients that are most likely to exhaust benefits and requires them to receive assistance with their reemployment efforts. All RESEA-eligible individuals will be referred to Title 1 by IDES. Career Planners are using emails and postal mail contact. If participants are not answering their phone then the use of text messaging is employed. Facebook messenger can also be used to contact participants when possible.

IDES is also attempting to connect more clients to the one-stop system by utilizing the Benefit Payment System to run reports showing claimant that are fully registered both for unemployment insurance as well as on Illinois Job Link. Local offices are contacting these claimants to inform them of all services available to them at the one-stop and to encourage their attendance at workshops and hiring events hosted by the one-stop.

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

Career Link will collaborate with local EDC and Chambers to reach out to any businesses seeking improvement in hard skills and will offer any available WIOA dollars to support training and microenterprise services as allowed within WIOA guidelines.

Regional strategies to promote entrepreneurial skills training will include:

1. A more coordinated effort between economic development agencies to cross promote each other's efforts in the region through regional links on their websites.
2. Explore regional incentives to attract and retain entrepreneurs.

3. Partners have identified the following initiatives that will help the region expand entrepreneurial and microenterprise services:
    a. The Canton Area Chamber of Commerce has a leadership academy for high school sophomores through its Young Professionals group.
    b. 1 Million Cups is a free weekly national program designed to educate, engage, and connect entrepreneurs. Developed by the Kauffman Foundation, 1MC is based on the notion that entrepreneurs discover solutions and network over a million cups of coffee. Presenters are allowed six minutes to tell their story, present their business model, share some obstacles they have had to overcome, or even some they haven't yet.
    c. The George R. and Martha Means Center for Entrepreneurial Studies at Illinois State University serves as a research and consulting resource for local businesses. It is devoted to creating and implementing entrepreneur support programs for Illinois State University students, local high school students, and members of the Bloomington-Normal community.
    d. Advantage Illinois - Enhancing access to capital for Illinois businesses is a top priority. The Brookings Institution has noted that more than 95% of new jobs are derived from business expansion or start up activity. Small businesses are the backbone of the Illinois economy, and the Advantage Illinois program is there to assist. By working with the State's banking community and venture capitalists, we'll help entrepreneurs and small businesses start up, expand, and create new jobs at a faster rate.
    e. KeyStart is an idea submission and pitch competition which will award a $5,000 investment to one new business idea per bimonthly program cycle. The purpose of this program is to provide entrepreneurs with fast access to capital in order to turn ideas into real companies.
    f. The Turner Center for Entrepreneurship is a not-for-profit program located at Bradley University. It provides business counseling, technical assistance, training, and educational activities for individuals interested in owning their own businesses.
    g. Illinois Wesleyan Design, Technology, and Entrepreneurship Program. This is a new program being offered for the first time in the fall of 2016. This unique interdisciplinary program incorporates creative and technical skills, material science, and finance and management. Students will make product prototypes, create business plans, and develop electronic portfolios of their finished products. Faculty and resources for the program will come from physics and other disciplines within the natural sciences, the College of Fine Arts, business administration, marketing, and accounting.
    h. The Illinois Small Business Development Center at Illinois State University (SBDC) was established in March 2005 to help entrepreneurs start a new business or expand or improve an existing business. The Center offers one-on-one confidential counseling for all phases of business activities.

i. Spoon River College and the Spoon River Partnership for Economic Development jointly sponsor the Small Business and Entrepreneurship Resource Expo. The Expo informs local small business owners about potential resources that can help their business prosper.

j. Slingshot CoWork is a co-working space dedicated to the startup community in Bloomington Normal. Created to be a call to the community that the entrepreneurial spirit is alive and well. This space is dedicated to creating jobs for people in Bloomington-Normal.

k. The Nest is a co-working space that provides a shared work environment that combines the flexibility independent professionals have with the connectedness they need. Co-working is a sustainable alternative to isolation and distraction from home offices and cafes.

l. The Illinois Small Business Development Center at Bradley University provides free business counseling and low-cost training programs for existing and startup businesses in Central Illinois.

m. Startup Peoria is a program of the Greater Peoria Economic Development Council. It exists to develop an ecosystem, for entrepreneurs and innovators, to launch successful ventures that contribute to the growth and sustainability of Greater Peoria.

n. Peoria NEXT Innovation Center is the home of researchers, inventors, and entrepreneurs that are transforming new technologies and innovations into commercial enterprises.

o. Central Illinois Angels is an investment organization focused on providing equity to opportunities that show a promise of significant return to its members.

p. Innovative Entrepreneurs – is a high school program from Unit 5 school district in McLean County. This program connects students with local business owners so they can see day-to-day operations and hear their startup stories.

The region will use the above listed initiatives to help focus investments on the key sectors that have been identified for the region.

Entrepreneurship has skyrocketed during the past two years as people voluntarily or involuntarily adapt to a changing employment situation and economy. There will always be an emphasis on supporting scalable and high-growth start-ups, regional partners will also focus on more traditional small business start-ups, “gig-workers,” and “side hustles” to ensure they are viable businesses that support workers.

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)).

Local WIOA BST will continue to play an active role with all stakeholders relating to business functions in the eight counties we serve. We will look to expand apprenticeship efforts by partnering with experts such as SkillsUSA and technical schools to continue an expansion of our collaboration with expanding the talent pipeline. Career pathways will be established by exposing students to all the great businesses in our area through events like Discover Manufacturing, CareerSpark, high school job fairs, and by promotion of National Apprenticeship week and manufacturing month. We will continue to offer businesses solutions for funding training with IWT funding and promote our youth programs by partnering with GED programs and local high schools.

We are engaging in TPM Strategy 1 and have been working with the Greater Peoria EDC to send out surveys to the manufacturing sector. We have received a few surveys back, and will be working to aggregate the date into a report. We plan to share the aggregated report with the employers, and then engage the training partners including the local colleges, technical schools, high schools, and industry training champions to see what kind of talent we have locally to help meet the demands of the employers. The data can be used by the local training providers to better align offerings to solve employer needs. We will offer employers WIOA funding using IWT funding to help pay for Apprenticeship, upskilling, and training needs by the local employers. We will look for opportunities to place any dislocated workers with skill sets matching the company data provided to seamlessly transition workers from a previous job to a new role. We can use OJT funding to assist with positions where we can leverage WIOA dollars to help offset training costs and encourage the hiring of dislocated workers, reducing the chances they will be on unemployment.

To implement initiatives designed to meet the needs of regional employers, the region will undertake the following strategies:

1. **Work-Based Learning – Earn and Learn Models:** To increase the utilization of work-based learning in the region we will work through existing initiatives such as the Strategic Manufacturing Group, Healthcare Exchange, and Bloomington Advantage addressing our target industry sectors to promote these programs to regional employers. We will also work with our BST to standardize the promotion of these programs when meeting with employers.
2. **Sector Strategies:** The region plans to use both career pathway and TPM approaches to support our sector strategies. We will inventory the current information on career pathways in the region and evaluate how complete they are. It is our plan to create pathways with multiple entry and exit points, so that participants with varied levels of educational attainment can enter a career pathway at an appropriate entry point to obtain the skills and credentials that they need. These career pathways will also enable participants to exit into employment that is

relevant for the skills and credentials they have obtained or continue in further education and training to prepare for better-paying jobs that require more advanced skills. Registered and non-registered apprenticeships, pre-apprenticeships that obtain industry-recognized credential programs will be used to establish talent pipelines that puts the employer as the primary consumer of the program. Incumbent worker programs will be utilized to upgrade the skills of the existing workforce. The region will explore these models and work to develop training programs using this approach.

3. **Coordinated Business Services:** Partners in the region will provide cross training on the programs and services that they offer to employers. The Economic Development Partners in the region will take the lead in developing common messaging and marketing of business services. The Partners will develop strategies that go beyond program silos to promote their employer services.

Chapter 3 Section D: Describe regional strategies that will increase apprenticeship and other work-based learning opportunities.

The Region will use the following strategies to increase apprenticeships and other work-based learning opportunities:

- Target industries such as manufacturing, transportation/warehousing, and construction that lend themselves to apprenticeship training as part of a Next Generation Sector Partnership.
- Identify occupations within the targeted Tier 1 and Tier 2 industry sectors that have the greatest skills gap and can be addressed by on-the-job learning.
- Include Registered Apprenticeship Programs on the Eligible Training Provider List, thus qualifying associated training for Title 1 funding.
- BSTs will promote work-based learning to meet employer needs for skilled workers.
- LWIA #19 shares information about the Illinois Works pre-apprenticeship grant with DeWitt County Board Chair.

Examples of current initiatives include:

1. Apprenticeships - Employer partners, education, and workforce development continue to work together to design new apprenticeship programs. ICC, working with regional stakeholders have established secure software and industrial maintenance apprenticeships and are working with partners on additional regional apprenticeship programs. ICC has developed apprenticeships for Industrial Electrical Technician, Industrial Maintenance Technician, Network Administrator, CNC Precision Machinist, and Secure Software.
2. Compete and Connect – HCC GED students gain employability skills and workplace experience, with support from Career Link. Goal is to continue the program in

McLean County and advance the model as a regional strategy by expanding in Logan and Livingston Counties.

3. Customized Apprenticeship Program-Information Technology (CAP-IT) Grant – ICC has received a CAP-IT grant that will provide apprenticeship programs to provide paid work-based learning and post-secondary education. The CAP-IT grant will benefit the regions efforts to expand apprenticeships in IT.
4. Department of Labor (DOL) Registered Apprenticeships Programs – HCC is expanding multiple DOL-registered apprenticeships for Industrial Maintenance Technician, Building Maintenance Repairer, Tool and Die Maker, and Electric Vehicle Maintenance.
5. Internships – Several of HCC's applied programs require an internship to ensure work-based learning is part of the program of study.
6. Job Shadowing – Several of HCC's applied short-term work-ready programs incorporate job shadowing to orient the students to the real-world environment.

Chapter 3 Section 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.

Integrated Career and Academic Preparation System (ICAPS) - The adult education programs will continue to develop, expand, and enhance programming based on the employer need for Region 3. Programs will integrate Essential Employability Skills curriculum into all educational offerings. Bridge programs will contextualize content to pass the HSE and help students to improve their English Language skills. Efforts are being made to reduce enrollment into developmental education classes by offering a dual credit model that supports HSE and ESL students in general education coursework. The Local Board will provide data and labor market information from IDES and sector partnerships to allow Adult Education programs to make informed decisions. In addition, the Local Board will expand support services for adult learners. Adult Education programs will collaborate with Area Planning Councils to not duplicate services. Braided funding efforts with other core and required partners will include Perkins V, IDES, Career Link, and other agencies to provide scholarships and training opportunities. The local plan will align with State strategic plans to include pre-apprenticeship, along with Earn and Learn opportunities.

Adult Education at HCC offers several bridges for High School Equivalency (HSE) students and low and high intermediate ESL students. All students in both ESL and HSE classrooms are experiencing Blended Learning in the curriculum as well as contextualized instruction focusing on Workplace Technology and Education and Training career pathways. In addition, HCC has a College and Career Readiness ICAPS program for students to receive a short-term certificate in several career pathways. This program also helps students to transition either into the workplace or into further post-secondary education to earn an associate degree. HCC plans to expand bridge offerings to better prepare students transition into other career pathways.

ICC Adult Education currently offers four (4) bridge programs and two (2) ICAPS programs (Integrated Career & Academic Preparation). The four bridge programs are manufacturing, healthcare, entrepreneurship, and IT. ICC is currently exploring the opportunity to add a Transportation, Distribution, and Logistics (TDL) bridge offering. Illinois Central College has surveyed students to understand the demand for various bridge programs and there is significant interest in a TDL bridge program.

A goal for the region is to assist adults in obtaining credentials. Only 40% of the adults in the region currently have a post-secondary credential when 60% is required for economic vitality. Various initiatives throughout the region are designed to assist in assuring that 60% of the adults in the region obtain a post-secondary credential by 2025.

These initiatives include:

1. **Workforce Equity Initiative:** ICC is the lead college of an $18.7 million Workforce Equity Initiative partnering with 14 additional Illinois community colleges. The initiative addresses local workforce gaps and employment barriers in an effort to prepare underserved individuals with a decent and equitable employment opportunity. The initiative focuses on developing our area's workforce by providing participants with a credential and a living wage. It addresses high demand-careers and targets low-income individuals, those living in high crime and high poverty areas, unemployed individuals, and minorities. The Workforce Equity Initiative will train participants in the high-demand occupations of computer numerical control (CNC) operator, welder, CDL truck driver, CompTIA A+, CompTIA Network+, Local Area Network (LAN) technician, licensed practical nurse (LPN), emergency medical technician (EMT) and paramedic. The end goal is for participating students to secure employment with a full-time job paying at least 30% above the regional living wage.
2. **Regional Workforce Alliance:** A monthly gathering of business professionals and educators, creating connections to align public and private sector resources across the region for the benefit of developing a qualified workforce for Greater Peoria. The Regional Workforce Alliance has three sub-committees that address:
    a. The Emerging Workforce - addresses k–6, middle school/career exploration, high school career experiences/college credits, career decisions, post- secondary credentials (community college/trade school, apprenticeships, regional four-year colleges/universities, military, industry-specific) focused on retaining aligned workforce gaps and credential young adults.
    b. Upskilling Working Adults - Targets underemployed and under credentialed adults with work experience to obtain credentials that address workforce gaps. Earn and Learn – short term to under three (3) years.
    c. Individuals Facing Multiple Barriers - Focuses on adults who swirl through community-based organizations and support systems with

little to no credentials or work experiences to qualify them for entry-level job stabilization.

Each committee is aligning its efforts to increase the number of credentialed adults, grow the workforce, meet business needs, and expand economic vitality.

3. **Highway Construction Careers Training Program:** The Highway Construction Careers Training Program is a partnership between the Illinois Department of Transportation and ICC. This program is an intensive 12-week program to learn the skills necessary for acceptance in the trades and the opportunity for a career with high wage-earning potential. The goal of the program is to increase the number of minorities, women, and disadvantaged individuals working in the construction trades. The training includes, but is not limited to, first aid/CPR certification, job readiness, math for trades, OSHA 10-hour certification, and technical skills training.
4. **Solar Pipeline Training is part of the Future Energy Jobs Act:** ICC, in partnership with Commonwealth Edison, has developed the program that provides students the opportunity to compete for solar entry-level positions. Students gain the fundamental knowledge and hands-on experience necessary to analyze, design, sell, and install photovoltaic systems. Students earn OSHA certification and upon successful completion of the program have the ability to take the North American Board of Certified Energy Practitioners (NABCEP) Photovoltaic Associate Certification.
5. **Complete and Connect:** A program for HCC Adult Education (GED prep) students to gain employability skills and workplace experience, with support from Career Link. It's goal is to continue the program in McLean County and advance the model as a regional strategy by expanding in Logan and Livingston Counties.
6. **Career Now:** this program is a part of HCC's Early College opportunities and offers high school seniors dual credit toward their high school diploma and a work ready program. The goal is to help those students in danger of not graduating on time or those without specific post-secondary plans. High schools participating will provide work-based experiences in addition to credit. HCC will provide college credit and work readiness for an entry-level job with a career path if a student chooses to return to post-secondary later.
7. **Apprenticeships, Internships, and Work-Based Learning:** HCC is seeking US Department of Labor approval to offer registered apprenticeship in several areas of manufacturing. The College also has numerous programs that incorporate either an internship or other form of work-based learning.
8. **Development of Academic Pathways:** HCC is mapping out academic pathways leading to specific careers. These maps provide clear guidance to students as to a course of study to pursue from high school through career.
9. **Work Ready Short-term Certificates:** HCC is developing a number of short-term (<1 year) programs that lead directly to employment and are stacked into larger certificate or degree programs that provide for career advancement.

Chapter 3 Section 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 partner community colleges in Region 3 engage with employers to identify knowledge and skills necessary to incorporate into training programs to align with State efforts. As discussed throughout the plan, the region will take the following steps to foster the improvement and expansion of employer-driven regional sector partnerships, including the development of Next Generation Sector Partnerships.

1. Identify existing economic development efforts throughout the region by industry sector.
2. Identify existing employers within the region by industry sector, both those that are currently "system engaged" and those that are not.
3. Inventory the current sector partnerships and career pathways by industry sectors.
4. Prioritize occupations within the targeted industry sectors.
5. Inventory existing career pathways and evaluate how complete they are. Conceptualize new career pathways where none exists.
6. Develop talent pipeline solutions, apprenticeships, IWT, and on-the-job training opportunities for targeted industry sectors.

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.

The region will take the following steps to expand career pathways:

1. Create employer driven models to recruit and place individuals in earn and learn opportunities on the pathway that are based on the skills requirements of the job.
2. In response to employer input, identify and/or design assessment tools that best identify the skills gap of individuals referred to employers for earn and learn training.
3. Develop Registered Apprenticeships with employers in our targeted industry sectors.

4. Develop dual credit transfer courses and dual credit work-based learning for high school students.
5. Develop strategies and structured industry-informed pathways that are regionally aligned so that high school students can more seamlessly transition to community college career technical education (CTE) certificates and/or transfer degrees.
6. Develop adult education programs that allow the student to earn a high school equivalency certificate while earning and industry-recognized credential in a short-term certificate program as a first step on a pathway to other careers.
7. ICC provides short-term programs resulting in industry-recognized credentials through non-credit and credit training programs. Examples include OSHA Safety, CPR, AWS, CDL Licensing, and National credentialing for EMT and LPN. Programs duration ranges from five weeks to one year to attain credentialing.

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 and expansion of bridge programs.

The Region has numerous initiatives designed to expand career services and opportunities for populations facing multiple barriers to help them close the gap in educational attainment. These include:

1. **Disabled:** The State VR program honors customer informed choice. This methodology includes an interactive process between DHS-DRS and the customer that provides sufficient, objective information and options that are designed to empower the customer in selecting services, providers and outcomes. The VR Counselor provides career counseling and vocational guidance which includes utilization of information from The Career Index, Career Information Systems, or O*Net, as well as counselor knowledge of the local labor market and current employment activity. The planned employment goal should be consistent with the customer's unique strengths, priorities, concerns, abilities, capabilities, career interests and informed choice. The employment outcome chosen by the customer should be supported by the counselor unless the assessment clearly contraindicates the customer's choice.

   The concept of customer informed choice does not necessarily mean that the customer will use information to choose an employment goal in a growth sector. The VR counselor will discuss the issues in finding employment that will occur as a result of choosing a vocational goal in a low-growth sector, but unless there are limitations or concerns that specifically contradict the vocational choice by the customer the customer's informed choice should be honored.
2. **Offenders:** The Re-entry Employment Service Program (RESP) consists of IDES Employment Service Representatives working with ex-offenders who may be on parole and/or living in an Adult Transition Center (ATC), which may be known as a halfway house. RESP workshops are offered on a weekly basis to the ex-offenders

and help them in the areas of creating targeted resumes, dressing for success, and being prepared for interviews, informing them of programs that are available to employers (e.g., Fidelity Bonding, Work Opportunity Tax Credit, and Illinois State Tax Credit for hiring ex-offenders) that should be mentioned when the ex-offender is interviewing for a job.

Through the PROWD program, Career Link's Re-entry Career Planners provide career services on-site at the prisons. We provide orientation to workforce training programs, career placement support upon release, resume development, and interview skills. Re-entry efforts seek to reduce the barriers to employment so that people with past criminal involvement can compete for work opportunities.

3. **Veterans:** IDES provides assistance to military veterans in several ways. For veterans who have barriers (e.g., physical, psychological, educational, resume filled with military jargon, etc.), a Veterans' Representative will help them work to overcome those barriers. Another level of Veterans' Representative works with employers in the area encouraging them to hire veterans for their job openings. When a veteran is declared to be job ready, he/she is referred to employers who have openings in the fields for which the veteran has experience/training.
4. **Youth:** IDES' Hire the Future program is geared to young adults aged 16-24 and is designed to facilitate the transition into the workplace.

   Both in- and out-of-school youth are exposed to sector-based career pathways through sub-contractor led programs in addition to Work Experience-related opportunities.

   In-school youth participate in Drop-Out Prevention programs while enrolled in secondary high schools where career exploration is a very large part of the curricula. Focus is often placed on learning vocational/technical skills firsthand through hands-on classroom activities/projects or job shadowing experiences.

   Out-of-school youth participate in Dropout Recovery Programs. Youth obtain their GED (high school equivalency) while also taking part in career exploration activities and ICAPS opportunities. Out-of-school youth are highly encouraged throughout the program to take advantage of post-secondary opportunities that are available to them during and after the GED obtainment period.

   Students also receive further career guidance through Transitional Grant participation. Two local youth service providers offer continued career opportunities/exploration once the youth has completed his/her GED and are entering either the post-secondary or employment track. Students receive continued support throughout their Follow-up period.

   Adult Education at HCC offers several bridges for High School Equivalency (HSE) students and low and high intermediate ESL students. All students in both ESL and HSE classrooms are experiencing Blended Learning in the curriculum as well as contextualized instruction focusing on Workplace Technology and Education and Training career pathways. In addition, HCC has a College and Career Readiness ICAPS program for students to receive a short-term certificate in several career

pathways. This program also helps students to transition either into the workplace or into further post-secondary education to earn an associate degree. HCC plans to expand our bridge offerings to better prepare students transition into other career pathways.

ICC Adult Education currently offers four (4) bridge programs and two (2) ICAPS programs (Integrated Career & Academic Preparation). The four bridge programs are manufacturing, healthcare, entrepreneurship, and IT. ICC is currently exploring the opportunity to add a Transportation, Distribution, and Logistics (TDL) bridge offering. ICC has surveyed students to understand the demand for various bridge programs and there is significant interest in a TDL bridge program.

5. **National Farm Workers:** The National Farmworker Jobs Program (NFJP) is a nationally directed program of services for chronically underemployed and unemployed migrant and seasonal farmworkers (MSFWs) which is administered by UMOS. NFJP goals are to strengthen the ability of MSFWs and their dependents to obtain or retain unsubsidized employment or stabilize their unsubsidized employment in agriculture; deliver career services, training, and related assistance to eligible MSFW including youth; provide access to career services for MSFW through the One-Stop services delivery system; and coordinate with the State Workforce Agency and Monitor Advocate System Migrant and Seasonal Farmworker Program.
6. **Long-Term Unemployed:** Career Link's current initiatives involve the incorporation of sector-based career pathways for potential Long-Term Unemployed population. IDES is also receiving funds for the Reemployment Services and Eligibility Assessment (RESEA) through USDOL. This program targets UI recipients that are most likely to exhaust benefits and requires them to receive assistance with their reemployment efforts. All RESEA-eligible individuals will be referred to Title 1 by IDES. Career Planners are using emails and postal mail contact. If participants are not answering their phone then the use of text messaging is employed. Facebook messenger can also be used to contact participants when possible.
7. **Low-Skilled Adults and Youth:** Another initiative involves creating additional Bridge Program and Integrated Education and Training (IET) opportunities for participants enrolled in High School Equivalency and English as a Second Language programs.

   HCC offers and IET in Microsoft Office Specialist. Bridge programming includes bridge to Workplace Technology and Education. HCC will offer an accelerated pathway to six (6) different sectors in the coming year that will allow students to take credit classes while still working in Adult Education.

   ICC has added a manufacturing bridge and a Production Welding Certificate IET program. In addition to the CNA program, Adult Education has added a healthcare IET program with Medical Office Assistant—Basic certificate and a MOAA certificate. Ideally, our intent is to seek advice from Career and Technical Education Advisors

regarding logistics, etc. involved in developing avenues to additional career sector pathways.

Mid Central Community Action of McLean county offers integrated or "bundled" services that lead to concrete gains in net income and job retention. CSBG's Income Supports Program offers annually three undesignated $1,000 dollar scholarships to eligible individuals who are trying to advance their education in order to access employment at a higher or living wage.

8. **General:** An expansion of workshops, including more focused content related to preparing individuals for entry into these sector-based career opportunities will include: Basic Skills Remediation for the Out-of-School Youth and the Long-Term Unemployed populations in order to prepare them for initial entry and competency requirements necessary for successful completion of selected career pathways. A College Preparatory component will also be infused into the existing workshop curricula. Based on current feedback from participants, the newer "electronic based form" of teaching is a tremendous barrier to those re-entering the educational field. Hopefully, the advanced overview of today's classroom/expectations will deflate customer anxiety and the potential of "dropping out" of a program. Additionally, incorporation of the Veteran's population into these workshops serves as a high priority for our LWIA. The learning curve for this population seems to resemble that of a long-term unemployed individual entering post-secondary education.

In addition to these initiatives, regional partners will work to address how to fully mainstream targeted populations into sector-based career pathways. Partners will develop data on these populations to determine the extent to which they are already involved in existing career pathways. We will also utilize technical assistance provided by the State to help us achieve this goal.

EDR 3 supports the State's goal of expanding information for employers and job seekers to access services by improving the Illinois public-private data infrastructure to support the alignment and integration of economic development, workforce development and education initiatives for supporting sector partnerships and career pathways. Although we lack the ability at the regional level to impact the development of such systems, if they are created, we will encourage our local employers and job seekers to use them. The regional partners welcome any opportunity to provide input into the design of the systems that make up the data infrastructure that is under development.

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

The goals established in this plan are broad in scope and not easily quantified. Discussions between the Partners to establish a plan for monitoring and evaluation will be ongoing. There will be records of meetings' discussions of strategies and objectives. The Consortium consisting of the four core partners will monitor and evaluate the progress of the region.

Chapter 3 Section H: Describe how a *RIA lens* is or will be incorporated in the implementation of regional workforce, education, and economic development strategies.

Responsiveness, Inclusivity, and accessibility will be incorporated into our strategies by using data to understand current efforts and to measure future success. Partner programs collect the type of demographic information used to measure equity in access and service. We anticipate that the State will be providing information on our current efforts and developing goals that will be measured. Workforce development programs already target those with barriers to employment. By design, most are focused on assisting those most in need. In some instances, the mere fact that we are measuring it may shine a light that provides insight into how these programs assist low-income individuals, people of color, those with disabilities, veterans, women as well as many others in achieving workforce equity. As a system we will also look at increasing access for customers through digital literacy efforts including access to computers.

This is one example: RIA is the foremost priority and the focus of all recent student success initiatives at ICC. ICC has convened a diverse array of partners by launching major innovations such as the Workforce Equity Initiative (WEI). ICC serves as lead college of the $18.7 million per year, statewide WEI program, comprised of 18 colleges. Since the program launched in 2019, ICC has served over 900 students, over 70% of whom are African American and 100% of whom are low-income. Additionally, ICC has demonstrated success in implementing programs for special populations, including low-income, minority, first-generation college students, and students with disabilities. Documented success in the College's Emerging Leaders bridge program, federal Trio programs, and CNA/LPN career pathway program indicate that wrap-around supports and equity strategies have been instrumental in keeping students engaged, connected, and on track for completion, culminating in career success.

Chapter 4 – Operating Systems and Policies – Local Component

This chapter provides an overview of all the operating systems and policies within the Local Workforce Innovation Areas (LWIAs). LWIAs must incorporate key documents into the plan that describe the one-stop delivery system and the services that are provided by the workforce partners. LWIAs are required to provide information and analysis and what steps will be taken to address the challenges and opportunities that are associated with the local operating system and policies.

Chapter 4 Section A: Coordination of Planning Requirements: The plan will incorporate the Memorandum of Understanding and Service Integration Action Plan As part of this plan, the LWIA will complete a Service Integration Self-Assessment of its progress on service integration. A copy of the documentation associated with the self-assessment process will be submitted as an appendix to this plan. Additionally, this plan must include the following statements in this chapter:

Chapter 4 Section A Statement 1:

The Local Workforce Innovation Area 15 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 and any subsequent modifications is incorporated by reference into this plan.

Chapter 4 Section A Statement 2: The Local Workforce Innovation Area 15's 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). The Service Integration Self-Assessment Tool, and any subsequent modifications, are incorporated by reference into this plan.

Chapter 4 Section B: Provide a copy of the following local policies and agreements:

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)**

See Attachments 1-19.

Chapter 4 Section C: Describe how the use of technology and other alternative means of service delivery in the one-stop delivery system, including a description of:

Chapter 4 Section C Question 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 (§ 679.560(b)(20)).

The implementation of an integrated technology-enabled intake and case management information system for programs carried out under WIOA is to be determined. Currently there are a number of systems in place: Illinois Workforce Development System, Illinois Job Link, and Illinois WorkNet. The Illinois Employment Business System is an economic landscape tool utilized by State and local workforce education specialists, and economic development specialists to view macro and micro-economic conditions in the state in order to make data driven decisions regarding self-sustaining jobs and long-term business

stability. Data from the system is utilized in State economic development and strategic planning. The Help Wanted Online (HWOL) program assists in tracking online job ads by region, identifying employers including the occupation group and the number of ads. This tool can be utilized by our business representatives to identify targeted outreach to different sectors to examine possible workforce needs.

Chapter 4 Section C Question 2: How the local area is using multiple methods to provide orientations for customers, including but not limited to, virtual and asynchronous orientations.

Services provided by the one-stop delivery system to remote areas will have been in place for the past five (5) years. Physical office locations have been established in all of the counties represented by LWIA 15. Rural counties, including Fulton, Marshall, Mason, Stark, and Woodford, each have an Access office. Partner service access will be provided to individuals through an electronically or technologically linked access point, including but not limited to Career Link's website (CareerlinkIL.com), emails, telephone, and Facebook.

The partner website (CentralIllinoisHelps.com) has an integrated referral system imbedded within the site. Success and failure will be judged as to how all of the Partners coordinate their services and referrals through accessing the site on a regular basis.

LWIA 15 WIOA partners are investigating the development of asynchronous orientations videos via the partner website (CentralIllinoisHelps.com). These would be video presentations by Partner Agency staff similar to what they would have provided at an in—person orientation. These might be self-discovered by customers, but they could also be recommended to the customer by staff. Two attempts were made to re-start in-person orientations with zero attendees. Over time conditions may change such that the Region might attempt again an in-person orientation.

Chapter 4 Section C Question 3: How the Local Board will facilitate access to services provided through the one-stop delivery system through the use of technology and other means, such as online meeting software and mobile workforce centers. (§ 679.560(b)(5)(ii)).

Our technology contractors set up remote access for all employees in each county. We were able to perform eligibility and assessment remotely using electronic signatures, but in-person participation is low due to limited walk-in traffic. Walk-ins are limited due to the "appointment-only" status of the partner State agency. There is a need for marketing resources to be provided from the State on a scale aligned with the State and community colleges.

We continue to develop the ability to deliver services remotely. We must be flexible while in-person delivery remains the preference.

Chapter 4 Section 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)):

Chapter 4 Section D Question 1: Expanding access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment (§ 679.560(b)(2)(i));

The region has numerous initiatives designed to expand career services and opportunities for populations facing multiple barriers to help them close the gap in educational attainment. These include:

1. **Disabled:** The State VR program honors customer informed choice. This methodology includes an interactive process between DHS-DRS and the customer that provides sufficient, objective information and options that are designed to empower the customer in selecting services, providers and outcomes. The VR Counselor provides Career Counseling and Vocational Guidance which includes utilization of information from The Career Index, Career Information Systems, or O*Net, as well as counselor knowledge of the local labor market and current employment activity. The planned employment goal should be consistent with the customer's unique strengths, priorities, concerns, abilities, capabilities, career interests and informed choice. The employment outcome chosen by the customer should be supported by the counselor unless the assessment clearly contraindicates the customer's choice.

   The concept of customer informed choice does not necessarily mean that the customer will use information to choose an employment goal in a growth sector. The VR counselor will discuss the issues in finding employment that will occur as a result of choosing a vocational goal in a low-growth sector, but unless there are limitations or concerns that specifically contradict the vocational choice by the customer the customer's informed choice should be honored.

2. **Offenders:** The Re-entry Employment Service Program (RESP) consists of IDES Employment Service Reps working with ex-offenders who may be on parole and/or living in an Adult Transition Center (ATC), which may be known as a halfway house. The workshops are offered on a weekly basis to the ex-offenders and help them in the areas of creating targeted resumes, dressing for success and being prepared for interviews, informing them of programs that are available to employers (e.g., Fidelity Bonding, Work Opportunity Tax Credit, and Illinois State Tax Credit for hiring ex-offenders) that should be mentioned when the ex-offender is interviewing for a job.

   Through the PROWD program, Career Link's Re-entry Career Planners provide career services on-site at the prisons. We provide orientation to workforce training programs, career placement support upon release, resume development, and

interview skills. Re-entry efforts seek to reduce the barriers to employment so that people with past criminal involvement can compete for work opportunities.

3. **Veterans:** IDES provides assistance to military veterans in several ways. For veterans who have barriers (e.g., physical, psychological, educational, resume filled with military jargon, etc.), a Veterans' Rep will help them work to overcome those barriers. Another level of Veterans' Rep works with employers in the area encouraging them to hire veterans for their job openings. When a veteran is declared to be job ready, he/she is referred to employers who have openings in the fields for which the veteran has experience/training.
4. **IDES Hire the Future:** Program is geared to young adults aged 16-24 and is designed to facilitate the transition into the workplace.

   Both In- and Out-of-school youth are exposed to sector-based career pathways through sub-contractor led programs in addition to Work Experience-related opportunities. In-school youth participate in Drop-Out Prevention programs while enrolled in secondary high schools where career exploration is a very large part of the curricula. Focus is often placed on learning vocational/technical skills firsthand through hands-on classroom activities/projects or job shadowing experiences. Out-of-school youth participate in Drop-Out Recovery Programs. Youth obtain their GED (high school equivalency) while also taking part in career exploration activities and ICAPS opportunities. Out-of-school youth are highly encouraged throughout the program to take advantage of post-secondary opportunities that are available to them during and after the GED obtainment period.
5. **The National Farmworker Jobs Program (NFJP):** A nationally directed program of services for chronically underemployed and unemployed migrant and seasonal farmworkers (MSFWs) which is administered by the UMOS. NFJP goals are to strengthen the ability of MSFWs and their dependents to obtain or retain unsubsidized employment or stabilize their unsubsidized employment in agriculture; deliver career services, training, and related assistance to eligible MSFW including youth; provide access to career services for MSFW through the One-Stop services delivery system; and coordinate with the State Workforce Agency and Monitor Advocate System Migrant and Seasonal Farmworker Program.
6. **Long-Term Unemployed:** Career Link's current initiatives involve the incorporation of sector-based career pathways for potential long-term unemployed population. IDES is also receiving funds for the Reemployment Services and Eligibility Assessment (RESEA) through USDOL. This program targets UI recipients that are most likely to exhaust benefits and requires them to receive assistance with their reemployment efforts. All RESEA-eligible individuals will be referred to Title 1 by IDES. Career Planners are using emails and postal mail contact. If participants are not answering their phone then the use of text messaging is employed. Facebook messenger can also be used to contact participants when possible.
7. **Low-Skilled Adults and Youth:** Another initiative involves creating additional bridge Program opportunities for participants enrolled in GED Recovery Programs. Currently, one of our colleges offers a CNA dual enrollment opportunity. Ideally, our intent is to seek advice from Career and Technical Education Advisors regarding

logistics, etc. involved in developing avenues to additional career sector pathways. We are partnering with the federal prisons through the PROWD program to provide orientation to workforce training programs, career placement support upon release, resume development, and interview skills.

8. **General:** An expansion of workshops, including more focused content related to preparing individuals for entry into sector-based career opportunities will include: Basic Skills Remediation for the Out-of-School Youth and the Long-Term Unemployed populations in order to prepare them for initial entry and competency requirements necessary for successful completion of selected career pathways. A College Preparatory component will also be infused into the existing workshop curricula. Based on current feedback from participants, the newer "electronic based form" of teaching is a tremendous barrier to those re-entering the educational field. Hopefully, the advanced overview of today's classroom/expectations will deflate customer anxiety and the potential of "dropping out" of a program. Additionally, incorporation of the Veteran's population into these workshops serves as a high priority for our LWIA. The learning curve for this population seems to resemble that of a long-term unemployed individual entering post-secondary education.

In addition to these initiatives, regional partners will work to address how to fully engage targeted populations into sector-based career pathways. We will develop data on these populations to determine the extent to which they are already involved in existing career pathways. We will also utilize technical assistance provided by the State to help us achieve this goal.

Chapter 4 Section D Question 2: Scaling up the use of Integrated Education and Training models to help adults get their GED and work on other basic skills and English language acquisition while earning credentials and industry-recognized credentials that lead to in demand occupations;

The adult education programs will continue to develop, expand, and enhance programming based on the employer need for Region 3. Region 3, currently offers ICAPS Model One, Production Welding, CNA, Business Technology certificates, and micro credentials in CPR, Forklift Safety, MOS PowerPoint, and Food Sanitation. The programs have expanded to offer additional CNA credential programs along with Medical Office Basic, Health Information Management, and micro-credential of MS Word. Programs will integrate Essential Employability Skills curriculum into all educational offerings. Bridge programs will contextualize content to pass the HSE and help students to improve their English Language skills. Efforts are being made to reduce enrollment into developmental education classes by offering a dual credit model that supports HSE and ESL students in general education coursework. The Local Board will provide data and labor market information from IDES and sector partnerships to allow Adult Education programs to make informed decisions. In addition, the Local Board will expand support services for adult learners. Adult Education programs will collaborate with Area Planning Councils to not duplicate services. Braided funding efforts with other core and required partners will include Perkins V, IDES, Career Link, and other agencies to provide scholarships and

training opportunities. The Local Plan will be aligned to State strategic plans to include pre-apprenticeship, along with Earn and Learn opportunities.

Chapter 4 Section D Question 3: How the core programs in the local area will leverage their business services to provide more holistic support to employers;

Heartland Community College (HCC) continues to scale up dual credit programs with an emphasis on equity and career pathways.

A key initiative of HCC is to make available to every high school student a dual credit student success course that is aligned to outcomes in the Illinois PaCE (Postsecondary and Career Expectations) Framework. This course has no prerequisite requirements, so it can be taken by all high school juniors or seniors in HCC's district as a critical first dual credit course to put students on a pathway to postsecondary degree completion.

District high schools and HCC are also working to expand opportunities for dual credit within career pathway endorsements.

HCC also continues to provide the opportunity for high school students to complete certificate (including CNA, EMT-Basic) and associate degree programs while in high school. In order to ensure equitable access, HCC has partnered with business and industry partners to provide scholarship and mentorship support to traditionally underserved students pursuing degree areas in demand while in high school (e.g., the State Farm Computer Science Scholars Program and the COUNTRY Financial Scholars Program).

HCC works through the Apprenticeship, New Program Development and Business, and Industry Solutions in Continuing Education to help companies hire new talent and build existing talent. The College utilizes a TPM approach, and is able to deliver on-demand customized educational and training programs, strategic planning, process mapping, asset mapping, facilitation, onboarding, and assessment services for businesses and employers.

Illinois Central College (ICC) is doing the following to provide a more holistic support to employers:

- Increase the number of micro-pathways and micro-credentials aligned to industry needs,
- Increase number of competency-based programs and certificates aligned with employment opportunities,
- Reduce average time-credential completion to meet employer needs,
- Participate in employer advisory groups to build relationships and understand employer needs using information to develop apprenticeship and sponsorship opportunities,
- Career Services partners with employers to market job opportunities and prepare students to apply for open positions, and

- Career Services connects employers with students earning relevant credentials to meet their employment needs through:
    - Online job postings
    - Hosting job fairs
    - Coordinating class presentations
    - Reserving and hosting recruitment tables

Chapter 4 Section D Question 4: Increasing the awareness of the services the workforce development system offers to both individuals and employers in the local area;

The local community colleges will review current practices of marketing Prior Learning Assessments to students. They will determine if current methods are effective and if not, identify news ways of reaching students about the benefits of the program. Current marketing efforts were implemented by assessing strategies that have proved effective in the past. Career Link and the local community colleges have employed a number of approaches in the past including radio, newspapers, television, billboards, websites, and social media. If current methods prove to be ineffective, then each entity will need to explore how to improve outreach. This analysis would include looking at the medium used, the message, and frequency.

Chapter 4 Section D Question 5: Determining the most effective marketing methods and messages for informing college and university students about Prior Learning Assessments;

Reaching a segment of the population has been proven to be difficult in the past. One approach would be to solicit the advice of a marketing firm. One segment that can be reached is the dislocated worker population through the IDES email blast system. Another possible source for mature workers would be National Able. The underemployed often need support services and are clients of various community-based organizations. They could be engaged in identifying potential clients as well as offer some suggestions on how to independently reach this population.

The Business Services Team is providing outreach by collaboration with Career Link BSR, IDES BSR, and local community colleges. We have frequent communication about employers requesting services in our area. IDES and Career Link BSR do frequent employer visits to speak about Integrated Business Services including IDES programs such as the work opportunity tax credit, workshare Illinois, and assisting employers with creating Illinois Job Link accounts. Career Link provides information on developing apprenticeships and using Incumbent working training, and OJT opportunities. Career Link, IDES, and local community colleges attend rapid response layoff events to assist workers with information on their unemployment claims, and opportunity to train at local schools for high growth, high demand occupations using our Dislocated Worker program.

The local area plans to use both career pathways, Talent Pipeline Management (TPM), apprenticeships, and other business strategies to support our sector strategies. We will inventory the current information on career pathways in the region and evaluate how complete they are. It is our plan to create pathways with multiple entry and exit points, so that participants with varied levels of educational attainment can enter a career pathway at an appropriate entry point to obtain the skills and credentials that they need. These career pathways will also enable participants to exit into employment that is relevant for the skills and credentials they have obtained or continue in further education and training to prepare for better-paying jobs that require more advanced skills. TPM and apprenticeship models place the employer as the primary consumer of the program. The region will explore these models and work to develop training programs using this approach.

Chapter 4 Section D Question 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 job seekers that do not yet have a plan for a post-high school career;

The local area plans to use career pathways, TPM, apprenticeships, and other business strategies to support our sector strategies. We will inventory the current information on career pathways in the region and evaluate how complete they are. It is our plan to create pathways with multiple entry and exit points, so that participants with varied levels of educational attainment can enter a career pathway at an appropriate entry point to obtain the skills and credentials that they need. These career pathways will also enable participants to exit into employment that is relevant for the skills and credentials they have obtained or continue in further education and training to prepare for better-paying jobs that require more advanced skills. TPM and apprenticeship models place the employer as the primary consumer of the program. The region will explore these models and work to develop training programs using this approach.

Chapter 4 Section D Question 7: Facilitating the development of career pathways and co-enrollment, as appropriate, in core programs (§ 679.560(b)(2)(ii)); and

Heartland Community College (HCC) continues to scale up dual credit programs with an emphasis on equity and career pathways.

A key initiative of HCC is to make available to every high school student a dual credit student success course that is aligned to outcomes in the Illinois PaCE (Postsecondary and Career Expectations) Framework. This course has no prerequisite requirements, so it can be taken by all high school juniors or seniors in HCC 's district as a critical first dual credit course to put students on a pathway to postsecondary degree completion.

District high schools and HCC are also working to expand opportunities for dual credit within career pathway endorsements.

HCC also continues to provide the opportunity for high school students to complete certificate (including CNA, EMT-Basic) and associate degree programs while in high school. In order to ensure equitable access, HCC has partnered with business and industry partners to provide scholarship and mentorship support to traditionally underserved students pursuing degree areas in demand while in high school (e.g., the State Farm Computer Science Scholars Program and the COUNTRY Financial Scholars Program).

ICC's strategic plan for fiscal year 2024-2028 has identified the following goal:

Adopt a more student-centric culture and build an infrastructure that is adaptive, agile, and innovative to meet educational and workforce needs.

Objectives include:

1) Initiate competency-based learning in programs where applicable.
2) Expand short-term, stackable credentials, micro-pathways, and micro-credentials.
3) Design and implement pathways between Adult Education, Corporate and Community Education (CCE), Early College and Workforce to credential seeking programs.
4) Increase the percentage of students choosing a program/path by the end of their first term.
5) Utilize 8-week courses to maximize student success and scheduling flexibility.

Additionally, ICC is enhancing the process to improve student success by increasing the percentage of early college students transitioning to post-secondary enrollment and increasing the percentage of students transitioning from CCE and workforce programs into college credit programs.

Chapter 4 Section D Question 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 LWIB works to improve access to post-secondary credentials in a variety of ways including:

- Promoting the development of credentials that are industry-recognized, portable, and stackable.
- Work with employers to identify needed certifications.
- Work with local and regional training providers to ensure the development of new credential programs that are in line with both industry and customer needs.
- Coordination with partners to provide numerous services related to career, training, and supportive services.
- Provide training to partner staff on post-secondary credentials that are industry-recognized, portable, and stackable.

- Include information on industry-recognized credentials in orientations for one-stop customers.

ICC's strategic plan for fiscal year 2024-2028 has identified the following goal:

Improve access to resources that students need to persist and attain their educational goals.

Objectives include:

1. Create financial navigator function to assist students with financial literacy and college funding costs.
2. Implement advising intake assessment and increase adoption of degree planner.
3. Develop and implement procedures for making and tracking outcomes of referrals to internal and external support services.
4. Systemic outreach to uncredentialed adults, with a focus on people of color, areas of poverty, and under-resourced rural communities.
5. Improve access to first-day resources that students need to be successful.

Additionally, ICC is implementing procedures to smooth the transition from CCE/Adult Education/Workforce/Early College to traditional credit programs and increasing the number of industry-recognized credentials, including micro-credentials.

Chapter 4 Section 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:

Chapter 4 Section E Question 1: Adult, Dislocated Worker and Youth employment and training activities under WIOA Title I (§ 679.560(b)(6)).

Career Link, the Title 1 agency, provides career planning and case management services to adults, dislocated workers, and youth in the local area. Adult, Dislocated Workers, and Youth Career Planners are located on-site to assist customers searching for training and job seeking assistance. Staffed Resource Rooms at Career Link offices are available to assist customers looking for and applying for jobs. Career Link offices and staff provide career research and Demand Occupational Outlook to determine the best choice for a career that allows an individual to be self-sustainable. In addition to the One-Stop, frontline staff can refer customers to any of the seven other affiliate offices if they are seeking service within another county.

Additionally, individuals eligible for WIOA can receive assistance with tuition for vocational classroom training. Individuals in training may also receive supportive services such as childcare reimbursement, books and fees, and transportation allowance. Earn and Learn programs such as OJT, apprenticeships, IWT, work experience, and internships are

available. The local area also provides Rapid Response services to employers and laid off workers when a business downsizes or closes.

Wrap around services are facilitated in several ways. The first is to have staff in all Partner agencies be aware of programs and services of the other Partners. To this end, prior COVID, in-person cross training events were held. While some of the staff have moved on, there is still a core of staff present that attended the presentations. In the meantime, the Partner website was created. {CentralIllinoishelps.com} The website contains three areas which help in making a proper referral such that a customer will receive wrap around services. Each Partner has provided a written description of the programs and service they provide. Partner staff can easily learn or re-learn about the Partner. A customer can also access this information and make a self -referral. This same information is also contained a Resource Guide booklet. It is the process of being updated and re-printed. It will be made available to customers and staff. The website also contains links to each Partners' website. The One-Stop Operator is in the process of developing a new page on the Partner website that will identify services and by clicking on the service one will be linked to that Partner's website. This feature could be used by both staff and customers. The One-Stop Center also has the telephone Direct Linkage system. In the past there have been in-person meetings between Partners and it is believed that these will resume. The Partner website also contains an electronic referral system making it quick and easy to make a referral.

Chapter 4 Section E Question 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 (§ 679.560(b)(12)).

The Board supports the coordinated development of career pathway programs with our educational partners. We will work to provide opportunities to individuals to acquire the skills that meet business needs. We support innovative programs such as contextualized learning delivered through educational programs. The Board will review Title II Adult Education applications in accordance with guidance issued by the State.

Chapter 4 Section E Question 3: Wagner-Peyser Act (29 U.S.C. 49 et seq.) services (§ 679.560(b)(11)).

Wagner-Peyser staff provides the following services to business and individuals:

- IllinoisJobLink.com (IJL) job-seeker assistance.
- Unemployment Insurance (UI) benefits on-line application assistance.
- Facilitate employment workshops on a variety of topics including IJL, resume writing, interviewing, and completing employment applications.
- Organize recruiting (hiring) events with employers on-site (and off-site).
- Provide military veterans employment assistance using an intake process (Initial Assessment) that will result in a referral to a Veterans' Representative if a barrier to employment is identified.
- Client follow-up to obtain hiring-outcome information.
- Targeted groups assistance: Veterans, ex-offenders, and youth (Hire the Future).
- Participating in partner employment service-related events/activities including Department of Corrections Re-Entry Summits and Summits of Hope.
- Promoting partner re-training programs and events, as appropriate, using IDES outreach notices.
- Attend Rapid Response and WARN meetings in the service-delivery area.
- Employer outreach explaining benefits of hiring military veterans including the Work Opportunity Tax Credit (WOTC).

Those needing a referral to a partner service are provided contact information for the agency to which they are being referred. The referral is entered on to IJL as a service. Follow-up with referred customers is done when the customer is a Veteran who is enrolled in Case Management and receiving and intensive service.

When a referral is made using the system on the partner website, an email is sent to the receiving agency with customer information and to the referring agency and to the customer. This is the official method that the Partners are being asked to utilize.

Other methods used by each agency are identified in the direct linkage methods in the MOU for each agency.

Chapter 4 Section E Question 4: Vocational rehabilitation service activities under WIOA Title IV (§ 679.560(b)(13)).

The Division of Rehabilitation Services Vocational Rehabilitation program is a mandatory member of the Local Workforce Innovation Board. EDR 3 includes part of the service areas of the local DRS offices in Bloomington, Pekin, and Peoria (plus one county served by the Galesburg local DRS office). The Vocational Rehabilitation representatives to the board will be supervisor from one of the local offices that is appointed to a two-year position. The Vocational Rehabilitation representative to the WIOA board will serve as a conduit sharing information regarding changes to the VR program with the board and conversely provide information regarding WIOA Title 1 workforce investment activities with all Division of Rehabilitation Services offices serving the EDR 3 geographic area.

Chapter 4 Section E Question 5: Relevant secondary and post-secondary education programs and activities with education and workforce investment activities (§ 679.560(b)(9)).

Secondary and post-secondary education programs and activities in the local area include:

1. Activities - secondary and post-secondary:
    a. Curricular alignment, secondary to post-secondary, through Programs of Study (POS) and Pathways to Results (PTR);
    b. Dual credit (secondary and post-secondary) classes
    c. Work-based learning;
    d. Career expos and fairs.
2. Services for students:
    a. Career exploration and development (also for community members);
    b. Job search assistance;
    c. Workshops – resume writing, interviewing skills, mock interviews;
    d. Academic advisement;
    e. Personal counseling;
    f. Placement testing;
    g. Transfer and Career & Technical Education degree and certificate credit programs;
    h. Financial assistance – grants, loan applications, scholarships
    i. Accommodations for students with disabilities;
    j. Learning labs for academic assistance

k. Perkins CTE grant - academic and financial assistance for students enrolled in CTE programs, equipment for CTE programs, professional development for CTE faculty, career services.

3. Activities/services with employers and Title I:
    a. Customized training for incumbent workers and dislocated workers;
    b. Rapid Response for dislocation events.
4. Referral process with one-stop partners:
    a. Individuals referred by one-stop partners through direct linkage to community college – college provides placement testing, orientation, assistance with enrollment and application for financial assistance, and services listed above;
    b. Students enrolled in programs referred through direct linkage and from information provided by partners to other one-stop partners for services not provided by/available at college.

Chapter 4 Section E Question 6: How the Local Board will support the state strategies identified under § 676.105 and work with the entities carrying out core programs and other workforce development programs, including programs of study and career pathway programs under the Strengthening Career and Technical Education for the 21st Century Act 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 (§ 679.560(b)(1)(ii)).

Representatives from the three area community colleges all participated in the Regional Planning process.

Career pathways have been developed and include the following career clusters: Agriculture, Food & Natural Resources; Architecture and Construction; Arts Audio/Video Technology & Communications; Business Management and Administration; Education & Training; Health Sciences; Hospitality & Tourism; Human Services; Information Technology (IT); Law, Public Safety, Corrections & Security; Manufacturing; Transportation, Distribution & Logistics.

Workforce development partners are encouraged to refer eligible clients to Adult Education and the Perkins Grant Coordinator for ICC, Spoon River College, and HCC. Students meeting the criteria of the Perkins grant may receive academic (tutoring) and/or financial (assistance with textbooks, uniforms, tools & instruments, certification exam fees, transportation) services. Some of the ways Perkins Programs from the three (3) area colleges will work with the local board are:

1. Working together to measure student performance.
2. Collaborating to ensure that we are being culturally responsive

3. Workforce Partners serving as a stakeholder to be a voice with regards to our career programs.
4. Working together to continue to identify and support growing and emerging occupations in our workforce region
5. Ensuring labor market alignment with our programs.
6. Identify any programs we have that might be misaligned with the workforce needs.
7. Identify, develop, and promote appropriate programs of study to workforce partners.
8. Collaborating on career exploration programs.

Chapter 4 Section E Question 7: Provide a copy of the local supportive service policies and describe how the Local Board will coordinate the provision of transportation and other appropriate supportive services in the local area (§ 679.560(b)(10)) and include information on the supportive services by each local program as appropriate.

See Attachment 16 – Supportive Service Policy.

The Local Board will assure that partner staff provide reliable access to transportation and other services by cross training of staff. This training will assure that all staff that provide services across programs are knowledgeable of the supportive services that are available and thus, can coordinate access to said services. Available services include:

Table 17: Local Supportive Service Organizations

Supportive Service	Provider	
Childcare	• Catholic Charities • Department of Human Services	• Salvation Army • WIOA Title 1
Clothing	• Catholic Charities • Community Action Agencies	• Goodwill Industries • Salvation Army
Food	• Catholic Charities • Department of Human Services	• Salvation Army • United Way
Health	• Department of Human Services	• Veteran's Affairs
Housing	• Catholic Charities • Community Action Agencies • Department of Human Services • Goodwill Industries	• Salvation Army • United Way • Veteran's Affairs • WIOA Title 1
Transportation	• Department of Human Services • Goodwill Industries	• WIOA Title 1
Utilities	• Catholic Charities	• Community Action Agencies

Chapter 4 Section F: Provide a description of how the local area will provide adult and dislocated worker employment and training activities including:

Chapter 4 Section F Question 1: A description and assessment of the type and availability of adult and dislocated worker employment and training activities in the local area (§ 679.560(b)(6)).

All the programs that are available to adults and dislocated workers in EDR 3 are eligible in compliance with the Demand Occupation List issued by the state. Program availability is also assessed using current labor market information, as well as current hiring practices of employers in our region and throughout the state. The LWIB has always adjusted to the changing climate of demand occupations within the area as well as addressing the needs of employers. Certification programs, associate degree programs, and the final two years of a bachelor's degree are offered. Area educational institutions with eligible programs are: 160 Driving Academy, Black Hawk College, Bradley University, Capital Area Career Center, Carl Sandburg College, Graham Hospital School of Nursing, Helping Hands Healthcare & Staffing, Heartland Community College, Illinois Central College, Illinois State University, Illinois Valley Community College, Lincoln Land Community College, MedCerts (online), Methodist Nursing School, Midwest Technical Institute, Minority Business Development Center, OSF Saint Francis Hospital, Parkland College, Richland Community College, Saint John's College, Spoon River College, University of Illinois at Springfield, and Western Illinois University.

In addition to classroom training, on-the-job training is also offered for eligible individuals. The EDR Business team will seek to expand relationships to address the needs of employers as well as individuals seeking assistance with our programs.

Customized training, internships, and other work-based learning opportunities will continually be explored with our EDC and educational partners in the region. A Business Service Team (BST) will work in partnership to engage area employers to participate in the region's initiatives. The goal will be to open up more short–term opportunities designed to expedite the placement of an individual in a job leading to self-sufficiency.

Career link BSR team speaks with targeted employers for coordination in forming apprenticeships. We present information to employers in our targeted industries which include manufacturing, healthcare, and transportation/logistics. We specifically look for CNC machinist, welding, industrial maintenance in the manufacturing sector. We are working to develop CNA, LPN, and RN apprenticeships in the healthcare sector. We will be looking for possible CDL, diesel mechanic, and warehouse apprenticeships for the transportation/logistics sector.

Chapter 4 Section F Question 2: A description of how the Local Board will coordinate workforce investment activities carried out in the local area with statewide rapid response activities (§ 679.560(b)(7)).

Rapid Response activities are coordinated online instead of in person as many businesses are taking COVID-19 precautions and in-person workshops have not occurred. Due to lack of dislocated workers seeking training services, funds have been shifted from Dislocated Workers to Low-Income Adult funding. There is a greater need and interest from Low-Income Adults.

The Local Board will continue to ensure the Local Workforce Innovation Area (LWIA) coordinates a Rapid Response Team of representatives from WIOA partners and community organizations. Career Link is the lead agency for coordinating Rapid Response activity in the region and includes Career Link staff, IDES staff, community college staff, and other partners. The regional Rapid Response Team partners with Department of Commerce Rapid Response staff as appropriate. The Team coordinates efforts to make impacted workers and businesses aware of available services, eligibility requirements and how to apply.

LWIA 15's regional Rapid Response Teams includes Career Link, IDES, HCC, ICC, or Spoon River College. Rapid Response is a business-focused and flexible strategy designed for two major purposes. First, to help growing companies access an available pool of skilled workers from other companies that are downsizing or who have been trained in the skills your company needs to be competitive. Also, Rapid Response responds to layoffs and plant closings by quickly coordinating services and providing immediate aid to companies and their affected workers.

The Rapid Response Team works with employers and any employee representative(s) to quickly maximize public and private resources to minimize the disruptions on companies, affected workers, and communities that are associated with job loss. Rapid Response provides customized services on-site at an affected company, accommodate any work schedules, and assist companies and workers through the painful transitions associated with job loss.

Providing Rapid Response services to affected workers during layoffs or plant closings will results in multiple benefits to employers. The more quickly the Rapid Response strategy is implemented, the better off employers and dislocated workers will be.

- Higher productivity and worker morale and lower absenteeism during layoff event due to reduced stress.
- Lower unemployment insurance costs as workers are re-employed more quickly when services are begun prior to layoff.
- Decreased likelihood of sabotage or work disruptions.
- Media and rumor management. Rapid Response Teams understand the often-confidential nature of layoffs, and will work with the company to ensure confidentiality at all times

- Better public relations for an employer. Rapid Response Teams can also work with the media to highlight services an employer is providing to its workers during a layoff period, which will improve a company's public image.

Benefits to Workers

Rapid Response Teams can provide dislocated workers with information and services, including:

- Career counseling and job search assistance
- Resume preparation and interviewing skills workshops
- Information on the local labor market
- Unemployment insurance
- Information about education and training opportunities
- Information on health benefits and pensions

Chapter 4 Section G: Describe how the local area will provide youth activities including:

Chapter 4 Section G Question 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 (§ 679.560(b)(8)).

Career Link currently has four (4) in-school programs serving juniors and seniors identified as at-risk students. These programs combine career research in high demand occupations, soft skills training, job search assistance, and tutoring. Many go on to attend post-secondary education.

There are five (5) out-of-school youth drop-out recovery programs. These programs provide GED assistance, work experience, career research, and opportunities to continue on to post-secondary education.

Career Link is partnering with SkillsUSA to create and manage a Healthcare Careers Pathways program for high school across LWIA 15. The Healthcare Careers Pathway program will include two components. The program is open to all high school students that are studying healthcare. The program will help students earn relevant and industry-recognized credentials, explore multiple career paths in healthcare, and gain meaningful employment through a DOL-recognized Registered Apprenticeship Program (RAP) for Emergency Medical Technicians.

Career Link is also partnering with the Laborer's Local 362 – LIUNA and School District 87 of McLean County to establish the Construction Craft Preparation Program. The CCPP is an educational program offered to juniors and seniors to assist high school students in

learning the necessary skills they will need to begin a career as a construction craft laborer. The program will serve 10 students a year. They will earn dual credit: high school and apprenticeship. It is anticipated that the majority of students who complete this course will enter into a union apprenticeship.

It is our focus to develop programs using the Career Pathways model, the TPM model, and the Apprenticeship model. It is our focus to meet with our partners in the EDCs and community colleges to begin development and exploration on how we may achieve our goals assisting youth from junior high to out-of-school youth. We will seek the use of braided funding opportunities to maximize our potential to reach the goals we would like to achieve. Work-based learning opportunities such as Apprenticeship models, On-the-Job Training, and other initiatives are key to creating sustainable career pathways. Through our area committees such as the Regional Workforce Alliance, Pathways to Prosperity, and Strategic Manufacturing Group, have a good nucleus that can provide open discussion and action on meeting our initiatives.

The local region will work to address the disparity through better service alignment between Career Link and the Division of Rehabilitation Services. We will work to build the capacity of the one-stop center to address disability initiatives throughout the region through better collaboration with our partners.

Chapter 4 Section G Question 2: A description of how local areas will meet the minimum expenditure rate for out-of-school youth

Specific strategies are in place to identify and recruit out \-of-school youth. Partnerships and resources have been identified to carry out these strategies, including dropout recovery efforts, connecting with Adult Basic Education, serving TANF recipients, and coordinating with Health and Human Services partners like Homeless and Runaway program.

- We have formed the necessary partnerships to advance the youth services vision.
- Key partners and stakeholders within our workforce system have developed an on-going, collaborative approach for recruiting, referring, and serving you.

LWIA 15 contracts with the following organizations to operate Drop Out Recovery programs in EDR 3:

- Black Hawk College
- Heartland Community College
- Illinois Central College
- Peoria Park District
- Spoon River College

These organizations provide instruction for GED preparation, for literacy and numeracy gains, for employment related skills, and incentives to motivate students to achieve. The

organizations also partner with other groups and businesses to provide workforce experiences.

Career Link has contracted with Goodwill Industries of Central Illinois to provide transition services to the youth served by LWIA 15 Drop Out Recovery programs. These intensive education and employment skills services assist the youth with transitioning from GED to post-secondary education, employment, or military service.

Chapter 4 Section G Question 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).

A large part of the youth framework is built around experienced Youth sub-contractors. Request for proposals are released on a cyclical basis. Our Drop-Out Prevention programs assist youth who have been identified as having potential barriers to dropping out of high school. Ideally, once the youth completes high school, the transition of funding the youth for Post- Secondary training is always a goal. On the other end of the spectrum is our Drop out Recovery Programs. These programs assist youth who have already dropped out of high school with the ultimate goal of obtaining their GED and entering post-secondary training, the military or full-time employment. Ideally, our OSY Sub-contractors offer the opportunity for ICAPS opportunities. In addition to the GED Recovery subcontractors, the local area has incorporated a Transitional Component to the OSY youth pathway. Peoria Goodwill serves as an additional resource to help guide the youth into Post-secondary training and/or employment. This additional component serves as a safety bridge for the youth who are transitioning into a more adult role. Overall, one of the goals of the local area is to offer Youth Program access to our eight (8) county region youth. In regards to the 14 youth Elements component, the Youth, Sub-contractor Representative, and the Career Link Youth Career Planner meet to discuss and define the roles regarding each of the 14 youth elements while developing the Individual Service Strategy. Throughout training, the ISS is updated to reflect gains, obstacles and activities, etc., that occur for each youth.

Chapter 4 Section 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:

Resource Room Technicians in LWIA 15 review all of our services to customers and get a starting point to what are their needs. The Resource Room Technicians are trained to review resumes, assist with job searching, and entering job applications. If it is determined that there is a need for training, they are referred to apply for Tuition Assistance and then to a Career Planner for an in-depth assessment and eligibility process. Once determined they are eligible, Career Planners will work one on one to provide career readiness activities, job preparation, and training. Along the way, Career Planners assist with

creating a strong comprehensive employment plan and provide access to supportive services as needed for customers. Strong communication and a building of rapport will be provided to the customers that continues with job matching/placement and one year of follow up services.

Chapter 4 Section H Question 1: Provide information on 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) (§ 679.560(b)(21)).

LWIA 15 has incorporated a Point system into our Priority of Service Policy. Individuals receiving public assistance, low-income applicants or Basic Skills deficient individuals receive a higher ranking when reviewing applications. For those individuals deemed Basic Skills deficient, direct referral to a tutoring component/option is considered by the Career Planner. Ideally, a direct referral to the school is made; however, if access isn't offered, then the Career Link Planner will assist the individuals with locating a tutor and setting up a contract to be used for particular classes or through the majority of the individuals' training. For low income and/or recipients of public assistance, Career Link staff work with DHS liaisons to identify potential individuals for WIOA services. Our general Career Link applications for Training and/or Career Services contains a question (s) specific to economic status.

Chapter 4 Section H Question 2: Provide information on local programs, policies and procedures to address and mitigate barriers to employment and training.

LWIA 15 has many policies in place to assist customers with barriers to employment and training. Our Supportive Service Policy includes payment for those eligible to purchase required books, supplies, uniforms, testing fees and most other required items for their program. The policy also provides Emergency Services that includes but not limited to assistance with rent, car repairs, and utility payments. Mileage Assistance and Childcare Assistance is also available to those who qualify and has the need. We also provide Work Experience and OJT's to those who qualify and need that type of assistance to further their employment and training.

See Attachment 9 – Priority of Service Policy.

Chapter 4 Section H Question 3. How the local workforce areas will ensure equitable access to workforce and educational services through the following actions:

LWIA 15 shares regular social media posts regarding community job fairs, information regarding our services and participates in social services fairs. Our Resource Rooms are equipped with adaptable equipment and have Resource Referral Guides available for customers to utilize.

Chapter 4 Section H Question 3a: Disaggregating data by race, gender and target population to reveal where disparities and inequities exist in policies and programs.

Disaggregation of special population data, including subpopulation data like race and gender, is a new requirement in the Perkins V Act. In order to ensure alignment across plans, the concept is also included in the WIOA plans. Post-secondary Perkins partners are simultaneously undergoing local and regional planning or their four-year local application. The community college partners are also conducting a Comprehensive Local Needs Assessment, in which they are identifying where equity gaps exist in their policies and programs; community colleges are required to engage representatives from local workforce development boards in this process.

The LWIB, partnering with the one-stop operator and partner program administrators, is tasked with understanding the demographic makeup of participants in the local area. All partners are required to ask about these demographic identifiers when an individual seeks to enroll. All partners, to the extent possible, must analyze enrollment and completion data by race, gender and other targeted population characteristics, such as veteran or disability status for example, to determine the extent of service delivery and share the results of this analysis with the LWIB and/or its designee.

The WIOA Unified State Plan contains disaggregated data for selected target populations. Note this is not a complete disaggregation, more work is required; but data is available from IDHS on Public Aid, SNAP and TANF recipients, and vocational rehabilitation enrollment and from IDES on veterans in the population by various age brackets.

As part of the Comprehensive Local Needs Assessment process, the community colleges are dedicated to examining all of their CTE programs to determine if and how equity is embedded in all aspects of the CTE programs. They will identify which subpopulations are well represented and which ones need to be considered more. The community colleges will continue work to identify any areas and conditions which may be hindering the success and experiences of subpopulations.

Career Link will work with the Perkins partners to utilize their concept for examining subpopulations, using existing target population reports to measure their progress.

IDES released the **Women and Minorities in the Illinois Labor Force - 2022 Progress Report**. This report has been distributed to each of the twenty-two local workforce areas. It examines how women and minorities in Illinois fared in the labor force in 2021 by analyzing their economic status through several economic indicators. The report also contains a detailed description of trends in the Illinois economy. This report can assist in meeting the requirements of this section and could be referenced and utilized in developing planning strategies towards that goal.

Chapter 4 Section H Question 3b: Exposing more high school students, particularly young women and minorities, to careers in science technology, engineering and math fields.

In accordance with the State's Unified Plan, the regional partners will explore using such platforms as the Illinois Science and Technology Institute which connects professionals in science, technology, engineering, and math (STEM) fields with high school classrooms through its Mentor Matching Engine, a web platform that offers high quality mentoring experiences that overcome geographic barriers. We will focus on directing the use of resources such as this to young women and minorities to increase their participation in education related to careers in STEM.

We will also work with the three community colleges in the region to build on their Pathways to Results (PTR) programs, which focus on improving transitions to and through high school to post-secondary education and into employment by addressing inequities in student outcomes.

Chapter 4 Section H Question 3c: Exploring how effective mentor programs can be expanded to adults, particularly those who are displaced and moving to a new career.

Building on the experience of Career Link providing mentoring for its in- and out-of-school youth programs, the region will examine methods to expand this availability to other populations. Career Link is expanding its efforts to create apprenticeships, which by their very nature have a mentoring aspect. Another option to be explored is engaging those individuals who are part of the aging workforce to mentor customers who are either eligible adults or dislocated workers.

Chapter 4 Section H Question 3d: Ensuring workforce services are strategically located in relation to the populations in most need.

Career Link operates a One-Stop, the Peoria Illinois workNet Center, and seven access sites across the eight counties of Local Workforce Innovation Area 15. The One-Stop is located on a bus line, just a few blocks from the CityLink Transit Center.

To ensure geographic accessibility access sites are located in each of the counties we serve. Fulton, Marshall, Mason, Stark, and Woodford are all rural counties. They tend to have higher unemployment rates, lower educational attainment and fewer employment opportunities. In Tazewell County, our office is located in Pekin, and in McLean County, our office is located in Normal. Both have community colleges in their locations. These are larger urban populations that have minority and below poverty populations as well as a more concentrated dislocated worker population.

Chapter 4 Section H Question 4: Describe any efforts in the local area to support immigrants and migrants through appropriate and allowable workforce services. This addition aligns local planning efforts with language and efforts included in the Illinois WIOA Unified Plan.

Jobs Act (CEJA), specific programs such as the Multi-cultural Jobs Program and Clean Energy The Central Illinois local workforce system continues to support immigrant and migrant populations through coordinated, appropriate, and allowable workforce services designed to increase equitable access to employment, education, and training opportunities while ensuring compliance with federal and state regulations.

The Central Illinois workforce system focuses on reducing barriers to participation by providing access to training, removing financial obstacles to education, and offering specialized case management tailored to the unique needs of immigrant and migrant populations. Outreach efforts are conducted in partnership with community-based organizations, cultural centers, adult education providers, and social service agencies to ensure these populations are informed of available workforce services and can access them in a culturally and linguistically appropriate manner.

Key Workforce and Employment Initiatives

Several statewide and regional initiatives support immigrant and migrant participation in workforce development programs across Central Illinois:

- **Apprenticeship and Clean Energy Training:** Under the Climate and Equitable Contractor Incubator Program aim to reduce barriers for underrepresented groups, including immigrants, to enter the clean energy sector.
- **Financial Aid for Undocumented Students:** As of January 1, 2026, a new Illinois law (HB 460) makes undocumented residents in Illinois eligible for state and local financial aid, including grants and scholarships for vocational and higher education, expanding the pool of skilled migrant workers.
- **Job Training and Economic Development (JTED) Program:** The Illinois Department of Commerce and Economic Opportunity (DCEO) has prioritized immigrants and refugees for its 2026 JTED grants. These funds support community partners in providing skilled training and career pathway advancement.
    - **Illinois workNet American Job Centers:** These centers provide free in-person and online resources, including resume builders and career training searches, with specific guidance for noncitizens with work authorization.
    - **The Immigration Project:** Located in Normal and Champaign, this organization provides legal aid that is often essential for immigrants to secure or maintain the work authorization required for allowable workforce services.
- **UMOS (United Migrant Opportunity Services):** Through the WIOA-funded *National Farmworker Jobs Program (NFJP)*, UMOS provides targeted workforce services for migrant and seasonal farmworkers and their families in Illinois, including career counseling, job training, employment support, and supportive services designed to help participants

develop skills for stable, year-round employment in high-demand industries. UMOS also conducts outreach and coordinates with local workforce partners to connect these populations to comprehensive workforce development and supportive resources.

Workforce Support and Integration Efforts

In addition to core employment services, the local workforce system supports broader integration and stabilization efforts that contribute to long-term employment success:

- **Skill Development and Education**: Short-term English language instruction, civic education, and workforce-oriented skills training are offered in collaboration with adult education and community partners.
- **Legal and Application Support**: Assistance with immigration-related applications, including Deferred Action for Childhood Arrivals (DACA), supports workforce authorization and continued employment eligibility.
- **Family and Supportive Services**: Programs such as the Immigrant Family Support Project address financial instability and basic needs that may otherwise hinder workforce participation.
- **Language Access Services**: IDHS Family and Community Resource Centers (FCRCs) utilize bilingual staff and interpretation services to ensure Limited English Proficient (LEP) individuals can access employment-related benefits and services.
- **Community Partnerships**: Ongoing collaboration with community-based organizations through initiatives such as the Immigrant Family Resource Program ensures culturally responsive service delivery.

Legal and Protective Measures

- **Right to Privacy in the Workplace Act Amendments**: Effective in 2026, these protections prevent employers from taking adverse employment actions based solely on federal document discrepancy notices, such as Social Security mismatches.
- **Employment Rights Protections**: Immigrant workers are protected against discrimination, wage theft, and illegal labor practices, with access to legal remedies and representation.
- **Bilingual Service Requirements**: State agencies are required to monitor and increase bilingual staffing at Family and Community Resource Centers to improve access for LEP individuals.

Collectively, these efforts aim to support employment, skill development, and economic mobility for immigrant and migrant populations while maintaining full compliance with WIOA and state regulations. The Central Illinois workforce system continues to strengthen partnerships, expand outreach, and identify data-informed strategies to address barriers, improve service coordination, and support long-term workforce integration for immigrant and migrant workers.

Chapter 4 Section H Question 5: Describe efforts in the local area to support SNAP program recipients.

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 alignment with the modifications to Illinois' 2024 WIOA Unified Plan, local efforts are intensifying to support SNAP recipients as new federal work requirements take effect on February 1, 2026. These mandates require non-exempt individuals aged 18–64 to work, volunteer, or participate in training for at least 80 hours per month.

The Central Illinois local workforce system supports SNAP program recipients in meeting new federal work requirements, including those affecting Able-Bodied Adults Without Dependents (ABAWDs), by connecting them with workforce services that promote employment, skill development, and self-sufficiency. Career Link and partner organizations provide career counseling, job search assistance, skills assessments, and training programs aligned with in-demand industries. Supportive services—such as transportation assistance, childcare resources, and financial guidance—help remove barriers to participation. Outreach efforts include collaboration with the Illinois Department of Human Services, community organizations, and adult education providers to ensure recipients are aware of and can access these opportunities.

Career Link–Led Employment and Training Supports

Career Link provides SNAP recipients with individualized career counseling, comprehensive assessments, and employment planning to identify appropriate work, training, or volunteer activities that satisfy SNAP work requirements. Services include job search assistance, resume development, interview preparation, and direct referrals to employers with immediate hiring needs. Participants may also be co-enrolled in WIOA Adult, Dislocated Worker, or Youth programs, when eligible, allowing for coordinated service delivery and streamlined documentation of participation hours.

Career Link also facilitates access to occupational skills training and work-based learning opportunities aligned with in-demand industries such as manufacturing, construction, transportation, healthcare, and skilled trades. These activities not only help recipients meet SNAP requirements but also support career pathway advancement and credential attainment. Supportive services—such as transportation assistance, childcare referrals, and financial counseling—are leveraged, when allowable, to reduce barriers to participation and retention.

Coordination and Verification of SNAP Participation

Career Link collaborates closely with the Illinois Department of Human Services (IDHS) and community partners to support outreach, referral, and verification processes for SNAP recipients. Workforce staff assist participants in understanding allowable SNAP work

activities and help document participation through employment, training enrollment, volunteer placements, or supervised job search activities. This coordination supports compliance with SNAP requirements while reducing administrative burden for participants.**Expansion of Training Opportunities**: Coordination with community colleges and Career Link is increasing to provide "employer-driven training" and career pathways. Recipients can also meet requirements through Workforce Pell Grants and by applying online through the Career Link website, starting in the 2026-2027 academic year.

- **Community-Based Partnerships**: Organizations like Tazwood, MCCA, food banks and community centers are being leveraged as "one-stop shops" to educate recipients, connect them to volunteer opportunities, and assist with work verification.

Tazwood - Most SNAP recipients are eligible for LIHEAP, CSBG and Weatherization programs. Many SNAP recipients utilize local food pantries to supplement their SNAP benefits and for personal and housing items. Referral efforts are made for persons/families who are not receiving SNAP benefits by providing DHS website and local office address to apply. Local health departments and of I Extension Offices offer SNAP education programs.

Mid Central Community Center - provides much of the same services as Tazwood. In addition, they have implemented a giving garden with five raised vegetable beds.

Chapter 4 Section H Question 6: Describe plans in the local area to coordinate services with recipients of Workforce Pell Grants beginning with the 2026-2027 academic year.

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 the recipients of Workforce Pell Grants.

Career Link

Beginning with the 2026-2027 academic year, local partners will coordinate services for recipients of Workforce Pell Grants to ensure seamless access to education, training and workforce supports. In alignment with modifications to Illinois' 2024 WIOA Unified Plan, the local area will strengthen collaboration among workforce development boards, eligible training providers, community colleges, adult education providers and required WIOA partners.

Coordination efforts will focus on shared outreach and intake processes to identify Workforce Pell-eligible participants early, align funding streams, and reduce duplication of services. Local workforce partners will collaborate with postsecondary institutions to

ensure Workforce Pell recipients are co-enrolled, when appropriate, in WIOA Title I and other applicable programs to support completion and employment outcomes. Supportive services- including career navigation, academic advising, case management, and connections to supportive resources-will be coordinated to address barriers to persistence and credential attainment.

The local area will also promote data sharing, consistent performance tracking, and ongoing partner communication to monitor participant progress and outcomes. These coordinated strategies will support high-quality training aligned with local labor market needs while maximizing the impact of Workforce Pell Grants and WIOA resources.

Heartland / Illinois Central College/ Spoon River

Continuing in the 2026-2027 academic year, Heartland Community College will coordinate with local LWIAs and workforce partners to support individuals receiving Workforce Pell Grants. HCC will build upon existing referral and partnership structures to connect individuals to education, training, and employment opportunities in ways that are aligned with local workforce and employer needs.

HCC will work collaboratively with local LWIAs to facilitate referrals between Workforce Pell-eligible education and workforce services, support co-enrollment when appropriate, and connect Workforce Pell recipients to allowable WIOA supportive services to help reduce barriers to program completion. In coordination with HCC's Adult Education division, community-based organizations, and the McLean County Chamber, Heartland will promote Workforce Pell-eligible programs aligned with in-demand occupations and clearly defined career pathways.

Spoon River College is committed to establishing coordination mechanisms with recipients of Workforce Pell Grants beginning with the 2026-2027 academic year. While we recognize that final rules regarding these grants are still pending, we have developed a proactive framework to ensure seamless integration and support for Workforce Pell participants.

Planned Coordination Strategies

Partnership Development and Communication Infrastructure

Spoon River College will establish formal communication channels with Workforce Pell grant recipients through our Financial Aid Office and student advising. Our Dean of Career and Workforce Education will serve as the primary point of contact for Workforce Pell students, ensuring they receive personalized guidance throughout their educational journey. Spoon River College will work closely with local workforce development boards, employers, and community partners to facilitate smooth transitions from enrollment through program completion and employment placement.

Alignment with Regional Workforce Needs

Our coordination efforts will focus on aligning Workforce Pell-eligible programs with the high-demand occupations identified in our region's labor market analysis. We will work

collaboratively with local workforce areas to ensure that our short-term certificate programs meet both federal Workforce Pell requirements and regional employer needs. This includes ongoing dialogue with our existing employer advisory committees and the expansion of industry partnerships to create clear pathways from credential completion to employment.

Student Support Services Integration

Recognizing that Workforce Pell recipients may face unique barriers to completion, we will expand wraparound support services including academic advising, career counseling, tutoring, and referrals to community resources for childcare, transportation, and other basic needs. We will coordinate with local workforce centers to ensure students can access all available support services without duplication, creating a comprehensive support network that addresses both academic and non-academic barriers to success.

As federal guidance becomes available, we will adapt and enhance these coordination strategies to ensure full compliance and maximize the impact of Workforce Pell grants in our service area.

Illinois Central College

ICC appreciates CareerLink's leadership in proactively aligning with the Workforce Pell Grant program.

As context, final implementation decisions for Workforce Pell will be shaped by federal regulations as well as subsequent guidance and determinations from the Governor's Office and the Illinois Workforce Innovation Board. As a result, the information below reflects ICC's current planning assumptions and aspirational approach, rather than guaranteed or finalized practices. ICC intends to pursue these strategies to the best of the college's ability, consistent with final rules, state-level decisions, and what is in the best interest of students and the institution.

With that caveat, ICC anticipates approaching Workforce Pell implementation beginning in the 2026-2027 academic year with a strong emphasis on collaboration with state and local workforce partners. Our planning is aligned with the spirit of Illinois' WIOA Unified State Plan, particularly its focus on customer-centered service delivery, equity, and cross-system coordination.

From ICC's perspective, local coordination with Workforce Pell recipients would *ideally* include the following elements, as allowable.

ICC anticipates working with CareerLink and Illinois workNet partners to align intake, eligibility screening, and referral processes for students enrolled in Workforce Pell-eligible short-term programs. This includes co-enrollment opportunities in WIOA Title I programs so that students may access career navigation, employment services, and supportive resources alongside Pell-funded tuition. Subject to final federal and state approval, ICC plans to prioritize Workforce Pell-eligible certificates that align with regional high-demand sectors identified through labor market analysis. This supports strong employment and wage outcomes for participants.

While Workforce Pell is expected to address tuition costs, ICC recognizes that many students in intensive short-term programs will continue to face non-tuition barriers.

Where allowable and appropriate, ICC would seek to partner on supportive services to improve persistence and completion. ICC would also continue leveraging employer partnerships to support work-based learning, clinicals, internships, and direct placement opportunities for Workforce Pell students. And as federal and state guidance allows, ICC anticipates collaborating with workforce partners on outcome tracking (e.g., completion, credential attainment, employment, and wage progression) to support continuous improvement and accountability.

Overall, ICC views Workforce Pell as a complementary funding stream that has the potential to strengthen existing WIOA investments. While no specific coordination model is guaranteed at this stage, ICC is committed to embracing the spirit of collaboration and working closely with CareerLink and other partners to maximize student success within the final regulatory framework.

Chapter 4 Section I: Describe how the local area will utilize a customer-centered approach to its service delivery model, including the following:

Chapter 4 Section I Question 1: How a customer-centered or human-centered approach will be used over the course of this plan to improve local service delivery methods.

Great emphasis has been placed on the development of a comprehensive and inclusive array of services to be provided to both job seekers and employers. The Partners have worked closely and sequentially to design a Program that is user friendly to all levels of need in the Region. The One-Stop Center has a system in place that assures that once the customer enters the Center, he/she is greeted immediately to assess the best course of action for the individual. In addition, a Partner Website was developed for those customers who choose the on-line route for assistance initially.

Regularly scheduled meetings allow the partners to discuss the effectiveness of the overall system. In addition, the Partners work cohesively in guiding the One Stop Center and Affiliate office staff. On-going training and a Referral guide/System are utilized by all partners to ensure that services are provided in a consistent manner. Evaluations are completed regarding Program effectiveness. Customers are referred to the most suitable Agencies in order to accommodate and/or alleviate the challenges that they may face.

The One-Stop Manager takes great care in assuring that all partners are contributing to the overall success of the One-Stop Center and partnering agencies.

Chapter 4 Section I Question 2: 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 are representative available at a public library at set times).

Orientations are given to our Drop-Out Prevention (ISY) and Drop-Out Recovery (OSY) programs to provide information on WIOA services that can be accessed by the youth.

Career Link Youth Career Planners and subcontractors provide services to youth customers at their GED program locations, such as Peoria Park District and ICC.

Through the PROWD program, Career Link's Re-entry Career Planners provide career services on-site at the prisons.

Chapter 4 Section I Question 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.

The partner website (CentralIllinoisHelps.com) has its own referral system for all regional partners to utilize.

Chapter 4 Section J: Describe training activities in the local area, including the following:

Chapter 4 Section J Question 1: How the local area 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;

Career Link will undertake the following strategies:

1. **Work-Based Learning – Earn and Learn Models:** To increase the utilization of work-based learning in the region we will work through existing initiatives such as the Strategic Manufacturing Group and Bloomington-Normal Workforce Development/STEM strategies addressing our target industry sectors to promote these programs to regional employers. We will also work with our BSTs to standardize the promotion of these programs when meeting with employers.
2. **Sector Strategies:** The region plans to use both career pathway and TPM approaches to support our sector strategies. We will inventory the current information on career pathways in the region and evaluate how complete they are. It is our plan to create pathways with multiple entry and exit points, so that participants with varied levels of educational attainment can enter a career pathway at an appropriate entry point to obtain the skills and credentials that they need. These career pathways will also enable participants to exit into employment that is relevant for the skills and credentials they have obtained or continue in further education and training to prepare for better-paying jobs that require more advanced skills. TPM is a concept that puts the employer as the primary consumer of the program. The region will explore these models and work to develop training programs using this approach.
3. **Coordinated Business Services:** Partners in the region will provide cross training on the programs and services that they offer to employers. The WIOA core partners in the region will take the lead in developing common messaging and marketing of business services. The Partners will develop strategies that go beyond program silos to promote their employer services.
4. **Apprenticeships, Incumbent Worker Training, Internships, On-the-Job Training, and Work Experience Opportunities**: Offered to employers and participants as components in the TPM process. The proposed outcomes needed will be directed towards employment in high demand occupations earning a living wage that allows for self-sufficiency, earning industry-recognized and/or stackable credentials, and job retention.

Chapter 4 Section J Question 2: 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.

LWIA 15 encourages all staff to participate in webinars (e.g., WIOA Workforce Wednesday) and hands-on training regarding these topics. For instance, Career Link Youth Career Planners participated in an in-person National Mental Health training forum at OSF St. Francis Medical Center. Emphasis was placed on how to handle crisis type situations with youth customers. Ultimately, our goal is to have all Career Planners, who work with other populations, attend similar training.

Chapter 4 Section J Question 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));

Individual Training Accounts serve as the customer's "blueprint" of his/her educational plan including expected costs per each semester of training. During the initial meeting with a Career Planner, the applicant is presented with the Approved Training Provider list. Discussions occur describing the various Training Providers, their application process, and overall review of the selected training programs. Once a customer is accepted into their chosen program, the Career Planner works closely with the customer to inform them of how the Pell, Map, and other financial assistance will affect the total cost of each semester. At this time, LWIA 15 does not use training contracts for customers who enter a post-secondary program directly.

Chapter 4 Section J Question 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 job seekers; and

The Local Board will monitor and evaluate the performance of the eligible providers through the attainment of the WIOA performance measures each year.

Chapter 4 Section J Question 5: How the local area tracks non-enrolling basic services provided to reportable individuals

Office Managers and/or Resource Room Technicians maintain a spreadsheet specifying non-enrolling basic services provided to particular groups of individuals such as DHS TANF participants. Resource Room Technicians also maintain an accurate breakdown of non-

enrolling services through IWDS reporting - Core A/Local Services entries (based on individual customers).

Chapter 4 Section K: Describe if the local workforce board will authorize the transfer of WIOA Title IB workforce funds, including the maximum dollar amount and/or percentage that is authorized to be transferred on an annual basis:

Chapter 4 Section K Question 1: To transfer funds between the adult and dislocated worker funding streams

Regarding the transfer of funds between Adult and Dislocated Worker funding streams, the primary strategy utilized by Career Link, the Title IB administrator of workforce funds, is to allocate resources to the funding stream that has demand for funds and services that can't be met by the original allocation. The amount of the transfer is determined by the volume of demand and the average cost per participant. The maximum dollar amount that could be transferred under WIOA is 100%. It has been necessary to transfer approximately 80% from Dislocated Workers to Adult in order to serve the needs of our customers.

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

Funds set aside for incumbent worker training will be determined by past demand, anticipated new company participation, and a reserve to meet unanticipated demand.

For additional incumbent worker training projects, Career Link may request 1E funding from the State.

Chapter 4 Section K Question 3: To use funds for transitional jobs as outlined in WIOA Sec. 134(d)(5).

The strategy used to determine the funding for transitional jobs, up to the 10% maximum, is to analyze past need and examine expectations for future participation.

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

Career Link does not intend to use performance contracts.

Chapter 4 Section L: Describe how a *RIA lens* is or will be incorporated in the operating systems and policies as part of the Local Workforce Innovation Areas (LWIAs).

Using the definition established by the RIA Taskforce, the LWIA will engage in an on-going process of analyzing the impact of design and implementation of policies on under-served and marginalized individuals and groups to identify and potentially eliminate barriers. When barriers are identified, they will be addressed. Through review of policies and procedures, we will amend or develop procedures and policies that provide for an inclusive and equitable access to the delivery of services.

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.

Chapter 5 Section 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)).

Chapter 5 Section A Question 1: WIOA Performance Measures

The Performance goals regarding the 15 local levels of performance LWIA were negotiated on September 22, 2022, with the Governor and chief local elected official consistent with WIOA Sec. 116© to be used when measuring the performance of the local fiscal agent, eligible providers under Title 1B and the one-stop delivery system to comply with 679.560 (b)(16) (see Attachment 20).

Chapter 5 Section A Question 2: Additional State Performance Measures

There are no additional State Measures.

Chapter 5 Section 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.

Chapter 5 Section B Question 1: What existing service delivery strategies will be expanded based on promising return on investment?

In addition to the Demand Occupation Programs that are traditionally funded at the approved training institutions in Local Workforce Area 15, work-based learning strategies will continue to be explored that serve youth, adults, and dislocated workers. Pre-apprenticeship models that offer avenues for disadvantaged participants, for example, our

GED programs collaborating with recruitment towards apprenticeship opportunities. On-the-Job Training opportunities will be explored and marketed by our BSTs throughout the area. The ROI on Pre-Apprenticeship opportunities has been low. The stakeholders we have assisted who have received grants for Pre-Apprenticeship programs have not had good returns, primarily for the lack of employer investment yet they are still awarded grants. It is our hope and intent to expand training programs that assist businesses with their recruitment of qualified employees while keeping the cost per participant at a more reasonable level.

Moreover, as wages in some industries and occupations continue to climb we will continue to asses training in those areas. For example, the entry-level wages for Certified Nurse Aides are up significantly and this low cost training provides a good return on investment.

Chapter 5 Section B Question 2: What existing service delivery strategies will be curtailed or eliminated based on minimal return on investment?

Currently, we have no programs that will be eliminated based on minimal ROI. Although we have removed some programs in the past, we have generally been pleased with the outcomes from current demand occupations. Nevertheless, not all providers are producing consistent results, and that must be continually reevaluated.

Chapter 5 Section B Question 3: What new service strategies will be used to address regional educational and training needs based on promising return on investment?

In addition to the Demand Occupation Programs that are traditionally funded at the approved training institutions in Local Workforce Area 15, work-based learning strategies will continue to be explored that serve youth, adults, and dislocated workers. Pre-apprenticeship models that offer avenues for disadvantaged participants, for example, our GED programs collaborating with recruitment towards apprenticeship opportunities. On-the-Job Training opportunities will be explored and marketed by our BSTs throughout the area.

Chapter 5 Section B Question 3a: What return on investment and qualitative outcome data for various education and training programs will be collected to identify barriers to enrollment?

As required by WIOA legislation, we follow all funded clients for one full year after exit. This facilitates an annually review of the results of our clients in regards to specific training providers and programs.

We track how many funded clients attend, graduate, earn an industry-recognized credential, obtain employment and track their quarterly wages in follow-up. If the results suggest a specific program is not producing satisfactory outcomes, we notify the staff which programs will no longer be funded.

This has happened to several programs in the year. We provide our local Workforce Investment Board (WIB) with quarterly updates on performance and in the future we will be sharing those results by training provider/program.

One barrier to training that we continue to see is the difficulty some applicants face in securing a seat in some of the highly competitive training programs at community colleges. For example, it is usually more cost effective to attend a nursing program at a community college than to attend at a proprietary school or a four-year college, but many community colleges have waiting lists. As a result, we felt the need to place clients in more expensive training program to get the client training and working. Our performance measures from each of our providers and the programs that are funded are evaluated on an annual basis for those that have exited the programs successfully or unsuccessfully.

Cost per participant, wages, credentials, job attainment and retention are taken into consideration as to whether or not programs are successful. Furthermore, preprogram wages are collected at enrollment. These are compared to post-program earnings to help us identify return on investment.

Chapter 5 Section B Question 3b: What are the most cost-effective approaches to taking down those barriers or helping residents overcome them?

To address the formerly incarcerated population and residents with felonies we have been conducting workshops at the Illinois River Correction Center in Canton (IL) in partnership with representatives from the Illinois Department of Employment Security (IDES). These are being done at the invitation of the state's prison system officials and their reentry program.

Employers that are willing to hire felons need to be recruited for any reentry program to be successful.

Our Business Service Representatives (BSRs) are speaking with employers to see who are open to hiring felons. We have also strengthened our partnership with Prairie State Legal Services who assist and guide help ex-offenders with the process of expungement, etc.

Partnering with agencies such as Marcfirst and the Department of Rehabilitation Services may help address the employability of people with disabilities. Different strategies are being explored to address the remedial needs of residents who are welfare and food stamp recipients through partnerships with area colleges to enhance engagement in pre-employment programs, apprenticeships and OJTs. The most cost-effective approaches to take down these barriers and others will continually be explored.

We will continue to explore cost-effective approached to take down these barriers.

Chapter 5 Section C: Describe how a *RIA lens* is or will be incorporated in the analysis of performance goals and implementation of evaluation activities

We believe that all programs funded by WIOA must continual look for systemic barriers that make it difficult for people from historically marginalized communities to get job training. We look for such barriers when evaluating training providers, and when working with employers who provide work experience and On-the-Job Training.

Collect and analyze data disaggregated by demographic factors such as gender, ethnicity, and age (IWDS reports). Use this data to identify patterns or disparities. Hold the agency accountable for promoting equity and inclusion for all customers. For over 40 years, Career Link has been promoting equity, has served and will continue to serve anyone no matter, their race, gender, religion, or background.

Program Evaluation activities: Monitoring is conducted with all Sub-contractors utilizing an established evaluation form and process. Participant files are reviewed before certification by the Assistant Director or Performance Manager. Participant file reviews are conducted by the Program Manager on a quarterly basis to ensure that training related documents are maintained correctly. Career Planners monitor Work Experience sites to ensure that the participants are following the guidelines established in the job description and contract. On-the-Job Training contracts are also monitored by BSRs and/or Career Planners. Training related policies are reviewed on a yearly basis whereas any changes/recommendations are presented to the WIB Board for approval.

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 the challenges and opportunities that are associated with meeting the administrative requirement of the Workforce Innovation and Opportunity Act programs.

Chapter 6 Section A: Fiscal Management

Chapter 6 Section A Question 1: Identify the entity responsible for the disbursal 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) (§ 679.560(b)(14)).

United Workforce Development Board (UWDB) is the grantee for WIOA funds. Steven Martin, Executive Director, is the authorized designee.

Chapter 6 Section A Question 2: Provide a copy of the local procurement policies and procedures and describe the competitive procurement process that will be used to award the subgrants and contracts for WIOA Title I activities (§ 679.560(b)(15)).

See Attachment 18 – Local Procurement Policy.

Chapter 6 Section B: Physical and Programmatic Accessibility

Chapter 6 Section B Question 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 (§ 679.560(b)(5)(iii)).

As the lead agency in Illinois for provision of services for individuals with disabilities, the Illinois Department of Human Services – Division of Rehabilitation Services (IDHS-DRS) will work the One-Stop partners to ensure that access to program services will be available for persons with disabilities. The One-Stop must be determined to be physically accessible

during leasing arrangement completed by Central Management Services. Program accessibility is a little more difficult to monitor and maintain as sensory and cognitive impairments may make computers, software, written materials, and telecommunication devices inaccessible. Vocational rehabilitation staff will be available to review accessibility issues for customers at the One-Stop, affiliates, and partner programs, as well as provide accessibility information and recommendations on projected job sites.

DRS will assist in identifying adaptive equipment at the One-Stop to ensure program accessibility Equipment purchase will be subject to demonstrated need, administrative approval, and appropriation approval. Technical assistance may also be available from the local Centers for Independent Living (LIFE CIL-Bloomington, Advocates for Access-Peoria Heights), and from the Illinois Technology Assistance Program and the IDHS-DRS Rehab Tech Unit.

Entities within the One-Stop delivery system will work with our Vocational Rehabilitation partner to assure compliance with WIOA Sec. 188 and applicable provisions of the Americans with Disabilities Act. We plan to review and develop an enhanced referral process between all partners. Vocational Rehabilitation staff will be available through direct linkage with the One-Stop Center. All staff will receive cross training on effective methods for providing services to individuals with disabilities. Business Service Staff will work with Rehabilitation Services staff to learn how to effectively work with employers to provide employment opportunities to those with disabilities.

Chapter 6 Section B Question 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 (§679.560(b)(13)). 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.

If needed, cooperative agreements will be developed between partners to facilitate how local programs will be integrated and made accessible to those with disabilities.

Chapter 6 Section C: Plan Development and Public Comment

Chapter 6 Section C Question 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 (§ 679.560(b)(19)).

A legal notice will be placed in the two largest newspapers in Region 15/EDR 3. This legal notice will provide a brief description of the action that is contemplated. The notice will also contain the phone number and email contact so that an interested party may ask questions, request a copy of the action, and where to file a written comment. Comments may also be presented to the Workforce Innovation Board and such comments will be considered by the Board and the Board will determine what steps, if any, will be taken as a result of the written and oral comments. A summary of comments will be included with any submission of a Grant or other similar action, to the Department of Commerce. Such comments will be taken during the 30-day comment period. As part of the preparation of the Local Plan, the conveners assured that representatives from business, education, and labor organizations had an opportunity to provide input into the plan. Some examples of representatives of the board that were part of the process are Steve Timmerman of Bank of Pontiac, Jeffrey Inman of Greater Peoria Economic Development Council, Sam Lewis of Pridestaff, Rick Pearce of Heartland Community College (HCC), and Dr. Kamilah Williams and Cathy Blunier of Illinois Central College (ICC). Curt Rendall of HCC and Paula Nachtrieb of ICC, though not on the board, contributed to the development of the Regional/Local Plan.

Should comments be received, the summary will be prepared and the response of the CEO and the Workforce Innovation Board will be noted.

Chapter 6 Section C Question 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.

Comments will be added if provided.

Chapter 6 Section C Question 3: Provide information regarding the regional and local plan modification procedures.

The local plan modification process follows the same steps as that of an original grant submission. Regional partners are contacted to provide input regarding the regional and local plans. In some cases, a meeting made be held to discuss content. Other cases may involve content submissions by specific partners submitted to a committee of three who are tasked in modifying the document. This process includes completing all required DCEO

modifications, public notice, approval by the LWIB and meeting submission deadlines as mandated by the state.

The need for a modification may be dependent on actions by the Department of Commerce or by local circumstances.

Chapter 6 Section D: Describe how a *RIA lens* will be incorporated in with meeting the administrative requirement of the Workforce Innovation and Opportunity Act programs.

The LWIA will seek guidance from the State on the development of RIA tools or initiatives to incorporate into meeting administrative requirements. When appropriate RIA will be included in the procurement process.

Attachment 1 - CEO Functions and Agreement Between Multiple CEO

LOCAL WORKFORCE INNOVATION AREA 15

CHIEF ELECTED OFFICIAL CONSORTIUM AGREEMENT

This agreement is entered into by the County Board Chairs of the Counties of Fulton, Marshall, Mason, Mclean, Peoria, Stark, Tazewell, and Woodford counties, hereinafter collectively referred to as Chief Elected Officials (CEOs). Its purpose is to describe how CEOs will organize themselves and act to fulfill their responsibilities for Workforce Innovation and Opportunity Act (WIOA) services provided in Local Workforce Innovation Area 15 (LWIA 15), a Local Workforce Innovation Area designated by the Governor under WIOA.

A. GENERAL PROVISIONS

1. The name of the Consortium shall be the Consortium of Chief Elected Officials of LWIA 15.

2. This Agreement reflects the unanimous decisions of all eight county CEOs holding office at the time of signing.

3. It is agreed that CEO decisions required under this Agreement shall be made in a democratic manner and that each CEO shall have an equal vote in all deliberations. A simple majority vote shall be required to approve or deny any action required to fulfill the CEO responsibilities covered by this Agreement.

4. This Agreement may be amended or modified at any time by the affirmative vote of five members/proxies of the eight county CEOs holding office at the time of modification.

B. CEO DESIGNATION AND ORGANIZATION

1. Each CEO signing this agreement shall assume the roles and responsibilities assigned collectively to the CEOs under WIOA.

2. Each CEO may appoint a member of the county board of that county to act in his or her place under this Agreement.

3. The CEOs shall select from among their members a Chair and Vice-Chair. These two members have signatory authority for CEOs as may be required to provide for the continuous provision of WIOA services in LWIA 15. The Chair and Vice-Chair shall be elected immediately upon the approval of this agreement and shall serve for a term of one year. An election of the Chair and Vice-Chair shall be held each year thereafter.

4. The Chair shall preside at each meeting. The Vice-Chair shall preside in the absence of the Chair or at other times when the Chair is unable to fulfill the duties and responsibilities of the Chair. Should the Chair resign prior to the completion of the term as Chair, or be unable to conduct the duties of Chair, the Vice-Chair shall assume the position of Acting Chair until the next annual election.

5. The Chair shall provide an agenda prior to each meeting. Any member may request an item be added to the agenda.

6. The CEOs shall meet on a regular basis to conduct the business required of them under WIOA. These meetings shall be held not less frequently than on a quarterly basis.
7. Five members or more shall represent a quorum at meetings.

8. To fulfill their oversight responsibilities under WIOA, the CEOs shall receive from its designated Grant Recipient and Fiscal Agent (if applicable) the following information for review prior to each meeting:

    a. Reports and other documents that summarize the current financial conditions of all WIOA grants awarded to LWIA 15, including income, expenditures, fund balances, comparison to approved budget and other financial metrics the CEOs may identify in conjunction with the execution of their responsibilities under this Agreement.

    b. Reports and other documents that summarize current program performance in LWIA 15 against the negotiated performance standards required under WIOA, including whether the local area is meeting, exceeding or failing to meet each performance standard.

    c. Reports and other documents that summarize known compliance issues or concerns along with an explanation of any out-of-compliance notices received for any program for which the CEOs retain ultimate financial liability.

9. Should any member of the Consortium have a conflict of interest pertaining to any issue coming before the Consortium, or if there is an appearance of a conflict of interest, that member shall declare any such conflict prior to any discussion on the issue, and shall refrain from voting on said issue.

10. The Consortium shall comply with the Open Meetings Act and shall operate under Robert's Rules of Order.

11. It is the intent of all CEOs that WIOA services be provided to all counties within this consortium on an equitable and fair basis, taking into account the total funds available and the proportional need for services of each county.

APPOINTMENTS TO THE LOCAL WORKFORCE INNOVATION BOARD (LWIB)

The CEOs have the exclusive responsibility to appoint members to the Local Workforce Innovation Board of area 15 from individuals recommended or nominated by each class of membership.

1. The CEOs shall insure that private sector LWIB members are nominated timely to expedite approval of these nominees by the state.

2. The CEOs shall nominate members to ensure that at all times a majority of LWIB membership (minimum 51%) are business representatives which represent business owners, chief executive officers, and other executives with optimum policy making or hiring authority. At least two of the business representative must represent small businesses as defined by the Small Business Administration. CEOs shall seek business nominations from local business organizations and trade associations.

3. The CEOs shall nominate members to ensure that at all times not less than 20% of the LWIB membership are workforce representatives which represent labor organizations, joint labor-management or union affiliated registered apprenticeship program, community-based organizations that have demonstrated experience and expertise addressing the employment, training or education needs of individuals with barriers to employment, and representatives of organizations that have demonstrated experience and expertise in addressing the employment, training and education needs of eligible youth, including out-of-school youth.

4. Each CEO, or designee, is responsible for appointing private sector members from the CEO's county. These members must reside or work within the county of appointment.

5. A CEO may appoint a member who lives or works in a different county if that appointee meets all the requirements and is approved by the CEO from which the appointment would normally come.

6. The CEOs will determine if any additional members shall be appointed beyond those minimally required by WIOA or the state. If any such appointments are made, the 51% business representative membership and 20% labor representative membership requirement shall be maintained.

7. The CEOs will strive to appoint but not guarantee that at least one private sector representative from each county to the Local Workforce Innovation Board of Area 15. Due to the ability to solicit qualified individuals, the number of members representing each county will vary at any given time. Any CEO serving on the LWIB as a private sector member will be counted as an appointment from the serving CEOS's county.

8. The CEOs shall agree on the public sector appointments to the LWIB. These appointments shall be made to assure geographical balance throughout the local workforce innovation area.

9. Appointments shall be for: one year, two year, and three year terms divided equally among the membership.

10. Members may continue to serve on the LWIB until:

    a. Their term of office expires, however the member may continue to serve until the replacement nominees' required documents are approved and confirmed in writing by the state;

    b. The classification under which they were appointed changes;

5.

E. CEO PARTNERSHIP WITH THE LOCAL WORKFORCE DEVELOPMENT BOARD

1. The CEOs and LWIB shall develop and submit a local plan to the Governor that meets the requirements in section 108. The completed local plan shall be subject to the approval of the CEOs at a scheduled CEO meeting. The CEOs and LWIB must be in agreement on the local plan before it is submitted to the Governor. The local plan must be consistent with the state plan.

2. The local board shall collaborate with the other local boards and chief elected officials from such other local areas in the preparation and submission of a regional plan as described in section 106(c)(2). The regional plan must be consistent with the state plan.

3. In partnership with the LWIB, the CEOs shall conduct oversight for local youth workforce investment activities authorized under section 129(c), local employment and training activities authorized under subsections (c) and (d) of section 134, and the one-stop delivery system in the local area. Oversight must ensure the appropriate use and management of the funds provided under subtitle B for the activities and system and for workforce development activities, Oversight must also ensure the appropriate use, management, and investment of funds to maximize performance outcomes under section 116. Results shall be reported to the CEOs and LWIB and shall be reviewed and approved at scheduled meetings.

4. The local board, with the agreement of the chief elected official for the local area, shall designate or certify one-stop operators through a competitive process and may terminate for cause the eligibility of such operators.

5. The LWIB shall develop a budget subject to the approval of the CEOs. The LWIB, with the assistance of the grant recipient/fiscal agent, shall develop a budget consistent with the local plan for its activities and submit the budget to the CEOs for their approval. The grant recipient/fiscal agent must distribute grant funds as approved by the CEOs provided that the disbursement does not violate WIOA or any other applicable law.

6. Section 121(b)(2) allows the LWIB and CEOs to approve additional partners that carry out workforce development programs consistent with that described in WIOA for participation in the one-stop delivery system.

7. The local board, with agreement of the CEOs, shall develop and enter into a Memorandum of Understanding (MOU) concerning the operation of the one-stop delivery system in the local area with the One-Stop Partners as described under section 121. The completed MOUs shall be subject to CEO approval and shall be reviewed and approved by the CEOs and WIB at scheduled meetings.

F. CEO AGREEMENT AND CONSULTATION WITH THE GOVERNOR AND, AS NECESSARY, THE LWIB

1. The LWIB, the CEOs, and the Governor shall negotiate and reach agreement on local performance accountability measures as described in section 116(c).

2. In agreement with the Governor, the CEOs may allow the LWIB or staff to provide career services or be certified or designated as a One-Stop Operator.

3. The CEOs may request a waiver from the Governor to allow the local board or staff to the local boards to be able to provide training services.

4. The CEOs will consult with the Governor in the development of a reorganization plan, following decertification of the LWIB for fraud, abuse, failure to carry out functions, or non-performance.

5. The CEOs and the LWIB will work with the State to facilitate the State's provision of statewide rapid response activities.

6. The Governor, in coordination with the LWIB and the CEOs in the State, shall establish and operate a fiscal and management accountability information system based on guidelines established by the Secretary after consultation with the Governor, CEOs and the one-stop partners (such guidelines shall promote efficient collection and use of fiscal and management information for reports and monitoring the use of funds made available and for preparing the annual report).

7. The CEOs will consult with the Secretary of Labor or Governor regarding any federal or state-funded activity in the local area.

G. RELATED AGREEMENTS

1. The CEOs and local board must enter into additional written agreements when a single entity performs multiple functions in a local area. These functions include: local fiscal agent, local board staff, one-stop operator, or direct provider of career services or training services.

    a. The written 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.

    b. The agreement must clarify how the organization will carry out its responsibilities while demonstrating compliance with the Workforce Innovation and Opportunity Act and corresponding regulations, relevant Office of Management and Budget circulars, and the state's conflict of interest policy.

H. CONFLICT OF INTEREST

1. No member of the CEOs or the LWIB 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.

2. CEO 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.

I. TERM OF AGREEMENT

This Agreement shall be effective from 7/1/2017 and shall expire upon the termination of the Workforce Innovation and Opportunity Act, dissolution of the LWIA, or future action taken by CEOs to establish a new agreement.

By signing this Agreement, all CEOs understand that this Consortium Agreement supersedes all prior written or oral agreements relating to the responsibilities of CEOs in LWIA 15.

J. SIGNATURES

For Fulton County :
John Spangler

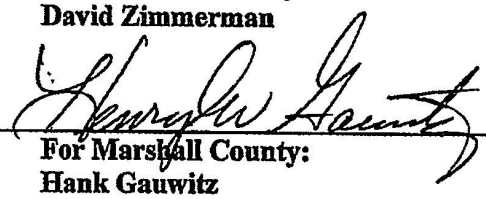
9/21/2023
Date

For McLean County :
Catherine Metsker

9/21/2023
Date

For Tazewell County :
David Zimmerman

9/21/2023
Date



For Marshall County:
Hank Gauwitz

9/21/2023
Date

For Stark County:
Kari Bush

9/21/2023
Date

For Woodford County:
Chuck Nagel

9/21/2023
Date

For Peoria County:
James Dillon

9/21/2023
Date

For Mason County
Kenneth Walker

8

J. SIGNATURES

For Fulton County : John Spangler	9/21/2023 Date
For McLean County : Catherine Metsker	9/21/2023 Date
For Tazewell County : David Zimmerman	9/21/2023 Date
For Marshall County: Hank Gauwitz	9/21/2023 Date
For Stark County: Kari Bush	9/21/2023 Date
For Woodford County: Chuck Nagel	9/21/2023 Date
For Peoria County: James Dillon	9/21/2023 Date
For Mason County Kenneth Walker	9/21/2023 Date

8

J. SIGNATURES

For Fulton County :
John Spangler

9/21/2023
Date

For McLean County :
Catherine Metsker

9/21/2023
Date

For Tazewell County :
David Zimmerman

9/21/2023
Date

For Marshall County:
Hank Gauwitz

9/21/2023
Date

For Stark County:
Kari Bush

9/21/2023
Date

For Woodford County:
Chuck Nagel

9/21/2023
Date

For Peoria County:
James Dillon

9/21/2023
Date

For Mason County
Kenneth Walker

J. SIGNATURES

For Fulton County : John Spangler	9/21/2023 Date
For McLean County : Catherine Metsker	9/21/2023 Date
For Tazewell County: David Zimmerman	9/21/2023 Date
For Marshall County: Hank Gauwitz	9/21/2023 Date
For Stark County: Kari Bush	9/21/2023 Date
For Woodford County: Chuck Nagel	9/21/2023 Date
For Peoria County: James Dillon	9/21/2023 Date
For Mason County Kenneth Walker	9/21/2023 Date

J. SIGNATURES

For Fulton County : John Spangler	9/21/2023 Date
For McLean County : Catherine Metsker	9/21/2023 Date
For Tazewell County : David Zimmerman	9/21/2023 Date
For Marshall County: Hank Gauwitz	9/21/2023 Date
For Stark County: Kari Bush	9/21/2023 Date
For Woodford County: Chuck Nagel	9/21/2023 Date
For Peoria County: James Dillon	9/21/2023 Date
Kenneth Walker For Mason County Kenneth Walker	9/21/2023 Date

J. SIGNATURES

For Fulton County : John Spangler	9/21/2023 Date
Catherine L Metsker For McLean County : Catherine Metsker	9/21/2023 Date
For Tazewell County : David Zimmerman	9/21/2023 Date
For Marshall County: Hank Gauwitz	9/21/2023 Date
For Stark County: Kari Bush	9/21/2023 Date
For Woodford County: Chuck Nagel	9/21/2023 Date
For Peoria County: James Dillon	9/21/2023 Date
For Mason County Kenneth Walker	9/21/2023 Date

J. SIGNATURES

For Fulton County:
John Spangler

9/21/2023
Date

For McLean County :
Catherine Metsker

9/21/2023
Date

For Tazewell County :
David Zimmerman

9/21/2023
Date

For Marshall County:
Hank Gauwitz

9/21/2023
Date

For Stark County:
Kari Bush

9/21/2023
Date

For Woodford County:
Chuck Nagel

9/21/2023
Date

For Peoria County:
James Dillon

9/21/2023
Date

For Mason County
Kenneth Walker

9/21/2023
Date

Attachment 2 – CEO Delegation of Authority and Acknowledgment of Financial Liability

CEO Acknowledgment and Designation Form

Local Workforce Innovation Area: 15

SECTION ONE – Designation of Grant Recipient or Subrecipient

Single CEO Local Workforce Innovation Area

☐ The Chief Elected Official ("CEO")* will serve as grant recipient.

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

_____

_____

_____

_____

Multiple CEOs Local Workforce Innovation Area

☐ 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:

_____

_____

_____

_____

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

United Workforce Development Board Inc. aka Career Link

2956 Court St

Pekin, IL 61554

***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 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):

United Workforce Development Board Inc. aka Career Link

2956 Court St

Pekin, IL 61554

SECTION THREE – DESIGNATION OF SIGNATURE AUTHORITY

The CEO as grant recipient, or any designated grant recipient or subrecipient, will be responsible for having an authorized individual associated with the recipient or subrecipient 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 subrecipient, 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)

Steven Martin, Executive Director

Signature Authority for Other Grant-Related Documents

LeeAnn Norris, Fiscal Director

(NOTE: The CEO may elect not to designate anyone else to have 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 subrecipient 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, subrecipient or fiscal agent.

SECTION FIVE - SIGNATURES

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.

1	James Dillon	Peoria County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date
2	John Spangler	Fulton County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date
3	Kari Bush	Stark County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date
4	David Zimmerman	Tazewell County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date
5	Kenneth Walker	Mason County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date

6	Chuck Nagel	Woodford County CEO	
	Printed Name	Title	
		9/21/2023	
	Signature	Date	
7	Hank Gauwitz	Marshall County CEO	
	Printed Name	Title	
		9/21/2023	
	Signature	Date	
8	Catherine Metsker	McLean County CEO	
	Printed Name	Title	
		9/21/2023	
	Signature	Date	
9			
	Printed Name	Title	
	Signature	Date	
10			
	Printed Name	Title	
	Signature	Date	
11			
	Printed Name	Title	
	Signature	Date	
12			
	Printed Name	Title	
	Signature	Date	
13			
	Printed Name	Title	
	Signature	Date	
14			
	Printed Name	Title	
	Signature	Date	

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 subrecipient 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, subrecipient or fiscal agent.

SECTION FIVE - SIGNATURES

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.

1	James Dillon	Peoria County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date
2	John Spangler	Fulton County CEO
	Printed Name	Title
	John Spangler	9/21/2023
	Signature	Date
3	Kari Bush	Stark County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date
4	David Zimmerman	Tazewell County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date
5	Kenneth Walker	Mason County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date

6	Chuck Nagel	Woodford County CEO	
	Printed Name	Title	
		9/21/2023	
	Signature	Date	
7	Hank Gauwitz	Marshall County CEO	
	Printed Name	Title	
		9/21/2023	
	Signature	Date	
8	Catherine Metsker	McLean County CEO	
	Printed Name	Title	
	Catherine L Metsker	9/21/2023	
	Signature	Date	
9			
	Printed Name	Title	
	Signature	Date	
10			
	Printed Name	Title	
	Signature	Date	
11			
	Printed Name	Title	
	Signature	Date	
12			
	Printed Name	Title	
	Signature	Date	
13			
	Printed Name	Title	
	Signature	Date	
14			
	Printed Name	Title	
	Signature	Date	

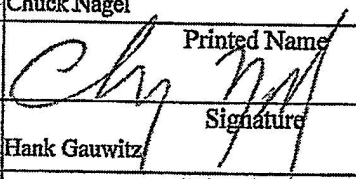
SECTION FOUR – ACKNOWLEDGMENT OF FINANCIAL RESPONSIBILITY

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 subrecipient 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, subrecipient or fiscal agent.

SECTION FIVE - SIGNATURES

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.

1	James Dillon Printed Name	Peoria County CEO Title
	 Signature	9/21/2023 Date
2	John Spangler Printed Name	Fulton County CEO Title
	 Signature	9/21/2023 Date
3	Kari Bush Printed Name	Stark County CEO Title
	 Signature	9/21/2023 Date
4	David Zimmerman Printed Name	Tazewell County CEO Title
	 Signature	9/21/2023 Date
5	Kenneth Walker Printed Name	Mason County CEO Title
	KENNETH WALKER Signature	9/21/2023 Date

6	Chuck Nagel	Woodford County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date
7	Hank Gauwitz	Marshall County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date
8	Catherine Metsker	McLean County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date
9		
	Printed Name	Title
	Signature	Date
10		
	Printed Name	Title
	Signature	Date
11		
	Printed Name	Title
	Signature	Date
12		
	Printed Name	Title
	Signature	Date
13		
	Printed Name	Title
	Signature	Date
14		
	Printed Name	Title
	Signature	Date

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 subrecipient 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, subrecipient or fiscal agent.

SECTION FIVE – SIGNATURES

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.

1	James Dillon	Peoria County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date
2	John Spangler	Fulton County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date
3	Kari Bush	Stark County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date
4	David Zimmerman	Tazewell County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date
5	Kenneth Walker	Mason County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date

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 subrecipient 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, subrecipient or fiscal agent.

SECTION FIVE - SIGNATURES

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.

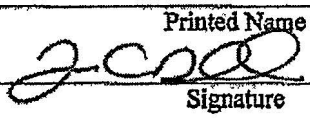
1	James Dillon	Peoria County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date
2	John Spangler	Fulton County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date
3	Kari Bush	Stark County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date
4	David Zimmerman	Tazewell County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date
5	Kenneth Walker	Mason County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date

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 subrecipient 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, subrecipient or fiscal agent.

SECTION FIVE - SIGNATURES

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.

1	James Dillon	Peoria County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date
2	John Spangler	Fulton County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date
3	Kari Bush	Stark County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date
4	David Zimmerman	Tazewell County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date
5	Kenneth Walker	Mason County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date

6	Chuck Nagel	Woodford County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date
7	Hank Gauwitz Henry W. Gauwitz	Marshall County CEO
	Printed Name	Title
	Henry W. Gauwitz	9/21/2023
	Signature	Date
8	Catherine Metsker	McLean County CEO
	Printed Name	Title
		9/21/2023
	Signature	Date
9		
	Printed Name	Title
	Signature	Date
10		
	Printed Name	Title
	Signature	Date
11		
	Printed Name	Title
	Signature	Date
12		
	Printed Name	Title
	Signature	Date
13		
	Printed Name	Title
	Signature	Date
14		
	Printed Name	Title
	Signature	Date

Attachment 3 - LWIB Certification and Recertification Requirements

WIB
By-Laws

The Workforce Innovation Board of Local Workforce Area 15
Fulton, Marshall, Mason, McLean, Peoria, Stark, Tazewell, and Woodford Counties

Approved 02/17/2016

ARTICLE I
NAME/SERVICE AREA/OFFICE LOCATION/DEFINITIONS/AUTHORITY

Section 1. Name
The name of this organization shall be the "Workforce Innovation Board of Local Workforce Area 15 (hereafter referred to as "the Board.)"

Section 2. Service Area
The Board shall serve the residents of Fulton, Marshall, Mason, McLean, Peoria, Stark, Tazewell and Woodford Counties, hereinafter referred to as Workforce Innovation Area #15.

Section 3. Office Location
The official office location and mailing address shall be: 2956 Court St., (Sunset Plaza), P.O. Box 67, Pekin, IL 61555-0067.

Section 4. Authority
The Board shall act as the Workforce Innovation Board ("WIB") for local Workforce Innovation Area 15. The Board shall conduct and engage in activities as set forth in the federal Workforce Innovation and Opportunity Act (hereinafter referred to as "WIOA"), applicable federal regulations, state, and local law.

Section 5. Definitions
For the purposes of these bylaws and consistent with WIOA, "Chief Elected Officials or Chief Local Elected Officials (CEOs)" are defined as the County Board Chairs of Fulton, Marshall, Mason, McLean, Peoria, Stark, Tazewell, and Woodford Counties.

ARTICLE II
VISION/PURPOSE/FUNCTION

Section 1. Vision

The vision for the Board is to serve as a strategic leader and convener of local workforce system stakeholders. The Board partners with employers and the workforce system to develop policies and investments that support workforce system strategies that support regional economies, the

development of effective approaches including local and regional sector partnerships and career pathways, and high-quality, customer-centered service delivery and service delivery approaches.

Section 2. Purpose

The purpose of the Board is to:

- Provide strategic and operational oversight in collaboration with the required and additional partners and workforce stakeholders to help develop a comprehensive and high-quality workforce system in the local area and larger planning region;
- Assist in the achievement of the State's strategic and operational vision and goals as outlined in the Unified State Plan; and
- Maximize and continue to improve the quality of services, customer satisfaction, and effectiveness of the services provided.

Section 3. Function

In partnership with the CEO(s), the Board sets policy for the local workforce system consistent with State policies. The functions of the Board are described in WIOA Sec. 107(d) and are as follows:

A. Develop and submit a 4-year local plan for the local area, in partnership with the CEO(s) and consistent with Section 108 of WIOA;

B. Develop and submit a regional plan in collaboration with other local areas in the designated region. The local plan must be submitted as a part of the regional plan;

C. Conduct workforce research and regional labor market analysis as defined in section 107(d)(2) of WIOA;

D. Convene local workforce system stakeholders to assist in the development of the local plan under Section 108 and in identifying non-federal expertise and resources to leverage support for workforce activities;

E. Lead efforts to engage with a diverse range of employers and other entities in the region in order to promote business representation on the Board, develop effective linkages with employers in the region, ensure that workforce investment activities meet the needs of employers, and develop and implement proven or promising strategies for meeting the employment and skill needs of workers and employers;

F. With representatives of secondary and post-secondary education programs, lead efforts to develop and implement career pathways within the local area by aligning the employment, training, education, and supportive services that are needed by adults and youth, particularly individuals with barriers to employment;

G. Lead efforts in the local area to identify and promote proven and promising strategies and initiatives for meeting the needs of employers, workers and jobseekers, and identify and disseminate information on proven and promising practices carried out in other local areas for meeting such needs;

H. Develop strategies for using technology to maximize the accessibility and effectiveness of the local workforce system for employers, and workers and jobseekers consistent with Section 107(d)(7) of WIOA;

I. In partnership with the chief elected official for the local area, conduct oversight of: youth workforce investment activities authorized under WIOA Sec. 129(c), adult and dislocated worker employment and training activities under WIOA Secs. 134 (c) and (d); and entire one-stop delivery

system in the local area; ensure the appropriate use and management of the funds provided under WIOA Subtitle B for the youth, adult, and dislocated worker activities and one-stop delivery system in the local area; and ensure the appropriate use management, and investment of funds to maximize performance outcomes under WIOA Sec. 116;

J. Negotiate and reach agreement on local performance measures with the CEO and the Governor;

K. Negotiate with CEO and required partners on the methods for funding the infrastructure costs of one-stop centers in the local area in accordance with WIOA or must notify the Governor if they fail to reach agreement at the local level and will use a State infrastructure funding mechanism;

L. Select providers of youth workforce investment activities, training services, career services, and one-stop operators in the local area as specified in WIOA, and where appropriate terminate such providers in accordance with 2 CFR Part 200;

M. In accordance with WIOA Sec. 107(d)(10)(E) work with the State to ensure there are sufficient numbers and types of providers of career services and training services serving the local area and providing the services in a manner that maximizes consumer choice, as well as providing opportunities that lead to competitive integrated employment for individuals with disabilities;

N. Coordinate activities with education and training providers in the local area, including reviewing applications to provide adult education and literacy activities under Title II for the local area to determine whether such applications are consistent with the local plan, making recommendations to the eligible agency to promote alignment with such plan, and replicating and implementing cooperative agreements to enhance the provision of services to individuals with disabilities and other individuals;

O. Develop a budget for the activities of the Board, with approval of the CEO and consistent with the local plan and the duties of the Board;

P. Assess, on an annual basis, the physical and programmatic accessibility of all one- stop centers in the local area, in accordance with WIOA Sec. 188, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and

Q. Certification of one-stop centers in accordance with WIOA.

ARTICLE III
MEMBERSHIP

Section 1. Composition

Board membership shall be composed of representatives required under WIOA and by policies established by the State of Illinois.

The Board members shall be appointed by the CEO(s) for Workforce Innovation Area # 15 in accordance with the following categories:

A. Business Sector – Members of this category shall constitute a majority of the membership of the Board. Members must be owners of businesses, chief executives or chief operating officers or other business

executives or employers with optimum policy making or hiring authority. At least two business members must meet the requirements of a small business as defined by the Small Business Administration.

B. Workforce Sector – Members of this category shall constitute at least twenty percent (20%) of the membership. The members shall include at least two (2) representatives of labor organizations and one (1) representative of registered apprenticeship programs (if they exist in the area); may include representatives from community-based organizations that have demonstrated experience and expertise addressing the employment needs of individuals with barriers to employment, including organizations that serve veterans or that provide or support competitive integrated employment for individuals with disabilities; and may include representatives of organizations that have demonstrated experience and expertise in addressing the employment, training, or education needs of eligible youth, including representatives of organizations that serve out-of-school youth.

C. Education and Training Sector – Local educational program representatives which shall include an eligible provider of adult education and literacy activities, and a representative of institutions of higher education providing workforce investment activities (including community colleges). The members may include entities administering education and training activities that represent local education agencies and community-based organizations with demonstrated expertise addressing the education or training needs of individuals with barriers to employment. No single member of a local board shall serve as a representative of the adult education and literacy activities under Title II and the institution of higher education providing workforce investment activities.

D. Governmental and Economic and Community Development Sector – Entities shall include economic and community development entities, Wagner-Peyser, Title I of the Rehabilitation Services Act of 1973. Members in this category may include a representative that administers local programs providing transportation, housing and public assistance in the local area or a representative of philanthropic organizations serving the local area.

E. Other Sector – May include such other individuals or representatives of entities as the CEO(s) may determine to be appropriate.

Section 2. Selection/Nomination

A. The CEO(s) shall make appointments and reappointments in accordance with "the CEO/Intergovernmental Agreement" and criteria established by the State of Illinois.

B. All representatives of organizations, agencies or other entities serving on the local board shall be individuals with optimum policy making authority within the organizations, agencies or entities they represent, and should represent the diverse geographic areas within the local area.

C. Business representatives are to be from local businesses and are appointed from among individuals nominated by local business organizations and business trade associations.

D. Labor representatives are to be nominated by local labor federations or (for a local area in which no employees are represented by such organizations) by other representatives of employees, such as employee organizations and/or the State AFL-CIO.

E. Representatives of local educational entities providing adult education and literacy activities and institutions of higher education (including representatives of community colleges) are to be nominated by each respective group if there are multiple providers in the local area.

F. Individuals may nominate themselves if they meet the criteria to nominate and represent the particular business, organization, or program for which they are being nominated.

Section 3. Term Limitations

Appointments to this board shall be made in accordance with the "the CEO/Intergovernmental Agreement". Appointments and reappointments will occur October 1 of each year. Term appointments will strive to be staggered 1-3 years as evenly as possible within the composition of the board. Initial terms will be for a one, two, or three-year term so that approximately one-third of the board is reappointed or replaced annually.

Thereafter all appointment and reappointments will be for three years.

Board members will serve until their term of office expires; or their status under which they were appointed changes; or a majority of the CEO(s) agree to revoke their appointments; or the member becomes incapacitated or otherwise unable to complete their term of office; or the member resigns.

When possible, members shall serve until their successors are appointed.

Section 4. Vacancies

Staff to the board shall notify the CEO(s) of a board member vacancy within ninety (90) days of the vacancy in order to ensure a prompt appointment to the vacancy.

Nominations for filling vacancies shall be made in the same manner as was made for the resigning member. Upon appointment, the member shall serve the unexpired term of the member whose vacancy he/she is filling.

Section 5. Proxy/Alternate Designee

In the event that a Board member cannot attend a meeting, he/she may not designate an alternate to represent him/her at the Board meeting.

Section 6. Compensation/Reimbursement of Expenses

A Board member may receive reimbursement for expenses incurred when acting in an official capacity as a representative of the Board but otherwise will serve without compensation.

All expense reimbursements must be in compliance with State travel regulations.

Section 7. Termination/Removal

A. Any member may resign from the Board upon written request to the Board Chairperson(s) and the respective CEO. If a member resigns prior to the expiration date of his/her term in office, the vacancy shall be filled by the CEO who appointed the resigning member.

B. Board member appointments may be revoked by the appointing CEO, or by a request from the appointing CEO for a vote of the CEOs and the concurrence of at least 5 members of the Consortium of CEOs.

C. Board membership requirements include regular attendance at meetings of the Board and assigned committees. Any member may be removed from the Board if he/she has three (3) consecutive unexcused

absences. The Executive Committee will review the reasons for the absences and may make a recommendation as to what actions, if any, should be taken.

D. Should a Board member cease to represent the category to which he/she was appointed to fill on the Board through change in status, or otherwise become disabled, ill or unable to perform his/her duties on the Board, he/she shall be removed upon recommendation of the Executive Committee to the CEOs.

E. A member may be removed for cause by 75% of the Board members present upon recommendation of the Executive Committee and in conjunction with the CEO(s).

Section 8. Other Conditions

No other conditions governing appointment or membership are deemed appropriate by the CEOs.

ARTICLE IV
BOARD OFFICERS

Board members shall nominate a slate of officers for the Board. The officers shall consist of a Chair and Vice-Chair. The slate of officers shall be selected based upon a majority vote of the quorum present at the regular meeting in June for a two year term. The slate of officers shall take office in July. All efforts will be made so that the slate of officers shall not include more than one representative from the same county. Officers of the Board shall be members with at least one year of Board experience. The Board Chairperson(s) and Vice Chairperson(s) must be nominated from among the Board's business representatives.

Section 1. Chairperson(s)

The Chairperson -

- Shall preside at all Board meetings;
- Shall preside at all Executive Committee meetings;
- Shall establish agendas for each Board and Executive Committee meeting;
- Shall sign, on behalf of the Board, all necessary legal documents;
- Shall establish, at the direction of the members, such ad hoc committees as the Board deems necessary to carry out its responsibilities;
- Shall appoint, all members of the standing committees and ad hoc committees;
- Shall be the official representative of the Board, as required;
- May call special meetings of the Board;
- Shall present the Annual Report to the Board; and
- Shall be an advisory member of all committees.

Section 2. Vice Chairperson(s)

- Shall assume all duties and responsibilities of the Chairperson in the Chairperson's absence or disability.

Section 3. Removal

Any officer may be removed by an affirmative vote of 75% of the entire Board whenever in its judgment the best interests of the Board may be served thereby. Grounds for removal shall include, but not be limited to, conduct involving moral turpitude.

ARTICLE V
COMMITTEES

The Board shall create committees as it finds useful. Any such committee shall be created either by the Board Chair or by vote of the Board membership. There shall be minimum (3) board members on any committee; additional committee members do not necessarily have to be members of the Board. Any such committee may be dissolved when it is no longer needed. Dissolution of a committee shall be in the same manner as that committee was created. Meetings shall be conducted in the same manner and formality as regular Board meetings following Robert's Rules of Order and the Illinois Open Meetings Act.

All Committees, except the Executive, are advisory and will make recommendations to the full Board.

Section 1. Executive Committee

The Board shall have an Executive Committee consisting of the WIB Chair and Vice-Chair, immediate past WIB chair, chair of any standing committees, and three members at large.

The Executive Committee is authorized to act on behalf of the full Board in the event of an urgent matter that requires action prior to the next scheduled Board meeting.

Elected officers of the board may serve as committee chairs, but they have only one vote on the Executive Committee.

Decisions of the Executive Committee will be provided to the board at the next regularly scheduled meeting.

Section 2. Standing Committees

The Board Chairperson(s) shall select committee chairs from among the Board's membership. The committee chairs shall come from the business sector whenever possible and feasible.

Board members will be called upon as needed to serve on committees and to ensure board members actively participate in convening the workforce development system's stakeholders, brokering relationship with a diverse range of employers, and leveraging support for workforce development activities.

The standing committees may include individuals appointed by the Board who are not members and who the Board has determined have demonstrated experience and expertise by contributing to the field of workforce development, human resources, training and development, or a core program function; or the Board recognizes for valuable contributions in education or workforce development related fields.

Non-Board members will serve on a committee as a voting member of that committee.

Section 3. Ad Hoc Committees

The Board may have ad hoc committees, as necessary, and as determined by the Board Chairperson(s). Chairpersons of ad hoc committees shall not be voting members of the Executive Committee.

ARTICLE VI
MEETING PROCEDURES

Section 1. Procedures

a. Regular meetings of the Board shall be held at a place or places to be determined by the members, at such times and as often as they may deem necessary. Board meetings shall be held not less frequently than quarterly.

b. Committee meetings shall be conducted in the same manner and with the same formality as regular Board meetings. Committee meetings shall be held as deemed necessary by the Board or the members of the committee.

c. When parliamentary procedures are not covered by these bylaws, Robert's Rules of Order, Revised, shall prevail.

d. All Board and related meetings such as committee meetings shall be subject to the Sunshine provisions under WIOA and the Illinois Open Meetings Act. The Board shall conduct its meetings according to the provisions of these current laws and any and all subsequent amendments.

e. Minutes of the Board, Standing Committees, and Ad Hoc Committees shall be kept of all meetings and shall be available for anyone who requests to see them, and shall be reviewed and approved at the next Board or Committee meeting as appropriate.

f. Special meetings of members may be called at any time by the Chairperson(s) or by a petition signed by not less than 50% of the membership of the Board setting forth the reason for calling such a meeting.

g. Board staff shall send written notice of each meeting to Board members following the Illinois Open Meetings Act requirements.

h. The public shall be informed of meetings through notice which shall state the purpose of the meeting, the time and the place(s). Special meeting notices shall state the purpose of the meeting and whether it has been called by the Chairperson(s) or by petition.

i. Participation in meetings shall be limited to the voting members of the Board and the CEO(s) with the following exceptions:
   - Committee meetings, in which it is mandated by law that members be both Board members and non-members.
   - Regularly scheduled agenda items that call for reports or participation by non-members.
   - At the discretion of the Chairperson(s) and with the consent of the Board, comment or other participation by non-members which is relevant or material to the matter under consideration before the group.
   - There shall be a "Comments from the floor item" item regularly scheduled at all meetings at which the Chairperson(s) may recognize members of the public and non-voting Board members. Comment may be made by a member of the public for not more than five minutes each.

j. In matters of routine business, the chair may assume general (unanimous) consent unless or until someone objects. In those cases, a regular vote will be required. Except as otherwise enumerated, action

items require a majority vote for passage. Votes shall be by voice, unless a role call vote is requested by the Chair or a member of the Board and any such request shall be honored without debate.

Section 2. Quorum

The Board or its committees shall conduct no official business in the absence of a quorum. A quorum of the full board and the Executive Committee shall consist of 40% of the voting members. A quorum of the standing committees or ad hoc committees shall be 40% of voting members of standing committees or ad hoc committees.

Section 3. Technology

The Illinois Open Meetings Act (5 ILCS 120/2.01) as amended requires that all public meetings be held at specified times and places which are convenient and open to the public.

It also requires that a quorum of members of a public body must be physically present at the location of an open meeting. According to the Act as amended, however, an open meeting of a public body that is a local workforce innovation area with jurisdiction over a specific geographic area of more than 4,500 square miles is held simultaneously at one of its offices, and one or more other locations in a public building, which may include other of its offices through an interactive video conference or audio conference and the public body provides public notice and public access as required under the Act for all locations, then members physically present in those locations all count towards determining a quorum.

Per 5 ILCS 102/7(d), the attendance by means other than physical presence shall not apply to closed meetings of local workforce innovation areas with jurisdiction over a specific geographic area of more than 4,500 square miles. Local workforce innovation areas with jurisdiction over a specific geographic area of more than 4,500 square miles, however, may permit members to attend meetings by other means only in accordance with and to the extent allowed by specific procedural rules adopted by the body.
"Public building" means any building or portion thereof owned or leased by any public body.
"Other means" means by video or audio conference.

Section 4. Voting Rights – Absentee Voting

Each member shall be entitled to one (1) vote on each matter submitted to a vote of the members unless a conflict of interest arises. Meetings include both in-person and telephonic assemblages. Members must be present to cast a vote.

Section 5. Conflict of Interest

When an issue presents a possible conflict of interest for a member, that member shall disclose the potential conflict of interest and shall abstain from voting on the matter for which a potential conflict of interest exists. A conflict of interest is any matter that has a direct bearing on services to be provided by the member or any organization such member directly represents, or any

matter which would provide direct financial benefit to the member of the immediate family of the member or any organization they represent.

ARTICLE VII
INDEMNIFICATION

Section 1.
The Board shall indemnify any Board member, staff person, officer, or former Board member, staff person, or officer for expenses actually and reasonably incurred by him/her in connection with the defense of any action, suit or proceeding, civil or criminal, in which he/she is made a party by reason of being or having been a Board member, staff person, or officer, except in relation to matters in which he/she was adjudged, in the action, suit or proceeding, to be liable for negligence or misconduct in the performance of his/her Board duties.

Section 2.

The right to indemnification under this Article is only available to the extent that the power to indemnify is lawful and to the extent that the person to be indemnified is lawful and to the extent that the person to be indemnified is not insured or otherwise indemnified.

Section 3.

The Board shall have the power to purchase and maintain insurance sufficient to meet this Article's indemnification requirement.

ARTICLE VIII
GENERAL

Section 1. Right of Policy

Nothing in these bylaws shall be construed to take precedence over Federal, State, or local laws or regulations or to constrain the rights or obligations of the CEOs.

Section 2. Enactment Provision

These bylaws shall become effective after approval by a 51% vote of Board membership after due notice to Board members. Said notice shall be made no less than 3 days prior to the meeting at which these bylaws are enacted.

Section 3. Amendment

These bylaws may be amended at any regular or special meeting of the Board by an affirmative vote of two-thirds of the members present. Notice must be given to Board members specifying or summarizing the proposed changes. Such notice shall be made no less than ten days prior to voting.

Section 4. Termination of Board

The Board shall remain in existence until the Workforce Innovation and Opportunity Act expires or is repealed by Congress; it is dissolved for cause by the Governor of the State of Illinois; or if the Workforce Innovation Area is re-designated by the Governor of the State of Illinois.

Section 5. Contracts

The Board may authorize, when appropriate, any officer, member or staff, in addition to the officers so authorized by these bylaws, to enter into any contract in the name of and on behalf of the Board. Such authority will be limited to specific instances.

Section 6. Books and Records

The Board shall keep correct minutes of the proceedings of the Board and its Standing Committees, which shall include but are not limited to:

- the date, time and place of the meeting;
- the members of the public body recorded as either present or absent; and
- a summary of discussion on all matters proposed, deliberated, or decided, and a record of any votes taken.

The minutes along with a record giving the name and address of all members and officers of the Board entitled to vote shall be kept in the Administrative Entities' office. Board attendance records will be kept and reviewed by the CEO(s) on a regular basis.

Section 7. Effective Dates

These bylaws and any amendments thereto shall become effective immediately upon adoption, and shall remain in continuous effect from that date until otherwise amended.

Adopted on the 2/17/2016

LWIB Chair Sam Lewis

Revisions:

Revised on the [1/17/2018].

Attachment 4 - One-Stop Operator Procurement

REQUEST FOR PROPOSAL

Issued by:

Local Workforce Innovation Board (LWIB) Area 15

The Workforce Development Board for

Fulton, Marshall, Mason, McLean, Peoria, Stark, Tazewell, and Woodford Counties

For:

One-Stop Operator for Local Workforce Investment Area 15

Funding is provided through the local funding of

The Workforce Innovation and Opportunity Act (WIOA)

Published March 12, 2021

Submission Deadline:

April 12, 2021 by 5 p.m.

TABLE OF CONTENTS

SECTION 1 PROGRAM DESCRIPTION AND REQUIREMENTS

1.1 The Workforce Innovation and Opportunity Act 1
1.2 Local Workforce Innovation Board Area 15 1
1.3 Purpose of Request for Proposal 2
1.4 Solicitation 2
1.4.1 RFP Release and Timeline 3
1.4.2 Award Appeal Process 4
1.4.3 Submittal Requirement 4
1.5 Eligible Respondents 4

SECTION 2 ONE-STOP OPERATOR PROJECT SCOPE

2.1 One-Stop Operator Roles and Responsibilities 5
2.1.1 Service Coordination 5
2.1.2 Facilities and Operations 5
2.1.3 One-Stop Center Staffing 5
2.2 Experience 5
2.2.1 Demonstrated Experience 5
2.2.2 Staff Qualifications 6
2.3 Budget 6
2.4 One-Stop Operator Agreement 6
2.5 One-Stop Operator Invoices and Payments 7

SECTION 3 ONE-STOP OPERATOR EVALUATION CRITERIA

3.1 Project Approach 8
3.2 Experience 8
3.3 Partnerships and Communication 8
3.4 Budget - General Instructions 9
3.5 In-Kind Resources Bonus 9

SECTION 4 PROPOSAL INSTRUCTIONS

4.1 Formatting Requirements 10
4.2 Proposal Organization 10
4.3 Required Attachments 10
A. Proposal Cover Sheet Format – One-Stop Operator 12
B. Budget Information Summary – One-Stop Operator 13
C. Certification Regarding Disbarment and Suspension 14
D. Certification Regarding Lobbying 17
E. General Conditions and Assurances 18
F. State of Illinois Required Certifications 23
G. Federal Taxpayer Identification Number 27
H. Resume`s 28
I. References 29

SECTION 1 PROGRAM DESCRIPTION AND REQUIREMENTS

1.1 The Workforce Innovation and Opportunity Act

Signed into law on July 22, 2014, the Workforce Innovation and Opportunity Act (WIOA) envisions a workforce development system design that produces the skilled workers that employers need to be competitive both locally and globally. It also seeks to help improve individual's access to employment and training activities that are relevant to current labor market conditions.

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.

WIOA puts the One-Stop system and its operation at the forefront of workforce development activities. WIOA Section 121(d)(2)(A) requires that one-stop operators be chosen through a competitive process. The one-stop operator is responsible for the management functions of a one-stop career center. The Act charges the Local Board with responsibility for conducting the competitive procurement for selection of a one-stop operator. This procurement must occur at least once every four years. Local Workforce Innovation Board (LWIB) Area 15 is the Local Board that is responsible for carrying out the procurement in area 15.

1.2 Local Workforce Innovation Board Area 15

LWIB Area 15 is responsible for planning and coordinating the communities' resources into a workforce development system. The board is comprised of private sector employers as well as representatives from education, labor, and partnering public agencies from Fulton, Marshall, Mason, McLean, Peoria, Stark, Tazewell and Woodford Counties designated as Local Workforce Investment Area #15 (LWIA #15.) Established under the guidance of the Workforce Innovation & Opportunity Act (WIOA) of 2014 this local workforce board's goal is to provide opportunities in education, training, and support services to individuals, especially those with barriers to employment. The delivery of these services will be guided by program models that best meet the needs of employers for a skilled workforce. Working together as system partners we plan to meet the workforce needs of both of these key constituents of the system.

In practical terms, the Workforce Innovation Board of Area 15 and its workforce system partners will work together to enhance the productivity and competitiveness of our communities by linking employers and individuals to the employment and training services that they need.

LWIB 15's workforce efforts of Peoria, East Peoria, Pekin, Bloomington, and Normal as well as the rural counties and towns in Stark, Marshall, Woodford, Mason and Fulton stand to benefit greatly from a unified workforce team that can act quickly to address workforce needs. Within our area, we plan to build on proven practices such as sector strategies, career pathways, regional economic approaches and work based learning models.

Our Regional Vision is to Foster a Statewide workforce development system that supports the needs of individuals and businesses to ensure Illinois has a skilled workforce to effectively compete in the global economy.

The Local Planning Strategies included:

- Direct investments in economic, education and workforce training programs to focus on providing relevant education and training to ensure that individuals, including youth and individuals with barriers to employment, 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.

In furtherance of these goals and in keeping with WIOA, LWIB 15 is requesting proposals for One-Stop Operator Services.

1.3 Purpose of Request for Proposal

The Workforce Innovation and Opportunity Act sets up a framework for establishing One-Stop Centers in which the Illinois Department of Employment Security and other partner organizations may co-locate. Each comprehensive center must have a One-Stop Operator and that Operator must comply with requirements established under WIOA and its implementing rule. The purpose of the RFP is to solicit proposals from qualified entities for a WIOA One-Stop Operator for LWIA 15. In LWIA 15 the comprehensive One-Stop Center is located at 406 Elm Street, Peoria, IL 61601.

1.4 Solicitation

- LWIB 15 hereby solicits proposals, using a competitive bid process, to qualified organizations to provide One-Stop Operator services for the LWIA 15 workforce system.
- This RFP does not commit LWIB 15 to accept any proposal submitted, nor is LWIB 15 responsible for any costs incurred by the respondent(s) in the preparation of the response to this RFP.
- LWIB 15 reserves the right to reject any or all proposals and/or to accept or reject any or all items in the proposal.

- LWIB 15 reserves the right to negotiate with the respondent(s) after proposal review, if such action is deemed to be in the best interest of LWIB 15.
- LWIB 15 reserves the right to modify any resulting contract to include additional responsibilities reasonably related to the initial scope of work with necessary funding to support completion of those additional tasks provided as appropriate.
- The contract will be on a cost reimbursement basis.
- The contract duration will be from 7/1/2021 to 6/30/2025.
- The specifications outlined in this RFP have been deemed to be a minimum acceptable standard. The respondent(s) are encouraged to submit a proposal that will provide LWIA 15 with the best quality and cost-effective option for the services being requested.

1.4.1 RFP Release and Timeline

RFP Release Date	3/12/2021
Deadline for Questions Submitted in Writing	3/22/2021
RFP Due Date	4/12/2021
Responses Reviewed by Executive Committee	4/14/2021
Executive Committee Makes Selection of One-Stop Operator	4/19/2021
Executive Committee make recommendation to LWIB 15	4/19/2021
Local Workforce Board 15 selects and approves contract awardee	May, 2021
Contract Negotiation Complete	May, 2021
Contractor start date	7/1/ 2021

Note: Dates are subject to change

Beginning on March 12, 2021, the RFP will be distributed to potential bidders and available upon request from the LWIB 15. Those interested in responding may request an electronic version of the RFP by contacting Mr. Sam Lewis at slewis@pridestaff.com. Questions concerning the proposal should also be directed to the same email address. The final date for written questions to be submitted is March 22, 2021.

The respondents will be notified of selection in April 2021. Funds will become available July 1, 2021.

1.4.2 Award Appeal Process

Respondents have 10 business days from the date of notification of award or non-award to appeal the results of the proposal review and selection. Such appeal must

be forwarded via certified mail to Mr. Sam Lewis, Strategic-Partner, Pride Staff, 902 IAA Drive Suite 2C, Bloomington, Illinois 61701. The appeal must cite the reason(s) the non-selected respondent believes that the selection is not in conformance with the requirements of the RFP or the selection process described herein. LWIB 15 will review appeal requests and make a final determination within 30 days of receiving an appeal of the award selection.

1.4.3 Submittal Requirements

All proposals must conform to the requirements of the Request for Proposal (RFP). All proposals must provide all information requested. Incomplete information and insufficient signatures and documentation may result in disqualification of the proposals. Authorized personnel of the bidder must sign the proposal. Proposals need to be submitted no later than 5 p.m. CST, March 12, 2021. Proposals must be submitted electronically to slewis@pridestaff.com.

1.5 Eligible Respondents

Under WIOA Section 121(d)(2)(B), the following are eligible respondents to this RFP:

a) A single entity (public, private, or non-profit) or a consortium of entities. If the consortium of entities is one of one-stop partners, it must include a minimum of three or more of the one-stop partners.
b) The one-stop operator may operate one or more one-stop centers. There may be more than one one-stop operator in a local area.
c) The types of entities that may be a one-stop operator include:
    1. An institution of higher education;
    2. An Employment Service State agency established under the Wagner-Peyser Act;
    3. A community-based organization, non-profit organization, or workforce intermediary;
    4. A private for-profit entity;
    5. A government agency;
    6. A Local Workforce Development Board, with approval of the chief elected official and the Governor; or
    7. Another interested organization or entity, which is capable of carrying out the duties of the one-stop operator. Examples may include a local chamber of commerce or other business organization, or a labor organization.
d) Elementary schools and secondary schools **are not** eligible as one-stop operators, except that a nontraditional public secondary school such as a night school, adult school, or an area career center and technical education school may be selected.

SECTION 2 ONE-STOP OPERATOR PROJECT SCOPE

2.1 One-Stop Operator Roles and Responsibilities

The roles and responsibilities of the One-Stop Operator will include, but are not limited to:

2.1.1 Service Coordination

- Coordination of delivery of services among the partners.
- Ensure that customer calls to the One-Stop Center are handled timely and in accordance with procedures established for the center.
- Coordinate services to businesses.
- Coordinate services to individuals.
- Ensuring effective referral processes are in place for all partner services.
- Assist with the transitioning to an integrated, technology enabled intake and case management information system.

2.1.2 Facilities and Operations

- Facilitate the resolution of issues related to space usage, facility location and customer flow within the facility.
- Coordinate the center calendar to schedule facility usage for use of classrooms, workshops and conference rooms.
- Assist in coordination with affiliate sites.
- Assure One-Stop partners follow policies of the career center.
- Address and resolve issues related to One-Stop Delivery System operations.
- Promote the services available throughout the One-Stop Delivery System.

2.1.3 One-Stop Center Staffing

- Coordinate staffing approaches that promote service integration.
- Facilitate cross training among One-Stop System partner staff.
- Ensure meaningful access to all required programs in the center.

Note: Respondents should indicate in their proposal which of the above types of eligible respondents they represent. Consortium respondents should identify each of the organizations that form the consortium and the type of eligible respondent that each represents.

2.2 One-Stop Operator Experience

The organization selected to perform the One-Stop Operator duties outlined in Section 2.1 shall be able to demonstrate their past effectiveness in delivering similar services, and shall demonstrate the experience of staff proposed to be assigned to these duties.

2.2.1 Demonstrated Experience in the following areas:

- Past success in operator related activities.

- Experience in working with community partners.
- Experience working with area employers.
- Experience working with job seekers.
- Familiarity with workforce development programs and systems.

2.2.2 Staff Qualifications

- Proven management expertise.
- Workforce system experience.
- Demonstrated past successful coordination efforts.
- Ability to communicate effectively both verbally and in writing.

2.3 Budget - General Instructions

A budget must be included using the attached budget form (**Attachment B**).

The Workforce Innovation Board of Area 15 has allocated a range of $25,000 to $50,000 for costs incurred by the contractor for the One-Stop Operator. Costs included in the proposed budget cannot already be paid by another source; they must be actual costs incurred in delivering the proposed services, and these funds cannot supplant funds already received by the proposing organization. All costs should be accounted for in the budget line items supported by a strong narrative justifying why the funds are critical for the program.

Give details of the organization's cost allocation method if one is used; e.g., prorating the cost of supplies based on the number of staff, or the cost of salaries based on percentage of time spent on this contract. Please also include details of the organization's indirect cost rate, along with how it was determined, if one is used.

State what contingency plans are in place to repay LWIB 15, in the event that there are any disallowed costs as a result of an audit or monitoring review.

2.4 One-Stop Operator Agreement

The successful respondent will be required to enter into a subrecipient agreement which shall describe the contractual obligations of the parties. The One-Stop Operator Agreement will include provisions covering the following topics:

1. A description of the services to be provided, and the personnel that will be employed to provide those services;
2. The period of performance, which shall be for up to four years;
3. The procedures for renewal of the agreement.
4. Costs and payment provisions (see section 2.5);
5. Federal intellectual property rights notice;
6. Provisions regarding suspension and termination of the agreement, including termination for cause;
7. Provisions governing record-keeping, confidentiality, work product and protected personal information;
8. Indemnification and liability provisions;

9. Other general provisions and assurances;
10. Amendments;
11. Assignment, certification and legal authorities.

A sample One-Stop Operator Agreement has been prepared by the State of Illinois for use by LWIBs. The LWIA 15 OSO agreement will be substantially similar to this.

2.5 Invoicing and Payment

The One-Stop Operator will periodically invoice the LWIB 15 Fiscal Agent, in a format to be defined, to include the cost categories corresponding to the Budget Summary form shown in **Attachment B**.

The invoice will document the value of the one-stop operator services provided. This expectation applies regardless of whether the one-stop operator model is a single entity or a consortium of partners. If the successful respondent is a consortium of entities, the invoice will document the value of each service provided and each consortium partner's contribution toward that value. The invoicing process will also demonstrate the exchange of funds, which can include cash or non-cash contributions. Non-cash contributions toward the cost of OSO services are acceptable as long as the non-cash contributions comply with the Uniform Guidance and the OSO Agreement and are well-documented.

SECTION 3 ONE-STOP OPERATOR EVALUATION CRITERIA

3.1 Project Approach 40 points

This category will evaluate the respondent's adequacy in providing the roles and responsibilities outlined in Section 2.1.

- Describe your approach for coordinating the delivery of partner services to a broad array of customers including employers, economically disadvantaged individuals, dislocated workers and individuals with barriers to employment including those with disabilities.
- Describe your approach to management of the facility including use of space for delivery of services and the coordinated use of technology for delivery of services and referral to partner services.
- Describe your approach to coordinated staffing including cross training, integration and meaningful access to services.
- Describe your approach to coordination of operational components of the center such as procedures, promotion of services and conflict resolution.

3.2 Experience 30 points

This category will evaluate the respondent's experience in providing One-Stop Operator services similar to those outlined in Section 2.2.

- Describe your organization's or staff's experience in operator functions associated with managing facilities, scheduling facility resources, technology, affiliate site coordination and remote access to services.
- Describe your organization's or staff's experience in operator functions associated with coordination of partner services, assuring that customers receive timely services at the center and that effective referral processes are in place.
- Provide a list of the qualifications of the individual(s) that will fulfill the functions of the One-Stop Operator. If this person is not yet hired, then provide a list of the qualifications to be included in the job posting.

3.3 Partnerships and Communication 15 points

This category will evaluate the respondent's current and proposed relationships with One-Stop System partner agencies needed to carry out the responsibilities described in Section 2.1.

- Describe your organization or staff's experience in developing and maintaining partnerships within the One-Stop Delivery system and with other community partners.
- Provide examples of current one-stop career center partnerships and the services or activities on which you are collaborating.

- Describe your plan to ensure that communication and collaboration occurs between the One-Stop Career Center, affiliates and other system partners.

3.4 Budget 20 points

This category will evaluate the cost of the proposal and the reasonableness of those costs to carry out the responsibilities outlined in Section 2.1, maintain adequate and qualified staff, and comply with budgetary and administrative requirements as outlined in Section 2.

- Include staff positions, percentage of time dedicated to each position, proposed wage/salary and justification for including each position in this proposal.
- Justify each proposed expense included on the budget attachment in terms of being necessary, allowable and reasonable.

3.5 In-Kind Resources Bonus Up to 15 Points

- Identify any in-kind resources/support for the one-stop work and list it in the budget. Include each committed or proposed source of funding and the amount of funding.

SECTION 4 PROPOSAL INSTRUCTIONS

The respondent(s) must complete and submit a proposal in this order and consisting of a Cover Page, Table of Contents, Executive Summary, Project Approach Narrative and Attachments. All proposals should clearly demonstrate the respondent's qualifications and abilities to provide the services outlined in SECTION 2 – Project Scope for One-stop Center Operator. Proposals not conforming to these formatting and proposal organization requirements may have points deducted in the case of formatting, or may be deemed non-responsive.

4.1 Formatting Requirements

To simplify the review process and obtain the maximum degree of comparison, each proposal shall be formatted as follows:

- Font size: 12 point
- Font style: Time New Roman
- Line spacing: Single-spaced
- Margins: 1" on all sides
- Page number: Bottom right of each page
- Other: Proposals should be submitted electronically. Each section should be clearly marked.

4.2 Proposal Organization

1. Cover Page – Attachment A.
2. Table of Contents – Include a table of contents that identifies the material in the proposal by section and page number.
3. Executive Summary – Include an executive summary that provides a brief overview of the proposal not to exceed one (2) pages.
4. Project Approach One-Stop Operator Narrative – Include a detailed narrative, not to exceed 15 pages, that describes your proposed response to each of the required proposal evaluation criteria, including Project Approach (3.1), Experience (3.2), Partnerships and Communication (3.3), and Budget (3.4).

4.3 Required Attachments

The respondent must include each of the following attachments to the proposal, as applicable, which do not count toward the page limit:

A. Proposal Cover Sheet Format.
B. Budget Information Summary for One-Stop Operator – This is a summary budget page to be attached to the proposal.
C. Certification Regarding Disbarment and Suspension – This is to be signed by the authorized representative of the proposing organization and attached to the proposal.

D. Certification Regarding Lobbying – This is to be signed by the authorized representative of the proposing organization and attached to the proposal.
E. General Conditions and Assurances – This is to be signed by the authorized representative of the proposing organization and attached to the proposal.
F. State of Illinois Required Certifications – This is to be signed by the authorized representative of the proposing organization and attached to the proposal.
G. Federal Tax Payer Identification Number – This is to be signed by the authorized representative of the proposing organization and attached to the proposal.
H. Resumes – Include resumes outlining the personal qualifications for each staff person to be included in the proposal.
I. References – Include contact information (name, organization, e-mail address, telephone number) for three references that may be contacted by LWIB 15 who are familiar with the respondent's qualifications to perform the proposed work.

ATTACHMENT A

LWIB 15

One-Stop Operator Procurement

Proposal Cover Sheet

Name of Organization: _____

_____

Mailing Address: _____

City, State, Zip Code _____

_____

Telephone Number: _____

Project's Contact Person: _____
(Name/Title)

_____

Authorized Negotiator: _____
(Name/Title of Person)

_____

Telephone Number: _____

Authorized Signatory: _____

_____

Telephone Number: _____

I hereby certify that to the best of my knowledge that the governing body of the proposer's organization has authorized the submission of this proposal

Authorized Signature _____ Date _____

ATTACHMENT B

One-Stop Operator - Budget Information Summary

	Funding Request	In-Kind/Other	Total
Personnel Wages			
Personnel Fringe Benefits			
Personnel Travel			
Equipment			
Supplies			
Contractual Services			
Consultant			
Occupancy			
Internet/Telephone Costs			
Training and Education			
Direct Administrative Costs			
Miscellaneous Costs			
Total Direct Costs			
Indirect Costs			
Total			

ATTACHMENT C

Certification Regarding Debarment, Suspension, and Other Responsibility Matters Primary Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 29 CFR Part 98, Section 98.510, Participants= responsibilities. The regulations were published as Part VII of the May 26, 1988, Federal Register (pages 19160-19211).

(BEFORE SIGNING CERTIFICATION, READ ATTACHED INSTRUCTIONS WHICH ARE AN INTEGRAL PART OF THE CERTIFICATION)

(1) The prospective primary participant certifies to the best of its knowledge and belief, that it and its principals:

(a) are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) have not within a three-year period preceding this proposal been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) are not presently indicted for or otherwise criminally or civilly charged by a government entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1) (b) of this certification; and

(d) have not within a three-year period preceding this application/proposal had one or more public transactions (Federal, State, or local) terminated for cause or default.

(2) Where the prospective primary participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

_____ _____

Name of Authorized Representative Title of Authorized Representative

_____ _____

Signature Date

Instructions for Attachment C

1. By signing and submitting this proposal, the prospective primary participant is providing the certification set out below.
2. The inability of a person to provide the certification required below will not necessarily result in denial of participation in this covered transaction. The prospective participant shall submit an explanation of why it cannot provide the certification set out below. The certification or explanation will be considered in connection with the Department of Labor=s (DOL) determination whether to enter into this transaction. However, failure of the prospective primary participant to furnish a certification or an explanation shall disqualify such person from participation in this transaction.
3. The certification in this clause is a material representation of fact upon which reliance was placed when the DOL determined to enter into this transaction. If it is later determined that the prospective primary participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the DOL may terminate this transaction for cause or default.
4. The prospective primary participant shall provide immediate written notice to the DOL if at any time the prospective primary participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
5. The terms “covered transaction”, “debarred”, “suspended”, “ineligible”, “lower tier covered transaction”, “participant”, “person, “primary covered transaction”, “principal”, “proposal”, and “voluntarily excluded”, as used in this clause, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549. You may contact the DOL for assistance in obtaining a copy of those regulations.
6. The prospective primary participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the DOL.
7. The prospective primary participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions,” provided by the DOL, without modification, in all lower tier-covered transactions and in all solicitations for lower tier covered transactions.
8. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the List of Parties From Procurement or Non-procurement Programs.

9. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
10. Except for transactions authorized under paragraph 6 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier-covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the DOL may terminate this transaction for cause of default.

ATTACHMENT D

CERTIFICATION REGARDING LOBBYING

CERTIFICATION FOR CONTRACTS, GRANTS, LOANS AND COOPERATIVE AGREEMENT

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a loan, or cooperative agreement, the undersigned shall complete and submit Standard Form LLL, Disclosure Form to Report Lobbying, in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all* sub-awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all* sub-recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000.00 for each such failure.

_____ _____

Grantee/Contractor Organization WIOA Title/Agreement No.

_____

Name of Certifying Official

_____ _____

Signature Date

ATTACHMENT E

GENERAL CONDITIONS/ASSURANCES

In submitting this proposal, the respondent must agree to follow and abide by the conditions/assurances stated below. Please read each item carefully and sign where indicated. **Include this section in your submission.**

1) LWIB 15 reserves the right to reject any and all proposals which are not complete or not prepared in accordance with RFP guidelines.

2) LWIB 15 retains the right to accept or reject any or all proposals received in whole or in part, to negotiate with any qualified sources, or to conceal in whole or in part proposals if it is in the best interest of LWIB 15 to do so. LWIB 15 will require selected respondents to participate in contract negotiations should they be necessary.

3) The submission of a proposal does not commit LWIB 15 to award a contract or to pay any costs incurred in the preparation of a proposal, or to procure or contract for services or supplies prior to the issuance of a signed contract.

4) The contents of proposals submitted will become part of any contract award.

5) Proprietary rights to all products, data, materials, and documentation originated and prepared pursuant to a contract shall belong exclusively to LWIB 15.

6) The proposal as submitted for funding consideration is consistent with, and if funded, operated according to, the federal WIOA legislation, all applicable federal regulations, State of Illinois policies and LWIB 15 policies and procedures

7) Contractors will be prohibited from disseminating products developed under contract with LWIB 15 without prior written consent.

8) Contractors must participate in project reporting, evaluation, and monitoring required or conducted by LWIB 15. At any time during normal business hours, and as often as necessary, the United States Department of Labor, the Illinois Department of Employment Security, the Comptroller General of the United States, the Workforce Investment Board, or any of their duly authorized representatives shall have access to any books, invoices, payrolls, time sheets, documents, papers and records of the contractor that are directly pertinent to this contract for the purpose of making audit, examination, excerpt or transcriptions, for a period of three years from the date of final expenditure or the resolution of any audit findings, whichever is later.

   The LWIB will monitor and evaluation the contract. The contract will be monitored for compliance with the rules, regulations, and requirements applicable to this contract.

   The contract will be assessed to gauge its impact upon the target population and for the effective and efficient use of Workforce Innovation and Opportunity Act funds. Assessments will occur both during the operation of the program and upon its completion. An annual financial and compliance audit will be procured and managed by the contractor in accordance with OMB Circular A-133. The contractor will provide the LWIB with a copy of the final audit as soon as possible.

9) Contractors will be required to adopt the LWIB 15 Grievance Procedures.

10) The Contractor shall operate and comply with the project described in the proposal, which will be included as a part of the contract. Any deviation from the project as defined in this proposal must be approved in writing by LWIB 15. Failure to gain such written approval shall constitute breach of contract. In the event of breach of contract, LWIB 15 reserves the right to impose sanctions as deemed appropriate.

11) All funds received pursuant to this contract must be used exclusively for the proposed project. Any expenditures or performances that exceed those agreed to in the contract are the sole responsibility of the contractor and shall not entitle him/her to additional payments or benefits.

12) The Contractor shall inform LWIB 15 in writing regarding the receipt of additional funding that may have an effect upon the provision, quality, or costs of providing services under this contract. LWIB 15 retains the right to disapprove or renegotiate project costs based upon receipt of this information.

13) All expenditures under this contract shall be reasonable, necessary, and allowable. They shall be properly supported, authorized, paid, and recorded. In no event may the contractor exceed the total funds available under the contract. The contractor shall maintain records sufficient to support all expenditures under the contract.

14) The Contractor agrees to permit LWIB 15 or any of its authorized agents full access to and the right to examine any pertinent books, documents, papers, and records involving transactions related to the funding of this project as often as deemed necessary.

15) The contractor shall record the dates on which reimbursement checks were received in the mail. The contractor shall deposit reimbursement checks within three working days after receipt

16) The Contractor must agree to hold LWIB 15 and the Federal and State Governments harmless from liabilities arising from bodily injury, illness, or damage of losses to person or property, or claims arising out of any activity under a WIOA contract.

The Contractor shall indemnify LWIB 15 and hold harmless from acts or omissions by an employee assigned to work with the contractor and from any liabilities to third persons resulting from acts or omissions by any employee assigned to work with the contractor.

17) The Contractor agrees to maintain record confidentiality as required. The Contractor also agrees to retain all records pertinent to this project for a period of five (5) years from the date of final contract payment or until pending matters of litigation, audit, or other related claims are resolved. This includes but is not limited to financial, statistical and participant records and supporting documentation.

18) The respondent will allow local, state, and federal representatives access to all WIOA records, program materials, staff and participants.

19) The Contractor must be able to maintain control over the accountability for all WIOA funds received. The Contractor's financial management system must be able to provide for accurate, current, and complete disclosure of all project costs/expenditures.

20) The Contractor will obtain annually an organization-wide audit.

21) The Contractor certifies that it possesses the legal authority to apply for WIOA funds, enter into any contract awarded and execute the proposed project.

22) The contracting organization agrees to comply with all Federal and State non-discrimination

Provisions, including those found in WIOA Section 188 and its implementing regulation codified at 29 CFR Part 38. Specifically, upon receiving funding under the WIOA program, the contractor agrees that it will not discriminate on the basis of race, color, creed, religion, age, sex, physical or mental ability, marital status, arrest or conviction records (whenever appropriate), national origin, political affiliation, veteran status, or for persons with AIDS or HIV infection.

The sub-contractor shall not discriminate against any employee or applicant for employment because of race, color, religion, sex, or national origin. The sub-contractor shall take affirmative action to insure that applicants for employment and employees are treated without regard to their race, color, religion, sex, or national origin. Such action shall include, but not be limited to the following: employment, upgrading, demotion, termination, rate of pay or other forms of compensation, and selection for training, including apprenticeship.

The sub-contractor shall post in conspicuous places, available to employees and applicants for employment, notices provided by the government setting forth the provisions of the nondiscrimination clause. The sub-contractor shall state that all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, or national origin.

The sub-contractor shall cause or require to be inserted in any contract and subcontract for work, or modification thereof, all applicable Federal Equal Employment Opportunity provisions.

The sub-contractor shall not discriminate against any WIA participant because of race, color, sex, religion, handicap, political affiliation, or nation origin and will take affirmative action to ensure such nondiscriminatory treatment.

As a condition to the award of financial assistance under WIA from the Department of Labor, the sub-contractor assures, with respect to operation of the WIA-funded program or activity and all agreements or arrangements to carry out the WIA-funded program or activity, that it will comply fully with the nondiscrimination and equal opportunity provisions of the Workforce Investment Act, including the Nontraditional Employment for Women Act of 1991; title VI of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975, as amended; title IX of the Education Amendments of 1972, as amended; and with all applicable requirements imposed by or pursuant to regulations implementing those laws, including but not limited to 29 CFR Part 34. The United States has the right to seek judicial enforcement of this assurance.

23) The Contractor agrees to meet all of the requirements of Section 504 of the Rehabilitation Act of 1973.

24) The Contractor agrees to meet all applicable labor laws, including Child Labor Law standards.

25) The Contractor affirms that it is not on any Federal, State of Illinois or local Debarment List.

26) The contractor will establish safeguards to prohibit employees from using positions for a purpose that is, or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business or other ties.

27) No funds provided under this contract may be used to either promote or oppose unionization.

No individual shall be required to join a union as a condition for enrollment in a program in which only institutional training provided, unless such training involves individuals employed under a collective bargaining agreement.

28) No funds provided under this contract may be used in support of any religious or anti-religious activity.

No participants may be employed in the construction, operation, or maintenance of such part of any facility this is used or will be used for sectarian instruction or religious worship.

29) The contractor shall comply with the Copeland "anti-Kickback Act (18 U.S.C. 874) as supplemented in Department of Labor regulations (29 CFR 3)

30) The contractor must adhere to the Illinois and Federal Freedom of Information Act for guidance in what can or cannot be released to the public.

31) The contractor shall comply with the provisions of the Davis-Bacon Act (40 U.S.C. 276 a ti a-7) as supplemented by Department of Labor regulations (29 CFR 5)

32) The contractor shall comply with all applicable standards, orders, or requirements issued under Section 306 of the Clean Air Act (42 U.S.C. 1857 (h)), Section 508 of the Clean Water Act (33 U.S.C. 1386), Executive 11738, and Environmental Protection Agency regulation (40 CFR 15).

33) The contractor shall comply with Sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-330) as supplemented by the Department of Labor regulations (29 CFR 5)

34) The contractor shall comply with the mandatory standards and policies relating to energy efficiency that are contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation (Pub. L 94-163).

35) The Contractor will assure that priority of adult career and training services is given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient.

36) The Contractor will collect such performance information from providers of On-the-Job training, customized training, incumbent worker training, internships, paid or unpaid work experience opportunities, and transitional employment as the Governor may require, and use the information to determine whether the providers meet such performance criteria as the Governor may require.

37) This program is subject to the provisions of the "Jobs for Veterans Act", Public Law 107- 288, which provides priority of service to veterans and spouses of certain veterans for the receipt of employment, training, and placement services in any job-training program directly funded, in whole, or in part by the Department of Labor. Please note that, to obtain priority service, a

veteran must meet the program's eligibility requirements. ETA Training and Employment Guidance Letter (TEGL) No. 5-03 (September 16, 2003) provides general guidance on the scope of veteran's priority statute and its effect on current employment and training programs.

38) Any non-expendable personal property (equipment and other personal property of a tangible nature having a useful life of more than one (1) year and having an acquisition cost of $300.00 or more) to be purchased with funds from this grant must be approved by LWIB 15 prior to purchase. The item(s) remains the property of LWIB 15 and is subject to LWIB 15 inventory controls. This includes items such as computers, printers, and furniture. Upon completion of the grant, this equipment will be retrieved by LWIB 15.

39) The contractor agrees that any press releases, newspaper articles, public service announcements, presentations, written reports, or other such materials that provides information about this project in a public manner must recognize LWIB 15 as the funding agency.

_____ _____

Signature Date

_____

Name of Authorized Representative

_____

Title

ATTACHMENT F

STATE OF ILLINOIS REQUIRED CERTIFICATIONS

The Grantee makes the following certifications as a condition of this Agreement. These certifications are required by State statute and are in addition to any certifications required by any federal funding source as set forth in this Agreement. Grantee's execution of this Agreement shall serve as its attestation that the certification made herein are true and correct.

6.1 Compliance with Applicable Law. The Grantee certifies that it shall comply with all applicable provisions of Federal, State and local law in the performance of its obligations pursuant to this Agreement.

6.2 Unemployment Insurance. Grantee certifies that:

☐ It has an Illinois Unemployment Insurance Account Number and that said number is _____ or

☐ It does not have an Illinois Unemployment Insurance Account Number for the following reason(s):

_____

_____

If the Grantee has an Illinois Unemployment Insurance Account Number, it certifies that it is not delinquent in the payment of Unemployment Insurance contributions, payments in lieu of contributions, penalties and/or interest, nor does it owe any sums to the Department of Employment Security because of overpaid unemployment insurance benefits. Grantee further certifies that Grantee's Federal Employer Identification Number (FEIN) set forth in the Notice of Grant Award is the same number that Grantee has supplied to IDES for unemployment insurance purposes. If, for any reason, the FEIN the Grantee has supplied for unemployment insurance purposes changes, the Grantee will immediately notify the Department of Employment Security of the new FEIN, in writing, by telefacsimile sent in care of the Office of Legal Counsel at (312) 793-2164, with such notice to include reference to the Grant number assigned to this Grant Agreement; upon receipt of such notice, all further payments under this grant shall be processed under the new FEIN. Grantee hereby acknowledges that to the extent allowable by applicable federal laws and regulation, the State shall have the right and the Grantee authorizes the State to withhold from any sum or sums due otherwise payable pursuant to this Grant Agreement the overpaid benefits under the Unemployment Insurance Act, and may apply the amount so

withheld toward satisfaction of any such past due contributions, payments in lieu of contributions, penalties and/or interest or overpaid benefits.

6.3 Bid-Rigging/Bid-Rotating. The Grantee certifies that is has not been barred from contracting with a unit of State or local government as a result of a violation of Section 33E-3 or 33E-4 of the Criminal Code of 1961 (720ILCS 5/33 E-3 and 5/33 E-4)

6.4 Default on Educational Loan. The grantee certifies that this Agreement is not a violation Of the Educational Loan Default Act (5ILCS 385/3) prohibiting certain contracts to Individuals who are in default on an educational loan.

6.5 Americans with Disabilities Act. The Americans with Disabilities Act (ADA) (42 U.S.C. 12101 et. Seq.) and the regulations thereunder (28 CFR 35.130) prohibit discrimination against persons with disabilities by the State, whether directly or through contractual arrangements, in the provision of any aid, benefit or service. As a condition of receiving this grant, the Grantee certifies that services, programs and activities provided under this Agreement are, and will continue to be, in compliance with the ADA.

6.6 Drugfree Workplace Act. The Grantee certifies that:

A) It is a Corporation, Partnership, or other entity (other than an individual) with 24 or fewer employees at the time of execution of this Agreement.

B) That the purpose of this grant is to fund solid waste reduction.

C) It is a Corporation, Partnership, or other entity (other than an individual) with 25 or More employees at the time of execution of the Agreement, or

D) That it is an individual.

If Option "A" or "B" is checked, this Agreement is not subject to the requirements of the Act.

If Option "C" or "D" is checked and the amount of this grant is five thousand dollars ($5,000.00) or more, the Grantee is notified that the Drugfree Workplace Act (30 ILCS 580/1 et. seq.) is applicable to this Agreement, and the Grantee must comply with the terms of said Act, as set forth below:

Grantee will provide a drugfree workplace by:

(a) Publishing a statement:

i. Notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance, including cannabis, is prohibited in the Grantee's workplace.

ii. Specifying the actions that will be taken against employees for violation of such prohibition.

iii. Notifying the employee that, as a condition of employment on such grant, the employee will:

(A) abide by the terms of the statement; and

(B) notify the employer of any criminal drug statute conviction for a violation
occurring in the workplace no later than five (5) days after such conviction.

(b) Establishing a drugfree awareness program to inform employees about:

(i) the dangers of drug abuse in the workplace;

(ii) the Grantee's policy of maintaining a drugfree workplace;

(iii) any available drug counseling, rehabilitation and employee assistance programs; and

(iv) the penalties that may be imposed upon an employee for drug violations.

(c) Providing a copy of the statement required by subparagraph (a) to each employee engaged in the performance of the grant and to post the statement in a prominent place in the workplace.

(d) Notifying the granting agency within ten (10) days after receiving notice, under Part (B) of paragraph (iii) of subsection (a) above, from an employee or otherwise receiving actual notice of such conviction.

(e) Imposing a sanction on, or requiring the satisfactory participation in, a drug abuse assistance or rehabilitation program by any employee who is so convicted, as required by Section 5 of the Drugfree Workplace Act, 30 ILCS 580/5.

(f) Assisting employees in selecting a course of action in the event drug counseling, treatment and rehabilitation are required and indicating that a trained referral team is in place.

(g) Making a good faith effort to continue to maintain a drugfree workplace through implementation of the Drugfree Workplace Act, 30 ILCS 580/5.

If Grantee is an individual, it certifies that it will not engage in the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance in the performance of this Agreement.

6.7 Anti-Bribery. The Grantee certifies that neither it nor its employees have been convicted of bribing or attempting to bribe an officer or employee of the State of Illinois nor has Grantee or any of its employees made an admission of guilt of such conduct which is a matter or record as defined in the Illinois Procurement Code (30 ILCS 500 et. seq.).

6.8 Discrimination/Illinois Human Rights Act. The Grantee certifies (i) that it will not commit unlawful discrimination in employment in Illinois as that term is defined in Article 2 of said Act; (ii) that it will comply with the provisions of Article 5 of the Act regarding equal employment opportunities and affirmative action; and, (iii) that it will comply with policies and procedures established by the Department of Human Rights under Article 7 of the Act regarding equal employment opportunities and affirmative action.

The Grantee further certifies that, if applicable, it will comply with "An act to prohibit discrimination and intimidation on account of race, creed, color, sex, religion, physical or mental handicap unrelated to ability or national origin in employment under contracts for public buildings or public works." (775 ILCS 10/0.01 et. seq.).

6.9 Sexual Harassment. The Grantee certifies that it has written sexual harassment policies that

shall include, at a minimum, the following information:

(i) the illegality of sexual harassment;
(ii) the definition of sexual harassment under State law;
(iii) a description of sexual harassment, utilizing examples;
(iv) the Grantee's internal complaint process including penalties;
(v) the legal recourse, investigative and complaint process available through the Department of Human Rights and the Human Rights Commission;
(vi) directions on how to contact the Department and Commission and,
(vii) protection against retaliation as provided by Section 6-101 of the Illinois Human

Rights Act (775 ILCS 5/2-105 (B)(5).
A copy of the policies shall be provided to the Department upon request.

6.10 International Anit-Boycott Certification. The Grantee hereby certifies that neither the Grantee nor any substantially owned affiliate company of the Grantee is participating or will participate in an international boycott, as defined by the provisions of the U.S. Export Administration Act of 1979, or as defined by the regulations of the U.S. Department of Commerce, promulgated pursuant to that Act (30 ILCS 582/1 et. seq.).

_____ _____
Signature Date

_____
Name of Authorized Representative

_____
Title

ATTACHMENT G

Vendor's Federal Taxpayer Identification Number

Under penalties of perjury, I certify that _____ is my correct Federal Taxpayer Identification Number. I am doing business as a (please check one):

☐ Individual
☐ Sole Proprietorship
☐ Partnership
☐ Corporation
☐ Real Estate Agent
☐ Government Entity
☐ Tax Exempt Organization (IRC 501 (a) only)
☐ Trust or Estate
☐ Medical and Healthcare Services Provider Corporation

_____ _____

Signed Date

Enter your taxpayer identification number in the appropriate space. For individuals and sole proprietors, this is your social security number. For other entities, it is your employer identification number. Federal Employer Identification Numbers (FEINs) must not be used for sole proprietorships.

If you do not have a TIN, apply for one immediately. To apply, get form SS-5, Application for a Social Security Number Card (for individuals) from your local Social Security Administration, or form SS-4, Application for Employer Identification Number (for businesses and all other entities), from your local Internal Revenue office.

To complete the certification if you do not have a TIN, fill out the certification indicating that a TIN has been applied for, sign and date the form, and return it to this agency. As soon as you receive your TIN, sign and date the form, and give it to this agency.

If you fail to furnish your correct TIN to this agency, you are subject to an IRS penalty of $50.00 for each such failure unless your failure is due to reasonable cause and not to willful neglect.

WILLFULLY FALSIFYING CERTIFICATIONS OR AFFIRMATIONS MAY SUBJECT YOU TO CRIMINAL PENALTIES INCLUDING FINES AND/OR IMPRISONMENT.

ATTACHMENT H

Resumes

Include resumes outlining the personal qualifications for each staff person to be included in the proposal.

ATTACHMENT I

References

Include contact information (name, organization, e-mail address, telephone number) for three references that may be contacted by LWIB 15 who are familiar with the respondent's qualifications to perform the proposed work.

END OF ONE-STOP OPERATOR PROCUREMENT RFP & ATTACHMENTS

Attachment 5 - Career Planning

Career Link
Career Planning Policy

Career Planning is a customer centered on-going process offered to Adults, Dislocated Workers, and Youth. Career Planners will provide one-on-one staff assistance and career counseling to the Participant. The process is individualized and the overall intent of this process is the attainment of self-sufficient employment for the Participant.

Effective Career Planning will include the following: Assessment (identifying areas of greatest need), Career Readiness activities, preparation, and training. Appropriate job matching and placement will then lead to one year of Follow-up services-after job placement.

Creating a strong comprehensive employment plan and providing access to Supportive Services is key to the success of the Participant. Career Planners will strive to build rapport and utilize effective communication techniques while working with the Participant.

Career Planners will maintain accurate and descriptive records of career planning efforts through case management.

Attachment 6 - General Follow-Up Services

LWIA 15 Follow-up Policy

Follow-up services will be provided up to 12 months after the first date of employment for Adults and Dislocated workers who are placed in Unsubsidized Employment-Reference TEGL 19-16. These services are designed to assist individuals-retain employment, earn wage gains or advance within their occupation.

Adult/Dislocated Workers will be enrolled in Follow-up in IWDS once the customer has completed all WIOA Services and is working in an Unsubsidized occupation. At this time, the Career Planner will case note this particular action in IWDS.

Follow-up services may be offered to Adult/Dislocated customers who have not obtained Unsubsidized employment. If these individuals decline follow-up services, it must be documented in Case Notes and/or the Individual Employment Plan (IEP).

The Career Planner has the responsibility to evaluate the *level of need* regarding the customer in relation to Follow-up services. The intensity of the Follow-up service will be determined with the customer dependent on his/her circumstance. Potential Follow-up activities may include:

- Guidance about the workplace
- Job Retention guidance
- Verification of employment
- Career pathways information/advancement in their field
- Assisting individuals in resolving work related issues
- Referral to community resources
- Labor market information

Supportive Services are not available to Adult and Dislocated Workers in follow-up.

Case notes must identify the need for and type of services to be provided. The IEP must also document services to be provided.

Follow-up should occur as often as necessary throughout the 12 months and at a minimum should:

- Occur every 30 days for the first three months (90) days of follow-up
- After the first three months, once a quarter for the remainder of the 12 months
- After the 90 days following Exit, if a customer is not responsive, cannot be located or refuses to provide information, the Career Planner may close follow-up services. A case note must be entered in IWDS and the IEP updated to document the reason for discontinuation of services.

Contact should be two-way communication by telephone, in person, e-mail or other social media.

On completion of all Follow-up services, the activity needs to be closed in IWDS along with a case note/ update the IEP with Follow-up end date.

Youth Follow-up Services
Follow-up services are provided to youth after exit to ensure the youth is successful in employment or post-secondary education and training. Follow-up services will be available to all WIOA youth

customers for a minimum of twelve (12) months from the exit date. These services may include but are not limited to:

- Regular contact with the participant's employer, including assistance in addressing work-related problems that arise;
- Supportive services as defined by the program; if funding is available and the need for supportive services are documented in the ISS plan;
- Adult mentoring;
- Financial Literacy education;
- Labor market information/in demand industries and occupations, career awareness, counseling and exploration services;
- Activities that assist youth in transitioning to post-secondary education/training;
- Other services necessary to ensure the success of the youth in employment and/or post-secondary training.

Final Regulation 681.580 allows youth to decline Follow-up services altogether.
Two options for youth not responsive to attempted contacts in Follow-up and for those who can't be located:

Unable to Locate (Youth only): the Career Planner has determined that after two (2) quarters of attempted contact for follow-up services and attempts to locate, the customer is not responsive. The Career Planner must document **all Attempts to locate the customer in IWDS.**

Opting Out (youth only): During the 12 month Follow-up period, the youth may request to opt-out of follow-up at any point in time. The request to opt-out or discontinue follow-up services must be clearly documented in IWDS and noted on the ISS Plan.

The following Guidance will be taken into consideration when a Youth is unable to be located or contacted:

- Refusal of communication by the youth
- Inability to reach youth through numerous collateral contact attempts
- Incarceration
- Out of date contact information…phone is disconnected, unable to reach youth through social media outlets
- Long-term illness/in person treatment program

Resources utilized in the development of WIOA Follow-up Policy-Chapter 4, Sections 2.4, 2.4.1 and 2.4.2 Published dates:7/30 and 9/28/; updated July/September 2020

Attachment 7 - Selective Service Registration Requirements

Selective Service Requirements for WIOA Title 1B Eligibility

(Based on WIOA Policy Letter 11-PL-02)
Effective Date: May 29, 2012

Regarding WIOA Eligibility: The grantee 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:

- The customer must register for Selective Service within 30 days of his 18th birthday.
- If the customer fails to register, all existing WIOA services that were obtained before the age of 18 must be closed by no later than the 30th day after his 18th birthday.
- The customer must be registered before his 26th birthday.
- If the male customer has not reached age 18, the Military Selective Service Act is not applicable to that individual (mark "non-applicable" on IWDS).
- Any customer that is beyond their 26th birthday can no longer register but is required to provide documentation of their compliance to the Selective Service requirement in order to be considered eligible for any WIOA Title 1 benefits and services. **If the male customer is unable to provide appropriate documentation, the customer must obtain a Status Information Letter from Selective Service indicating whether he was required to register. If the SIL indicates that he wasn't required to register, he can then be enrolled in WIOA-funded services.**
- Exception: Any Veteran who served in Active Duty yet didn't register for Selective Service will receive a Locally Approved Selective Service Waiver if the applicant is able to provide appropriate Eligibility paperwork. Approved by WIB on 2/17/2016
- **If the SIL indicates he was required but failed to register, he is disqualified from WIOA funded programs and services until it is determined that his failure wasn't knowing or willful. In this instance, the Case Manager should contact the Program Manager for further instructions. Management staff will then review compliance issues, circumstances and a possible Selective Service Waiver on a case by case basis.**
- If the customer was born before January 1, 1960, the Military Selective Service Act is not applicable to that individual (mark "non-applicable" on IWDS).
- For purposes of this policy, the term male refers to gender assigned at birth.

The Case Manager must verify whether the customer has complied with the Military Selective Service Act and **place the documentation in the file**. Verification can be made in one of three ways including:

Inspection of the customer's Selective Service Registration acknowledgement
Contact the Selective Service at www.sss.gov
Phone the Selective Service Registration Office by phone at 847-688-6888

If the customer **has not complied** with the Military Selective Service Act, **the Case Manager should advise the customer to register at www.sss.gov.**

Revised and approved by the Workforce Investment Board of Region 16 on September 19, 2012.

Attachment 8 - Youth Eligibility

General Youth Eligibility Policy

WIB Approved Youth Barriers and Required Documentation

Youth Needing Additional Assistance

Utilized for Youth who don't possess a standard barrier such as Basic skills deficient, homeless, foster child, etc., according to WIOA guidelines.

1. Lacks academic credit (school record or written documentation))
2. Functioning 2 or more grade levels below current level in school (school record or written documentation)
3. Scored an 18 or less on ACT or a score of 875 or less on SAT (ACT/SAT scores or written /correspondence from school)
4. Worked < 9 months for same employer in the past year (work history)
5. Scheduled < 31 hrs./wk. – most recent job (work history)
6. Wage < 13/hr. or equivalent – last job (work history)
7. Dropped out of post=secondary training and is not currently enrolled (withdrawal letter notice or written correspondence from school)
8. Has no work History or has not worked in the last 12 months (case notes or Applicant statement)
9. Is a member of a family receiving Medicare or Medicaid (DHS printout or correspondence with DHS staff)
10. Is attending an alternative school to complete secondary education. (letter from school or school record or written correspondence with school official)
11. Resided in a non-traditional family setting – single parent, lives with grandparent(s), lives with siblings, etc. (DHS records, applicant statement)
12. Has repeated a minimum of one secondary grade level (school letter or school records or written correspondence with a school official).
13. Has documented emotional, medical, physical, clinic or mental psychological disability (school record/written documentation or medical record/documentation)
14. Has an IEP with listed Disability (written school documentation)
15. Unemployed (work history– no employer/employee relationship at date of registration)
16. Underemployed (work history- hours worked less than 31 hours per week and/or wage per hour less than $13 per hour)

Referenced Hourly wage is based on current State of IL minimum wage. The usage of one of these barriers can't exceed -Not more than 5% of In-school Youth population.

Calculations will be based on the percent of newly enrolled youth in the local area in a given program year.

Attachment 9 - Service Priorities

Service Priorities and Veteran's Priority of Service Requirements

Under the Workforce Innovation and Opportunity Act (WIOA), priority requirements under the Adult and Dislocated Worker programs are given to individuals with connections to the military.

1. Veterans and eligible spouses continue to receive priority of service for all USDOL-funded job training programs, which include WIOA programs.
2. A veteran who is eligible or spouse of an eligible veteran who is entitled to receive priority of service is a person who has served at least one (1) day in the active military, naval, or air service, and who was discharged or released from service under any condition other than a condition classified as dishonorable is a covered person.
    a. This definition includes Reserve units and National Guard units activated for Federal Service.
    b. Please reference TEGL 10-09 for further discussion on who is a covered person under these provisions and how to determine the status of veterans and their eligible spouses.
3. Exiting service members and their spouses may be treated as dislocated workers under the following guidance.

a. Under TEGL 22-04, service members exiting the military, including, but not limited to, recipients of Unemployment Compensation for Ex-Military members (UCX), generally qualify as dislocated workers.

    1. Dislocated Worker funds under Title IB can help separating service members to enter or reenter the civilian labor force. Generally a separating service member needs a notice of separation, either a DD-214 from the Department of Defense, or other appropriate documentation that shows a separation or imminent separation from the Armed Forces qualifies as the notice of termination or layoff, to meet the required dislocated worker definition.
    2. Additionally, in most instances an individual will have to be eligible for or exhausted entitlement to unemployment compensation in order to receive dislocated worker services.
    3. In the case of separating service members, because they may be on a terminal leave from the military, it may make sense to begin providing career services while the service member may still be part of the Active Duty military, but has an imminent separation date.
    4. It is appropriate to provide career services to separating service members who will be imminently separating from the military, provided that their discharge will be anything other than dishonorable.
    5. Lastly, the Employment and Training Administration (ETA) policy generally dictates that a separating service member meets the dislocated worker requirement that an individual is unlikely to return to his or her previous industry or occupation.

a. Regarding military spouses, WIOA expands the definition of dislocated workers to include military spouses who have lost employment as a direct result of a relocation to accommodate a permanent change in duty station of the spouse.

    1. Military spouses may also qualify if they are a dependent spouse of a member of the Armed Forces on active duty whose family income is significantly reduced, as determined by the State or local area, because of a deployment, a call or order to active duty, a permanent change of station, or the service-connected death or disability of the service member.
    2. Military spouses also can qualify if they are unemployed or underemployed and are experiencing difficulty in obtaining or upgrading employment as defined under WIOA.

The ITA funds of Workforce Region 15 will prioritize Adult services as follows:

1. Residents of Region 15 who are economically disadvantaged (Public Assistance/Other low-income individuals), or basic skills deficient, and Veterans.
2. Residents of Region 15 who are economically disadvantaged (Public Assistance/Other low-income individuals) or basic skills deficient and Non-Veterans.
3. Residents of Region 15 who are not economically disadvantaged or not basic skills deficient but are Veterans.
4. Residents of Region 15 who are not economically disadvantaged or basic skills deficient and are Non-Veterans
5. Non-Residents of Region 15 who are economically disadvantaged or basic skills deficient and Veterans
6. Non-Residents of Region 15 who are economically disadvantaged or basic skills deficient and Non-Veterans
7. Non-Residents of Region 15 who are non-economically disadvantaged not basic skills deficient and are Veterans
8. Non-Residents of Region 15 who are non-economically disadvantaged non-basic skills deficient and are Non-Veterans

The ITA funds of Workforce Region 15 will prioritize Out-of-School and In-school Youth services as defined by WIOA Law and as follows:

If other barrier(s) for out-of-school youth such as drop out, parent, etc., aren't met, the following criteria will be utilized:

1. Economically disadvantaged residents who are Veterans
2. Economically disadvantaged residents who are Non-Veterans
3. Economically disadvantaged Non-Residents who are Veterans
4. Economically disadvantaged Non-Residents who are Non-Veterans

The ITA funds of Workforce Region 15 will prioritize Dislocated Worker services as follows:

1. Residents who are Veterans
2. Residents who are Non-Veterans
3. Non-Residents who are Veterans
4. Non-Residents who are Non-Veterans

Priority means that eligible veterans and eligible spouses will be given first opportunities for receipt of funding and services.

Attachment 10 - Veterans' Priority of Service Requirements

Service Priorities and Veteran's Priority of Service Requirements

Under the Workforce Innovation and Opportunity Act (WIOA), priority requirements under the Adult and Dislocated Worker programs are given to individuals with connections to the military.

4. Veterans and eligible spouses continue to receive priority of service for all USDOL-funded job training programs, which include WIOA programs.

5. A veteran who is eligible or spouse of an eligible veteran who is entitled to receive priority of service is a person who has served at least one (1) day in the active military, naval, or air service, and who was discharged or released from service under any condition other than a condition classified as dishonorable is a covered person.

    a. This definition includes Reserve units and National Guard units activated for Federal Service.
    b. Please reference TEGL 10-09 for further discussion on who is a covered person under these provisions and how to determine the status of veterans and their eligible spouses.

6. Exiting service members and their spouses may be treated as dislocated workers under the following guidance.

a. Under TEGL 22-04, service members exiting the military, including, but not limited to, recipients of Unemployment Compensation for Ex-Military members (UCX), generally qualify as dislocated workers.

    6. Dislocated Worker funds under Title IB can help separating service members to enter or reenter the civilian labor force. Generally a separating service member needs a notice of separation, either a DD-214 from the Department of Defense, or other appropriate documentation that shows a separation or imminent separation from the Armed Forces qualifies as the notice of termination or layoff, to meet the required dislocated worker definition.
    7. Additionally, in most instances an individual will have to be eligible for or exhausted entitlement to unemployment compensation in order to receive dislocated worker services.
    8. In the case of separating service members, because they may be on a terminal leave from the military, it may make sense to begin providing career services while the service member may still be part of the Active Duty military, but has an imminent separation date.
    9. It is appropriate to provide career services to separating service members who will be imminently separating from the military, provided that their discharge will be anything other than dishonorable.
    10. Lastly, the Employment and Training Administration (ETA) policy generally dictates that a separating service member meets the dislocated worker requirement that an individual is unlikely to return to his or her previous industry or occupation.

a. Regarding military spouses, WIOA expands the definition of dislocated workers to include military spouses who have lost employment as a direct result of a relocation to accommodate a permanent change in duty station of the spouse.

    1. Military spouses may also qualify if they are a dependent spouse of a member of the Armed Forces on active duty whose family income is significantly reduced, as determined by the State or local area, because of a deployment, a call or order to active duty, a permanent change of station, or the service-connected death or disability of the service member.
    2. Military spouses also can qualify if they are unemployed or underemployed and are experiencing difficulty in obtaining or upgrading employment as defined under WIOA.

The ITA funds of Workforce Region 15 will prioritize Adult services as follows:

9. Residents of Region 15 who are economically disadvantaged (Public Assistance/Other low-income individuals), or basic skills deficient, and Veterans.
10. Residents of Region 15 who are economically disadvantaged (Public Assistance/Other low-income individuals) or basic skills deficient and Non-Veterans.
11. Residents of Region 15 who are not economically disadvantaged or not basic skills deficient but are Veterans.
12. Residents of Region 15 who are not economically disadvantaged or basic skills deficient and are Non-Veterans
13. Non-Residents of Region 15 who are economically disadvantaged or basic skills deficient and Veterans
14. Non-Residents of Region 15 who are economically disadvantaged or basic skills deficient and Non-Veterans
15. Non-Residents of Region 15 who are non-economically disadvantaged not basic skills deficient and are Veterans
16. Non-Residents of Region 15 who are non-economically disadvantaged non-basic skills deficient and are Non-Veterans

The ITA funds of Workforce Region 15 will prioritize Out-of-School and In-school Youth services as defined by WIOA Law and as follows:

If other barrier(s) for out-of-school youth such as drop out, parent, etc., aren't met, the following criteria will be utilized:

5. Economically disadvantaged residents who are Veterans
6. Economically disadvantaged residents who are Non-Veterans
7. Economically disadvantaged Non-Residents who are Veterans
8. Economically disadvantaged Non-Residents who are Non-Veterans

The ITA funds of Workforce Region 15 will prioritize Dislocated Worker services as follows:

5. Residents who are Veterans
6. Residents who are Non-Veterans
7. Non-Residents who are Veterans
8. Non-Residents who are Non-Veterans

Priority means that eligible veterans and eligible spouses will be given first opportunities for receipt of funding and services.

Attachment 11 - Individual Training Accounts

The Workforce Innovation Board of Region 15
INDIVIDUAL TRAINING ACCOUNT (ITA) POLICY

I. I. Background Information from the Workforce Innovation and Opportunity Act and Federal Rules

A. The "Individual Training Account" is an account established by the designated one-stop operator on behalf of an eligible participant: a dislocated worker, an adult, and both in-school (14-21) and out-of-school youth (age 16-24) enrolled in post-secondary programs.

** B. In order to be referred for training services through an individual training account, the adults and dislocated workers must be enrolled in Career Services under WIOA Title 1 from the one-stop operator designated by the Workforce Innovation Board to provide these services.

** C. Individuals must select a program of training services that is directly linked to the employment opportunities in the local area or in the area to which the individual is willing to relocate. It must be an occupation that has been determined to be in a sector of the economy in the applicant's local area that has a high potential for sustained demand or growth.

** D. The individual who seeks training services and who is eligible may, in consultation with the designated Career Planner, select an eligible program and training provider from the approved list. The guidance provided by the Career Planner will be done in a manner that maximizes consumer choice in the selection of the training provider and program.

** E. Eligible training providers are those entities determined to be eligible through procedures described in WIOA and established by the Governor and the local Workforce Innovation Board.

F. The Workforce Innovation Board may develop initial and subsequent eligibility standards beyond the State policy.

II. Policy: Initial and Subsequent Training Provider Eligibility

A. The Workforce Innovation Board will adhere to the Governor's Training Provider Eligibility Demand Occupation List for initial and subsequent eligibility.

B. In addition to the State's standards, all curriculum for which certification is being sought must meet the criteria of the Demand Occupation List established by DCEO. This a list of approved occupations that meet the data growth requirements and thus are currently in demand in our region or the state in its entirety.

C. Training Providers located within the geographical boundaries of LWIA 15, will be certified through the Internet-based application and procedures developed by the state. Providers will be allowed to apply and to be certified on a continuous basis. Thus, there will be no limitations on certification periods.

D. In accordance with current State Policy, Training Providers located outside of LWIA 15's geographical boundaries will need to apply for eligibility to the LWIA in which they are geographically located. To receive ITA funds from LWIA 15, these providers will need to complete the following process:

1. Completion of an Individual Referral Agreement with LWIA 15.
2. Submittal of a copy of the course catalog description associated with the curriculum for which funding is being sought.
3. Submittal of Cost of Attendance Information for distribution of PELL Grants.

E. The Workforce Innovation Board and the one-stop operators designated to implement ITA policies and procedures, will widely disseminate information concerning the procedures for the Internet-based application for training providers.

F. The employees of the United Workforce Development Board will be authorized to verify the Training Provider Eligibility process on behalf of the Workforce Innovation Board and with the Training Provider.

G. Providers will be approved only following reference checks and verification of authenticity of the program of courses and the institution.

H. The Workforce Innovation Board reserves the right to deny eligibility of a training Provider and/or course of study based on the board's criteria or lack of suitable references or evidence of fraudulent business practices.

I. The LWIB will use the approved Training Provider list for all ITAs through WIOA Title I-B, and any other federal or state funded training resources. The WIB will attempt to assist these providers in applying to join the list of certified Training Providers.

J. Other one-stop partners will be encouraged to use the LWIB's Eligibility Training Provider list when approving courses of education and training for individuals through their funding sources.

III. Policy: Individual Training Accounts

A. Training must be in occupations identified by the local LWIB as growth occupations and with providers approved through the State's Training Provider Certification process.

B. The prospective trainee must have the skills and qualifications to succeed in the training program based on the development of an in-depth objective assessment and an individual employment plan by the Career Link Career Planner.

C. Trainees should generally attend "full-time" (as defined by the training provider) and programs should not exceed 104 weeks (two years). Exceptions to this policy may be approved on a case-by-case basis. Written requests should include an explanation of the necessity for the exception and evidence that financial support is available during the extended training period.

D. Individuals seeking an ITA must have a specific occupational goal. The course of study must be occupation-specific and result in the attainment of a credential. No ITA funds shall be provided for general academic programs.

E. Individuals will be required to apply for other forms of financial aid. Career Link funds will not be withheld while the individual is awaiting determination of eligibility for other financial aid. The Career Link staff will use the training provider's "cost of attendance" to identify the total amount of resources needed. The total funds from financial aid will not exceed this cost of attendance. The individual may be allowed to use Pell grant funds to assist with living expenses while using other sources of financial aid and the ITA for tuition and fees. The Career Link Staff will be authorized to change this policy in the event of ITA fund shortages.

F. Individuals who are delinquent in repaying a student loan will not be automatically disqualified from being considered for an ITA but must develop and implement a repayment plan with the Career Link career planner.

G. The ITA funds of Workforce Region 15 will prioritize Adult services as follows:

1. Residents of Region 15 who are economically disadvantaged (Public Assistance/Other low-income individuals), or basic skills deficient, and Veterans.
2. Residents of Region 15 who are economically disadvantaged (Public Assistance/Other low-income individuals) or basic skills deficient and Non-Veterans.
3. Residents of Region 15 who are not economically disadvantaged or not basic skills deficient but are Veterans.
    a. Residents of Region 15 who are not economically disadvantaged or basic skills deficient and are Non-Veterans
    b. Non-Residents of Region 15 who are economically disadvantaged or basic skills deficient and Veterans
    c. Non-Residents of Region 15 who are economically disadvantaged or basic skills deficient and Non-Veterans
    d. Non-Residents of Region 15 who are non-economically disadvantaged not basic skills deficient and are Veterans
    e. Non-Residents of Region 15 who are non-economically disadvantaged non-basic skills deficient and are Non-Veterans

The ITA funds of Workforce Region 15 will prioritize Out-of-School and In-school Youth services as defined by WIOA Law and as follows:

If other barrier(s) for out-of-school youth such as drop out, parent, etc. aren't met, the following criteria will be utilized:

1. Economically disadvantaged residents who are Veterans
2. Economically disadvantaged residents who are Non-Veterans
3. Economically disadvantaged Non-Residents who are Veterans
4. Economically disadvantaged Non-Residents who are Non-Veterans

The ITA funds of Workforce Region 15 will prioritize Dislocated Worker services as follows:

1. Residents who are Veterans
2. Residents who are Non-Veterans
3. Non-Residents who are Veterans
4. Non-Residents who are Non-Veterans

H. ITAs will be awarded per semester, quarter, or for uninterrupted training coursework. Subsequent to the issuance of the first ITA, additional ITAs (if needed) will be awarded only for continuing in the curriculum at the educational or training institution identified in the customer's plan, unless there is mutual agreement by the customer and the Career Link Career Planner that a different plan is justifiable. The maximum total amount of all ITAs per individual will be limited to $22,000. This dollar limitation will include tuition and published fees as outlined in the institution's course catalog and made available to the general public. It will, however, exclude required books, supplies and support services.

I. The Career Link Staff will be authorized to adjust the ITA amount if funding is available or for special grant funds. Approval is required by the Program Manager or Assistant Program Manager.

J. Career Link will only pay "in-district" tuition rates at Community Colleges. Individuals wishing to attend a Community College outside of their district will be responsible for applying to the Community College District of their residence for payment of the "out-of-district" portion of the tuition and fees. Exceptions to this policy may be approved on a case-by-case basis.

K. Support services may be provided during the period of an ITA per separate 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.

L. Adults who become employed but continue to earn wages that are determined not to meet the "self-sufficiency standard" may be eligible for an ITA if their Individual Employment Plan indicates a training need or such need is subsequently identified by the individual and/or the employer. (See the LWIB's Self-sufficiency Standard) In the event of fund shortages, the Workforce Innovation Board may authorize the Staff to deny these ITAs.

M. Dislocated Workers who become employed may be eligible to receive an ITA if they are employed in an occupation that pays less than 80% of their previous earning prior to their layoff and if their Individual Employment Plan indicates a training need or such need is subsequently identified by the individual and/or the employer. The look-back period for a Dislocated Worker is 4 years from the date of application. In the event of fund shortages, the Workforce Innovation Board may authorize the staff to deny ITAs for all Dislocated Workers who have been re-employed.

N. An ITA or voucher may be denied if any of the above requirements are not met. Additional reasons for denial are as follows:

- Training funds are limited or exhausted;
- The individual's ITA funding limit has been reached;
- The individual cannot demonstrate that he/she has the financial resources to complete the training;
- The Training Provider does not accept the trainee;
- The trainee attempts to make changes to the voucher without the signature of their UWDB case manager; or,

The Training Provider and/or the trainee refuses to comply with reasonable Career Link or, as managing agency, LWIB requirements and conditions.

IV. Changes and Additions to These Policies

A. This policy will remain in effect until it is revised or terminated.

B. The Career Link staff will be authorized to revise this policy or implement additional policies necessary for the timely and effective management of ITAs. If it is found that the Staff is required to make significant changes or additions, the Workforce Innovation Board will review and approve the revised ITA policy. Policy reviews will be done annually or as needed.

C. The Career Link Staff and the Workforce Innovation Board, as managing agency, will maintain suitable implementation procedures for effective ITA policy deployment.

Updates:

- Changes effective June 1, 2016: Training Certification, Basic Skills Deficiency, etc. added directly in criteria ranking.
- Change effective May 23, 2018: Section III-Letter J, ITA amount increase from $15,000 to $22,000. Approved by Executive WIB Board.

Attachment 12 - On-the-Job Training

LWIA 15 On-the-Job Training Policy

Policy approved: August 10, 2022

On-the-Job Training (OJT) is designed to provide an employment situation in which the employee gains training through the job. It is designed to provide opportunities for those who need an upgrade in their skills and are entering a different occupation from which they have previous experience.

OJT is a Workforce Innovation and Opportunity Act (WIOA) program that subsidizes an employer to hire and train a WIOA-eligible Youth, Adult or Dislocated Worker participant. Eligible individuals are hired by the company, provided the training detailed in a contract and the company is reimbursed a percentage of the basic straight time beginning wage during the initial training period. The training time is adjusted according to the nature of the job and the skills and knowledge that the trainee brings to the position.

All OJT policies and activities will be in compliance with WIOA Policy 15-WIOA-5.2.1.1 and any subsequent changes in state policy. In the policy letter that follows, local policy that is not paraphrasing or restating a federal or state policy will appear in **bold text.**

General Requirements

State policy specifically allows Career Link to purchase items required for the OJT such as tools, equipment and uniforms. Refer to the local Support Services policy for maximum allowable costs of these items. OJT participants are not eligible to receive Needs Related Payments (NRP's).

As a general policy, OJT positions may not constitute more than 50% of the company's workforce. 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 and grandchild.

Training Length and Reimbursement

A skills gap analysis of the trainee's work experience and the required skill set of the OJT position, along with DOL's Specific Vocation Preparation (SVP) classifications, will be performed by Career Link's Business Service Representative(s) to determine the length of the OJT assistance.

OJT is provided for a WIOA customer in exchange for a negotiated reimbursement wage rate to compensate for the employer's extraordinary costs of training and additional supervision related to the training. It is based on regular hours worked and, therefore, excludes overtime, vacation time, sick time, holidays, absences, etc. **The company may reimbursed on a monthly basis throughout the contract or at the conclusion of the contract.**

The "standard" wage reimbursement rate is 50%. The State of Illinois has the statutory authority to increase the wage reimbursement rate from f50% to 75% under WIOA. <u>The State has been granted the authority to increase the reimbursement rate up to 90% for businesses with fifty (50) or fewer employees under a waiver approved through June 30, 2024.</u>

With the approval of the Executive Director or Assistant Director, the reimbursement wage rate may increase from the standard 50% to 75% under WIOA or up to 90% for businesses with 50 or fewer employees when considering the following factors:

- The characteristics of the participants taking into consideration whether they are "individuals with barriers to employment" **(homelessness, incarceration, long-term unemployment, etc.)** thus, LWIA 15 policy provides a higher rate of reimbursement for individuals who will require more intensive training than individuals without barriers;
- The size of the employer based on the total number of full-time employees at the location where the OJT will occur;
- The quality of employer-provided training and advancement opportunities; and
- Other factors, including but not limited to the occupation of training, receipt of an industry-recognized credential after training, the number of employees participating, the participant's work history, labor market conditions, hourly wage, fringe benefits, promotional opportunities, the career planner's overall training budget, etc.

Employer Eligibility

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 LWIB standard. The OJT job position must have an expectation of continuing employment. **The OJT job position must offer standard benefits.**

Employers in the public, private non-profit or private sector may use OJT programs.

In order to qualify for OJT assistance, commission-based sales positions must offer a base pay rate equal to or more than the Lower Living Standard Income Level or self-sufficiency wage rate established by the LWIB standard. Employers may not hire OJT employees as independent contractors.

Career Link may enter into OJT contracts with staffing agencies and host employers when 1) the OJT position is "temp to hire", and 2) the host employer will hire the participant upon successful completion of training. In these situations, the Business Service Representatives will negotiate two contracts prior to the start of the OJT. The staffing agency will sign a contract and act as the employer of record during the "temp to hire" phase. During this phase, Career Link will reimburse the staffing agency according to policy. The second contract, which the host employer has signed as employer of record, will take effect at the end of the "temp to hire" phase. Career Link will reimburse the host employer for the remainder of the OJT. OJT reimbursement to employers can only cover "straight time". OJT funds must not reimburse overtime, additional fees, etc.

Employers are ineligible for an OJT contract if they have previously exhibited a pattern of failing to provide OJT participants with continued 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 type of work. **Employers who have had two or more OJT participants during the past two years shall fall under these guidelines. A pattern of failure shall be established if less than 50% of the OJT participants are not still working for the OJT**

employer one year from the date of hire. Trainees who have terminated employment relationships with the OJT employer shall not be counted as a failed position when:

1. The trainee quit voluntarily for any reason, including but not limited to, securing other employment or leaving the labor force.
2. The trainee was laid-off as part of a reduction in force.
3. The trainee was terminated for poor performance documented through progress reports and/or internal documents with such termination due to the same or substantially the same level of misconduct or performance as other employees.

Priority is given to businesses owned by women or minorities.

Contracting

Business Service Representatives (BSR) are authorized to negotiate OJT contracts on behalf of Career Link and are responsible for completing the application process, including a pre-award survey. OJT contracts must be approved and signed by the Executive Director or Assistant Director.

Prior to entering into an OJT contract with an employer, the BSR will conduct a Pre-Award Survey and complete a review of Illinois workNet to determine if the employer has filed a WARN notice in the past four months.

The OJT employer application and pre-award survey forms verify the potential OJT employer is suitable for OJT and meets state and federal policy and guidelines (i.e., working conditions, wage structure, financial viability, turnover rate, etc.).

The OJT contract establishes procedures in regards to OJT contract modifications and employer disputes with the grantor and/or the trainee.

Monitoring

Staff will meet with the OJT employer and/or OJT trainee to evaluate the progress and effectiveness of the training; verification of reimbursement requests, hours worked and the rate of pay by reviewing such documentation as invoices, timesheets and payroll or other documentation prior to payments being made to ensure compliance with program requirements and contract provisions.

An initial on-site monitoring visit should be conducted within 30 days following the OJT trainee's date of hire. Subsequent on-site monitoring and/or desk reviews shall be conducted once every 90 days of the contract.

Attachment 13 - Incumbent Worker Training

LWIA 15 Incumbent Worker Training Policy

Policy approved: April 15, 2020

Overview

The purpose of the Incumbent Worker Training (IWT) program is to provide resources for employers to train currently employed workers in an effort to keep businesses and workers competitive. It addresses training needed to meet changing skill requirements caused by new technology, retooling, new product lines and new organizational structuring.

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.

An incumbent worker is an individual who has an employment relationship with either a participating employer in a targeted industry or an employer being provided incumbent worker training as part of an economic development incentive package and is receiving upgrade training to increase his or her skills in an occupation in which the individual is already an incumbent or to prepare the worker for entry into a new occupation within the targeted workforce.

All policies and activities will be in compliance with WIA Policy Letter #07-PL-33, Change 4; WIOA Notice No. 16-NOT-01; and any subsequent changes to each. In the policy letter that follows, local policy that is not paraphrasing or restating a federal or state policy will appear in **bold text.**

General Requirements

Under WIOA, Local Workforce Innovation Boards (LWIBs) may now dedicate up to 20% of local adult and dislocated worker funds for IWT.

IWT assistance to a participating employer may not exceed $50,000 per program year without approval by the Executive Director or Assistant Director.

Formula-funded IWT projects no longer need pre-approval from the Illinois Department of Commerce and Economic Opportunity (DCEO). Employer matches must be tracked by the LWIA and reported in the Grantee Reporting System (GRS). Project plans must be entered into the Incumbent Worker Training System (IWTS) prior to the execution of local funding agreements with employers and before trainers are hired. The 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, and final report data submitted through the system within 45 days of the end of the project.

IWT projects will be monitored to verify that local and state policies are followed and documentation supports reported outcomes.

In the event that an incumbent worker project would be beneficial to an employer that does not meet the requirements of the policy, Career Link's Executive Director or Assistant Director would seek and must receive prior approval from DCEO.

LWIA 15 may link formula-funded IWT projects to apprenticeship programs.

Employer Eligibility

Awards made in response to an application will be contingent upon the availability of funds released for this program by Career Link. The training should result in benefits to the workers such as: enhanced employability, job upgrades, increased wages, and/or increased job security.

LWIA 15 will primarily target industries and occupations identified in the Regional Plan for Incumbent Worker projects. Priority will be given to businesses that promote high skill, high wage jobs for emerging, high demand and high technology occupations. Priority of service will be given to businesses located in Local Workforce Area 15. Priority of service will be given to businesses owned by women and minorities.

Business must meet the following requirements to be considered for funding:

- ✓ **Must have been operating in the region for 180 days prior to application; and**
- ✓ **Must have at least five full-time employees; and**
- ✓ Must demonstrate financial viability; and
- ✓ Must comply with the non-discrimination and equal opportunity provisions of Section 188 of the Workforce Investment Act; Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Age Discrimination Act of 1975; Title IX of the Education Amendments of 1972; and with 29 CFR Part 37; and
- ✓ Must provide a match toward requested funding.

Required Employer Match
Employers participating in the program are required to provide a match to the training costs reimbursed by Career Link as outlined below:

- **10% of the cost for employers with not more than 50 employees;**
- **25% of the cost for employers with more than 50 employees, but not more than 100 employees; or**
- **50% of the cost for employers with more than 100 employees.**

The non-federal share (match) provided by an employer participating in the program may include the amount of the gross wages and fringe benefits paid by the employer to a worker while the worker is attending a training program.

Part-time, seasonal or employees of temporary employment agencies are not eligible to participate.

"At Risk" Criteria for Training

Businesses that are eligible for participation if their need for training relates to at least one of the following circumstances:

- Declining sales;
- Supply chain issues;
- Adverse industry/market trends;
- Changes in management philosophy or ownership;
- Worker does not have in demand skills;

- Strong possibility of a job if a worker attains new skills; or
- Other "at-risk" indicators.

See DCEO Policy Letter No. 07-PL-33, Change 4, Attachment C for a complete description of each of the above circumstances. In addition to these circumstances, LWIA 15 policy authorizes incumbent worker projects that meet the elements listed below.

Element 1 **Are training employees in skills necessary to enable the company to establish, maintain, or expand into new markets and/or;**

Element 2 **Are introducing more efficient technologies or continuous improvement systems into their operations which will result in greater output per employee, including quality certifications and/or;**

Element 3 **Are providing additional training to employees who will be threatened with layoff and/or;**

Element 4 **Are providing training that will result in benefits to employees such as: enhanced employability, job upgrades, increased wages, and/or increased job security and/or;**

Element 5 **Are providing job-linked training programs in response to new or changing technologies, processes, product lines, machinery or equipment being introduced in the workplace and/or;**

Element 6 **Are training employees in basic and/or remedial skills, including English-as-a-second language as a prerequisite for other vocational or technical skills and/or;**

Element 7 **Are providing training related to regulatory compliance issues mandated for the workplace.**

Applications will be evaluated according to the following criteria:

- **Project readiness;**
- **Specific and measurable training objectives;**
- **Reasonable costs;**
- **Company is in one of the targeted industries;**
- **Quality and consistency of the proposed training programs, and;**
- **Overall quality and completeness of application.**

Other factors to consider in making an incumbent worker award include:

- **Number of employees participating in the training;**
- **Wage and benefit levels of the employees (including post training increases);**
- **Relationship of the training to the competitiveness of the employer and employees in the context of regional, national and/or international market and industry trends; and**
- **Availability of other employer-provided training and advancement opportunities.**

Allowable costs and activities

Reimbursement for employee training will allow for payment on the terms and conditions agreed to between the employer and Career Link as delineated in the contract for training. The employee skill requirements and training needs are established by the employer and may include basic, technical, or managerial skill sets.

Allowable Costs – Costs that are reasonable and necessary for the conduct of the training are allowable.

Allowable costs include, but are not limited to, the following examples:

- **Tuition and fees required to complete training**
- **Books**
- **Training materials and supplies**
- **Pre and Post testing**
- **Vocational Counseling**
- **Vendor/contractor training costs**
- **Training facility costs (off-site)**
- **Fees for technical or professional certifications**
- **Refresher courses for occupational certifications**

Career Link adopts DCEO's definition of Extraordinary Costs. See Chapter 7.2.2.3 of DCEO's Incumbent Worker Policy.

Trainee wages and fringe benefits while in training may be used to meet the employer's match requirement, but are not reimbursable costs to the WIOA grant.

Reimbursement requests must be submitted in a timely manner.

Procurement

All IWT training providers/programs will be competitively procured. Employers will obtain three quotes for training and select the provider of their choice. The selection does not *have* to be the cheapest provider as long as there is a reasonable explanation.

Exceptions:

1. **Training is specific equipment and is provided only by the manufacturer;**
2. **In-house training; or**
3. **Sole Source training.**

A rationale for the selection of the training provider will be included in each project file.

Contracting

All training programs must include a contract/written agreement that outlines at a minimum the following:

1. Who is providing the training;
2. What training will be provided;
3. Where the training will be provided;

4. The length of the training to be provided (to include the start and end date, number of days per week, and number of hours per day);
5. The cost of the training program (to include only reasonable and acceptable costs); and
6. The amount of employer matching support and how it will be provided;
7. Certification that all incumbent workers to be trained through the project have been employed by the company for six months or more unless the exceptions listed in WIOA regulations apply;
8. An agreement by the employer to provide company and client information necessary to track worker/project activity and outcomes within 30 days of the end of the calendar quarter; and
9. Identify the skills employees will obtain as a result of the training and how those skills will make both the employees and the employer more competitive.

Attachment 14 - Work Experience (WEX) and Transitional Jobs

Work Experience Policy

Work Experience is a planned, structured learning experience that takes place in a workplace for a limited period. It may be paid or unpaid. It may be arranged within the private for- profit sector, the non-profit sector or the public sector A reasonable wage must be offered to the extent it is consistent with those paid for similar work. The Work Experience must have meaningful and adequate supervision. The Work Experience will achieve the goals for which it was designed.

Work Experience must not occur under the following conditions:

A Participant's employment would unfavorably impact current employees; impairment of existing contracts for services or collective bargaining; replace the work of employees who have experienced layoff; or, an employer terminated a regular employee or otherwise reduced its workforce with the intention of replacing them with a WIOA participant.

Hourly wage change-initially approved by WIB on Oct. 2021-updated yearly

Approval for hourly wage to be determined utilizing business input- regarding similar position/wage within the company. Wages for Work Experience/Internships will be determined based on a scale system-low end will be minimum wage (currently $13) an hour up to $18 an hour (Top of hourly scale is limited to a $5 increase above current minimum wage). In instances where hourly wage exceeds top end of scale, participant will only be eligible to receive $18 an hour. This process will continue until minimum wage reaches $15 an hour.

Participants are limited to either 18 month or 1800 hours (whichever is completed first) while enrolled in a Work Experience Service. In addition, Participants are often times enrolled in a Training program while participating in Work Experience.

Transitional Jobs/Employment Policy

A Transitional Job is a time-limited type of Work Experience that is subsidized 100% with WIOA funds. These jobs can occur in the public, private or non-profit sectors. This type of Work Experience is only available to those individuals with barriers to employment who are chronically unemployed or who have an inconsistent work history. Participants are provided with the opportunity to learn valuable work skills while engaging in a positive meaningful employer-employee relationship.

Inconsistent Work History: Consists of employment for less than a year at a particular employer(s) and/or gaps in work history

Chronic Unemployment: A work history with recurrent episodes of unemployment. Priority may be given to Applicants who have exhausted 26 weeks of UI benefits.

Transitional jobs must be combined with comprehensive career and support services and must be designed to establish a work history for the participant. The end result should equip the participant with skills to obtain unsubsidized employment which in turn will lead to long-term self-sustaining employment.

Attachment 15 – Eligible Training Provider List

LWIA 15 – Approved Training Providers & Certified Programs (3 pages)

Black Hawk College (Moline)
Accounting Specialist AAS
Automotive Repair Technology AAS
Basic Nurse Assistance Training
Nursing (RN) Associate Degree
Physical Therapist Assistant
Practical Nursing (LPN)
Production Mig Welding
Veterinary Technology AAS

Bradley University (Peoria)
Accounting
Business Computer Systems
Business Management and Administration
Management & Leadership
Mechanical Engineering
Nursing (BSN)
Professional Teaching
Teacher Education – Secondary

Capitol Area Career Center (Springfield)
Practical Nursing (LPN)

Carepaks Health Services Inc. (Normal)
Basic Nurse Assistant (C.N.A.)

Carl Sandburg College (Galesburg)
Dental Hygiene AAS
Registered Nursing (RN)
Practical Nursing (LPN)
Radiologic Technology AAS

Graham Hospital School of Nursing (Canton)
Nursing (Diploma Program leading to RN)

Helping Hands Healthcare & Staffing
Nursing Assistant leading to C.N.A.

Heartland Community College (Normal)
Computer Networking Tech AAS
Digital Media Communications AAS
Electric Vehicle Technology AAS
Emergency Medical Technician (Paramedic)
Facilities Maintenance)
Industrial Technology AAS
Medical Assistant
Nursing (RN - ADN)
Nursing Assistant (C.N.A.)
Pharmacy Technician
Physical Therapist Assistant AAS
Practical Nursing (LPN)
Radiography AAS
Truck Driver Trainer
Welding Skills Cert.

Illinois Central College (East Peoria/Peoria)
Automotive Technology AAS
Caterpillar Dealer Services Technology
CISCO Certified Network AAS
CISCO Networking Specialist AAS
Computer Info Systems – Business AAS
Computer Info Systems – Technical AAS
Computer Prog. & Database Devlp. AAS
Dental Hygiene
Diesel Powered Equipment Tech
Emergency Medical Services – Paramedic
General Motors Automotive Service Ed. Program
HVAC Technician
HVAC/R Technology AAS
Industrial Electrical Technology
Lic. Practical Nursing (LPN)
Machine Tool Technology AAS
Maintenance Mechanic Technology AAS
Medical Assistant
Medical Lab Technician
Mechatronics Technology (Ind M. Tech.)
Network Administrator AAS
Nurse Assistant (C.N.A.)
Nursing (RN)
Occupational Therapy Assistant

ICC Continued
Paramedic
Pharmacy Technician
Physical Therapy Assistant
Radiography
Respiratory Therapist- AAS
Secure Software Development
Surgical Tech (AAS)
Truck Driver Training
Welding Operator (12-hour certificate)
Welding Specialist (30-hour certificate)
Welding Technology AAS 51-4121

Illinois State University (Normal)
Accounting Financial Sequence
Accounting Information Systems Sequence
Biological Science Teacher Cert. Sequence
Business Administration (Marketing)
Business Teacher Education
Chemistry Teacher
Clinical Laboratory Science Program
Computer Science
Construction Management
Criminal Justice (Correction Officers)
Early Childhood Education
Elementary Education
English Teacher Certificate Sequence
Finance General Finance Sequence
Health Information Management
Industrial Tech. Compt. Systems Tech
Industrial Tech Engineering Tech
Industrial Tech. Industrial Compt. Syst.
Information Systems – Assurance & Security
Information Systems/Sys. Dev/Analyst Seq.
Insurance
International Business (i.e. marketing)
Mgmnt Quantitative Methods, HR Mgmt
Math Teacher Cert. Sequence (Secondary)
Medical Laboratory Science
Middle Level Teacher Education
Network and Telecommunications Management
Nursing, Accelerated Pre-licensure Sequence
Nursing (BSN)
Physics Teacher Education Sequence
Public Relations
Social Work
Spanish Teacher Certification Sequence
Special Education

Illinois Valley Community College (Oglesby)
Automotive Tech – AAS
Certified Nurse Assistant (IDPH)
Dental Assisting
Electronics/Electricians- Engineer Tech
Manufacturing Technology – AAS
Nursing (RN)
Practical Nursing (LPN)
Truck Driver Training
Welding Advanced Construction Cert.

Lincoln Land Community College (Springfield)
Practical Nursing (LPN)
Truck Driver Training CDL Basic
Nursing (RN)
Occupational Therapy Assistant
Radiography
Respiratory Therapist- AAS

MedCerts (Online)
Pharmacy Technician

Methodist Medical Center (Peoria)
2nd Degree Accelerated BSN-Nursing
BSN – Nursing 29-1141
Nursing Assistant (C.N.A. IDPH Credential)
Social Work
BSN Accelerated (1st degree Program)

Midwest Technical Institute (East Peoria/Springfield)
Commercial Driver Training
Journeyman Welder 750 Hrs.
J. Welder II – 1000 Hrs.
Nursing Assistant (C.N.A.)

HVAC 49-9021
Dental Assistant
Medical Assistant

Minority Business Development Center (Peoria)
A + Computer Training
OES 151151 Comp User Support Specialist
CompTia A+ certification
IT Fundamentals
OES 151151 Comp User Support Specialist
CompTia ITF certification

Parkland College (Champaign)
Dental Hygienist
HVAC AAS and or Ind. Credential
HVAC Installation Tech (30 hours certificate)
HVAC Service Tech 1 (45 hours certificate)
Industrial Technology AAS
Licensed Practical Nursing (LPN)
Radiologic Tech. AAS
Respiratory Therapist
Truck Driving (160 Academy Provider)

University of Illinois at Springfield
Accountancy
Clinical Lab Science/Medical Tech
Social Work

Richland Community College (Decatur)
Associate Degree in Nursing (RN)

OFS - Saint Francis Hospital (Peoria)
Nursing (BSN)
Radiography

Spoon River College (Canton)
Advanced Welding (Certificate)
Commercial Driver Training (4 weeks)
Computer Information Systems AAS
Diesel and Power Systems Technology
Medical Assistant
Medical Laboratory Technician
Nursing AAS Degree (RN)
Nursing Assistant (C.N.A. IDPH cred.)
Pharmacy Technician
Practical Nursing (LPN)
Welding Operator Certificate

Saint John's College (Springfield)
Nursing (BSN)

Western Illinois University (Macomb)
Accountancy
Construction & Facilities Management
Law Enforcement to Correction Officer
Nursing (BSN)
Social Work

Attachment 16 - Supportive Services

CAREER LINK

SUPPORTIVE SERVICES POLICY AND PROCEDURES

(9.27.2014 Transportation increase #1 –refer to attachment on back of this form)

Transportation increase #2 eff. 1/5/15 to 1/3/2016

Transportation reduction #3 eff. 1/4/2016 to 12/30/2016

Transportation reduction #4 eff. 12/31/16 pay period to 1/12/2018

Transportation increase # 5 eff. 1/13/2018 to 1/6/19

SUPPORTIVE SERVICES POLICY AND PROCEDURES UPDATED EFFECTIVE 3/5/18- PRESENT

Transportation increase #6 effective first payroll period 1/7/19 –1/12/2020

Transportation decrease #7 effective first payroll period 1/13/2020 – 1/8/2021

Transportation decrease #8 effective first payroll period 1/09/2021- 12/31/2021

Transportation Policy change: effective 1/1/2022- 7/8/2022

Transportation Policy change: effective 7/9/2022- 01/06/2023

Transportation increase #9 effective 01/07/2023-01/12/2024

Transportation increase # 10 effective 01/13/2023--

POLICY

Supportive Services may be provided to Adults and Dislocated Workers who are registered in Career Services and/or Training related activities/programs. Youth registrants participating in Youth Programs and/or training related activities/programs may be eligible for Supportive Services also. These Supportive Services will only be provided when they are necessary to enable individuals to participate in Title I activities. Career Planning staff must determine the availability of such services through other sources first and attempt to secure funding from those sources before authorizing expenditure of WIOA funds. When other sources of funding are identified, Career Planning staff will refer the individual to the source of that funding to obtain the needed services. Documentation of the referral as well as the response will be placed in the individual's file. When a needed service is not available or the individual does not meet the eligibility for that service, Career Link will provide funding in accordance with the following guidelines **(All attempts of obtaining funding from other sources will be noted on the IWDS System):**

TRANSPORTATION

In-School Youth (Secondary Programs) – Transportation assistance will be provided only for off-campus Title I funded activities and at the rate listed below.

In-school Youth (Post-secondary level), Out-of-School Youth, Adults and Dislocated Workers – Transportation assistance will be available for participants attending post-secondary training,

Internships and GED/Career Preparation programs. Exceptions must be approved by the Assistant Director or Executive Director. The amount of assistance for gasoline is based on the documented round trip mileage between the student's home and the classroom training site and/or the Internship site (including the distance to the child care provider when appropriate) for days in attendance only.

Round Trip Miles:	**Rate per Day:**
11 to 20	**7.37**
21 to 30	**14.07**
31 to 40	**20.77**
41 to 50	**27.47**
51 to 60	**34.17**
61 to 70	**40.87**
71 to 80	**47.57**
81 over	**54.27**

Mileage reimbursement rates are based on 100% of the current IRS federal rate calculated at the low end of the mileage range. When a change in the rate occurs, it will be applied beginning with the next full payroll period.

Sub-contracted Adult and/or Dislocated Worker Programs: Beginning 1/1/2024, according to the Supportive Services Policy and budget of the grantee, participants will be reimbursed the established IRS rate of 0.67 per mile. There is no minimum mileage requirement for transportation reimbursement. Participants will be reimbursed for actual roundtrip miles to scheduled Career and Training activities including arranged interviews. Uber/Lyft costs may be reimbursed to customer with proper documentation for scheduled Career and Training activities including arranged interviews. Lyft/Uber reimbursements apply only to those customers who don't have access to a vehicle. Monthly bus passes may be provided to participants with no other means of transportation assistance.

In those areas of LWIA #15 where public transportation is available to the participant and can be used as their source of transportation to their training site and child care provider, a bus pass can be purchased for their use. Bus passes are purchased for a monthly time period. The check will be made out to the Bus Transit organization. The client will be responsible for taking the check to the Bus Transit to purchase the pass. Clients will continue to turn in attendance Records in accordance with the CRT classroom training schedule.

AUTOMOBILE REPAIRS

Career Link will only provide assistance for car repairs when the participant is the legal owner of the vehicle and when the car is necessary for transportation to training and it would not be operable or safe without the repairs. Documentation of ownership must be sent to the Fiscal Dept. with the Payment Authorization and a copy placed in the participant's file. The vehicle must also be properly insured and the participant must have a valid driver's license. Documentation of these requirements must also be provided to the Fiscal Dept. and placed in the

participant's file. Documentation of need, 3 bids to document reasonable cost and exhaustion of other sources of assistance must be provided to the Fiscal Dept. and placed in the client file. Case notes must be recorded on IWDS concerning all of the above requirements. See Attached Payment Authorization/CSA Classification.

Out-of-School Youth, In-School Youth (who are enrolled in a post-secondary level program) and (1A) Adults will be eligible to receive up to a total of $300 in **approved** car repairs (there is no longer a one-time limit). This total is effective during the time that the client is enrolled in their training program. This $300 is to be used for **emergencies only** and must be approved by the Career Planner. It cannot be used and will not be approved for preventive maintenance such as oil changes, tire rotations, etc.

Only those **Dislocated Workers** who also meet eligibility guidelines for Adult (1A) will be eligible to receive car repairs. If a Dislocated client requests car repairs, the Career Planner will be expected to document how the client meets 1A eligibility guidelines (proof of Link Card, etc.). This documentation must be placed in the client's file and a copy of it should be sent with the request to Fiscal. The remaining requirements for documentation and record keeping are the same as above.

CHILD CARE

In-School Youth (Secondary Program) – Available only for activities that are outside the normal school day and which are required for participation in a WIA funded activity.

In-school Youth (Post Secondary Programs), Out-of-School Youth, Adults and Dislocated Workers – Individuals enrolled in vocational classroom training and/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 in their home who is able to provide child care, are eligible for support. An effort must be made to obtain other sources of child care assistance prior to approval of any Career Link support. Any participant eligible for assistance shall be offered such assistance unless funds have been exhausted.

PRIORITIES FOR CHILD CARE ASSISTANCE

1. Family members at no cost to Career Link. Career Link will not pay child care assistance to a family member living in the same residence as the participant.
2. Child Care Resource & Referral Network – all participants seeking child care assistance **are required** to apply for CCRRN assistance. If a participant is eligible and receives CCRRN assistance, he/she will be eligible to utilize Career Link monies for co-payments etc.
3. Assistance from DORS for Special Needs Child
4. Child Care provider with sliding fee scale
5. Provider who will accept Career Link fee limits
6. Participant will pay the difference between provider's charges and Career Link's limits

GUIDELINES:

Each childcare provider is required to complete the W-9 Form (Request for Taxpayer Identification Number and Certification). Childcare providers will be sent a 1099 for tax purposes. In addition, A Daycare Provider Acknowledgement Form must be completed. The Career Link Career Planner, Daycare Provider and Career Link Participant must sign this form.

Childcare checks will only be made out to the childcare provider.

Childcare will not be provided for Internet/On-line courses.

Childcare can't be provided for study time.

Once a participant's child reaches the age of 13, Career Link will no longer pay for childcare assistance. Participants with children who have documented disabilities may request continued childcare services. At this time, a review of the situation will be conducted by the Career Planner and Senior Career Planner. All acquired information will be presented to the Program Manager/Assistant Director. After review, a decision will be then be provided to the participant.

Reimbursement is based on the following maximum per child:

	INFANT	TODDLER
Full-Time	$148.50/Week	$99/Week
	$38.50/Day	$33/Day
Part-Time	$4.40/Hour	$3.85/Hour

Three or more days per week @ 5 or more hours per day--authorize weekly rate (maximum or less)

Five or more hours per day for less than 3 days per week--authorize daily rate (maximum or less)

Less than 5 hours per day—authorize hourly rate (maximum or less)

Career Link will pay child care at the regular authorized rate for holidays and breaks no more than 10 days in length in order to hold the child's slot with the provider. We will not pay for extended breaks between semesters that are more than 10 days in length.

Since most breaks between semesters **do** exceed the 10 day limit, Career Link does not usually pay for these breaks. Participants can request consideration for an exception to the policy using the following procedure.

1. If the participant feels that payment of only 10 days or less during a break from school will greatly impact their childcare situation for the next semester, they must contact their Career Planner as soon as possible to discuss the problem.
2. The participant must get written verification from the childcare provider that the payment of 10+ days will hold their childcare slot(s).
3. The Career Planner will base their decision for approval on issues such as the availability of funds, the participant's past record of promptness and cooperation in following childcare procedures, the guarantee from the provider that the payment will hold the child's slot, etc.
4. Approval must be granted ***prior*** to incurring the childcare expenses.

ASSISTANCE with RENT, MORTGAGE and HOMEOWNER'S INSURANCE

In-School Youth – No assistance for rent, mortgage payments or homeowner's insurance will be provided unless the youth is enrolled in a post-secondary level education program. (The participant's name must be on the rental lease, mortgage contract or homeowner's insurance.)

Out-of-School Youth, Adults and Dislocated Workers - The rental lease, mortgage contract and homeowner's insurance must have the participant's name on the documentation.

UTILITIES ASSISTANCE

Out-of-School Youth, In-School Youth (who are currently enrolled in a post-secondary level education program), and Adults – A participant who has established residency as an individual family may receive assistance with payments for electricity, gas, water, telephone or rent. To be eligible the participant must have exhausted other sources of assistance first. See attached Payment Authorization/CSA Classification.

Out-of-School Youth, In-School Youth (who are enrolled in a post-secondary level program), and (1A) Adults will be eligible for assistance with utilities. The utilities can total up to $300 during the time period that the client is enrolled in their training program. A "Plan of Action" must be written and added to the client's IWDS case notes describing how the client plans to pay for their utilities beginning the next month. It should be specific and not simply state that the client will be graduating in 6 months.

Dislocated workers are only eligible to receive these services if they also meet Adult (1A) eligibility. Documentation of the client's eligibility is the responsibility of the Career Planner. The documentation must be placed in the client's file and copies must be sent with the request for assistance to the Fiscal Dept. The remaining requirements for record keeping are the same as for other supportive services.

REFERRAL TO MEDICAL SERVICES

Referrals to medical services will be made as appropriate. Payment will be made for medical examinations, tests and shots when these are <u>required</u> for participation in a WIA sponsored activity. ***See attached Payment Authorization/CSA Classification.***

LINKAGES TO COMMUNITY SERVICES

Referrals will be made to <u>other</u> appropriate fee paid community services when no other funding is available. Career Link will reimburse the service providers 50% of the cost of services ***up to a limit of $500.***

TRAINING EXPENSES

Career Link will pay for the following Training Expenses:

1. Books **required** for courses in which the participant is enrolled. Courses must be specifically required in the curriculum or can be counted as an "elective. **Used books must be purchased when available.**
2. $28 worth of necessary school supplies per semester.

3. Uniforms, equipment and materials required for participation in a curriculum. See "Payment Authorization/CSA Classification and Maximum Expenditure Limits" for maximum expenditures for specific items and/or categories. Expenses must be a requirement of the class/curriculum.
4. Review courses, licensing exams, and other tests and exams that are part of a credentialing process included in certain curriculums.

** Review Courses**

Participants may take one review course in an approved program that will be funded by Career Link. In order for the course to be funded by Career Link, the company's written

Policy on retakes/refunds must be obtained. In the event that a refund is possible, the following procedures must be used.

a. If participant pays for the course and requests a reimbursement, that reimbursement will only be made when documentation is provided that the participant will not receive a refund from the review course. If the refund is dependent upon passing a test, proof that the test has been passed will be sufficient documentation.
b. When Career Link pays the company directly for the review course, any refund must be payable to Career Link. The participant will provide documentation of attendance in the review course, as well as documentation of completing the tests and questions for the course. The test will be funded by Career Link only after that documentation is received.

5. **Expenses must be a requirement of the class/curriculum.**

<u>Exception</u>*National Career Readiness Certification testing fees and other related costs (licensing, etc.) are EXEMPT from the "Required Status" related to class/curriculum.*****

Effective 1/2011

ITA Scholarship Voucher/ ITA Client Service Authorization Purchase Order or ITA Payment Authorization Check Request and Maximum Expenditure Limits

*Limit is the standard fee

DESCRIPTION	CATEGORY	LIMIT
Audiology testing	Emergency Needs	$275
Automobile insurance	Emergency Needs	$413
Automobile repairs	Emergency Needs	$300
Dental care	Emergency Needs	$300
Housing assistance (rent, mortgage)	Emergency Needs	$300
Interview clothing	Emergency Needs	$150
Non-safety eye glasses/exam	Emergency Needs	$300
Other (requires supervisor approval)	Emergency Needs	N/A
Utilities assistance	Emergency Needs	$300

Background checks, MVR record and/or fingerprinting	Training Related	$100
Books, textbooks, packets	Training Related	$1,000
Graduation fee, supplies, i.e., caps, gowns	Training Related	$600
Immunizations	Training Related	$500
Licensure or certification costs	Training Related	*
School supplies (per semester)	Training Related	$ 28
Non-medical supplies required by school	Training Related	$165
Other (requires supervisor approval)	Training Related	N/A
Other safety apparel or equipment	Training Related	$110
Prescription safety glasses (must be required)	Training Related	$440
Printer ink cartridge (one per semester)	Training Related	$ 25
Psychological testing	Training Related	$330
Required physicals/exams/drug screens	Training Related	*
Review courses for licensing exams	Training Related	$550
Safety shoes	Training Related	$ 80
School medical supplies except stethoscope	Training Related	$350
Stethoscope	Training Related	$110
Study carrels (per semester)	Training Related	$330
Testing fees	Training Related	*
Tools/devices required for training	Training Related	$1,000
Uniforms	Training Related	$330
Bus Tokens/Passes	Training Related	$45 mth
National Honor Society Induction	Training Related	$100
Required Computer Software	Training Related	Maximum costs will apply

Nursing Uniforms (maximum purchase): 3 tops, 3 bottoms, 1 lab coat and 1 pair of shoes in a 12-month period. For Graduation Ceremony, one top and one bottom may be purchased. Undergarments will not be purchased unless it is a requirement for medical reasons.

Hotel accommodations for NCLEX: Must be approved by the Program Manager/Assistant Director

Basic calculators must be purchased using $28 supplies money. Only scientific or graphic calculator, etc. can be purchased if it is listed in the course syllabus as a requirement (not required to use $28 supplies money)

Expenditures in the "Other" category require the approval of the Program Manager/Assistant Director.

Waivers to maximum amounts may be authorized only by the Executive Director.

In many situations alternative funding sources are available and these should be investigated and exhausted first.

File: G Drive: Policies: Supportive Services Policy and Guidelines

LWIA 15 Board approved interim adoption of former LWIA 16 Supportive Services Policy on June 26, 2014. Merge of LWIA 15 and LWIA 16 occurred October 1, 2014.

1st transportation increase was effective: 9/27/14. This particular transportation page has been archived on the "G" Drive under Policies…for Monitors Refer to Executive WIB approval

National Career Readiness Certification "Exception" approved by Executive WIB Board on 10/16/2015.

Executive Committee Approved Supportive Services Chart revisions 2.7.18.

Required computer Software added on 8/10/2020-WIB Board granted approval for Exec. Director/Assistant Director to incorporate changes based on COVID needs

The requirement of DW participants meeting 1A eligibility in order to receive particular Emergency Assistance was removed from Policy- Approved Exec. WIB meeting 3/16/22

Attachment 17 - Privacy and Security (Personally Identifiable Information)

Protecting Personally Identifiable Information (PII) Policy

Background

As WIOA funded services are provided through a customer-centered case management system, staff obtains personal and confidential information from individuals to the extent allowed by state and federal law in order to facilitate an individual's access to services. This confidential information may be shared among the partner agencies of the workforce system.

In accordance with federal and state law, individuals applying for WIOA services will be provided an opportunity to submit written authorization allowing Career Link to share their personal and confidential information and records. Each individual will be informed that they can request their personal and confidential information not be shared among the partner agencies and that this request does not affect their eligibility for services.

Definitions

Personal and Confidential Information includes, but is not limited to, an individual's name; address; telephone number; email address; social security number; date of birth; age; educational records; gender; race/ethnicity; employment history; financial information and eligibility for special programs (e.g.), disability, veteran, dislocated work, economically disadvantaged, youth, public assistance, food stamps, or unemployment insurance programs.

Policy

It is the policy of Career Link to protect and safeguard personal and confidential information provided by individuals seeking WIOA services. Individuals seeking services will be informed, in writing via the "Authorization to Share Confidential Information and Records" and that their personal and confidential information:

- May be shared among the workforce system partner staff and subcontractors;
- It is used only for the purpose of delivering services and that further disclosure of their confidential information prohibited; or
- Will not be shared among the partners of the workforce system if the individual declines to share that information.

Whether written or oral and regardless of format, staff must maintain confidentiality of the following:

Information that was created or received by a healthcare provider, health plan, employer or healthcare clearinghouse. This includes any case notes, chart entries or treatment notes that relate to health information.

- Information that is related to an individuals' physical or mental health or medical condition in the past, present or future; healthcare; healthcare provided or to be provided to an individual; or payment for healthcare provided to an individual in the past, present or future.
- Information that identifies an individual, employee or participant.

Client Procedure

Every individual receiving WIOA or other services must read, sign and date the "Authorization to Share Confidential Information and Records" form.

Every individual receiving WIOA or other services will be informed of their right to not share their personal and confidential information and that this request does not affect their eligibility for WIOA services.

Staff Policy and Procedures

Staff should avoid communicating personal and confidential information about an applicant or participant to partner agencies in the workforce system via email. If it is absolutely necessary, staff must ensure that the recipient is the only person who has access to the information and that the recipient understands they also must protect the information. Further, participant information must only be communicated through agency approved email addresses and not through third party or personal email addresses such as Hotmail and Yahoo.

Social security numbers may not be delivered through email. Staff should discourage participants from emailing personal and confidential information, such as social security numbers to their Career Planners. However, in the event a staff person receives participant confidential information via email, the staff person should immediately delete the email and subsequently delete the email from the "Deleted Items" folder.

Staff should be discreet when verbally communicating personal and confidential information and ensure the receiver(s) are authorized to receive the information.

Staff must not leave personal and confidential information lying out in the open and unattended. Personal and confidential information must be stored in a secure location when not in use or be shredded if no longer necessary.

Staff shall not access or store PII data on portable drives or media unless it is encrypted and shall not store PII data on personally owned equipment at off-site locations. Do not leave records containing PII unattended on your desk or at the copier/printer/fax. PII data no longer needed shall be shredded. Records containing PII must be kept in locked cabinets. Do not keep written copies of your computer password, GRS or IWDS passwords in or on your desk or share those passwords with others. Staff shall not download and install programs unless authorized by a member of the management staff. Workstations should be locked when staff are away from their desk.

Medical and Disability Information

Personal and confidential information that contains health information related to a physical or mental disability, medical diagnosis or perception of a disability related to the individual must be kept in a separate locked file and apart from working files.

Any medical information contained in case notes must be redacted from the participant files, with the original notes placed in the participant's medical file.

To minimize the need for staff to access a medical file, only the portion of the participant's information that reveals the presence of a disability should be included in the medical file.

Access to the medical files:

- Must be limited and should only be accessed with the approval of the Director or Assistant Director and when such access is necessary to facilitate a WIOA participant's access to services or to support an ongoing services pan; or
- First aid and safety personnel may be provided participant medical information in the event of an emergency; or
- Local, state or federal monitors may have access to medical files for monitoring purposes.

When all services, including follow-up services, are complete and the participant's file is ready to be archived, participant medical and disability-related information that had been previously filed away from the active file must be placed in a sealed envelope and marked "Medical Disability Information" and secured in the participant files.

Archive boxes must be clearly marked as containing personal and confidential information.

Approved by the United Workforce Development Board on October 19, 2016
Amended by the Workforce Innovation Board on March 15, 2017

Attachment 18 - Property Control for Property Purchased with WIOA Funds

UNITED WORKFORCE DEVELOPMENT BOARD, INC. CAREER LINK

LOCAL WORKFORCE INVESTMENT BOARD 15

PROCUREMENT SYSTEM

Adopted June 25, 1991

Revised May, 1996

Revised January, 1997

Revised October 1, 2002

Revised July 1, 2011

Revised May 1, 2013

Revised July 1, 2015

Revised July 1, 2016

TABLE OF CONTENTS

Introduction 1

Code of Conduct 1

UWDB-CAREER LINK Procedures 2

General Procedures and Principles [which apply to all procurements] 2

- Recipient (UWDB-CAREER LINK) Responsibilities 2
- Competition 3
- Procurement Procedures- Solicitations for Goods and Services 3
- Cost and Price Analysis 4
- Procurement Records 4
- Requirements for Selection of Contractors 5
- Types of Procurement 5
- Micro Purchases 5
- Small Purchases 5
- Sealed Bids (Formal Advertising) 5
- Competitive Proposals 6
- Noncompetitive Proposals 6

Procurement for Program Contracts and Client Costs 7

- Purchases By/For Participants 7
- Providers/Contractors Lists 7
- Contracts 7
- Training Programs - OJT & Tuition Based Payments 8

Affirmative Action 8

INTRODUCTION

The **United Workforce Development Board, Inc**., **Career Link,** acting as a trustee of public funds, has an obligation to grant opportunities for all interested parties to provide goods and services. It also has a responsibility to secure goods and services with the most quality at the lowest price.

This policy applies to the purchase of any item or service despite purpose, amount, or for whom, and will follow the requirements of the Workforce Innovations and Opportunities Act, implementing regulations, and the Uniform Guidance outlined at 2 CFR 200 and the US Department of Labor exceptions outlined at 2 CFR 2900. All costs for goods or services purchased must meet the test of being reasonable, necessary, and allocable to WIOA.

CODE OF CONDUCT

All United Workforce Development Board, Inc. Members and UWDB staff shall abide the following code of conduct.

No Board member shall participate in the selection or in the award of a contract supported by grant funds if a conflict of interest, real or apparent, is involved. A board member has the responsibility to report when a potential conflict of interest exists. He or she may declare the conflict or ask the Chair to rule on the application of the Code of Conduct.

A conflict of interest exists when an organization submits a bid and a Board member or a family member, as defined below, is employed by that organization or has a financial interest in that organization. When such a conflict of interest exists, either real or apparent, the Board member shall be excused from the meeting and shall not take part in discussions, make a motion, second a motion, rate any proposal or vote on the selection of bidders. The chair shall rule on the application of the Code of Conduct.

Family members are defined as: father, mother, brother, sister, son, daughter, spouse, aunt, uncle, niece, nephew, step parent, stepchild, mother-in-law, father-in-law, son-in-law, daughter-in-law, brother-in-law, or sister-in-law.

No Board member shall accept gratuities, favors, or anything of monetary value from current or potential providers or vendors.

Board members who violate the Code of Conduct can be removed from the Board in accordance with the Bylaws regarding removal from office.

All provisions also apply to staff. Staff members who have a conflict of interest cannot participate in the selection process, including staff discussions of subcontractors, review and rating of proposals, or negotiation of contracts.

UWDB-CAREER LINK PROCEDURES

The Fiscal Department and Technical Specialist/Planner (herein after referred to as Planner) are responsible for administering and supervising the procurement system. Questions regarding procurement for training programs should be addressed to the Planner. Questions regarding all other purchases must be directed to the Fiscal Department.

All procurement covered by this policy will be authorized by a signed Contract, Agreement, Purchase Order, Payment Authorization, or Client Services Authorization. Only the Executive Director and the Assistant Director are signatories for contracts, agreements, and purchase orders. Staff positions listed in the "Purchases By/For Participants" section may approve Payment Authorizations and Client Service Authorizations.

The Planner will procure and prepare all training program contracts.

Contracts for training programs must be approved by the Workforce Innovations Board. The Planner will receive the original and send the original to the Fiscal Department.

The Executive Director or Assistant Director must approve all purchases except "Purchases By/For Participants" (see page 7). A Purchase Order will be completed by the appropriate staff and approved by the Executive Director or Assistant Director prior to placing the order. Orders place through the internet should have a confirming order sent or a copy printed off of the screen. The Purchase Order must be sent to the Fiscal Department.

A Purchase Order will be prepared for all purchases except those relating to a contract or participant costs.

Upon receipt of goods, a packing slip or other proof of receipt should be signed and dated by the person accepting the goods. All documentation must be sent to the Fiscal Department.

GENERAL PROCEDURES AND PRINCIPLES

These general procedures apply to all procurement regardless of type.

Recipient (UWDB-CAREER LINK) responsibilities

The standards contained in this section do not relieve the recipient of the contractual responsibilities arising under its contract(s). The recipient is the responsible authority without recourse to DOL regarding the settlement and satisfaction of all contractual and administrative issues arising out of procurements entered into in support of an award or other agreement. This includes disputes, claims, protests of award, source evaluation or other matters of a contractual nature. Matters concerning violation of statute are to be referred to such Federal, State, or local authority as may have proper jurisdiction.

Grantees (State of Illinois) and subgrantees (UWDB) will have protest procedures to handle and resolve disputes relating to their procurements and shall in all instances disclose information regarding the protest to the awarding agency. A protestor must exhaust all administrative remedies with the grantee and subgrantee before pursuing a protest with the Federal agency. Reviews of protests by the Federal agency will be limited to: (i) Violations of Federal law or regulations and the standards of this section (violations of State or local law will be under the jurisdiction of State or local authorities) and (ii) Violations of the grantee's or subgrantee's protest

procedures for failure to review a complaint or protest. Protests received by the Federal agency other than those specified above will be referred to the grantee or subgrantee".

Protests will be made in writing to the Executive Director or Assistant Director. If neither can resolve the dispute, then the protest will go before the Workforce Innovation Board. If protests cannot be resolved at that level, further provisions in the regulations apply.

Competition

All procurement transactions shall be conducted in a manner to provide, to the maximum extent, practical, open and free competition. The recipient shall be alert to organizational conflicts of interest as well as noncompetitive practices among contractors that may restrict or eliminate competition or otherwise restrain trade. In order to ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specification requirements, statements of work, invitations for bids and/or requests for proposals shall be excluded from competing for such procurements. Awards shall be made to the bidder or offeror whose bid or offer is responsive to the solicitation and is advantageous to the recipient, price, quality and other factors considered. Solicitations shall clearly set forth all requirements that the bidder or offeror shall fulfill in order for the bid or offer to be evaluated by the recipient. Any and all bids or offers may be rejected when it is in the recipient's (UWDB) interest to do so."

Competition may not be restricted or eliminated by:
(i) placing unreasonable requirements on firms in order for them to qualify to do business,
(ii) requiring unnecessary experience and excessive bonding,
(iii) Noncompetitive pricing practices between firms or between affiliated companies,
(iv) non-competitive awards to consultants who are on retainer contracts,
(v) Organizational conflicts of interest,
(vi) specifying only a "brand name" product instead of allowing "an equal" product to be offered and describing the performance of other relevant requirements of the procurement, and
(vii) any arbitrary action in the procurement process.
(viii) Grantees and subgrantees [UWDB] will conduct procurements in a manner that prohibits the use of statutorily or administratively imposed in-state or local geographical preferences in the evaluation of bids or proposals, except in those cases where applicable federal statutes expressly mandate or encourage geographic preference.

Procurement procedures - Solicitations for goods and services

(l) Recipients shall avoid purchasing unnecessary items.
(2) Where appropriate, an analysis shall be made of lease and purchase alternatives to determine which would be the most economical and practical procurement for the Federal Government.
(3) Solicitations for goods and services shall provide for all of the following:
(i) A clear and accurate description of the technical requirements for the material, product or service to be procured. In competitive procurements, such a description shall not contain features which unduly restrict competition.
(ii) Requirements which the bidder/offeror must fulfill and all other factors to be used in evaluating bids or proposals.
(iii) A description, whenever practicable, of technical requirements in terms of functions to be performed or performance required, including the range of acceptable characteristics or minimum acceptable standards.

(iv) The specific features of 'brand name or equal' descriptions that bidders are required to meet when such items are included in the solicitation.
(v) The acceptance to the extent practicable and economically feasible of products and services dimensioned in the metric system of measurement.
(vi) Preference, to the extent practicable and economically feasible for products and services that conserve natural resources and protect the environment and are energy efficient."

Nonexpendable personal property, acquired either through purchase or lease-purchase, with a unit purchase price of $5,000 or more shall require prior approval from Department of Commerce.

(5) To foster greater economy and efficiency, grantees and subgrantees are encouraged to enter into state and local intergovernmental agreements for procurement or use of common goods and services.
(6) Grantees and subgrantees are encouraged to use Federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.

Cost and Price Analysis

Some form of cost or price analysis shall be made and documented in the procurement files in connection with every procurement action. Price analysis may be accomplished in various ways, including the comparison of price quotations submitted, market prices, and similar indicia, together with discounts. Cost analysis is the review and evaluation of each element of cost to determine reasonableness, allocability and allowability.

A cost analysis will be necessary when adequate price competition is lacking, and for sole source procurements, including contract modifications or change orders, unless price reasonableness can be established on the basis of a catalog or market price of a commercial product sold in substantial quantities to the general public or based on prices set by law or regulation.

Procurement records

Grantees and Subgrantees will maintain records sufficient to detail the significant history of procurement. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contractor price. Additionally, certifications of publication or tear sheets are needed for RFP's or Sealed Bid procurements.

Procurement records and files for purchases in excess of the small purchase threshold shall include the following at a minimum:

(a) basis for contractor selection,
(b) Justification for lack of competition when competitive bids or offers are not obtained, and
(c) basis for award cost or price.

The above standards will apply to all procurements.

Requirements for Selection of Contractors

Contracts shall be made only with responsible contractors who possess the potential ability to perform successfully under the terms and conditions of the proposed procurement. Consideration shall be given to such matters as contractor integrity, record of past performance, financial and

technical resources or accessibility to other necessary resources. In certain circumstances, contracts with certain parties are restricted by agencies' implementation of 'Debarment and Suspension' [barred from receiving federal funds]

TYPES OF PROCUREMENT

The following methods are available for the acquisition of goods, services, and training programs:

1. Micro Purchases
2. Small Purchases
3. Sealed Bids (Formal Advertising)
4. Competitive Proposals
5. Noncompetitive Proposals

1. Micro Purchases:

Micro Purchases are purchases with an aggregate dollar amount less than $3,000. These purchases do not require price quotes. Vendor selection should be distributed equitably among qualified suppliers in an effort to promote competition.

2. Small Purchases:

Small purchase procedures are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than the simplified acquisition threshold] ... price or rate quotations shall be obtained from an adequate number of qualified sources.") Staff shall anticipate total purchases in the aggregate with a single vendor during the same fiscal year. If a future purchase exceeds the dollar limitation, an alternate method must be used.

3) Sealed Bids (Formal Advertising):

Bids are publicly solicited and a firm-fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price. (i). In order for sealed bids to be feasible, the following conditions should be present: (A) a complete, adequate, and realistic specification or purchase description is available: (B) Two or more responsible bidders are willing and able to compete effectively for the business; and (C) The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

(ii) If sealed bids are used, the following requirements apply: (A) The invitation for bids will be publicly advertised and bids shall be solicited from an adequate number of known suppliers, providing them sufficient time prior to the date set for opening the bids; (B) The invitation for bids, which will include any specifications and pertinent attachments, shall define the items or services in order for the bidder to properly respond; (C) All bids will be publicly opened at the time or place prescribed in the invitation for bids; (D) A firm fixed-price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation costs, and life cycle costs shall be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of; and (E) Any or all bids may be rejected if there is a sound documented reason.

4. Competitive Proposals:

The technique of competitive proposals is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids. If this method is used, the following requirements apply:

(i) Requests for proposals will be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals shall be honored to the maximum extent practical;
(ii) Proposals will be solicited from an adequate number of qualified sources;
(iii) Grantees and subgrantees will have a method for conducting technical evaluations of the proposals received and for selecting awardees;
(iv) Awards will be made to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

For all procurements excluding contracts, the successful bid will be presented to the Executive Director or Assistant Director. If the Executive Director or Assistant Director rejects the bid, either may conduct their own review/rating and cost/price analysis or may request the staff to re-rate the proposals. All proposals may be rejected. The award decision cannot be changed without re-rating the proposals using the published criteria.

The competitive proposal procedure is suited for procuring contracts. Upon the direction of the Workforce Innovation Board, a Request for Proposal (RFP) packet will be prepared and will be publicized through the media and the providers/contractors list. On receipt of bids, appropriate staff will rate the proposals and conduct a cost/price analysis. The successful bid will be presented to the Workforce Innovation Board stating the reasons for the award.

5. Noncompetitive Proposals:

Procurement by noncompetitive proposals may be used only when the award of a contract is infeasible under small purchase procedures, sealed bids or competitive proposals and one of the following circumstances applies:

A) The item is available only from a single source.
B) The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation.
C) The awarding agency [Department of Commerce] authorizes noncompetitive proposals [or performs the procurement]; or
D) After solicitation of a number of sources, competition is determined inadequate.

Sole source procurements are rare; a failure to plan for needs is not an emergency purchase.

PROCUREMENT FOR PROGRAM CONTRACTS AND CLIENT COSTS

Purchases By/For Participants

Authorizing documents shall be a Payment Authorization or Client Services Authorization. Staff authorized to approve these purchases shall be the Executive Director or Assistant Director, the Program Manager, Senior Career Planner, and the Career Planners.

When participants purchase items not procured by staff, the receipt from the vendor and an approved Payment Authorization shall be submitted to the Fiscal Department before reimbursements will be made.

If payment is to be made to the vendor, a Client Services Authorization (C.S.A.) will be prepared. The yellow copy will be taken or sent to the vendor when the purchase is made. The white copy shall be sent to the Fiscal Department. Upon receipt of the invoice, the Fiscal Department will inform the Career Planner of the total purchase amount.

Providers/Contractors List

The Planner shall maintain a list of potential providers/contractors who have expressed an interest, in writing, in being considered for awards to operate training programs. These providers/contractors shall be sent Requests for Proposals in the areas of service for which they wish to be considered when awards are to be made.

Contracts

The type of procuring instruments used (e.g., fixed price contracts, cost reimbursable contracts, purchase orders, and incentive contracts) shall be determined by the recipient but shall be appropriate for the particular procurement and for promoting the best interest of the program or project involved. The "cost-plus-a-percentage-of-cost" or "percentage of construction cost" methods of contracting shall not be used.

The competitive proposal procedure is suited for procuring contracts. Other procedures may be used as appropriate.

Contracts may be extended for two subsequent years when such provision has been included in a Request for Proposal and a subsequent contract.

Grantees and subgrantees will maintain a contract administration system which ensures that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

Contract Profit

All procurement contracts and other transactions between Local Boards and units of State or local governments must be conducted only on a cost reimbursement basis. No provision for profit is allowed.

Training Programs

Sole source awards for OJT will be conducted by the Senior Career Planners or the Business Service Representative when an employer/employee relationship exists between the participant and the employer.

Tuition-based payments are limited to providers who have been certified by the appropriate certifying agency of the State of Illinois and that are private, business, or vocational schools under the Vocational School Act or private or public education agencies. The price must be that which is published in the school catalog.

Class-sized or other special programs may be procured similarly to regular training programs. The price would be agreed upon by the training provider and UWDB by contract.

AFFIRMATIVE ACTION

Positive efforts shall be made by recipients to utilize small businesses, minority-owned firms, and women's business enterprises whenever possible. Recipients of Federal awards shall take all of the following steps to further this goal:

(I) Ensure that small businesses, minority-owned firms, and women's business enterprises are used to the fullest extent practicable.
(2) Make information on forthcoming opportunities available and arrange time frames for purchases and contracts to encourage and facilitate participation by small businesses, minority-owned firms, and women's business enterprises.
(3) Consider in the contract process whether firms competing for larger contracts intend to subcontract with small businesses, minority-owned firms, and women's business enterprises.
(4) Encourage contracting with consortiums of small businesses, minority owned firms and women's business enterprises when a contract is too large for one of these firms to handle individually,
(5) Use the services and assistance, as appropriate, of such organizations as the Small Business Administration, the Department of Commerce's Minority Business Development Agency, and

DOL's Office of Small Business and Minority Affairs in the solicitation and utilization of small businesses, minority-owned firms, and women's business enterprises.

Attachment 19 - Compliant and Grievance Procedures (Nondiscrimination)

Career Link Discrimination Complaint Procedure

29 CFR 37.54 (d) (I) (V)

Who may file a discrimination complaint?

Any person who believes that he or she, or any specific class of individuals, has been or is being subjected to discrimination prohibited by Section 188 of the Workforce Investment Act of 1998, which prohibits discrimination on the grounds of race, color, religion, sex, national origin, age, disability, political affiliation, citizenship or belief may register a complaint.

Where should a discrimination complaint be registered?

A complaint may be registered in any one of four jurisdictions at any time as long as the complaint is filed within the allowable timeframe associated with the entity to which the complaint is filed. Complainants are encouraged to begin complaint resolution at the local level.

1. EO Officer of Career Link (Complaints must be filed within 180 days from the date of the alleged occurrence)
2. The Illinois Department of Commerce and Economic Opportunity, Director, 500 E. Monroe, Springfield, IL 62701
3. The Director of the Civil Rights Center, U.S. Department of Labor, 200 Constitution Ave. NW, Room N-4123, Washington, DC 20210
4. Illinois Department of Human Rights, 222 S. College, Springfield, IL 62701

Starting at the local level, the complainant should discuss their situation with the Career Link EO Officer. Every effort will be made to resolve the issue(s) informally, although the complainant is not required to participate in this step. If the complainant is not satisfied with the results of the informal resolution, or wishes to skip this step, then he or she may proceed with filing a formal, written complaint.

Formal Written Complaint Procedure (29 CFR 37.73)

Career Link will provide a written complaint form to the complainant. A Complaint Information and Privacy Act Consent form will also be provided. Resolution of the issue(s) between the complainant and Career Link is encouraged at each step of the complaint process.

Upon receipt of a formal, written complaint, the Career Link Equal Opportunity officer will provide written notice to the complainant including:

1. Acknowledgment of receipt of the complaint within five working days of the receipt of the complaint.
2. Notice that the complainant has the right to legal representation in the complaint process
3. A statement of the issues raised in the complaint
4. Whether Career Link will accept the issue for resolution and provide a reason for any rejection of an issue
5. State the relevant timelines and
6. Indicate that the use of Alternative Dispute Resolution is available, but not required, and provide a copy of the ADR brochure.

If the complainant is interested in the Alternative Dispute Resolution process i.e coaching, facilitation, mediation, or arbitration, additional information will be provided with more specific information. If the complainant accepts the ADR process, a written confirmation will be prepared.

If the complaint directly involves the Career Link EO Officer, the case will be handled by the Assistant Director.

Career Link will have 90 days to investigate the circumstances and events that are relative to the issues raised in the complaint and issue a Notice of Final Action. The Notice of Final Action will include a summary of the issues presented and a decision on the merits of each issue and any corrective action that is recommended. At any time during the formal complaint process, and as facts are uncovered, the issues may be resolved and the process will stop at that point. All parties involved shall have the right to be accompanied by an attorney or other duly authorized representative. In the Notice of Final Action issued to the complainant, a statement will be included that the complainant, if dissatisfied with the finding, has the right to appeal to the Department of Labor CRC within 30 days of the issuance of the Notice of Final Action.

> The Director of the Civil Rights Center, U.S. Department of Labor, 200 Constitution Ave. NW, Room N-4123, Washington, DC 20210

Career Link has a policy that prohibits retaliation, intimidation, or reprisal during the course of any protected activity in the course of complaint investigations. Individuals have the right to file complaints if they believe they have been subjected to intimidation, coercion, or other threatening behavior because they:

- Filed or threatened to file a complaint;
- Opposed a practice prohibited by the non-discrimination and equal opportunity provisions of WIA; or,
- Exercised any rights and privileges, including furnishing information to, or assisting in any manner, an investigation, review, hearing, or any other activity related to the provisions under 29 CFR 37.

It is also Career Link's policy not to disclose the identity of any person what has furnished information or assistance in the investigation of a complaint, unless absolutely necessary.

Record Keeping:

The Career Link EO Officer shall maintain records regarding complaints and actions taken for three (3) years from the date of resolution of the complaint.

Authorized and adopted on 1/18/2011 by the United Workforce Development Corporate Board.

David Vaughn, EO Officer
406 Elm Street
Peoria, IL 61605
309-321-0293
dvaughn@careerlink16.com

Attachment 20 - Negotiated Performance

Workforce Development Activities (Title 1B of WIOA)

Negotiated Levels of Performance for PY 2022 and 2023

LWIA 15 – United Workforce Development Board aka Career Link

Adult	**PY 2022**	**PY 2023**
Employment Rate 2nd Quarter after Exit	82.0%	82.0%
Employment Rate 4th Quarter after Exit	81.0%	81.0%
Median Earnings 2nd Quarter after Exit	$8,600	$8,600
Credential Attainment within 4 Quarters after Exit	76.0%	76.0%
Measurable Skill Gains	65.0%	65.0%
Dislocated Worker		
Employment Rate 2nd Quarter after Exit	83.0%	83.0%
Employment Rate 4th Quarter after Exit	81.0%	81.0%
Median Earnings 2nd Quarter after Exit	$9,200	$9,200
Credential Attainment within 4 Quarters after Exit	79.0%	79.0%
Measurable Skill Gains	65.0%	65.0%
Youth		
Employment or Education Rate 2nd Quarter after Exit	76.0%	76.0%
Employment or Education Rate 4th Quarter after Exit	72.5%	72.5%
Median Earnings 2nd Quarter after Exit	$3,500	$3,500
Credential Attainment within 4 Quarters after Exit	72.0%	72.0%
Measurable Skill Gains	55.0%	55.0%