

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 onestop delivery system and the services that are provided by the workforce partners.

A. Coordination of Planning Requirements: The plan will incorporate the Memorandum of Understanding and Service Integration Action Plan and include the following statements in this chapter:

- *The Local Workforce Innovation Area 14 **Memorandum of Understanding** provides a description of the one-stop delivery system, and other information that is essential to the establishment and operation of effective local workforce development systems as required by the WIOA Rule (20 CFR Part 678.705). The Memorandum of Understanding and any subsequent modifications is incorporated by reference into this plan.*
- *The Local Workforce Innovation Area 14 **Service Integration Action Plan** provides a description of how local workforce partners will align and coordinate services as required by the State of Illinois Service Integration Policy (WIOA Policy Chapter 1, Section 13). Information from the initial Service Integration Action Plan is included below. The Service Integration Action Plan and any subsequent modifications is incorporated by reference into this plan.*

B. Provide information regarding the use of technology in the one-stop delivery system, including a description of:

- **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)).**

Until the state integrates technology across partner programs, LWA 14, a computer will be available for a client use so they can connect with area services that are a part of the one-stop delivery system. Additionally, outreach staff for agencies that have sites in surrounding, more rural portions of the service area, will have laptop access to the same information which can be made accessible to returning customers. It is anticipated that relevant program staff for all partners will be trained on access assistance, any required documentation needed listed and provided with a complete roster of services available through the one-stop and a directory of needed information in order to access services. This will be developed and tested prior to the implementation at the one-stop to ensure access to the system.

The LWA 14 Partners have also requested grant funding through the WIOA statewide workforce innovation program to develop a pre-application form common to all workforce partners. This form would be accessible via a website which will be developed and will benefit customers and

staff throughout the local workforce area by reducing the number of forms to be completed by customers and allow for quicker eligibility determination.

A website will be developed that will increase access to services by providing information on all available workforce services throughout the service area provided by partners located in the One Stop as well as those located off-site.

- **How the Local Board will facilitate access to services provided through the one-stop delivery system, including in remote areas, through the use of technology and other means (§ 679.560(b)(5)(ii)).**

One-stop services will be provided either on-site or via standard mail, email, telephone, computer software applications or web-based services. The method used to facilitate access to services provided through the one-stop delivery system varies throughout the nine-county area. To facilitate front line staff interaction, Partners will participate in the development of a LWA14 partner website. The website will provide information on resources available in each of the nine counties, an on-line interagency referral form and a common pre-application form for individuals to submit a request for services shared with all partners. In addition, staff may at times use third-party or partner sites to provide services to rural customers.

Illinois Department of Employment Security uses IllinoisJoblink.com (IJL) to manage client information for Wagner-Peyser, Migrant Seasonal Farm Worker, and Veteran clients. Additionally, IJL is used to input employer information including job listings. Combining the client and employer information into one system allows the above IDES programs to connect jobseekers and employers through referrals. IDES Unemployment Insurance and Trade Readjustment Assistance uses the Illinois Benefit Information System (IBIS) to monitor and track claims from unemployed individuals. Both these systems communicate key information with each other and can be accessed by any partner by a non-disclosure agreement with IDES.

Workforce has eight county offices to serve the nine county workforce area which not only provide career and training services but also serve as front line staff for other agencies by assisting with unemployment and job link applications, disseminating applications and basic information for other agencies, local community centers and food pantries. The county offices also provide referral to other local and social service within the county or nearby. Translation services are also available for customers where English is a foreign language. All offices have phone, internet, fax and computers available to link customers with the services they need and to serve as an advocate when necessary. Staff routinely meet with other agencies to share program information and improve ways to integrate services and the referral process.

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

- **Expanding access to employment, training, education and supportive services for eligible individuals, particularly eligible individuals with barriers to employment (§ 679.560(b)(2)(i));**

As the current partners continue to meet on a regular basis, an agenda item at the meetings will be to discuss if any of the current partner agencies are currently working with new partners or if any new agency/partner has been identified. If additional potential partners are identified they will be invited to participate in the partner meetings. Only by all partners helping in identifying potentially new partners, will the area be able to expand services to all individuals, including individuals with barriers to employment.

The WIB will work to expand access to employment training, education, and supportive services for eligible individuals, particularly individuals with barriers to employment. Specifically, the WIB Executive Committee will work with the one-stop operator to ensure core programs are referring customers as appropriate and insure we are giving priority to eligible individuals with barriers to employment, such as those who are low income, basic skills deficient, and veterans. Referrals among One-Stop Partners which provide general information regarding partner programs, services, benefits, and resources will be facilitated by the One Stop Operator and will include other new partners as appropriate to assist in meeting the customer's needs and assessment. Through the partnership with the Department of Human Services/Temporary Assistance for Needy Families (TANF), we will have closer access to individuals who are low income. During monthly partner meetings and Area Planning Council meetings, the Adult Education coordinator, Transition Specialist, CTE director and partner representatives meet to discuss service strategies. We will continue to work closely with our Veterans Representatives partners and Veterans will be given Priority of Service and provided with a complete menu of services.

- **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;**

Carl Sandburg College is working through collaborative efforts between the community colleges, K-12 providers, and community service agencies to establish pathways for career development and education. Working in conjunction with Adult Education providers under ICCB's Adult Education Strategic Plan, community colleges afford opportunities for career development and credit attainment. Through Bridge programs and ICAPS, students gain the knowledge required to simultaneously achieve a high school equivalency diploma and an industry credential.

Spoon River College is dedicated to its Career and Technical Education and Adult Education programs working closely together to continue to build strong Integrated Education Programs.

Students will be working to obtain their GED while sharpening basic and English language skills, as necessary.

The Regional Office of Education #33 and Smithfield are collaborating to serve adults who are English language learners to acquire relevant language skills and knowledge focusing on Smithfield job performance enhancement. This IET model class takes place in a Smithfield company training room. The Adult Volunteer Literacy program oversees this class; adult students who participate are taught by a Smithfield trainer and volunteer tutors about Smithfield job related workforce skills such as communication skills between co-workers and supervisors, safety, hygiene, and employee handbook usage.

John Wood Community College's Adult Education program offers bridge classes in manufacturing and healthcare which allow adult learners to gain career information, industry knowledge and skills, and earn certifications or credentials in these high demand employment areas. This is done while improving basic reading, math, and English skills, and earning a high school equivalency. The program is currently developing Integrated Education and Training programs that will enable students to earn credentials in welding and CNA while obtaining their GED/high school equivalency. The college partners with workforce programs, employers, and other LWIA partners to provide support services for students in these programs.

- **Using the insights and lessons learned from successful dual credit programs to scale up similar efforts in other sectors and regions;**

Carl Sandburg College has operated a successful dual credit program for many years throughout the district. Part of the success of this program is contributed to the individual services provided to the students as well as the school districts to ensure students are taking courses towards their chosen career pathway. Frequently, the school districts need assistance with career exploration for their students to assist them in choosing career pathways. Our Associate Vice President of Academic and Student Planning works closely CTE administration and faculty to identify CTE dual credit opportunities. One example includes the offering of Information and Communication Technology certificate courses as dual credit which prepare students to acquire industry recognized credentials such as Cisco, A+, CompTIA Security and a wide range of Microsoft certifications upon completion of stackable certificates. Multiple courses included in the stackable certificates are also transfer courses. Carl Sandburg College plans to continue to developing additional opportunities using a similar model. Doing so provides students an avenue by which to seek employment after each of the certificates and/or, in the case of Information and Communication Technology, apply the transfer courses if they choose to continue in a bachelor's degree program.

Spoon River College has modeled a program with Canton High School called "Running Start". Our plan is to continue working with district high schools to review opportunities for expansion of CTE dual credit throughout the district including the "Running Start" program.

John Wood Community College has a program called Smart Start. Smart Start is a program designed for High School students to provide them an opportunity to earn college credits while still in high school. Students can take advantage of Smart Start classes in several different ways. Courses are offered in partnership with area high schools. Our Coordinator of High School & Prospective Student Relations works closely with those area high school counselors to monitor results and develop new dual credit opportunities.

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

Currently, Carl Sandburg College has a Prior Learning Assessment process where methods of communication are laid out. Most effective communication methods include one-on-one communication with the prospective or current students. Carl Sandburg integrates Prior Learning Assessment messaging in recruitment and individual academic planning. PLA is discussed with students that are entering the college and will be communicated through program brochures.

Spoon River College students with a variety of experience may develop a portfolio of professional experiences in order to apply for course credit. This portfolio is a collection of samples of previous work which would document learning. This portfolio is then submitted for evaluation. This portfolio must indicate that the student has met all objectives of the course in order to receive credit. This determination will be made by the faculty member responsible for the course.

Approved credit through this process will be posted to the student's transcript after a minimum of fifteen (15) credit hours toward a degree have been earned at the college. Twenty-five percent of the required credits must be completed prior to awarding credit for prior learning to certificate seeking students. Spoon River College will continue to work towards determining the most effective marketing methods for informing students of these opportunities of prior learning assessments.

At John Wood Community College students learn about our Prior Learning Assessment process (PLA) during the admission process. Students work with their advisor as well as the CTE staff and faculty to determine if their prior learning and experiences would qualify for acceptance in their field of study.

- **Investigating how targeted marketing can identify 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;**

LWA 14 will incorporate digital marketing through social media to try to reach individuals that may need minimal training to qualify for jobs in high-demand occupations. At the present time the WIB wants to utilize social media to a greater extent than what is currently being done. The WIB will investigate using applications such as Hootsuite and Zoho to save time and to gain analytics on the results of using social media. Since not all individuals in our area may have

access to utilize various social media, additional efforts will be made to reach these individuals through more standardized methods including print advertising and word of mouth. Our community college partners will also be reaching out to these segments of the labor force.

Carl Sandburg College uses digital advertisements to target specific segments of the labor market. By using vendors who can geofence and use behavioral traits to target individuals, Sandburg is able to advertise various programs. Each advertisement is program specific in order to clearly define markets. The College uses past demographic and economic data to identify both locations and segments. This has led to over 5,500 visits to our websites and 2,500 + physical visits to our campus.

John Wood Community Colleges uses digital and targeted marketing advertising in partnership with an outside vendor to market specific campaigns through identifiable demographics, behaviors, goals, call to action and labor force objectives. For FY19 our digital marketing resulted in 1,241 physical campus visits and 2,665 website visits. Digital campaign tactics include geofencing, key words, CMR lists, conversion zones and retargeting. New for FY20, JWCC is using this same vendor to include social media messaging to better capture ROI. Campaign parameters include all device types including mobile, desktop and laptop and tablets.

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

Each member of the Workforce Innovation Board (WIB) brings an area of expertise and shares that knowledge with all members of the Board. This shared information provides an opportunity for the development of career pathways in both program design and work- based learning experiences. The WIB has promoted career pathways through sector presentations at its quarterly meetings. The WIB will continue to spearhead initiatives that bring together employers and training providers, working closely with the community colleges to secure support for short and long-term training programs along career pathways that meet the region's expressed goals.

Co-enrollment, though not a new concept, will be addressed in a different manner under WIOA. A customer of a partner agency will now be considered a common customer as each partner agency is more aware of customers being served by other partner agencies. Through WIOA, partner agencies will share information through the referral process and case management of co-enrolled customers. This will minimize the redundancy of a customer working with multiple agencies as well as leveraging the efficiencies created by a stronger alignment of system resources.

Carl Sandburg College began reworking curriculum in 2017 to first, and foremost, address industry needs, but to also develop curriculum with multiple entry and exit points that can be started during high school. The ICT curriculum has been approved by ICCB and became available beginning the Fall of 2019. Students may begin this curriculum during high school with courses from the Computer Support Associate Certificate. Currently Galesburg Area Vocational Center (GAVC) offers 12 of the 15 credit hours over the course of one academic year. This certificate builds through a total of 5 certificates which can be completed in 4

semesters. Welding, CNC I, CNC II, and Automotive are other programs that follow similar plans.

John Wood Community College career pathways have been developed in multiple CTE programs. Being part of three Department of Labor TAACCCT grants helped develop many of those career pathways. One example is a program with Western High school. Students in their junior year begin our basic welding program. At the completion of their senior year, they have earned the Basic Welding certificate which ladders into the Industrial Welding certificate. Currently the college is in the process of doing a similar program with the Agriculture and Electrical programs.

- **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)).**

Spoon River College is dedicated to its Career and Technical Education and Adult Education programs working closely together to continue to build strong Integrated Education Programs. Students will be working to obtain their GED while sharpening basic skills and English fluency as necessary.

Spoon River College students with a variety of experience may develop a portfolio of professional experiences in order to apply for course credit. This portfolio is a collection of samples of previous work which would document learning. This portfolio is then submitted for evaluation. This portfolio must indicate that the student has met all objectives of the course in order to receive credit. This determination will be made by the faculty member responsible for the course.

Approved credit through this process will be posted to the student's transcript after a minimum of fifteen (15) credit hours toward a degree have been earned at the college. Twenty-five percent of the required credits must be completed prior to awarding credit for prior learning to certificate seeking students. Spoon River College will continue to work towards determining the most effective marketing methods for informing students of these opportunities of prior learning assessments.

Carl Sandburg College presents a career fair each year for high school students. The fair gives student the opportunity to learn about career opportunities at the College as well as opportunities in apprenticeship training. The dual credit coordinator and staff at Sandburg actively promote CTE opportunities to area students. They also work closely with high school personnel to enhance and increase the educational opportunities available for high school students. The Sandburg Marketing Department promotes educational opportunities to students. Included in these efforts are opportunities for certificates as well as longer term programs.

Within John Wood Community College's ABE and ESL program, bridge classes to manufacturing, logistics, and Healthcare that pave the way to transition into post-secondary and industry recognized credentials are offered. The dual credit coordinator works closely with CTE

Administration and faculty to identify CTE dual credit opportunities. Students learn about PLA during the admission process. Students work with their advisor as well as the CTE staff and faculty to determine which PLA are relevant. JWCC Marketing department uses various forms of marketing to reach all segments of the labor force. We work closely with area high schools and vocational centers to develop career pathways, offering industry-recognized credentials such as MSSC certifications, AWS, OSHA and NIMS.

D. Provide information regarding the local coordination strategies with state (including the Unified State Plan), regional and local partners to enhance services and avoid duplication of activities, including a description of:

- **Adult, Dislocated Worker and Youth employment and training activities under WIOA Title I (§ 679.560(b)(6)).**

Workforce Offices of Western Illinois will provide Adult and Dislocated Worker services which will include job search assistance, referral to other appropriate agencies and services, comprehensive assessments and development of individual employment plans, career planning, job readiness training, occupational skills training, (up to a maximum of two years and in a growth occupation that allow workers to earn a self-sufficient wage), on-the-job training, internships, apprenticeship programs, support services during training and follow up services.

Anyone enrolled in Workforce Services must be a citizen of or authorized to work in the United States and registered with Selective Service, if male, over 18 years of age. Applications for workforce services must be signed by a parent or guardian for anyone under the age of 18. Eligibility for Adult services is based on family income. Priority for individualized career services and training service shall be given to Veterans or qualifying spouses and individuals who are recipients of public assistance, or other low-income individuals or Individuals who are basic skills deficient.

Dislocated workers are individuals who: have been laid off or terminated due to plant closure, mass layoff or are unemployed through no fault of their own. Self-employed individuals and displaced homemakers may also be eligible, including spouses of active military forced to quit a job due to re-stationing of military spouse. Temporary layoffs do not qualify; the job loss must be permanent. The program is designed to train/retrain dislocated workers and assist in their transition to new employment.

Services for youth include work experience, GED preparation, career technical education; financial literacy education; labor market and employment information about in – demand industry sectors or occupations available in the local area; activities that help youth prepare for and transition to post-secondary education and training; tutoring; study skills training; leadership development opportunities; adult mentoring; comprehensive guidance and counseling, supportive services such as transportation reimbursement or bus passes, childcare assistance, career exploration, and internships to prepare them for the world of work; and, on-the-job training. The program may also assist eligible students with dual credit courses.

Out-of-school youth must be aged 17-24, not attending any school, and meet one or more additional conditions, which could include: School dropout; within the age of compulsory attendance but has not attended for at least the most recent complete school year calendar quarter; holds a secondary school diploma or recognized equivalent and is low-income and is basic skills deficient or an English language learner; subject to the juvenile or adult justice system; homeless, runaway, in foster care or aged out of the foster care system, eligible for assistance under Section 477, Social Security Act, or in out-of-home placement; pregnant or parenting; an individual with a disability; low income person who requires additional assistance to enter or complete an educational program or to secure and hold employment.

In-school youth must be aged 17-21, attending school, low income, which may include free & reduced lunch and/or food stamp recipients, and meet one or more additional conditions, which could include: Basic skills deficient; English language learner; an offender; homeless; runaway; in foster care or aged out of the foster care system; pregnant or parenting; an individual with a disability; individuals who require additional assistance to enter or complete an educational program or to secure and hold employment.

- **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)).**

Regional Office of Education #33 Adult Education and literacy program periodically invites Workforce representatives to classrooms. Students are encouraged to apply for Workforce services, and the ROE#33 Transition Specialist collaborates with Workforce staff to help with the application process. Through monthly WIOA Partner meetings and Area Planning Council meetings, ROE#33 Adult Education coordinator, Transition Specialist, CTE director and Workforce representatives meet to discuss support strategies and improving partnership.

John Wood Community College provides an Adult Education/GED class two afternoons each week in the One Stop. Workforce staff provide information on program services each month at new student orientation sessions throughout the district. IDES presents an eight-week Employment 101 training which focused on job search skills and career preparation. The One Stop calendar of workshops and events is provided to all students and program brochures for WIOA partner agencies are available in the classrooms. Staff participates in WIOA partner frontline staff training and service integration meetings to keep current on partner services in order to provide effective referrals for students.

The WIB's Executive Committee reviews and comments on all of the Adult Education plans covering the West Central Region.

- **Wagner-Peyser Act (29 U.S.C. 49 et seq.) services (§ 679.560(b)(11)).**

Wagner-Peyser (WP) has been involved in multiple cross trainings with other partners in the workforce system. These will occur on a continuous basis. Additionally, WP staff work closely with other workforce partners to refer clients to needed services.

Wagner-Peyser staff are currently coordinating with the Unemployment Insurance Program on the Reemployment Services and Eligibility Assessment (RESEA) grant through the Department of Labor. The Unemployment Insurance Program profiles the clients monthly and provides the list to the Wagner-Peyser staff. Wagner-Peyser, in turn, sets up a meeting with these clients and provides them information and services to assist in their attempts to find gainful employment. Any barriers that arise during these assessments are discussed with the clients being referred to appropriate partner services and/or workshops.

Wagner-Peyser staff also review job seeker resumes in Illinois Job Link, make appropriate job referrals and schedule interviews for job seekers with local employers who are attending our monthly hiring events. Wagner-Peyser staff also review the recent Illinois JobLink registrations and call the claimants to inform them of available partner services and assist them in further updates of their resume to enhance the possibility of success in obtaining employment before their Unemployment benefits are exhausted.

- **Vocational rehabilitation service activities under WIOA Title IV (§ 679.560(b)(13)).**

The Illinois DHS-Division of Rehabilitation Services (DRS) is the State's lead agency serving individuals with disabilities. DRS works in partnership with people with disabilities and their families to assist them in making informed choices to achieve full community participation. In this process we work with all Regional employers, all levels of education and all educational institutions within the Region, and independent living opportunities.

Transition services are available for all secondary students with disabilities. Services facilitate and support the movement of high school students into adult life activities, primarily and ultimately employment. DRS will link students with community services provided by other agencies. Transition is a process involving a partnership with individuals, school services, post school services and local communities that results in maximum levels of employment, integration and community participation.

As part of its continuum of coordinated transition services for youth with disabilities, DRS offers a wide range of services to students at local high schools through the Secondary Transition Experience Program (STEP). STEP is a training/placement program to help students with disabilities prepare for employment and community participation during and after high school. Students learn to become productive, self-sufficient adults through a variety of STEP experiences. These experiences include assisting students in development of desirable work habits and realistic career goals. Students participate in pre-vocational classroom learning. Some students begin with on campus work experiences. Most students participate in paid work experiences. Some of the students receive specialized job coach assistance. Throughout the year, some students participate in mock interviews with DRS staff and employers. Students are offered one-to-one interviews and receive individualized feedback on how they presented and responded

to the interview situation. Students are also offered the opportunity to participate in guidance and career counseling and self-advocacy.

During the month of October, DRS works with individual employers to bring Disability Mentoring Day experiences to persons with disabilities. Participants can be secondary school students or adults. Participants are offered the opportunity to tour job sites, meet with employers, and get hands on experiences in the world of work.

DRS offers on-the-job evaluation (OJE) and on-the-job training (OJT) in cooperation with employers throughout the Region. OJE is utilized to evaluate whether a customer can perform the work duties within a specific job title in which they have an interest. The length of the evaluation is dependent on the type of position and the abilities and strengths/weaknesses of the individual. OJT is utilized to train individuals who possess the ability to perform the work duties associated with a job they have chosen. Individuals are offered the opportunity to become acclimated to the job and to become proficient at their tasks. Timeframes vary depending on the individual job. DRS and employers work cooperatively to monitor training and evaluate performance.

Throughout the Region, DRS works with all academic institutions to offer training opportunities in certificate programs, two-year technical programs, and all levels of academic degrees. Technologies and a variety of supports are available to students with disabilities to attend and successfully complete programs.

Many persons with disabilities benefit from job placement assistance. DRS staff work with individuals to explore careers, especially those with promising growth opportunities in the Region. Pre-placement work with individuals includes resume development and interview skills. DRS engages with specialized community providers to purchase placement, job coaching and supported employment opportunities for some individuals. For all individuals, all necessary supports are available to guide the individual along a successful path to choose, get and keep employment of their choice.

- **Relevant secondary and post-secondary education programs and activities with education and workforce investment activities (§ 679.560(b)(9)).**

Carl Sandburg College and Spoon River College's relevant secondary and post-secondary education programs and activities with education and workforce investment activities include: Curricular alignment, secondary to post-secondary, through Programs of Study.

- Dual Credit Classes
- Work-based learning
- Career Fairs and Expos

Services for students:

- Career exploration and development
- Job search assistance
- Workshops—resume writing, interviewing, etc.

- Academic advising
- Counseling
- Placement testing
- Transfer and Career & Technical Education degree and certificate credit programs
- Financial assistance
- Accommodations for students with disabilities
- Perkins CTE grant—academic and financial assistance for students enrolled in CTE programs, equipment for CTE programs, professional development for CTE faculty, career services.

Activities/services with employers:

- Customized training for incumbent workers and dislocated workers.
- Rapid response for dislocation events.

Referral process with one-stop partners:

- 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.
- College also provides other services listed above.
- Students enrolled in programs referred through direct linkage and from information provided by partners to other one-stop partners for services not provided by or available at the college.

John Wood Community College's Strengthening Career and Technical Education (CTE) for the 21st Century Act ensures all students can benefit from high-quality CTE programs that prepare them for high-skill, high-wage employment. The Carl D. Perkins Career and Technical Education Act provides federal support to state and local secondary and postsecondary education CTE programs that provide students the knowledge, skills, and experience necessary to succeed in the today's competitive marketplace. We work with our advisory committees as well as conduct regular visits to our industry partners to identify the innovative CTE programs that provides education and skills required for the workforce. The advisory committees and these visits help identify barriers to employment that they have seen. We then implement changes to our programs and career service activities to reduce those barriers. Where appropriate, we incorporate work-based learning opportunities. We incorporate general skills that are necessary for success in the labor market, including the integration of academic knowledge and technical skills applied to the workplace, interpersonal, analytical and organizational skills, and personal qualities that enable individuals to interact effectively with others.

Transportation and other appropriate supportive services provide by Perkins Student Support Services are designed to help students in Career and Technology programs successfully complete an Associate in Applied Science (AAS) degree or a short-term Certificate in their chosen field of study by removing emergency barriers to success. Perkins Services are available to students who are academically or economically disadvantaged. This may include students who are:

- Disabled
- Displaced homemakers

- Single parents
- Students with limited English proficiency
- Nontraditional students-a gender-based designation

Support Services May Include:

- Textbook Loans
- Bus Passes
- Mileage Assistance
- Equipment Loans
- Provision of Required Supplies
- Tutoring
- Referral Services

JWCC has developed multiple career pathways across existing curriculum to incorporate dual credit opportunities with secondary schools within the district. Examples are: CNA, Computer Aided Design, Welding, Manufacturing, Industrial Maintenance Technology, Agriculture and traditional AA programming such as Math, Science, Humanities, Literature, Diesel Mechanic, Truck Driver Training and Auto Technology. A special pilot program was conducted in spring 2016 with the Quincy Alternative School where two bridge programs were implemented: Manufacturing and Health Care. Due to the success of the pilot, JWCC began offering a traditional Manufacturing career track in the fall of 2016 to 8-10 low income students.

To expose high school age women and minority to careers in science, technology, engineering, and math, we host two major High School outreach events each year. At these events, we include information about non-traditional career for all students. As examples we include women in welding, truck driving, and manufacturing and men in Healthcare careers. Guest speakers are of individual in these non-traditional careers provides information about their experiences. The major event targeting Manufacturing and Logistics is called Markerfest, approximately 400 HS students from within our district as well as outside our district attend this event. We also offer a Healthcare EXPO that attracts approximately 200 HS students. We offer summer STEM camps that focuses on high school aged students. The 2019 stem camps include topics such as Welding, Make Your First Video Game, and Roblox Makers. In 2020 will be adding additional new STEM topics. We also we attend multiple career days at the High Schools exposing women and minority to those STEM careers.

- **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)).**

The WIB will utilize the data from the Perkin's Self-Assessment to guide the development of strategies aligning Career and Technical Education with the WIOA partners for the next 4 years. The Self-Assessment process has not been completed so the results are not currently available. After completion of the assessment the WIB will work with the partners in assuring that any core and other WIOA programs and services that are missing are designed and implemented.

- **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.**

LWA 14 support services policy: Workforce customers are eligible to receive Supportive Services once they are enrolled in an activity such as CRT, OJT, WE or Internship. The intent of these services is to provide participant support during training and possibly during post completion follow-up services. Transportation assistance may be considered if not available from any other source. Mileage reimbursement will be determined based on the number of roundtrip miles and verified using an internet mapping service. Public transportation will be utilized if available and practical. Transportation will not be provided unless participant is actively involved in training. Funds for transportation will not be available until approved by the

Career & Employment Specialist. There will be no retroactive payment or payments prior to receipt of all required forms. Childcare assistance will be based on availability of childcare assistance from other resources. Childcare will not be provided unless the participant is active in training. Participants will first apply for childcare assistance through Child Care Resource and Referral (CCR&R). Payment amounts will be based on the number of children requiring childcare and the actual hours of attendance. Assistance will not begin until the Childcare Request and Financial Information Sheet is completed and approved by the Program Manager. There will be no retroactive payments.

As the WIB continues to work with the WIOA partners on the implementation of Service Integration supportive services will a primary area of focus.

E. Provide a description of how the local area will provide adult and dislocated worker employment and training activities including:

- **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)).**

Adult and Dislocated Worker services include job search assistance, referral to other appropriate agencies and services, comprehensive assessments and development of individual employment plans, career planning, job readiness training, occupational skills training, (up to a maximum of two years and in a growth occupation that allow workers to earn a self-sufficient wage), on-the-job training, customized training, apprenticeship programs, support services during training and follow up services. All these services are provided through a standardized process which includes submission of an initial questionnaire followed by a preliminary assessment to ascertain

the plans and goals of the inquirant. Following the initial assessment if services are deemed appropriate an application and additional assessment, testing and career planning take place. Once the application and assessment have been completed the applicant is enrolled in the IWDS system and services can then begin.

Registration is required for most, but not all, services provided under WIOA Title 1B. The registration process is important as preliminary eligibility is determined, and the potential applicant may or may not need to be referred to another agency or organization that can meet their needs. Persons who are required to register must meet certain eligibility requirements, depending on the fund source used and the type of service to be provided.

Adult employment and training activities are provided in order to meet the needs of job seeker customers and the goals of the local workforce system. It should be noted that all of the services listed below might not be available in those counties without a comprehensive one-stop center. A minimum of 50% of combined program expenditures will be for direct training.

A menu of career and local services available for adults includes, but is not limited to:

- Outreach and orientation to the One-Stop Center/System
- Initial assessment of skill levels, aptitudes, abilities and support services
- Labor Market Information
- Consumer reports information and delivery system performance information
- Information on other One-Stop partner services and supportive services
- Information on filing UI claims
- Resource Room usage – “How to” individual or group sessions (e.g. writing a resume)
- Internet browsing – job, information, and training searches
- Internet accounts
- Talent referrals
- Eligibility determination
- Follow-up services, including counseling for registrants after entering employment
- Individual job development
- IJL and WorkNet Registration
- Screened referrals (testing and background checks done before referral or when operating as the employer’s agent)
- Comprehensive and specialized assessment, including diagnostic testing and interviewing
- Development of individual employment plan
- Group counseling
- Individual counseling and career planning
- Case management
- Short term pre-vocational services

A menu of training services available for adults includes, but is not limited to:

- Occupational skills training
- On-the-Job Training
- Paid work experiences, including internships
- Skill upgrading and retraining
- Job readiness training

- Adult education and literacy activities in combination with training
- Customized training
- Transitional Employment

Dislocated worker employment and training activities are provided in order to meet the needs of job seeker customers and the goals of the local workforce investment system. It should be noted that all the services listed below might not be available in those counties without a comprehensive one-stop center. A minimum of 50% of combined program expenditures will be for direct training.

A menu of career and local services available for dislocated workers includes, but is not limited to:

- Outreach and orientation to the One-Stop Center/System
- Initial assessment of skill levels, aptitudes, abilities and support services
- Labor Market Information
- Consumer reports information and delivery system performance information
- Information on other One-Stop partner services and supportive services
- Information on filing UI claims
- Assistance in establishing eligibility for other non-WIOA training and education
- IJL and WorkNet Registration
- Resource Room usage – “How to” group sessions (e.g. writing a resume)
- Job referrals (informational, e.g. job scouts, ES referrals in non-exclusive hiring arrangements, short-term or seasonal placements)
- Internet browsing – job, information, and training searches
- Talent referrals
- Eligibility determination
- Follow-up services, including counseling for registrants (those previously receiving intensive/training services) after entering employment
- Individual job development
- Screened referrals (testing and background checks done before referral or when operating as the employer’s agent)
- Comprehensive and specialized assessment, including diagnostic testing and interviewing
- Development of individual employment plan
- Individual counseling and career planning
- Case management
- Short term pre-vocational services

A menu of training services available for dislocated workers includes, but is not limited to:

- Occupational skills training
- On-the-Job Training
- Paid work experiences, including internships
- Skill upgrading and retraining
- Job readiness training
- Adult education and literacy activities in combination with training
- Customized training

- **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 Services are available to employers in the case of a permanent closure or mass layoff at a plant, facility, or enterprise, or a natural or other disaster, that results in mass job dislocation. LWA 14 staff coordinates Rapid Response activities and outreach within the local area with several state and local entities, including representatives of the affected company, the Illinois Department of Employment Security (IDES), the Department of Commerce and Economic Opportunity, and in some cases, union representatives and local economic development representatives. LWA 14 coordinates Rapid Response meetings or workshops to provide on-site information to workers about filing a claim for Unemployment Insurance, registering on IllinoisJobLink.com, labor market information, job search and placement assistance, interest inventories, classroom training, on-the-job training, apprenticeships and retraining services designed to help participants retain employment when feasible, or obtain re-employment as soon as possible. All dislocations, regardless of size, are provided the same information. All services are available to all laid off workers.

F. Provide a description of how the local area will provide youth activities including:

- **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)).**

Services for youth include work experience, GED preparation, Career and Technical education; financial literacy education; labor market and employment information about in – demand industry sectors or occupations available in the local area; activities that help youth prepare for and transition to post-secondary education and training; tutoring; study skills training; leadership development opportunities; adult mentoring; comprehensive guidance and counseling, supportive services such as transportation reimbursement or bus passes, childcare assistance, career exploration, and internships to prepare them for the world of work; and, on-the-job training. The program may also assist eligible students with dual credit courses.

Services to youth are provided through a standardized process which includes submission of an initial questionnaire followed by a preliminary assessment to determine the youth’s plans and goals. Following the initial assessment if services are deemed appropriate, then an application and additional assessment including testing and career planning take place. Once the application and assessment have been completed the applicant is enrolled in the IWDS system and services can then begin.

Youth with disabilities receive the same services as all other applicants but in some cases the inquirer may also be referred to other agencies to provide additional support services as needed resulting in co-enrollment with other agencies. Other supports may and have been in the form of

job coaches, special accommodations and specialized equipment. Work schedules and activities may and have been adjusted to promote a positive training and work experience.

Elements listed below are included in the approved youth plan.

- Key design components of youth program
 - An objective assessment of each youth registrant:
 - The objective assessment will be linked to the fourteen required youth elements and local area needs.
 - Development of an individual employment plan for each youth registrant:
 - Individual employment plans will be developed to address all areas, identified in the assessment, which require WIOA funding or linkage to one of the system partners.
 - Preparation for postsecondary educational opportunities, linkages between academic and occupational learning, preparation for employment, and effective connections to intermediary organizations that provide strong links to the job market and employers:
 - LWA 14 already has strong ties to economic development agencies and business associations such as local Chambers of Commerce. Program designs requiring linkage between education and the employer will continue to be a priority under WIOA. Employer needs analyses will be used to establish criteria for evaluation of programs to be funded.

The WIB has formed a Youth Committee which will assist in providing guidance in developing the fourteen (14) elements. These elements will be provided in coordination with community agencies that have been identified through three LWA-wide youth forums. The Youth Committee will develop a matrix that identifies gaps and linkages in the provision of these elements:

- Tutoring, study skills training, and instruction leading to secondary school completion, including dropout prevention strategies
- Alternative secondary school offerings
- Paid work experiences, including internships and job shadowing
- Occupational skills training
- Leadership development opportunities (community service, peer-centered activities)
- Supportive services
- Adult mentoring for a duration of a least twelve (12) months, that may occur both during and after program participation
- Follow-up services for at least twelve (12) months after program completion
- Comprehensive guidance and counseling, including drug and alcohol abuse counseling, as well as referrals to counseling
- Integrated education and training for a specific occupation or cluster
- Financial literacy education
- Entrepreneurial skills training
- Services that provide labor market information about in-demand industry sectors and occupations
- Postsecondary preparation and transition activities

Successful providers of youth activities will be identified through the following criteria: demonstration of a successful track record; experience in working with youth populations (particularly with the dropout segment); experience with employment and training programs that incorporate comprehensive and intensive program design elements; and demonstration of creative approaches to youth programs with comprehension of performance measurement. Other factors that will be considered include cost and a provider's association with continuous improvement initiatives.

Youth services are coordinated with the following agencies:

- **Foster care programs:**
Services will be coordinated with the Department of Children and Family Services and subcontractors.
- **Education:**
Services will be coordinated with local middle and senior high schools, career and technical education systems, Regional Offices of Education, Community Colleges and other local training providers. The WIB has approved funding dual credit programs for disadvantaged youth. This initiative will be targeted to students who are in their junior or senior year. Students who meet the eligibility guidelines may qualify for funds to pay for their tuition, books, and fees when enrolled in dual credit class or classes. Programs will include any academic program approved by the school district and offered by the community college. Programs currently funded by school districts or any other sources of funds will not be covered by WIOA funds.
- **Public assistance programs:**
Services will be coordinated with Department of Human Services Local Offices
- **Other youth programs:**
Services will be coordinated with other youth serving agencies, entities, and individuals throughout the western Illinois. A partial listing of these include the Career Technical Systems, Carl Sandburg College, Chaddock, Counseling Center of Pike County, IDES, DHS-DRS, Housing Authorities, Jamieson Community Center, Job Corps, John Wood Community College, Ninth Judicial Circuit Court Service Department, Recovery Resources, Regional Offices of Education, Park Districts, Spoon River College, Transitional Living Program, Transitions of Western Illinois, and University of Illinois Extension Services. Other entities will be invited to participate in and coordinate with the delivery of youth services.

- **A description of how local areas will meet the minimum expenditure rate for out-of-school youth.**

To assist in meeting the minimum expenditure rate for out-of-school youth, the Youth Committee will assist in identifying youth serving agencies and developing outreach and recruitment plans. Partnerships with alternative schools and promotional materials (flyers, brochures, etc.) and social media will also be used for recruitment purposes.

LWA 14 – Western Illinois has and will continue to request the waiver to allow a 50%

expenditure rate for out-of- school youth. LWA 14 contracts with the local adult education providers to provide programs to serve this youth population.

G. Provide a description of how the local area will provide services to individuals with barriers to employment⁸ as outlined in the Unified State Plan:

- **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)).**

Eligible customers identified as belonging to the priority populations designated below will be provided career and training services through the workforce office. The extent of those services will be identified in the individual employment plan. Planned service levels to the populations listed will be construed as goals rather than required minimum service levels. However, these populations are considered as members of a group or groups who face certain inequities in and access to the workforce and their participation in WIOA will be emphasized. The Executive Committee of the WIB will review services to the following groups and appropriate modifications to the plan will be affected as particular needs are identified.

- **Dislocated workers:**
Dislocated workers will be provided career and training services. Supportive services will be provided, but only to enable participation.
- **Displaced homemakers:**
Displaced homemakers, who have been dependent on the income of another family member but are no longer supported by that income, is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment, may receive assistance with funds allocated for the dislocated worker program. Displaced homemakers will be provided career and training services. Supportive services will be provided, but only to enable participation.
- **Low-income individuals:**
Low-income individuals will require a complete menu of services. Supportive services will be provided to address transportation and access to technology issues associated with this group. Low-income individuals requiring additional assistance to enter or complete an educational program or secure or hold employment (this includes someone who is or from a single-parent home, has limited work experience, lacks transportation or difficulty obtaining childcare / elder-care, or is a member of a family in crisis or experiencing other personal difficulties). These individuals will require a complete menu of services.

⁸ The term "individual with barrier to employment" means one or more of the following populations: displaced homemakers, low-income individuals, Indians, Alaska Natives, and Native Hawaiians, individuals with disabilities, including youth who are individuals with disabilities, older individuals, ex-offenders, homeless individuals, or homeless children and youths, youth who are in or have aged out of the foster care system, individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers, eligible migrant and seasonal farmworkers, individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act, single parents, including pregnant single women, long-term unemployed individuals, and such other groups as the Governor determines to have barriers to employment (WIOA Sec. 3(24)).

Supportive services will be provided to address transportation and access to technology issues associated with this group.

- **Public assistance recipients:**
Services to this group are currently coordinated with the Department of Human Services Division of Human Capital Development. Services developed under WIOA for this population will continue implementation of the multi-agency strategy of service to public assistance recipients.
- **Minorities:**
In communities where minority populations experience higher than average unemployment rates, WIOA partners will continue to network with local organizations to recruit individuals to participate in employment and training programs.
- **Individuals training for nontraditional employment:**
Both female and male customers will be counseled to consider areas of nontraditional employment if appropriate. Career information will be available to help individuals make informed career choices.
- **Veterans:**
Veterans will be given Priority of Service and provided with a complete menu of services. Their participation will be coordinated with the IDES Veterans Representatives located at the one-stop center. Veterans will be afforded access to services in accordance with the Jobs for Veterans Act, enacted into Public Law 107-288 on November 7, 2002 and DCEO PY'10 WIA Policy Letter No. 10-PL-59.
- **Individuals with multiple barriers to employment:**
Customers with multiple barriers to employment will be given the highest priority for participation in the program. It is anticipated that this population will require comprehensive services, long-term participation, and high levels of supportive services.
- **Older workers (55 years and older):**
Older workers will be provided with the complete menu of services. Their participation will be coordinated with National Able, the Senior Community Service Employment Program (SCSEP). Emphasis will be placed on training programs that provide or upgrade the technical skills needed for employment in the current labor market.
- **Basic Skills Deficient individuals:**
These individuals will require a complete menu of services. Supportive services will be provided to address transportation and access to technology issues associated with this group.
- **Describe how the local workforce areas will ensure equitable access to workforce and educational services through the following actions:**
 - o **Disaggregating data by race, gender and target population to reveal where disparities and inequities exist in policies and programs.**

The Workforce Office will review demographic information to identify previously served and underserved populations, utilizing the target population summary and local serves by customer characteristics reports from the Illinois Workforce Development System. Services will be marketed in low income areas and dissemination of program information through county

Department of Human Services offices and the Adult Education and English as a foreign language programs. Outreach will also be conducted at area high schools to make under-served populations aware of services.

It seems that data disaggregating information gathered to reveal where disparities exist and ensuring workforces are strategically located to populations most in need go hand in hand. The logical source for this information seems to be the upcoming 2020 Census. There are Census projects being undertaken throughout Illinois to ensure the greatest level of response is received and most especially, in the areas where there are pockets of hard to reach respondents which would relate to those most in need and should be targeted for workforce services. This information and data once obtained could be formulated and presented through regional trainings to frontline staff which will expose the equity gaps and depict areas for targeted focus.

- o Developing equity goals in conjunction with the education system and prepare action plans to achieve them.**

LWA 14 will convene meetings with members of the regions educational systems to identify gaps and establish goals and plans to serve underserved populations in the region.

Carl Sandburg College will continue to work with the education system to develop equity goals. Action plans will be developed in cooperation with local partners. Area agencies will continue to receive information from Carl Sandburg staff regarding available programs and opportunities at Sandburg. A major goal in this area is to make sure that all partners and potential students are aware of the wide range of assistive services available at Carl Sandburg. Carl Sandburg is in compliance with the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. Sandburg will continue to make classrooms and educational opportunities equally accessible to students with disabilities by providing students with tools and accommodations to remove barriers. Accommodations are available to all students. Accommodations are also available for guests of the College who would like to visit campus for a meeting or an event.

Regional Office of Education #33 will assist in monthly partner meetings taking place in Galesburg and Macomb to:

1. Develop an effective universal referral process among services
2. Invite the local service providers' frontline staff for the purpose of cross-training and collaboration between services
3. Share updates from partners and their upcoming events and needs, and brainstorming collaborative service encouraging active participation

This frequent informative meeting enables partner staff to be knowledgeable to serve the clients in equitably. For example, when a client visits ROE#33 for an adult education class and other needs are identified that could be addressed by local partners, the ROE#33 frontline staff knows where to refer the client.

John Wood Community College Adult Education programs aim to provide equity in education by providing instruction and support services based on students' individual needs to increase the likelihood of success for each learner. Career pathway plans are developed with each adult learner providing opportunities to closely coordinate services with partner agencies. Regular frontline staff training provides more timely referrals and opportunities to identify gaps in service provision.

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

LWA 14 will work in conjunction with high schools and community colleges to offer career fairs and provide information on careers in STEM fields.

WIOA partners will work collectively to determine the best practices for goal development in the education system and prepare action plans that are best suited for their specific area needs. Once this is accomplished, how to expose more students to STEM opportunities can be also determined and advanced; again, working collaboratively with the focus on where there is the greatest need and promoting through the best means in the unique educational system to the area. This same method can be used for adult educational focus, targeting the greatest need and utilizing the community college/university/workforce delivery system to the greatest advantage.

Carl Sandburg College hosts a TRIO Upward Bound Math-Science program which promotes students to explore careers in the STEM fields. The program, which serves Abingdon-Avon, Galesburg, Knoxville, Monmouth-Roseville, and ROWVA school districts in Knox and Warren Counties, is designed to help high school students excel in secondary and post-secondary education. The program serves 60 area high school students, grades 9-12 on an annual basis. Once a student has been selected to participate in the program, he or she will continue to receive Upward Bound Math-Science (UBMS) services throughout their high school career.

UBMS provides services to students throughout the year to encourage personal and academic development. Program staff focus on engaging workshops and guest speakers who can introduce a variety of STEM careers. Rising sophomores and juniors attend a 6-week summer program with additional instruction in the fields of Math, Science, Literature, and Foreign Language. The summer program appeals to the high school students because of the individualized course instruction and interactive experiments and activities. Each spring, participants are given the opportunity to visit local colleges where they interact with their math/science faculty and participate in hands-on activities in their labs. UBMS females who meet the cumulative GPA requirements are also invited to attend the Women in STEM leadership conference in May of each year. This conference is held on a college campus in the Chicagoland area and includes other high school women from across the country. The students can live in a college residence hall, network with professionals, and learn from one another.

JWCC hosts a summer academy (JDUB Academy) at each of their campus locations throughout the region annually (Quincy, Pittsfield, and Mt. Sterling). This summer program is for students in

grades K-12 and gives area youth an opportunity to have fun while exploring a variety of academic programs with a special focus on STEM. The JDUB Academy is open to all students, regardless of academic or socioeconomic status. A special business and industry scholarship has been developed with area business partners and is offered to students who meet established income guidelines. Instructor teaching credentials are not required; however, a special focus is placed on recruiting existing college and K-12 instructors from area schools. The JDUB Academy gives students a chance to explore courses in the following areas: Engineering, Robotics, Welding, Math, Chemistry, Aeronautics, Art, Music Appreciation, Renewable Energy, Veterinarian Medicine, Foreign Language, Health Sciences, Computer Science, Culinary Arts, Photography, Leadership, Adventure and Emergency Services.

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

Workforce program mentoring will be included in internship positions and work experience for adults & older youth. Direct mentoring with seasoned employees in internships will aid interns in “real world situations” and workforce preparation.

- o Providing training to workforce program staff on data-driven approaches to address equity gaps.**

LWA14 staff will receive periodic training on how to identify equity gaps to aid in development of strategic decisions based on data analysis and interpretation. Through the identification of equity gaps and under-served population plans will be developed to improve services to these populations.

- o Ensuring workforce services are strategically located in relation to the populations in most need**

Workforce has offices located in eight of the nine counties that comprise the LWA 14 service area and participate in all available interagency councils to make services available to all populations.

Carl Sandburg College currently offers classes at the Main Campus in Galesburg, the Branch Campus in Carthage, Illinois and at the Annex in downtown Galesburg. In addition, a wide range of online offerings are available. The College is continually monitoring the needs of the community and will not hesitate to expand the locations where classes are offered or the methods of delivery as needs arise. Using the comparative as listed above, strategic approaches to specific locations can be delivered.

Spoon River College - As part of the Comprehensive Local Needs Assessment process, Spoon River College is dedicated to examining all the CTE programs to determine if and how equity is embedded in all aspects of our CTE programs. We will identify which subpopulations are being well represented and which ones need to be considered more. Spoon River College will continue

work to identify any areas and conditions which may be hindering the success and experiences of subpopulations.

Spoon River College is a sponsor of a relatively new program called “Girls Unplugged”. This program targets middle school aged girls of all populations in order to educate them on the opportunities available in the STEM fields. These are often careers considered non-traditional for girls. This program is currently being piloted at Ingersoll Middle School in Canton, IL.

John Wood Community College has a Cultural Diversity Club (CDC) dedicated to raising awareness of the various cultures present at JWCC and of other cultures around the world. This organization is open to all students, staff, and faculty who are interested in sharing information about their world and learning more about the world around them. The organization deals with issues that are prevalent in all cultures, such as the many forms of discrimination or prejudice, and it explores the differences that separate people, such as religion, language, and customs. John Wood Community College received the Quincy Area Chamber of Commerce Inaugural Diversity and Inclusion Award for commitment to inclusive programs and intentional efforts to make all feel welcome and valued.

Two major high school outreach events are held each year. Markerfest provides high school students with an exposure to Manufacturing and Logistics careers, approximately 400 HS students from within our district as well as outside our district attend this event. We also offer a Healthcare EXPO that attracts approximately 200 HS students. Besides these two major events, we attend multiple career days at the High Schools. We are a member of the Adams County work team that has developed a mentoring program that is being used by businesses in our area. We continue to provide professional development opportunities for our workforce staff. Workforce services are provided at JWCC as well as the One Stop location.

H. Provide a description of training policies and activities in the local area, including:

- **How local areas will meet the annual Training Expenditure Requirement (WIOA Policy Chapter 8, Section 4⁹);**

The WIB Executive Committee, Chief Elected Officials Consortium and staff track the adult and dislocated worker expenditures to verify that the training minimum will be met.

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

Work-based learning activities will help individuals with minimal work history to establish some degree of work history and better enable them to secure unsubsidized employment that will meet their needs. Work experience will be provided to individuals to help develop work habits and

⁹ <https://apps.il-work-net.com/WIOAPolicy/Policy/Index/250>

build a resume. Workforce staff will use a public sector database to help identify Work Experience opportunities and develop outreach and recruitment plans. Internships within the private sector will provide work-based learning for those in training. The WIB utilizes the Economic Development Entities in Western Illinois to assist with the recruitment of private sector work-based learning sites. Staff develop both public and private sector sites. Career Specialists coordinated internship opportunities with the community colleges.

- **Provide a copy of the local Individual Training Account Policy and describe 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)); and**

LWA14's Individual Training Account (ITA) policy is based on the individual training program and will not exceed \$15,000.00. Individuals must apply for financial assistance unless the program of study does not qualify for assistance. Pell grants will be used to offset training costs unless extenuating circumstances warrant an exception. ITA's include the cost of tuition, books, fees, and supplies.

Customers are provided the opportunity to review the approved training list. The choice of training provider is determined by the cost effectiveness of the providers.

- **Provide a copy of the local training provider approval policy and procedures. Describe how the Local Board will ensure the continuous improvement of eligible providers of services through the system and that the providers will meet the employment needs of local employers, workers and jobseekers.**

LWA 14 follows the Illinois Department of Commerce and Economic Opportunity WIOA Policy Chapter 7, Section 3, pertaining to Training Provider and Training Program eligibility and certification. The Executive Committee of the WIB reviews the growth occupations data from various LMI sources, including the data provided by DCEO and IDES and collects real time data from area employers to determine the programs included on the training provider list.

Once determined eligible, the provider may submit individual programs via a Training Program Record in IWDS (<http://iwds.state.il.us>), as outlined in Attachment A to 15-WIOA-5.3. They must link the program to a demand occupation. The provider must comply with all non-discrimination and equal opportunity provisions. The WIB Executive Committee takes action on a submitted program within 30 days.

Through the Program Evaluation tool in IWDS, each program under each eligible provider is evaluated according to the following standards yearly:

- The program must show a minimum of 10 exiters to be held to performance standards. Once the 10 exiter threshold is reached, the minimum requirements are:
- 40% for Entered Employment
- 40% for Retained Employment
- \$2,000 in Earnings
- 20% in Credential Attainment

If a program does not meet any one of these measures, it will be considered to FAIL performance and must be removed from the Training Provider List for at least one year. Training providers are notified yearly of their list of currently approved programs and the performance evaluation results. Training programs may be excluded from the TPL if there is not local need for the program. If any training provider provides false information in relation to any aspect of the training program record or data collection, the program/provider could be removed from the TPL as well.

I. 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:

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

The Executive Committee of the WIB approves the transfer of funds on behalf of the WIB. Approval is based on the demand for services. LWA 14 has a policy of transferring funds to address a waiting list for training. The transfer of funds is also approved by the Chief Elected Officials Consortium. Currently, the percentage of funds authorized to be transferred on an annual basis is up to 100% between Adult and Dislocated Worker Programs.

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

The WIB utilizes both adult and dislocated work funds to provide incumbent worker services. The Executive Committee on behalf of the WIB approves the percentage of funds designated for incumbent worker training. The source of funds is based on the demand for individual training. In recent years adult eligible individuals have utilized ITA's and dislocated workers have shown minimal demand, so incumbent worker training has been funded through the dislocated worker allocation.

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

The Executive Committee, on behalf of the WIB, designates 5% of the adult funds for transitional employment. These funds will be targeted to individuals requiring the benefit of a work experience program to establish a work history and references. For example, as a recipient of one of the National Dislocated Worker Opioid Crisis grants, the transitional employment program will be available to assist individuals in treatment recovery programs ready for employment.

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

Currently LWA 14 does not have performance-based contracts. If this changes, WIOA Sec. 133(b) (2-3) will be followed.

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)).

- 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)).**
- **WIOA Performance Measures**
 - **Additional State Performance Measures**

Performance Goals were negotiated with DCEO via conference call on October 30, 2020. Goals were set for two years (PY2020 and PY2021).

<u>Adult</u>	PY 2020	PY 2021
Employment Rate 2 nd Quarter after Exit	82.0%	82.0%
Employment Rate 4 th Quarter after Exit	75.0%	75.0%
Median Earnings 2 nd Quarter after Exit	\$6,500	\$6,500
Credential Attainment within 4 Quarters after Exit	80.0%	80.0%
Measurable Skill Gains	52.0%	52.0%
<u>Dislocated Worker</u>		
Employment Rate 2 nd Quarter after Exit	82.0%	82.0%
Employment Rate 4 th Quarter after Exit	82.0%	82.0%
Median Earnings 2 nd Quarter after Exit	\$7,000	\$7,000
Credential Attainment within 4 Quarters after Exit	80.0%	80.0%
Measurable Skill Gains	43.5%	43.5%
<u>Youth</u>		
Employment or Education Rate 2 nd Quarter after Exit	75.0%	75.0%
Employment or Education Rate 4 th Quarter after Exit	74.0%	74.0%

Median Earnings 2 nd Quarter after Exit	\$3,275	\$3,275
Credential Attainment within 4 Quarters after Exit	78.0%	78.0%
Measurable Skill Gains	39.0%	39.0%

B. Provide a description of the current and planned evaluation activities and how this information will be provided to the local board and program administrators as appropriate.

- **What existing service delivery strategies will be expanded based on promising return on investment?**

There are numerous service delivery strategies that are necessary for the nine rural counties in LWIA 14 to be successful. With the diversity of counties, the WIB is interested in comparing the Economic Impact county to county. What works in one county will not work in all counties so there is not a specific strategy for the region. Three service strategies will be expanded as they are in their infancy and beginning to show a promising result.

First, is the Opioid Disaster Relief Program that has recently been implemented in the area. This program will be expanded as we begin to work with the drug and alcohol treatment centers in the area. Many of the individuals in recovery will need assistance in finding employment and upgrading their skills. With a low unemployment rate in the area, these individuals will help fill job openings.

The second strategy will be to continue to work with the NAACP and faith-based organizations in reaching out to the minority communities. Over forty-six per cent of African Americans in the area are below poverty. Several projects have been started in working with the NAACP. A new strategy will be to reach out to the faith-based organizations in the area in addition to the NAACP.

Finally, the local area needs to utilize Social Media more than what has been done in the past. Social Media is a low-cost strategy to reach the rural areas and to recruit younger adults.

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

At the present time there are no service delivery strategies that will be curtailed or eliminated.

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

The Workforce Innovation Board of Western Illinois will be examining how they can better partner and utilize the resources of the United States Department of Agriculture. The region/local area is part of the Tri-State Region with Northeast Missouri and Southeast Iowa. This area has been designated by USDA as a Great Region for its community's regional approach to creating

economic opportunity and job creation in rural communities, yet little has been done to foster the unique partnerships and consortium opportunities for the communities in the Tri-State Region.

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

According to the article, “Evaluating Workforce Programs: A Guide to What Policymakers Need to Know to Structure Effective, User-Friendly Evaluations” by Kripicio, Mabe, and Yarborough that was published on September 2011, for the John J. Helkdrich Center for Workforce Development; the ultimate goal of any workforce program is to help an individual find, keep, or get promoted in a job. The local area will utilize out-come based evaluations to assist in evaluating the return on investment.

Information on individuals enrolled in the program will be collected and analyzed. Information will also be collected as to any barriers to employment and individual might possess at time of enrollment. The local area will analyze unsuccessful participants to determine goals were not completed and how the program design could be altered to support the individual to achieve their goals. Only by identifying what prohibits participants from completing their program goals can a local area see what changes need to be made. Were the participants unsuccessful due to personal issues, supportive services that are needed but not being met, is a better assessment needed to assist participants in selecting their career pathway, or other factors? At the same time, outcome data will be collected on the successful completer.

If an individual has been identified as having a barrier to employment that may hinder their enrollment, a triage will be conducted by the appropriate agency/agencies. Referrals may then be made for that individual to be enrolled through their individual training plan. Continued monitoring will be conducted during program enrollment to assist in successful completion. At any given time, additional services may be offered to the individual. A list of those individuals who receive special services will be compiled along with the services the individual client was offered. Comments will be made to the list to see if those additional services resulted in successful completion. Follow-up will also be conducted to assure on-going success. For all individuals enrolled, it will be noted if they were a unsuccessful or successful completers, what training program the individual was enrolled into, and what training provider was utilized. Analyzing the information will allow the local area to see if there is a trend.

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

While LWIA 14 is collecting out-come based data the WIB will be working with additional partners/agencies to help in improving the supportive services infrastructure. By working together to braid funding of our current and newly identified partners/agencies, additional supportive services will be available for participant.

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)).

A. Fiscal Management

- **Identify the entity responsible for the disbursement of grant funds described in WIOA Sec. 107(d)(12)(B)(i)(III) as determined by the chief elected official or the Governor under WIOA Sec. 107(d)(12)(B)(i) (§ 679.560(b)(14)).**

Western Illinois Works, Inc.

- **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 A

B. Physical and Programmatic Accessibility

- **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)).**

Section 188 of the Workforce Innovative and Opportunity Act (WIOA) of 2014, Title 29 CFR Part 38, Nondiscrimination and Equal Opportunity (EO) Regulations is fulfilled through policies and procedures established by the United States Department of Labor and Illinois Department of Commerce and Economic Opportunity. The LWA 14 designated EO Officer is responsible for local monitoring and assurance of compliance with WIOA Section 188 Non-discrimination and Equal Opportunity Regulations as well as the requirements of the Americans with Disabilities Act (ADA) of 1990. The One-Stop Center Accessibility Compliance Checklist (Facility Accessibility Survey) and Contractor/Service Provider (Self-Evaluation Tool) provided by the DCEO Office of Equal Opportunity Monitoring and Compliance are completed by the Equal Opportunity Officer annually and address standards and questions on whether facilities are physically and programmatically accessible for individuals with disabilities.

Equal Opportunity policies and procedures are in place to assure LWA 14 staff are knowledgeable and efficient with their delivery of services as they assist and address the needs of individuals with disabilities. Regular communication, collaboration, and cooperation between the WIOA Partners helps to form a secure basis that enables LWA 14 to fulfill our obligations

under WIOA Section 188 Regulations. LWA 14 partners have updated the Memorandum of Understanding, which also addresses all ADA and WIOA Section 188 requirements for the partners. The One-Stop Center Certification process ensures that the Quincy Workforce Center is accessible by all and offers adequate accessible parking. Assistive Technology, including an assistive technology computer with multiple accessibility-oriented software, is available in the resource room at the Center. Other technology and programs, such as Sorenson Video Relay Service, V-tel, TTY are also featured at the Center. Some of the physical accessibility features of the one-story Center include accessible parking spaces, curb cuts for building access, automatic door, accessible restrooms, and lever door handles.

WIOA Partners will work with customers, including those with disabilities, to overcome any barriers to employment and self-sufficiency. Cross training of front-line staff is part of the one-stop plan for PY 2020 so that WIOA Partners will have awareness of each other's basic services and can provide accurate information and guidance to all customers.

- **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.**

Not Applicable

C. Plan Development and Public Comment

- **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)).**

The draft plan was posted on the WIB's website: www.WIWorkforce.com.

Public hearings were held. The public hearing schedule is listed below:

March 4, 2020, Noon, at the Knox County Workforce Office
311 E. Main Street, Suite 612, Galesburg, IL 61401

March 6, 2020, Noon, at the Quincy Workforce Center
107 N. 3rd, Quincy, IL 62301

March 9, 2020, Noon, at the McDonough County Workforce Office

440 N. Lafayette, Suite 110, Macomb, IL 61455

WIB members representing business, education and labor were provided with of copy of the plan.

- **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.**

This section will be completed after the public comment period closes.

- **Provide information regarding the regional and local plan modification procedures.**

Modifications to the Plan will comply with state guidance.