

CHAPTER 2: STRATEGIES FOR SERVICE INTEGRATION

This regional component of the plan must describe the regional service strategies, including use of cooperative service delivery strategies and the connection of job seekers with employers.

Regions are required to provide information and analysis of the steps that will be taken to address the challenges and opportunities associated with the regional service integration strategies.

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

1. Analyze the strengths and weaknesses of workforce development activities in the region.

A recent Service Integration Goals self-assessment gave partners the opportunity to identify strengths, acknowledge weaknesses, and recognize gaps in service integration. It is the intention of the region's partners to continue to advance service integration, reaffirm the structure for regional success, and address identified gaps. The strategies, tactics, and outcomes, developed with the input of all partners, outline plans for continuous improvement, dealing with weaknesses and finding solutions to close any gaps. The partners' commitment to working together to develop and offer appropriate and seamless partner services is clearly a strength in Western Illinois.

Gaps in connectivity and limited flexibility in service delivery compounded the difficulty of employment support efforts. This type of communication highlighted the technological challenges in our rural areas. Providers and municipalities have worked together to utilize funding from state and federal technology grants to address the technology challenges. Initiatives will be coordinated under the BEAD Plan.

Building on existing platforms supports continuous improvement efforts. A strength identified by the region is IDES's Reemployment Services and Eligibility Assessment (RESEA) program. This program allows claimants to be referred to partners for connection to partner services. Additionally, Illinois Job Link, the state employment platform, connects employers to job seekers. Also, IDES utilizes Illinois Job Link to connect job seekers to employers.

It is important to note generational differences in workforce demographics and changes needed to meet workforce demand. There are up to five generations in today's workforce — including traditionalists, Baby Boomers, Gen X, Millennials and Gen Z — and they all share the common experiences, recent challenges, displaying resilience and quickly adapting to a different type of workplace. This has caused a significant shift in the way workers view their jobs, with many reevaluating their purpose and employment situations. Ideas that may have caused friction in the past, such as differing opinions on professionalism, more relaxed working conditions, casual attire and flexible schedules, may be non-issues in today's business landscape. Jorgensen, 2021

As the region is extremely rural, support systems for working family members is limited. Affordable and accessible childcare is one the largest barriers to potential employees. Traveling to work can also be difficult in a rural setting with limited public transportation.

Constrained economic growth and declining community resources are causing a great export of talent from our area and it also hinders the area from bringing in new talent. Community leaders and their constituents are tasked with making our communities richer in diversity and culture. Communities need more than economic development to maintain the current talent and attract new talent; communities need to be welcoming and present a strong quality of life.

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

Carl Sandburg College offers a variety of academic programs with stackable levels to provide students with the ability to choose a program that best fits their abilities and career goals. To address equity and connectivity issues brought forward by the pandemic, Sandburg supports students through the loaning out of institutional technology, crisis grants from the Sandburg Foundation and the federal government, and privately funding grants.

Sandburg representatives meet monthly with workforce and industry partners to better understand the needs of the local workforce and assess curriculum with workforce best practices, resulting courses and programs alignment with industry needs. Industry partner feedback indicates the need for soft-skill training surrounding teamwork, communication, and career readiness. Sandburg's Employability Skills Academy (ESA), a college program offered to Sandburg students as well as community partners, is well-positioned to address this concern. Sandburg is well-positioned to support this through the Employability Skills Academy program developed and offered in-house to students in academic programs and through community and corporate education.

The Carl Sandburg College's Career Expo, held every spring, is an excellent way for students and community members to network with prospective employers, learn about their hiring needs and even explore new career paths. At the Expo, connections are formed between businesses looking for qualified candidates in a wide variety of careers and applicants. Opportunities for immediate interviews are offered and some participants even leave having gained employment. During the pandemic, virtual career exploration experiences were made available to students. Also, following safety guidelines, Sandburg's Career Expo was offered on multiple days to allow for increased participation.

Employability Skills Academy is a sixteen-hour program, offered through Carl Sandburg College, focused on enhancing student success and retaining employment. The academy responds to the needs of the business sector while, at the same time, the College's commitment to the standards of quality expected by our community. Upon successful completion, graduates receive a certificate of completion that may be added to their resume/portfolio, which highlights their skills to prospective employers.

Career Counseling services at Carl Sandburg are provided to TRIO Student Support Services (SSS) students. Services are designed to be individualized, with opportunities to small and large group experiences. Examples on services include:

- Individualized Student Success Plan
- Customized intake process that includes questions about career and provides resources for career exploration.
- 1:1 career counseling
- Career Site visits with professionals in various fields to job shadow/talk with them about their background career path, etc. Visits include industries in healthcare, engineering, business, law enforcement, counseling and social work;
- Access to Career Cruising and post-assessment review/advising.
- Academic advising to ensure that students are taking appropriate pre-requisites for a major in their chosen field when they transfer

Carl Sandburg College hosts Kids on Campus annually. This summer program is for students in grades K-6 and it gives youth an opportunity to have fun while exploring a variety of courses without the pressure of homework and grades. Kids on Campus is open to all students, regardless of academic standing. Instructor teaching credentials are not required; however, expertise and enthusiasm are essential. Area schoolteachers and community members volunteer to be Kids on Campus instructors. High school students are also recruited to assist as volunteers as those involved in clubs and organizations have required leadership or service hours are also recruited to assist as volunteers to complete. The Kids on Campus program gives students a chance to complete those hours. Examples of subject areas include: Art, Science, Math, History, English, Writing, Cooking, Astronomy, Health, Physical Fitness, Performing Arts, Adventure and Nature, Geography, Culture and Traditions, Self-Empowerment and Robotics.

John Wood Community College Career Services staff meet bi-annually with the Career Services Advisory Council and have included a Zoom attendance option for participants. The Advisory Council is a mutually beneficial partnership including members from a variety of local industries. It has been particularly helpful during the pandemic to be more aware of hiring challenges, brainstorm how JWCC may be able to help and share updates about various programs at the college. High schools brought groups of students to visit the facility to learn more about JWCC CTE programs and potential career pathways.

The Healthcare Careers Expo included videos on a variety of different careers in health care and included information about the specific healthcare programs offered at JWCC. All participants were given a complimentary JWCC t-shirt for participating in the event.

John Wood Career Services continues to offer Career Cruising to interested individuals. This is an online career assessment tool which helps narrow down areas of interest and look at possible career paths. Testing for paraeducators is offered through ACT Work Keys, by appointment, at the Quincy Campus, Mt. Sterling Education Center, and the Southeast Education Center.

JDUB Academy is traditionally offered for three weeks during the month of June through Community-Based Outreach at JWCC. This program is for students in grades kindergarten

through 12th grade and classes span a variety of interest areas including agriculture, archery, baking, computers, drama, healthcare, science, welding, robotics and more. During the summer of 2020, John Wood was forced to cancel all in-person classes for JDUB Academy because of the pandemic. However, an online STEAM class for kids was offered and had 28 participants. In 2021, John Wood will return to its traditional in-person program but will still offer online STEAM classes for kids.

3. Analyze the capacity of the regional partners to provide activities to address the needs of employers.

The in-demand industries in the region include health care, transportation, distribution and logistics and manufacturing. Bridge/Integrated Education and Training, provided collaboratively by area business and service organizations prepare students for in-demand occupations. The focus of these efforts is to allow students to complete Health Care, Manufacturing, Transportation, Distribution and Logistics bridge courses and successfully transition to post-secondary education.

The Business Service Teams provide services delivered by the WIOA partners that assist employers in:

Recruitment and Hiring:

- Applicant recruitment
- Business and/or industry-specific recruiting events
- Assistance in writing job descriptions
- Taking and electronically posting job orders
- Screening, Selection and Referral
- Online access to resumes
- Use of facilities for recruitment and interviewing

Training Assistance:

- Analysis of employee education and training needs
- Training program development
- Incumbent Worker training
- Adult Basic Ed/General Equivalency Diploma/English as a Second Language for employees (on or off-site)
- Work-based learning such as internships and apprenticeships

Information:

- Workforce and other labor market information
- Human resource consulting
- Tax credit information
- ADA, EEO and other workplace compliance information
- Unemployment Insurance information
- Lay-off aversion

4. How well do existing training programs in the region and local areas prepare job seekers to enter and retain employment with regional businesses?

Training programs in the area have the capacity to meet the skills necessary for the job seeker to obtain employment and enter the workforce.

There are many challenges in retaining employment. In addition to the challenges previously mentioned such as rural transportation and childcare, other challenges included the ability to sustain a regional workforce, including a lack of soft skills, and need to “grow” your own workers (keeping younger workers in the community, and being work ready, i.e., passing drug tests). Innovative solutions such as providing additional intern sites for young workers, going to schools to share information about regional workforce opportunities, collaborating with substance abuse partners to strengthen the communication with Economic Development entities and enhancing advertising of workforce opportunities within region are potential solutions.

Carl Sandburg Sandburg’s Workforce Development and Community Education Department offers a variety of non-credit courses that result in industry-recognized credentials. In addition, apprenticeship development is led through this area of the College. Partnership with SkillsUSA Illinois and the WIOA Workforce Office to register employers for DOL recognized apprenticeships continues to be a priority in the region. Sandburg’s Office of Career Development provides students with training in employability skills, resume building, interview preparation, internship coordination, and job search skills.

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

All WIOA Partners are meeting each month in Quincy, Galesburg, and Macomb to develop tactics to achieve the goals developed during the Service Integration Self-Assessment. The Quincy One-Stop Operator and Individual partners are on schedule to improve service integration in the coming year. Details of the partners specific service integration activities are listed below:

- Improving Customer Service
- Customer input drives service design for job seekers, employers, and system customers
- Cross-training (resource training) on program information occurs among staff
- Career Pathway strategies drive service delivery and collaboration efforts among partners
- Communication occurs across one-stop partners
- Coordination of Business Services

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

1. What regional organizations currently provide or could provide supportive services?

EDR 10 has many varied agencies helping in providing supportive services. Those agencies include:

- Bus transportation through the City of Galesburg is offered free to Sandburg students when they present their current Sandburg Student ID. The WIOA workforce office provides WIOA funds to support transportation and wraparound services for students who qualify for WIOA funding. For those who are adult basic or secondary education students through ROE #33, grant funds support students in ICAPS programs which covers tuition for CTE courses at Carl Sandburg College.
- Child Care Resource and Referral agencies provide child care assistance throughout the nine counties.
- Several community organizations have received state grants with barrier reduction funds. Department of Human Services - childcare, elder care, food
 - IDHS-Division of Rehabilitation Services – vocational counseling, job coaching, job retention services, required employment physicals, assistive listening devices, programs for individuals with visual impairments, interpreter services, assistance with training and supplies, transportation, childcare, dental, glasses, medical supplies, physicals, personal assistants, homemaker, maintenance home health, home delivered meals, adult day care, assistive technology/equipment, environmental modification, respite services
 - Workforce Offices of Western Illinois - transportation, childcare, elder care, dental, glasses, software & supplies required for training, vehicle insurance
 - Regional Offices of Education - child care, jump drives, transportation, training supplies
 - Western Illinois Regional Council and Two Rivers Regional Council CSBG - food pantry, shelter, clothing and utility assistance
 - Community Colleges - transportation, special needs accommodations, counseling
 - Child Care Resource and Referral and West Central Child Care Connection - financial assistance for childcare
 - Quanada and Housing Authorities - housing assistance
 - Salvation Army - emergency housing, food assistance
 - Goodwill - employment workshops, basis computer training
 - Bella Ease/Teen Reach - transportation, employment assistance

2. What policies and procedures will be established to promote coordination of supportive services delivery?

When looking at supportive services, EDR 10 attempts to work collaboratively with all local resources in virtually all our program components in order to eliminate the likelihood of service duplication. We look at the service delivery system, analyzing the internal and external resources available to deal with the identified problems. LWA 14 will continue to develop supportive service policies in place that promote coordination among community providers.

All mandatory partner staff may make and receive referrals. A standardized referral form has been developed and is available to be utilized by the partners. The form is initiated by referring

partner staff and returned by referral recipient partner staff for tracking purposes. LWA 14 staff periodically check with the partners on value of the referral process and to track utilization of the process. This review of the referral process will also identify areas that are not being met by the partners current supportive service policies.

Carl Sandburg College takes great pride in the support services offered at the College. Students in the Galesburg area have free access to the Galesburg Transit System on a year-round basis. Bus ridership has greatly increased since the implementation of this program. In compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Disability

Support at Carl Sandburg College seeks to make the classroom equally accessible to students with disabilities by providing students with tools and accommodations intended to remove barriers imposed by their unique disabilities. Accommodations are available to all students, whether they attend the Galesburg campus, the Carthage campus, the Annex, online or as dual credit students. Classroom accommodations can be arranged via a Letter of Accommodation, drafted with Academic Support staff, at any point throughout the semester for students with documented disabilities. Letters of Accommodation are individualized in order to provide students with the unique supports they need, while also considering class and program requirements and competencies. The Academic Support office additionally provides resources and guidance, accommodated testing, and equipment loans (including laptops and tablets, assistive technologies like handheld video magnifiers and smart pens, and scientific and graphing calculators); Academic Support partners with DRS to arrange disability testing and secure funding for students with disabilities, participates in the local Transition Planning Committee (intended to help high school students transition to college or work after graduation), attends high school IEPs to facilitate guidance toward college enrollment, and makes regular referrals to the campus Tutoring Center, housed in the same office.

Sandburg employs two faculty counselors. These individuals are available to provide short term services to students. Appointments are available to discuss academic issues, stress, and related topics. Sandburg has a partnership with Bridgeway to refer students for longer term needs and any situation beyond the scope of campus services.

IDHS-Division of Rehabilitation Services – vocational counseling, job coaching, job retention services, required employment physicals, assistive listening devices, programs for individuals with visual impairments, interpreter services, assistance with training and supplies, transportation, childcare, personal assistants, homemaker, maintenance home health, home delivered meals, adult day care, assistive equipment, environmental modification, respite services

Sandburg employs a student success coach to monitor the Starfish Retention System as well as do follow up with students. This individual also monitors trends in attendance and works with faculty as well as students to increase student success.

For job seekers, Sandburg will provide targeted support and resources, such as job training programs, language assistance, accessibility accommodations, and mentorship opportunities. It also involves ensuring that job seekers are aware of and can access these resources.

For employers, Sandburg's Workforce Development and Community Education Department will offer training and resources to help employers create inclusive and equitable workplaces. The training will include diversity and inclusion training, assistance in developing equitable hiring practices, and support for creating inclusive job descriptions and outreach efforts.

For partnership and collaboration, Sandburg will continue to work with a wide range of partners, including local businesses, educational institutions, community organizations, and government agencies to enhance resource sharing and to provide diverse perspectives ensuring that strategies are grounded in the needs of the community.

John Wood Community College support services will provide a wide range of intensive services to assist learners in pursuing their educational goals. John Wood provides services to help students succeed in the classroom, find resources to afford college, transfer to a four-year college or university and explore career options. Tutoring, disability services, cultural activities, degree planning, and test preparation are just a few opportunities available to help students succeed at John Wood.

John Wood has a Disability Services Coordinator on staff to ensure we provide appropriate resources and support services which will ensure students with disabilities the opportunity to competitively pursue a college education. In addition, the Disability Services Coordinator assists other college departments in providing access to services and programs in the most integrated setting possible. Students with disabilities at JWCC have the right to:

- equal access to courses, programs, services, activities and facilities offered through the college.
- an equal opportunity to learn, and to receive reasonable accommodations, academic adjustments, and/or auxiliary aids and services.
- appropriate confidentiality of all information regarding their disability and to choose to whom, outside of the college, information about their disability will be disclosed, except as disclosures are required or permitted by law.
- information, reasonably available in accessible formats.

Reasonable accommodations are individualized and flexible, based on the nature of the documented disability and the academic environment. Below is a partial list of common academic accommodations:

- accessible classroom location/furniture
- alternative ways of completing assignments
- assistive computer technology
- assistive listening devices
- sign language interpreters
- notetakers
- separate testing location
- use of calculator
- extended time on exams
- texts on tape
- readers and scribes

John Wood Community College offers professional counseling services to provide personal support with the goal to promote social, academic, and career success in all students. It provides a safe place and someone to talk with about college and life experiences, overcoming obstacles, engaging in student life activities and improving student success. All Personal Counseling Services are free to all enrolled students and are available on the John Wood main campus as well as all outlying centers and the Workforce Development Center. John Wood offers students access to TAO Connect, which is an interactive, web-based program that provides guided activities to help overcome anxiety, depression and other common mental health concerns and is available 24 hours a day, 7 days a week. Resources are also available to John Wood faculty and staff to help them recognize signs of serious emotional distress in students and give appropriate responses and referrals to deal with identified concerns. The JWCC Counseling Department has published a list of websites and apps that provide resources for students who may be dealing with specific mental health concerns. The list is available on the JWCC website under the Counseling Services tab.

Included in John Wood Student Services Department is Academic Talent Search (ATS) and Upward Bound. These are Federal TRIO programs funded 100% by the Department of Education. The programs are dedicated to assisting students in identifying and maintaining healthy academic habits from elementary through high school. The programs provide free help to 170 qualifying John Wood students who are first generation college students, meet income guidelines, or have a disability. Goals for the TRIO programs include increasing retention rates and grade point averages of participants to facilitate successful graduation from John Wood or transfer to a chosen college or university. TRIO also aims to foster an institutional climate supportive of the success of individuals in the targeted groups. John Wood has seen remarkable success with the TRIO programs. During the 2020-21 academic year, the average grade point average for program participants was 3.01 and 98.68% were in good standing with the college. There was an 82.89% retention rate with students either remaining enrolled at JWCC or transferring to another institution. Examples of services provided to students who are supported by TRIO at John Wood include academic support such as individual and group tutoring in developmental English and math, referrals to community service agencies, and advocacy and assistance for students with disabilities to access on-campus resources.

JWCC Adult Education coordinates support services with local providers to assist students with transportation, childcare, assistive and adaptability equipment, literacy, career counseling and transition services using grant funding in accordance with state and federal guidelines. Spoon River College provides support services to ensure that qualified students with documented disabilities have equal access to all educational opportunities offered by the college. In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, Spoon River College does not discriminate against individuals with disabilities, and provides reasonable accommodations to assist students in accessing the college admissions process, courses, and activities. The disability support services office at Spoon River College coordinates with the Division of Rehabilitation Services and assists with accommodations to the classroom environment for students with documented disabilities.

To increase access to support services and further identify students with mental health needs, Spoon River College employs a counselor. The counselor, who has earned advanced professional degrees and is licensed by the State of Illinois, works with students who may experience (but not

limited to) stress, depression, anxiety, trauma, relationship issues, and academic struggles. SRC Counseling Services provides free, brief, confidential, accessible, and professional therapy directed at helping students succeed in the college environment. When specialized long term services are needed, the counselor assists in making a referral to off-campus professionals.

The Student Success Coach serves as an advocate to make sure that students are aware of all services, including academic support and college and community resources so that students have every opportunity to be successful in pursuing their educational goals. The Success Coach is available to discuss student concerns such as work, childcare, housing, transportation, time management or other personal matters that interfere with academic performance. The Success Coach can help identify possible solutions or refer students to the appropriate resources within the region.

In the five-county region of Hancock, Henderson, Knox, McDonough, and Warren there exists a network of social service agencies which provide programs and services targeted towards low-income citizens. The social service networking within the region allows for greater coordination of services to meet the clients' multiple needs. The prioritizing of the Community Services Block Grant program components is accomplished by considering the internal and external resources available and how we can work most collaboratively to effectively serve the client population.

The Western Illinois Regional Council-Community Action Agency utilizes its five-county outreach program to collaborate with dozens of other groups to better serve our clients. Linkages are ongoing so that when people are assessed at intake, referrals are made to connect clients with essential services. For example, the "Loaves and Fishes" organization (a food pantry comprised of a group of local churches) refers clients to us who need vital services such as shelter, clothing and utility assistance. This group refers their unserviceable clients to the WIRC-CAA for our services and for our organization to utilize our large referral base to link these clients to various supportive services, such as employment training and educational opportunities.

The analysis of resources and service delivery shows that CSBG funding is coordinated with other public and private resources, which maximizes the efficient use of our resources to serve the low income. This means increased case management services, leveraging of funds, technical assistance, and counseling services are provided with each of the CSBG components.

The WIRC-CAA utilizes its five-county outreach program to collaborate with dozens of other groups to better serve our clients. Linkages are ongoing so that when people are assessed at intake, referrals are made to connect clients with essential services. For example, the "Loaves and Fishes" organization (a food pantry comprised of a group of local churches) refers clients to us who need vital services such as shelter, clothing and utility assistance. This group refers their unserviceable clients to the WIRC-CAA for our services and for our organization to utilize our large referral base to link these clients to various supportive services, such as employment training and educational opportunities.

Two Rivers Regional Council of Public Officials provides services through the Community Services Block Grant (CSBG). Services include Rental assistance, school supplies, 2 food pantries, the REACHOUT CENTER (thrift store), Christmas basket project, toy drive for

grandparents and parents at Christmas time, programs for at-risk youth that include scholarships for post-secondary schooling, and a referral system to other needed services. Brown County United Way and Schuyler County United Way grants provide emergency assistance to households such as but not limited to car repairs, medication, utility assistance, and food; both of these grants are administered through CSBG. We also provide services to the homeless population with a hotel/motel voucher program Department of Commerce and Economic Opportunity grants provide Weatherization services and utility assistance through the Low-Income Home Energy Assistance Program (LIHEAP), Emergency Furnace program and reconnect services. Also, Ameren Illinois grants are available to assist with a utility bill payment program and Warm Neighbors Cool Friends.

Regional Office of Education # 33 programs will follow state and federal rules and regulations to provide support services to students utilizing grant funding. Adult Education support services include Social Work Services, Assistive and Adaptive Equipment, Student Transportation, Guidance Services, Assessment and Testing, Volunteer Literacy Services, Career Counseling and Transition Services.

Agencies providing support services to adult learners eligible for enrollment in Adult Education program are invited to be members of the Area Planning Council. The APC identifies services currently being offered to this population, produces a plan for the continuation of these services, identifies populations not being served, and instructional and support services not being offered, and develops a plan for providing services to meet identified gaps in service.

The Workforce Office will be the last provider of services. If a support service is needed or required for the participant to continue or complete training, support services may be provided if it is determined no other agency can provide that service. All support services are provided at the lowest possible cost via comparison bids or sole provider situations.

If public transportation is not available/practical, mileage reimbursement will be offered at the current Federal privately owned vehicle rate per mile for Workforce programs, Trade, and 1 EC participants. Workforce programs will not be the first source for funding.

IDHS-Division of Rehabilitation Services – vocational counseling, job coaching, job retention services, required employment physicals, assistive listening devices, programs for individuals with visual impairments, interpreter services, assistance with training and supplies, transportation, childcare, personal assistants, homemaker, maintenance home health, home delivered meals, adult day care, assistive equipment, environmental modification, respite services

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

1. What economic development organizations, WIOA service providers or businesses are actively engaged in regional planning?

Economic development organizations participating in regional planning include:

- Great River Economic Development Foundation
- Hancock County Economic Development Corporation
- Henderson County Economic Development Corporation
- Knox County Area Partnership for Economic Development
- Macomb Area Economic Development Corporation
- Pike County Economic Development Corporation
- Schuyler County Economic Development Commission
- City of Monmouth Community and Economic Development Department
- City of Mt Sterling.
- EDA Economic Development Districts administered by Two Rivers Regional Council and Western Illinois Regional Council

Employers from the following growth sectors have been active participants in regional planning efforts:

- Manufacturing
- Healthcare
- Transportation, Distribution and Logistics
- Members of the WIB's Business Engagement Task Force

WIOA Partners have been active participants in developing the plan:

- Carl Sandburg College
- Department of Employment Security
- Department of Human Services
- DHS Division of Rehabilitation Services
- John Wood Community College
- John Wood Community College Adult Education
- National Able
- NAPCA
- ROE #33 Adult Education
- Two Rivers Regional Council
- Western Illinois Regional Council
- Western Illinois Works

2. What economic development organizations, WIOA service providers or businesses were invited to participate but declined?

No organization that was asked to participate refused to assist in this regional plan

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

All partners are contributing to the MOU infrastructure, service delivery and systems delivery costs as shown in the Resource Cost Sharing Agreement.

E. Describe how a *workforce equity lens*⁶ is or will be incorporated in the regional service integration strategies, including to job seekers and employers.

An equity lens will be developed that will contain the standard elements of diversity, equity, and inclusion. Any plan considered will include equity dimensions of involvement, process, values and assumptions, and outcomes, from a perspective that highlights how practices hold potential to shift power toward inclusion and equity.

References:

Jorgensen, N. (2021, October 16). Blurred lines in a multigenerational, hybrid workforce. Forbes.

<https://www.forbes.com/sites/forbeshumanresourcescouncil/2021/10/15/blurred-lines-in-a-multigenerational-hybrid-workforce/?sh=5c5188ad8b68>