

**ILLINOIS NORTHERN STATELINE
ECONOMIC DEVELOPMENT REGION 5
WORKFORCE INNOVATION AND
OPPORTUNITY ACT REGIONAL PLAN**



A proud partner of the **americanjobcenter** network

Map of Northwest Central Illinois counties: Jo Daviess, Carroll, Whiteside, Ogle, Lee, Bureau, LaSalle, Putnam.

BEST, Inc.
Business Employment Skills Team
Serving Northwest Central Illinois
www.best-inc.org

ILLINOIS workNet® Partner

Years 2020 – 2024

Table of Contents

INTRODUCTION AND OVERVIEW3

CHAPTER ONE4

CHAPTER TWO16

CHAPTER THREE29

CHAPTER FOUR37

CHAPTER FIVE58

CHAPTER SIX62

INTRODUCTION AND OVERVIEW

What is the Regional Plan?

One of the significant reforms of the Workforce Innovation and Opportunity Act (WIOA) is that it fosters regional collaboration by encouraging alignment between workforce development programs and economic development strategies. This helps ensure the money spent on workforce training and adult education programs are meeting the current and future demand of employers in a specific region, and that employers have a role in the planning process. The result is that residents of a region can gain relevant skills development and increase their likelihood of advancing their careers, while businesses can succeed in their region with a workforce that meets their specific needs. As part of WIOA, states defined regions to develop plans that connect local Workforce Development Boards with employers and educational institutions and encourage them to think beyond local boundaries. In Illinois, regions were set by the state's existing Economic Development Regions (EDR) that already align efforts to support business growth.

The Northern Stateline Region consists of Boone, Ogle, Stephenson, and Winnebago counties. They are already connected by virtue of being a Combined Statistical Area, a federal designation that recognizes economic and social linkages. The Region is served by two Workforce Development Boards that entered this process already experienced in working together. As outlined below, this plan is also built upon existing collaboration on regional economic development priorities that include workforce development. Unless otherwise noted, all data used for the purposes of this plan was compiled from Department of Commerce and Economic Opportunity (DCEO) using various partner agencies for each economic development region (EDR) and is attached for reference in the appendix.

Each Workforce Development Board in each Local Workforce Area (LWA) has created a WIOA Local Plan that is published alongside this Regional Plan. While the Local Plans focus on the specifics of service delivery, the Regional Plan is a bigger picture look at how local efforts connect with the Region's strategies of improving the economy and providing opportunity to all of its residents. In keeping with state and federal guidelines, the Regional Plan is broken into three sections:

1. Regional Economic and Workforce Analysis
2. Regional Integration of Strategies and Services
3. Regional Vision, Goals, and Strategies

CHAPTER 1: REGIONAL ECONOMIC AND WORKFORCE ANALYSIS- REGIONAL COMPONENT

- A. Provide an analysis of the economic conditions including targeted industries, high-impact industry clusters, and in-demand occupations; knowledge and skills needed to meet the employment needs of the employers in the region; and an analysis of the regional workforce including special populations and changing demographics.**

The Region was hit harder than any other part of Illinois by the Great Recession, but since 2014, we have seen a steady decrease in unemployment. Statewide, the lowest unemployment rate in the past decade (3.6%) was reached in both May and September of 2019. However, our region is at 5.1% unemployment - the highest in the state of Illinois. The highest county for unemployment is Winnebago, with Rockford having a 6.1% unemployment rate. From 2014 to 2019, jobs increased by 1.5% in 4 Illinois Counties from 192,805 to 195,740. This change fell short of the national growth rate of 6.9% by 5.4%. As the number of jobs increased, the labor force participation rate increased from 61.0% to 63.7% between 2014 and 2019. With the numerous projects being developed in our region and growth predictions, it is likely we will continue to see a labor demand.

Our Region has also been facing an ongoing decrease in population, as well as an aging population. As of 2019 the region's population declined by 2.0% since 2014, falling by 8,945. Population is expected to decrease by 1.0% between 2019 and 2024, losing 4,498 individuals. Reasons for population loss include residents moving elsewhere for better job prospects, taxation and business climate concerns, and quality of life issues. The median age in Illinois has been steadily increasing over the past decade. In 2018, the median age was 38.3 compared to 36.6 in 2010. Statewide, nearly 16% of Illinois residents are age 65 and over. This is concerning for ensuring the future of the workforce, given that we will see a continual growth in jobs but a decline in the available working population. Of the overall population in the region only 13.2% of the selected regions' residents possess a bachelor's degree (5.6% below the national average), and 9.0% hold an associate degree (0.9% above the national average).

There is also an average veteran population as compared to the nation, with 28,634 veterans. The majority of these veterans are ages 65-74, served in Vietnam and are white. About 38% of these veterans have an Associate of Arts degree or some college, and 35% have a high school diploma or general education development (GED). While we recognize that Veterans have a higher education attainment rate than the general population and that our region has

numerous veterans, we also know that of those who are able to work, the population of unemployed veterans in each working-age group falls below 0.01% of the total veteran population. This indicates the efforts put towards the education and placement of veterans is working. However, more work is needed to continue this trend with working-age veterans.

A notable element of our region's population is the median income disparity between African American households and other groups. The majority of African American households financially attain two times less than White households. The African American population makes up about 10% of our overall population and therefore requires additional focus and attention in order to assist with their barriers to employment and attaining a livable wage. Currently, the causation behind the research remains inconclusive, as we are only reliant on correlational data regarding the reasoning behind this disparity.

Additionally, median income household statistics indicate a high level of working poor. Derived from the U.S. Census Bureau, the poverty rate in the state of Illinois is 12.1%, EDR 5 (10.7%) and in the counties as following: Winnebago County (16.1%), Boone County (9.2%), Stephenson County (12.7%), Ogle County (8.4%). 2.9% of the population work full-time, 38.5% living below poverty report working part-time or seasonally, and 43% of the working age population living in poverty do not work. The region does have a large number of working community members, who live below the poverty line, as defined by the state. These segments of the population are at an increased need for assistance and require additional assistance to address their needs and barriers.

Stakeholders noted the "benefits cliff" those receiving public assistance face – benefits often drop faster than work income rises, creating a disincentive to work. Beyond regional policies that are discussed in Chapter 3 of this plan, there are policy changes state and federal agencies can make to reduce this problem. For instance, benefit providers can implement transitional programs, such as Social Security's Ticket to Work program.

The policy and service implications of the above population and employment trends include several high-level strategies that permeate this Regional Plan:

- Increase efforts to attract and retain workers, particularly younger, educated workers who can fill the pipeline of in-demand occupations.
- Train those who live in the region to fit the needs of employers.
- Increase the workforce participation rate through better job opportunities and education/training of the unemployed and underemployed.
- Target populations in need of services based on data.

Specific activities to address these implications are noted in Chapter 3 of this plan.

Employment needs of employers and the knowledge and skills needed to meet the needs of regional employers

The targeted industries for the plan are divided into two sections: leading industries (those that have shown success in our region and will continue to) and emerging industries (which are those predicted to thrive based on upcoming projects and other factors). Manufacturing is the most mature industry in our region, seeing much growth over the years and remaining vital. The Manufacturing industry in our region will see a need to replace jobs rather than the creation of new jobs, in response to the aging working population in this industry. The leading industries in our region are Transportation & Warehousing and Health Care & Social Assistance. The emerging industries are Leisure & Hospitality, Professional & Business Services, and Construction. Each of these industries have significant location quotient and high employment change. Location quotient refers to the density of job availability within a given industry for the region of consideration; in this case, that is Boone, Stephenson, Winnebago and Ogle counties. Many of these sectors are influenced by another's efforts, for example, the increase in hospitality and healthcare in our region will require additional construction. There are additional industries that, while they may not be a targeted industry, they are either intertwined in many of the targeted industry sectors or have the potential for high prosperity.

Information Technology (IT) is an industry sector that does not have a high rate of employment opportunities or high concentration (location quotient) in our region, but because of the climate of society and the way technology is integrated into every industry in some fashion, it is important to take note of the need for workers in the sector, including IT Services and Software as sub-sectors. We take note that technology is embedded into every other industry, and therefore very important, even though the IT industry sector is not a primary.

Agricultural Production, or Agribusiness, will also be prominent in our region, primarily due to hemp production, as well as crop production, distribution, and other activities related to the agribusiness industry. Growth Dimensions Economic Development and Freeport, IL are strong in Agribusiness. While Cannabis is still federally illegal, because of the Agricultural Improvement Act of 2018, hemp has been removed from the federal definition of marijuana, decriminalizing the production and sale of hemp products. Marijuana is now legal for possession and consumption in the state of Illinois, but it is still illegal on the federal level. While we recognize that there will be an increase in job opportunities within the Cannabis industry, state and federally funded programs will only be involved with solely hemp

productions and occupations, unless marijuana and/or cannabis is decriminalized at the federal level and no longer listed as a controlled substance.

In terms of occupations with the largest gap between job openings and qualified, trained or educated applicants, they are categorized by the credential or education required. The largest supply gap ratio requiring on the job training are within the Manufacturing and Transportation sectors. Occupations with the highest supply gap ratio are Welders, Cutters, Soldiers, and Braziers, followed by Light truck/Delivery Services Drivers, as well as Heavy and Tractor-Trailer Truck Drivers. For occupations requiring certificates, the data shows the supply gap is highest in Nursing Assistants, Emergency Medical Technicians and Paramedics and Automotive Service Technicians and Mechanics.

Occupations requiring a bachelor's degree with high annual job openings and correlating high wages include Industrial Engineers, Mechanical Engineers, Accountant & Auditors, and Registered Nurses, which have the highest average annual job openings requiring a Bachelor's degree in our region. Occupations that require education beyond bachelor's Degree and have a high average annual job posting include General & Operations Managers, Clergy, Financial Managers, Sales Managers, Medical & Health Services Managers, Lawyers, and Chief Executives. Given the demand in these industries and occupations, educational attainment is crucial in these positions. The supply gap ratio within occupations that require a bachelor's degree or higher see the most with Registered nurses, Electrical and Electronics Engineering Technicians, and Dental Hygienists. One of the most in-demand occupations and also the highest supply gap is Registered Nurses and it is imperative the region continues to focus on the recruitment and training of individuals to work in the Health Care field.

Regional workforce considering labor market data, trends, and individuals with barriers

Data for our Region's workforce indicates a large population of those working still live in poverty. Our region is at 5.1% unemployment - the highest in the state of Illinois. The highest county for unemployment is Winnebago, with Rockford having a 6.1% unemployment rate. From 2014 to 2019, jobs increased by 1.5% in 4 Illinois Counties from 192,805 to 195,740. As of 2019 the region's population declined by 2.0% since 2014, falling by 8,945. The population is expected to decrease by 1.0% between 2019 and 2024, losing 4,498 individuals. While we are seeing a projection in continual decline of the population, it is less severe than it has been the last decade and the region continues to see new businesses and projects in development to build our region. The data shows a large population in need of education and training in order to serve workforce needs.

B. Describe the development and implementation of sector initiatives for in-demand industry sectors or occupations for the planning region.

The industry clusters listed above in Chapter 1 indicate the region’s priorities. The leading industries are Manufacturing, Transportation & Warehousing, and Healthcare & Social Assistance. The industries emerging in our region include Leisure & Hospitality and Professional & Business Services. While not explicitly ranked by priority by stakeholders, Manufacturing is the most important due to the size of the cluster and the above-average wages it provides. Healthcare is prioritized for its growth and increased need for training and education. Transportation & Warehousing industry sector requires less investment in training and education programs in comparison to other clusters, and employers have noted the need for assistance in the recruitment of workers and development of basic skills for their workforce.

Sector partnerships and public-private partnerships

The Northern Stateline Region has strong sector and public-private partnership activity that can assist with implementation of the regional plan and can identify more opportunities for partnership.

Below are sector partnerships in the Region that were identified by stakeholders:

| Name & Brief Description | Key Partners | Geographic Area | Industries Targeted |
|--|---|--|---------------------|
| <p><u>Career Cruising/Unite!</u> Career guidance software and partnership database that is available to 28,000 6-12 graders in the Region. Students keep individual career portfolios in this system. There are 120 business partners and 100 career mentors that volunteer to work with teachers/students in various capacities – guest speaker, field trip, project advisor, job shadowing, internships, etc. These are all managed in the online database system.</p> | <p>Career Education Associates of North Central Illinois (CEANCI), CareerTEC, consortium districts, and local employers</p> | <p>Boone, Ogle, Winnebago counties</p> | <p>Various</p> |

| | | | |
|---|--|---|----------------------------|
| <p><u>Dual credit</u> Dual credit program coordinated with Rock Valley College (RVC) Early College and offers courses in multiple career and technical areas.</p> | <p>School Districts, who coordinate dual credit, CareerTEC, Highland Community College, CEANCI, RVC Sauk Valley Community College (SVCC) and Whiteside Area Career Center (WACC)</p> | <p>Boone, Ogle, Winnebago counties</p> | <p>Various</p> |
| <p><u>Manufacturing Day</u> Coordinate and financially support student involvement, grades 9-12 with targeted interests to promote career awareness campaign for manufacturing.</p> | <p>CEANCI, RVC, Illinois Manufacturing Education Consortium (IMEC), local manufacturers, Rockford Area Economic Development Council (RAEDC), Rockford Chamber, CareerTEC, Belvidere Area Chamber of Commerce and Growth Dimensions Economic Development, school districts, and member schools.</p> | <p>Boone, Ogle, Winnebago counties Stephenson County</p> | <p>Manufacturing</p> |
| <p><u>Construction Trades Career Expo</u> Coordinate and financially support student involvement, grades 6-8 and targeted high school students, to promote career awareness campaign for trades.</p> | <p>CEANCI, Northwestern Illinois Building Trades Union (NWIBT), and CareerTEC</p> | <p>Boone, Ogle, Winnebago counties</p> | <p>Construction Trades</p> |

| | | | |
|--|---|--|-------------------|
| <p><u>Careers on Wheels</u> Coordinate and financially support student involvement, grade 6, to promote career awareness campaign for 16 career cluster occupations that are mobile.</p> | <p>CEANCI & consortium districts</p> | <p>Boone, Ogle, Winnebago counties</p> | <p>Various</p> |
| <p><u>Northwest Illinois Healthcare Collaborative</u> Comprised of six independent healthcare organizations in Northwest Illinois working together to convey what Northwest Illinois community and health systems offer.</p> | <p>CGH Medical Center, Freeport Health Network (FHN), Katherine Shaw Bethea Hospital (KSB), OSF Healthcare, Mercyhealth, and SwedishAmerican Health System.</p> | <p>All counties</p> | <p>Healthcare</p> |

| | | | |
|---|--|---------------------|------------------|
| <p><u>Rockford Area Aerospace Network (RAAN)</u> Consortium of companies implementing a strategic plan to increase the competitiveness of the Rockford Region for aerospace expansion and attraction. Major subsectors include AS9100 and Nadcap certified suppliers of: Electric power generation systems, Power management, Actuation systems, Metal component fabrication, Aircraft interior manufacturing, and Maintenance repair and overhaul (MRO).</p> | <p>RAEDC; key aerospace companies in the Region including UTC Aerospace Systems, Woodward, and GE Aviation; education, training, and support providers</p> | <p>All counties</p> | <p>Aerospace</p> |
|---|--|---------------------|------------------|

| | | | |
|--|---|--------------------|----------------|
| <p><u>Industry Briefs</u> Northwest Central Illinois Works (NCI Works) spotlights an industry critical to the area’s economy. Local business leaders are invited to present information on the occupations that make up their workforce, the education and training needed for those occupations, the skill sets they look for in potential employees, and the challenges the industry is facing today. After each meeting, real-time information along with other related information is published in an Industry Brief that is then distributed to workforce partners, schools, libraries, elected officials, economic development organizations and local chambers. To reach an even broader audience, NCI Works hosts podcasts on the featured industry.</p> | <p>Business partners from the featured industry used on the podcast, Starved Rock Media, and other various community partners depending on the topic.</p> | <p>Ogle County</p> | <p>Various</p> |
|--|---|--------------------|----------------|

The region’s four economic development corporations – Growth Dimensions Economic Development for Belvidere-Boone County, the Greater Freeport Partnership (GFP), the Greater Rochelle Economic Development Corporation (GREDCO), and the Rockford Area Economic Development Council (RAEDC) – are public- private partnerships with strong business and government investments. Each has particular strengths in developing sector partnerships (Growth Dimensions Economic Development – Automotive, GFP – Food Processing, RAEDC – Aerospace) that can be leveraged as part of this plan. These partners all participated in the Regional Plan process. They are critical partners to assist with establishing new sector partnerships, as well as workforce development agencies and, Chambers of Commerce.

Each sector partnership described above or implemented is a result of regional collaboration and is formed in part to address that sector’s workforce needs. Employers will drive the sector strategies and partnerships, with WIOA Core Partners (Title IB, Adult Education, Wagner-Peyser, and Vocational Rehabilitation), Required Partners and other Stakeholders leveraging program resources to address workforce skill gaps. Partners are committed to collaborate on solutions, provide integrated services, and braid funding to effectively and efficiently meet regional business needs. One opportunity is to use the existing integration of Career Services and

Business Services that connects career seekers with training to meet employer-identified needs and further connecting that process to employer-led partnerships described here to meet sector-specific needs.

Other opportunities include leveraging the existing collaboration of Adult Education and Career & Technical Education training providers with employer feedback to develop and change program offerings (as evidenced by recent expansions in Manufacturing and Healthcare programs); and the use of supportive service partners like Illinois Department of Human Services (IDHS) and the Community Services Block Grant (CSBG) to connect long-term unemployed to soft skills training and other career readiness preparation.

Core partners are collaborating with secondary and post-secondary education and trainers to meet employer needs through these sector strategies. As noted in the examples above, secondary education is a key partner in developing the Region's future workforce and actively engaged as part of this Regional Plan. Core partners will continue to serve as a connecting piece between educators and employers, including making sure key employers participate in events like Manufacturing Day and ensuring WIOA Youth programming directs participants into training opportunities consistent with future employer demand. Post-secondary education and training providers already collaborate with employers and core partners in these sector strategies, with the goal of helping employers clearly communicate their needs and aggregate demand for training so small- and mid-sized companies can participate. Through Career Services programming, we will communicate with educators and trainers on how program offering can meet the needs of career seekers; while Business Services will play a direct role in connecting educators and trainers with business needs. Another example, detailed in Chapter 2, is the use of Integrated Career and Academic Preparation System (ICAPS) career pathways programming in the region.

The U.S. Chamber of Commerce's Talent Pipeline Model (TPM) is a proven strategy that brings together key regional employers, workforce professionals and educational providers. This employer-led collaborative is supported by local workforce boards, Chambers of Commerce, and local economic development entities that bring education and training providers together to produce solutions to address needs.

By applying principles of the TPM Model, we engage employers in demand planning, communicate competency and credential requirements and analyze talent flows. In an economy where the national unemployment rate was 3.4% in December of 2019, the unemployment rate for Rockford sits at 5.8%. If we want to increase economic development

for our region, considerations must be made to create an economy that works for everyone by increasing the skills of the workforce, including those with barriers to employment.

At TWC, we implemented the TPM Strategy in Manufacturing and in Healthcare. The lessons we learned is that this work requires ongoing engagement. As we continue to provide the facilitation of TPM strategies for industries, our most active is in Healthcare. Our staff provides critical labor market information, convene business partners and serves as a liaison for service providers to be responsive to the businesses. Additional resources are sought after and leveraged based on projects we select to implement.

The Northwest Illinois Healthcare Collaborative has been in existence for over ten years and includes employer representatives from all of the major health systems – OSF Healthcare; Freeport Health Network; Mercyhealth; SwedishAmerican; KSB Hospital; and CGH. This collaborative partners with education entities to address skill and credential needs of the current and emerging workforce, and partners with secondary education to inform students, parents and educators on health careers; identifies appropriate pathways for the talent development pipelines; and provides resources and expertise in curricula development and implementation. This employer collaborative will continue to inform and guide the workforce development for the Healthcare cluster.

The Rockford Area Aerospace Network (RAAN) is a collaborative led by the Rockford Area Economic Development Council that includes 27 business, educational, governmental, and other partners. Key employers such as UTC Aerospace Systems, Woodward, and GE Aviation, as well as their suppliers, drove this effort that has promoted the need for an engineering school in the Region, the opportunity for an aircraft maintenance facility, and identification of recruitment and retention concerns for technical staff. RAAN can be a template for other manufacturing sector groups in the Region. RAAN is in need of, and anticipates a further increased need for, aerospace technicians and engineers based on the projects in the pipeline, as well as an increased need to educate and train individuals for this area of the workforce. RAAN does foresee an acceleration of RAAN member companies, who will collaborate together and grow businesses in our region.

As evidenced by the number of sector related activities in the region, the Northern Stateline EDR has made significant progress in moving to an employer-led, demand-driven approach to designing and providing services. This approach will continue to be refined and become more robust as the WIOA Core and Required Partners leverage resources, braid funding and integrate services that address the goals, strategies and activities in this plan.

Local Workforce Area (LWA) 4 piloted its own talent pipeline initiative during the last quarter of Program Year 18 through the second quarter of Program Year 19. The goal of this project was to develop a universal template for use by partners in the workforce area to help employers develop/improve their talent pipelines, address the challenge of engaging rural employers, and improve employer engagement in the region. The framework was developed around stakeholder input and seeks to bring together the supply side of workforce talent (career pathways model) and the demand side (talent pipeline model) into one continuum of services that recognizes the employer's level of engagement and that seeks to remedy needs and challenges in a more timely manner. The project's name became the Rapid Talent Pipeline Initiative (RTPI).

The process for implementing RTPI utilizes five process steps: Identify and Recruit Employers with identified needs, Assess Skill Needs and Pipeline Options, Develop an RTPI Plan, Implement the RTPI Plan with the employer's approval, and Review the Outcomes. The process is designed to be collaborative among partners, focused on working with smaller numbers of employers to identify specific talent needs and solutions, faster at responding to those needs by using existing programs whenever possible, and data driven so that new project will benefit from what has been learned in previous project. To implement this process LWA 4 established a team of partners from across the area that have a vested interest in assisting the business community. For the core team those partners include: BEST, Inc., IDES, Blackhawk Hills Regional Council, Sauk Valley Area Chamber of Commerce, Illinois Valley Community College, and Sauk Valley Community College. Additional team members are recruited to address a specific need and those could include, but are not limited to, additional economic development entities, additional chambers of commerce, career and technical education centers, additional training providers that fit a specific need, and industry experts.

Industry sectors that demonstrated the most need for RTPI services were that of Healthcare and Manufacturing. Geographically the area that saw the most need was in the counties of Carroll, Jo Davies, and Whiteside. Six hiring events were held for companies that needed applicants in Healthcare and Manufacturing. A seventh hiring event was held for Honeywell in Galena, IL to provide rapid re-employment due to a facility's closure, as well as to benefit those companies within a reasonable distance to recruit available and qualified candidates. RTPI also assisted one nursing care provider with connecting to the right state office to begin the process of becoming an accredited CNA training provider. This provider is located in a very rural area and has difficulty recruiting from the surrounding area. Establishing their own training provider will allow them to recruit and train candidates from their own backyard.

While many of the hiring events have not produced the number of candidates desired by the companies participating, relationships between the RTPi team and the company have been established and efforts to recruit will be ongoing. In addition, 10 companies within these same sectors received funding through LWA 4's incumbent worker training program to increase the skill levels of their current employees. A total of \$109,787.68 has been committed to these incumbent training project, three of which are for registered apprenticeship programs. LWA 4 will continue to utilize incumbent worker training funds to assist area companies, across all sectors requesting help, in upskilling and retaining their workforce.

CHAPTER 2: REGIONAL INTEGRATION OF STRATEGIES AND SERVICES

A. Provide an analysis of workforce development activities, education and training, and including strengths and weaknesses and capacity to address the education and skill needs of the workforce, including individuals with barriers to employment, and the employment needs of employers.

The Northern Stateline Region’s workforce development system has a strong track record of connecting well-trained workers to job opportunities, is respected by and responsive to employers, and is thoroughly collaborative. However, due to the complex challenges of an aging workforce, a gap in the area of middle skilled jobs and nationwide challenges faced by the Manufacturing sector, significant work remains to be done. As part of the WIOA regional planning process, partners analyzed the strengths and weaknesses of workforce development activities using employer, customer, and stakeholder feedback.

Given the workforce is so fluid between counties, Local Workforce Area (LWA) 3 (Winnebago, Boone, and Stephenson) and LWA 4 (Ogle for the purposes of the regional plan) will expand and enhance communication. The two LWAs discussed connecting the business service teams into a regional business services team, or “task force”, in order to appropriately respond to the employer needs and career-seeker opportunities. Working in unison for the regional plan, partnering on apprenticeship opportunities, communicating regularly, and working on other projects as they arise are all activities to enhance the workforce in the region.

Strengths of the regional workforce system

The Region’s workforce development system is known for employer-driven initiatives, particularly within Targeted Industry clusters. The Workforce Connection (TWC) Board, which represents three of the four counties of the Region, and Rock Valley College have long partnerships with major manufacturers. Workforce development and educational institutions have collaborated with the Region’s hospitals to improve training opportunities to help increase the number of certified medical staff by continuing to increase the number of training providers available to participants in the workforce development system. The Region’s community colleges have developed new programs in direct response to employer needs.

The private sector has responded by providing strong leadership and engagement with the Region’s workforce development boards, and by participating in this planning process. Business leaders have been at the forefront of identifying and addressing workforce needs and advocating for improvements that support the system. Additionally, government leaders actively serving on our Board as Chief Elected Officials (CEOs) are engaged in the workforce

development system, providing feedback on plans and policies, and aligning their priorities with identified workforce needs. Both groups provided key feedback to assist with the creation of this plan.

Six member schools in Stephenson and Winnebago counties send youth to CareerTEC. Programs of study – many including dual credit with Highland Community College – include Auto Body Repair, Auto Mechanics, Careers in Auto Technology and Service, Careers in Business, Computer Information Systems, Construction Trades, Cosmetology, Criminal Justice, Culinary Occupations, Early Childhood Education, Graphic Design, Health Occupations, Industrial Technologies, Nail Tech, NJROTC, and School to Work.

Sauk Valley Community College offers a Certified Nursing Assistant (CNA) credential through its ICAPS program. This program is offered through the Adult Education Program and couples secondary and post-secondary opportunities in achieving both certifications. Ogle County youth benefit from the Whiteside Area Career Center. Programs of study include: Allied Health, Automotive, Building Trades, Creating Entrepreneurial Opportunities, Computer Technology, Cosmetology, Criminal Justice, Culinary Arts, Digital Media, and Early Childhood Education, Health Occupations (CNA), Multicraft with extended internship program and Welding and Manufacturing technology.

Another strength is the career focus of the Region's educational institutions. K-12 and community college partners have committed to implementing the Illinois State Board of Education's Career Cluster Framework with strong existing Career Pathways programming in manufacturing, food manufacturing, healthcare, and transportation, distribution, and logistics. The Region's Education for Employment regional delivery systems - Career Education Associates of Northern Illinois (CEANCI) and Career TEC - work with high schools and community colleges to provide courses of study leading to industry-recognized certifications in the Region's Targeted Industry clusters. Alignment Rockford (a public-private partnership to improve the performance and perception of Rockford Public Schools) has led to College and Career Academies; small learning communities that provide real-world experiences with local businesses and professionals, linking schoolwork and the workplace. Belvidere School District 100 has developed the Science, Technology, Engineering, and Mathematics (STEM) based Washington Academy magnet school, are one of the few districts in the state to adopt a competency-based model for their students, and have their own academy model with opportunities to receive an associate degree while High School. There are 10 high schools in the region that participate in Project Lead the Way and commit to STEM-based education. Hundreds of students in the region participate in Manufacturing Day where they visit factories, food processors, and other facilities to learn about careers in manufacturing.

Educational partners are collaborating on ICAPS, an Accelerating Opportunities Initiative, which seeks to address the needs of the adults in our community who need a high school diploma and technical skills for the workplace. The ICAPS program includes dual enrollment in Adult Education and Career and Technical Education courses, leading to completion of the high school equivalency (GED), an institutional certificate, and at least one industry certification. Each program includes a pathway for students to continue their education, leading to a degree. Intense support services and a career navigator work with each student, assisting the student with any obstacles that arise. The ICAPS programs are short-term and are currently offered for Industrial Welding, IT Network Technician, and Mechatronics.

Weaknesses of the regional workforce system

Increased coordination is needed between workforce development, economic development, and other partners with regard to employer outreach. Employers feel over-surveyed and invited to too many meetings, with confusion about which organization does what. Improvements are being made on this front, with early conversations about combining Business Services visits and economic development outreach. Efforts are also underway to develop a Customer Relationship Management (CRM) system to share data in order to alleviate employer outreach concerns.

While manufacturers appreciate the strengths of the workforce system in providing industry-recognized credentials and specialized training, there is a growing concern about difficulty in finding qualified workers, particularly with certain in-demand skills. This is exacerbated by the aging and impending retirement of many workers, coupled with a regional population decline since the recession. Meanwhile, workforce development and economic development professionals report a disconnect between the skills employers say they are seeking and their hiring practices. Several manufacturing-related programs have been developed within the Region to meet perceived employer demand in machining, welding, and assembly skills, but even with these resources, program participants continued to have difficulty finding jobs.

The Rockford Area Economic Development Council (RAEDC), The Workforce Connection, Rock Valley College (RVC) and Region1 Planning Council conducted a “Coordinated Workforce Report”, a regional analysis of data and employer surveys regarding employment, unemployment, education, job postings, hiring trends, barriers to growth and the skills most in demand. The report served to reinforce the need for workforce development initiatives already in progress.

Key findings from the report conducted include:

- The capabilities in highest demand by local businesses are the Associate degree or certification-level skills, referred to as “middle skills”. Approximately 55% of all jobs and 32% of manufacturing job openings in our region require middle skills.
- The middle skills needed for each manufacturing sector vary. There is not a standard manufacturing skill set.
- There is a lack of prerequisite skills that serve as the foundation for advanced manufacturing training.
- The report also underscores the urgency in addressing the middle skills workforce demand from current and potential employers. Regional employers consistently rank the lack of middle-skilled talent as their single biggest obstacle to growth. Closing the skills gap will require collaboration and community action from both public and private sector partners.
- Food manufacturers and processors in the region feel they are underserved and there are no known local training programs for the certifications they require. This is particularly an issue because the cluster is scattered around the Region and not centered near any single training provider or educational institution. It was determined in the regional planning process that while the Region is heading in the right direction in addressing its Targeted Industry cluster needs, more work will be done for the food manufacturing industry.
- There is also concern among all sectors about “soft skills” of many job applicants, and the region must develop a more cohesive approach to providing training and other solutions to that problem. Many unconnected programs have been developed in the Region to address soft skills and other basic training needs, but there is a growing fear of duplication and inefficient use of limited resources.
- Customers of the workforce system report some barriers to training and employment that should be addressed. Transportation was often raised as a barrier, as customers near the fixed-route transit system in and around Rockford often report long commute times and inflexible work schedules. Others say it’s hard for them to even reach the fixed-route system. For residents in the three other counties of the Region, there are limited on-demand services, so they are reliant on their own vehicles. Customers also note child care is a barrier and suggest improving the offerings of child care and other supportive services. Customers and other stakeholders also indicate the need for a

more coordinated intake system among different workforce partners to reduce duplicative paperwork and also assure that customers are connected to all programs they qualify for.

- Stakeholders note a negative perception of manufacturing as a career among young workers or dislocated workers from other fields. Manufacturers report that many think of factories as dirty, loud, and dangerous, and not as the technologically advanced shops they are today. This limits the number of qualified candidates for a large, well-paying, economically sound sector for the Region, and stakeholders say a coordinated marketing effort can assist.

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

The Region is primarily served by two community colleges – Rock Valley College and Highland Community College – with Kishwaukee College and Sauk Valley Community College serving portions of Ogle County and McHenry County College serving a small area in Boone County. Rock Valley and Highland combined awarded 966 associate degrees and 1,262 certificates in fiscal year 2018. Several four-year institutions located within our EDR serve our region, including Rasmussen College (to be known as Rasmussen University in October 2020), Rockford Career College, Rockford University, and Northern Illinois University, which has a Rockford center and a main campus in neighboring DeKalb County. The educational institutions are ready and willing partners in these workforce development activities with long track records of producing quality graduates and certificate-holders and trusted by business and industry.

The Region’s economic development corporations – the Greater Rochelle Economic Development Corporation, Growth Dimensions Economic Development, Economic Development Organizations (EDO), Greater Freeport Partnership, and Rockford Area Economic Development Council – are public/private partnerships actively engaged as regional partners in workforce development activities. They provide an additional voice for businesses, and a partner in engaging those employers.

There is ample capacity to meet the needs of individuals with barriers to employment. Some examples of those populations include:

- Long-term unemployed and individuals identified as likely to exhaust UI benefits are served by WIOA-funded workforce programs and other service providers.

- Individuals with disabilities, including youth with disabilities are served by the Division of Rehabilitation Services staff, and given priority for WIOA workforce development programs. The Vocational Rehabilitation Step-Up program is available in schools for transition-age students. Additionally, NCI Works has established a Targeted Population standing committee to address the needs of individuals with barriers to employment, specifically individuals with disabilities, returning citizens and veterans.
- Out-of-school youth will be served by programming that meets the requirement set forth by the Workforce Innovation and Opportunity Act (WIOA).

The focus of WIOA youth programming is to implement and deliver services that provide education, skill development, and support that youth need to successfully transition to further education, careers and productive adulthood. The Workforce Innovation and Opportunity Act requires fourteen program elements [WIOA Section 129(c)(2)]. WIOA outlines a vision for serving youth that integrates resources, beginning with career explorations and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, and culminating with employment along a career pathway, enrollment into post-secondary education, or a registered Apprenticeship.

- Youth served include individuals from various special populations, such as youth with limited-English or youth with special-needs. Entry into and “exits” from youth programming is on-going and programming is flexible, based upon the needs of the youth in the program.
- Veterans receive priority status for adult employment and training activities. Veterans’ service representatives with Illinois Department of Employment Security (IDES) are on-site full-time providing specialized assistance. Additionally, NCI Works has established a Targeted Population standing committee to address the needs of individuals with barriers to employment, specifically individuals with disabilities, returning citizens and veterans.
- Migrant and seasonal farmworkers receive specialized service from the Illinois Migrant Council (IMC), a community-based nonprofit organization that promotes employment, educational, and other opportunities for migrant and seasonal farmworkers and their families to achieve economic self-sufficiency and stability. IMC offers National Farmworkers Jobs Program training and support, partners with the Illinois Department of Employment Security on the Migrant Seasonal Farmworker Program and provides English as a Second Language (ESL) training, among other services.

- Returning citizens (ex-offenders) receive assistance through multiple programs including WIOA Title IB and the Illinois Department of Employment Security programs. Additionally, NCI Works has established a Targeted Population standing committee to address the needs of individuals with barriers to employment, specifically individuals with disabilities, returning citizens and veterans. Currently, this committee is developing a workshop for citizens who experience challenges getting a job due to criminal background issues.
- English Language Learners have multiple options for ESL classes, as well as training and materials provided in Spanish. Utilizing WIOA workforce development funds, TWC Board has secured a contractor to provide work readiness training and work-based/place training for adult English Language Learners. The NCI Works partners also provide English language acquisition and integrated education and training programs.
- Older individuals are provided specialized services through the Senior Community Services Empowerment Program (SCSEP), which trains qualified seniors 55 years and up with the skill sets needed to re-enter the workforce. Seniors who don't qualify for the program will be referred to other employment services or to a Senior Services center.
- Low literacy adults, including those without a high school diploma have multiple options for literacy programs. Tutoring and specialized services for low literacy adults are provided by The Literacy Council. Rock Valley College, Highland Community College and Rockford School District 205 – Roosevelt High School provide adult basic education classes and high school equivalency classes, along with transitional services, bridge programs and ICAPS. NCI Works will further coordinate with literacy program providers in its service territory.
- Low-skilled adults can receive specialized training to increase basic skills and occupational specific skills. Career Services are available through American Job Centers (AJC) and access sites. Specific occupational training programs are available through Rock Valley College, Highland Community College, Sauk Valley Community College, Kishwaukee and other local eligible training providers.

Capacity of regional partners to provide activities to address the needs of employers

There is ample capacity to provide the needed workforce development activities outlined in this plan, as well as the Local Plans for the two Local Workforce Areas in the Northern Stateline

Region. The Region is served by two workforce innovation boards – The Workforce Connection Board and NCI Works, many WIOA approved training providers and community colleges – Rock Valley College, SVCC, Highland and Kishwaukee, and Regional Access and Mobility Project (RAMP Center for Independent Living). All have a vested interest in a trained workforce for our region, supporting the need of local businesses.

Partners are focusing on getting individuals into higher-wage jobs and training for in-demand occupations and Targeted Industries. Also, work-based training to support classroom training will be expanded to include On-the-Job Training, Apprenticeships, Customized Training, Transitional Jobs, Internships, and Work Experience. We have increased Incumbent Worker Training to better support employers training their current workforce and giving them the skills they need for the business to remain competitive and productive. Return on Investment (ROI) is tracked in terms of wage growth for populations served, as well as for the Region as a whole, growth of Gross Regional Product in Targeted Industries, and required WIOA performance metrics when they are finalized. Partners work collaboratively to ensure goals are being met and ROI can be demonstrated, and proactively communicate to businesses examples of ROI to support their continued investment in training programs. Further detail on ROI is provided in chapter 5.

At this time, the only strategy being curtailed is a de-emphasis on training programs for lower-demand occupations to focus on the above strategies.

The ability of existing training programs in the region and local areas to prepare career seekers to enter and retain employment with regional businesses

All training programs for the region are required to be tied to high-growth high-demand industries in the region. The approvals of training programs in the region are required to go through the Local Workforce Innovation Boards. Part of the approval process requires local boards to review wage projection and job growth data to ensure these programs are providing training in areas employers have job openings and in sectors where there are going to be consistent employment opportunities moving forward. Training programs are initially approved for one year and then reviewed to ensure they are providing quality training that is relevant to area employers. After this one-year period and further analysis, providers can be approved for an additional two years.

Training programs are required to lead to an industry recognized certification or a degree such as an associate or bachelor's degree. This requirement was put into place based on the feedback of employers who were looking for individuals to be job ready upon completion of training programs, and the certification and degree requirements meet the needs of employers. The consistent review of training programs by local workforce boards ensures career seekers

are being prepared to enter and retain employment with regional businesses.

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

LWAs statewide were required to submit a service integration plan to Department of Commerce & Economic Opportunity (DCEO) by September 30, 2019. The action plan for improving service integration are as follows:

LWA 3

- Offer relevant staff development for core and required partners
- Hold quarterly meetings for on-site and direct linkage partners
- Increase career pathway knowledge utilizing common language among partners
- Bi-monthly unified business service team meetings
- Strengthen sector partnerships by identifying sector champions to lead industry efforts
- Increase outreach and engagement with small to midsize employers that require specialized attention
- Administer common needs assessments to all customers
- Increase collection of partner referral forms across the workforce development service provider’s network
- Develop a cross agency follow-up process with referral partner network

In LWA 3, in order to improve service integration in the region, core and required partners have committed to addressing the strategies outlined in the service integration action plan through attending and participating in board committees such as the Operations Management Council, Employer and Public Engagement, and Performance and Accountability Committee. It is through these committees that the strategies will be implemented, tracked, and reported.

The regional business service team will conduct bi-monthly unified business service team meetings for all core and required partners. The goal is to increase knowledge the needs of regional employers without multiple touches. Additionally, through the Employer and Public Engagement committee the focus will be strengthening sector partnerships and relationships

with midsize employers. The outcomes will be to support business initiatives and educate employers on how the workforce system can assist them with their needs.

The AJC in LWA 3 has begun a pilot program in partnership with Adult Education to administer a needs assessment for all customers in order to refine and improve the referral process. Specifically, the focus will be on increasing the collection of partners' referral forms and developing a cross agency follow-up process. The Operations Management Council and Performance and Accountability meetings will serve as the place that all core and required partners can have input and decision making as to how the referral process can be improved to meet the requirements of service integration. The expected outcomes include identifying customer needs and appropriately referring them to services that will address their needs related to training, completing training, getting employed, and maintaining employment

LWA 4

- Create a program service team (PST)
- Visit each workforce partner location
- Share written information and educate frontline staff of all workforce partners
- Program service team reports out to One-Stop Operator (OSO) and leadership team
- Responsiveness to Notice of Funding Opportunity (NOFO) in order to obtain funds to create a shared database to capture data
- Program service team meetings to share information
- Utilize journey mapping, which is a career planning model for frontline staff to use when creating a career pathway for an individual, usually a shared customer.
- Create uniform policies and procedures regarding referrals and follow up
- Training and implementation of follow up procedures
- Leadership team is developing an evaluation tool to show effectiveness of referral and follow up processes and procedures
- Enhance engagement with NCI Works by developing and implementing an educational and interactive action plan involving partner staff and board members.

In LWA 4, the workforce partners will utilize their Program Services Team (PST) to develop and implement their service integration strategies and will work through NCI Works and its appropriate committees to assure compliance with the next steps action plan as they move forward.

The AJs will continue to convene cross training for all partners and will hold quarterly meetings on-site to engage all partners that are on-site and serve customers via direct linkage. The one stop operator will also focus on increasing the knowledge regarding career pathways. Through this process, team members will be better trained and able to share consistent information and partners will better see the value of integrated services. Partners will also be more knowledgeable about in-demand career options.

B. Describe how transportation and other supportive services are coordinated within the region.

Transportation services

Rockford Mass Transit District (RMTD) provides fixed-route and demand-response service for the cities of Rockford, Loves Park, Belvidere, and Machesney Park. RMTD's fixed-route service area is roughly 155 square miles with a potential service population of just over 260,000. Service runs seven days a week. In 2018, 1.7 million riders used the fixed-route system and almost 100,000 used the demand- response service.

RMTD is one of the policy committee members of the Region 1 Planning Council (R1PC). R1PC conducts transportation and transit planning for most of Winnebago and Boone counties and a portion of Ogle County, which in total represent the majority of the Northern Stateline Region's population. R1PC oversees a Coordinated Public Transit-Human Services Transportation Plan that assesses the transit needs and gaps for transit dependent populations. R1PC's Mobility Subcommittee includes representatives of RMTD, other service and transportation providers. As such, R1PC is a prime convener of the coordination of transportation services in a large part of the Region and a key partner.

Rural Boone County received demand-response service by the Boone County Council on Aging (BCCA). Service is available regardless of age. BCCA is also a member of the R1PC Mobility Subcommittee, providing further coordination. The Stateline Mass Transit District provides demand-response service to northern Winnebago County and connects with RMTD fixed-route service. Coordination is provided through regulation communication and meeting attendance by each agency. The Lee-Ogle Transportation System provides demand-response service in

Ogle County, and Pretzel City Area Transit serves Stephenson County. The workforce system One-Stop Centers, partner agencies, and educational institutions provide information about the various transit services and communicate regularly with the transit providers in their service territories.

Supportive services

TWC Board coordinates supportive services in LWA 3 through its Supportive Services policy, which ensures the appropriate use of supportive services and that eligible individuals receive the supportive services necessary to enable them to participate in activities authorized under WIOA. This includes “not-to-exceed” payments toward childcare, transportation (via transportation allowance or RMTD bus pass), and a variety of supplemental support items. Supportive services are provided in coordination with AJC Partner programs and other community-based and faith-based organizations. WIOA workforce development funds are available to provide supportive services for enrolled participants if supportive services are not readily available through other organizations.

C. Describe the coordination of services with regional economic development services and providers.

Stakeholders who provided feedback and input in the creation of this plan included Growth Dimensions Economic Development and the Rockford Area Economic Development Council (RAEDC), as well as workforce representatives, government leaders, and private sector representatives from various key sectors.

Additionally, Blackhawk Hills Regional Council’s Comprehensive Economic Development Strategy (CEDS) plan covers Ogle and Stephenson Counties, and includes an objective to strengthen its collaboration with NCI Works “to find ways to economically train our existing and future advanced manufacturing workforce.”

The RAEDC and Growth Dimensions Economic Development, along with Greater Freeport Partnership and the Greater Rochelle Economic Development Corporation, participated in the development of the Regional Plan. To ensure a larger mix of business input, previous business surveys conducted by workforce boards, economic development corporations, and Economic Development District of Northern Illinois (EDDNI) were also included in this plan. Business input is shown throughout the plan, particularly in Goal 2, which outlines strategies to continue to be responsive to business needs.

WIOA Core Partners will cultivate and develop working relationships with economic development and education to make sure program and training offerings align with the existing needs of employers as communicated by economic development retention and expansion activities, as well as the needs of potential growth and attraction industries.

Representatives of the various economic development corporations and workforce development agencies also sit on one another's respective boards, ensuring continuous coordination and collaboration.

D. Describe the coordination of administrative cost arrangements, including the pooling of funds for administrative costs, as appropriate.

All required partners participating in the development of this Regional Plan have agreed that the strategies and goals identified for Economic Development Region (EDR) 5 do not require coordination of administrative cost arrangements at this time. As specific projects and activities emerge, pooling of funds for administrative costs will be addressed among partners. If projects require additional administrative support, partners will identify in-kind resources, grants (i.e. Community Foundation support) and/or pool administrative costs, as needed and appropriate, to implement the project and/or activity.

CHAPTER 3: VISION, GOALS, AND IMPLEMENTATION STRATEGIES- REGIONAL COMPONENT

A. Describe the local strategic vision to support state and regional economic growth. Describe how this aligns with the State of Illinois' vision and principles

Partners in the Northern Stateline Region are excited about the opportunities under the Workforce Innovation and Opportunity Act and the Illinois WIOA Unified Plan for increased collaboration. This regional plan builds upon the recent success within the Northern Stateline Region in developing business- driven talent solutions (as highlighted in the State's Vision Statement) that have support a path forward to economic growth. Workforce development has become a key piece of the ongoing conversation about bringing jobs to the Region and bringing residents to jobs. Workforce is also a major element of a regional collective impact model that is being developed through accountable partnerships like Rockford Community Partners (RCP), and stakeholders have noted WIOA provides inherent connections with this model. This is why the strategic vision for the Northern Stateline Region is about more than just fulfilling traditional workforce development goals and is broadly aligned with other regional strategies.

Vision Statement

Provide a fully integrated and accessible workforce development system that balances the needs of individuals and businesses to ensure our region has a skilled workforce to effectively compete in the global economy.

B. Describe the local goals for preparing an educated and skilled workforce (including youth and individuals with barriers to employment) and goals relating to the performance accountability measures based on performance indicators.

Regional Goals

The Northern Stateline Region's Goals were written to align with the State Goals of the Illinois WIOA Unified Plan while also incorporating the six broad themes that came up repeatedly in the regional planning process. In keeping with the Regional Vision of giving "opportunities to all

residents” these goals are intended to benefit the entire workforce, including youth and individuals with barriers to employment.

The region is committed to increasing the skill level of the workforce through bolstered education and training opportunities that provide industry-recognized credentials, sought after degrees, and certificates and regionally relevant career pathways by:

- Expanding work-based learning programs
- Provide Incumbent Worker Training to upskill current workforce
- Supporting regional career pathways for secondary and post-secondary Career and Technical Education (CTE) programs, including bridge programs made up of basic and technical skills

Better connect residents of all skill levels and socioeconomic groups to career opportunities by addressing barriers to traditional employment and education by:

- Providing access to supportive services to ensure individuals are able to successfully complete what they start
- Bridging the gap between employer expectations and the workforce pool, developing ways to build trust between individuals and employers

Additionally, it is the intent of this plan to assist core partners with meeting the six performance accountability measures under WIOA – employment in 2nd quarter, employment in 4th quarter, median earnings, credential attainment rate, measurable skills gain, and two employer-based measures. As metrics are set by Federal and State guidance, partners will work collaboratively under Regional Goal 1 to meet regional metrics and identify assistance partners will need from one another. Additionally, the data strategies under Local Goal 1 will assist with tracking of metrics on a regional basis.

At this time, local workforce boards negotiate local performance measures with the Illinois Department of Commerce and Economic Opportunity for Title IB, Adult Education and Literacy providers under Title II negotiate performance measures with their State funding entity, and Title III and Title IV are State agencies with State performance measures. The Core Partners and Required Partners are committed to working together to successfully meet all performance measures in the spirit of creating success for businesses, residents and the region as a whole. Upon receipt of State guidance on collectively negotiated local performance for the

performance accountability described in WIOA, the regional Core and Required Partners will establish a negotiation team, research and analyze demographics and performance scenarios, and negotiate in accordance with State guidance.

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

Regional Goal 1: Unite workforce partners around regional cluster strategies.

Regional cluster strategies will focus resources on the industries with the highest potential to add jobs and increase prosperity in regions across Illinois. These strategies bring together the public and private sectors in each region to build on their unique strengths.

Strategy 1.1: Increase collaboration, communication and shared resources between workforce, education, and economic development efforts to move the region's strategies forward.

Activity 1.1A: Hold regular meetings between economic development and workforce development agencies to align and coordinate strategies on current and future workforce needs, including participation on business attraction and retention efforts as confidentiality allows. Share timely and relevant workforce data.

Strategy 1.2: Increase communication between all partners.

Activity 1.2A: LWA 3 and 4 will partner to create a joint 4 county team dedicated to regional business service needs.

Strategy 1.3: Strengthen sector partnerships by identifying sector champions to lead industry efforts

Activity 1.3A: Support industry initiatives related to regional workforce needs

Regional Goal 2: Measure meaningful outcomes and continuous improvement.

Investments must generate an acceptable return on investment (ROI). These returns must be measured in terms of outcomes most meaningful – such as jobs, earnings, and long-term career prospects – not just in dollars spent or number of participants. The State must be accountable for how it invests scarce public resources and the initiatives in which partners are asked to co-invest.

Strategy 2.1: Improve data tracking and analysis to provide relevant information to measure progress with various metrics.

Strategy 2.2: Refine WIOA dashboard that shows the potential talent pool and the training and development that's being done with the various populations.

Strategy 2.3: Customer assessment tool and referral system is streamlined.

Strategy 2.4: Work with employers to develop “earn and learn” models such as apprenticeships

Regional Goal 3: Prepare Illinois workers for a career, not just their next job.

Regardless of background, life circumstances, or education level, Illinois workers can be prepared for high-demand careers by developing core academic, technical, and essential employability skills throughout their lifetimes.

Strategy 3.1: Increase communication to all American Job Centers Partners.

Strategy 3.2: Support implementation of the Illinois State Board of Education's Career Cluster Framework which includes career clusters, career pathways and programs of study.

Strategy 3.3: Increase skill level of the workforce through bolstered education & training opportunities.

Strategy 3.4: Increase retention efforts for recently employed individuals to ensure long term success in the workforce.

Strategy 3.5: Better coordinate resources to address barriers to employment & education.

Strategy 3.6: Educate/inform career seekers on reliable transportation options to get employed and maintain employment.

Regional Goal 4: Connect career seekers with employers.

Illinois businesses can find productive workers they need through more efficient training and better services for career seekers and employers.

Strategy 4.1: Offer cohort training models for targeted sectors.

Strategy 4.2: Increase outreach and engagement with small to mid-size employers that require specialized attention.

Strategy 4.3: Enhance and develop regional business services team to meet the needs of regional employers

Strategy 4.4: Partner and collaborate with business associations.

Strategy 4.5: Bridge the gap between employer expectations and the workforce pool to build trust between career seekers and employers.

Strategy 4.6: Ongoing engagement with employers to increase knowledge about state resources to support their efforts. (Incentives to work with special populations and Illinois Job Link to find qualified talent).

Strategy 4.7: Increase earn and learn models that mutually benefit individuals and employers.

Local Goal 1: Reflect a responsive system that encourages residents and employer to Get Connected!

Strategy 5.1: Increase organizational credibility with external regional leaders.

Strategy 5.2: Utilize technology to efficiently advance our work

Strategy 5.3: Increase outreach/partnering with civic, social and religious organizations to promote job openings, training programs and share other resources for underemployed & unemployed individuals.

Strategy 5.4: Stream-line processes and procedures while maintaining compliance.

Strategy 5.5: Partner with chambers & economic developers & others to attract & retain individuals & employers to our region.

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

Both LWAs in EDR 5 have made applications to operate as an apprenticeship navigator and LWA 3 has made an additional application to serve as apprenticeship intermediary for the 2020 program year (PY). The “earn and learn” model with apprenticeships is an ideal way to continue to increase work-based learning opportunities for employers in our region.

As operators of the Local Workforce Board, we are conveners of employers and training providers and have numerous relationships already in place which will allow us to grow and expand apprenticeships in our EDR. Our region will continue to grow and improve customized training solutions and on-the-Job training for in-demand occupations.

Both LWAs in our Economic Development Region have extensive experience in the development and execution of work-based learning, on-the-job training, and incumbent worker training, which assist businesses in filling vacant positions and allows individuals the training they need to be successful in a job in a high growth high demand field.

Our region is committed to continually working with key stakeholders in the community to assist in finding solutions to employment needs by connecting employers with highly trained individuals. The Local Workforce Boards have representatives from the following regional stakeholders on our boards who can assist us in reaching out to employers in all industries in our region to develop apprenticeships: Chicago Rockford International Airport, Highland Community College, Rock Valley College, Rasmussen College, Freeport Health Network, SwedishAmerican Health System, Rockford Area Economic Development Council, Greater Freeport Partnership, OSF Healthcare, Rockford Chamber of Commerce, Plumber and Pipefitters Local Union 23, Northwestern Illinois Building and Construction trades, United Way of Rock River Valley, Berner Food and Beverages, Custom Metal Works, Sinnissippi Centers, F.N. Smith Corporation, Blackhawk Hills Regional Council, Northwestern Illinois Community Action Agency and Area Health Education Center (AHEC).

EDR 5 is committed to addressing industry skills needs through career pathways. Career pathways will be developed in partnership with employers, education providers and training providers, and will align in multiple directions across secondary education, adult education,

workforce training and development, career and technical education and post-secondary programs.

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

The region is actively working on shortening the time from credential to employment by continuing to research, identify and approve training programs that offer quicker access to industry recognized certifications employers in our region are requiring for their open positions. Employers seek competency over additional coursework outside of the technical needs they have and want met, and these programs allow for less seat time taking classes and provide more competency. These training programs are usually open entry/open access which allows individuals to start their training at any time instead of having to wait for the beginning of a semester to begin training which can lengthen the time it takes an individual to earn a credential and become employed.

The region has also recently applied for the apprenticeship navigator and apprenticeship intermediary grants offered by DCEO. EDR 5 is looking forward to partnering with employers on apprenticeship models. Apprenticeships allow employees to continue to work while earning their industry recognized certification. After earning an industry recognized certification through an apprenticeship, the employee earns more money and the employer has an individual who can fill the gaps which are preventing them from growing. These apprenticeship programs will be focused in the high growth high demand industries in our region.

The region will ensure local secondary and post-secondary school systems are aware of the apprenticeships available in our region and continue to approve training programs offered by local education systems that train individuals in high growth high demand fields identified in this plan.

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

The region will continue to support the state's effort to align and integrate education, workforce, and economic development. Both Local Workforce Boards in EDR 5 and/or their committees have representation from secondary and post-secondary education, agencies and organizations that work in the workforce area, and economic development representatives of

all 4 counties in the economic development region. This coordination between agencies allows for communication to ensure that all parties are aware of initiatives that are being developed throughout the region. This allows all agencies to provide input and feedback that ensures individuals and employers in the region benefit from the program and projects being developed within the region.

CHAPTER 4: OPERATING SYSTEMS AND POLICIES: LOCAL COMPONENT

A. Coordination of planning requirements: The plan will incorporate the Memorandum of Understanding and Service Integration Action Plan:

The Local Workforce Area (LWA) 3 Memorandum of Understanding (MOU) 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 in this plan.

The LWA 3 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). 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 technology integration and how the Local Board will facilitate access to services:

As noted previously, discussions are underway across the 3-county area on developing and implementing a technology-enabled system, or CRM, for collecting and reporting community outcomes. The Workforce Connection Board and many of the Partner representatives are involved in the discussion. Implementation and transition can be expected during program years 2020 and 2021. Currently, common data elements are collected on all visitors to The Workforce Connection Offices located in Rockford, Belvidere and Freeport. That data is used to count visitors, visits, and general services and is uploaded to the Illinois Workforce Development System (IWDS) and reported back to the Workforce Innovation Board. Not all of partners currently have access to IWDS.

Currently, individuals can inquire about and begin the application process for career seeker and youth services online. Access points throughout the area utilize Illinois workNet and IllinoisJobLink resources and can assist individuals with the online application. In addition, Career Cruising, a web- based system for career planning, is available to career seekers once they have visited an AJC to establish an account.

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 Integrated Education and Training models, insight from dual credit programs, targeted marketing segments of the labor force, and the development of career pathways

The Workforce Connection Board, Core Partners, Required Partners, and Community Partners will establish access points across the three counties. Access points will provide opportunities for individuals to seek many services through technology platforms in locations with which they are familiar (i.e. libraries, community centers, community-based organizations). Working with our educational entities, distance learning may also be provided through these access points.

Rock Valley College is currently offering three ICAPS programs in our region which serve as integrated education and training models to assist individuals who lack a high school equivalency, are basic skills deficient, or need of an industry-recognized credential that lead to in demand occupations. These ICAPS programs allow an individual to work on their high school equivalency and/or basic skills while also working on an industry recognized certification on a high growth, high demand occupation. This integrated learning strategy shortens the time it takes an individual to earn their HSE and an industry recognized certification, which shortens the time frame for an individual to become job ready. Rock Valley currently has ICAPS programming in the areas of Mechatronics, Industrial Welding, and IT Network Technician. Each of these programs are two semesters long.

Our local workforce area has numerous successful dual credit models. Each high school within LWA 3 has an active articulation agreement with their local community college allowing for high school students to take dual credits while still in high school. These agreements allow the college courses that high school students take to count for college credits once they complete high school. Community Colleges in LWA 3 are also marketing similar programs to underserved individuals in the region. Through their testing centers, community colleges in our region are using prior learning assessments to offer credits for adult students who want to earn an associate degree or certification. These prior learning assessments assist community colleges in identifying tasks an individual has performed while on the job which would translate into mastery of that skill as it relates to a specific course which is part of a certification or associate degree program. By offering adult learners' credit for these mastered skills, it shortens the length of the program which allows them to earn their certification or degree more quickly.

The AJCs, along with access sites within the region, target mature workers by having information booths at job fairs as well as flyers at a variety of agencies within the region. The Senior Community Service Employment Program (SCSEP) host workshops and has information tables inside the Centers so people can understand the programs and opportunities available to them. Through the SCSEP program, mature workers receive employment training such as assistance with interviews and resume writing and employers in high growth high demand fields have access to experienced workers. Employers gained a pre-screened, trained and job ready worker with demonstrated proficiencies who is dependable, responsible and will be a competent new hire for the employer.

Recruitment efforts for all services offered by core partners occur on a variety of platforms to ensure the services offered reach a variety of individuals, including the underemployed. Recruitment is done on a variety of social media platforms, including Facebook, Twitter and LinkedIn. Flyers of upcoming job fairs and events are located in the AJCs and on TWC's website, as are weekly and monthly calendars that list workshops and employer visits. These paper flyers are shared via email with a variety of social service and non-profit agencies in the region that assist individuals who are looking to improve their job readiness skills and who are looking for employment

The Workforce Connection Board, Core Partners, and Required Partners will actively participate in developing a clear path for employers, residents, and partners to access the services and programs of the workforce development system where there is a single point of contact but allowing for multiple points of entry to the system. This strategy is in response to community concerns that the workforce development system is uncoordinated and difficult to navigate, with overlapping and sometimes redundant programs confusing employers and residents alike. Partners are working to develop a system where the wide range of regional workforce, educational, social service, economic development, and civic agencies can each direct their clients and business partners into the same system but retain their autonomy and relationships.

The Workforce Connection Core Partners and many required partners are participating in the development of an integrated client intake and case management system, first piloting it among several Rockford-area social service and workforce agencies. The system would help funnel clients toward WIOA-funded programming, while also ensuring they are aware of other programs applicable to them. Staff training will be provided for all staff at workforce and partner agencies to increase awareness of intake procedures and programs offered by American Job Centers (AJC) partners so appropriate referrals will be made. This includes giving all partner agencies clear language and a process guide for directing clients into the workforce system to maintain the single point of contact. This will facilitate the development of career pathways and co-enrollment, as appropriate in core programs.

The Workforce Connection Board will continue to develop and enhance partnerships with education providers in the region to further career awareness and career pathway development. The Workforce Connection Board will continue to convene stakeholders to develop new career pathways programs based on Illinois Pathways in partnership with the region's community colleges and secondary schools. Programs in development relevant to Targeted Industries include Manufacturing, Engineering, Certified Medical Assistant (CMA), and aviation maintenance. The Regional Partners will work to strengthen existing pathways in food manufacturing, transportation, logistics, and distribution (including truck drivers and moving people into supply chain management) by exploring modular, shorter-term training and stackable credentials in order to develop and deploy training more quickly and responsively. Credentials will be assessed from a pathways perspective to articulate stackable credentials and connect all populations to pathways.

The Workforce Connection Board also has a standing Pathways to Careers Committee. The charge of the committee is to use labor market information (LMI) to link training programs with job opportunities that are in demand for regional employers. The committee ensures all training programs approved by the local workforce board lead to employment in high growth/high demand occupations on career pathways that provide self-sustainable wages.

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

Coordination and participation with all partner entities starts at the governance level of The Workforce Connection Board. All core partner programs are represented on The Workforce Connection Board. In addition, The Workforce Connection Board has established a Youth Council and an Operations Management Council. Representatives from Partner programs and agencies are designated members of these Councils.

The Youth Council focuses on developing and overseeing strategies to connect education and career opportunities for youth and young adults. This Council also provides oversight for WIOA and other funded programming, which includes the selection and evaluation of youth service providers and the coordination of youth services. This Council is comprised of The Workforce Connection Board members, school district representatives, career and technical education program representatives, and community stakeholders with expertise and experience related to youth services.

The Operations Management Council focuses on the local service delivery system. This Council develops and implements strategies to create a coordinated and integrated workforce development system with all partner programs to serve the diverse populations that reflect our current and future workforce. The Council will develop system measures for the service centers and oversee the One-Stop Operator and Operations. The Council is comprised of The Workforce Connection Board members and representatives of all AJC Partner Programs.

The Youth Council and the Operations Management Council will continually assess the service delivery and coordination strategies of all partner programs to enhance services. Regular meetings of the Councils allow for active discussion on services and avoids duplication of activities. Partner and community-based program presentations are regular topics of discussion to maximize coordination. Task groups charged with development and implementation of activities related to Regional Plan goals and strategies provide reports on progress to keep all Partners updated and involved, again to maximize coordination and avoid any duplication of efforts. A “dashboard” indicator of continuous improvement strategies and progress will be communicated to The Workforce Connection Board as needed.

Adult, Dislocated Worker and Youth employment and training activities under WIOA Title I

Adult, Dislocated Worker and Youth employment and training activities under WIOA Title I are provided by sub-recipients secured through a competitive procurement process. Services are provided on-site at the AJCs. Services are customer centered and aligned and integrated with Partner services. High quality basic career services are provided including, but not limited to, basic assessment, career counseling, and job search assistance. Coordination with AJC Partners leverages supportive services, basic education offerings, and training opportunities. Individualized career services provide further assessment, individual goal planning, and further connection to training opportunities and supportive services. Training may include tuition assistance through Individual Training Accounts (ITAs), On-the-Job Training (OJT), Apprenticeship, or other work-based learning options. Coordination with Partner programs occurs on a consistent basis. Career seekers are often co-enrolled to fully address customer need and maximize resources.

WIOA Title 1 staff actively participate on the Business Services Team and participate with local community-based organizations to address poverty through neighborhood programs, connect returning citizens to supportive services and employment / training opportunities, and create and implement customized programs for target populations.

Adult education and literacy activities under WIOA Title II

Four agencies provide Title II Adult Education and Literacy activities in LWA 3 – Highland Community College; Rock Valley College; Rockford Public School District 205 – Roosevelt High School; and The Literacy Council. As a core partner, Title II is represented on The Workforce Connection Board. Representatives from the four (4) agencies are members of the Operations Management Council. The Workforce Connection Board staff members participate on the Area Planning Councils for Adult Education and Literacy in the area.

The Workforce Connection Board will be reviewing the local applications submitted under Title II as required under WIOA. The local application is reviewed by the Executive Director of the board and then shared with the board and is included in board meeting minutes.

Wagner-Peyser Act (29 U.S.C. 49 et seq.) services

The Illinois Department of Employment Security (IDES) has been housed at AJC - Rockford since the inception of the Workforce Investment Act. Wagner-Peyser staff actively participate on the Business Services Team and provide labor exchange assistance and services for career-seekers and local employers. IDES representatives have been active participants in Regional Planning, local service planning, and MOU negotiations. IDES (Wagner-Peyser) is represented on The Workforce Connection Board and the Operations Management Council. IDES staff provides staff and community training on IllinoisJobLink.com, which is the primary labor exchange medium for The Workforce Connection Partners.

Vocational rehabilitation service activities under WIOA Title IV

The Illinois Department of Human Services - Division of Rehabilitation Services (DRS) is represented on The Workforce Connection Board as a Core Partner. Representatives from the Rockford office and Freeport office are also members of the Youth Council and the Operations Management Council. Operations Management Council is responsible for also addressing coordination of services for individuals with disabilities with DRS and other community-based organizations. DRS will assist The Workforce Connection Board in identifying organizations in the three counties to actively participate on the committee.

Relevant secondary and post-secondary education programs and activities with education and workforce investment activities

Post-secondary education is represented on The Workforce Connection Board by the two Community College presidents in our area – Highland Community College and Rock Valley College. Private post-secondary education is represented on the Board by Rasmussen College. The Workforce Connection Board has a strong, working relationship with all education systems in the three-County area.

Relevant secondary programs are coordinated with entities such as Alignment Rockford, the backbone agency for collective impact activities, focused on college and career readiness with the Rockford Public School District and their career academy focus in high school; and with CareerTEC and Career Education Associates of North Central Illinois (CEANCI), addressing dual credit and career preparation programming in high school.

Relevant post-secondary educational programming and credentials are addressed by The Workforce Connection Board with approval of the Eligible Training Provider list of programs and through employer-led efforts supported by The Workforce Connection Board staff. One example of a successful employer collaboration in the workforce area include the Northwest Health Care Collaborative, which addresses workforce needs in health care since 2005. The Health Care Collaborative interfaces with educational entities on a regular basis to discuss programming and credentials for the region.

Local Board's support of state strategies related to career pathways and other workforce development programs to support service alignment and needs in regional and local level assessments

The Workforce Connection Board staff and Partners work closely with secondary Perkins programs in LWA 3 – CareerTEC and Career Education Associates of North Central Illinois (CEANCI).

Representatives from CareerTEC and CEANCI are members of the Youth Council of The Workforce Connection Board. The Youth Council has and will continue to host events to facilitate information sharing and strategy development for coordination among organizations serving youth in the area.

CEANCI and CareerTEC host employer roundtable discussions to garner employer input on program development. AJC Partners attend and support these sessions.

The Workforce Connection Board staff and Partners also work closely with post-secondary Perkins program at Rock Valley College and Highland Community College, customizing programs to meet the needs of the region as appropriate and addressing college readiness.

The Workforce Connection and our secondary and post-secondary partners are working together to ensure there is alignment with the Regional Workforce Plan and Perkins V. All entities are using the same data packets supplied by IDES in the development of our various plans. By using the same data packets, all organizations are using the same information in the development of training programs and career pathways. This allows programs that are developed on the post-secondary level to be in alignment with programs that are approved by the local workforce board. All entities have the goal of developing programs and career pathways to be in alignment with the needs of employers which are in high-growth, high-demand occupations. The Workforce Connection Board involves committee members from the Pathways to Careers Committee, which uses labor market information to link training programs with job opportunities that are in demand for regional employers. The Committee approves eligible training provider selection and evaluation. All training programs are required to lead to employment in high growth/high demand occupations on career pathways that provide self-sustainable wages. The local secondary and post-secondary institutions have been involved through stakeholder meetings, as well as committee discussions in the development of the Regional Workforce Plan. Staff members from the Workforce Connection will be involved with the Perkins V plans on all levels as they are finalized.

Local Board's coordination with WIOA Title I workforce investment activities with the provision of transportation and other appropriate supportive services in the local area

The Workforce Connection Board's approved Supportive Services Policy for LWA 3 is contained in Appendix A. Career Seeking customers are given access to high-quality AJC and affiliate sites that connect them with a full range of services available in the community. Career Planners and Navigators work with career seeking customers to overcome barriers to training and / or employment.

WIOA Title IB funds are available to provide supportive services if those supportive services are not readily available through other organizations. Supportive services are provided in coordination with AJC Partner programs, specifically CSBG, Temporary Assistance for Needy Families (TANF), and Supplemental Nutrition Assistance Program (SNAP); and other community-based and faith-based organizations.

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

dislocated worker employment and training activities in the local area

The provider of WIOA Adult and Dislocated Worker employment and training activities is competitively procured in conjunction with the procurement for the AJC. The services will be provided by a partnership of agencies – Rock Valley College Employment Grants Division; Goodwill Industries of Northern Illinois; and Illinois Department of Employment Security. Rock Valley College and Goodwill Industries are the current primary providers of Title I adult and dislocated worker services.

The Workforce Connection Board provides guidance and oversight to the service providers. Adult and Dislocated Worker employment and training activities are provided through the American Job Centers. Services provided include:

- Basic Career Services as identified previously
- Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include:
- Diagnostic testing and use of other assessment tools; and
- In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals
- Development of an individual employment plan, to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve the employment goals, including providing information on eligible providers of training services, and career pathways to attain career objectives;
- Group counseling;
- Individual counseling;
- Career planning;
- Short-term prevocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct, to prepare individuals for unsubsidized employment or training;
- Internships and work experiences that are linked to careers;

- Workforce preparation activities;
- Financial literacy services;
- Out-of-area job search assistance and relocation assistance;
- English language acquisition and integrated education and training programs;

Referrals to:

- Adult Basic Education and High School Equivalency (HSE) preparation activities
- Bridge Programs
- Occupational Training (Eligible Training Providers and Programs);
- On-going Case Management and Coaching;
- Unsubsidized Job Development and Placement Assistance; and

Access to the following Training Services:

- On-the-Job Training
- Customized Training
- Occupational Skills Training

Local Board will coordinate workforce investment activities carried out in the local area with statewide rapid response activities

The Workforce Connection Board oversees the Title IB service provider's role in participating with the State in provision of Rapid Response services. Service provider staff work closely with Department of Commerce staff and other Partners (IDES) to address layoffs in the local area. These services include:

- Leveraging and coordination of community and public resources for layoffs, including linking to AJC partners and Trade Act programs and promoting seamless delivery of services to affected businesses and employees.
- Implementing strategies for promoting Rapid Response so that everyone involved in

dislocation events is aware and takes full advantage of the full range of available re-employment services.

- Response to all rapid response requests within the times and process designated by IL DCEO Rapid Response procedures and policy.
- Provision of services in locations and times convenient for affected workers.
- Whenever possible, provides On-Site contact with the employer, representatives of the affected workers, and the local community, which may include assessment of their layoff plans and employer schedule.
- Assessment of the potential for averting the layoff(s) in consultation with state, regional and local economic development agencies, including private sector economic development entities.
- Developing a plan for background and probable assistance needs of the affected workers; reemployment prospects for workers in the local community and available resources to meet the short-and-long term assistance needs of the affected workers.
- Provision of information and access to unemployment compensation benefits, workforce services/system services, and employment and training activities, including information on Trade Adjustment Assistance program.
- Core Service providers assisting the local board and chief elected officials to develop a coordinated response to the dislocation event and, as needed, obtaining access to additional funding to help with Rapid Response Services as needed.
- Scheduling a local response when a lay-off event is less than 500 workers.
- Preparing for an early start based on media, social media, and private sources or by employer request. This early start involves several visits to the employer prior to the layoff to ensure the employees affected by the layoff have a clear understanding of the services available to them through the local workforce board and its partners.
- As a last resort, when on-site access is not permitted, working through regular IDES services to provide information about Trade Adjustment Assistance services directly to affected workers seeking employment services.
- Partnering with area Community Colleges and other Eligible Training Providers to provide information about services to affected workers seeking out training options.

F. Provide a description of how the local area will provide youth activities related to the type and availability of youth workforce investment activities in the local area, including activities for youth who are individuals with disabilities

The Workforce Connection Board procures providers of WIOA Title IB Youth services and activities for eligible youth, ages 14 to 24, in Boone, Stephenson, and Winnebago Counties. In-School and Out-of-School youth are served. Services include:

- Outreach, Recruitment, and Orientation
- Intake/ initial WIOA eligibility determination
- Comprehensive assessment of eligible youths' current educational/work-readiness skills and abilities
- Individual Service Strategy development
- On-going Case-Management—one case manager follows a youth throughout his/her WIOA Youth services enrollment. Case management includes the provision of strong guidance and counseling for the youth. (Case management activities are documented in frequent, detailed case notes).

Services include:

- High School Equivalency (HSE) preparation and/or tutoring activities, as applicable
- Career Exploration, Work Readiness Skills, Life Skills/Soft Skills, Financial Literacy education, Entrepreneurial Skills training, Leadership Development, Mentoring programming component
- Bridge Programs
- Vocational training, as appropriate
- Use of incentives for youth in specified activities
- Referrals to community services, as needed

- Work –Based Training (paid and unpaid), academic and occupational education is offered concurrently with work-based training through: Work Experiences, Job Shadowing, Internships, Pre-apprenticeship programs, On-the-Job Training opportunities
- Job Development and Placement Assistance, coordinated with The Workforce Connection’s Business Services Team
- Supportive Services
- Follow-up of youth who have left the program
- Comprehensive Guidance and Counseling

The focus of youth programming is on implementing and delivering services which provide education, skill development, and support that youth need to successfully transition to further education, careers and productive adulthood through the implementation of the WIOA-required 14 program elements [WIOA Section 129(c)(2)]. With a vision for serving youth in a manner that integrates resources, this begins with career exploration and guidance, continued support for educational attainment and basic skill development, opportunities for skills training in in-demand industries and occupations, and culminating with a good job along a career pathway, enrollment into post-secondary education, or a Registered Apprenticeship.

The local Youth Service model is designed to enhance the overall Youth Program Outcomes. A strong case management component, the central function of the service delivery system, ties all programming together using work-based learning, combining academic/occupational training and work experiences. Enrollment in program services is an on-going, open enrollment process. The Youth Service system offers work-based learning with a strong job placement/work exposure component that connects youth to internships, work experiences, on-the-job training, job shadowing, and unsubsidized employment to address their job-seeking and job-keeping skills. The WIOA Youth Service model’s activities/services are also coordinated with other community services/activities serving youth.

Description of how local areas will meet the minimum expenditure rate for out-of-school youth

The focus of WIOA Youth services is on out-of-school youth with 80% of the local WIOA formula funds budgeted to provide out-of-school services. The local workforce area recognizes the current waiver in place for the State of Illinois which allows for up to 50% of youth who are enrolled in programming to be in-school youth. In coordination with the program provider of

youth services, The Workforce Connection will monitor the current employment and education landscape to ensure money allocated to youth services are spent in an appropriate manner. Strategies for ensuring that a minimum of 50% of money is spent on out of school youth include:

- Robust outreach and recruitment activities - Service providers collaborate with secondary educational entities and other youth service organizations to increase awareness of services and identify eligible youth for program participation.
- Strong case management to keep youth engaged in activities.
- Providing a full-compliment of services through the WIOA youth program and in collaboration with other community-based organizations to meet the individual needs of participants.
- Stackable credentials, as appropriate for each individual, beginning with high school equivalency, utilizing ITAs and contract training as appropriate for industry recognized certifications or credentials.
- Increased work-based learning opportunities to include work experience, internships, and apprenticeship.
- Co-enrollment as appropriate in programs such as Youth Build, Job Corps, or the WIOA adult program services.

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

There is ample capacity to meet the needs of individuals with barriers to employment, particularly if partners succeed in implementing the elements of this plan regarding coordination of services and reduction of duplication. Some examples of partners for key populations include:

- Long-term unemployed and individuals identified as likely to exhaust UI benefits are served by WIOA-funded workforce boards and service providers.

- Low-income adults and those receiving public assistance will be provided priority service by workforce boards and training providers.
- Individuals with disabilities, including youth with disabilities will be served by the Division of Rehabilitation Services staff, and given priority for WIOA Title 1B programs. The Vocational Rehabilitation Step-Up program is available in schools for transition-age students.
- Out-of-school youth will be served by programming that meets the requirement set forth by WIOA.
- Veterans receive highest priority for adult employment and training activities. Veterans' service representatives with IDES are on-site, fulltime to provide specialized assistance. Additionally, NCI Works has established a Targeted Population standing committee to address the needs of individuals with barriers to employment, specifically individuals with disabilities, returning citizens and veterans.
- Migrant and seasonal farmworkers receive specialized service from the Illinois Migrant Council (IMC), a community-based nonprofit organization that promotes employment, educational, and other opportunities for migrant and seasonal farmworkers and their families to achieve economic self-sufficiency and stability. IMC offers National Farmworkers Jobs Program training and support, partners with the Illinois Department of Employment Security on the Migrant Seasonal Farmworker Program, and provides ESL training, among other services.
- Returning citizens (ex-offenders) receive assistance through multiple programs including WIOA Title IB and the Illinois Department of Employment Security programs. As part of the Strong Cities, Strong Communities designation through the City of Rockford, TWC Board received U.S. Department of Labor, Employment and Training Administration technical assistance to identify best practices and establish procedures to enhance and develop services for returning citizens. Additionally, NCI Works has established a Targeted Population standing committee to address the needs of individuals with barriers to employment, specifically individuals with disabilities, returning citizens and veterans.
- English Language Learners have multiple options for ESL classes, as well as training and materials provided in Spanish. Utilizing WIOA Title IB Adult funds, TWC Board has secured a contractor to provide work readiness training and work-based/place training

for adult English Language Learners. NCI Works and its partners also provide English language acquisition and integrated education and training programs.

- Older individuals are provided specialized services through the Senior Community Services Empowerment Program (SCSEP), which trains qualified seniors 55 years and up with the skill sets needed to re-enter the workforce. Seniors who don't qualify for the program will be referred to other employment services or to a Senior Services center.
- Low literacy adults, including those without a high school diploma have multiple options for literacy programs. Tutoring and specialized services for low literacy adults are provided by The Literacy Council. Rock Valley College, Highland Community College and Rockford School District 205 – Roosevelt High School provide adult basic education classes and high school equivalency classes, along with transitional services, bridge programs and ICAPS.
- Low-skilled adults can receive specialized training to increase basic skills and occupational specific skills. Career Services are available through WIOA Title IB and specific training services are available through Rock Valley College, Highland Community College and other local eligible training providers. Business Employment Skills Training Inc. will also provide skills training.

Local workforce area will ensure equitable access to workforce and educational services

The local workforce area will ensure equitable access to workforce and educational services through a variety of strategies. These strategies include:

- Disaggregating data by race, gender and target population to reveal where disparities and inequities exist in policies and programs. The Workforce Connection has a Performance and Accountability Committee (PAC) which disaggregates data and makes recommendations to program providers based on all available data.
- Developing equity goals in conjunction with education system and prepare action plans to achieve them. The Workforce Connection will continue to work with our secondary and post-secondary education partners in the area. Through these partnerships, as well as representation from secondary and post-secondary institutions on The Workforce Connection Board and their involvement in standing committees, the area will be able to develop equity goals which will benefit the residents of our area.

- Exposing more high schools' students, particularly young women and minorities, to careers in science, technology, engineering, and math fields. The local workforce board will partner with the youth providers in the area, as well as CareerTEC in Stephenson and CEANCI in Winnebago County who specifically work on exposing high school students to career opportunities, in marketing careers in STEM and other related careers to local high school students.
- Explore how effective mentor programs can be expanded to adults, particularly those who are displaced and moving to new careers. In coordination with Economic Development and program partners, the local workforce board will work with local businesses who have openings in high growth high demand fields to recruit mentors from these businesses to assist individuals who are making the transition into these careers.
- Provide training to workforce program staff on data-driven approaches to address equity gaps. The local workforce board will present the data that was analyzed at the performance and accountability committee to sub award recipients to ensure their staff, as well as other program staff are educated and understand the data related to equity gaps. Training of program staff was also identified as a priority for the local workforce board and its partners through the service integration action plan.
- Ensure workforce services are strategically located in relation to the population in most need including individuals who are long-term unemployed, individuals identified as likely to exhaust UI benefits, and individuals with disabilities.

H. Provide a description of training policies and activities in the local area, including meeting the annual Training Expenditure Requirement

Adult and Dislocated Workforce program funding expenditures have historically met and exceeded the 50% expenditure requirement for direct training costs; and will continue to meet or exceed the requirement. Annual budgets of service providers are required to include direct training planned expenditures above the 50% minimum. Financial reports are reviewed by The Workforce Connection Board, Finance Committee and Chief Elected Officials. The direct training expenditures percentage is specified in each report.

In-demand industry clusters and occupations in LWA 3 require certifications and credentials for most entry level positions. Service providers focus on stackable credentials, requiring WIOA

training investments for program participants. In addition, OJT, Incumbent Worker Training, Customized Training, and other work-based learning activities provide exceptional opportunities for skill attainment specific to an employer's need and expenditures contribute to the 50% requirement.

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

LWA 3 has substantial history with work-based training / learning activities, specifically On-the-Job Training (OJT), work experience for adults and youth, internships, and customized training.

For youth, work-based training in the form of work experiences is used in conjunction with academic and occupational training. The expected outcome of work experience is one or more of the following:

- Career / occupational exposure;
- Application of job readiness skills;
- Attainment of marketable skills; and/or
- Employability.

The customized training and work-based training activities that Adults and Dislocated Workers participate in are intended to increase occupational skills and result in employment. Adult and Dislocated Worker program participants also utilize work experience and transitional jobs as a work-based training activity to attain marketable job skills and increase employability.

Transitional jobs are designed for individuals with barriers to employment because of chronic unemployment or inconsistent work history. Transitional jobs will enable the individual to establish a work history, demonstrate work success, and develop the skills that lead to unsubsidized employment. Transitional jobs are combined with comprehensive career services and supportive services.

Local Individual Training Account Policy, 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 program regardless of how the training services are to be provided

A copy of The Workforce Connection Board-approved Individual Training Account (ITA) Policy is contained in the Appendix. ITAs will be used only for funding vocational (occupational skills) training programs. All participants must apply for the Free Application for Federal Student Aid (FASFA) and any other appropriate grant assistance, and provide proof of application for this aid. The Pell grant funding received by a participant must be applied toward the participant's tuition and other education-related expenses.

If funding is required beyond available grant funds (i.e., PELL grants, WIOA funds, etc.), participants are required to arrange other means of financial aid or select a less expensive training program. For approved programs, WIOA will also pay the reasonable cost of participants' required books and special supplies, including uniforms and tools. Supportive Services for participants in ITA eligible training programs will be determined on an individual basis and based on participants' needs. The participant and his/her WIOA career planner must jointly develop a plan for a participant to complete the training (including prerequisite courses) within a reasonable timeframe. WIOA Title I-B funds are not available for participants to retake classes.

A per-participant Individual Training Account cap of \$13,000 applies to the total Training and Training-related costs for approved Eligible Training programs, prerequisite courses, and other courses (excluding Basic Skills Upgrading/HSE Preparation course, English as a Second Language upgrading courses, and transportation/childcare costs). The local workforce board is currently in the process of reviewing the current ITA cap. This policy is being reviewed at the committee level and will be brought to the board prior to the 2020 program year. The Training and Training-related costs covered under the \$13,000 ITA cap include:

- Tuition
- Fees
- Books
- Supplies
- Tools
- Uniforms
- Anything necessary for the training that is on the class syllabus
- Credentialing exam fees and license fees

Local training provider approval policy and procedures and 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 career seekers

A copy of the Eligible Training Provider and Program Approval Policy is provided in the Appendix. LWA 3 is fortunate to have high-quality, forward-thinking Eligible Training Providers (ETPs) in the area, including Rock Valley College, Highland Community College, Rockford University, Northern Illinois University, and Rasmussen College, to name a few. Focus of the ETPs and The Workforce Connection Board is on in-demand training. Identifying needs in the region and delivering education, training and credentials to meet those employer needs. Training customers are offered options of training providers.

Customers are encouraged to visit training providers, ask questions, and gather information prior to making decisions on enrollment into programs. Costs are compared and, with the WIOA requirement for performance reporting, customers will have the ability to review performance data also related to program completers.

The Workforce Connection Board monitors performance of Eligible Training Providers, investigates complaints, and continues to convene educational representatives to discuss skill needs and strategies to address employer needs and increase educational attainment in the region. Continuous improvement will be assessed through data – credential attainment; placements; and customer satisfaction.

I. Describe if the local workforce board will authorize the transfer of WIOA Title 1B 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

On an annual basis, The Workforce Connection Board will consider the transfer of funds between Title 1B adult and dislocated worker funding streams, with the potential of transferring the maximum 50% from either funding stream to the other. Factors that will be considered for transferring funds will include:

- Formula funds allocation reductions based on economic conditions;
- Outreach, recruitment and eligibility of customers seeking services (customer demand);
- Integration of program services; and

- Quality and efficiency of service delivery.

To use funds for incumbent worker training

Incumbent Worker Training will be provided in accordance with WIOA requirements and State policy. As utilization of this training activity depends on the needs of local employers, The Workforce Connection Board will utilize up to 20% of the program funding from the Title IB Adult and Dislocated Worker funding streams. All incumbent worker training will be focused on targeted industry sectors as identified in the Regional Plan.

To use funds for transitional jobs

As discussed previously, Transitional Jobs is a work-based training activity designed for individuals with little or no work experience, with the expected outcomes of career and occupational exposure; application of job readiness skills; attainment of marketable skills; and/or employability. Annually, The Workforce Connection Board and Title IB service providers will assess the customer need for this activity. As discussed in this Plan, service priority is given to individuals with barriers to employment – individuals with disabilities, low basic skills, low income, returning citizens, among others - and transitional jobs as a work-based learning activity is very appropriate for priority populations. The Workforce Connection Board reserves the ability to determine, on an annual basis, the amount of funding, up to the maximum 10% of Title IB adult and dislocated worker program funds, to be budgeted and utilized for Transitional Jobs.

To use funds for pay for performance contracts

At this time The Workforce Connection Board does not plan to utilize funds for pay for performance contracts as outlined in WIOA Section 133(b)(2-3).

CHAPTER 5: PERFORMANCE GOALS AND EVALUATION- LOCAL COMPONENT

- A. Provide information regarding the local levels of performance negotiated with the Governor and chief elected officials' consistent with WIOA Sec. 116. To be used to measure the performance of the local area and to be used by the Local Board in measuring the performance of the local fiscal agent (where appropriate), eligible providers under WIOA Title 1 Subtitle B and the one-stop delivery system (core and required partners as applicable in the local area.**

WIOA Performance Measures

WIOA common performance measures expected attainment negotiated for PY 2019 is as follows, with PY2020 to be negotiated:

| PERFORMANCE MEASURE | PY 2019/2020 Performance Goal |
|---|--|
| Adult | |
| <i>Employment Rate 2nd Quarter after Exit</i> | 65% |
| <i>Employment Rate 4th Quarter after Exit</i> | 64% |
| <i>Median Earnings</i> | \$4,000 |
| <i>Credential Attainment</i> | 55% |
| Dislocated Workers | |
| <i>Employment Rate 2nd Quarter after Exit</i> | 69% |
| <i>Employment Rate 4th quarter after Exit</i> | 69% |
| <i>Median Earnings</i> | \$5,500 |
| <i>Credential Attainment</i> | 50% |
| Youth | |
| <i>Employment / Placement in Education Rate 2nd Quarter after Exit</i> | 55% |
| <i>Employment / Placement in Education Rate 4th Quarter after Exit</i> | 54% |
| <i>Credential Attainment</i> | 60% |

LWA 3 has historically met or exceeded all negotiated performance measures and will continue to meet or exceed measures negotiated.

Eligible service providers under WIOA Title I Subtitle B are required to meet or exceed WIOA Common Performance Measures as negotiated and the service levels as established in the sub-awards. Service providers are also evaluated on customer satisfaction.

Goals or specific benchmarks for the one-stop delivery system are established by AJC Partners, The Workforce Connection Board and the CEOs. The immediate goals include:

- Attainment of One-Stop Center Certification
- Develop and implement a staff development plan to Increase awareness among Partner program staff
- Increase referrals and utilization of Partner programs
- Professional development for all AJC partners
- Develop and implement an outreach and community communications plan to increase awareness of services with community-based organizations, stakeholders, the business community, and general public.
- Develop and implement a joint case-management process to address and mitigate barriers customers face in gaining employment and/or participating in services.
- Establish goals for the Business Services Team

B. Provide a description of the current and planned evaluation activities and how the information will be provided to the local board and program administrators as appropriate, including existing service delivery strategies expanding based on promising ROI and existing service delivery strategies curtailed or eliminated based on minimal ROI

The local workforce board will continue to monitor the performance of program providers as they are brought forward for re-approval. The local board will consider the performance measures listed above as well as cost and alignment with employment opportunities that are in high growth/high demand fields. The local workforce staff will also continue to research training programs that are not currently approved locally but are operated by approved training providers in Illinois that are cost effective, show measurable outcomes in terms of completion, certification, and employment outcomes. These types of training programs will include

weekend-only training programs in high growth high demand fields which will allow individuals to work during the week and take their training on the weekend as well as on line training programs that allow participants similar flexibility in continuing to work and obtaining industry recognized certifications in a timely manner.

The local workforce board will measure the training, placement and wages available for participants to ensure all programming is resulting in jobs that lead to life-sustaining wages. The board will also begin reviewing whether these individuals are retaining employment once they are hired.

The board will begin a review of OJT and incumbent worker agreements with employers and measure their effectiveness and the retention rates of participants with these companies. The board will use these reviews to measure return on investments (ROI) with regional employers to ensure programmatic goals are meeting the needs of regional employers.

The local workforce board will continue to review all approved training programs to ensure programs lead to certifications or degrees that employers in our area are looking for and are reflected as high growth/high demand in our region. Programs that are not in high growth/high demand training programs will not be approved by the local workforce board. As part of the review process for all training programs up for re-approval, previous performance in terms of completion percentage, placement percentage, average wage, and credential attainment will be reviewed to ensure all programs are effective and are meeting the needs of local employers as well as individuals. Programs that have proven to be not effective or the board deems will not be an effective training provider will not be approved.

New service strategies to address regional educational and training needs based on promising return on investment

The local workforce board will review demographics available in the Illinois Workforce Development System (IWDS) to assess and evaluate the population being served by our program and services. We will also review the data provided to us in the regional plan to determine the demographics of individuals in need of our education and training services in our area. These demographics include age, race, and gender and poverty data. By comparing the demographic and income data discussed in the regional plan to the demographic data available in IWDS for individuals enrolled in our programs, the local workforce board can determine return on investment for all individuals receiving services and assess if those in most need of our services are receiving the training and education they need.

The evaluation of ROI for education and training programs will include completion rates,

certification attainment rates, placement rates, and an analysis of average hourly wage. Programs and services that are producing a high return on investment will be re approved by the board and programs that provide little or no return on investment will no longer be offered to individuals.

Most cost-effective approaches to taking down those barriers or helping residents overcome them

The local workforce board will continue to work with all sub award recipients to determine the barriers that exist for residents in the area and work on solutions to remove as many barriers to providing services as possible in a cost effective manner. Some of these methods include:

- Ensuring the registration process for programs does not require numerous visits to the AJC so residents do not get frustrated by the length and complexity of the registration process
- Ensuring all information regarding training and education programs is available online so residents can access the information from their homes and/or their phones
- Continue to research and approve high quality training programs that are available on-line so residents who have transportation challenges can still complete trainings and earn industry recognized certifications
- Through our one-stop MOU, continue to work with partners to ensure individuals have access to all services they might need at the AJC by having representatives from various agencies available. These agencies include IDHS, DRS, IDES, local employers, and local post- secondary institutions.

CHAPTER 6: TECHNICAL REQUIREMENTS AND ASSURANCES- LOCAL COMPONENT

A. Fiscal Management as it relates to the entity responsible for the disbursement of grant funds described in WIOA Sec. 107(d)(12)(B)(i)(III), as determined by the chief elected official or the Governor under WIOA Sec. 107(d)(12)(B)(i).

The Workforce Connection Inc. is the designated fiscal agent for LWA 3, and as such, is responsible for disbursement of grant funds at the direction of The Workforce Connection Board as described in WIOA Sec. 107(d)(12)(B)(i)(III).

Local procurement policies and procedures and the competitive procurement process that will be used to award the sub grants and contract for WIOA Title I activities

A copy of LWA 3's Procurement Policy is contained in the Appendix. Service provider sub-awards and contracts for service vendors are awarded through an open, competitive process, in response to a Request for Proposal (RFP) or a Request for Bids (RFB) as specified in the Procurement Policy. A Request for Proposal (RFP) is issued at an early stage in a procurement process, where an invitation is presented for suppliers, often through a bidding process, to submit a proposal on a specific commodity or service. This process will provide structure to the procurement decision and is intended to allow the risks and benefits to be identified clearly up front. The RFP may dictate to varying degrees the exact structure and format of the supplier's response. RFPs will reflect the strategy and short/long-term program objectives, providing enough detail for potential suppliers to offer a matching perspective.

All procurement transactions shall be conducted in a manner to provide, to the maximum extent possible, open and free competition. The Workforce Connection Board shall be alerted to organizational conflicts of interest as well as noncompetitive practices among Operators/Providers/contractors that may restrict or eliminate competition. Awards shall be made to the bidder whose bid or offer is responsive to the solicitation and is most advantageous to The Workforce Connection Board issuing the request for bid/proposal--price, quality and other factors considered. Solicitations shall clearly set forth all requirements that the bidder shall fulfill in order for the bid or offer to be evaluated by the solicitor. Any and all bids or offers may be rejected when it is in the solicitor's best interest to do so.

Requests for Proposals (RFP) are issued to procure program services. An RFP will describe the types of services being solicited and provide requirements on the submission of proposals. Notice of the availability of the RFP is distributed to all appropriate vendors on the current list of potential vendors and is published in a local newspaper. The RFP is posted in its entirety on The Workforce Connection Board's website. The RFP identifies at least the following: project duration; submission information; detailed description of all services solicited; targeted groups to be served; proposal evaluation criteria; and budget information requirements.

Request for Proposal (RFP) Distribution

A notice regarding the availability of a Request for Proposals and, if scheduled, the date of the Bidders' Meeting is placed in the Legal Notices section of the *Rockford Register Star* or *Freeport Journal Standard*, as applicable. Notice of the availability of an RFP and the Bidders' Meeting (if scheduled) is also sent to a list of potential bidders for the particular programming sought and posted on The Workforce Connection Board's website, www.theworkforceconnection.org. Potential bidders may attend the Bidders' meeting, if scheduled, at which time hard copies of the RFPs are distributed. Otherwise, potential bidders will be sent a hard copy RFP, upon their request, or they may download the RFP from The Workforce Connection Board's website where all RFPs are posted.

Bidders' Meetings

Bidders' Meetings are often held to distribute and discuss the RFPs. (Whether or not a Bidders' Meeting is held usually depends on the complexity of the RFP, the programming changes being made, etc.). At the Bidders' meetings, staff 1) review selected areas of the RFP, including, as applicable, the changes in the RFP from previous years; 2) discuss important topics relating to the programming sought (e.g., performance measures, budget development); and 3) answer initial questions. A second bidders' meeting may be held for the specific purpose of answering potential bidders' questions. The questions/responses are then posted on The Workforce Connection Board's website.

Proposal Review and Evaluation

The proposal review process for Title I-B programming follows the Proposal Evaluation process identified below:

Proposal Evaluators

Proposals will be evaluated by a team of The Workforce Connection Board members and community members who have no conflict of interest with any bidding organization. One team

will review all proposals submitted in response to a specific Request for Proposals

Proposal Evaluation Review Levels

Level 1: Technical Review of Proposals

Staff will perform a technical review of each proposal prior to them being distributed to a review team. The technical review will determine if the proposal is complete and meets all the submission guidelines stated in the Request for Proposals (RFP). Proposals that are incomplete or fail to meet all the submission guidelines stated in the RFP will be rejected. Bidders will be notified regarding the status of their proposals after the technical review.

Bidders may appeal the technical review results. The Workforce Connection Board will accept only appeals relating to the technical review of a proposal.

The Workforce Connection Board staff will notify bidders via e-mail of the results of the technical review of their proposals. Bidders may then request a debriefing of their proposal's technical review. The Workforce Connection Board Executive Director must receive this request via e-mail within two working days of the day the Bidder was e-mailed notification of the technical review results of their proposal.

The debriefing will be held within two working days of The Workforce Connection Board Executive Director's receipt of the bidder's request for a debriefing of their proposal's technical review.

After the debriefing, the bidder will have three working days to present to The Workforce Connection Board Executive Director a written appeal of any aspect of their proposal's technical review.

The Workforce Connection Board Chair or designee will review the written appeal and make the final decision regarding any action on the appeal.

The Bidder will be notified in writing within three working days of The Workforce Connection Board Chair or designee's decision regarding the appeal.

This will complete the Bidder's appeal process at the local Workforce Board level.

Level 2: Evaluation of Proposals by Review Team

The proposal review team members will receive information regarding the programming sought through the Request for Proposals, the proposal review process, and the use of the Evaluation Tool. A team facilitator will be responsible for assisting the team to reach consensus regarding

each proposal's Evaluation Tool scoring and priority for funding.

All team members will review all proposals using the Evaluation Tool. During this initial review, review team members may suggest a score in response to each item on the Evaluation Tool.

Team members will meet and discuss each proposal, arriving at a consensus score for each item on the Evaluation Tool. The proposal Evaluation Score will be the total of all the item scores on the Evaluation Tool.

Level 3: Evaluation of How Well Proposed Program Meets the Workforce Connection Board's Strategic Objectives and Priorities

The review team will then discuss how well the proposed program meets one or more strategic objectives or strategic priorities of The Workforce Connection Board and CEOs included in this discussion will be a consideration of the bidder's ability to deliver the proposed programming, past success in attaining the WIOA Performance Standards, service provision in relation to the total Boone, Winnebago, and Stephenson County area, connection/collaboration with the One-Stop Center/System, and the proposed program's ability to further The Workforce Connection Board's strategic initiatives.

Budgets, program size, and other aspects of a proposed program may be negotiated, as necessary. (RFPs will not contain budget limits or cost/per participant limits.) Review teams will consider the reasonableness of bidders' proposed budgets in relation to the proposed program and the funds available.

The review team will then prepare its funding priority recommendations. Bidders will not necessarily be recommended for funding based on their Evaluation Score in relation to the Evaluation Scores of other bidders.

The Workforce Connection Board/CEO Action on the Recommendations of the Evaluation Teams:

The funding priority recommendations of the Proposal Review Teams will be presented to the appropriate Board Committee, who will then prepare funding recommendations for The Workforce Connection Board and CEO action.

The Workforce Connection Board and CEOs will act on the program funding recommendations.

Bidders will be notified of The Workforce Connection Board and CEO action.

Bidders may contact The Workforce Connection Board Executive Director and request a

debriefing of their proposal's evaluation.

Cost/Price Analysis:

If the Fiscal Agent has no conflict of interest with a bidder, the Fiscal Agent's accounting staff will review all the proposals' budgets, performing a **cost/price analysis** (using a specific cost/price analysis instrument) for each proposed budget. However, should the Fiscal Agent have a conflict of interest with any bidder, the fiscal review will be performed by The Workforce Connection Board staff, The Workforce Connection Board members, or an outside party. Any concerns resulting from the cost/price analysis will be discussed with the review team when they meet to prepare funding priority recommendations.

B. Physical and Programmatic Accessibility within the one one-stop delivery system, including one-stop operators and the one-stop partners regarding the physical and programmatic accessibility of facilities, program and services, technology and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities

The Workforce Connection Board conducts an EO compliance assessment annually for all of The American Job Centers. The AJC - Rockford and affiliate sites in Belvidere and Freeport maintain a culture of inclusiveness in compliance with Section 188 of WIOA, the Americans with Disabilities Act (ADA) of 1990 and all other applicable statutory and regulatory requirements. Additionally, the physical characteristics of the facilities, both indoor and outdoor, meet compliance with 29 CFR Part 37, the 2010 or most recent ADA standards for Accessible Design and the Uniform Federal Accessibility Standards. Services are offered in convenient, high traffic and accessible locations. The AJC - Rockford is a stop for public bus transportation; and the bus transit center is 3 blocks from the Center. Parking for individuals with disabilities is clearly marked in the lower level of the public parking deck connected to the Center and near the 3rd floor deck entrance to the center.

It is the policy of The Workforce Connection Board that its staff, Partners and funded agencies will not discriminate in their employment practices or services on the basis of gender, age, race, color, creed, religion, national origin, disability or veteran's status, or on the basis of any other classification protected under state or federal law. This policy requires The Workforce Connection and its Partners to take reasonable steps to ensure that individuals with limited English proficiency have meaningful access to services and training and ensures full access to the workforce system to individuals with disabilities. The Partners assure that they have in

place policies and procedures to address these issues and that such policies and procedures have been disseminated to their employees and otherwise posted as required by law. The partners further assure that they are currently in compliance with all applicable state and federal laws and regulations regarding accessibility and they are unaware of any claims currently pending against them before any court or administrative body relative to alleged violations of such laws.

All Partners will cooperate with compliance monitoring that is conducted at the local level to ensure that all comprehensive one-stop centers, programs, services, technology and materials are accessible and available to all. These services will be provided "on demand" and in "real time" in the physical comprehensive AJC in person or through technology consistent with the "direct linkage" requirement as defined in WIOA (WIOA Section 212(b)(1)(A) and Section 678.305(d) of the draft Notice of Proposed Rulemaking). Additionally, staff members will be trained to provide services to all, regardless of range of abilities, mobility, age, language, learning ability and intelligence or education level. An interpreter will be provided "in real time" to any customer with a language barrier.

Additionally, assistive devices, such as screen-reading software programs and assistive listening devices are available.

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

The Memorandum of Understanding (MOU) will identify goals and strategies for integrations of services to ensure accessibility for all populations, including individuals with disabilities. The Memorandum of Understanding, when completed for PY2020, will be provided in the Appendix Section.

B. Plan Development and Public Comment

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 business, education and labor organizations

The WIOA Regional Plan for the Northern Stateline Economic Development Region (EDR 5) and the Local Plan for Boone, Winnebago, and Stephenson Counties (LWA 3) will be available for public comment between January 27th, 2020 and February 26th, 2020. The following mechanisms will be used to notify the public of the availability of the Plans:

- A press alert was sent out on January 23rd regarding the posting of the plan for public comment.
- A press conference occurred on January 27th, 2020 announcing the posting of the plan for public comment for 30 days.
- A notice of the availability of the Plans for public review and comment was posted on The Workforce Connection website, www.theworkforceconnection.org/2020-regional-plan-public-comment/
- A notice of the availability of the Plans for review and comment was sent to all One-Stop Partners, Regional Planning Partners, The Workforce Connection Board members, and Chief Elected Officials.
- Multiple presentations throughout the region were made available to share information on the regional plan and encourage public comment.

While no formal public comment was received, The Workforce Connection received much praise from community leaders and members regarding the plan and the encouragement it provides for the region's workforce and businesses.

APPENDIX

GLOSSARY OF TERMS

POLICIES

MEMORANDUM OF UNDERSTANDING

SERVICE INTEGRATION ACTION PLAN

ECONOMIC DEVELOPMENT REGION 5 DATA



GLOSSARY OF TERMS

| Term | Description |
|-------------|---|
| ADA | American with Disabilities Act |
| AHEC | Area Health Education Center |
| AJC | American Job Center |
| BCCA | Boone County Council on Aging |
| BEST, Inc. | Business Employment Skills Team |
| CAD | Computer-Aided Drafting |
| CAE | Computer-Aided Engineering |
| CAM | Computer-Aided Manufacturing |
| CareerTEC | Career and Technical Education Consortium |
| CMA | Certified Medical Assistant |
| CNA | Certified Nursing Assistant |
| CEANCI | Career Education Associates of North Central IL |
| CEDS | Comprehensive Economic Development Strategy |
| CEO | Chief Elected Official |
| CNC | Computer Numerical Control |
| CSBG | Community Services Block Grant |
| DCEO | Department of Commerce and Economic Opportunity |
| EDDNI | Economic Development District of Northern Illinois |
| EDO | Economic Development Organizations |
| EDR | Economic Development Region |
| FHN | Freeport Health Network |
| GED | General Educational Development |
| GFP | Greater Freeport Partnership |
| GREDCO | Greater Rochelle Economic Development Corporation |
| HSE | High School Equivalency |
| ICAPS | Integrated Career and Academic Preparation System |
| IDES | Illinois Department of Employment Security |
| IDHS | Illinois Department of Human Services |
| IMC | Illinois Migrant Council |
| IMEC | Illinois Manufacturing Education Consortium |
| IT | Information Technology |
| IWT | Incumbent Worker Training |
| KSB | Katherine Shaw Bethea Hospital |
| LMI | Labor Market Information |
| LWA | Local Workforce Area |
| LWA 3 | Local Workforce Area serving Boone, Stephenson and Winnebago Counties |
| LWA 4 | Local Workforce Area serving Ogle and other counties |
| LWIA | Local Workforce Innovation Area |
| MOU | Memorandum of Understanding |
| MRO | Maintenance Repair and Overhaul |
| Nadcap | National Aerospace and Defense Contractors Accreditation Program |
| NCI Works | Northwest Central Illinois Workforce Development |
| NICAA | Northwestern Illinois Community Action Agency |
| NIMS | National Institute for Metalworking Skills |
| NOFO | Notice Of Funding Opportunity |
| NWIBT | Northwestern Illinois Building Trades Union |
| OJT | On-the-Job Training |
| OSO | One-Stop Operator |
| PST | Program Services Team |
| PY | Program Year |

GLOSSARY OF TERMS

| Term | Description |
|-------------|--|
| R1PC | Region 1 Planning Council |
| RAAN | Rockford Area Aerospace Network |
| RAEDC | Rockford Area Economic Development Council |
| RAMP | Regional Access and Mobility Project; also known as RAMP Center for Independent Living |
| Region | Northern Stateline Region or Economic Development Region 5 |
| RMAP | Rockford Metropolitan Agency for Planning |
| RMTD | Rockford Mass Transit District |
| ROI | Return On Investment |
| RPS 205 | Rockford Public School District 205 |
| RTPI | Rapid Talent Pipeline Initiative |
| RVC | Rock Valley College |
| SCSEP | Senior Community Services Empowerment Program |
| SNAP | Supplemental Nutrition Assistance Program |
| Soft Skills | Personal attributes that enable someone to interact effectively and harmoniously with other people |
| State | State of Illinois |
| STEM | Science, technology, engineering and mathematics |
| SVCC | Sauk Valley Community College |
| TANF | Temporary Assistance for Needy Families |
| TDL | Transportation, Distribution and Logistics |
| TLC | The Literacy Council |
| TPM | Talent Pipeline Model |
| TWC | The Workforce Connection |
| UI | Unemployment Insurance |
| WACC | Whiteside Area Career Center |
| WEX | Work Experience |
| WIOA | Workforce Innovation and Opportunity Act |

The Workforce Connection, Inc.
Policy Title: Eligible Training Provider Approval

Approved: 10/03/2000
Effective: 06/07/2016
Status: Active
Modifications: 06/07/2016
05-2017 Name Change
02-2019- approval schedules

Reference Number: 2016-500-04

Purpose:

To provide Workforce Innovation and Opportunity Act (WIOA) requirements for Eligible Training Provider(s) (ETP) that offer approved training programs aligned with high growth/in- demand occupations in targeted industries.

References:

- Department of Commerce WIOA Policy 15-WIOA-5.3 WIOA Training Provider and Training Program Eligibility
- Demand Occupation List (to be issued by Department of Commerce and Economic Opportunity)

Definitions:

- High-Growth or In-Demand Occupation – identified through verified data that an occupation has reasonable growth, full-time employment opportunities, and pays a living wage as provided in guidance from the state of Illinois and designated to each county.
- Targeted Sectors or Targeted Industries – identified through verified data, clusters of industries such as Healthcare, Manufacturing, Information Technology, Transportation/Distribution/Logistics, with substantial job openings, long-term growth.
- ETPL – Eligible Training Provider List located in the Illinois Workforce Development System (IWDS).

Policy/Procedures:

A. Eligibility of Training Providers: To be eligible to receive funds for provision of training services, the provider shall be:

1. An institution of higher education that provides a program that leads to a recognized post-secondary credential. This may include programs receiving approval or accreditation by the U.S. Department of Education, Illinois Board of Higher Education, Illinois Community College Board, or Illinois State Board of Education.
2. An entity that carries out programs registered under the Act of August 16, 1937 (Commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) as recognized in Illinois by the U.S. Department of Labor (USDOL), Office of Apprenticeship, or;
3. A public or private provider of a program of training services, which may include joint labor-management organizations; eligible providers of adult education and literacy activities under Title II if such activities are provided in combination with occupational skills training or programs that have been recognized by the industry as meeting the standards necessary for approval or accreditation, when such standards exist.
4. The Training Provider/Program must lead to placement in the Demand Occupation Training List (DOTL) for Economic Development Region 5. Exceptions to this requirement include:
 - a.) The training program, as identified on the Demand Occupation List, is intended to be a beginning step in a Career Pathway or Bridge Program that would lead to placement in a Demand Occupation.

- b.) The training provider's program provides only basic skills and/or remedial training.
5. TWC reserves the right to impose additional criteria through local policy that is unique to conditions within LWA3 and meets, at a minimum, federal and state requirements based on economic, geographic, demographic conditions in the area, and/or characteristics of the population served by the provider.
6. TWC has the authority to deny approval of a training provider or a training program. This may occur at the initial stage or where there is an option to continue eligibility. Status can be revoked and removed if a program provider cannot meet or violates any of the assurances and conditions listed in the Individual Training Agreement (ITA).

B. Registered Apprenticeship (RA) programs registered with the USDOL, Office of Apprenticeship

- Registered Apprenticeship programs will be added to the ETPL list on a statewide basis

1. An RA must indicate interest in being included on the ETPL.
2. RAs may contact TWC or State of Illinois, Office of Employment and Training to indicate interest in being included on the ETPL
3. TWC will inform all RAs in the area regarding these requirements, then notify Department of Commerce in writing of all RA programs that have shown interest in being included on the ETPL.

C. Initial Eligibility

1. New training providers located geographically within LWA 3, or with a headquarter office within LWA 3 must apply for Initial Eligibility through TWC.
2. A training provider is prohibited from applying for training program eligibility through TWC when the program site is not geographically located in LWA 3, unless the LWA in which the program is located denies eligibility or fails to act on the application within 30 days of the date of application.
3. A new training provider must gather and provide all mandatory information found in Attachment A. – Requirements for Training Program Eligibility to LWA 3, as well as all other information required by TWC.
4. The Training Provider will receive instructions on how to log in and enter training programs in the Illinois Workforce Development System (IWDS).

D. Agreement Requirements

1. A Training Provider must provide assurances that it will comply fully with all non-discrimination and equal opportunity provisions of the laws.
2. TWC will initiate an agreement to be signed between the Training Provider and TWC once all required information has been processed.
3. Routine on-site monitoring of the training provider/program are required. When the training program is outside of LWA3, monitoring will be coordinated with the other LWA or conducted by the state.

E. Eligibility Timeline

1. TWC will accept applications to become a new program provider and to add additional training programs on a quarterly basis. These applications will be accepted the first week of each quarter. (January, April, July, and October). TWC staff will review applications to ensure all requirements are met. The application will be presented to a board committee for approval. If the program and/or training provider is approved by a board committee, it will then be sent to TWC board for final approval.

2. If determination of a program is not made within 30 days of the application or eligibility is denied, and the training program meets state criteria, the program will be placed in a “capture list” in IWDS and becomes available for another LWA to determine eligibility through their LWIB. If 120 days pass, the training program will be removed from the capture list.
3. If the Training Program does not meet all mandatory criterion for initial eligibility or is not accepted by TWC within 30 days for some other reason, the training provider can appeal in accordance with DCEO WIOA Policy 15-WIOA-5.3 - WIOA Training Provider and Training Program Eligibility (Section G.).

F. Next Eligibility Date/Review

1. Training Providers next eligibility date will be within one year from the date of initial eligibility. TWC will request that training providers submit multiple training programs in a group to streamline the process.
2. TWC may consider reciprocity agreements that support training providers being able to enroll customers into programs provided in states other than Illinois.

G. Continued Eligibility Process

1. Training providers with previously approved training programs must have approval determined at least every two years, to maintain status as eligible training programs.
2. TWC will notify training providers with a 90 day notice to continue eligibility.
3. TWC must receive the training provider’s intent to apply for continued eligibility of training programs
4. TWC will determine a schedule to issue “Training Providers Nearing Continued Eligibility Date” reports routinely throughout the year to provide Continuing Eligible Training providers with adequate time to prepare for “Pending Continuing Eligibility” requirements/processes.
5. Continued Eligibility will be granted based on the following:
 - a) A current copy of the Training Program Basic Information record from IWDS;
 - b) Identification of items that have changed since the initial eligibility or most recent continued eligibility determination;
 - c) Performance data of the training program;
 - d) Any additional information the training provider has submitted for review or TWC determines pertinent to the approval process.
6. TWC shall grant continued eligibility to a training program within 30 days based on the following:
 - a) State and local performance criteria are still being met;
 - b) One or more O*Net codes associated with the training program remain on current Demand Occupation Training list;
 - c) The training provider has maintained timely updates in IWDS on training program information;
 - d) Other conditions as deemed necessary by DCEO and TWC.
7. Training programs not deemed eligible by TWC within 30 days of receipt of the application from TWC will be removed from the approved program list and may reapply after one year.
8. Training providers may appeal the TWC decision following DCEO WIOA Policy 15-WIOA-5.3 - WIOA Training Provider and Training Program Eligibility (Section G).

H. Training Provider or Training Program Change in Information

1. Training programs shall be subject to renewal for eligibility by a board committee in accordance with the requirements of WIOA Policy 15-WIOA-5.3,

whenever significant information for the training provider and/or program(s) has changed.

Significant information includes:

- a. All of the “mandatory” fields on the Training Program Basic Information record in IWDS. Change(s) in any significant information must be entered in IWDS within ten (10) business days of the changes being entered into IWDS.
 - b. Submission of a change in significant information indicates a training provider’s intent to renew eligibility and prompts the same requirements as under the current eligibility determination.
2. Training programs will be subject to renewal of eligibility status by the TWC board committee whenever non-significant information on the training program changes prior to the continued eligibility date. Non-significant information is any information that is a “mandatory” field (but not considered “significant”) on the Training Program Basic Information application in IWDS, including O*Net codes associated with the training program. (These items are identified by a * on Attachment A – Requirements for Training Program Initial Eligibility and Continued Eligibility process in the DCEO WIOA Policy 15-WIOA-5.3 - WIOA Training Provider and Training Program Eligibility. The TWC board committee shall review the training program and all the changes to determine if the changes have affected the conditions of the program eligibility determinations. If the changes have significantly altered the training program, the committee will send the training program to TWC board for the renewal of the current eligibility approval.

I. Performance Measures

1. All eligible training providers are required to provide basic performance data, when available, on their training programs to be approved for initial or continued eligibility.
2. Specific training provider/training program performance information for ALL students of the program shall be provided, when available as outlined in the DCEO WIOA Policy 15-WIOA-5.3 - WIOA Training Provider and Training Program Eligibility.
3. Performance data required should be entered in IWDS for the most current program year, as well as the previous three program years.

J. Denial or Revocation of Eligibility

TWC has the authority to deny approval of initial or continued eligibility and can revoke the status of eligibility, and remove it from the Eligible Training Provider List for a training provider or for a training program in accordance with WIOA and DCEO WIOA Policy 15-WIOA-5.3 - WIOA Training Provider and Training Program Eligibility (Section G) under the following circumstances.

1. Its annual performance fails to meet the minimum standards set by the State of Illinois or TWC for the WIOA performance measures;
2. If it is determined at any time that the training provider intentionally supplied inaccurate information in its application for eligibility or continued eligibility;
3. The training provider substantially violated any requirement under WIOA or WIA; or
4. The training provider voluntarily chooses to cease being an eligible training provider or goes out of business.

K. Notification and Appeal Process

1. If TWC denies or revokes any initial or continued eligibility of a training provider and/or any of its programs for which it has sought approval, the affected provider must be notified in writing of TWC’s decision. The notice will include:

- a. The training program(s) being denied or revoked eligibility;
 - b. The reason(s) for the denial or revocation; and
 - c. Information about the opportunities the provider has to appeal the decision
2. The Notice shall be sent within seven (7) days of the decision to the training provider via registered mail with a copy sent to Department of Commerce, Office of Employment and Training (OET)
3. The training provider has twenty-one (21) days, from the date of receipt of the notice to file an appeal to TWC. The appeal must include the following information:
 - a. A statement that the training provider is appealing the denial or revocation of its eligibility;
 - b. The reason(s) eligibility should be granted;
 - c. Contact information for additional information; and
 - d. The signature of the chief executive of the training provider
4. The appeal must be submitted formally, in writing by email and U.S. mail no later than twenty-one (21) days from the date of receipt of the notice of denial or revocation.
5. TWC and a designated committee, will review the request for appeal within twenty-one (21) days of its receipt. If TWC determines an administrative error was made or if additional information submitted by the provider changes the basis upon which the original decision to deny or revoke eligibility was issued, the decision may be reversed and the training program(s) granted the appropriate initial or continued eligibility for inclusion on the Eligible Training Provider List (ETPL).
6. If TWC reverses its decision, it will notify the training entity of its action in writing within seven (7) days. TWC will also forward a request to OET for inclusion on the ETPL.
7. If TWC does not reverse its decision to deny or revoke eligibility and inclusion on the ETPL, it shall notify the provider within twenty-one (21) days from the receipt of the request that the program(s) was not determined eligible. Notice will be sent in writing by email and U.S. mail. The notice will include information about the opportunities for the provider to appeal its denial of eligibility with OET. A copy of the letter will be forwarded to OET.
8. A provider shall have twenty-one (21) days from the receipt of the final decision by TWC to appeal the denial or revocation to OET.
 - a. OET will have thirty (30) days to complete its investigation into the matter, gather additional information from the affected TWC file and from the provider, and issue a final determination of eligibility.
 - b. During this time period, OET will convene a meeting with the affected parties, if requested.
 - c. The final determination will be forwarded to the training provider and TWC in writing.
 - d. If OET overturns the decision of TWC, the program(s) will be included on the statewide list within seven (7) days. OET will not make a final decision to overturn the decision made by TWC without convening a meeting with all affected parties.
9. OET has the ability to ask TWC to deny or revoke a training provider or its program(s) eligibility and have it removed from the list "for cause". If this decision is made, OET must send a formal written notice of its concerns to the affected LWB(s). The notice will require local action on the matter. TWC will have the option to provide additional information that would clarify and substantiate the provider's eligibility status or of initiating removal of the provider or its program(s) from the ETPL. Both the notice from OET and affected LWB(s) and the board's response to the notice must be sent by registered mail. TWC has twenty-one (21) days to respond in writing to the OET notice.

L. Reinstatement on the Statewide List

1. If a training provider improves upon overall performance and otherwise rectifies any other conditions of their denial or revocation, they may re-apply for eligibility after one year from its removal. The training provider must comply with the requirements for initial eligibility, demonstrate it has corrected all performance and other deficiencies which resulted in their removal from the ETPL and TWC must determine eligibility of the program and submit it for reinstatement on the ETPL.
2. A training provider that was denied continued eligibility may re-apply for initial eligibility for the training program when it can demonstrate its program quality with at least one year of performance information. The provider can re-apply no sooner than one year from the date of denial; the provider must re-apply for program eligibility subject to the policies and procedures for continuing eligibility found in Section C.3 of DCEO WIOA Policy 15-WIOA-5.3 - WIOA Training Provider and Training Program Eligibility; and if the program meets minimum state or local performance standards along with any other eligibility criteria in place at the time of re-application, TWC must determine the program is eligible and submit it for reinstatement on the statewide ETPL.
3. TWC must reaffirm that a program previously accredited by the North Central Association, the Illinois Community College Board, or the Illinois State Board of Education is still accredited or the accreditation has been renewed.

Action Required:

This information should be disseminated to all The Workforce Connection WIOA Title IB program directors/staff and training providers to assure compliance with requirements for Eligible Training Providers/Programs supported with WIOA training funds.

Inquiries:

Questions regarding this policy should be directed to The Workforce Connection Board Executive Director

Effective Date:

Immediately

The Workforce Connection, Inc.

Policy Title: Procurement

Reference Number 2016-100-08

Approved: 11/03/15

Effective: 11/03/15

Status: Active

Modifications: 1 11/01/16

2 06/06/17

3 03/06/18

Introduction:

The Workforce Connection Board (TWC Board), the Workforce Board for Boone, Winnebago and Stephenson Counties, has assembled this overall Procurement Policy to ensure accountability and keep the procurement process in line with Workforce Innovation and Opportunity Act (WIOA) reasonable and necessary requirements, Department of Labor (DOL) and Illinois Department of Economic Opportunity (DCEO) policy, Office of Management and Budget (OMB) Uniform Guidance, Illinois' Government Accountability and Transparency Act (GATA) prequalification requirements (including recipient checklist for determining if the entity receiving funds has a contractor or sub recipient relationship), and other applicable rules and regulations.

The procurement procedures described in this Procurement Policy are established as standards of conduct governing the performance of organizations and individuals engaged in the purchases of all goods and services with funds under the purview of TWC Board. No employee, officer, or agent of any such organization shall participate in the selection, or in the purchase of goods and services supported by Federal funds if a conflict of interest, real or apparent, would be involved.

In general, TWC Board requires that all procurement transactions be conducted in a manner providing full and open competition. All procurement of goods and services under the purview of TWC Board will comply with all TWC Board requirements and other processes and procedures in place; all procurements must comply with OMB Uniform Guidance

References:

TEGL 15-16

Uniform Guidance 2 CRF part 200

Procurement Principle:

All services procured shall be assured to be the best available to meet the employment and training needs of the individuals served with funds under the purview of TWC Board.

Awards for contractors are made to vendors who can provide services that are the most advantageous regarding service, price, and other specific factors.

Contract or sub recipient relationships will be determined by utilizing the "Recipient Checklist for Determining if Entity Receiving Funds has a Contractor or Sub recipient Relationship attached to this policy.

Definitions:

Procurement: For the purposes of this policy, the term *procurement* includes any acquisitions action which obligates funds under the purview of TWC Board for the purchase of equipment, materials, supplies, and/or program or administrative services beginning with the process for determining the need and ending with contract completion and closeout, as applicable.

Request for Proposal (RFP)/Request for Bids (RFB): For purposes of this policy and subsequent actions, a **request for proposal (RFP)** is issued at an early stage in a procurement process, where an invitation is presented for suppliers, often through a bidding process, to submit a proposal on a specific commodity or service. This process will provide structure to the procurement decision and is intended to

allow the risks and benefits to be identified clearly up front. The RFP may dictate to varying degrees the exact structure and format of the supplier's response. RFPs will reflect the strategy and short/long-term program objectives, providing enough detail for potential suppliers to offer a matching perspective.

No Bid or Sole Source Procurement: Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source, or, if after solicitation of a number of sources, competition is determined inadequate. This method of procurement may be used only when the award of a contract is documented to be infeasible under small purchase procedures, sealed bids, or competitive proposals, and one of the following circumstances applies:

- The item(s) is available only from a single source;
- The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
- The Federal or State awarding agency authorizes noncompetitive proposals in response to a written request from TWC Board; or
- After solicitation of a number of sources, competition is determined inadequate.

Procurement by small purchases procedures: Small purchase procedures are used to secure services, equipment, or supplies. Any purchase of \$1000 or less requires no quotes from vendors. Purchases for equipment and services over \$1000 will require three written quotes. Equipment purchases over \$5000 must have prior approval from DCEO or Federal funding sources. For services over \$5000, a request for quotation or bids will be mailed to potential bidders explaining the scope of the project along with due dates, etc.

Request for Qualifications (RFQ): Is a process to identify potential bidders. Appropriate procurement methods will follow a RFQ.

Competitive Procurement Procedures

All procurement transactions shall be conducted in a manner to provide, to the maximum extent possible, open and free competition. TWC Board shall be alerted to organizational conflicts of interest as well as noncompetitive practices among Operators/Providers/contractors that may restrict or eliminate competition.

TWC Board members, staff and proposal/bid reviewers will adhere to the Boards Conflict of Interest Policy; disclosing real, apparent or organizational conflicts and exclusion from any participation or discussion regarding development of the RFP/RFB, and any activities related to evaluation and/or award or denial. Members of the proposal review team will provide written statements verifying no conflicts (real, apparent or organizational) or financial/ material interest in any proposing entity (ies).

Awards shall be made to the bidder or offeror whose bid or offer is responsive to the solicitation and is most advantageous to TWC Board issuing the request for bid/proposal--price, quality and other factors considered. Solicitations shall clearly set forth all requirements that the bidder or offeror shall fulfill in order for the bid or offer to be evaluated by the solicitor. Any and all bids or offers may be rejected when it is in the solicitor's best interest to do so.

Confidentiality of Proposal / Bid Documents

TWC Board members, staff and proposal / bid reviewers will handle proposer /bidders documents in a confidential manner so that no potential entity may compete under the procurement developed or participate in drafting specifications, requirements, statement of work, RFP's, or participate in evaluating proposals. Proposal reviewers will sign a statement of confidentiality form.

Request for Proposals (or Bids) for Programming

Requests for Proposals (RFP) are issued to procure program services. An RFP will describe the types of services being solicited and provide requirements on the submission of proposals. Notice of the availability of the RFP is distributed to all appropriate vendors on the current list of potential vendors and is published in a local newspaper. The RFP is posted in its entirety on TWC Board's website. The RFP identifies at least the following: project duration; submission information; detailed description of all services solicited; targeted groups to be served; proposal evaluation criteria; and budget information requirements.

One-Stop Operator procurement will be conducted as a Request for Proposals (RFP) Under the direction of TWC Board any award from the RFP will include an option to renew for up to three additional one-year periods. The timetable for selection of a One-Stop Operator / WIOA Career Services provider(s) will be through a competitive process, and include procurement through sealed bids, and conducted in accordance with WIOA requirements. The OSO will be procured according to the following timetable:

July 1, 2017 – June 30, 2021

July 1, 2021 – June 30, 2025

Request for Proposal (RFP) Distribution:

A notice regarding the availability of a *Request for Proposals* and, if scheduled, the date of the Bidders' Meeting is placed in the *Legal Notices* section of the *Rockford Register Star* or *Freepress Journal Standard*, as applicable. Notice of the availability of an RFP and the Bidders' Meeting (if scheduled) is also sent to a list of potential bidders for the particular programming sought and posted on TWC BOARD's website, www.theworkforceconnection.org. Potential bidders may attend the Bidders' meeting, if scheduled, at which time hard copies of the RFPs are distributed. Otherwise, potential bidders will be sent a hard copy RFP, upon their request, or they may download the RFP from TWC BOARD's website where all RFPs are posted about a week prior to the bidders' meeting.

Bidders' Meetings:

Bidders' Meetings are often held to distribute and discuss the RFPs. (Whether or not a Bidders' Meeting is held usually depends on the complexity of the RFP, the programming changes being made, etc.) At the Bidders' meetings, staff 1) review selected area of the RFP, including, as applicable, the changes in the RFP from previous years; 2) discuss important topics relating to the programming sought (e.g., performance measures, budget development); and 3) answer initial questions. A second bidders' meeting may be held for the specific purpose of answering potential bidders' questions. The questions/responses are then posted on TWC BOARD's website.

Proposal Review and Evaluation:

The proposal review process for Title I-B programming follows the *Proposal Evaluation* process identified below:

A. Proposal Evaluators

Proposals will be evaluated by a team of Board members and community members who have no conflict of interest with any bidding organization. One team will review all proposals submitted in response to a specific Request for Proposals

B. Proposal Evaluation Review Levels**Level 1: Technical Review of Proposals**

Staff will perform a technical review of each proposal prior to their being distributed to a review team. The technical review will determine if the proposal is complete and meets all the submission guidelines stated in the Request for Proposals (RFP). Proposals that are incomplete or fail to meet all the submission guidelines stated in the RFP will be rejected. Bidders will be notified regarding the

status of their proposals after the technical review. Bidders may appeal the technical review results. (The Board will accept only appeals relating to the technical review of a proposal.)

- a) TWC Board staff will notify bidders via e-mail of the results of the technical review of their proposals. Bidders may then request a debriefing of their proposal's technical review. TWC Board Executive Director must receive this request via e-mail within two working days of the day the Bidder was e-mailed notification of the technical review results of their proposal.
- b) The debriefing will be held within two working days of TWC Board Executive Director's receipt of the bidder's request for a debriefing of their proposal's technical review.
- c) After the debriefing, the bidder will have three working days to present to TWC Board Executive Director a written appeal of any aspect of their proposal's technical review.
- d) TWC Board Chair or designee will review the written appeal and make the final decision regarding any Board action on the appeal.
- e) The Bidder will be notified in writing within three working days of the Board Chair or designee's decision regarding the appeal.
- f) This will complete the Bidder's appeal process at the local Workforce Board level.

Level 2: Evaluation of Proposals by Review Team

- a) The proposal review team members will receive information regarding the programming sought through the Request for Proposals, the proposal review process, and the use of the Evaluation Tool. A team facilitator will be responsible for assisting the team to reach consensus regarding each proposal's Evaluation Tool scoring and priority for funding.
- b) All team members will review all proposals using the Evaluation Tool. During this initial review, review team members may suggest a score in response to each item on the Evaluation Tool.
- c) Team members will meet and discuss each proposal, arriving at a consensus score for each item on the Evaluation Tool. The proposal Evaluation Score will be the total of all the item scores on the Evaluation Tool.

Level 3: Evaluation of How Well Proposed Program Meets TWC BOARD's Strategic Objectives and Priorities

- a) The review team will then discuss how well the proposed program meets one or more strategic objectives or strategic priorities of the Board and CEOs. Included in this discussion will be a consideration of the bidder's ability to deliver the proposed programming, past success in attaining the WIOA Performance Standards, service provision in relation to the total Boone, Winnebago, and Stephenson County area, connection/collaboration with the One-Stop Center/System, and the proposed program's ability to further TWC Board's strategic initiatives.
- b) Budgets, program size, and other aspects of a proposed program may be negotiated, as necessary. (RFPs will not contain budget limits or cost/per participant limits.) Review teams will consider the reasonableness of bidders' proposed budgets in relation to the proposed program and the funds available.

- c) The review team will then prepare its funding priority recommendations. Bidders will not necessarily be recommended for funding based on their Evaluation Score in relation to the Evaluation Scores of other bidders.

C. TWC BOARD/CEO Action on the Recommendations of the Evaluation Teams:

1. The funding priority recommendations of the Proposal Review Teams will be presented to the appropriate TWC Board Committee, who will then prepare funding recommendations for TWC Board and CEO action.
2. TWC Board and CEOs will take action on the program funding recommendations.
3. Bidders will be notified of the TWC Board/CEO action.
4. Bidders may contact the TWC Board Executive Director and request a debriefing of their proposal's evaluation.

D. Cost/Price Analysis:

If the Fiscal Agent has no conflict of interest with a bidder, the Fiscal Agent's accounting staff will review all the proposals' budgets, performing a **cost/price analysis** (using a specific cost/price analysis instrument) for each proposed budget. However, should the Fiscal Agent have a conflict of interest with any bidder, the fiscal review will be performed by TWC Board staff, TWC Board members, or an outside party. Any concerns resulting from the cost/price analysis will be discussed with the review team when they meet to prepare funding priority recommendations.

Purchasing Policies, Standards, and Procedures

Small purchase procedures are used to secure services, equipment, or supplies. Any purchase of \$1000 or less requires no quotes from vendors. Purchases for equipment and services over \$1000 will require three written quotes. Equipment purchases over \$5000 must have prior approval from DCEO or Federal funding sources. For services over \$5000, a request for quotation or bids will be mailed to potential bidders explaining the scope of the project along with due dates, etc.

Sole source procurement or by noncompetitive proposals is used only when the award of a contract is documented to be infeasible under small purchase procedures, sealed bids, or competitive proposals, and one of the following circumstances applies:

- The item(s) is available only from a single source;
- The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
- The Federal or State awarding agency authorizes noncompetitive proposals in response to a written request from TWC BOARD; or
- After solicitation of a number of sources, competition is determined inadequate.

All procurement activities shall allow for open and free competition among potential vendors for services. Awards for contracts are made to vendors who can provide services that are the most advantageous to the workforce system regarding service, price, specific factors, and meeting the needs of the individuals served with funding that is under the purview of TWC Board. A current list of potential and approved vendors is maintained and used when soliciting for services. The list of potential programming providers is maintained by type of programming they can potentially provide. These lists are updated annually to include the names, addresses, and, to the extent possible, e-mail addresses.

TWC Board and/or CEO approval is not needed to purchase goods, services and equipment if the purchase is \$5,000 or less. The TWC Board Executive Director can authorize such purchases.

Any officer, employee, or agent of TWC Board or any of its contractors who is either (a) engaged in negotiations with a potential provider, (b) has arrangements concerning prospective employment with a potential contractor, or (c) has financial interest in a potential contractor may not participate in the review, award, or administration of a contract for a potential contractor. Such relationships constitute a conflict of interest.

Procurement Procedures

- A. The following procurement guidelines will be adhered to:
- Avoid purchasing unnecessary items.
 - Where appropriate, make an analysis of lease and purchase alternatives to determine which would be most economical and practical procurement using Federal funds.
 - Ensure that solicitations for goods and services provide for all of the following:
 - A clear and accurate description of the technical requirements for the material, product, or service to be procured--in competitive procurements, such a description shall not contain features which unduly restrict completion;
 - Requirements which the bidder/offeror must fulfill and all other factors to be used in evaluating bids or proposals;
 - A description, whenever feasible, of technical requirements in terms of functions to be performed or performance required, including the range of acceptable characteristics or minimum acceptable standards;
 - The specific features of ‘brand name or equal’ descriptions that bidders are required to meet when such items are included in the solicitation;
 - Preference, to the extent practicable and economically feasible, for products and services that conserve natural resources and protect the environment and are energy efficient.
- B. Make positive efforts to use small businesses, minority-owned firms, and women’s business enterprises, whenever possible.
- C. Use procuring instruments (e.g., fixed price contracts/agreements, cost reimbursable contracts/agreements, purchase orders, and performance-based contracts/agreements) that are appropriate for the particular procurement and for promoting the best interest of the program or project involved.
- D. Initiate contracts/agreements with responsible contractors who possess the potential ability to perform successfully under the terms and conditions of the proposed procurement. (Consideration shall be given to such matters as contractor integrity, record of past performance, financial and technical resources or accessibility to other necessary resources.)
- E. On request, make available for the local, state or federal awarding agencies, pre-award review and procurement documents.

Cost/Price Analysis

Some form of cost or price analysis shall be made and documented in the procurement files in connection with every procurement action. Price analysis may be accomplished in various ways, including the comparison of price quotations submitted, market prices and similar indicators, together with discounts. Cost analysis is the review and evaluation of each element of cost to determine if it is reasonable, allowable and able to be allocated.

Procurement Records

Procurement records and files for purchase in excess of the small purchase threshold shall include the following at a minimum:

1. Basis for contractor selection,
2. Justification for lack of competition when competitive bids or offers are not obtained, and
3. Basis for award cost or price.

Action Required: This information will be disseminated to organizations and individuals engaged in the purchases of goods and services using funds under the purview of The Workforce Connection Board (TWC Board).

Inquiries: Questions regarding any aspect of this Procurement Policy should be directed to the TWC Board Executive Director.

Date Effective: November 3, 2015

The Workforce Connection, Inc.
STATEMENT OF CONFIDENTIALITY OF PROPOSAL INFORMATION
For Proposal Reviewers

NAME: _____

STATEMENT OF CONFIDENTIALITY:

As a member of the Review Committee for the One-Stop Operator / WIOA Career Services Proposal Review process, I agree to the following terms:

- 1) Attest to no conflict of interest with any proposing for bidding entity;
- 2) The proper handling of bidders' information during the review process; and
- 3) Compliance with proper disposal of bidders' information after completion of the selection process.

AFFIRMATION: I have read The Workforce Connection, Inc.'s *Procurement Policy* and agree to the terms and conditions of confidentiality. I hereby affirm that I am not connected with any entity proposing or bidding under this procurement and that information contained in the proposals submitted by bidders will maintained in a manner that is confidential so that no potential entity may use the information to their advantage to compete under the procurement developed or drafted specifications, requirements, statement of work, RFP's, or evaluated proposals. Upon completion of the selection decision, I will return all review documents / information to the board staff responsible for proper disposal of this information and any other materials related to the review process.

Date: _____

Signature: _____

RECIPIENT CHECKLIST FOR DETERMINING IF THE ENTITY RECEIVING FUNDS HAS A CONTRACTOR OR SUBRECIPIENT RELATIONSHIP

This document is intended to help a recipient of federal funds make a judgment as to whether each agreement it makes, for the disbursement of federal program funds, casts the entity receiving the funds in the role of a subrecipient or a contractor. Based on 2 CFR Chapter I, Chapter II, Part 200 et al. Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), issued by the U.S. Office of Management and Budget (OMB) on December 26, 2013, and effective for non-federal entities on December 26, 2014, the following information is intended for use by all non-federal entities.

Important Terms:

Recipient: A non-federal entity that receives a federal award directly from a federal awarding agency to carry out an activity under a federal program. The term recipient does not include subrecipients. (See 2 CFR 200.86 of the Uniform Guidance.)

Subrecipient: A non-federal entity that receives a subaward for the purpose of carrying out part of a federal award. The subaward creates a federal assistance relationship with the subrecipient. (See 2 CFR 200.92 & .330 (a) of the Uniform Guidance.)

Contractor: A non-federal entity that receives a contract for the purpose of providing goods and services for the awarding non-federal entity's own use. The contract creates a procurement relationship with the contractor. The Uniform Guidance replaced the term "Vendor" with "Contractor." (See 2 CFR 200.22 & .330 (b) of the Uniform Guidance.)

Instructions: The "Characteristics" column in this checklist is based on language in the Uniform Guidance. The column lists characteristics that support the classification of a non-federal entity as a subrecipient or contractor. Since all of the characteristics listed may not be present in all cases, the Uniform Guidance recognizes that the recipient "...must use judgment in classifying each agreement as a subaward or a procurement contract." (2 CFR 200.330 (c).) In the "Explanations" column, AGA provides additional information to assist in answering the questions under "Characteristics." Answer each question by checking "yes" or "no" where indicated. Based on responses to the questions, a key provided at the end of each section will help in making a judgment as to whether a subrecipient or contractor relationship exists. White space is provided in between the "Characteristics" column and the "Explanation" column so that users can tailor this checklist to accommodate the unique aspects of various programs or jurisdictions.

Note: One check in a subrecipient box does not necessarily mean the entity is a subrecipient. A judgment should be based on the totality of responses.

Office _____

Entity receiving funds _____

Funding Source(s) _____

Notes:

CHARACTERISTICS

EXPLANATIONS

Decision Making Authority

200.330 a. 1 Determines who is eligible to receive what Federal assistance;

a. Does the entity determine who is eligible to participate in the federal program?

| | |
|-----|----|
| Yes | No |
| | |

200.330 a.3 Has responsibility for programmatic decision making;

a. Does the entity have the ability to make decisions about how services will be delivered to participants, in accordance with federal programmatic requirements?

| | |
|-----|----|
| Yes | No |
| | |

OR

200.330 b.4 Provides goods or services that are ancillary to the operation of the Federal program;

b. Does the entity provide goods or services for the recipient's own use?

| | |
|-----|----|
| Yes | No |
| | |

b. Does the entity provide services designated by the recipient to serve the recipient's participants without regard to specific federal programmatic requirements?

| | |
|-----|----|
| Yes | No |
| | |

If you selected "yes" to **EITHER** item **a**, this is an indicator of a subrecipient relationship.
If you selected "yes" to **EITHER** item **b**, this is an indicator of a contractor relationship.

| Subrecipient | Contractor |
|--------------|------------|
| | |

If the entity determines whether a participant meets a federal program's eligibility requirements for assistance, it is most likely a subrecipient.

A contractor may provide services to clients in a program after eligibility has been determined by the recipient.

If the entity has authority to make decisions regarding the delivery of service, operations, or types of assistance provided within the terms of the agreement, it is typically a subrecipient.

If the entity provides goods or services directly to the recipient or to program participants at the direction of the recipient and does not make programmatic decisions or adhere to program requirements, it is typically a contractor.

Nature of Award

200.330 a. 2 Has its performance measured in relation to whether objectives of a federal program were met;

a. Are the scope of work (or portion, if applicable) and terms and conditions of the agreement the same for the entity as they are for the recipient that received the federal funds?

| | |
|-----|----|
| Yes | No |
| | |

a. Is the entity carrying out completion of the goal of the grant (or part, if applicable) as stated in the federal award?

| | |
|-----|----|
| Yes | No |
| | |

OR

200.330 b.5 Is not subject to compliance requirements of the Federal program as a result of the agreement, though similar requirements may apply for other reasons.

b. Does the recipient develop the scope of work and terms and conditions of the agreement to meet the recipient's needs?

| | |
|-----|----|
| Yes | No |
| | |

If you selected "yes" to **EITHER** item **a**, this is an indicator of a subrecipient relationship.
If you selected "yes" to item **b**, this is an indicator of a contractor relationship.

| Subrecipient | Contractor |
|--------------|------------|
| | |

EXPLANATIONS

If the entity is providing a service for the recipient to meet the goal of the grant, it is a contractor; if the entity is providing a service that carries out a goal within the scope of the grant, it is a subrecipient. When a grant program contains multiple goals, it is possible for the recipient to complete part of the goals and for the entity to perform another part.

If the scope of the agreement is per the federal program terms/guidance, the entity is a subrecipient. A subrecipient may also provide programmatic or progress reports to ensure compliance with federal program requirements.

Conversely, if the scope of the agreement is per the recipient's terms and not federal program guidance, and if the recipient's oversight is governed only by the contract terms and conditions, it is a contractor.



200.330 a.4 Is responsible for adherence to applicable Federal program requirements specified in the Federal award;

a. Funding to the entity depends on the entity's ability to best meet the objectives of the award. Although performance is measured against federal award objectives, the entity assumes little risk if the objectives are not met.

| | |
|-----|----|
| Yes | No |
| | |

OR

200.330 b.5 Is not subject to compliance requirements of the Federal program as a result of the agreement, though similar requirements may apply for other reasons.

b. The entity assumes financial risk if they fail to deliver the goods or services agreed upon.

| | |
|-----|----|
| Yes | No |
| | |

If you selected "yes" to item **a**, this is an indicator of a subrecipient relationship. If you selected "yes" to item **b**, this is an indicator of a contractor relationship.

| Subrecipient | Contractor |
|--------------|------------|
| | |

If the funding is given to the entity with a purpose of completing the goal of the grant, the recipient will be required to ensure the entity adheres to federal grant program guidance. The recipient will also be required to monitor the activities of the entity per Uniform Guidance section 200.331. The entity assumes little risk should federal grant guidance not be met. The risk falls with the recipient.

If the recipient directs specific activities to be completed by the entity, by providing goods or services, the risk falls on the entity to deliver, per the agreement terms. In this case, the entity would not be required to adhere to the federal grant program requirements, just the terms and conditions in the agreement with the recipient.

Criteria for Selection

EXPLANATIONS

200.330 a.5 In accordance with its agreement, uses the Federal funds to carry out a program for a public purpose specified in authorizing statute, as opposed to providing goods or services for the benefit of the pass-through entity.

a. Does the entity demonstrate a financial or public need for funding to carry out a project or provide a service?

| | |
|-----|----|
| Yes | No |
| | |

a. Will the entity be contributing match or other non-Federal funding in support of the award?

| | |
|-----|----|
| Yes | No |
| | |

a. Will the entity be reimbursed for only actual costs incurred?

| | |
|-----|----|
| Yes | No |
| | |

OR

200.330 b.3 Normally operates in a competitive environment;

b. Were procurement policies applied in the selection of the entity?

| | |
|-----|----|
| Yes | No |
| | |

b. Was the entity's proposed price a factor in the selection process?

| | |
|-----|----|
| Yes | No |
| | |

b. Will the entity derive a profit from the agreement?

| | |
|-----|----|
| Yes | No |
| | |

If you selected "yes" to **ANY** item **a**, this is an indicator of a subrecipient relationship. If you selected "yes" to **ANY** item **b**, this is an indicator of a contractor relationship.

| Subrecipient | Contractor |
|--------------|------------|
| | |

If the entity was chosen because it has the best widgets or service for the price, it has a contractor relationship with the recipient. Typically, a procurement method is followed, such as a competitive bid or RFP process. In this type of agreement, the entity usually makes a profit by delivering this good or service to the recipient. Payments to contractors are typically made based on contract terms.

Conversely, if the entity was chosen because it was already providing a service within the guidelines of the grant program and wants to partner with the recipient to expand the delivery or assist in meeting the goal of the grant, it may be a subrecipient. Typically, the entity may not make a profit and may provide its own non-federal funding as match or cost sharing. The entity may have been chosen through an application process or an announcement of funding, as opposed to the procurement process described above. Payment to a subrecipient is generally based on actual expenses unless awarded on a fixed amount subaward (2 CFR 200.332). It is typical of subrecipients to submit budgets, financial reports, or copies of invoices to the recipient, to document activity.



200.330 b.1 Provides the goods and services within normal business operations;

b. Is the entity's normal business to provide the goods or services being purchased in the agreement?

| Yes | No |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

200.330 b.2 Provides similar goods or services to many different purchasers;

b. Does the entity provide the same goods or services to other organizations?

| Yes | No |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

If a federal program provides funding to modify public buildings for handicapped accessibility and the recipient provides funds to an entity to update the entity's building, per the terms of the award, then a subrecipient relationship exists.

Conversely, if the recipient hires an entity to update their own building to be handicapped accessible, then a contractor relationship exists.

If you selected "no" to **EITHER** item, it is an indicator of a subrecipient relationship. If you selected "yes" to **BOTH** items, it is an indicator of a contractor relationship.

| Subrecipient | Contractor |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

Determination

EXPLANATIONS

Final Determination

| Subrecipient | Contractor |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

Review all the entries and make an overall determination of the relationship. **Check the appropriate box in this section.**

Determined by _____ (enter name of person initially making decision) _____ (date)

Approved by _____ (enter name of person reviewing) _____ (date)

Based on the relationship determined above, see additional guidance on requirements governing agreements. Section 200.331 - "Requirements for pass-through entities," for subrecipient agreements. Section 200.317 through 200.326 - "Procurement Standards," for contractor agreements.

The Workforce Connection, Inc.
Policy Title: Supportive Services

Reference Number 2016-400-04

Approved: 06/07/2016
Effective: 06/07/2016
Status: Active
Modifications: 1 11/01/2016
05-2017 Name Change
2-11/21/17
3 4/3/2018

Purpose:

To ensure the appropriate use of supportive services and to ensure that eligible individuals receive the supportive services necessary to enable them to participate in activities authorized under WIOA.

References:

- Workforce Innovation and Opportunity Act (WIOA) Sec. 3 Definitions;
- WIOA Proposed Rules: 680.900 – 680.970 and 681.570

Background:

Supportive Services enable registrants to overcome barriers that would otherwise prohibit their participation in activities authorized under the WIOA or reduce their opportunity to successfully achieve the goals established in their Individual Employment Plans (IEP) or Individual Service Strategies (ISS). The policy is also meant to promote effective management of services and to prevent misuse of WIOA funds.

Responsible Party:

One Stop center program directors and staff responsible for WIOA funded programs must verify and document eligibility for supportive services for Dislocated Worker, Adult and Youth program participants.

Policy/Procedures:

- **Participant Eligibility-** Supportive Services are available for WIOA program enrollees. Supportive Services needed by individuals will be identified and documented as necessary for individuals to participate in activities authorized under the WIOA, to include Basic Career Services, Individualized Career Services, and Training based on the Demand Occupation list for EDR5 or Statewide or an occupation (not on the demand list) that is part of an occupational career pathway identified through an approved individual employment plan (IEP) that will lead to a demand occupation. Other eligible activities include On the Job Training (OJT) and Apprenticeships. Individual programs will establish procedures to document the participant's need for supportive services and verify that such services are not available through other programs or sources. Documentation of the participant's need for supportive services will be maintained by the programs and staff will ensure case notes reflect the need and receipt of such support.
- **Training-** Participants attending training will be eligible for assistance under this policy if the program/classes they are attending lead to occupations identified on the Demand Occupation list for EDR5 or Statewide, or an occupation that is part of an occupational career pathway identified through an approved individual employment plan (IEP) , whether or not that training is actually being funded by WIOA. Other eligible training activities include One the Job Training (OJT), Apprenticeships and pre-vocational training classes.
- **On-Going Supportive Services-**The availability of On-going Child Care and Transportation assistance is based upon the availability of funds and the participant's demonstrated need. **All rates (Child Care rates for Licensed Day Care Center, License-Exempt Day Care Center, Licensed Day Care Home or Licensed Group Day Care Home, and License-Exempt Day Care Home or Care in Child's**

Home) are based on the State rate. If the State rate for these categories changes, the TWC-approved rates will be adjusted to remain consistent with the State rate. Child Care reimbursement to a custodial or non-custodial parent will not be approved.

CHILD-CARE for Boone and Winnebago Counties (not-to-exceed payments)*

| | Under Age 2 | | Age 2 | | Age 3 and Older | | School-Age Day |
|--|---------------------------|---|---------------------------|---|---------------------------|---|--------------------------|
| | Full-Day per child | Part-Day per Child (less than 5 hours) | Full-Day per Child | Part-Day per child (less than 5 hours) | Full-Day per Child | Part-Day per Child (less than 5 hours) | |
| Licensed Day Care Center | \$46.49 | \$23.25 | \$36.73 | \$18.37 | \$27.55 | \$13.78 | \$13.78 |
| License-Exempt Day Care Center | \$40.50 | \$20.25 | \$32.00 | \$16.00 | \$24.00 | \$12.00 | \$12.00 |
| Licensed Day Care Home or Licensed Group Day Care Home | \$31.57 | \$15.79 | \$29.34 | \$14.67 | \$26.93 | \$13.47 | Same as Part- Day |
| Non-Licensed Care | \$16.22 | \$8.11 | \$16.22 | \$8.11 | \$16.22 | \$8.11 | Same as Part- Day |

CHILD-CARE for Stephenson County (not-to-exceed payments)*

| | Under Age 2 | | Age 2 | | Age 3 and Older | | School-Age Day |
|--|---------------------------|---|---------------------------|---|---------------------------|---|--------------------------|
| | Full-Day per child | Part-Day per Child (less than 5 hours) | Full-Day per Child | Part-Day per child (less than 5 hours) | Full-Day per Child | Part-Day per Child (less than 5 hours) | |
| Licensed Day Care Center | \$33.53 | \$16.77 | \$28.46 | \$14.23 | \$23.77 | \$11.89 | \$11.89 |
| License-Exempt Day Care Center | \$29.20 | \$14.60 | \$24.80 | \$12.40 | \$20.70 | \$10.35 | \$10.74 |
| Licensed Day Care Home or Licensed Group Day Care Home | \$29.39 | \$14.70 | \$27.25 | \$13.63 | \$24.96 | \$12.48 | Same as Part- Day |
| Non-Licensed Care | \$16.22 | \$8.11 | \$16.22 | \$8.11 | \$16.22 | \$8.11 | Same as Part- Day |

* Child Care figures-- effective for WIOA and Trade participants: **7/1/15**. See <http://www.dhs.state.il.us/page.aspx?item=75772> (updated figures as of 7/1/15).

TRANSPORTATION

Participants in Training who need WIOA-transportation assistance to attend training will receive a transportation allowance of \$55 or a RMTD monthly bus pass (cost: \$55) according to the schedule listed below.

- If a participant begins training on or before the 15th day of the month, he/she will receive a transportation allowance of \$55 for this month.
- If a participant begins training after the 15th day of the month, he/she will receive a transportation allowance of \$27.50 for this month.
- If a participant ends training on or before the 15th day of the month, he/she will receive a transportation allowance of \$27.50 for this month.
- If a participant ends training after the 15th day of the month, he/she will receive the full \$55 transportation allowance for this month. If a participant is receiving a monthly RMTD bus pass, he/she will receive the bus pass for the full month he/she begins training, regardless of when in the month this occurs.
- If a participant is receiving a monthly RMTD bus pass, he/she will receive the bus pass for the full month he/she ends training, regardless of when in the month this occurs.

Exception: Participants using Freeport area public transportation will receive transportation assistance equal to the amount of the fare needed to attend their scheduled training classes; assistance for one round trip per scheduled training day will be allowed. Proof that the participants attended training on the days for which they receive assistance must be submitted.

If a WIOA participant is co-enrolled in the TAA program, the amount of transportation assistance that the participant receives will be based on the federal TAA transportation assistance regulations. Transportation assistance for WIOA/TAA participants will be paid from WIOA funds only in instances when TAA funds are exhausted.

Transportation assistance in the form of limited ride bus passes or gas stipends are available for individuals actively engaged in job search. The job search and interview records will be the documentation needed to secure additional transportation assistance.

SUPPLEMENTAL SUPPORT ITEMS

These items are Supportive Services purchased as a one-time option, based upon individual need. **NOTE: Case files must document that these supportive services cannot be secured from other programs or sources prior to purchase with WIOA funds. If items are provided by employers with work-place established re-payment procedures, WIOA funds will not be used for the purchase.**

| <u>Item</u> | <u>Maximum Paid by WIOA</u> |
|---|---------------------------------|
| Automobile related needs* (This item includes car repairs, licenses, car insurance.) | \$ |
| Auto Repairs | 500 |
| Auto Insurance/License/Registration | 700 |
| Clothing | 250 |
| Eye exam & glasses | 250 |

| | |
|--|-------------|
| Job Related Tools / Uniforms | 500 |
| Protective Shoes | 200 |
| Utilities* | 300 |
| Occupational certification exam fees and occupational license fees ... | actual cost |

* To be eligible for an assistance with Automobile related needs (repairs, insurance, license, or registration) or utility payments, the vehicle or residence must belong to or be leased to the individual enrolled in the program and must be documented. Utility payments will be made to the utility company, not an individual.

Car Repairs

During a participant’s enrollment in WIOA, automobile related needs described above will be paid up to a total (cap) of \$500. Car repairs will be provided for a participant only with proof of insurance, copy of registration and a valid driver’s license. The repairs to the vehicle must make it able to provide reliable transportation.

Auto Insurance/License/Registration

If a participant has access to a vehicle that is in working order, but does not have the vehicle registered or is not carrying insurance on the vehicle, the program can assist with costs for these items if other transportation options are not suitable for the individual (i.e. public transportation).

Job Related Tools / Uniforms

Normal procurement policies will be followed to purchase job related tools and/or uniforms. If the tools and/or uniforms are being purchased by the employer for a program participant the employer’s procurement will be accepted.

Job Search Assistance

All Job Search activities must be documented and reflected in the participant file and appropriate case notes maintained. No Job Search assistance supportive services will be provided without proper documentation of need and case notes.

Participants enrolled in Staff-assisted Job Search and/or Job Development may request a \$ 30/month job search assistance stipend to cover activities such as dry cleaning interview clothes, getting a haircut, etc. Participants may also request bus tokens or bus passes to help them during their job search. If the individual has access to a properly registered and licensed vehicle and has a valid driver’s license, they may receive a monthly transportation stipend. The stipend will be paid in the same manner as transportation stipends for individuals participating in training activities (identified in the Transportation Section above).

Background checks, drug screening, and physicals may be identified as needed supportive services for job search or job placement. These supportive services are allowable and can be paid as long as job search and job placement activities are properly documented.

Approval

All requests for On-Going Supportive Services/Supplemental Support Services will be approved in writing by the Case Manager’s supervisor. Any item other than those listed above must have prior written approval from the WIOA Program Director to ensure grant fiscal compliance, in addition to that of the supervisor before authorization can be given to purchase the item. The written approval of the WIOA Program Director will be included in the documentation submitted to the Accounting Department.

Documentation

Proper justification for a participant's receipt of on-going supportive services/supplemental support services must be documented in the case notes of the participant and correspond with the participant's *Individual Employment Plan*. As required by law, the case notes should also support the Case Manager's attempts to find funding for the participant's needs through other sources.

Day Care Providers and participants must sign a *Day Care Attendance Sheet* for each child whose day care costs are entirely or partially paid by WIOA supportive services monies.

Action Required:

This information should be disseminated to The Workforce Connection WIOA One-Stop Operator and all WIOA program directors/staff and partner agencies. Ensure that procedures for approving and paying for supportive services are fully in compliance with this policy.

Inquiries:

Questions regarding this policy should be directed to The Workforce Connection Board Executive Director

Effective Date:

Immediately

The Workforce Connection Board

Policy Title: Individual Training Accounts (ITAs)

Reference Number: 2016-500-03

Approved: 10/03/2000

Effective: 06/07/2016

Status: Active

**Modifications: 06/06/2017
2-04/03/2018**

Purpose:

To provide information regarding Workforce Innovation and Opportunity Act (WIOA) enrollment and funding requirements for Individual Training Accounts (ITAs) to be used to refer individuals to eligible providers of training services, and as the method of payment for such training services.

References:

WIOA epolicy Chapter 7 Section 2 – Training

WIOA epolicy Chapter 7 Section 2.1 – Individual Training Accounts (ITAs)

WIOA epolicy Chapter 8 Section 4.1 – Allowable Costs Towards Training Expenditure

20 CFR 680.230

20 CFR 679.380

Background:

To be eligible for an ITA and other training services, an eligible adult or dislocated worker participant must:

- Have been determined in need of training services as specified in WIOA Sec. 134 (c) (3) to become employed or retain employment;
- Must have a high school diploma or HSE; unless the program of study does not require a high school diploma and results in an industry recognized credential (i.e. truck driving CDL) or the individual is concurrently enrolled and attending a HSE program;
- Have the skills and qualifications to successfully participate in the selected training program (as determined by program staff after participant interview, assessment or evaluation, and case management);
- Select a program directly linked to employment opportunities within targeted sectors with in-demand occupations in the local area or another area where the individual is willing to relocate;
- When Pell is not applicable and other forms of financial aid are not available; or requires assistance beyond other grant funds (including Pell) and other applicable forms of financial aid at the federal, state, or local level.

Responsible Party:

WIOA funded programs must deliver individualized career services and access to training services based on WIOA eligibility requirements for training funds.

Definitions:

- High-Growth or In-Demand Occupation – identified through verified data provided by TWC annually that an occupation has reasonable growth, full-time employment opportunities, and pays a living wage.
- Targeted Industries – identified through verified data provided by TWC annually, clusters of industries such as Healthcare, Manufacturing, Information Technology, Transportation/Distribution/Logistics, with substantial job openings, long-term growth.

- TAA – The Trade Adjustment Act (TAA) Program benefits US workers who have lost their jobs as a result of foreign trade by providing opportunities to obtain skills, resources and support they need to become reemployed.

Policy/Procedures:

A. Individual Training Accounts:

1. ITAs will be used only for funding vocational (occupational skills) training programs.
2. All participants must apply for Pell, FASFA and any other appropriate grant assistance, and provide proof of application for this aid. The Pell grant funding received by a participant must be applied toward the participant's tuition and other education-related expenses. If funding is required beyond available grant funds (i.e., PELL grants, WIOA funds, etc.), participants are required to arrange other means of financial aid; or they have the option of choosing a less expensive training program.
3. Programs and training providers must coordinate funds available to pay for training. Staff administering ITAs from WIOA funds may take into account the full cost of participating in training services, including the cost of supportive services and other appropriate costs, approved by WIOA Program Director.
4. WIOA Program Director must coordinate training funds available and make funding arrangements with one-stop partners and other entities. All staff must consider the availability of other sources of grants to pay for training costs including Federal PELL Grants, so that WIOA funds supplement other sources of training grants.
5. For WIOA approved programs, ITA will cover the cost of participants' required books and reasonable cost of special supplies, including uniforms and tools required for the WIOA approved course or program.
- 6. Supportive Services for participants in ITA eligible training programs will be determined on an individual basis and based on participants' needs.
7. Supportive Services (e.g., transportation, child care, emergency housing) will not be available to participants choosing to attend ITA eligible training programs beyond 100 miles from their homes. *(This policy does not apply to TAA participants.)*
8. The participant and his/her WIOA career planner must jointly develop a plan for a participant to complete the training (including pre-requisite courses) preferably within two years.
9. If more than 1 (one) Eligible Training Provider offers the appropriate course work/training program identified for an ITA, the participant will research at least 2 Eligible Training Providers which may include an interview and/or a site visit. The participant will complete and sign the Institutional Preference Attestation document stating this was an informed decision.
10. To continue to receive ITA funding, participants must:
 - a. Maintain an overall C or equivalent average*;
 - b. Bring/send their grade or progress records to their WIOA Career planner prior to the start of a new semester/quarter to prove they maintained a C or equivalent average; and
 - c. Report their progress in training to their WIOA Career planner at least once each month.

**A participant may request a review of special circumstances(s) affecting the first semester/quarter grades by:*

- *Submitting a written request for review of the special circumstances affecting grades and class standing to the program's supervisor. The written request will*

- *summarize the “special circumstances” why the appeal is sought.*
- *Submitting the request within one week of receipt of grades and prior to the start of the next semester.*
- *Submitting proof of attendance in all classes.*

The supervisor and participant’s career planner will review the appeal and schedule a meeting with the participant.

If, after meeting with the participant, the supervisor determines the appeal is valid, he/she may waive the policy by approving the special circumstance and continue future ITA funding for the participant. The waiver must be signed by the Supervisor and the participant.

11 WIOA Title I-B funds may not be used for participants to retake classes.

12. A per participant Individual Training Account cap of \$13,000 applies to the total Training and Training-related costs for approved Eligible Training programs, pre-requisite courses, and other courses (excluding Basic Skills Upgrading/HSE Preparation course, English as a Second Language upgrading courses, Employment Transitions course, and transportation/child care costs). The Training and Training-related costs covered under the \$13,000 ITA cap include:

- Tuition
- Fees
- Books
- Supplies
- Tools
- Uniforms
- Anything necessary for the training that is on the class syllabus
- Credentialing exam fees and license fees

No exceptions to the \$13,000 ITA cap policy will be granted.

TAA Customer Exception to \$13,000 Cap Policy

If an individual is TAA eligible and must begin or continue training under WIOA funding because TAA funds have been exhausted or are not available, the amount of ITA training assistance that the participant receives may exceed the \$13,000 cap. ITA training for WIOA/TAA participants will be paid from WIOA funds only in instances when TAA funds are exhausted or unavailable.

Initial Enrollment for Individual Training Account (ITA)

An in-depth assessment of an individual participant’s training needs must be made to determine what is best for the participant and best for the overall program. The filters that will be applied during the individual’s assessment and program selection process include the following:

1. The individual has a high school diploma or HSE; unless the program of study does not require a high school diploma and results in an industry recognized credential (i.e. truck driving CDL) or the individual is concurrently enrolled and attending a HSE program;
2. The individual is in need of training;
3. The individual has the skills and qualifications to complete successfully the selected training program;
4. The individual is unable to obtain grant assistance from other sources to pay the costs of

- selected training;
5. The selected training program is directly linked to employment opportunities in the area (or another area to which the individual is willing to relocate);
 6. Training will lead to the individual's self-sufficiency.

Re-enrollment in ITA Training

If a program participant has received funding under an ITA previously, re-enrollment will be considered only if:

- The completion of the previous WIOA training program occurred at least 24 months prior to the re-enrollment date; and
- The credential received from the previous training program is no longer in demand based upon industry and labor market data for the northern Illinois region. All decisions to re-enroll participants into additional ITA funded training, even after the 24 month wait period, must have WIOA Program Director's approval and such approval must be documented in the participant's case file.

Participants' Appeal Process

Participants may appeal the training decisions of counseling staff directly to the administrator of the WIOA funded Programs.

Participants may appeal the decisions of the WIOA funded programs administrator to The Workforce Connection Board's Operations Management Council. The Committee will either uphold the administrator's decision or render a new decision. The decision of the Committee is final.

B. Skill Upgrading and Retraining – Individual Courses or Short-Term Certification Programs

Participants who are determined to be in need of short-term training services (skill upgrading or retraining) in order to obtain or retain employment that leads to self-sufficiency may be enrolled in individual credit or non-credit courses that do not lead to certification or short-term certification programs. [Note: A- Referral & Recruitment form must have been distributed specifically listing the course as *Skill Upgrading or Retraining* course before an ITA voucher is completed.]

1. Courses must be directed toward growth and in-demand occupational employment;
2. Courses must be specifically approved by The Workforce Connection Board (initially approved by the One-Stop Operations Management Council) as *Skill Upgrading or Retraining* or be included in an ITA eligible program certified by The Workforce Connection Board (initially approved by the One-Stop Operations Management Council);
3. Individuals must be unable to obtain other funding sources to cover the cost to the *Skill Upgrading or Retraining* courses;

4. In all cases, a participant's Individual Employment Plan (IEP) must include a detailed career plan that shows how the *Skill Upgrading and Retraining course(s)* will enhance the participant's ability to be employed/reemployed. The career plan must be based on an assessment of the participant's skills and abilities.

C. Internal Procedures Related to ITAs

Participants may receive ITAs only for programs that are on the Illinois state-approved list (or other state approved list).

1. There must be a *Master ITA-Vendor Agreement* completed and on file at TWC with the program provider before a participant may begin attending an approved program.
2. A *Referral & Recruitment* form listing the programs that The Workforce Connection Board has approved as Eligible Training Provider Programs and *Skill Upgrading or Retraining* must be issued (posted on TWC's website) before ITA vouchers may be issued for a participants' enrollment in a program.
3. ITA Vouchers will be used for tuition, fees, and books.

Action Required:

This information should be disseminated to all The Workforce Connection WIOA Title IB program directors/staff to assure compliance with requirements for training programs supported with WIOA funds.

Inquiries:

Questions regarding this policy should be directed to The Workforce Connection Executive Director

Effective Date:

Immediately

Attachment No. 1 to Amendment No. 2 to LWIA #03 MOU

LOCAL MOU TEMPLATE

MEMORANDUM OF UNDERSTANDING

BETWEEN

[LOCAL WORKFORCE INNOVATION BOARD #3]

AND

[LOCAL WORKFORCE AREA #3 ONE-STOP PARTNERS]

[Dr. Lisa M. Bly]

Individual designated by the Local Board Chair to lead MOU negotiations

[LBly@theworkforceconnection.org]

Email address

[Dan White]

Impartial individual designated by the Local Board Chair to lead annual budget negotiations

[DWhite@TheWorkforceConnection.org]

Email address

1. PARTIES TO MOU (SEC. 121 (C)(1)) (Governor’s Guidelines, Section 1, Item (b))

- *List the required partner providing services in the local area*
- *List the partner agency providing services of each required partner*

| PARTIES TO MOU | TYPED NAME |
|--|-------------------------------------|
| Local Workforce Innovation Board Chair | Frank Rotello |
| Chief Elected Official | Thomas P. McNamara |
| Chief Elected Official | |
| REQUIRED PARTNERS AS PARTIES TO MOU | ENTITY ADMINISTERING PROGRAM |

| | TYPED NAME¹ | |
|---|---|---|
| Title I: Adult, Dislocated Worker, Youth | City of Rockford | |
| Title II: Adult Education and Literacy | Rock Valley College; Rockford Public Schools; The Literacy Council; and Highland Community College | |
| Title III: Employment Programs under Wagner-Peyser | IL Department of Employment Security | |
| Title IV: Rehabilitation Services | IL Dept. of Human Services - DRS | |
| Perkins/Post-secondary Career & Technical Education | Rock Valley College and Highland Community College | |
| Unemployment Insurance | IL Department of Employment Security | |
| Job Counseling, Training, Placement Services for Veterans | IL Department of Employment Security | |
| Trade Readjustment Assistance (TRA) | IL Department of Employment Security | |
| Trade Adjustment Assistance (TAA) | City of Rockford | |
| Migrant and Seasonal Farmworkers | IL Department of Employment Security | |
| Community Services Block Grant (CSBG) | City of Rockford Human Services Department; and Northwest Illinois Community Action Agency | |
| Senior Community Services Employment Program (SCSEP) | National Able Network, Inc. | |
| TANF | IL Department of Human Services | |
| Second Chance | N/A | |
| OTHER REQUIRED PROGRAMS OFFERED IN THIS LOCAL AREA AS PARTIES TO MOU | | IF MARKED YES, LIST THE ENTITY ADMINISTERING PROGRAM |
| National Farmworker Jobs Program | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | <i>Illinois Migrant Council</i> |
| Housing and Urban Development Employment and Training Activities | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | <i>Rockford Housing Authority</i> |
| Job Corps | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| Youth Build | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | <i>Comprehensive Community Solutions</i> |
| ADDITIONAL PARTNERS AS PARTIES TO MOU | | ENTITY ADMINISTERING PROGRAM |
| | | |
| | | |
| | | |
| | | |

2. PURPOSE AND SCOPE OF MOU

- Describe the general purpose and scope of the umbrella MOU

¹ Insert only the name(s) of the program(s) in this space. The names of individual negotiators are not needed.

A. General Scope:

This Memorandum of Understanding (MOU) fulfills the Workforce Innovation and Opportunity Act (WIOA) requirements to document and reach agreement among State and Local Partners for negotiating cost sharing, service access, service delivery and other matters essential to the establishment of a local public workforce development and service system, branded as The Workforce Connection. This MOU describes the commitment of Partners to provide integrated workforce services in Local Workforce Innovation Area 3 (Boone, Winnebago, and Stephenson Counties), including services at the comprehensive one-stop center and the access sites identified in Section 5 of this MOU.

B. Purpose:

The purpose of this MOU is to define workforce services the WIOA required Partners will provide in Local Workforce Innovation Area 3 (Boone, Winnebago and Stephenson Counties), methods Partners will use to provide these services, and roles and responsibilities of all Partners related to service delivery. The local MOU will be used as an essential tool for achieving integration of services expected in WIOA, the alignment and integration of programs to better serve customers, and to achieve coordination that maximizes the limited resources available; all aimed at optimizing quality and accessibility of services.

The Workforce Connection Board and Partners enter into this agreement with the following general objectives:

1. Implement the vision for the local one-stop delivery system;
2. Determine the amount of contribution by each partner for infrastructure and shared system costs to support the one-stop delivery system;
3. Establish procedures and tracking methods for referrals between partners;
4. Provide assurance of physical and programmatic accessibility, specifically addressing individuals with disabilities, low income individuals, adults, dislocated workers, youth, and other individuals with barriers to employment;
5. Identify data sharing methods and options between Partners to measure achievement of performance goals;
6. Describe the process by which disputes will be resolved; and
7. Identify the manner in which this agreement may be amended, modified, and renewed.

3. VISION FOR THE SYSTEM (Governor's Guidelines, Section 1, Item 1(b))

- *Describe the shared vision and commitment of the local board and required partners to a high-quality local workforce delivery system (vision must be consistent with Federal, State, regional, and local planning priorities, as well as the Governor's Guidelines)*
- *Describe which aspects of the vision are currently in place*
- *Outline the steps to be taken and the general timeline for how required partners will implement any aspects of the vision that are not yet in place*

As a shared vision "the Partners of The Workforce Connection will advance the economic vitality of the region by providing a qualified workforce through an integrated, accessible, employer-driven system, utilizing our collective resources to develop human capital for existing and emerging opportunities". This MOU supports the vision by fostering collaboration among education, workforce, economic development and required partners as they provide individuals the ability to move along chosen career pathways, leading to jobs that pay a livable wage in growing sectors of the economy and offer long-term opportunities for stable employment, ultimately assisting businesses in our region and Illinois to be competitive in a global economy.

The Workforce Connection Partners agree to establish and maintain a system of workforce delivery centers and access sites designed to facilitate the coordination of resources, alignment of programs and integration of services; provide high quality services with enhanced participation and performance of customers served through the system; focus on accessibility for all; be accountable and transparent; and establish guidelines for creating and maintaining a cooperative relationship.

The Workforce Connection Partners are committed to the following principles:

- The needs of business and workers will drive workforce solutions;
- One-Stop Centers will provide excellent customer service to job seekers and employers and focus on continuous improvement; and
- The workforce system will support a strong regional economy and play an active role in community and workforce development.

The Workforce Connection Partners are addressing the key aspects of the vision - integrated, accessible, and employer-driven. All partners have established either on-site presence at The Workforce Connection Centers provide direct linkage to promote integration. Through this MOU, Partners efforts include joint participation in workshop development and delivery, common materials with common branding, and opportunities to increase staff awareness of all services to increase referrals and common case management. Teams have been established to address professional development, customer satisfaction, referrals/common data collection, common approach to mitigate customer barriers, business services and continuous improvement.

One-Stop partners are invited to participate in quarterly professional development workshops. Over the last year, topics have included the following: Motivational interviewing; Legal Aid Online and in Person; Partner training on Refugee/Immigrant Services, Veterans Services, and WIOA Adult and Dislocated Worker services; Equal Opportunity Training; Trauma 101; Non-violent crisis intervention; Navigating the public transit system; and Cultural Competency and Bias. Partners utilize common branding. We have a recorded training that is shared every 6 months to remind all partners of training that's offered by required partners. The business team continues to evolve. Metrics have been defined and measured to show the value the system adds for regional employers.

Customer service satisfaction were distributed last year and improvements have been implemented based on feedback.

PY19 – More work will be done to formalize referrals and measuring service integration metrics. An employer survey will be distributed to assess our services and employer's satisfaction with our services.

4. MOU DEVELOPMENT (Governor's Guidelines, Section 1, Items 3-8)

- *Fully describe the process and efforts of the Local Workforce Innovation Board and required partners to negotiate the MOU*
- *Confirm whether all required partners participated in negotiations*
- *Explain the process to be used if consensus on the MOU is not reached by partners*

During the negotiation and decision making process, we utilized a "consensus decision making process" involving the following steps:

1. Partners discussed the proposed budget and provided thoughts about items to include or not.
2. After all statements of positions were made Partners indicated whether they " support" or "cannot support" the proposal under discussion. There was a consensus.
3. If there is consensus the majority of Partner entities, then the decision is determined to have been made. If not, the consensus building process would be repeated.

4. If, impasse is determined, the issue would be elevated to the Executive Committee and/or full Board and CEOs to determine next steps.

Active involvement and equal opportunity to provide input by all core and required partners was demonstrated during this MOU negotiation process and is reflected in the MOU. All required Partners have participated in MOU discussions and meetings (either by phone or in person). Results of this MOU negotiation will be reported to the Office of the Governor through Appendix Item 9 of the Governor's Guidelines - Revision 2.]

5. NAME AND LOCATION OF COMPREHENSIVE ONE-STOP CENTER(S) (Governor's Guidelines, Section 1, Item 8(d)) (§ 678.310, § 678.315 and § 678.320)

- *Provide the name and address of the comprehensive one-stop center(s) in the local service delivery system*
- *Where applicable list the designated affiliated sites and/or specialized centers*
- *Define any other operating titles that the local area assigns to each center*

Note: The information provided in this section must match the Illinois Workforce Development System (IWDS) and Illinois workNet listings

[This MOU covers service delivery and related costs associated with the following comprehensive one-stop centers:

The Workforce Connection - Rockford
303 North Main Street
Rockford, Illinois 61101

This MOU covers service delivery associated with the following access sites:

The Workforce Connection – Belvidere
530 S. State Street, Suite 130
Belvidere, Illinois 61008

And

The Workforce Connection – Freeport
2155 W. Galena
Freeport, Illinois 61032]

6. DESCRIPTION OF COMPREHENSIVE ONE-STOP SERVICES (Sec. 121 (c)(2)(i)) (Governor's Guidelines, Section 1, Items 8(e)-(g)) (§ 678.500(b)(1))

- Complete a local service matrix (the State-level service matrix provided in Appendix F is intended to serve as a reference for local negotiations) illustrating local methods of service delivery, which includes:
 - *Career services to be provided by each required partner in each comprehensive one-stop center*
 - *Other programs and activities to be provided by each required partner*
 - *Method of delivery for each service provided by each required partner (e.g., staff physically present, cross-trained staff, direct linkage technology)*
- In the spaces provided below:

- *In the introductory paragraph of this section, describe the required partners' combined commitment to integration and "manner in which the services will be coordinated and delivered through the system" (§ 678.500(b)(1))*
- *In the spaces below designated for each required partner, describe each partner's commitment to coordinated service delivery and explain how the services provided and the method of service delivery (as documented in the local service matrices) illustrate that commitment*
- *For each required partner below, describe the location(s) at which services of each required partner will be accessible*

As Partners of The Workforce Connection, we are committed to coordination of services and integration to the extent possible to maximize resources, ensure accessibility to services, address target and underserved populations, meet the needs of our residents, and continuously improve in our service delivery and overall effectiveness. We are committed to achieving the vision as established in this document. We will achieve that vision by addressing the goals, strategies and actions established in the Northern Stateline (EDR) Regional Plan and the Local Plan for LWIA 3. To address integration specifically, Goal 1 of the Regional Plan is Integration of workforce, education, and economic development efforts to move the Region's strategies forward through increased collaboration, communication and shared resources. Strategy 1.1: Develop a clear path for employers, residents, and partners to access the services and programs of the workforce development system where there is a common point of contact but allowing for multiple points of entry to the system.

As partner agencies, we are committed to providing the best possible services to job seeking customers and businesses. We realize that integration of services and collaboration among the agencies is absolutely essential to success. Services will be collaborated in a number of ways including in person, electronically (e-mail, Skype, other electronic means), and via telephone. Partners will use a referral mechanism to track integration and collaboration among the required partners. Staff development and training activities have begun and will continue into PY17 and beyond. Responsibilities for coordination of efforts are incorporated into the duties of the one-stop operator.

Designated staff will welcome the job seeking customer and a needs-based assessment will determine the customers' next steps in the service delivery process. It is then determined by appropriate staff if a referral to another agency is needed. Local partners who will have staff at the center include Title I contracted service providers (Adult, Dislocated Worker and Youth) fulltime; IDES Title III staff fulltime; IL DHS DORS Title IV staff on a part-time scheduled basis; contracted service providers of TAA fulltime; IDES Veterans' Services fulltime; IDES Unemployment Insurance staff fulltime; IDES TRA staff as needed; IL DHS TANF staff on a part-time scheduled basis; SCSEP staff through National Able; ; IDES Migrant Seasonal Farmworker staff as needed. All other partner program services are available through direct linkage.

Title I (Adult, Dislocated Worker and Youth) – Title I programs will offer all services on a full-time basis through the comprehensive one-stop The Workforce Connection at 303 North Main Street, Rockford, IL and the access sites at 530 S. State Street, Belvidere, IL and 2155 W. Galena, Freeport, IL. Access points will be established with partner organizations as needed to ensure accessibility for all. Basic career services, individualized career services, and training services are provided with priority for serving low-income individuals, recipients of public assistance, as well as individuals who are basic skills deficient. Adult, Dislocated Workers and Youth will integrate services with the partners of WIOA. Title I offers co-enrollment as an opportunity to maximize resources, providing for a comprehensive approach to serving our common customers. Title I funds may be leveraged to supplement services/participation in partner programs. These funds may be used for training, supportive services, or other. Title I will also collaborate with the WIOA partners to

offer common intake/information sessions as appropriate. Title I staff will be trained to understand the services provided by the partners. These staff will participate in delivering basic career services and coordinate referrals to all partner programs. Title I staff will be assigned to work with the integrated business service team to deliver comprehensive and seamless services to area business.

Title II (Adult Education and Literacy) – Title II program basic career services are provided through direct linkage by service providers – Rock Valley College, Rockford Public Schools Roosevelt Community Education Center, The Literacy Council, and Highland Community College. Program classes are offered at various community locations to be accessible to students. The primary locations are as follows:

Rock Valley College Downtown – 99 E. State Street, Rockford IL

RPS 205 Roosevelt Community Education Center – 978 Haskell Avenue, Rockford, IL

The Literacy Council – 982 North Main Street, Rockford, IL

Highland Community College – 2998 W. Pearl City Road, Freeport, IL

Title II (Adult Education & Family Literacy) is committed to integrating services to provide comprehensive service to all customers. As customers enroll in Adult Education services, an assessment of barriers to employment is conducted. Based on the results of that assessment, customers will be referred to partner providers for co-enrollment. A staff member has been assigned to work with those individuals to ensure a smooth co-enrollment and continuity of services. The identified staff member will be available at the One-Stop one morning or afternoon a week; otherwise, they will be available via direct linkage. Additionally, career-focused workshops will be held at provider sites, in collaboration between WIOA Title 1, One-Stop Partner staff and Adult Education staff.

Title III (Employment Services under Wager-Peyser) – Title III basic career services are provided on-site with fulltime staff at the comprehensive one-stop center – The Workforce Connection at 303 North Main Street, Rockford, IL. Wagner-Peyser staff is committed to providing integrated services to job seeking customers and business customers with WIOA partners. RESEA Workshops are provided at the comprehensive One-Stop Center along with Title I partners. Wagner-Peyser staff will be trained to understand services provided by partners to provide appropriate referrals and promote cross-training. Wagner-Peyser staff actively participate on the Business Service Team, delivering seamless services to area businesses.

Title IV (Rehabilitation Services) – Title IV basic career services are provided on a part-time, scheduled basis at the comprehensive one-stop center – The Workforce Connection at 303 North Main Street, Rockford, IL and through direct linkage to the primary office locations of ILDHS, DRS at 171 Executive Parkway, Rockford, IL and 1828 South West Avenue, Freeport, IL. Vocational Rehabilitation, under Title IV of WIOA, seeks to improve integration with WIOA service partners through: co-enrollment of participants as appropriate; coordinated outreach and recruitment; staff assigned to participate on the Business Service Team; blending and braiding of funding to address job seeker needs; and providing fulltime, on-demand staff assistance, in person and through direct linkage.

Perkins/Post-Secondary Career and Technical Education – Perkins Post-Secondary Career and Technical Education basic career services are provided through direct linkage to primary service locations:

Rock Valley College – 3301 Mulford Road, Rockford, IL

Highland Community College – 2998 West Pearl City Road, Freeport, IL

Perkins/Post-Secondary Career and Technical Education is very committed to coordinated service delivery. Students enrolled in Career & Technical Education programming will be referred to partner agencies for co-enrollment should barriers to employment be identified. Coordinated training opportunities between college staff and one-stop partner/WIOA Title I staff are being developed to ensure consistent service is being provided. Collaboration regarding internships and apprenticeships is also being initiated in order to strengthen services to both customers and area businesses.

IDES/Unemployment Insurance (UI) –Basic career services are provided on-site with full-time staff at the comprehensive one-stop center – The Workforce Connection at 303 North Main Street, Rockford, IL. Services are integrated at The Workforce Connection through referrals to appropriate Partner programs to address employment and training assistance and supportive service needs. IDES staff provide assistance with UI claims filing through the resources and basic career services provided at the Center.

IDES/Job Counseling, Training and Placement Services for Veterans –Basic career services are provided on-site with full-time staff at the comprehensive one-stop center – The Workforce Connection at 303 North Main Street, Rockford, IL. Veterans' services are integrated with other Partner programs through coordinated referrals and co-enrollment of participants. Veterans' Service Staff actively participate on The Workforce Connection Business Service Team.

IDES/Trade Readjustment Assistance – Basic career services are provided on-site at the comprehensive one-stop center – The Workforce Connection at 303 North Main Street, Rockford, IL. Service integration will involve co-enrollment with TAA and other programs as appropriate and coordination of referrals.

Trade Adjustment Assistance (TAA) –Basic services are available on a full-time basis through the comprehensive one-stop The Workforce Connection at 303 North Main Street, Rockford, IL and the access sites at 530 S. State Street, Belvidere, IL and 2155 W. Galena, Freeport, Trade staff will co-enroll trade eligible customers into WIOA Title I as appropriate to leverage staff resources and supportive services. TAA will integrate services with WIOA partners to maximize resources, efficiencies and effectiveness in serving the common customer. TAA staff will be trained on partner programs and resources. These staff will participate in delivering basic career services and coordinate referrals to all partner programs.

IDES/ Migrant & Seasonal Farmworkers (MSFW) –Basic career services are provided on-site at the comprehensive one-stop center – The Workforce Connection at 303 North Main Street, Rockford, IL. Service integration will be achieved through co-enrollment of participants as appropriate and coordination of referrals to ensure access to needed training and assistance.

National Farmworker Jobs Program (NFJP) – The National Farmworker Jobs Program (NFJP), is nationally directed under WIOA to serve chronically unemployed and underemployed migrant and seasonal farmworkers (MSFW) and their families, administered by the Illinois Migrant Council (IMC). IMC provides WIOA Title I career services, training and related assistance for eligible MSFWs including youth. IMC coordinates with WIOA partners including the IDES Migrant and Seasonal Farmworker Program. Services integration will include coordinating recruitment and co-enrollment for career and training services with partner staff when feasible. Basic career services such as referrals to, and from, WIOA partners, will be provided through direct linkages (telephone, cell, text) on demand during regular business hours. When requested by the AJC staff and customers, IMC staff will set up an

appointment for communications with the customer. IMC is required to comply with OMB Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards to document actual FTE as the basis for shared NFJP career services activities. |

Community Service Block Grant (CSBG) –Community Service Block Grant basic career services are provided through direct linkage for the comprehensive one-stop center in Rockford and the access sites in Belvidere and Freeport. Primary service locations are:

City of Rockford Human Services Department – 612 North Church Street, Rockford, IL

Northwest Illinois Community Action Agency (NICAA) – 27 S. State Street, Ste. 201, Freeport, IL.

Community Service Block Grant administering agencies will demonstrate commitment to service integration by co-enrolling participants as appropriate to ensure participants are receiving a full continuum of service options and needed supportive services, services locations will serve as access points for information and referrals to Partner programs, staff will participate on the Business Service Team, and SKYPE connections are established to ensure immediate access to services and information.

Senior Community Services Employment Program (SCSEP) –Senior Community Services Employment Program basic career services are provided on a full-time basis with staff on-site at The Workforce Connection at 303 North Main Street, Rockford, IL. SCSEP program staff coordinate referrals with other Partner programs, co-enroll participants as appropriate, provide staffing assistance for basic career services and the resource and intake areas of the facility, and participate in staff capacity building activities with other Partner programs. |

DHS/TANF –DHS/TANF provides basic career services on a scheduled part-time basis through the comprehensive one-stop center at 303 North Main Street in Rockford, IL. Services are also provided through direct linkage to their primary location at 171 Executive Parkway, Rockford, IL. DHS/TANF provides eligibility and information sessions at The Workforce Connection, coordinates referrals both from and to other program Partners, co-enrolls individuals as appropriate, and actively participates in facilitating job club sessions with Partner staff. |

IDOC Second Chance –|N/A|

HUD Employment and Training Activities –Basic career services for HUD Employment and Training are provided through direct linkage. Their primary location is 223 South Winnebago Street, Rockford, IL. Rockford Housing Authority, the HUD Employment and Training Partner, is committed to integrations of services. Service access points are and will be established in Community Centers within its' jurisdictions, housing residents will be co-enrolled in Partners programs to expand opportunities, maximize employment and training resources, and provided needed supportive services. |

YouthBuild –Basic career services for the YouthBuild program are provided by Comprehensive Community Solutions and through direct linkage. Their service location is 917 South Main Street, Rockford, IL. Comprehensive Community Solutions, operator of the YouthBuild Rockford AmeriCorps Program, will coordinate referrals both from and to The Workforce Connection partners, will co-enroll participants where appropriate, and will work with The Workforce Connection Business Services Team to expand opportunities for work experience, internships and placement. |

7. PROCUREMENT OF ONE-STOP OPERATOR (Governor's Guidelines, Section 1, Item 8(j)) (§ 678.600-635)

- *Name the procured one-stop operator*
- *Describe the functions and scope of work of the one-stop operator as defined in the Request for Proposal or as planned for the competitive procurement process*
- *Assure that the one-stop operator will not perform any of the proscribed functions (§ 678.620(b)) to avoid a conflict of interest*

Note: One-stop operator designation takes effect July 1, 2017 (§ 678.635)

The competitively procured One-Stop Operator for Local Workforce Area 3 is a consortium/partnership of three (3) entities - Rock Valley College Employment and Grants Division, Goodwill Industries of Northern Illinois, and Illinois Department of Employment Security. The lead entity of the consortium is Rock Valley College. The One-Stop Operator will coordinate the service delivery of required one-stop partners and service providers. The One-Stop Operator will provide and coordinate the following services and activities:

- Coordination of Resource Room services in The Workforce Connection Centers – Rockford, Belvidere, and Freeport.
- Coordination of Reception and initial registration services for all customers.
- Implement and fulfill cooperative agreements and memoranda of understanding (MOU) with partners.
- Coordinate one-stop partner services, with guidance by The Workforce Connection Board.
- Provide for effective allocation of staff among all The Workforce Connection Centers.
- Coordinate access to virtual resources at appropriate partner locations, libraries, and other points within the 3-County area.
- Develop processes to ensure that all customers receive appropriate, timely, and effective Career Services.
- Implement a formal referral process, as established by the Partners, for services within and outside of the Center(s).
- Actively participate with the Core Partners to integrate services in the One-Stop System and Centers of Boone, Stephenson, and Winnebago Counties.
- Ensure implementation of the State and Local branding standards.
- Ensure compliance with all State and Local policies and procedures relative to the One-Stop System and One-Stop Centers.

The One-Stop Operator will not convene system stakeholders to assist in the development of the local plan; prepare and submit local plans; be responsible for oversight; manage or participate in the competitive selection process for one-stop operators; select or terminate one-stop operators, career services, and youth providers; negotiate local performance accountability measures; and develop and submit a budget for the activities of the Local Board in the local area, as stipulated in 20 CFR 678.620.

8. REFERRAL PROCESS (Sec. 121 (c)(2)(iii)) (Governor’s Guidelines, Section 1, Item8(i)) (§678.500(b)(3)-(4))

- *In the spaces provided below, address all of the following:*
 - *In the introductory paragraph of this section, describe local one-stop operator’s role and responsibilities for coordinating referrals among required partners (§678.500(b)(3))*
 - *In the spaces below designated for each required partner, each partner must list the other programs to which it will make referrals and the method(s) of referral to each partner; for example, in the Title I box, Title I will list all other programs to which it will refer clients and the method(s) of referral for each*

- Identify the method of tracking referrals

Note: Local areas must be as specific as possible when describing the differences in referral methods between partner programs. DOL has expressed concern about this area in the past.

The One-Stop Operator will ensure implementation of the referral processes established by the One-Stop Partners. The referral system will provide integrated and seamless delivery of services to both job seekers and employers.

1. The partners agree to familiarize themselves with the requirements for participation in each of the required partners programs.
2. To the extent possible, the partners agree to develop materials summarizing their program requirements and to make this accessible to all partners in the comprehensive one-stop center.
3. To the extent possible, the partners agree to develop and utilize common intake forms.
4. The partners agree to refer clients eligible for each other's services to one another for services.
5. The partners agree to evaluate ways to improve the referral process, including the use of customer satisfaction surveys.
6. The partners commit to robust and ongoing communication required for an effective referral process.
7. The partners commit to actively follow up on the results of referrals and to assure that resources of the partners are being leveraged at an optimal level.

At this time paper referrals, encrypted e-mail contacts through Citrix between programs and phone calls are used as referral mediums. The Partners agree to continue reviewing other options to implement electronic referrals and establish appropriate release forms to be used by all programs. |

Title I (Adult, Dislocated Worker and Youth) – Title I programs provide referrals to all other partner programs (Adult Education and Family Literacy; Rehabilitation Services; Perkins/Post-Secondary Career and Technical Education; IDES for Unemployment Insurance, Veterans Services, Wagner Peyser Employment Services, TRA, and MSFW; TAA; NFJP; CSBG; HUD Employment and Training; SCSEP; TANF; Youth Build; and additional community-based, faith-based, and other needed services in the region) as necessary to provide comprehensive services for youth and job seekers. Referrals are currently made using encrypted email, a paper referral form, 211, or direct contact with a partner agency. Currently follow-up on referrals is through staff contact with the individual, contact with the agency referred to, or e-mail responses between agencies. |

Title II (Adult Education and Family Literacy) – Title II, Adult Education and Family Literacy programs in the workforce area provide referrals to all other partner programs (Title I -Adult Dislocated Worker and Youth; Rehabilitation Services; Perkins/Post-Secondary Career and Technical Education; IDES for Unemployment Insurance, Veterans Services, Wagner Peyser Employment Services, TRA, and MSFW; TAA; NFJP; CSBG; HUD Employment and Training; SCSEP; TANF; Youth Build; and additional community-based, faith-based, and other needed services in the region) as necessary to provide comprehensive services to individuals. Referrals are currently made using a paper referral form, 211, e-mail, or direct contact with a partner agency. Follow-up on referrals is through staff contact with the individual, contact with the agency referred to, or e-mail responses between agencies. |

Title III (Employment Services under Wager-Peyser) – Title III, Wagner Peyser, provides referrals to other partner programs to include Title I – Adult, Dislocated Worker and Youth, Title II, Title IV, Unemployment Insurance, Veterans Services, TRA, TAA, CSBG, HUD Employment and Training, and additional community-based and faith-based services as needed to provide individuals needed supports to be successful in employment. Referrals are made using a paper referral form, 211, or e-mail with partner agencies. |

Title IV (Rehabilitation Services) –Title IV makes referrals to other partner programs to include Title I – Adult Dislocated Worker and Youth; Title II; Title III; Unemployment Insurance; Veterans Services; CSBG; HUD Employment and Training; Perkins Technical Education; and other community-based services as needed to provide comprehensive services to individuals. Referrals are made using a paper referral form, 211, e-mail or direct contact with agencies. Follow-up of referrals is through staff contact with the individual, contact with the agency referred to, or e-mail responses between agencies.

Perkins/Post-Secondary Career and Technical Education –Perkins/Post-Secondary Career and Technical Education makes referrals to other Partner programs to include Title I, Title II, Unemployment Insurance, and Veterans Services. Referrals are made using 211, e-mail or direct contact with agencies. Follow up of referrals is through staff contact with the individual or e-mail responses between agencies.

IDES/Unemployment Insurance (UI) –Unemployment Insurance provides referrals to the following Partner programs – Title I; TAA; Title III; and Veterans Services. Referrals are made using 211 or providing the insurance claimant with partner agency information.

IDES/Job Counseling, Training and Placement Services for Veterans –Veterans Services provides referrals to the following Partner programs – Title I; Title II; Title III; Title IV; Unemployment Insurance; CSBG; and numerous community resources to assist Veterans with employment and other supportive services. Referrals are made using 211, e-mail, and providing agency contact information to the individual. Follow-up on referrals is through staff contact with the Veteran or e-mail response between agencies.

IDES/Trade Readjustment Assistance –Trade Readjustment Assistance program makes referrals to other Partner programs to include Title I Dislocated Worker Program; TAA; Title III; and Unemployment Insurance. Referrals are made using a paper referral form or 211. Follow-up includes contact with the individual or contact with the agency referred to.

Trade Adjustment Assistance (TAA) –Trade Adjustment Assistance program refers to Partner programs to include Title I; Title III; Title II; Title IV; Unemployment Insurance; CSBG; and other community resources as needed to support the individual during training or employment search. Referrals are made using a paper referral form, 211, encrypted e-mail, or direct contact with Partner or community agencies. Follow-up on referrals include contact with the individual, contact with the agency referred to, or e-mail responses between agencies.

IDES/ Migrant & Seasonal Farmworkers (MSFW) –Migrant & Seasonal Farmworkers program makes referrals to Title I programs, Title II, Unemployment Insurance, Title III and CSBG. Referrals are made through e-mail or direct contact with Partner agencies. Follow-up on referrals is through staff contact with the individual, contact with the agency referred to, or e-mail responses between agencies.

National Farmworker Jobs Program (NFJP) –National Farmworker Job Program makes referrals to Partner programs including Title I, Title II, Unemployment Insurance, Title III and CSBG. Referrals are made through direct linkages such as e-mail or direct contact with Partner agencies. Follow-up on referrals is through staff contact with the individual, contact with the agency referred to, or e-mail responses between agencies.

Community Service Block Grant (CSBG) –CSBG program makes referrals to Partner programs including Title I; Title II; Title III; Title IV; Unemployment Insurance; DHS/TANF; HUD Employment and Training; Veterans Services; and Youth Build. Referrals are made by direct contact with Partner agencies, 211, or e-mail connection. Follow-up on referrals is through staff contact with the individual, contact with the agency referred to, or e-mail responses between agencies.

Senior Community Services Employment Program (SCSEP) –SCSEP makes referrals to Partner programs including Title I; Title II; Title III; Title IV; Unemployment Insurance; HUD Employment and Training; Veterans Services; CSBG; and community-based, faith-based, and service resources. Referrals are made by direct contact with Partner agencies, 211, or e-mail connection. Follow-up on referrals is through staff contact with the individual, contact with the agency referred to, or e-mail responses between agencies.

DHS/TANF –DHS/TANF program makes referrals to Partner programs including Title I; Title II; Title III; Title IV; Unemployment Insurance; HUD Employment and Training; Veterans Services; and Youth Build. Referrals are made by direct contact with Partner agencies, 211, or e-mail connection. Follow-up on referrals is through staff contact with the individual, contact with the agency referred to, or e-mail responses between agencies.

IDOC Second Chance –N/A

HUD Employment and Training Activities –HUD Employment and Training makes referrals to Partner programs including Title I; Title II; Title III; Title IV; Unemployment Insurance; DHS/TANF; Veterans Services; and Youth Build. Referrals are made by direct contact with Partner agencies, 211, or e-mail connection. Follow-up on referrals is through staff contact with the individual, contact with the agency referred to, or e-mail responses between agencies.

YouthBuild –YouthBuild makes referrals to Partner programs to include Title I; Title II; Title IV; Title III; HUD Employment and Training; DHS/TANF; and CSBG. Referrals are made by direct contact with Partner agencies or 211. Follow-up on referrals is through staff contact with the individual, contact with the agency referred to, or e-mail responses between agencies.

9. PHYSICAL ACCESSIBILITY (Sec. 121 (c)(2)(iv)) (§678.500(b)(4))

Describe how—through specific examples and commitments—required partners will assure the physical accessibility of the comprehensive one-stop center(s), including the following:

- *The comprehensive one-stop center’s layout supports a culture of inclusiveness*
- *The location of the comprehensive one-stop center is recognizable in a high-traffic area*
- *Access to public transportation is available within reasonable walking distance*
- *The location of a dedicated parking lot, with parking lot spaces closest to the door designated for individuals with disabilities*

An EO compliance assessment is conducted annually for all of The Workforce Connection Centers. The Workforce Connection - Rockford and access sites in Belvidere and Freeport will maintain a culture of inclusiveness in compliance with Section 188 of WIOA, the Americans with Disabilities Act (ADA) of 1990 and all other applicable statutory and regulatory requirements. Additionally, the physical characteristics of the facilities, both indoor and outdoor, meet compliance with 29 CFR Part 37, the 2010 or most recent ADA standards for Accessible Design and the Uniform Federal Accessibility Standards. Services are offered in convenient, high traffic and accessible locations. The Workforce

Connection - Rockford is a stop for public bus transportation; and the bus transit center is 3 blocks from the Center. Parking for individuals with disabilities is clearly marked in the lower level of the public parking deck connected to the Center and near the 3rd floor deck entrance to the center. |

10. PROGRAMMATIC ACCESSIBILITY (Sec. 121 (c)(2)(iv)) (§ 678.500(b)(4))

- *Describe how the comprehensive one-stop center provides access to all required career services in the most inclusive and appropriate settings for each individual participant*
- *Describe specific arrangements and resources available to assure that individuals with barriers to employment, including individuals with disabilities, can access available services (§678.500(b)(4))*
- *Explain how services will be provided using technology that is actually available and in accordance with the “direct linkage” requirement under WIOA*

Note: Provide as much specificity as possible for each partner program

|All individuals will have access to the 13 required career services on site at The Workforce Connection - Rockford. Accommodations will be made for individuals when necessary. Direct linkage will be available for programs offering services through technology. Staff training will be ongoing to provide guidance and general information to all staff to appropriately and timely address special populations, ensuring accessibility for all.

All partners agree that they will not discriminate in their employment practices or services on the basis of gender or gender identify, sexual orientation, age, race, color, creed, religion, national origin, disability, limited English proficiency, or veteran's status; or on the basis of any other classification protected under state or federal law. The partners assure that they have in place policies and procedures to address these issues, and, that such policies and procedures have been disseminated to their employees and otherwise posted as required by law. The partners further assure that they are currently in compliance with all applicable state and federal laws and regulations regarding accessibility.

All partners will cooperate with compliance monitoring that is conducted at the local level to ensure that all comprehensive one-stop center, programs, services, technology and materials are accessible and available to all. These services will be provided "on demand" and in "real time" in the physical comprehensive one-stop center in person or through technology consistent with the "direct linkage" requirement as defined in WIOA (WIOA Section 212(b)(1)(A) and 20 CFR Section 678.305(d)). Additionally, all staff members will be trained to provide services to all, regardless of range of abilities, mobility, age, language, learning style and intelligence or education level. An interpreter will be provided "in real time" to any customer with a language barrier. Additionally, assistive devices, such as screen-reading software programs and assistive listening devices are available.

Partners will draw upon the expertise within the partnership to address specific issues; i.e. Illinois Department of Human Services - Division of Rehabilitation Services to address accommodations in providing services for individuals with disabilities, and Illinois Migrant Council for cultural adjustment, Title II providers for language, learning style and education. |

11. DATA SHARING (Governor’s Guidelines, Section I, Item 8(k))

- Describe how core program partners will share data and information and will collaborate to assure that all common primary indicators of performance for the core program partners in the local area will be collectively achieved
- Provide assurances that participants' Personally Identifiable Information (PII) will be kept confidential
- In each description, cite specific examples of required partners demonstrating a commitment to integration in the local area

NOTE: Partners are encouraged to seek clarification from their respective core partner state agency and/or data staff

Partners of The Workforce Connection agree to share data to the fullest extent possible through agreements and practices that allows each program to comply with the federal laws governing it to protect personal identifiable information and that will be used to improve mutual referrals, service integration and communications. Partners will share the number of customers served and program performance to assure that all common primary performance indicators are achieved. As service integration progresses, data collection and sharing will continue to evolve. The implementation of an integrated technology-enabled intake and case management information system for programs carried out under WIOA will be implemented as soon as practical following guidance from the State of Illinois Department of Innovation Technology. Until a data system solution is implemented the partners agree to pursue other means of securely sharing information relevant to improved outcomes for customers and businesses. Partners have developed a uniform customer information release form to enable agencies to share relevant customer information to effectively serve individuals. This uniform release has been completed and implemented July 2018. Where statewide data sharing agreements exist, agencies that can sign onto those agreements will do so. Notwithstanding any other provisions in this MOU, only partners who have executed a separate data sharing agreement with IDES will have access to wage record and other confidential IDES data.

All Partners agree to comply with federal and state laws governing protection of personally identifiable information.

Core Partners and Required Partners will provide data reports to The Workforce Connection Board on a mutually agreed upon schedule. Core Partner representatives (Title I, Title II, Title III, and Title IV) and the Performance Accountability Committee of the WIB has developed a data dash board to include data from each core program to be reported to the Board on a quarterly basis. The data includes inputs, process benchmarks, and outcomes. In addition, the Business Team, currently comprised of staff from Title I, Title III, Title IV, Veterans' programs, Perkins Career and Technical Education; have committed to utilizing a CRM called Efforts to Outcomes for tracking and managing business contacts and contact outcomes. The CRM is fully implemented and in use.

12. COSTS AND COST SHARING OF SERVICES (Sec. 121 (c)(2)(ii)) (Governor's Guidelines, Section 1, Item 1(c); Section 2) (§678.755 and §678.760)

Using the Infrastructure Funding Agreement (fillable spreadsheet)

1. Complete the FTE Calculations tab of the Infrastructure Funding Agreement for each comprehensive one-stop center, as well as for each affiliate or specialized center designated by the local workforce board and at which required partners agree to provide services.
 - a. For partners whose staff will be cross-trained to provide services of another partner's program:
 - i. Identify the FTE commitments being made to provide services on behalf of another required partner at the comprehensive one-stop center or affiliate or specialized center.

4. *Describe in the narrative the agreed-upon method that each partner will contribute as a proportionate share of costs to support the services and operations of the local service delivery system.*
5. *Affirm in the narrative that each required partner meets the minimum FTE commitment of .25 FTEs in each comprehensive one-stop center and each designated affiliate site.*
 - a. *If a required partner commits to less than .25 FTEs in any service location, then a waiver must be submitted using the waiver request form included in the Report of Outcomes template (Appendix G of the Governor’s Guidelines – Revision 3).*
6. *Describe in the narrative whether and which staff will be cross-trained to provide services on behalf of another required partner.*
 - a. *For each required partner providing cross-trained staff to deliver services on behalf of another partner, confirm how the contributing partner’s shared cost allocations will be reduced in correlation with the number of FTEs that will be cross-trained to provide another partner’s programs.*
7. *Complete an “Outcome Report for Annual Budget Negotiations for PY19 (Appendix Item G of the Governor’s Guidelines – Revision 3)” and submit the completed form with a draft one-stop operating budget to the individual designated by the Governor by April 15, 2019.*
8. *Submit the following to the individual designated by the Governor by June 30, 2019:*
 - a. *Amended Section 6*
 - b. *Amended Section 12*
 - c. *Any other sections of the MOU that are amended*
 - d. *One-stop operating budget*
 - e. *All required partner signatures*
 - f. *Cover Page for Submittal of MOU Amendments and Annual One-Stop Operating Budgets (Appendix Item H of the Governor’s Guidelines – Revision 3)*
9. *Using the table provided below, include the following additional financial information for each required program partner:*
 - i. *Each required program partner’s total cash contribution toward its proportionate share of infrastructure and local service delivery system costs for PY 2019; and*
 - ii. *The dollar amount of a 10% variance from each partner’s total cash contribution in the case that actual costs exceed budgeted costs.*

The infrastructure and shared system costs for this MOU among and between the One-Stop Partners will be negotiated and agreed to annually. Attached Appendix Item 8 reflects the cost allocation and funding agreement for PY2019 (July 1, 2019 through June 30, 2020) and represents a final budget agreement. Costs have been allocated based upon FTE. Partners agree to cover cost through cash and in-kind contributions. Non-cash contributions are provided by partners who directly pay for the costs listed and In-Kind staffing contributions are provided by the following partners: Title 1B, CSBG, Wagner Peyser, MSFW, Veterans Services, UI Comp Programs, TRA, Adult Education, Career & Tech Ed, Vocational Rehab, DHS, SCSEP, HUD, National Farmworkers, Youthbuild. These partners “work off” their portion of the shared delivery costs by spending time in the resource center providing basic career services, such as job search and vacancy listing, availability of supportive services, information on in-demand industry sectors and occupations, referrals to and coordination of activities and services with other agencies.

The Partners in The Workforce Connection follow the process identified in the Governor’s Guidelines for Negotiating Shared Costs to reach consensus. Budget items are negotiated and agreed upon as items

needed for sustainability of services and serving the whole versus a few programs. As negotiations continue in future years, each budget item will be reviewed and consensus reached as to need, sustainability and benefit to the system as a whole.

Each required partner has met the minimum FTE commitment of .25 FTEs in the comprehensive one-stop center.

Partners agree to actively participate in future MOU negotiations in good faith to reach consensus. All partners agree to use the process identified in the Governor’s Guidelines and the “consensus decision making process” as identified under Section 4. of this Memorandum of Understanding.

Reconciliation of costs will occur semi-annually. Tracking of in-kind will be completed through reporting of hours for in-kind personnel, provision of invoices or other documentation for products provided.

The Workforce Board has designated The Workforce Connection, Inc. as the entity responsible for conducting the reconciliation of budget to actual costs semi-annually.

The estimated costs of the one-stop operator for PY19 are \$276,00 and will be paid by the Title 1B partner.

Agreements are made contingent on the availability of Federal funding for each required program. In the event of elimination of funding or change in partnership status notification shall be provided to the other parties to this MOU as soon as practicable with the intent of terminating, without further obligation, or amending this agreement. Partners will follow procedures identified in Section 15. Termination Provision and/ Section 13 Amendment Procedures as appropriate.

This MOU is contingent upon and subject to the availability of funds. A State Agency Partner may terminate or suspend this MOU, in whole or in part, without penalty or further payment being required, if (i) the funds to which this MOU commits a State Agency Partner have not be appropriated or otherwise made available to the State Agency Partner by the State or the Federal funding source, (ii) the Governor or a State Agency Partner reserves funds, or (iii) the Governor or a State Agency Partner determines that funds will not or may not be available for payment. The State Agency Partner shall provide notice, in writing, to the other Partners of any such funding failure and its election to terminate or suspend this MOU as soon as practicable. Any suspension or termination pursuant to this paragraph will be effective upon the date of the written notice unless otherwise indicated.

| | | Partner's Total Cash Contribution | Dollar Amount of 10% Variance from Total Cash Contribution displayed as Partner's Total Cash Contribution plus 10% Variance (if applicable) |
|----------|---|-----------------------------------|---|
| Commerce | Title IB - Adult, Youth, & Dis. Workers | -10622 | -11684 |
| | TAA | 1395 | 1534 |
| | CSBG | 615 | 676 |
| IDES | Title III - Wagner-Peyser | 0 | 0 |
| | Title III - MSFW | 0 | 0 |

| | | | |
|--|---------------------------------------|------|------|
| | Veterans Services | 0 | 0 |
| | UI Comp Programs | 0 | 0 |
| | TRA | 0 | 0 |
| ICCB | Title II - Adult Education | 2461 | 2707 |
| | Career & Tech Ed - Perkins | 615 | 676 |
| DHS | Title IV - Vocational Rehab | 2461 | 2707 |
| | TANF - DHS | 615 | 676 |
| Aging | SCSEP | 615 | 676 |
| DOC | Second Chance | n/a | n/a |
| HUD | | 615 | 676 |
| Title IC - Job Corp | | n/a | n/a |
| Title ID - National Farmworkers | | 615 | 676 |
| Title ID - YouthBuild | | 675 | 676 |
| Other 1 | | 0 | 0 |
| Other 2 | | 0 | 0 |
| Other 3 | | 0 | 0 |
| Other 4 | | 0 | 0 |

13. AMENDMENT PROCEDURES (Sec. 121 (c)(2)(v)) (Governor's Guidelines, Section 5) (§ 678.500(b)(5))

Describe amendment procedures, including annual negotiation of infrastructure and shared system costs to address the following:

- *The amount of notice a partner agency must provide the other partners to make amendments*
- *The procedures for informing other partners of the pending amendment*
- *The circumstances under which the local partners agree the MOU must be amended*
- *The procedures for amending the MOU to incorporate the final approved budget on an annual basis*
- *The procedures for terminating the MOU or a specific partner's participation in the MOU*
- *The process for resolving any disputes that evolve after the agreement is reached*

NOTE: Ensure the MOU reflects the most recent date as amendments are approved

This MOU may be amended upon mutual agreement of the parties that is consistent with federal, state, or local laws, regulations, rules, plans or policies or for one or more of the following reasons:

1. The additional or removal of a partner from this MOU.
2. Removal or addition of program responsibilities for any partner that administers more than one federal program.
3. A change in the one-stop operator or a change in the physical location of the comprehensive one-stop center.
4. A change in the services, service delivery methods, referral methods, or methods to allocate costs.

5. The need to renegotiate a partner's proportionate share of costs based on changes in the method or service delivery or program or funding changes that affect a partner's continued ability to meet its shared cost obligations.
6. To incorporate the final approved budget on an annual basis.

All amendments will involve the following process:

1. The Party(ies) seeking an amendment will submit a written request to The Workforce Connection Board that includes the following:
 - The requesting party's name.
 - The reason(s) for the amendment request.
 - Each Article and Section of this MOU that will require revision.
 - The desired date for the amendment to be effective.
 - The signature of the requesting party's authorized representative
2. The Workforce Connection Board One-Stop Operations Management Council will review the request and begin the amendment notification process with the other parties, provide each remaining party thirty (30) days from the date of the notice (unless another time frame is specified in the notice) to review the anticipated changes and to submit a response to The Workforce Connection One-Stop Operations Management Council. Failure by a party to respond within the prescribed timeframe will be deemed that party's approval of the proposed changes. In the event that a remaining party has questions and/or concerns regarding the proposed amendment, the party must list its questions and/or concerns in writing and submit the list to The Workforce Connection Board One-Stop Operations Management Council with the specified timeframe.
3. The Workforce Connection Board One-Stop Operations Management Council will review the listed questions/concerns and will issue a response within fifteen (15) days of receipt of the list.
4. The final, approved amendment draft will be signed by authorized representatives of the affected partners, and then submitted to The Workforce Connection Board for final signature.
5. The Workforce Connection Board will distribute copies of the fully executed amendment to all Parties.

Any disputes between and among partners to this MOU evolving after agreement to the initial MOU developed or any amendment will be resolved utilizing the following process:

1. The Party(ies) disputing any provisions or actions of implementation regarding this document or subsequent amendments will submit a written explanation of their concern, disagreement, and/or dispute to the Workforce Connection Board. The written explanation will include the following:
 - The requesting party(ies)'s name.
 - A description of the disagreement / dispute.
 - Desired remedy and amendments needed to the MOU document and desired effective date.
 - The signature of the requesting party(ies)'s authorized representative.
2. The written information will be provided to the Chair of The Workforce Connection Board One-Stop Operations Management Council. The explanation of the dispute will be reviewed by the Council and negotiations for resolution will be conducted. Upon conclusion of negotiations with consensus reached, the amendment process will begin and be discussed in steps 2 through 5 identified above.
3. If consensus cannot be reached utilizing the "consensus decision making process" identified and outline in Section 4. MOU Development of this document. The impasse issue will be elevated to The Workforce Connection Board Executive Committee and/or full Board and CEOs to determine next steps.

14. RENEWAL PROVISIONS (Sec. 121(c)(2)(v)) (Governor's Guidelines, Section 1, Item 10) (§ 678.500(b)(6))

Provide the process and timeline in which MOU will be reviewed, including:

- *Explain the renewal process, which must occur at a minimum of every three years*
- *Describe the required renewal process if substantial changes occur before the MOU's three-year expiration date*

NOTE: Ensure the MOU reflects the most recent date as renewals are approved

A review of the MOU will be completed annually to ensure that there are not substantive changes that need to be implemented prior to the MOU's expiration date. If substantial changes do occur before the MOU's three-year expiration date, the local board may convene the partners to jointly address any necessary modifications; or any party to the MOU may request, in writing, the local board to convene the partners to conduct an interim review of the situation. The local board will determine the need to convene all parties to the MOU to review proposed changes and negotiate revisions to the MOU. The MOU will be amended in accordance with Section 13. Amendment Provisions of this document.

Within 90 days prior to the end date of this MOU, partners shall review the MOU and negotiate any needed changes to the provisions herein. The partners shall collaboratively evaluate the effectiveness of operations pursuant to this MOU, make any necessary modifications and renew the MOU for a term to be determined at the time of renewal. Notice of withdrawal shall be given to all parties covered by this MOU at least 60 days prior to an anniversary date.

15. ADDITIONAL LOCAL PROVISIONS (OPTIONAL) (Sec. 121(c)(2)(B)) (§678.500(c))

Termination Provision: The parties understand the implementation of collaborative, integrated services through The Workforce Connection, as the public workforce system, is dependent on everyone's good faith effort to work together to improve services to the community. In the event that it becomes necessary for one or more parties to cease being a party to this MOU that said party (ies) shall notify the other parties, in writing, sixty (60) days in advance to that intention. The other parties shall then determine how to replace or offset the loss of participation and resources to the System. Termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.

Default Provision: In the event that a partner is determined by The Workforce Connection Board (the local Workforce Board) and the Chief Elected Officials (CEOs), after review and consultation with the non-breaching partners to this MOU, to be in default or breach of its obligations under this MOU, The Workforce Connection Board shall provide a written statement placing the breaching partner on notice of breach and shall provide a period of at least thirty (30) days in which to cure said breach. If, at the close of the period designated in the notice of breach the breaching partner has failed to cure the breach, The Workforce Connection Board, CEOs, and the remaining non-breaching partners to this MOU will notify the breaching partner's funding sources of such breach. In addition, The Workforce Connection Board, CEOs, and the remaining non-breaching partners to the MOU will avail themselves of all other rights and remedies allowed by applicable law.

16. ADDITIONAL PARTNERS (Sec. 121 (b)(2))

None

17. DURATION OF AGREEMENT (Sec. 121(c)(2)(v)) (Governor's Guidelines, Section 1, Item 10) (§ 678.500(b)(5))

- *Provide the effective date of the MOU*
- *List the agreed upon expiration date (cannot exceed three years)*

[The effective date of this MOU is July 1, 2017. The MOU expires on June 30, 2020. Amendments and modifications during the term of this Agreement will be made in accordance with Section 13 of this document.]

18. AUTHORITY AND SIGNATURES (Governor's Guidelines, Section 1, Item 8(p); Section 5, Items 28-29) (§678.500(d))

- *Include a statement that the individuals signing the MOU have authority to represent and sign on behalf of their program under WIOA*

[As authorized representatives of the agencies and entities established as Partners of The Workforce Connection, the local public workforce service delivery system, as established under the Workforce Innovation and Opportunity Act for local workforce area 3 (Boone, Winnebago, and Stephenson Counties,) the signatures on this document indicate authority to enter into this agreement on behalf of the program or agency identified.]

19. ATTACHMENTS

LOCAL SERVICE MATRIX FOR COMPREHENSIVE ONE-STOP CENTERS

INCLUDES:

- CAREER SERVICES AVAILABLE THROUGH THE LOCAL COMPREHENSIVE ONE-STOP CENTER(S)
- OTHER PROGRAMS AND ACTIVITIES AVAILABLE THROUGH THE LOCAL COMPREHENSIVE ONE-STOP CENTER(S)
- SERVICE DELIVERY METHOD THROUGH THE LOCAL COMPREHENSIVE ONE-STOP CENTER(S)

IDES NON-DISCLOSURE AGREEMENT

ONE-STOP OPERATING BUDGET SPREADSHEET FOR PY19

OTHER N/A

TEMPLATE
LOCAL SERVICE MATRIX FOR COMPREHENSIVE ONE-STOP CENTERS

CAREER SERVICES AVAILABLE THROUGH THE LOCAL COMPREHENSIVE ONE-STOP CENTER(S)

| BASIC CAREER SERVICES | | | | | | | | | | | | |
|--|-------------------------------------|-------------------------------------|-------------------------------------|--|---|---|---|--|--|--|---|--|
| REQUIRED PARTNERS | Eligibility for Title IB | Outreach, intake, orientation | Initial Skills Assessment | Labor exchange services, including job search and placement assistance | Referral and coordination with other programs | Workforce and labor market information and statistics | Performance and cost information on providers of education, training and workforce services | Performance info for the local area as a whole | Information on the availability of supportive services | Information and meaningful assistance with UI claims | Assistance establishing eligibility for financial aid for non-WIOA training and education | |
| Title I: Adult, Dislocated Worker, Youth | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Title II: Adult Education and Literacy | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Title III: Employment Programs under Wagner-Peyser | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Title IV: Rehabilitation Services | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Post-secondary Career and Technical Education under Perkins | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Unemployment Insurance | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Job Counseling, Training and Placement Services for Veterans | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Trade Readjustment Allowance (TRA) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Trade Adjustment Assistance (TAA) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Migrant and Seasonal Farmworkers | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| National Farmworker Jobs Program | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Community Services Block Grant (CSBG) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Senior Community Services Employment Program (SCSEP) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| TANF | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Housing and Urban Development | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

TEMPLATE
LOCAL SERVICE MATRIX FOR COMPREHENSIVE ONE-STOP CENTERS

| BASIC CAREER SERVICES | | | | | | | | | | | | |
|------------------------------------|--------------------------|-------------------------------|---------------------------|--|---|---|---|--|--|--|---|--|
| REQUIRED PARTNERS | Eligibility for Title IB | Outreach, intake, orientation | Initial Skills Assessment | Labor exchange services, including job search and placement assistance | Referral and coordination with other programs | Workforce and labor market information and statistics | Performance and cost information on providers of education, training and workforce services | Performance info for the local area as a whole | Information on the availability of supportive services | Information and meaningful assistance with UI claims | Assistance establishing eligibility for financial aid for non-WIOA training and education | |
| Employment and Training Activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| YouthBuild | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Other (specify): | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Other (specify): | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Other (specify): | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| INDIVIDUALIZED AND FOLLOW-UP CAREER SERVICES | | | | | | | | | | | | |
|--|---|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---|
| REQUIRED PARTNERS | Comprehensive and specialized assessments | Development of an individual employment plan | Group counseling | Individual counseling | Career planning | Short-term pre-vocational services | Internships and work experience | Workforce preparation activities | Financial literacy services | Out-of-area job search assistance | English language acquisition | Follow-up services for participants in adult and dislocated worker programs |
| Title I: Adult, Dislocated Worker, Youth | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Title II: Adult Education and Literacy | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Title III: Employment Programs under Wagner-Peyser | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Title IV: Rehabilitation Services | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Post-secondary Career and Technical Education under Perkins | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Unemployment Insurance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Job Counseling, Training and Placement Services for Veterans | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TEMPLATE
LOCAL SERVICE MATRIX FOR COMPREHENSIVE ONE-STOP CENTERS

| INDIVIDUALIZED AND FOLLOW-UP CAREER SERVICES | | | | | | | | | | | | |
|--|--|---|-------------------------------------|-------------------------------------|-------------------------------------|---|--|---|-------------------------------------|--|-------------------------------------|--|
| REQUIRED PARTNERS | Comprehensive and specialized assessments | Development of an individual employment plan | Group counseling | Individual counseling | Career planning | Short-term pre-vocational services | Internships and work experience | Workforce preparation activities | Financial literacy services | Out-of-area job search assistance | English language acquisition | Follow-up services for participants in adult and dislocated worker programs |
| Trade Readjustment Allowance (TRA) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Trade Adjustment Assistance (TAA) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Migrant and Seasonal Farmworkers | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| National Farmworker Jobs Program | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Community Services Block Grant (CSBG) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Senior Community Services Employment Program (SCSEP) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| TANF | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Housing and Urban Development Employment and Training Activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| YouthBuild | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other (specify): | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other (specify): | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other (specify): | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TEMPLATE
LOCAL SERVICE MATRIX FOR COMPREHENSIVE ONE-STOP CENTERS

OTHER PROGRAMS AND ACTIVITIES AVAILABLE THROUGH THE LOCAL COMPREHENSIVE ONE-STOP CENTER(S)

| REQUIRED PARTNER | OTHER PROGRAMS AND ACTIVITIES PROVIDED |
|--|--|
| Title I (Adult, Dislocated Worker, Youth) | Business Services; Business Engagement; Hiring Events; Workshops |
| Title II: Adult Education and Literacy | Student intake; assessment; student support services, such as transitions; Bridge instruction; Online instructions via technology; Intermediate computer instruction |
| Title III: Employment Programs under Wagner-Peyser | Hiring Events; Workshops |
| Title IV: Rehabilitation Services | Post-employment services; supportive services; disability specific counseling; assistive devices; employer education on ADA |
| Post-secondary Career and Technical Education under Perkins | Via technology: Academic counseling and career advising; Resume writing/interviewing skills |
| Unemployment Insurance | Claims maintenance; General questions; Claims filing |
| Job Counseling, Training and Placement Services for Veterans | Case management; Workshops |
| Trade Readjustment Allowance (TRA) | Claims maintenance; General questions |
| Trade Adjustment Assistance (TAA) | Connections to training; supportive services; re-employment activities |
| Migrant and Seasonal Farmworkers | Hiring events; Workshops |
| National Farmworker Jobs Program | Related assistance for eligible MSFW |
| Community Services Block Grant (CSBG) | Workshops; Supportive Services; Emergency Assistance |
| Senior Community Services Employment Program (SCSEP) | Job Search / Job Preparation Workshops; |
| TANF | Outreach, intake and orientation; Skills and supportive service needs assessments; EPIC grant coordination and delivery |
| | |
| Housing and Urban Development Employment and Training Activities | Outreach ; skills and supportive service needs assessment |
| | |
| YouthBuild | Outreach and recruitment |

TEMPLATE
LOCAL SERVICE MATRIX FOR COMPREHENSIVE ONE-STOP CENTERS

SERVICE DELIVERY METHOD THROUGH THE LOCAL COMPREHENSIVE ONE-STOP CENTER(S)

| PROGRAM | SERVICES PROVIDED THROUGH <i>OWN STAFF</i> | SERVICES PROVIDED THROUGH <i>CROSS-TRAINED PARTNER STAFF</i> | SERVICES PROVIDED THROUGH <i>CONTRACTOR PROVIDER</i> | SERVICES PROVIDED THROUGH <i>DIRECT LINKAGE</i> |
|---|--|---|---|--|
| Title I (Adult, Dislocated Worker, Youth) | Basic Career Services; Individualized and Follow-up Career Services; Access to Training Services; and Business Services. | Services: | Services: Career Readiness and GED Prep. | Services: |
| | | Partner: | Provider: Rock Valley College; Goodwill Industries of Northern IL; YMCA; Regional Office of Education 8 | Method: |
| Title II: Adult Education and Literacy | Access to Adult Education and Literacy Training Services | Services: | Services: | Services: Title II Basic Career Services; Individualized and Follow-up Career Services; and access to Adult Education and Literacy Training services |
| | | Partner: | Provider: | Method: Phone and/or Technology |
| Title III: Employment Programs under Wagner-Peyser | Title III Basic Career Services; Individualized and Follow-up Career Services; and Business Services | Services: | Services: | Services: |
| | | Partner: | Provider: | Method: |
| Title IV: Rehabilitation Services | Title IV Basic Career Services; and Business Services | Services: | Services: | Services: Title IV Basic Career Services; Individualized and Follow-up Career Services |
| | | Partner: | Provider: | Method: Phone and/or Technology |
| Post-secondary Career and Technical Education under Perkins | | Services: | Services: | Services: Basic Career Services; Individualized and Follow-up Career Services |
| | | Partner: | Provider: | Method: Phone and/or Technology |
| Unemployment Insurance | Basic Career Services | Services: | Services: | Services: |
| | | Partner: | Provider: | Method: |

TEMPLATE
LOCAL SERVICE MATRIX FOR COMPREHENSIVE ONE-STOP CENTERS

| PROGRAM | SERVICES PROVIDED THROUGH OWN STAFF | SERVICES PROVIDED THROUGH CROSS-TRAINED PARTNER STAFF | SERVICES PROVIDED THROUGH CONTRACTOR PROVIDER | SERVICES PROVIDED THROUGH DIRECT LINKAGE |
|--|--|--|---|---|
| Job Counseling, Training and Placement Services for Veterans | Basic Career Services; Individualized and Follow-up Career Services; business Services | Services: | Services: | Services: |
| | | Partner: | Provider: | Method: |
| Trade Readjustment Allowance (TRA) | Basic Career Services; Individualized and Follow-Up Career Services; Access to Training Services | Services: | Services: | Services: |
| | | Partner: | Provider: IDES | Method: |
| Trade Adjustment Assistance (TAA) | | Services: | Services: Individualized and Follow-up career services; access to training services | Services: |
| | | Partner: | Provider: Rock Valley College | Method: |
| Migrant and Seasonal Farmworkers | Basic Career Services and Individualized and Follow-up Career Services | Services: | Services: | Services: |
| | | Partner: | Provider: | Method: |
| National Farmworker Jobs Program | | Services: | Services: | Services: Basic Career Services; and Individualized and Follow-up Career Services |
| | | Partner: | Provider: | Method: Technology |
| Community Services Block Grant (CSBG) | | Services: | Services: | Services: <u>Basic Career Services; and Individualized and Follow-up Career Services.</u> |
| | | Partner: | Provider: | Method: Technology |
| Senior Community Services Employment Program (SCSEP) | Basic Career Services; and Individualized and Follow-up Career Services | Services: | Services: | Services: |
| | | Partner: | Provider: | Method: |
| TANF | Basic Career Services | Services: | Services: | Services: Basic Career Services and Individualized and Follow-up Career Services |
| | | Partner: | Provider: | Method: |
| | | Services: | Services: | Services: |

TEMPLATE
LOCAL SERVICE MATRIX FOR COMPREHENSIVE ONE-STOP CENTERS

| PROGRAM | SERVICES PROVIDED THROUGH <i>OWN STAFF</i> | SERVICES PROVIDED THROUGH <i>CROSS-TRAINED PARTNER STAFF</i> | SERVICES PROVIDED THROUGH <i>CONTRACTOR PROVIDER</i> | SERVICES PROVIDED THROUGH <i>DIRECT LINKAGE</i> |
|--|---|---|---|--|
| | | Partner: | Provider: | Method: |
| Housing and Urban Development Employment and Training Activities | | Services: | Services: | Services: Basic Career Services; and Individualized and Follow- up Career Services |
| | | Partner: | Provider: | Method: Phone and/or Technology |
| | | Services: | Services: | Services: |
| | | Partner: | Provider: | Method: |
| YouthBuild | | Services: | Services: | Services: Basic Carere Services and Individualized and Follow- up Career Services |
| | | Partner: | Provider: | Method: Phone and/or Technology |
| Other (specify): | | Services: | Services: | Services: |
| | | Partner: | Provider: | Method: |
| Other (specify): | | Services: | Services: | Services: |
| | | Partner: | Provider: | Method: |
| Other (specify): | | Services: | Services: | Services: |
| | | Partner: | Provider: | Method: |

IDES NON-DISCLOSURE AGREEMENT

Attachment No. 2 to Amendment No. 2 to LWIA #03 MOU

The **Illinois Department of Employment Security (“IDES”)** agrees to share confidential information, as defined below, with each One-Stop Partner (“**RECIPIENT**”) pursuant to the Memorandum of Understanding for the One-Stop Center located in Illinois Local Workforce Area #03(“MOU”), solely for the limited purpose and to the extent as set forth in this Non-Disclosure Agreement (“Agreement”). IDES and the RECIPIENT are collectively referred to as the “Parties” and individually as a “Party.” This Agreement is made by and between IDES and each RECIPIENT and as such this Agreement is separately and individually enforceable against each RECIPIENT.

1. Executed Amendment. RECIPIENT acknowledges and agrees that by signing Amendment No. 2 to the MOU (“Amendment”) it agrees to be bound by the terms and conditions of this Agreement, which are incorporated into the MOU by the Amendment. RECIPIENT’s execution of the Amendment is a prerequisite for receiving any confidential information under this Agreement.
2. One-Stop Partner. RECIPIENT affirms and acknowledges that it is a One-Stop Partner, as defined by the Workforce Innovation and Opportunity Act of 2014, as amended, (WIOA). RECIPIENT affirms and acknowledges that, except as otherwise provided herein, it will remain a Party to this Agreement as long as it continues to administer at least one federally funded employment, training or education program at an Illinois One-Stop Center, as defined by WIOA.
3. Term and Termination. The term of this Agreement shall begin upon the date of full execution of the Amendment and shall end upon the termination of the MOU. Notwithstanding any other provision to the contrary, IDES may immediately terminate or cancel this Agreement and cease providing confidential information if RECIPIENT fails to adhere to any provision set forth in this Agreement. RECIPIENT agrees that its responsibilities and duties under this Agreement, including but not limited to its obligations regarding confidentiality and data security, shall remain in effect following the termination of this Agreement.
4. Confidential Information.
 - a) For purposes of this Agreement, “confidential information” means all data and information in whatever form produced, prepared, observed, or received under this Agreement to the extent such information is confidential within the meaning of any governing law, regulation, or directive, including, without limitation, the Illinois statute codified at 820 ILCS 405/1900 (“Section 1900”).
 - b) RECIPIENT agrees to comply with applicable laws, materials, regulations and all other state and federal requirements with respect to the protection of privacy, security and dissemination of the confidential information, including Section 1900; which is incorporated by reference into this Agreement. Protection from unauthorized use and/or disclosure specifically includes storage in a place physically secure from access by unauthorized persons, maintaining information in electronic formats such as magnetic tapes, discs, or on servers in such a way that unauthorized persons cannot obtain the information by any means, destroying all confidential information in the manner directed

IDES NON-DISCLOSURE AGREEMENT

- by IDES as soon as the information is no longer needed for RECIPIENT's purposes, and undertaking precautions to ensure that only authorized employees and agents have access to said confidential information.
- c) RECIPIENT agrees to instruct all personnel having access to the confidential information on the confidentiality requirements set forth in this Section and agrees to fully and promptly report any infraction to the IDES.
 - d) RECIPIENT agrees that the disclosure of the confidential information to the RECIPIENT does not convey any future ownership or use rights. RECIPIENT agrees that IDES shall retain sole and exclusive ownership of the confidential information.
 - e) Upon the termination of this Agreement, RECIPIENT agrees to destroy or return all confidential information in the manner directed by IDES. RECIPIENT agrees that the confidential information shall not be archived or sent to a records center and shall not be retained with personal identifiers for any period longer than the term of this Agreement.
5. Data Specifications.
- a) The Parties acknowledge and agree that under this Agreement IDES will not share or provide the RECIPIENT with any information obtained from an individual or employing unit during the administration of the Illinois unemployment insurance (UI) program including, but not limited to, social security numbers, benefit records and employer's wage records.
 - b) In accordance with 56 Ill. Admin. Code 2960.120, IDES may provide RECIPIENT with non-UI information contained in the Illinois Job Link (IJL) including: (i) a customer's name, address, phone number, and/or employment history; (ii) an employer's name, address, and phone number; (iii) job order information; and (iv) other non-UI information contained in IJL, provided that disclosure of such information is not prohibited under this Agreement.
6. Purpose and Use. RECIPIENT agrees that it will use the confidential information solely for the limited purpose of administering an employment, training or education program through an Illinois One-Stop Center in accordance with WIOA. Any dissemination or use of the confidential information other than for the purpose and use set forth in this Section without the express written authority of the Director of IDES is specifically prohibited.
7. Indemnification. To the extent authorized by law, RECIPIENT agrees to indemnify, assume all risk of loss, and hold harmless IDES from and against all liabilities, claims, suits, actions, judgments, damages and expenses related to or arising in connection with any acts or omissions of RECIPIENT in connection with this Agreement. RECIPIENT shall do nothing to prejudice the rights of IDES to recover against third parties for any loss.
8. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Illinois. Any claim against IDES arising out of this Agreement must be filed exclusively with the Illinois Court of Claims, 705 ILCS 505/1 et seq., when said claim is within the jurisdiction of the Court of Claims.
9. Entire Agreement. This Agreement contains the entire agreement between the Parties and supersedes all previous agreements and proposals, oral or written, regarding the matters

IDES NON-DISCLOSURE AGREEMENT

addressed herein. This Agreement may be amended upon the mutual written agreement of the Parties. In the event of conflict, this Agreement shall prevail over the MOU.

10. Severability. If any provision in this Agreement is held to be invalid, illegal, void, or unenforceable, the validity, legality, and enforceability of the remaining provisions shall not be affected.

Appendix J

Next Steps Action Planning Tool

Policy Goal Being Addressed: Goal #4-Communication occurs across one-stop partners.

Increase communication to all partners.

| Activities and Tactics How will we address the goal? | Key Players Who should be involved? | Expected Outcomes What is the result? | Timeline When will we do it? | Questions and Assistance Needed |
|---|--|---|--|--|
| Offer relevant staff development for core and required partners. | Operations Management Council (board committee that includes all MOU partners) | Team members will be better trained and able to share consistent information. | Quarterly | |
| Hold quarterly meetings for on-site and direct linkage partners. | Operations Management Council (board committee that includes all MOU partners) | Partners would better to see value in integrated services. | Quarterly | |
| Increase career pathway knowledge utilizing common language across partners | Operations Management Council (board committee that includes all MOU partners) | Partners would be more knowledgeable about in-demand career options | Quarterly | |
| | | | | |
| | | | | |
| | | | | |

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

Appendix J

Next Steps Action Planning Tool

Policy Goal Being Addressed: Goal #8a. Services are delivered by function: Business Services.

Improve business services across one-stop partners to strengthen the regional business service team.

| Activities and Tactics How will we address the goal? | Key Players Who should be involved? | Expected Outcomes What is the result? | Timeline When will we do it? | Questions and Assistance Needed |
|--|--|---|--|--|
| Bi-monthly unified business service team meetings (included all core and required partners that visit employers) | Employer & Public Engagement Committee One-Stop Business Service Team | Increased knowledge of the needs of regional employers without multiple touches | Quarterly | Partner participation. Regional CRM to share among partners. |
| Strengthen sector partnerships by identifying sector champions to lead the way | Employer & Public Engagement Committee One-Stop Business Service Team | Support industry initiatives related to regional workforce needs | Quarterly | Engaged employers |
| Increase outreach and engagement with small to midsize employers that require specialized attention | Employer & Public Engagement Committee One-Stop Business Service Team | Employers will be educated and informed on workforce system resources | Quarterly | |
| | | | | |
| | | | | |
| | | | | |

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

Appendix J

Next Steps Action Planning Tool

Policy Goal Being Addressed: Goal #9. Processes are streamlined and aligned.

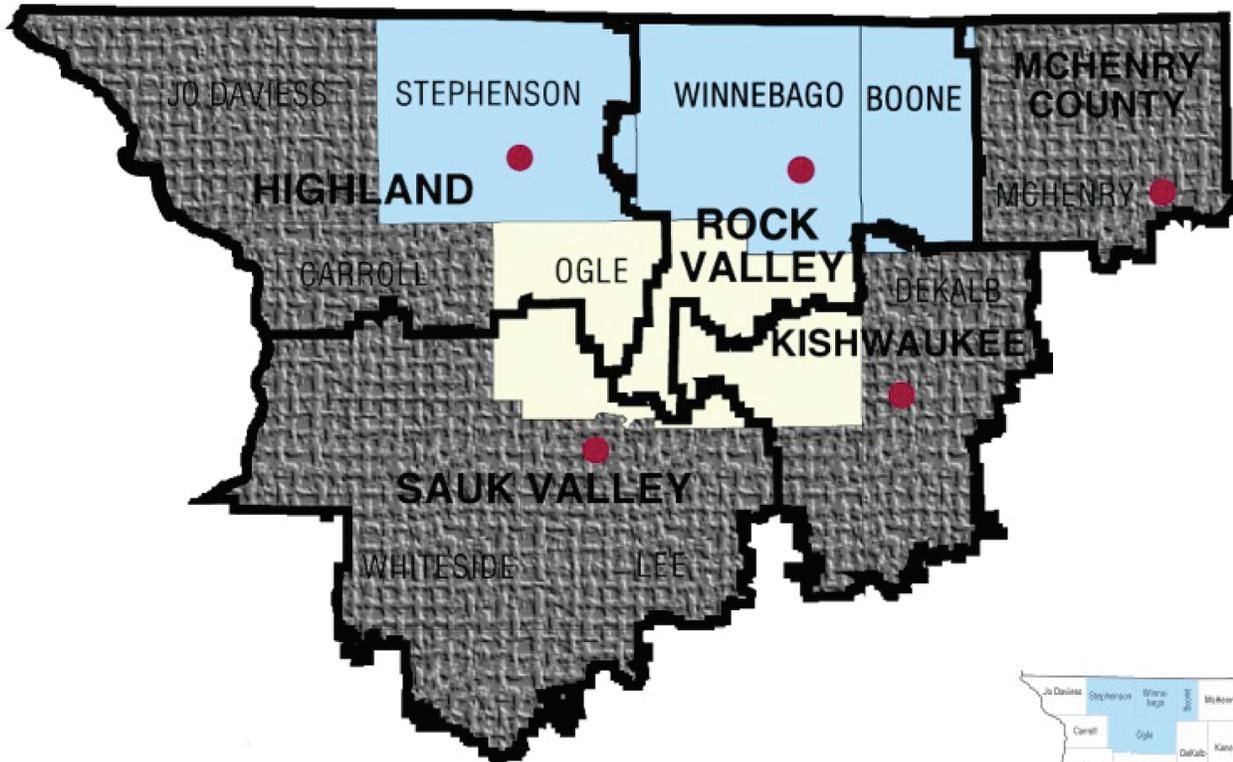
One-Stop partners will collaborate on developing a customer assessment tool as well as refining the current referral system.

| Activities and Tactics How will we address the goal? | Key Players Who should be involved? | Expected Outcomes What is the result? | Timeline When will we do it? | Questions and Assistance Needed |
|--|---|--|--|--|
| Administer common needs assessment to all customers | Operations Management Council | Customer barriers will be identified, appropriate career goals will be developed and additional referrals may be made. | Begin implementation October 2019 | Coordination among partners |
| Increase collection of partner referral forms | Operations Management Council Performance and Accountability Committee | Increase in referrals to both core, required and other community agencies. | Quarterly | Partner participation |
| Develop a cross agency follow-up process | Operations Management Council | Increased collaboration among partners | Quarterly | Partner participation |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

2020 Regional Plan Data Packet

EDR 5 - Northern Stateline



-  LWIA 4
-  LWIA 3
-  Community College District Boundaries & Locations



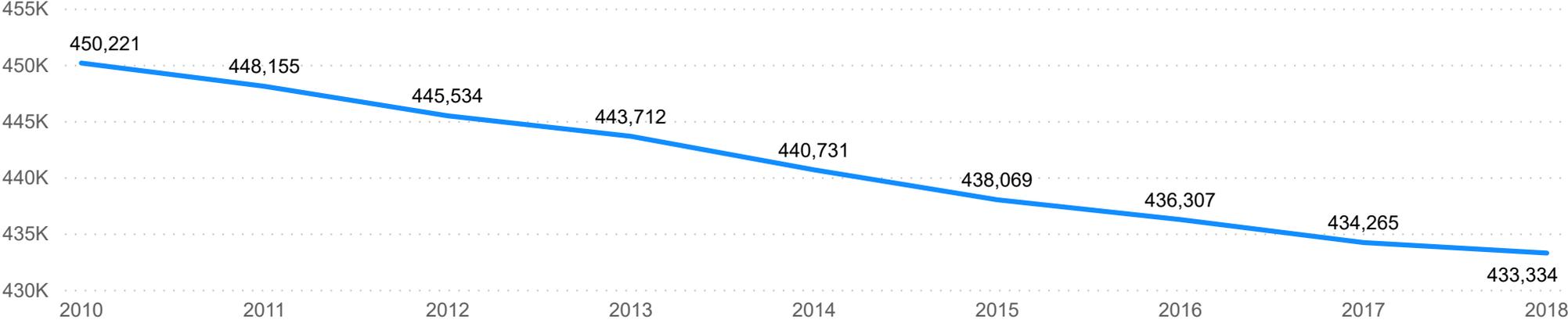
Population Trends

Northern Stateline

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

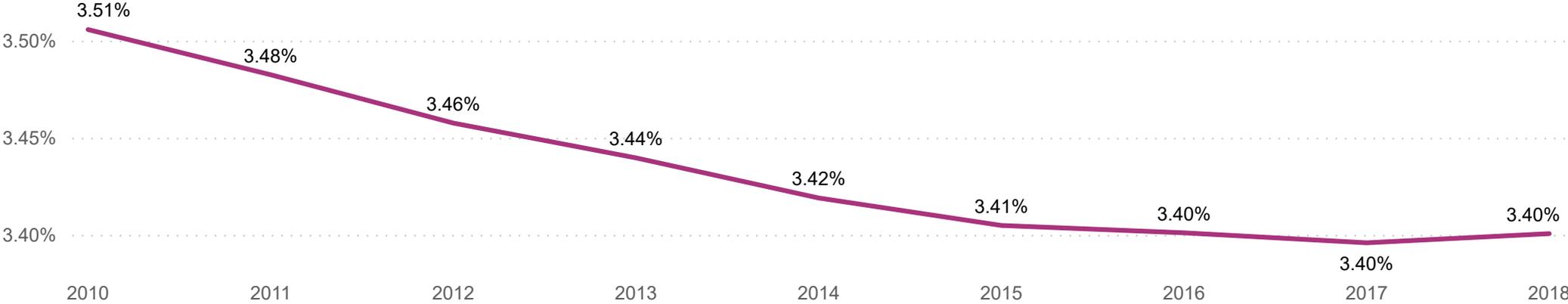
Illinois has a population of approximately 12,854,526 and is the 6th largest state in the nation.

Total Population by Year



| County | 2018 Population |
|-------------------|-----------------|
| Boone County | 53,577 |
| Ogle County | 50,923 |
| Stephenson County | 44,753 |
| Winnebago County | 284,081 |
| Total | 433,334 |

Proportion of Illinois Population



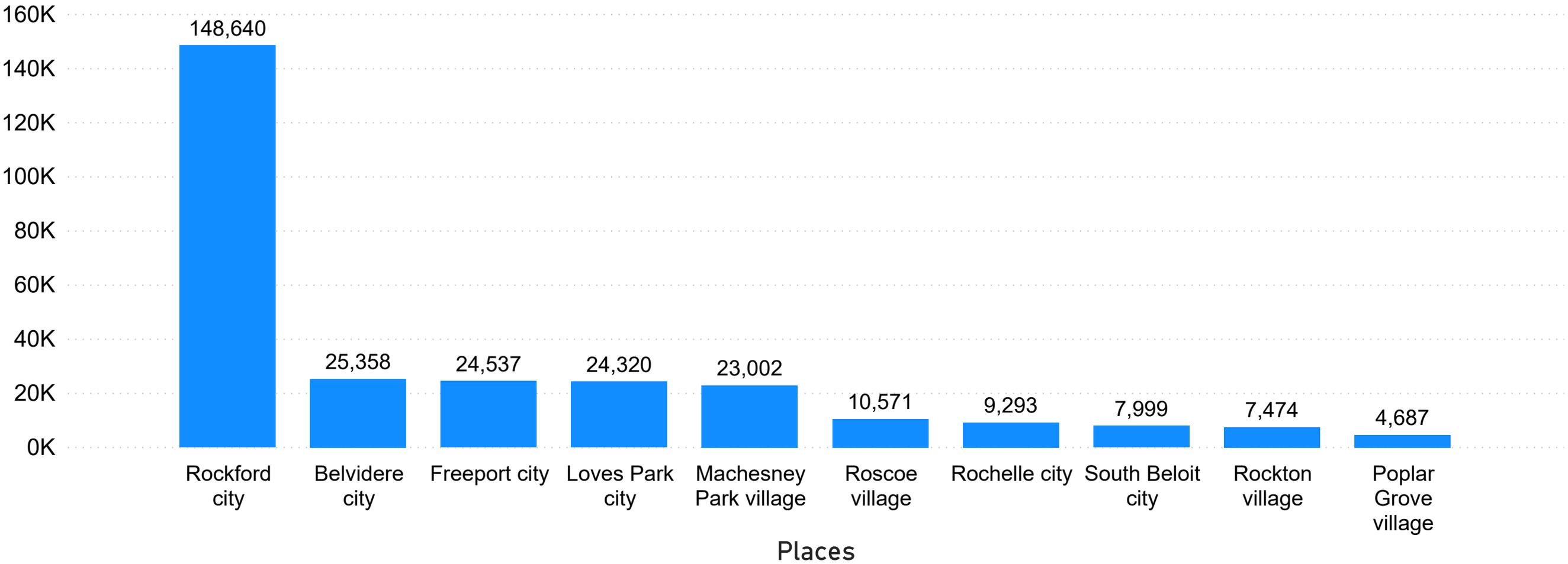
Source: Annual County Resident Population, June 2019

Population by Largest Cities in Region

Northern Stateline

- 1
- 2
- 3
- 4
- 5**
- 6
- 7
- 8
- 9
- 10

Statewide, Illinois has a current population of 12.8 million people (4% of the U.S. population). The population of Illinois has declined each year for the past five years. Compared to 2013, the decrease in the state's population reached 1.2% in 2018.



Source: American Community Survey, 2017 and U.S. Census allocation factors from the Missouri Census Data Center Geographic Correspondence Engine

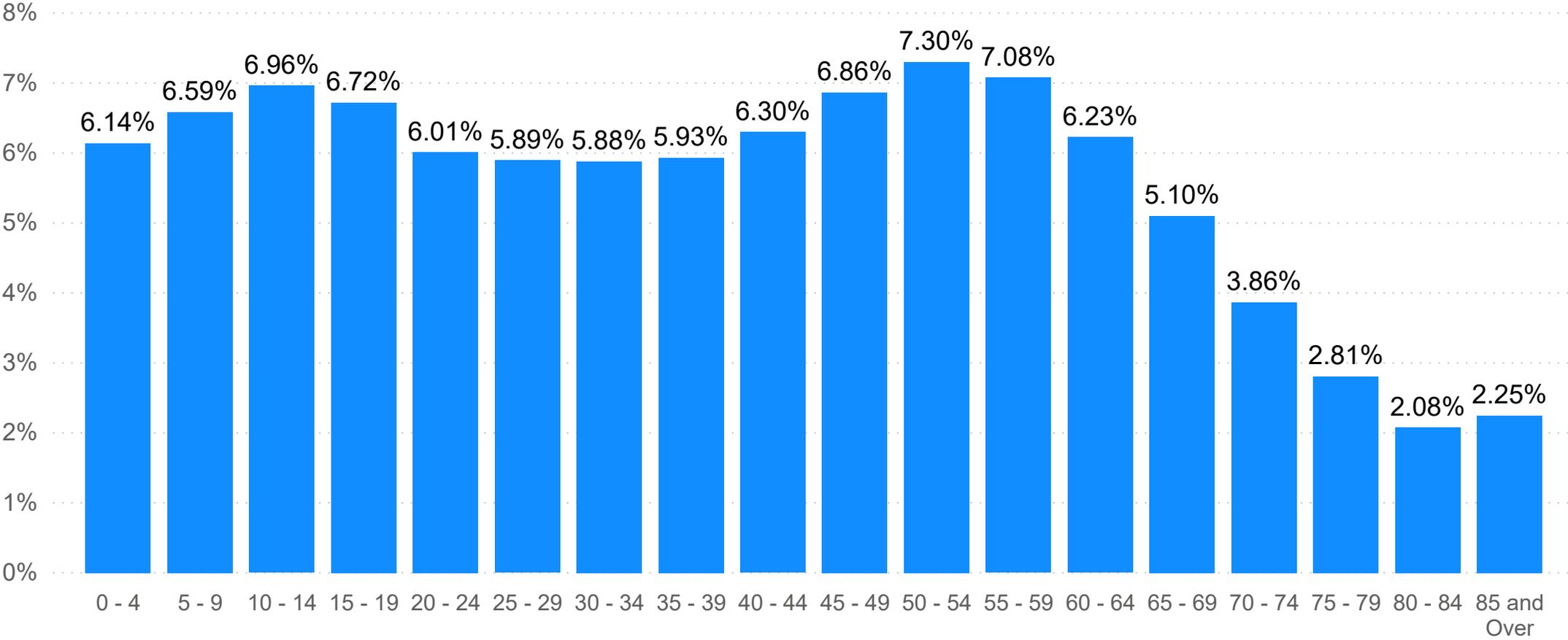
Population Trends

Northern Stateline

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

The median age in Illinois has been steadily increasing over the past decade. In 2018, the median age was 38.3 compared to 36.6 in 2010. Statewide, nearly 16% of Illinois residents are age 65 and over.

Population by Age Group



| Age Group | 2018 Population |
|--------------|-----------------|
| 0 - 4 | 26,335 |
| 5 - 9 | 27,145 |
| 10 - 14 | 29,135 |
| 15 - 19 | 28,322 |
| 20 - 24 | 25,512 |
| 25 - 29 | 26,944 |
| 30 - 34 | 25,014 |
| 35 - 39 | 25,823 |
| 40 - 44 | 24,428 |
| 45 - 49 | 27,835 |
| 50 - 54 | 28,662 |
| 55 - 59 | 31,292 |
| 60 - 64 | 28,865 |
| 65 - 69 | 24,503 |
| 70 - 74 | 19,733 |
| 75 - 79 | 14,058 |
| 80 - 84 | 9,540 |
| 85 and Over | 10,188 |
| Total | 433,334 |

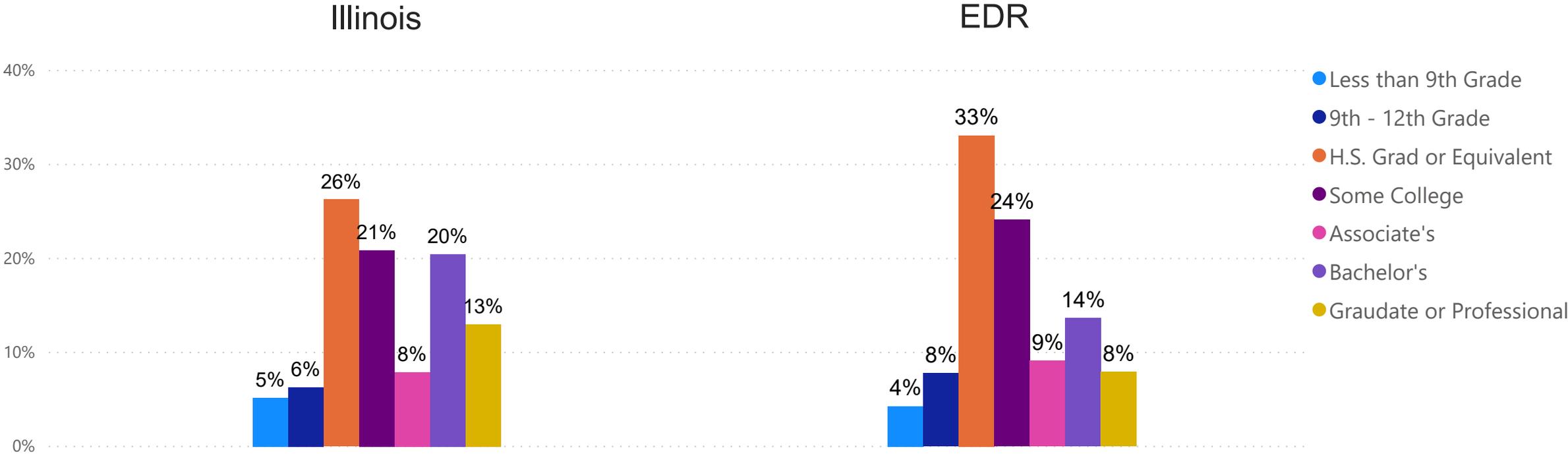
Source: Annual County Resident Population, June 2019

Education Attainment of Population 25 & over

Northern Stateline

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Over 60% of Illinois residents 25 & over continued education past high school.



| EDR | Less Than 9th Grade | 9th - 12th Grade | High School Grad or Equivalent | Some College | Associate's Degree | Bachelor's Degree | Graduate or Professional Degree | Total |
|-----|---------------------|------------------|--------------------------------|--------------|--------------------|-------------------|---------------------------------|---------|
| 5 | 12,683 | 23,195 | 98,406 | 71,714 | 27,132 | 40,644 | 23,648 | 297,423 |

Source: American Community Survey, 2017, Table S1501

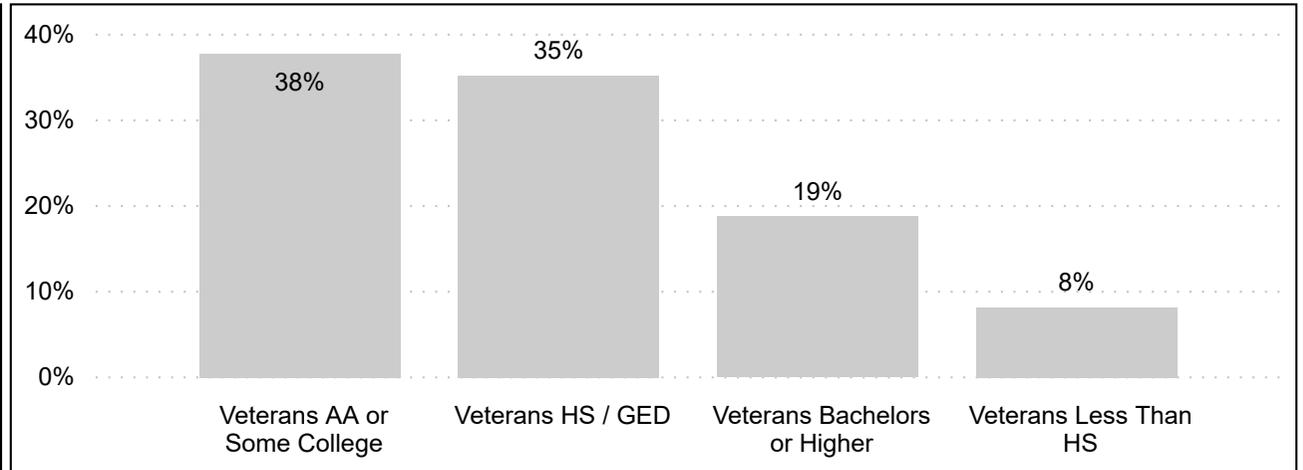
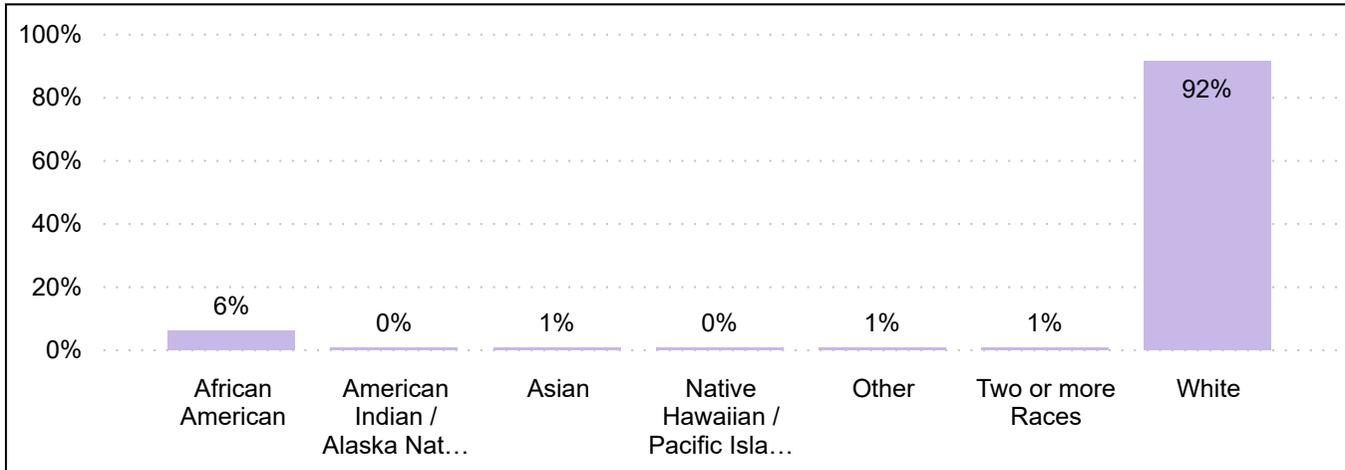
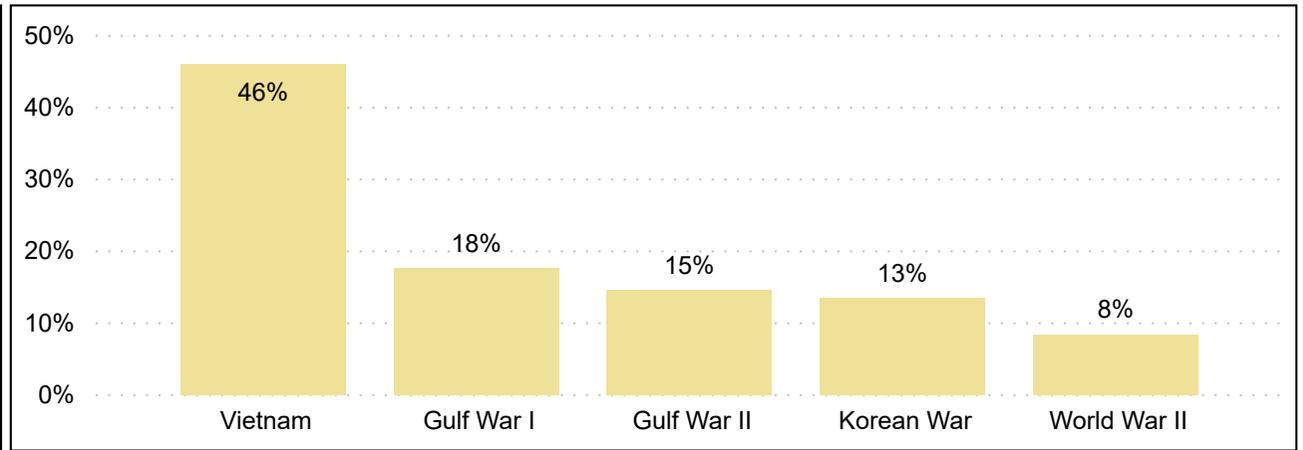
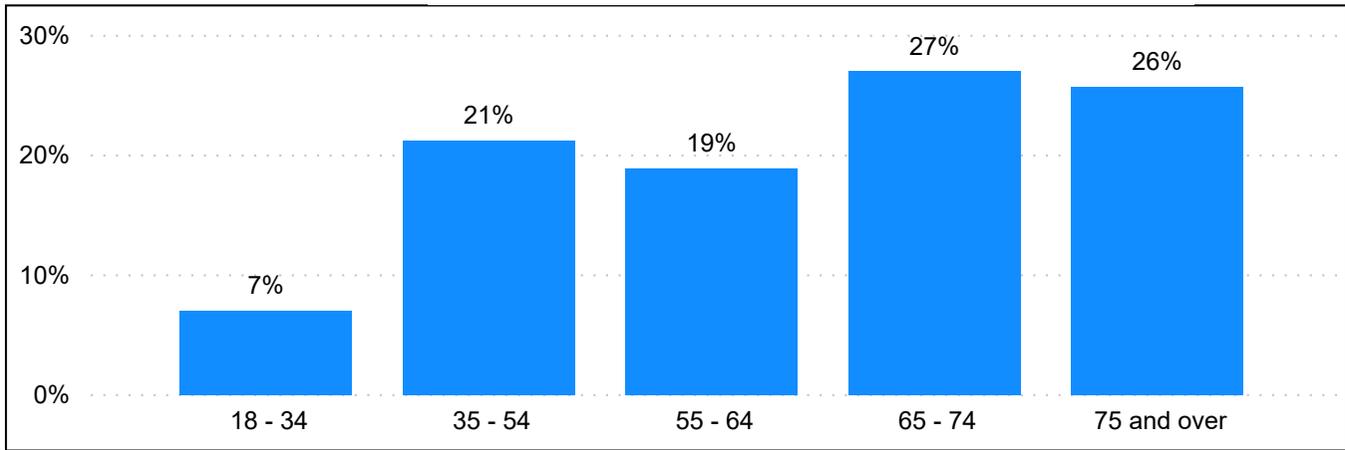
Veteran Population by Age, Type, Race, & Education

Northern Stateline



Statewide, there are 614,725 veterans in Illinois, which is about 5% of the total population. On the national level, veterans represent about 6% of the total population.

Regional Veteran Population: **28,634**



Source: American Community Survey, 2017, Table S2101

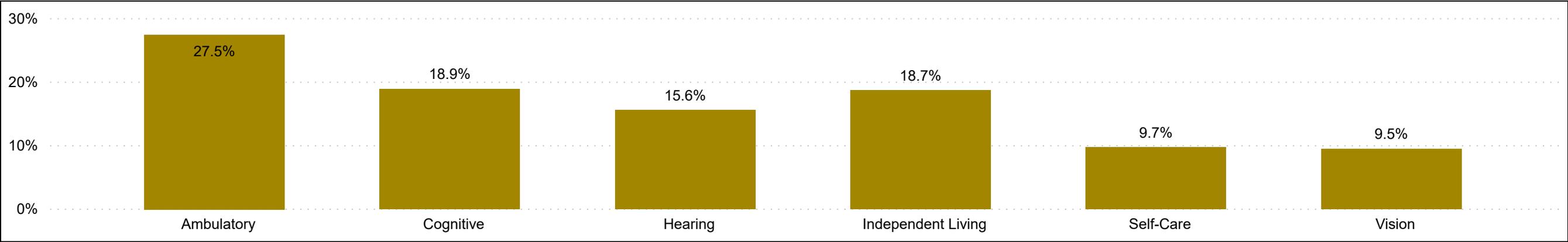
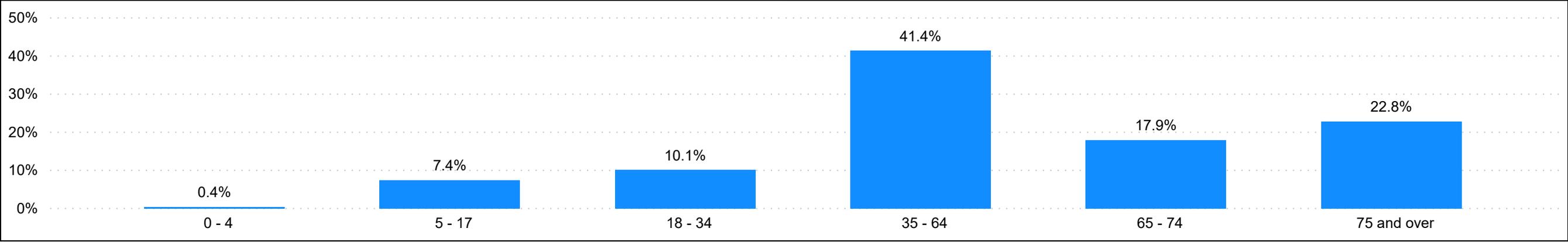
Disabled Population by Age & Type

Northern Stateline

- 1
- 2
- 3
- 4
- 5**
- 6
- 7
- 8
- 9
- 10

Approximately 11% of the population (or 1.4 million people) in Illinois have some type of disability. The most prominent disabilities include ambulatory and the inability to live independently. The graphs below describe the age and type of disability of the disabled population.

Regional Disabled Population: **58,756**



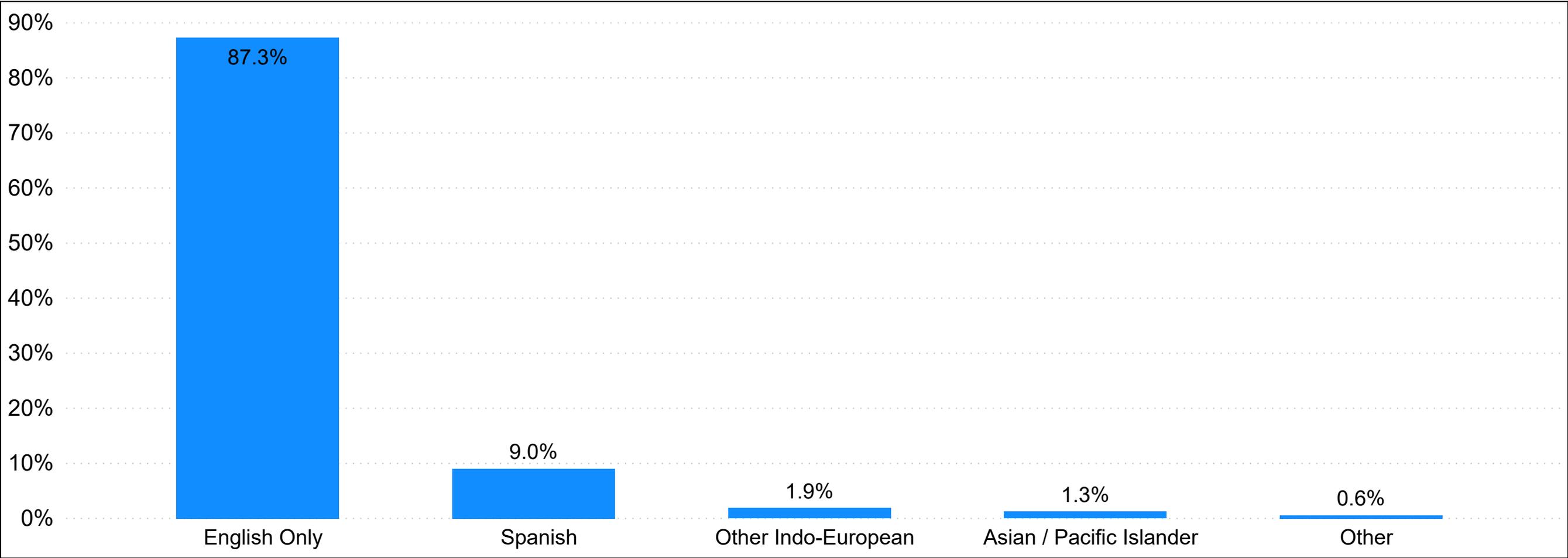
Source: American Community Survey, 2017, Table S1810

Population by Language

Northern Stateline

- 1
- 2
- 3
- 4
- 5**
- 6
- 7
- 8
- 9
- 10

Statewide, 23.5% of Illinois households speak a language other than English at home. On the national level, 21.8% of households speak a language other than English at home.



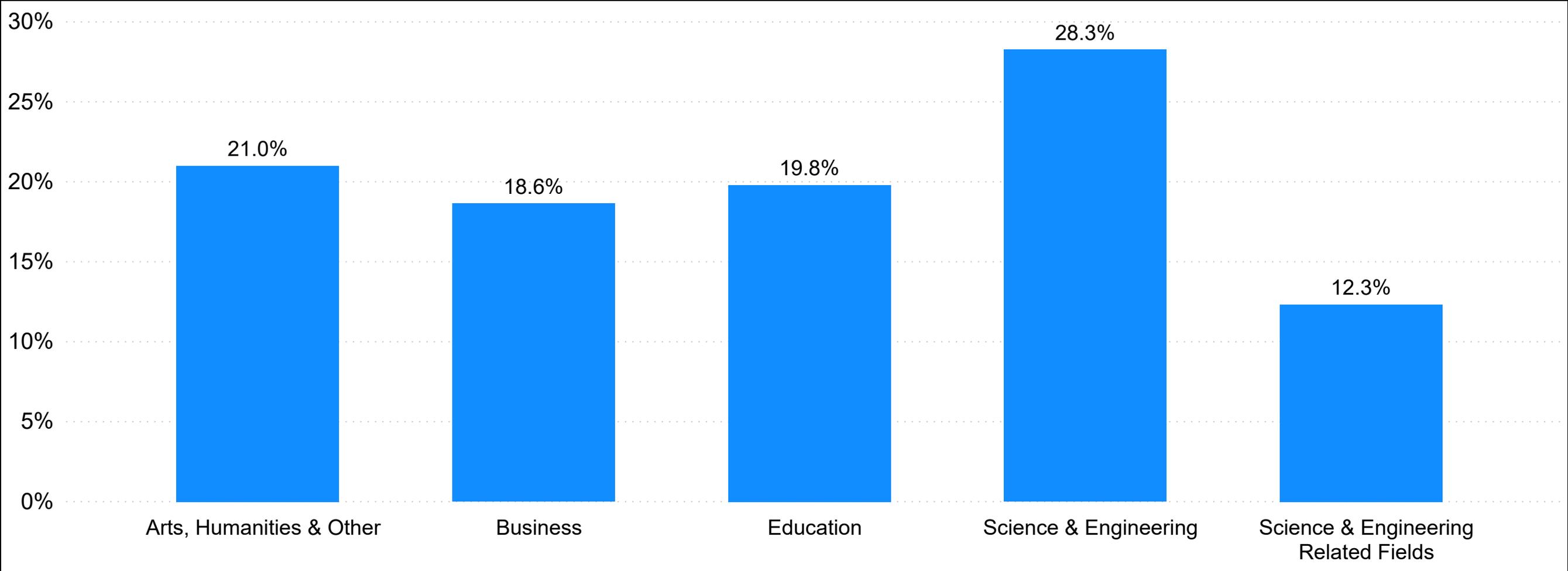
Source: American Community Survey, 2017, Table S1601

Bachelor Degree Population by Field

Northern Stateline



In Illinois, 33% of individuals 25 or older hold at least a Bachelor's degree, which is higher than the national figure of 31%. The graph below shows the field of study chosen by these individuals.



Source: American Community Survey, 2017, Table S1502

Median Income by County - Households with Children

Northern Stateline



The statewide median income for all households was \$61,229, which is 6% higher than the national level of \$57,652. In Illinois, the median household income was \$98,037 for married couples with children, \$50,511 for male households with children, and \$36,334 for female households with children.

Married Couples with Children

| County | Median Income |
|-----------------------------|---------------|
| Boone County, Illinois | \$81,178 |
| Ogle County, Illinois | \$86,135 |
| Stephenson County, Illinois | \$75,210 |
| Winnebago County, Illinois | \$81,027 |

Male Household with Children

| County | Median Income |
|-----------------------------|---------------|
| Boone County, Illinois | \$46,667 |
| Ogle County, Illinois | \$36,713 |
| Stephenson County, Illinois | \$34,792 |
| Winnebago County, Illinois | \$37,182 |

Female Household with Children

| County | Median Income |
|-----------------------------|---------------|
| Winnebago County, Illinois | \$23,992 |
| Stephenson County, Illinois | \$23,731 |
| Ogle County, Illinois | \$30,345 |
| Boone County, Illinois | \$30,741 |

Median Income by County and Race

Northern Stateline



Statewide, the median household income for African American households is \$35,572, American Indian households is \$41,676, and Asian households is \$82,605.

African American Household

| County | Median Income |
|-----------------------------|---------------|
| Boone County, Illinois | \$71,193 |
| Stephenson County, Illinois | \$27,345 |
| Winnebago County, Illinois | \$27,289 |

American Indian Household

| County | Median Income |
|-----------------------------|---------------|
| Boone County, Illinois | \$107,540 |
| Ogle County, Illinois | \$68,125 |
| Stephenson County, Illinois | \$65,781 |
| Winnebago County, Illinois | \$35,813 |

Asian Household

| County | Median Income |
|----------------------------|---------------|
| Ogle County, Illinois | \$65,735 |
| Winnebago County, Illinois | \$60,227 |

Median Income by County and Race

Northern Stateline



Statewide, the median household income for Latino households is \$51,060, Other Race households is \$48,036, and White households is \$66,490.

Latino Household, any race

| County | Median Income |
|-----------------------------|---------------|
| Boone County, Illinois | \$60,918 |
| Ogle County, Illinois | \$44,647 |
| Stephenson County, Illinois | \$38,518 |
| Winnebago County, Illinois | \$43,691 |

Other Race Household

| County | Median Income |
|-----------------------------|---------------|
| Boone County, Illinois | \$64,518 |
| Ogle County, Illinois | \$49,583 |
| Stephenson County, Illinois | \$85,357 |
| Winnebago County, Illinois | \$41,191 |

White Household

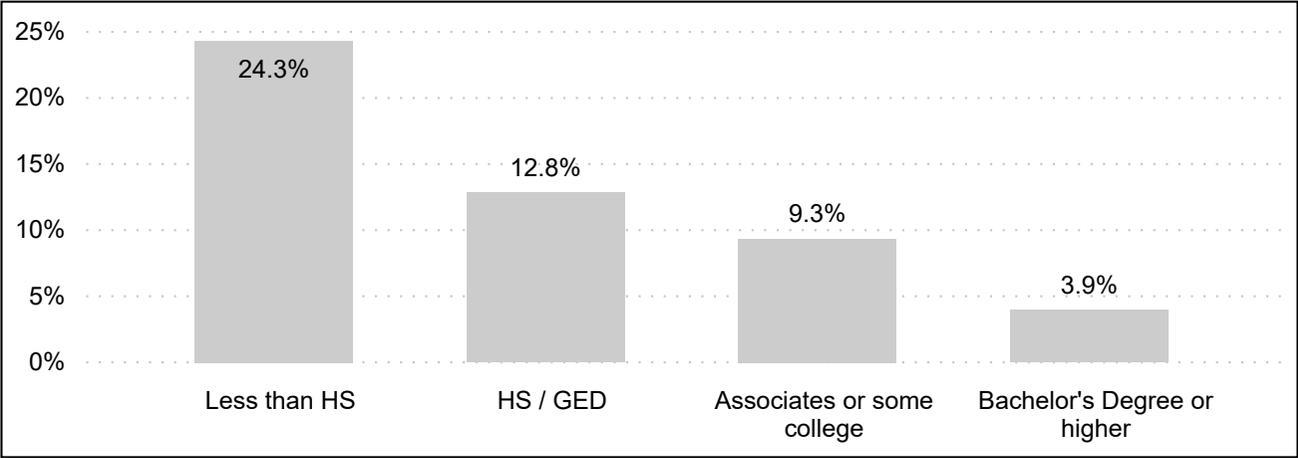
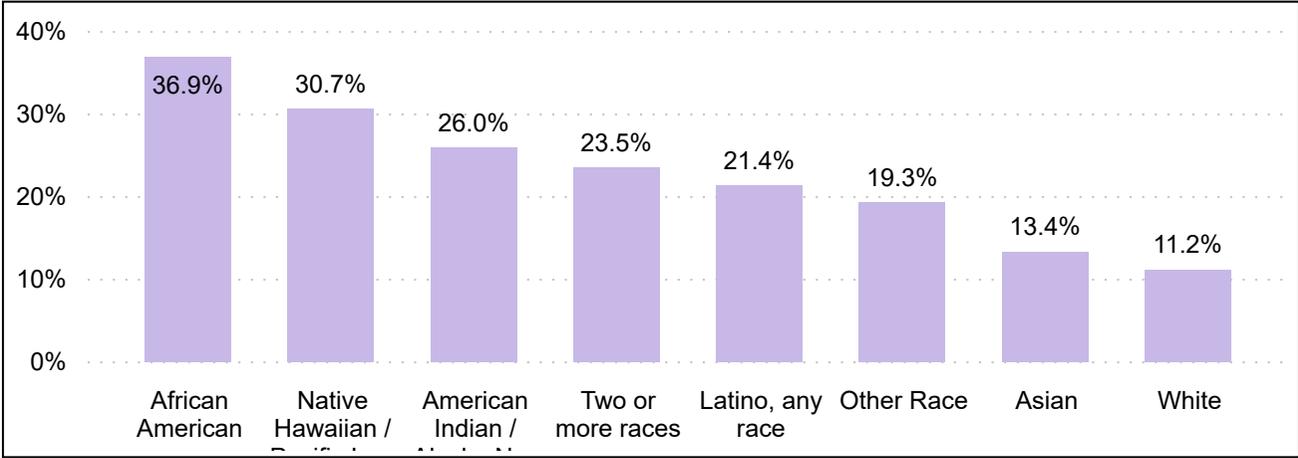
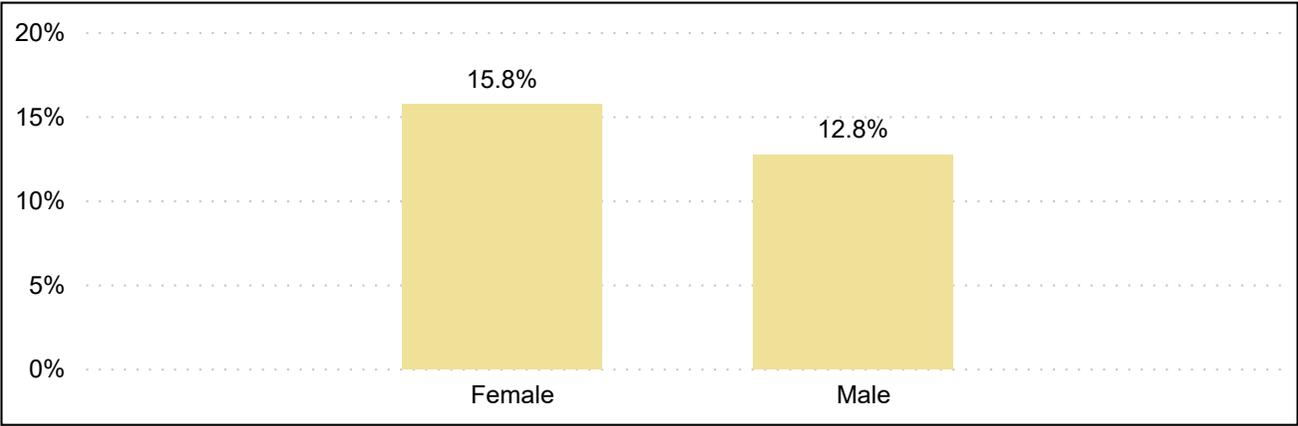
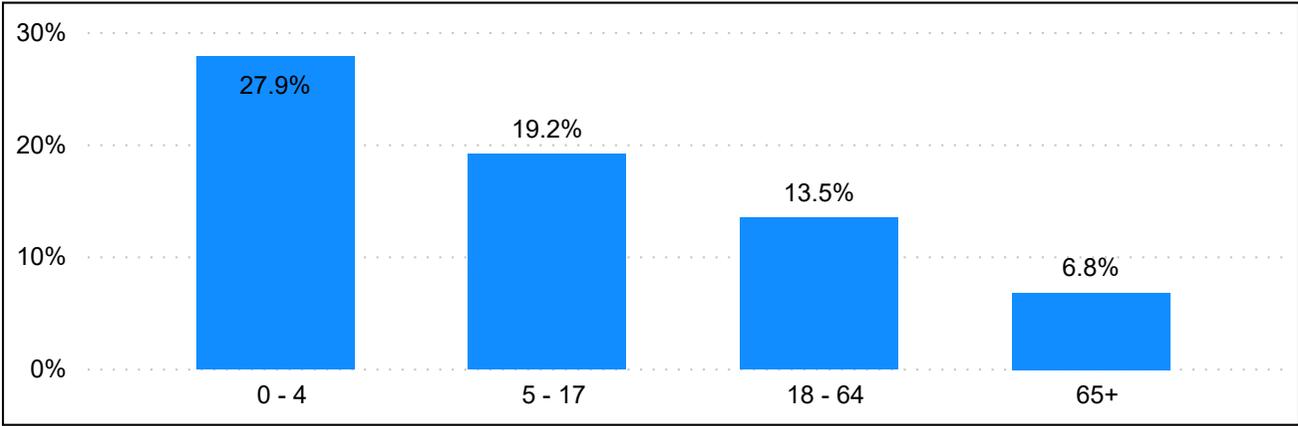
| County | Median Income |
|-----------------------------|---------------|
| Boone County, Illinois | \$61,943 |
| Ogle County, Illinois | \$57,799 |
| Stephenson County, Illinois | \$48,792 |
| Winnebago County, Illinois | \$54,866 |

Percent of Population Below Poverty

Northern Stateline



Roughly, 1.7 million Illinois residents live below poverty. Children under the age of 5 (21%), females (15%), African Americans (29%), and individuals lacking a high school diploma or equivalent (23%) are more likely to live below poverty.



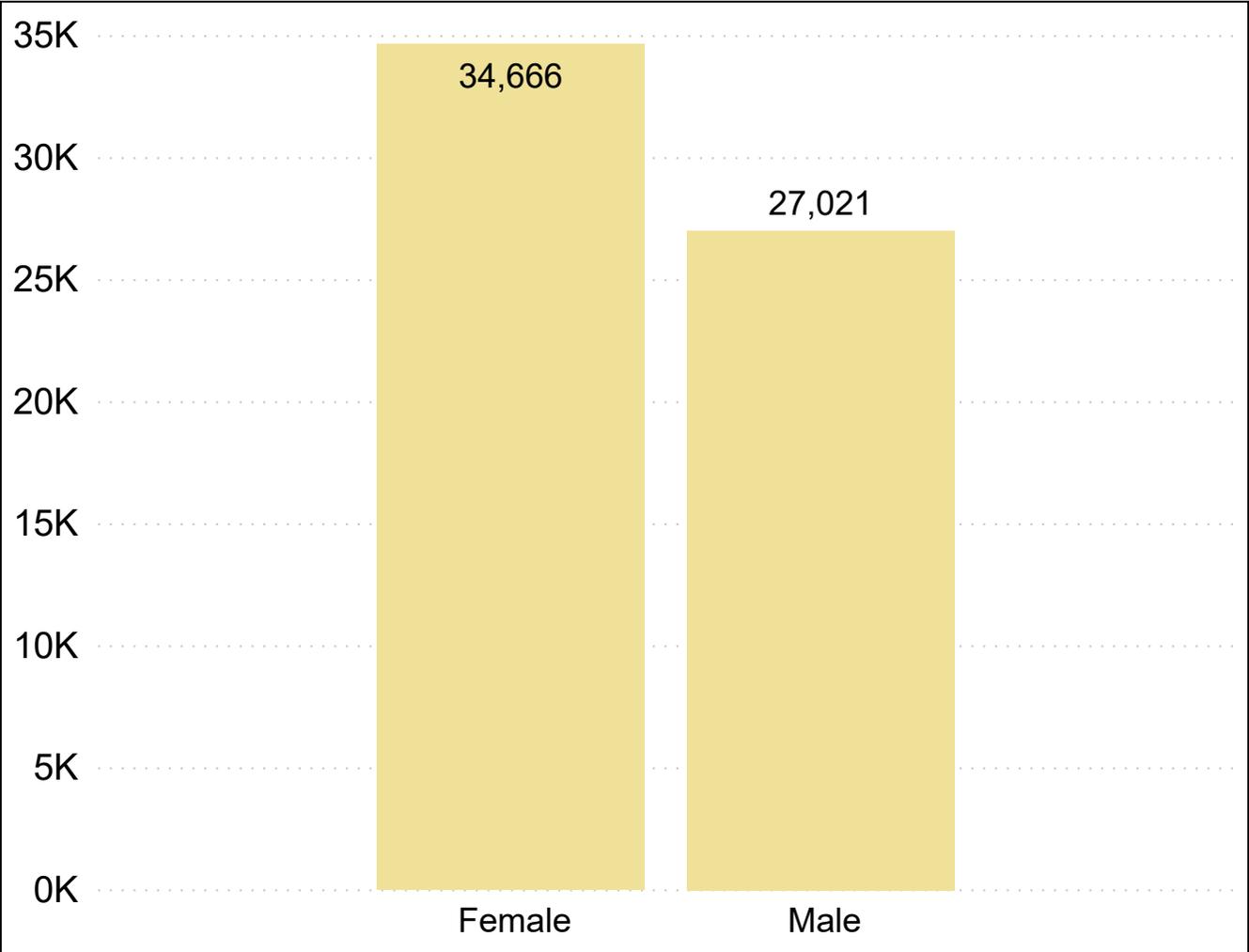
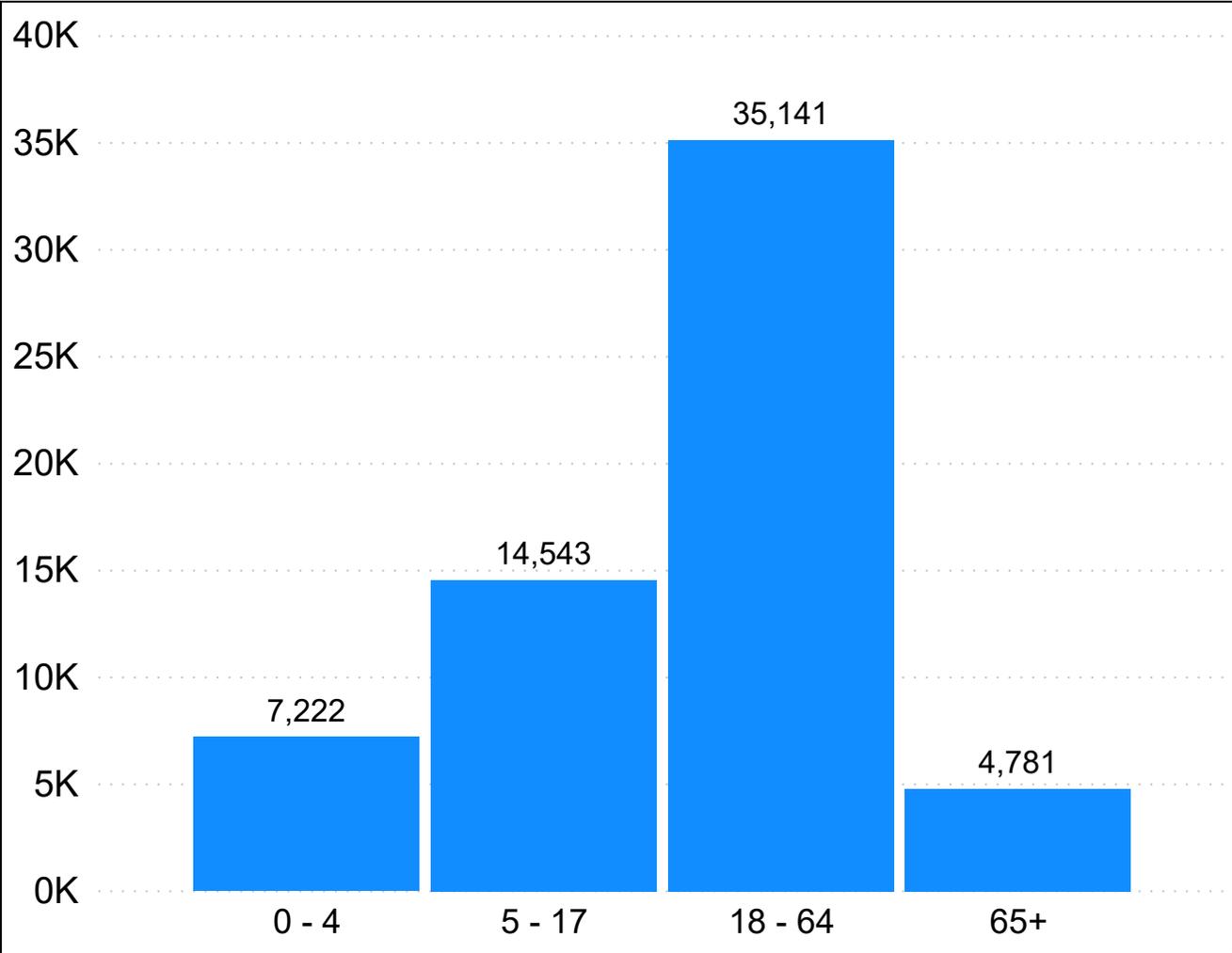
Source: American Community Survey, 2017, Table S1701

Population Below Poverty

Northern Stateline



Approximately 13.5% of the population in Illinois are below the poverty level, compared to 11.8% nationwide.



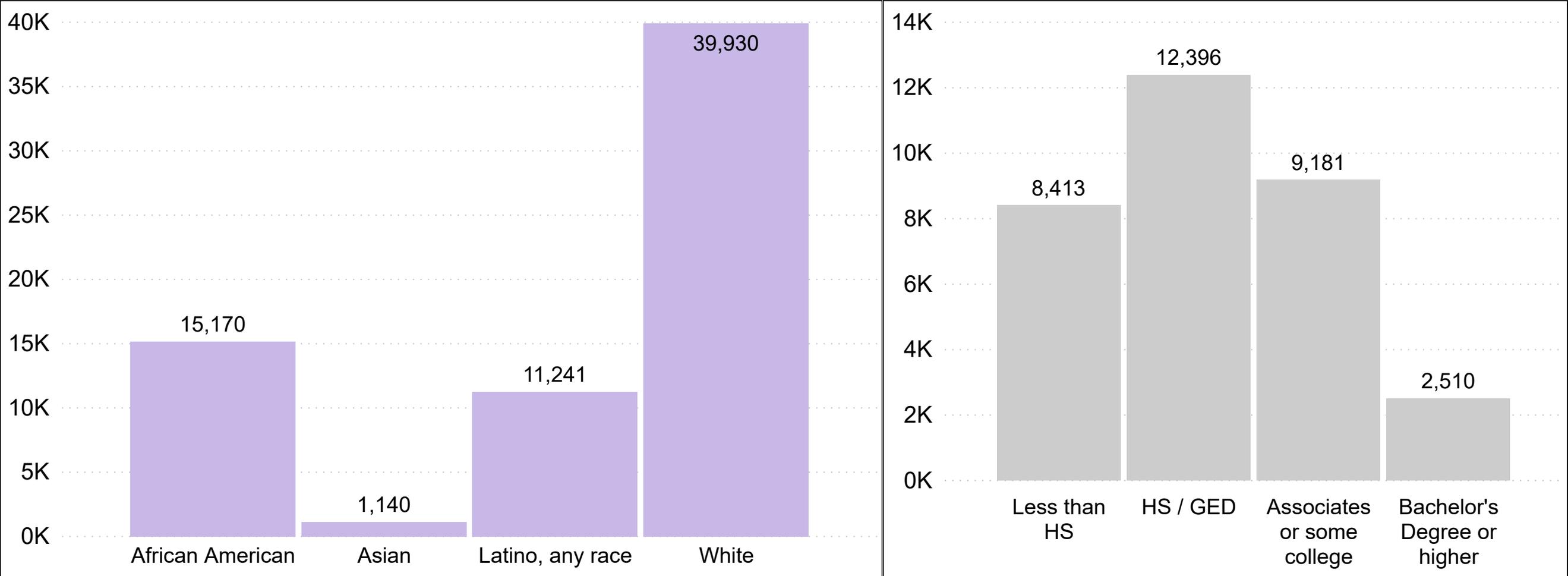
Source: American Community Survey, 2017, Table S1701

Population Below Poverty

Northern Stateline

- 1
- 2
- 3
- 4
- 5**
- 6
- 7
- 8
- 9
- 10

In Illinois, 2.9% of the population living below poverty report working full-time all year. In contrast, 43% of the working-age population living in poverty do not work and 38.5% of the population living below poverty report working part-time or seasonally.



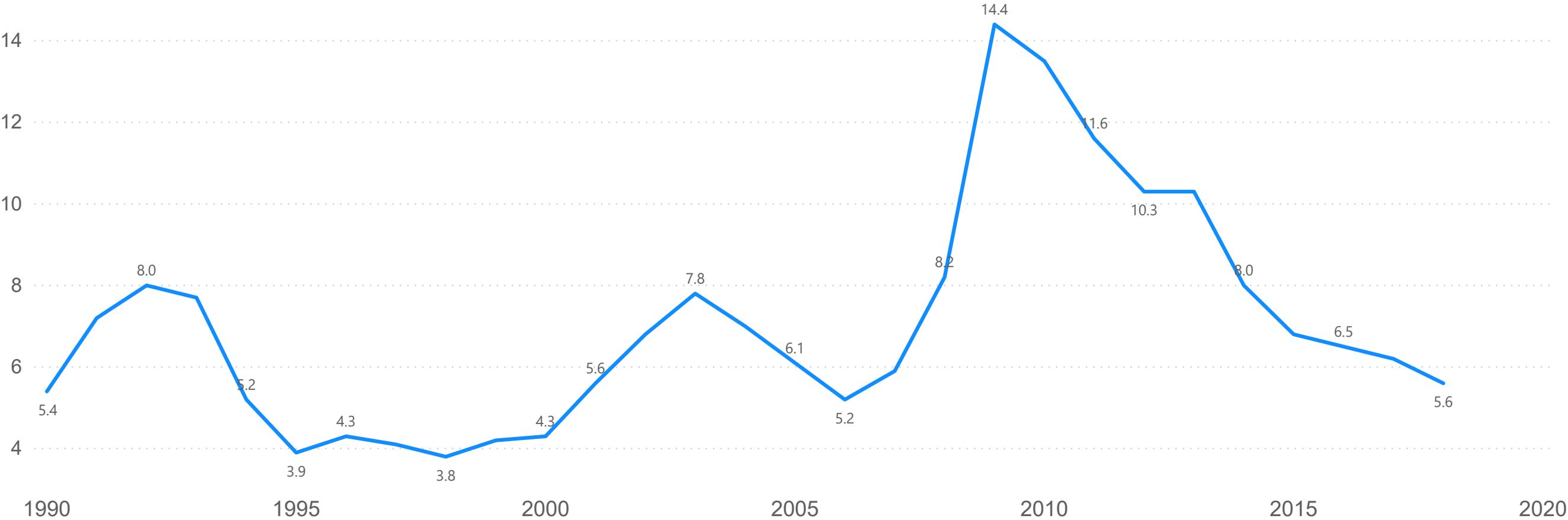
Source: American Community Survey, 2017, Table S1701

Unemployment Rate by Year

Northern Stateline

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Statewide, the lowest unemployment rate in the past decade (3.6%) was reached in both May and September in 2019. During the same time period, the highest unemployment rate was reported in January 2010 at 12.2%.



Source: Illinois Department of Employment Security

ADDITIONAL TARGET POPULATION STATISTICS
EDR 5 Northern Stateline
(Boone, Ogle, Stephenson, Winnebago)

Low-Income Indicators:

| | |
|--|--------|
| • TANF Cases Monthly Average 2017 | 1,177 |
| • TANF Persons Monthly Average 2017 | 3,406 |
| • SNAP Households Monthly Average 2018 | 20,406 |
| • SNAP Persons Monthly Average 2018 | 85,525 |

Disability Indicators:

| | |
|--|-----|
| • DHS/DVR Vocational Rehabilitation Program FY2019 | |
| ○ Served Age Less Than Age 25 | 641 |
| ○ Plan Status Less Than Age 25 | 324 |
| ○ Successful Employment Less Than 25 | 57 |
| ○ Served Age 25 and Over | 608 |
| ○ Plan Status Age 25 and Over | 155 |
| ○ Successful Employment Age 25 and Over | 85 |

Foster Care Indicators:

| | |
|---|-----|
| • DCFS Foster Care 2019 by Placement Type Total | 809 |
| ○ Foster Care (Dept/Fictive/Private) | 257 |
| ○ Relative | 523 |
| ○ Institution/Group Home | 29 |
| • DCFS Exiting Foster Care 2019 Age 18 and Over | |
| ○ Cook County | 439 |
| ○ Downstate | 406 |
| ○ State | 845 |

DOC Indicators:

| | |
|---|-------|
| • Adult Prison Population (Committing County) | 1,669 |
| • Adult Parolee Population (Residing County) | 1,210 |
| • Juvenile Justice Detention Admissions | 684 |

Other Indicators:

| | |
|---|--------|
| • Migrant/Seasonal Farm Workers (WIOA Eligible) | 0 |
| • Single Parents | |
| ○ Male Householder, No Wife Present | 8,120 |
| ○ Female Householder, No Husband Present | 25,974 |
| • Adult Population at Risk | |
| ○ Age 16 and Over w/out a HS Diploma | 27,701 |
| ○ Immigrants | 7,710 |

Sectors, Industries & Clusters

The terms "sector", "industry" and "cluster" are sometimes a source of confusion, and can be an unnecessary source of debate among various stakeholders.

Sector describes a large segment of the economy, while **Industry** refers to a much more specific group of companies or businesses. The terms industry and sector are often used interchangeably to describe a group of companies that operate in the same segment of the economy or share a similar business type.

A **cluster** is a regional concentration of related industries in a particular location. Clusters are a striking feature of economies, making regions uniquely competitive for jobs and private investment. Adding to the confusion, the education community established a national framework of 16 "career clusters", which links programs of study to occupations with similar knowledge and skill requirements.

The table below is a standardized list of Industries from the North American Industry Classification System (NAICS) at its highest, "2-digit" sector level. Within each of these sectors, NAICS groups similar companies into ever-increasing levels of granularity, down to the "6-digit" level. The table below right shows how this works in the Construction sector, with just a partial list of more detailed codes.

| Code | Industry Title |
|-------|--|
| 11 | Agriculture, Forestry, Fishing and Hunting |
| 21 | Mining |
| 22 | Utilities |
| 23 | Construction |
| 31-33 | Manufacturing |
| 42 | Wholesale Trade |
| 44-45 | Retail Trade |
| 48-49 | Transportation and Warehousing |
| 51 | Information |
| 52 | Finance and Insurance |
| 53 | Real Estate Rental and Leasing |
| 54 | Professional, Scientific, and Technical Services |
| 55 | Management of Companies and Enterprises |
| 56 | Administrative and Support and Waste Management and Remediation Services |
| 61 | Educational Services |
| 62 | Health Care and Social Assistance |
| 71 | Arts, Entertainment, and Recreation |
| 72 | Accommodation and Food Services |
| 81 | Other Services (except Public Administration) |
| 92 | Public Administration |

| Codes | Titles |
|--------|---|
| 23 | Construction |
| 2361 | Residential Building Construction |
| 236115 | New Single-Family Housing Construction (except For-Sale Builders) |
| 236116 | New Multifamily Housing Construction (except For-Sale Builders) |
| 236117 | New Housing For-Sale Builders |
| 236118 | Residential Remodelers |
| 2362 | Nonresidential Building Construction |
| 236210 | Industrial Building Construction |
| 236220 | Commercial and Institutional Building Construction |
| 2371 | Utility System Construction |
| 237110 | Water and Sewer Line and Related Structures Construction |
| 237120 | Oil and Gas Pipeline and Related Structures Construction |
| 237130 | Power and Communication Line and Related Structures Construction |

There are literally thousands of 6-digit NAICS codes, which may be viewed at naics.com/search/. For our purposes, 2 to 3 digit NAICS codes provide sufficient detail.

NAICS is the standard used by Federal statistical agencies in classifying business establishments for the purpose of collecting, analyzing, and publishing statistical data related to the U.S. business economy. Like all data, NAICS does have some limitations and caveats. For example, NAICS classifies businesses based on their primary activities, but a specific business may have significant activity in other sectors. For example, Wal-Mart's primary activity is a retailer, but it employs thousands of workers focused on Transportation / Distribution / Logistics at its distribution centers and in-house trucking division.

Readers are cautioned to not make assumptions on the types of businesses or occupations implied by high level groupings.

For example, the NAICS “Information” sector includes industries primarily focused on: publishing, motion pictures, broadcasting, internet publishing and broadcasting, telecommunications, data processing etc. Occupations requiring “information technology” skills are embedded in companies from all sectors. We must look beyond the Information sector to discern the full extent of the supply and demand for jobs and workers needing IT skills. There are significant numbers of tech workers spread across manufacturing, finance, government and many other sectors. Likewise, “Energy” is not a sector in the NAICS model, but energy-related industries and occupations are found in sectors such as: Construction; Manufacturing; and Professional, Scientific and Technical Services, among others.

Regional Sector Analysis

Change in Employment and Location Quotient

The following maps show the "where" for selected economic data at the regional and county levels. This view allows readers to more easily see how each county contributes to the overall economic engine in a region and how regions as a whole compare to other areas of the state.

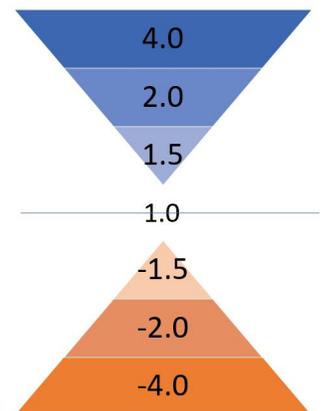
The **Employment Change** maps indicate the level of gain or loss of employment between Q4 2017 and Q4 2018. Use these maps to understand where gains and losses occurred, identify targets of opportunity where skilled workers may be in greater demand and areas which may be in need of attention.

The **Location Quotient** maps indicate counties where sector employment is most and least concentrated. The LQ value indicates how concentrated employment in a given sector compares to the nation.

A value of 1.0 means employment is in line with the overall national employment for that sector. A value greater than 1.0 means that sector's employment is more heavily concentrated here than in the nation, while values less than 1.0 indicate employment is less concentrated than in the nation. The farther away from 1.0, the greater the difference between what is happening in that county compared to the nation.

NOTE: Counties shaded black have insufficient numbers of workers to reach the federal employment reporting threshold.

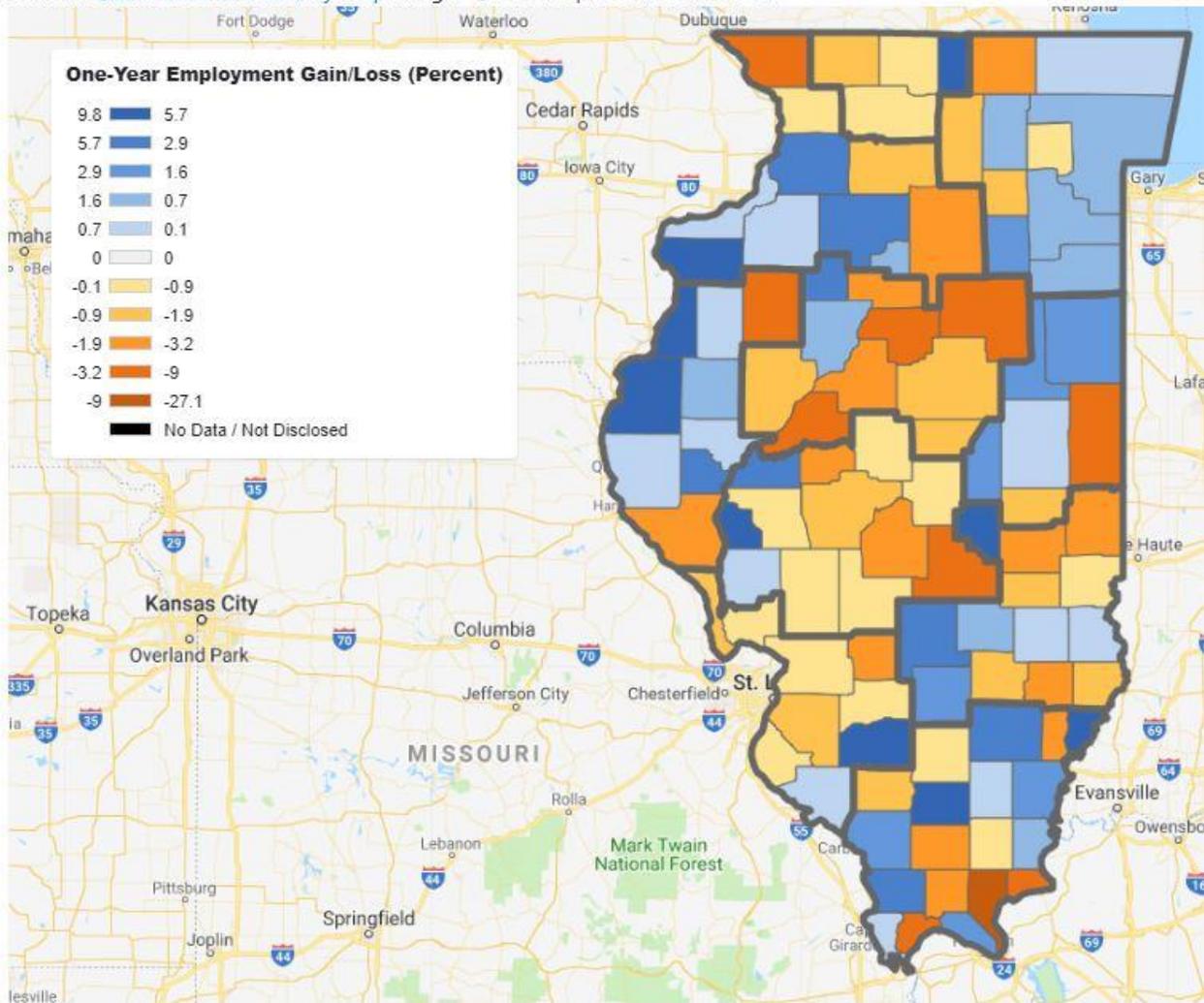
Use these maps to quickly see where sector-based employment is concentrated and the degree to which it is above or below the national level. Areas with high LQs may have an inherent advantage, while areas with low LQs may be at an inherent disadvantage for supporting a particular sector's businesses with skilled workers.



Regional Employment Change and Location Quotient Maps as of Quarter 4 2018

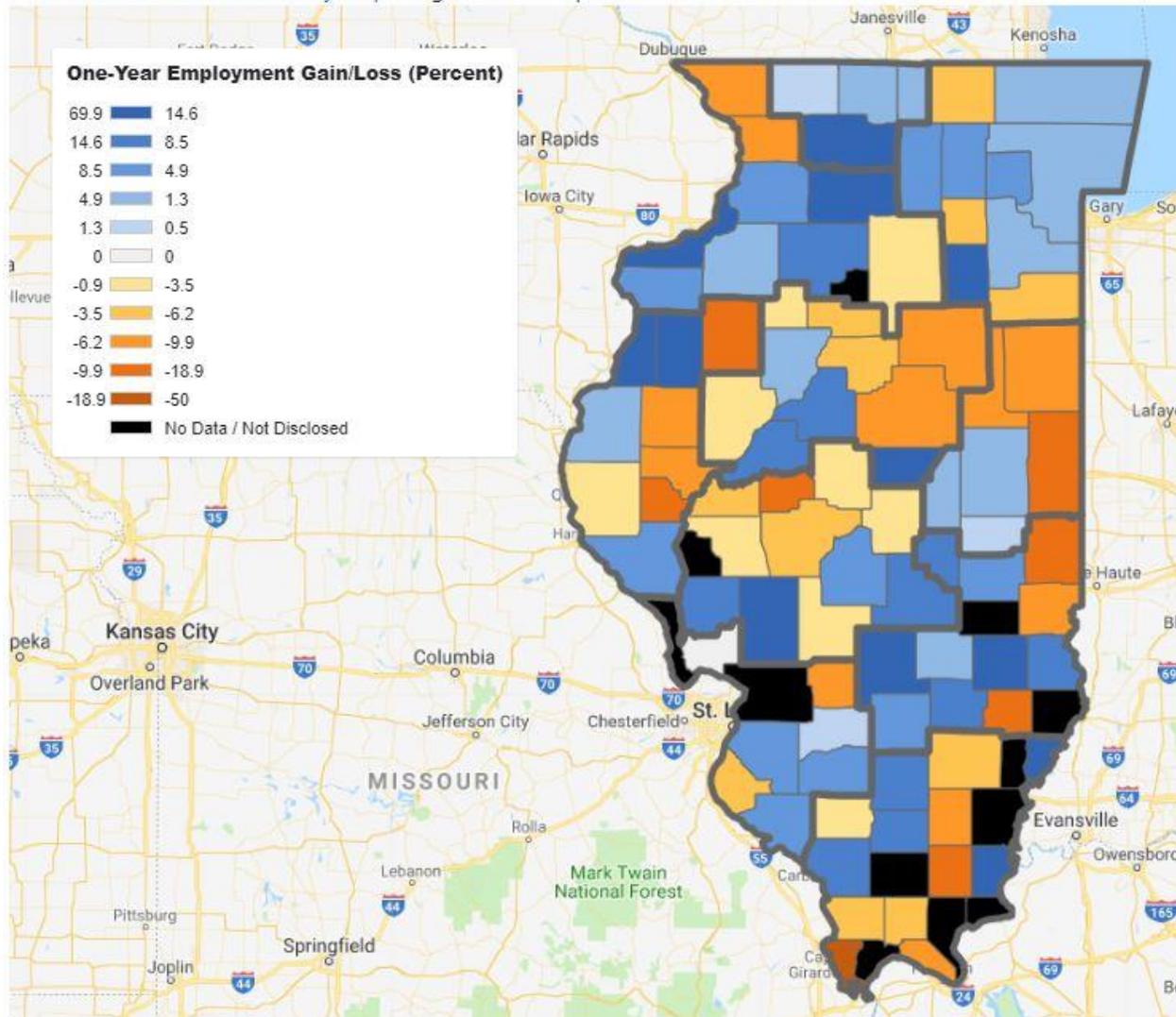
All Industry 12 Month Employment Change

Source: QCEW State and County Map Range: Q4 2018 Updated: 2019-08-27



Construction 12 Month Employment Change

Source: QCEW State and County Map Range: Q4 2018 Updated: 2019-08-27



Construction (NAICS 23)

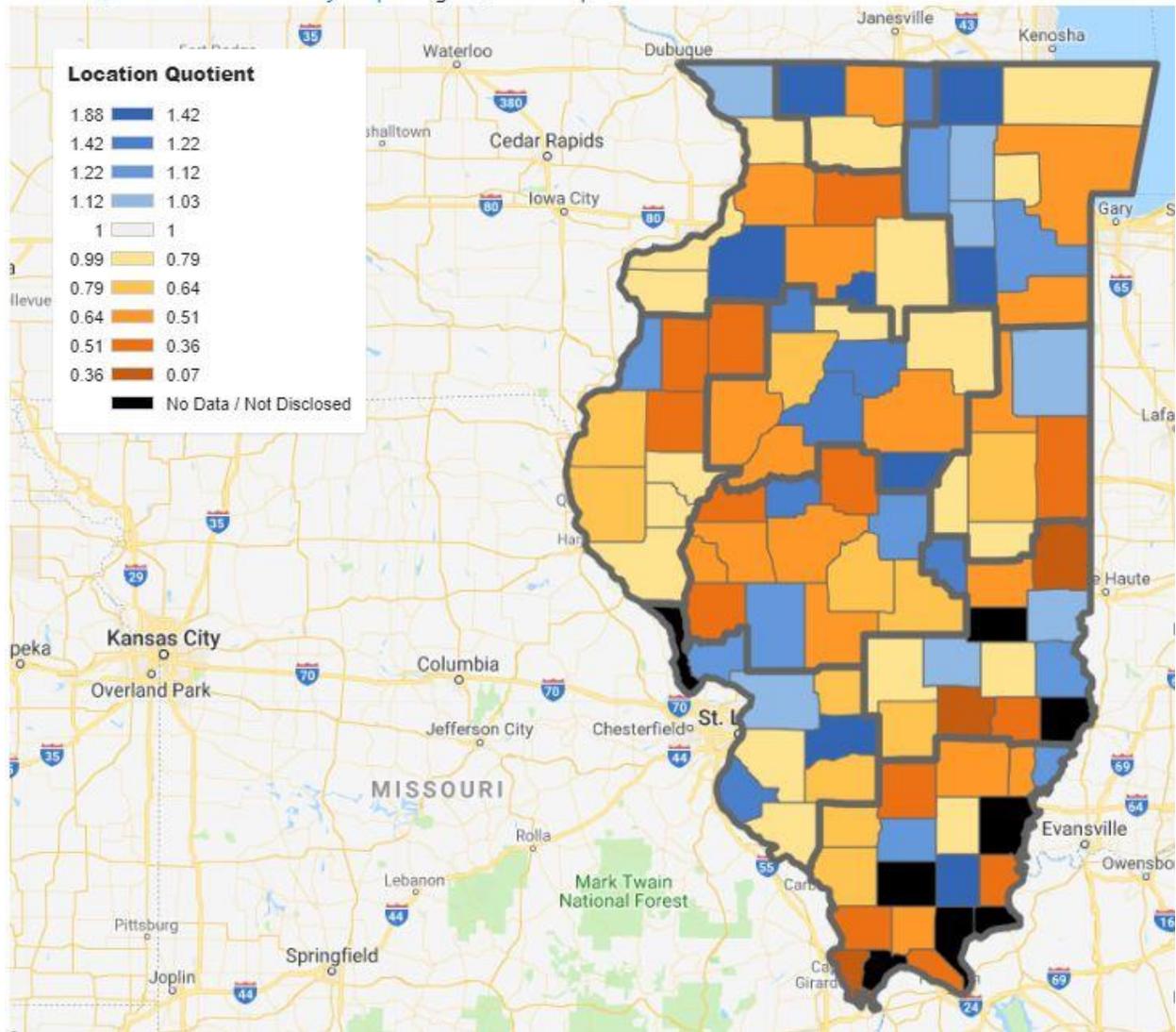
Construction of Buildings (NAICS 236)

Heavy and Civil Engineering Construction (NAICS 237)

Specialty Trade Contractors (NAICS 238)

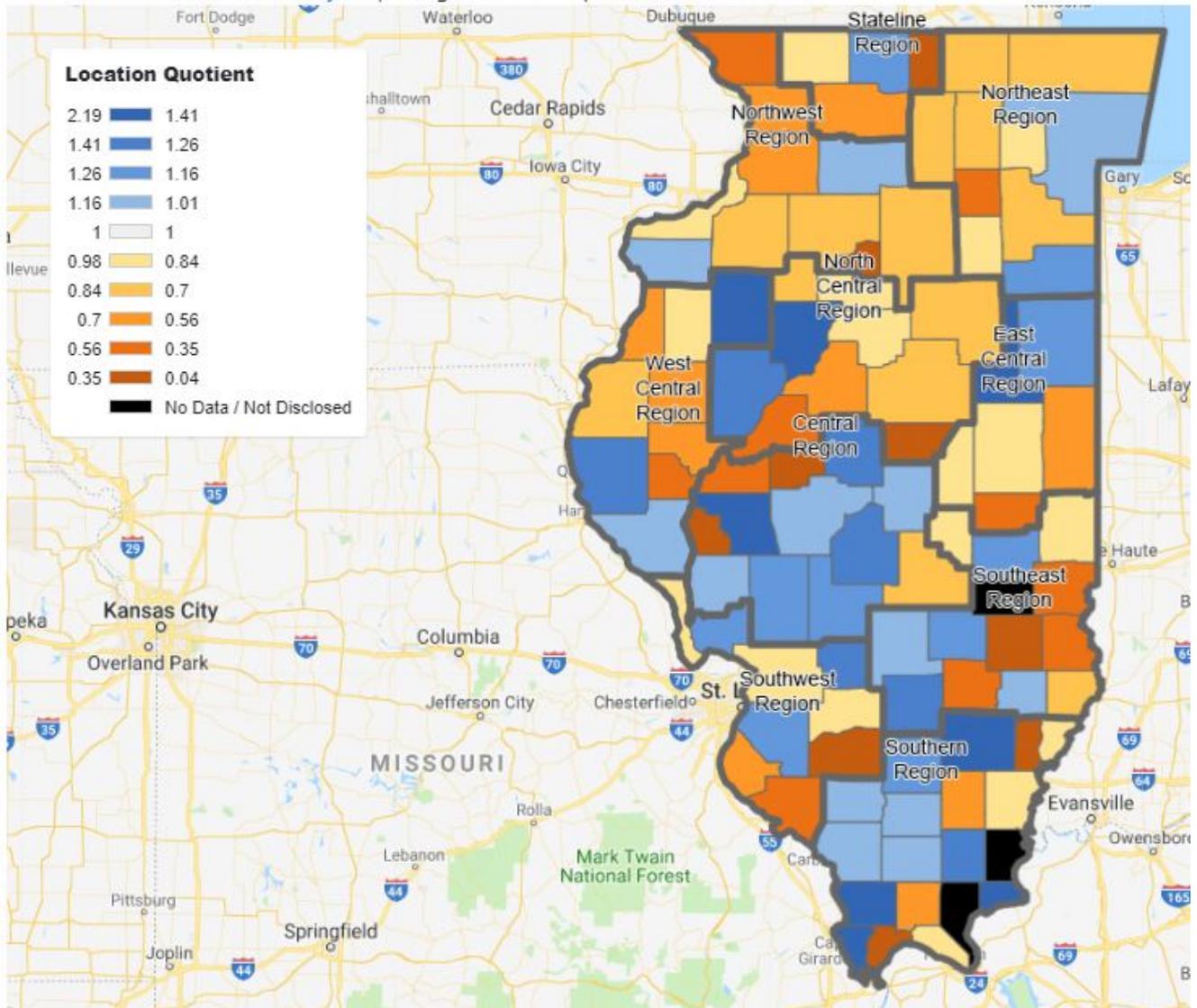
Construction Location Quotient

Source: QCEW State and County Map Range: Q4 2018 Updated: 2019-08-27



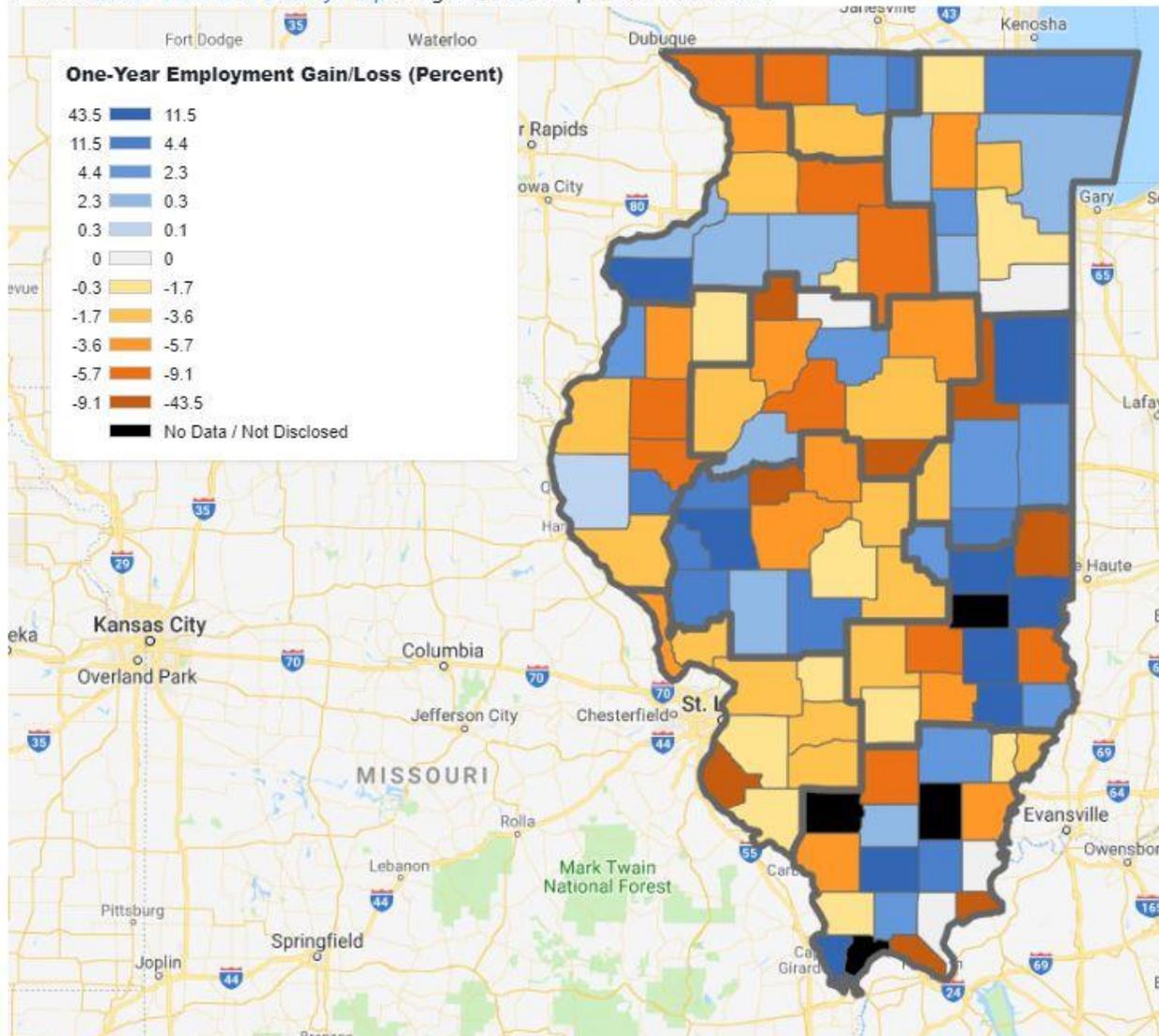
Education and Health Location Quotient

Source: QCEW State and County Map Range: Q4 2018 Updated: 2019-09-26



Financial Activities 12 Month Employment Change

Source: QCEW State and County Map Range: Q4 2018 Updated: 2019-08-27



Financial Activities

Finance and Insurance (NAICS 52)

Monetary Authorities - Central Bank (NAICS 521)

Credit Intermediation and Related Activities (NAICS 522)

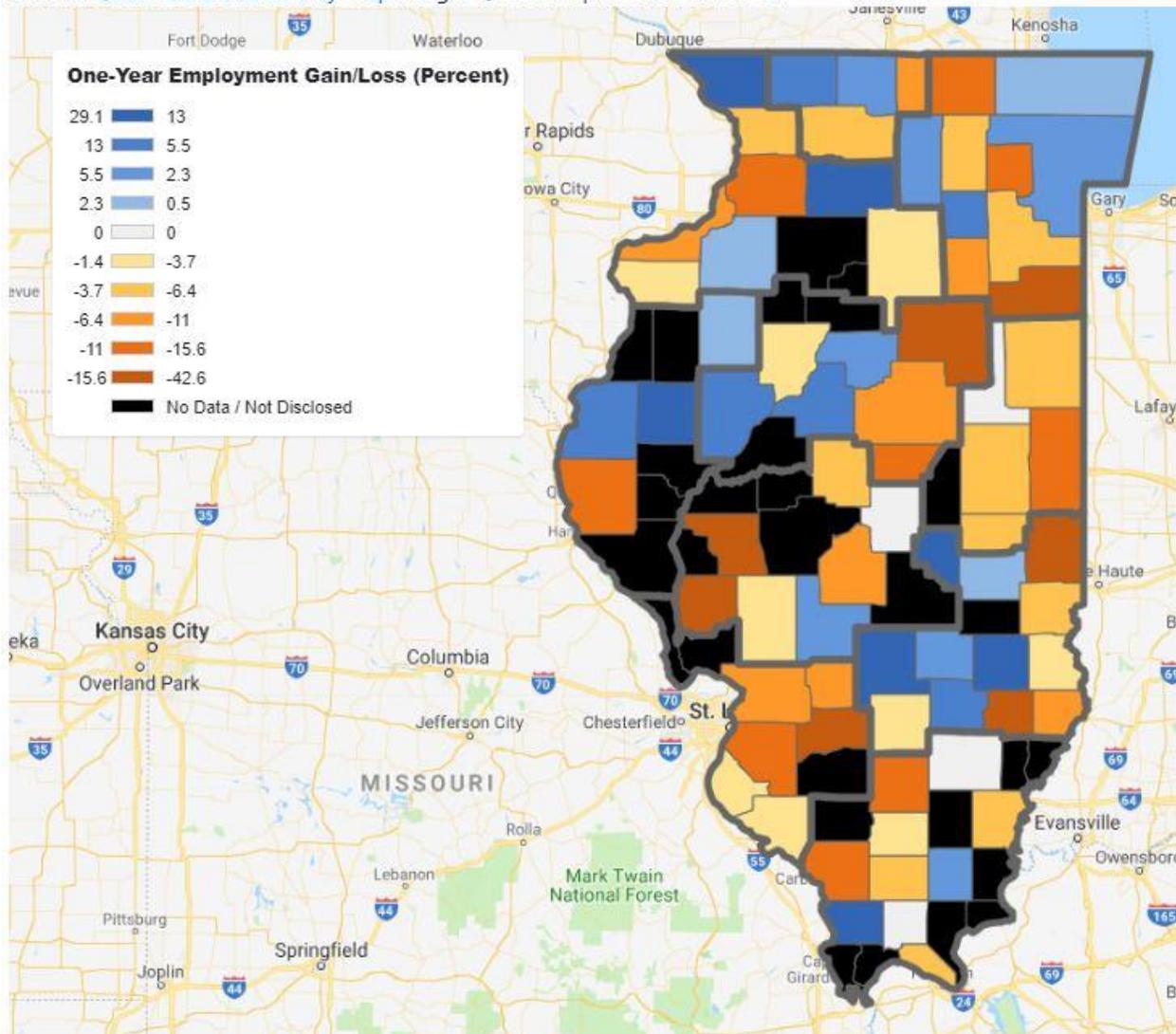
Securities, Commodity Contracts, and Other Financial Investments and Related Activities (NAICS 523)

Insurance Carriers and Related Activities (NAICS 524)

Funds, Trusts, and Other Financial Vehicles (NAICS 525)

Information 12 Month Employment Change

Source: QCEW State and County Map Range: Q4 2018 Updated: 2019-08-27



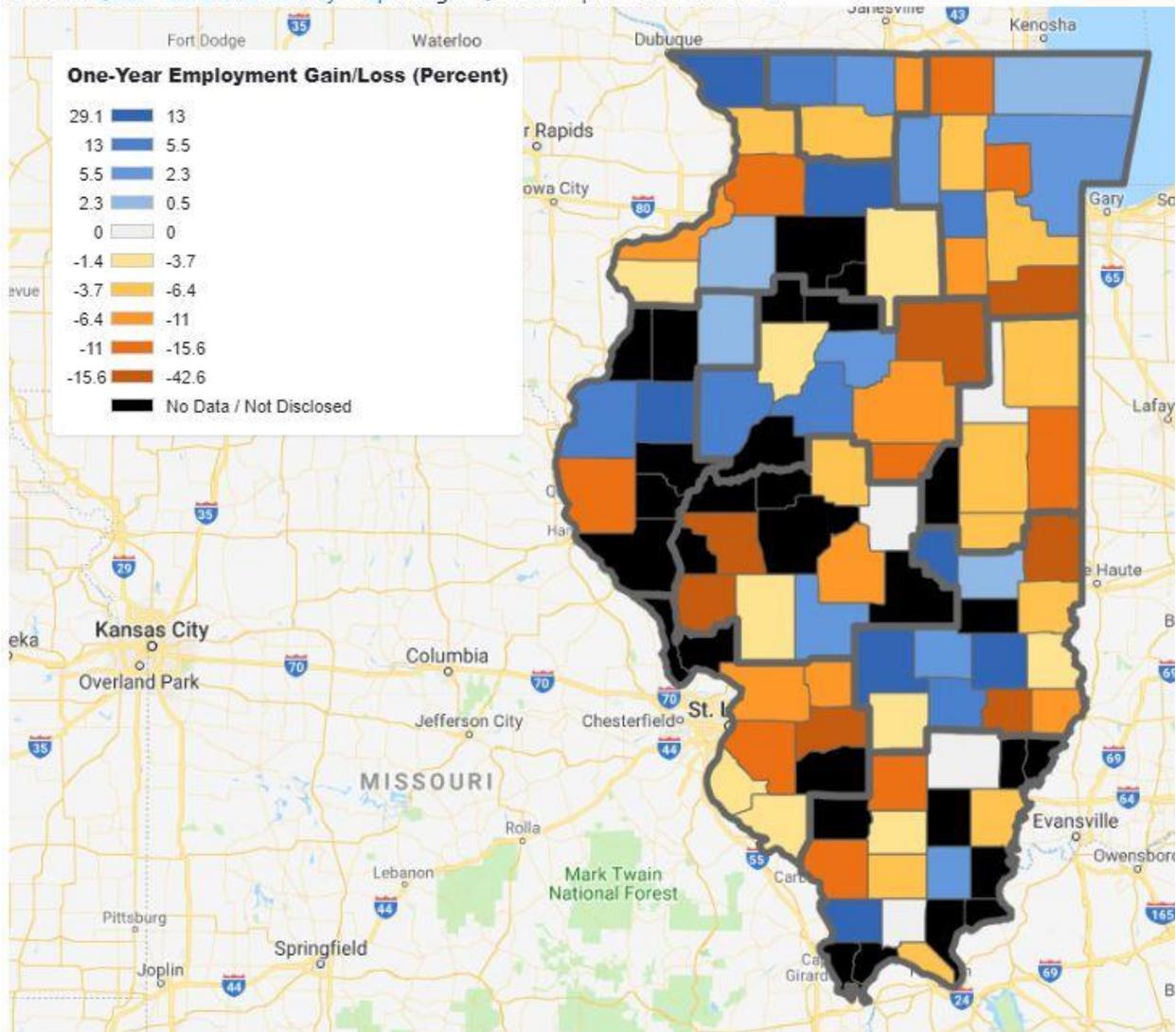
Information (NAICS 51)

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

* NOTE - Internet Publishing and Broadcasting and Data Processing, Hosting and Related Services includes COMPANIES primarily focused on this activity. Nearly all companies across all sectors employ workers in Information Technology occupations. Most IT workers are counted in the sector of their employer.

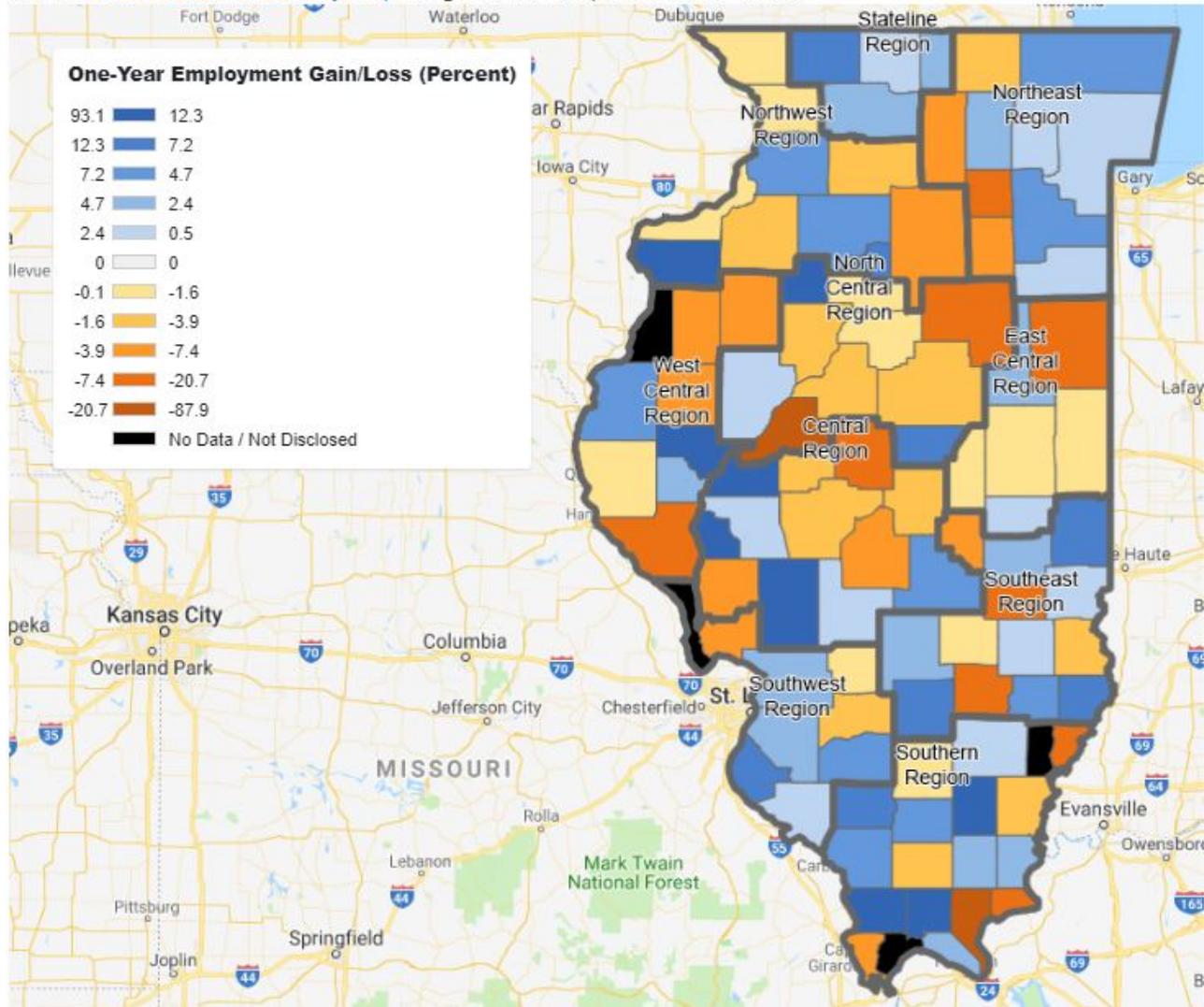
Information Location Quotient

Source: QCEW State and County Map Range: Q4 2018 Updated: 2019-08-27



Leisure & Hospitality 12 Month Employment Change

Source: QCEW State and County Map Range: Q4 2018 Updated: 2019-09-26



Leisure and Hospitality

Arts, Entertainment, and Recreation (NAICS 71)

Performing Arts, Spectator Sports, and Related Industries (NAICS 711)

Museums, Historical Sites, and Similar Institutions (NAICS 712)

Amusement, Gambling, and Recreation Industries (NAICS 713)

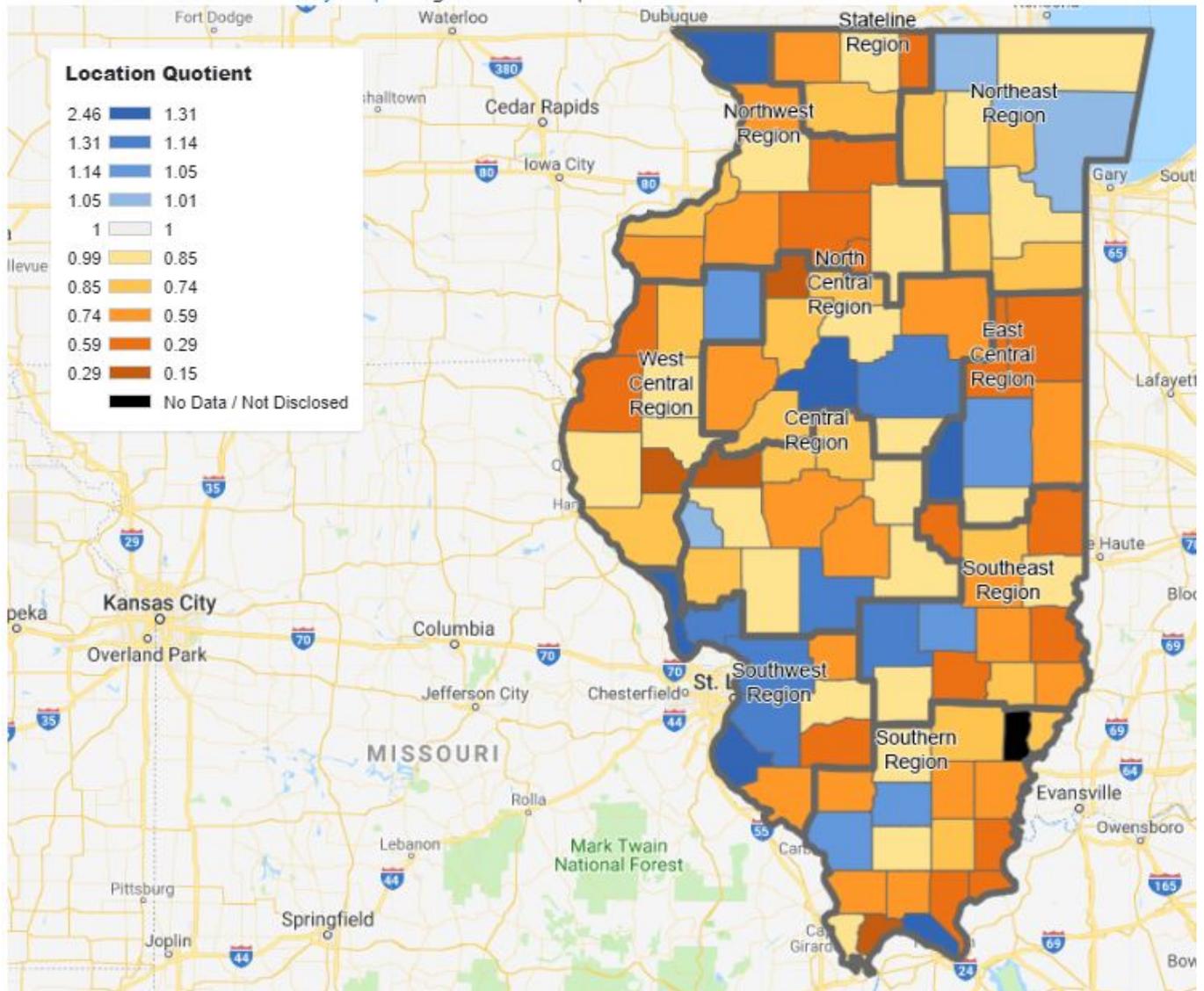
Accommodation and Food Services (NAICS 72)

Accommodation (NAICS 721)

Food Services and Drinking Places (NAICS 722)

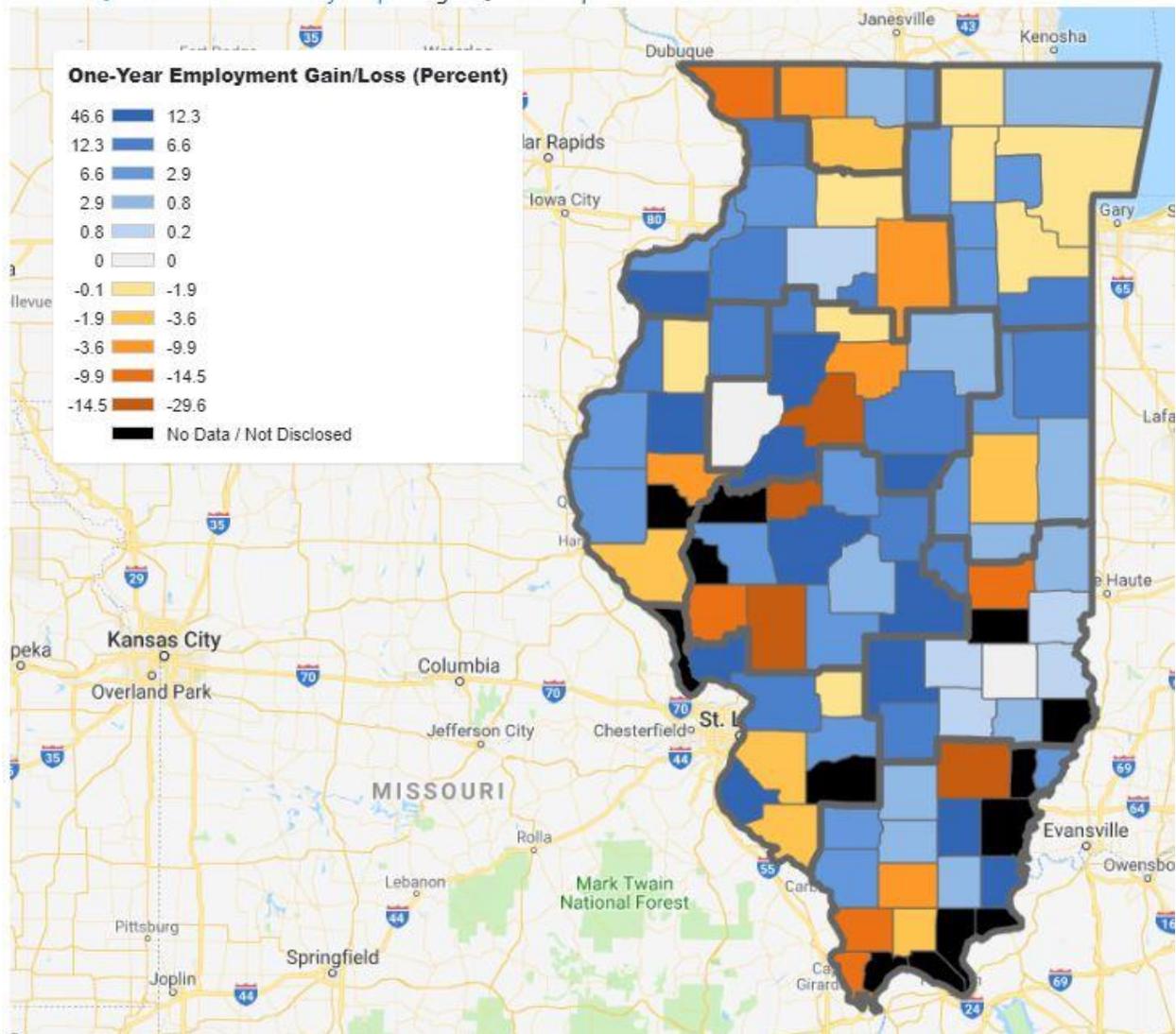
Leisure & Hospitality Location Quotient

Source: QCEW State and County Map Range: Q4 2018 Updated: 2019-09-26



Manufacturing 12 Month Employment Change

Source: QCEW State and County Map Range: Q4 2018 Updated: 2019-08-27

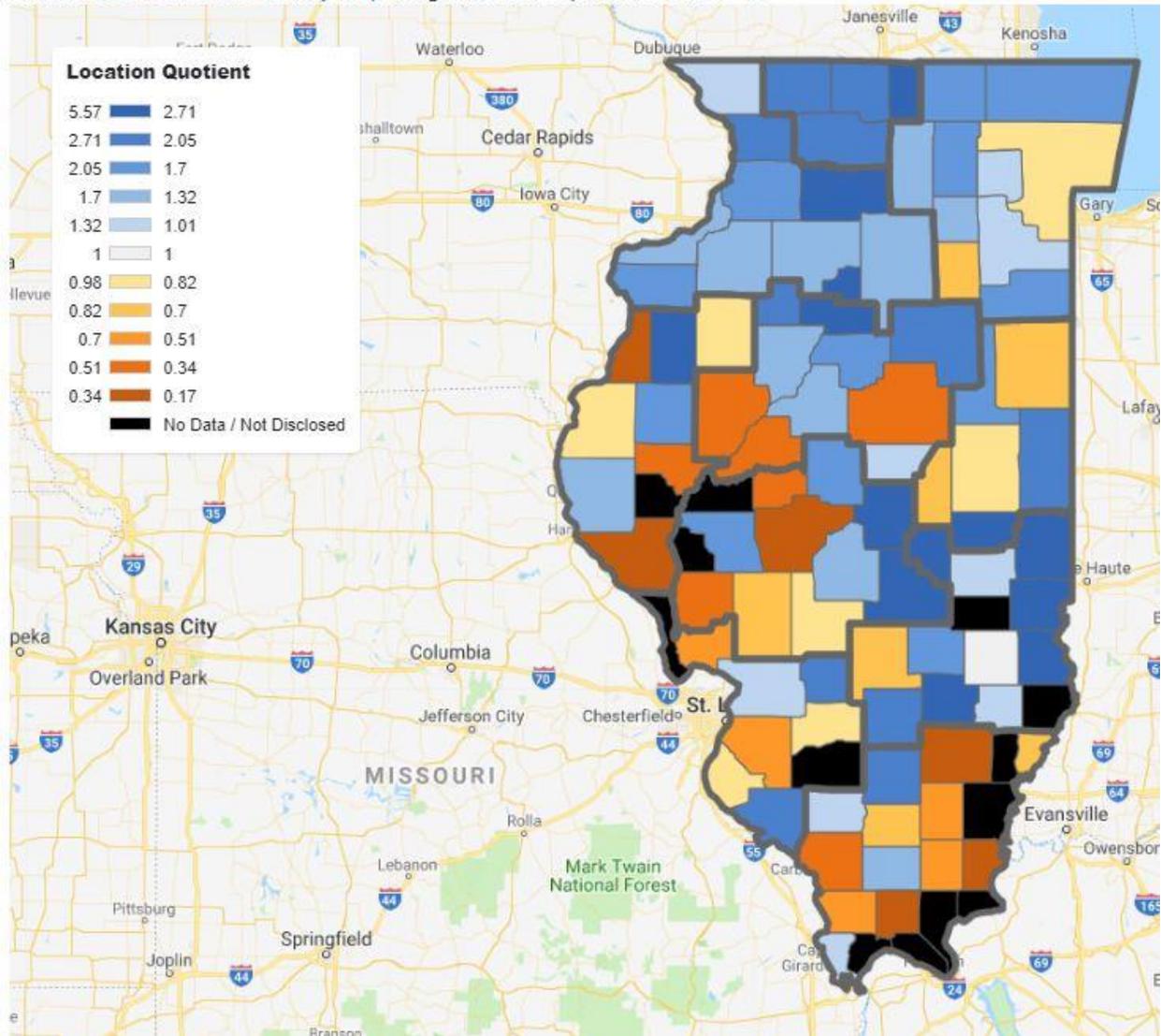


- Manufacturing (NAICS 31-33)
- Food Manufacturing (NAICS 311)
- Beverage and Tobacco Product Manufacturing (NAICS 312)
- Textile Mills (NAICS 313)
- Textile Product Mills (NAICS 314)
- Apparel Manufacturing (NAICS 315)
- Leather and Allied Product Manufacturing (NAICS 316)
- Wood Product Manufacturing (NAICS 321)
- Paper Manufacturing (NAICS 322)
- Printing and Related Support Activities (NAICS 323)
- Petroleum and Coal Products Manufacturing (NAICS 324)
- Chemical Manufacturing (NAICS 325)

- Plastics and Rubber Products Manufacturing (NAICS 326)
- Nonmetallic Mineral Product Manufacturing (NAICS 327)
- Primary Metal Manufacturing (NAICS 331)
- Fabricated Metal Product Manufacturing (NAICS 332)
- Machinery Manufacturing (NAICS 333)
- Computer and Electronic Product Manufacturing (NAICS 334)
- Electrical Equipment, Appliance, and Component Manufacturing (NAICS 335)
- Transportation Equipment Manufacturing (NAICS 336)
- Furniture and Related Product Manufacturing (NAICS 337)
- Miscellaneous Manufacturing (NAICS 339)

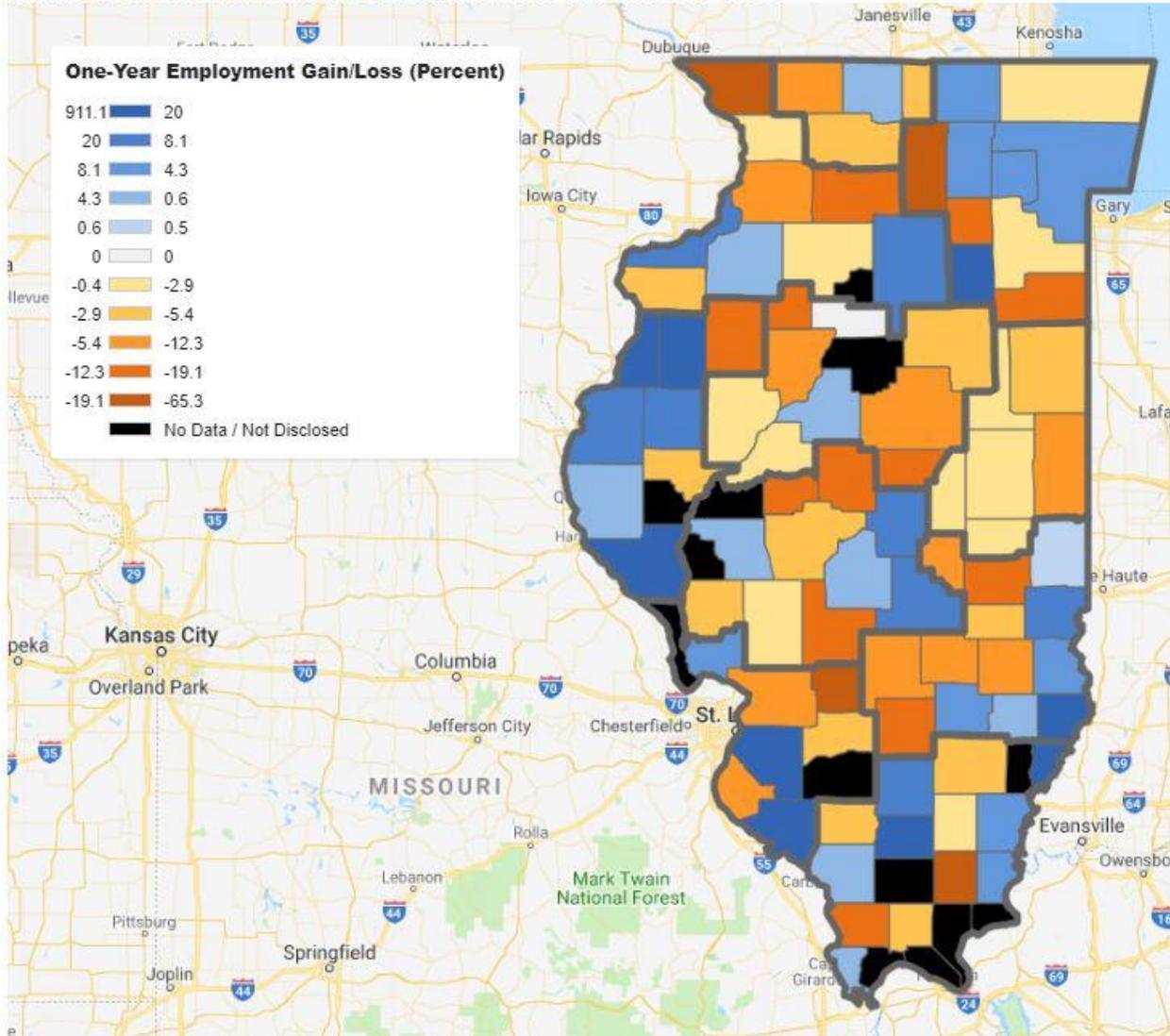
Manufacturing Location Quotient

Source: QCEW State and County Map Range: Q4 2018 Updated: 2019-08-27



Natural Resources & Mining 12 Month Employment Change

Source: QCEW State and County Map Range: Q4 2018 Updated: 2019-08-27



Natural Resources and Mining

- Agriculture, Forestry, Fishing and Hunting (NAICS 11)

 - Crop Production (NAICS 111)

 - Animal Production (NAICS 112)

 - Forestry and Logging (NAICS 113)

 - Fishing, Hunting and Trapping (NAICS 114)

 - Support Activities for Agriculture and Forestry (NAICS 115)

- Mining, Quarrying, and Oil and Gas Extraction (NAICS 21)

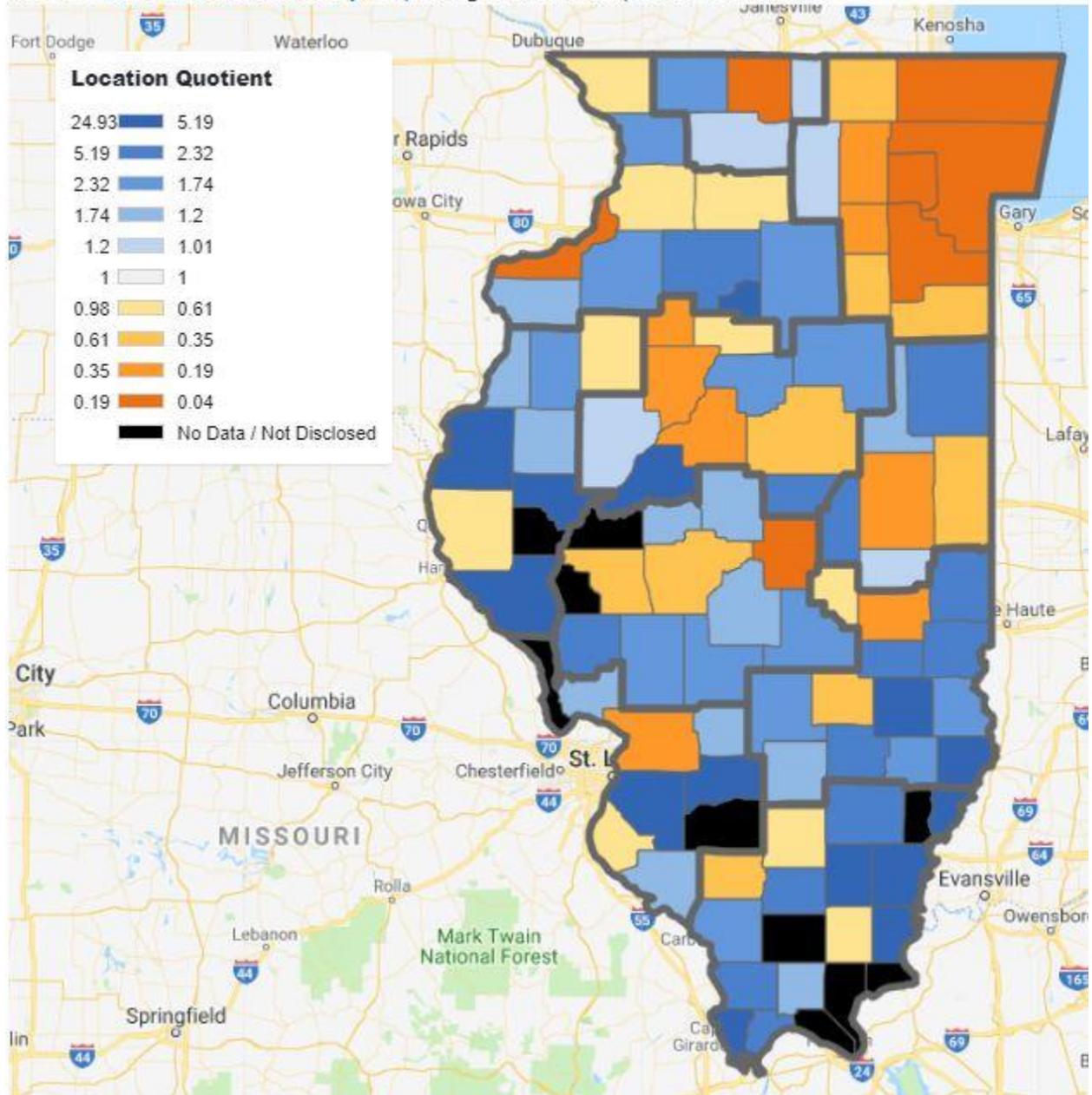
 - Oil and Gas Extraction (NAICS 211)

 - Mining (except Oil and Gas) (NAICS 212)

 - Support Activities for Mining (NAICS 213)

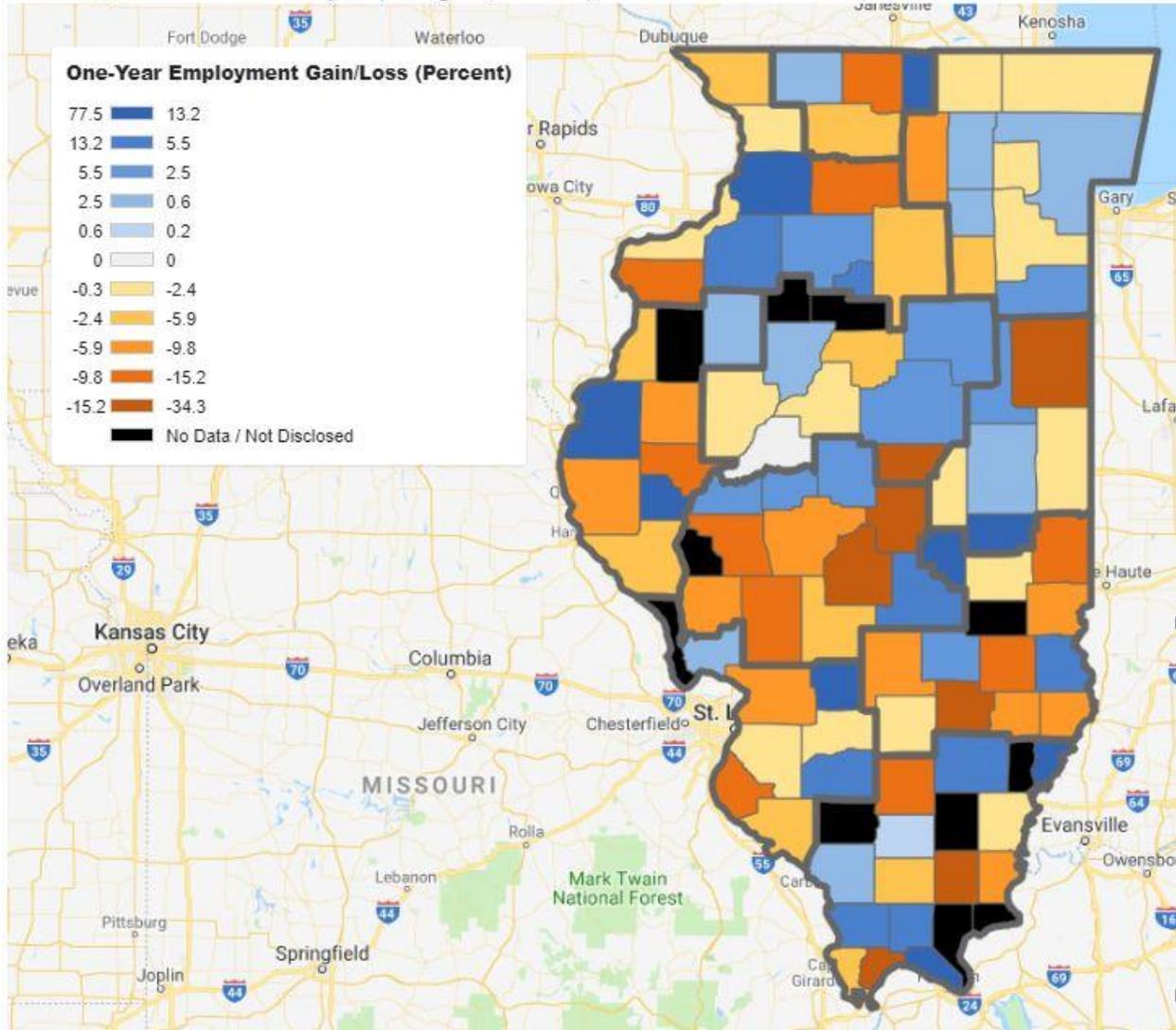
Natural Resources & Mining Location Quotient

Source: QCEW State and County Map Range: Q4 2018 Updated: 2019-08-27



Professional & Business Services 12 Month Employment Change

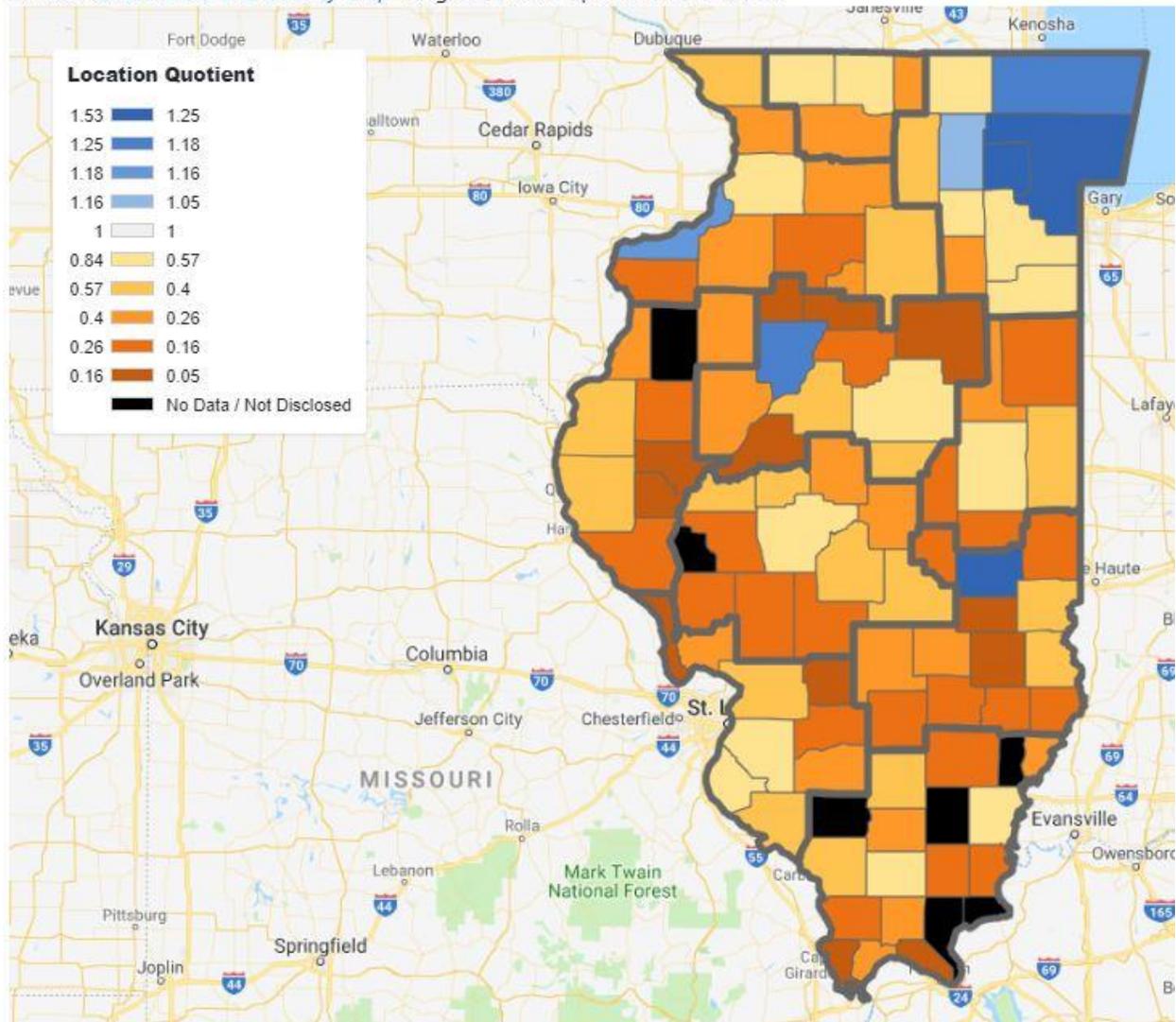
Source: QCEW State and County Map Range: Q4 2018 Updated: 2019-08-27



- Professional and Business Services
- Professional, Scientific, and Technical Services (NAICS 54)
- Management of Companies and Enterprises (NAICS 55)
- Administrative and Support and Waste Management and Remediation Services (NAICS 56)
- Administrative and Support Services (NAICS 561)
- Waste Management and Remediation Services (NAICS 562)

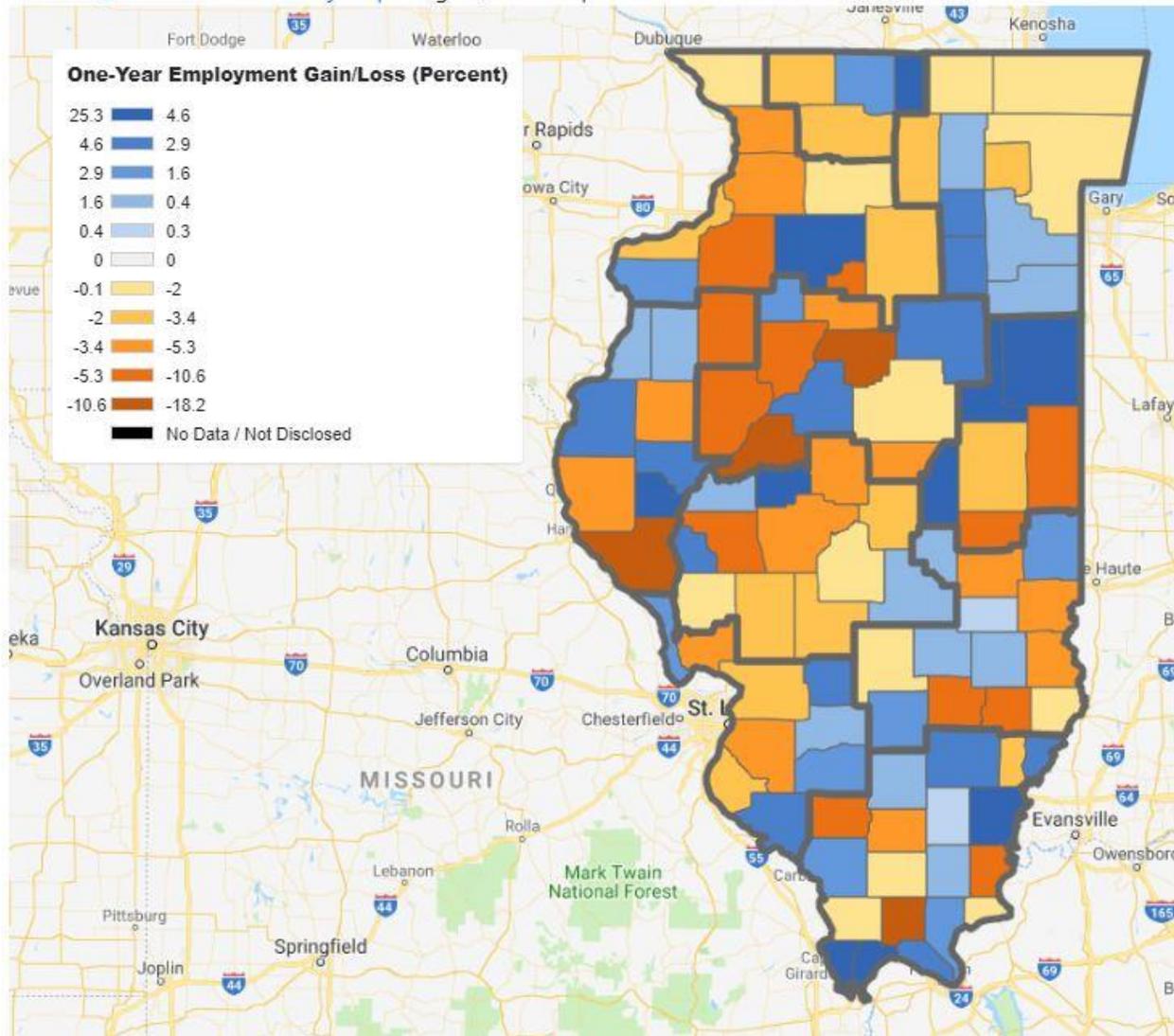
Professional & Business Services Location Quotient

Source: QCEW State and County Map Range: Q4 2018 Updated: 2019-08-27



Trade, Transportation, & Utilities 12 Month Employment Change

Source: QCEW State and County Map Range: Q4 2018 Updated: 2019-08-27



Trade, Transportation, and Utilities *(List Continues on next page)*

Wholesale Trade (NAICS 42)

Merchant Wholesalers, Durable Goods (NAICS 423)

Merchant Wholesalers, Nondurable Goods (NAICS 424)

Wholesale Electronic Markets and Agents and Brokers (NAICS 425)

Retail Trade (NAICS 44-45)

Motor Vehicle and Parts Dealers (NAICS 441)

Furniture and Home Furnishings Stores (NAICS 442)

Electronics and Appliance Stores (NAICS 443)

Building Material and Garden Equipment and Supplies Dealers (NAICS 444)

Food and Beverage Stores (NAICS 445)

Health and Personal Care Stores (NAICS 446)

Gasoline Stations (NAICS 447)

Clothing and Clothing Accessories Stores (NAICS 448)

Sporting Goods, Hobby, Book, and Music Stores (NAICS 451)

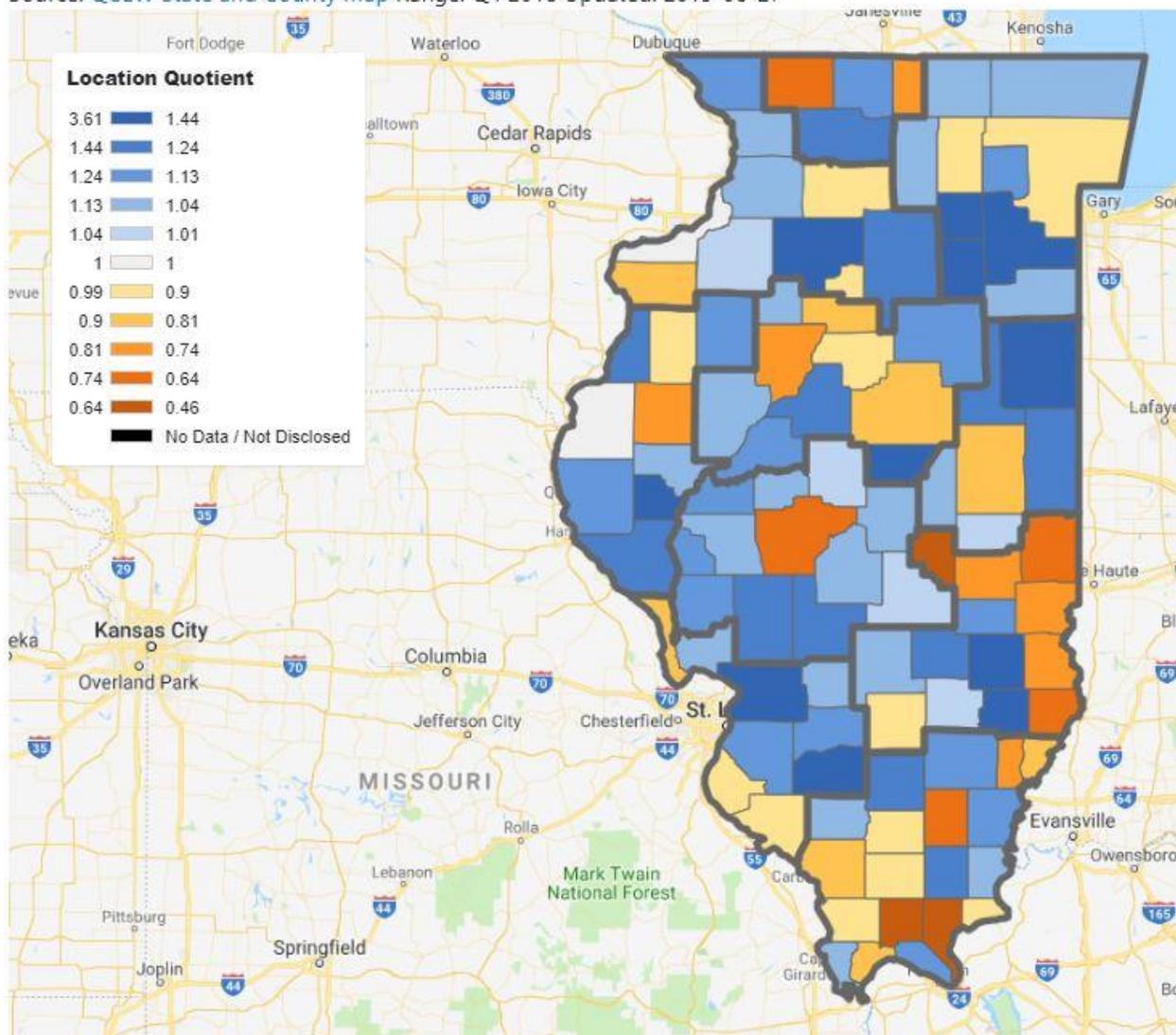
General Merchandise Stores (NAICS 452)

Miscellaneous Store Retailers (NAICS 453)

Nonstore Retailers (NAICS 454)

Trade, Transportation, & Utilities Location Quotient

Source: QCEW State and County Map Range: Q4 2018 Updated: 2019-08-27



Retail Trade (NAICS 44-45) (continued from preceding page)

Miscellaneous Store Retailers (NAICS 453)

Non-store Retailers (NAICS 454)

Transportation and Warehousing (NAICS 48-49)

Air Transportation (NAICS 481)

Rail Transportation (NAICS 482)

Water Transportation (NAICS 483)

Truck Transportation (NAICS 484)

Transit and Ground Passenger Transportation (NAICS 485)

Pipeline Transportation (NAICS 486)

Scenic and Sightseeing Transportation (NAICS 487)

Support Activities for Transportation (NAICS 488)

Postal Service (NAICS 491)

Couriers and Messengers (NAICS 492)

Warehousing and Storage (NAICS 493)

Utilities (NAICS 22)

NORTHERN STATELINE REGION

EMPLOYMENT BY MAJOR INDUSTRY CATEGORY

| NAICS Title | 2016 Employment | Projected 2026 Employment | Net Employment Change 2016-2026 | Percent Employment Change | Concentration (Location Quotient) |
|----------------------------------|-----------------|---------------------------|---------------------------------|---------------------------|-----------------------------------|
| TOTAL, ALL INDUSTRIES | 198,918 | 213,917 | 14,999 | 7.5% | |
| Self Employed Workers | 8,840 | 8,969 | 129 | 1.5% | 0.80 |
| Agricultural Production | 4,195 | 4,236 | 41 | 1.0% | 1.47 |
| Natural Resources & Mining | 34 | 34 | - | 0.0% | 0.04 |
| Construction | 6,992 | 8,257 | 1,265 | 18.1% | 0.78 |
| Manufacturing | 37,443 | 38,066 | 623 | 1.7% | 2.39 |
| Wholesale Trade | 6,716 | 8,284 | 1,568 | 23.3% | 0.93 |
| Retail Trade | 19,386 | 19,794 | 408 | 2.1% | 0.99 |
| Utilities | 1,637 | 1,723 | 86 | 5.3% | 2.39 |
| Transportation & Warehousing | 9,282 | 12,320 | 3,038 | 32.7% | 1.39 |
| Information | 1,893 | 1,557 | (336) | -17.7% | 0.54 |
| Financial Activities | 7,647 | 8,070 | 423 | 5.5% | 0.72 |
| Professional & Business Services | 18,400 | 19,985 | 1,585 | 8.6% | 0.71 |
| Educational Services | 14,345 | 14,923 | 578 | 4.0% | * |
| Health Care & Social Assistance | 26,012 | 28,479 | 2,467 | 9.5% | 1.06 |
| Leisure & Hospitality | 16,573 | 19,332 | 2,759 | 16.6% | 0.82 |
| Other Services | 10,457 | 10,521 | 64 | 0.6% | 1.28 |
| Government | 9,066 | 9,367 | 301 | 3.3% | * |

Manufacturing and Utilities are both more highly concentrated in this region than in any other region of the state. However, Transportation & Warehousing is the sector with the highest job creation expectation through 2026.

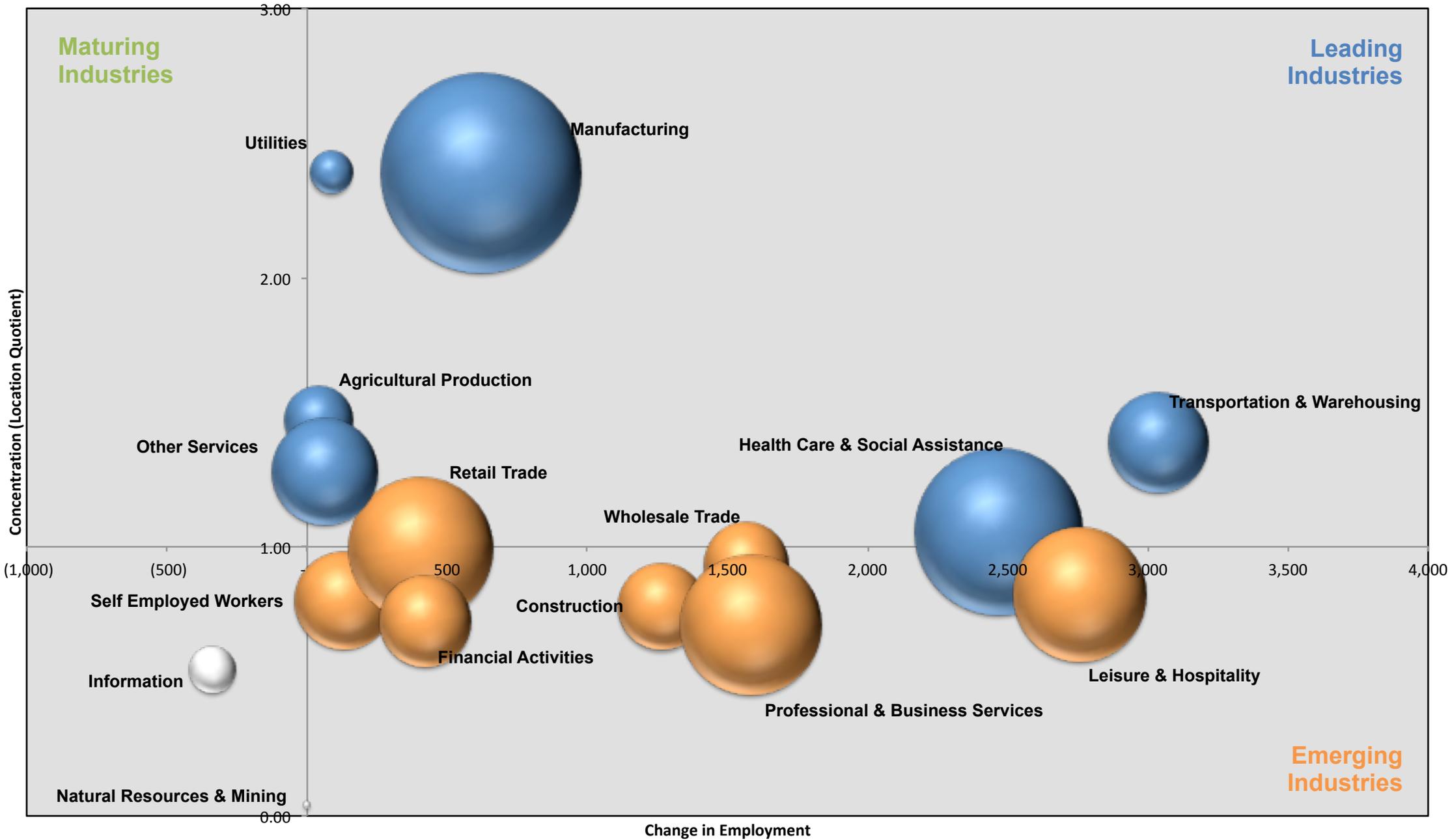
* LQs for Educational Services and Government are not displayed due to discrepancies in how different BLS data sources treat these industry classifications.

Leading Industries

Emerging Industries

Maturing Industries

EMPLOYMENT BY MAJOR INDUSTRY CATEGORY IN THE NORTHERN STATELINE REGION

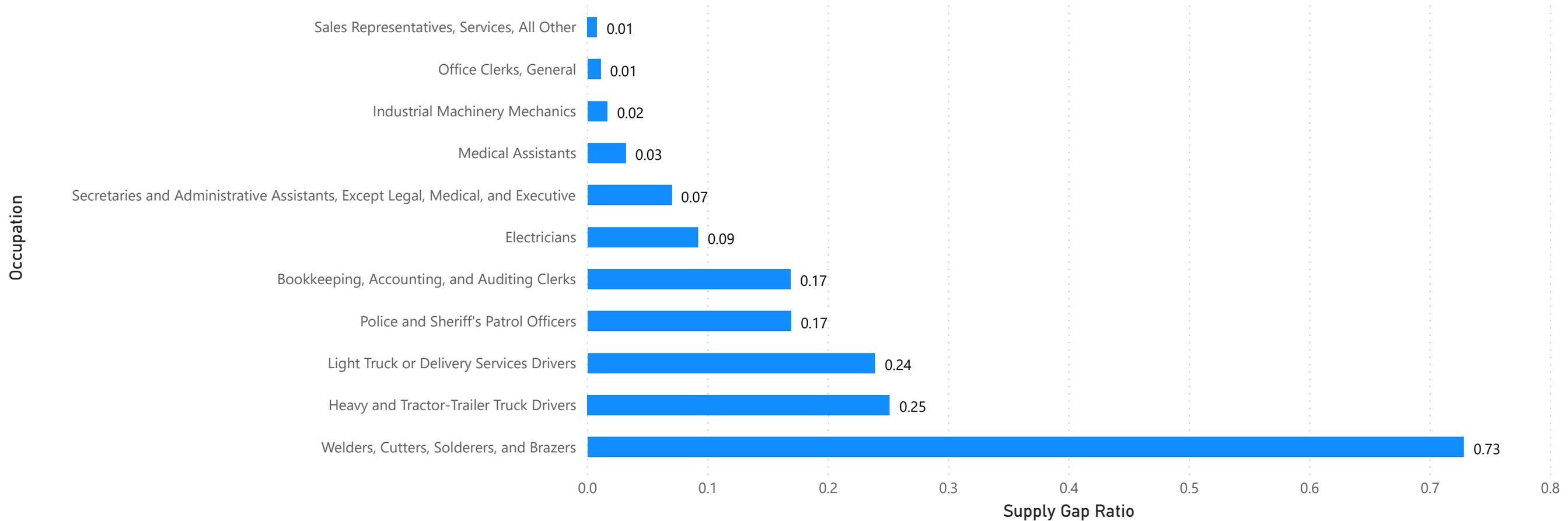


Supply Gap Analysis for Occupations Requiring On-The-Job Training

Northern Stateline



The supply gap ratio is a proxy measure that provides insight on how closely supply aligns with demand for selected occupations. The calculation of the ratio is supply / demand. In this case, the supply is the number of program completions in the region associated with the occupation and the demand is the estimated number of regional job openings. The occupations with the smallest values (at the top of the chart) are the ones with the largest gap between the current supply and the anticipated demand for that occupation. All of the occupations on the chart are from the regional list of annual job openings on the slides immediately following the gap ratio charts.

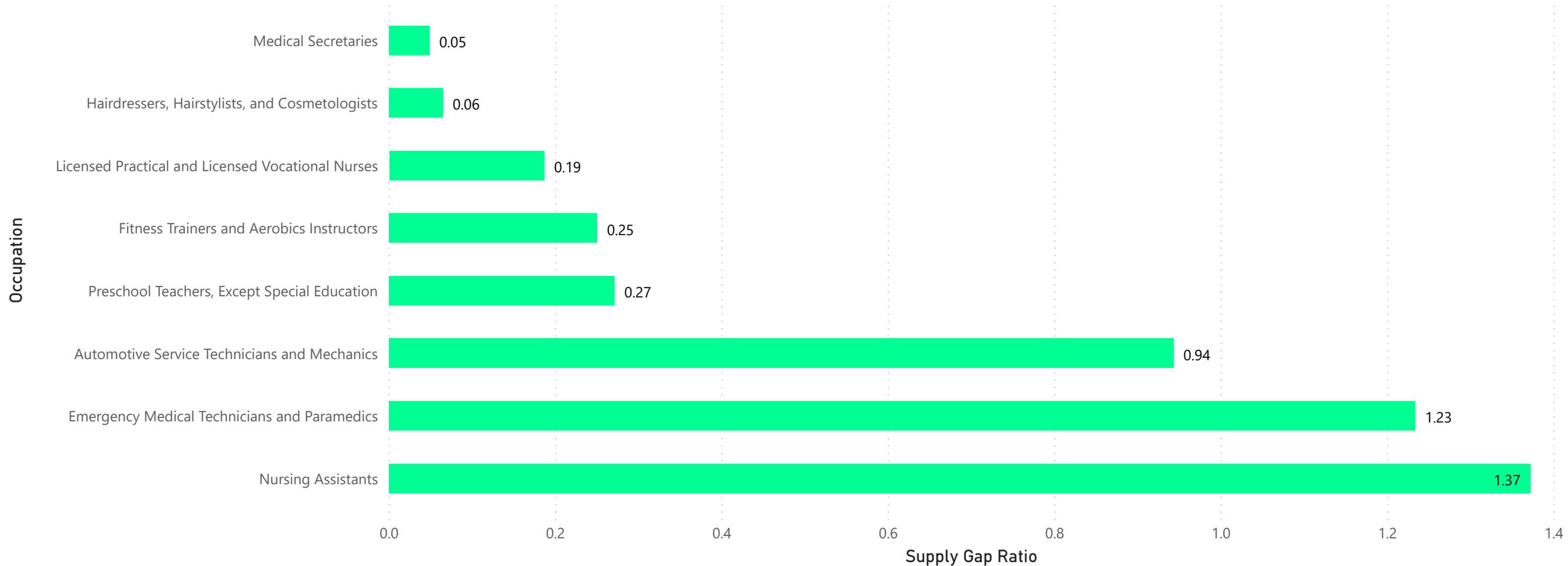


Supply Gap Analysis for Occupations Requiring Certificates

Northern Stateline



The supply gap ratio is a proxy measure that provides insight on how closely supply aligns with demand for selected occupations. The calculation of the ratio is supply / demand. In this case, the supply is the number of program completions in the region associated with the occupation and the demand is the estimated number of regional job openings. The occupations with the smallest values (at the top of the chart) are the ones with the largest gap between the current supply and the anticipated demand for that occupation. All of the occupations on the chart are from the regional list of annual job openings on the slides immediately following the gap ratio charts.

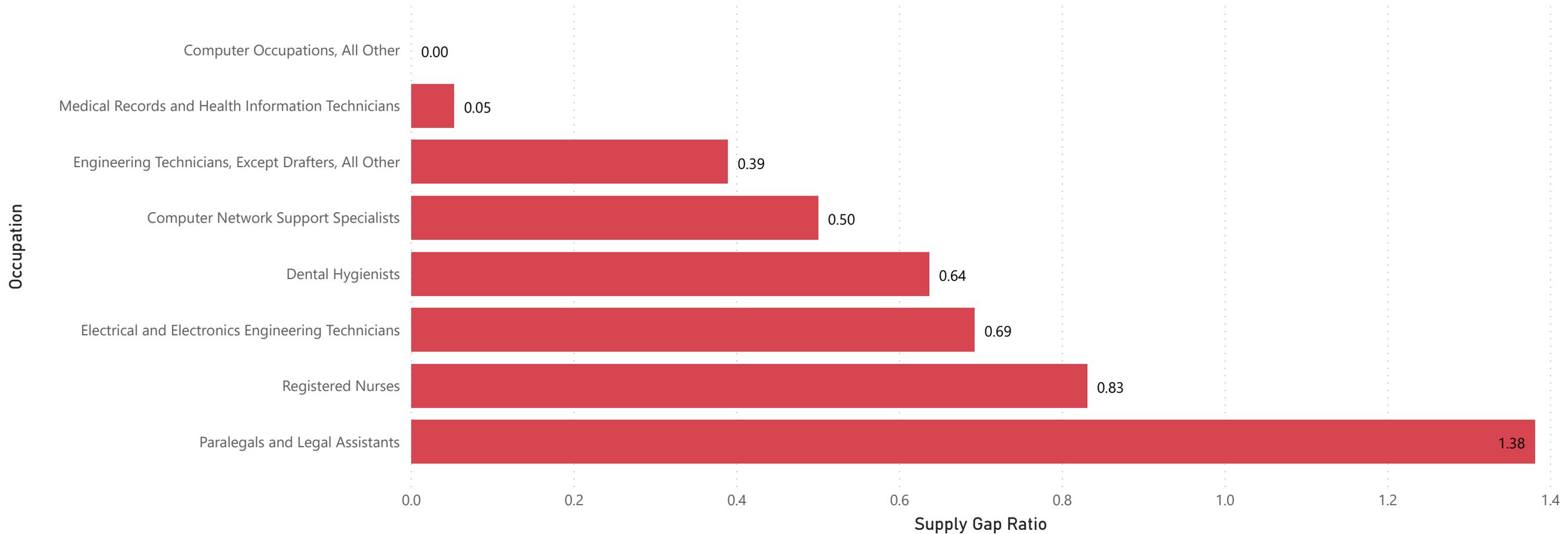


Supply Gap Analysis for Occupations Requiring Associate's Degrees

Northern Stateline



The supply gap ratio is a proxy measure that provides insight on how closely supply aligns with demand for selected occupations. The calculation of the ratio is supply / demand. In this case, the supply is the number of program completions in the region associated with the occupation and the demand is the estimated number of regional job openings. The occupations with the smallest values (at the top of the chart) are the ones with the largest gap between the current supply and the anticipated demand for that occupation. All of the occupations on the chart are from the regional list of annual job openings on the slides immediately following the gap ratio charts.

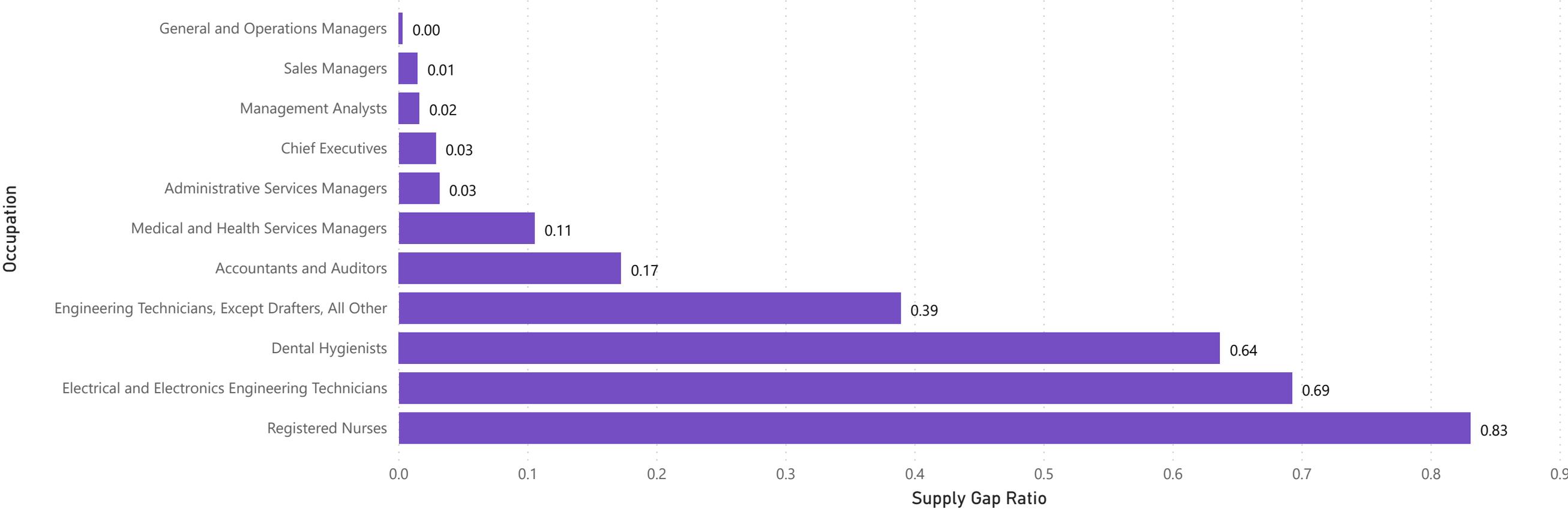


Supply Gap Analysis for Occupations Requiring BA or Higher

Northern Stateline



The supply gap ratio is a proxy measure that provides insight on how closely supply aligns with demand for selected occupations. The calculation of the ratio is supply / demand. In this case, the supply is the number of program completions in the region associated with the occupation and the demand is the estimated number of regional job openings. The occupations with the smallest values (at the top of the chart) are the ones with the largest gap between the current supply and the anticipated demand for that occupation. All of the occupations on the chart are from the regional list of annual job openings on the slides immediately following the gap ratio charts.



Source: Illinois Department of Employment Security, Illinois Board of Higher Education, & Illinois Community College Board

**Following are the occupations with the most annual job openings by education attainment level.
These are the occupations that were used to create the gap analysis on the previous pages.**

| Education Beyond Bachelor's Degree Occupation | Average | Hourly Wages | | Skills |
|--|--------------------------------|---------------------|--------------------|--|
| | Annual Job Openings | Entry | Experienced | |
| General & Operations Managers | 343 | \$18.56 | \$62.40 | Active Listening, Coordination, Monitoring |
| Clergy | 88 | \$9.74 | \$25.92 | Speaking, Active Listening, Service Orientation |
| Financial Managers | 76 | \$28.70 | \$59.93 | Active Listening, Critical Thinking, Monitoring |
| Sales Managers | 69 | \$29.13 | \$61.04 | Persuasion, Active Listening, Speaking |
| Management Analysts | 63 | \$16.65 | \$44.83 | Active Listening, Critical Thinking, Reading Comprehension |
| Medical & Health Services Managers | 38 | \$29.26 | \$58.41 | Speaking, Critical Thinking, Active Listening |
| Lawyers | 36 | \$24.50 | \$66.20 | Active Listening, Speaking, Reading Comprehension |
| Chief Executives | 35 | \$46.57 | \$120.01 | Judgment/Decision Making, Complex Problem Solving, Critical Thinking |
| Marketing Managers | 32 | \$30.92 | \$56.59 | Active Learning, Active Listening, Critical Thinking |
| Administrative Services Managers | 32 | \$28.13 | \$48.34 | Speaking, Active Listening, Coordination |

| Bachelor's Degree Occupation | Average | Hourly Wages | | Skills |
|---|--------------------------------|---------------------|--------------------|--|
| | Annual Job Openings | Entry | Experienced | |
| Registered Nurses | 295 | \$25.14 | \$33.92 | Active Listening, Social Perceptiveness, Service Orientation |
| Business Operations Specialists, All Other | 141 | \$16.28 | \$37.04 | Active Listening, Critical Thinking, Reading Comprehension |
| Accountants & Auditors | 122 | \$18.84 | \$34.08 | Active Listening, Mathematics, Reading Comprehension |
| Insurance Sales Agents | 93 | \$12.76 | \$27.17 | Active Listening, Reading Comprehension, Speaking |
| Substitute Teachers | 82 | \$12.13 | \$16.63 | Speaking, Instructing, Learning Strategies |
| Market Research Analysts & Specialists | 71 | \$15.77 | \$31.78 | Reading Comprehension, Active Listening, Complex Problem Solving |
| Industrial Engineers | 63 | \$30.14 | \$44.79 | Reading Comprehension, Active Listening, Complex Problem Solving |
| Mechanical Engineers | 60 | \$26.86 | \$43.37 | Active Listening, Critical Thinking, Mathematics |
| Human Resources Specialists | 58 | \$15.31 | \$30.20 | Active Listening, Speaking, Reading Comprehension |
| Directors, Religious Activities & Education | 43 | \$14.87 | \$25.41 | Social Perceptiveness, Speaking, Active Listening |

| Associate's Degree Occupation | Average Annual Job | | Hourly Wages | | Skills |
|--|-------------------------------|--------------|---------------------|--|---|
| | Openings | Entry | Experienced | | |
| Registered Nurses | 295 | \$25.14 | \$33.92 | | Active Listening, Social Perceptiveness, Service Orientation |
| Computer User Support Specialists | 43 | \$12.79 | \$27.01 | | Active Listening, Speaking, Reading Comprehension |
| Dental Hygienists | 22 | \$31.99 | \$38.13 | | Speaking, Active Listening, Critical Thinking |
| Physical Therapist Assistants | 22 | \$15.88 | \$29.25 | | Active Listening, Monitoring, Social Perceptiveness |
| Computer Occupations, All Other | 21 | \$24.79 | \$48.38 | | Critical Thinking, Reading Comprehension, Active Listening |
| Paralegals & Legal Assistants | 21 | \$13.67 | \$29.17 | | Reading Comprehension, Active Listening, Speaking |
| Medical Records/Health Information Techs | 19 | \$12.97 | \$21.95 | | Reading Comprehension, Active Listening, Critical Thinking |
| Engineering Techs, Ex. Drafters, All Other | 18 | \$18.97 | \$30.51 | | Active Listening, Critical Thinking, Reading Comprehension |
| Computer Network Support Specialists | 14 | \$18.77 | \$31.38 | | Critical Thinking, Active Listening, Judgement/Decision Making |
| Electrical & Electronic Engineering Techs | 13 | \$22.94 | \$32.70 | | Reading Comprehension, Complex Problem Solving, Critical Thinking |

| Postsecondary Vocational Award Occupation | Average Annual Job | | Hourly Wages | | Skills |
|--|-------------------------------|--------------|---------------------|--|--|
| | Openings | Entry | Experienced | | |
| Nursing Assistants | 269 | \$11.08 | \$14.63 | | Service Orientation, Active Listening, Social Perceptiveness |
| Automotive Service Techs/Mechanics | 105 | \$13.28 | \$25.74 | | Equipment Maintenance, Repairing, Troubleshooting |
| Hairdressers/Hairstylists/Cosmetologists | 93 | \$9.56 | \$18.03 | | Active Listening, Speaking, Service Orientation |
| Fitness Trainers & Aerobics Instructors | 84 | \$9.67 | \$26.85 | | Instructing, Service Orientation, Social Perceptiveness |
| Medical Secretaries | 62 | \$13.95 | \$18.29 | | Speaking, Active Listening, Service Orientation |
| Licensed Practical & Vocational Nurses | 59 | \$20.48 | \$24.57 | | Service Orientation, Active Listening, Coordination |
| Preschool Teachers, Ex. Special Education | 48 | \$10.53 | \$18.75 | | Speaking, Learning Strategies, Instructing |
| Emergency Medical Techs & Paramedics | 30 | \$10.57 | \$16.98 | | Critical Thinking, Active Listening, Coordination |
| Bus/Truck/Diesel Engine Mechanics | 30 | \$16.37 | \$25.51 | | Repairing, Troubleshooting, Operation & Control |
| Library Technicians | 26 | \$10.13 | \$14.68 | | Reading Comprehension, Speaking, Active Listening |

| Long-Term On-the-Job Training Occupation | Average Annual Job | | Hourly Wages | | Skills |
|---|---------------------------|--------------|---------------------|--|--|
| | Openings | Entry | Experienced | | |
| Machinists | 271 | \$13.16 | \$23.16 | | Operation Monitoring, Critical Thinking, Operation & Control |
| Cooks, Restaurant | 218 | \$10.38 | \$14.16 | | Coordination, Monitoring, Active Listening |
| Maintenance & Repair Workers, General | 218 | \$11.48 | \$22.90 | | Equipment Maintenance, Repairing, Troubleshooting |
| Welders, Cutters, Solderers & Brazers | 125 | \$14.43 | \$22.28 | | Critical Thinking, Operation & Control, Reading Comprehension |
| Carpenters | 115 | \$15.32 | \$32.80 | | Active Listening, Monitoring, Speaking |
| Electricians | 109 | \$20.35 | \$40.47 | | Troubleshooting, Repairing, Active Listening |
| Plumbers, Pipefitters & Steamfitters | 83 | \$16.81 | \$44.27 | | Active Listening, Critical Thinking, Judgement/Decision Making |
| Police & Sheriff's Patrol Officers | 71 | \$20.44 | \$36.12 | | Active Listening, Critical Thinking, Speaking |
| Industrial Machinery Mechanics | 61 | \$18.71 | \$33.01 | | Equipment Maintenance, Repairing, Operation Monitoring |
| Bakers | 46 | \$9.40 | \$12.76 | | Monitoring, Active Learning, Active Listening |

| Moderate-Term On-the-Job Training Occupation | Average Annual Job | | Hourly Wages | | Skills |
|---|---------------------------|--------------|---------------------|--|---|
| | Openings | Entry | Experienced | | |
| Customer Service Representatives | 523 | \$10.69 | \$17.56 | | Active Listening, Speaking, Service Orientation |
| Truck Drivers, Heavy & Tractor-Trailer | 275 | \$15.85 | \$23.64 | | Operation & Control, Operation Monitoring, Time Management |
| Sales Reps/Wholesale/Mfg,Ex.Tech/Scientific | 265 | \$15.54 | \$37.94 | | Active Listening, Speaking, Persuasion |
| Production Workers, All Other | 247 | \$12.20 | \$18.76 | | Operation & Control, Active Listening, Monitoring |
| Secretaries, Ex. Legal/Medical/Executive | 244 | \$11.60 | \$18.56 | | Writing, Active Listening, Reading Comprehension |
| Bookkeeping/Accounting/Auditing Clerks | 172 | \$11.85 | \$20.80 | | Active Listening, Reading Comprehension, Speaking |
| Construction Laborers | 142 | \$14.30 | \$31.56 | | Active Listening, Coordination, Operation Monitoring |
| Inspect/Testers/Sorters/Samplers/Weighers | 130 | \$12.53 | \$21.54 | | Quality Control Analysis, Active Listening, Critical Thinking |
| Sales Representatives, Services, All Other | 129 | \$13.56 | \$35.21 | | Critical Thinking, Reading Comprehension, Active Listening |
| Medical Assistants | 95 | \$13.10 | \$18.09 | | Speaking, Active Listening, Reading Comprehension |

| Short-Term On-the-Job Training Occupation | Average | Hourly Wages | | | Skills |
|--|--------------------------------|---------------------|--------------------|--|---------------|
| | Annual Job Openings | Entry | Experienced | | |
| Laborers/Freight/Stock & Material Movers | 965 | \$10.64 | \$15.88 | Coordination, Critical Thinking, Operation & Control | |
| Combined Food Prep. & Serving Workers | 947 | \$8.96 | \$10.68 | Active Listening, Service Orientation, Speaking | |
| Retail Salespersons | 814 | \$9.27 | \$14.82 | Active Listening, Persuasion, Speaking | |
| Cashiers | 805 | \$9.01 | \$11.47 | Active Listening, Service Orientation, Speaking | |
| Waiters & Waitresses | 568 | \$8.87 | \$10.46 | Active Listening, Service Orientation, Social Perceptiveness | |
| Stock Clerks & Order Fillers | 501 | \$9.70 | \$15.33 | Speaking, Active Listening, Social Orientation | |
| Office Clerks, General | 468 | \$10.68 | \$20.11 | Active Listening, Reading Comprehension, Speaking | |
| Janitors/Cleaners, Ex.Maids/Housekeepers | 371 | \$9.96 | \$14.75 | Active Listening, Coordination, Critical Thinking | |
| Packers & Packagers, Hand | 318 | \$10.24 | \$13.33 | Monitoring, Active Listening, Coordination | |
| Truck Drivers, Light or Delivery Services | 289 | \$10.76 | \$22.31 | Operation & Control, Active Listening, Speaking | |

Source: Annual Openings - IL Department of Employment Security - Economic Development Region Occupational Projections 2016-2026
Wage Data - IL Department of Employment Security – Occupational Employment Statistics
Skills – Top 3 skills from ONet

| Northern Stateline | | | | | |
|--|--------------|------------------------------|----------------------------------|------------------------------------|---------------|
| Economic Development Region - Illinois Community College System | | | | | |
| Fiscal Year 2018 Summary of Career and Technical Education Degree and Certificate Graduates | | | | | |
| District ID | College Name | Associate in Applied Science | Certificates of One Year or More | Certificates of Less Than One Year | Total |
| 51101 | Rock Valley | 201 | 210 | 474 | 885 |
| 51901 | Highland | 91 | 36 | 250 | 377 |
| Northern Stateline Total | | 292 | 246 | 724 | 1,262 |
| State Total | | 10,582 | 6,365 | 23,966 | 40,913 |
| % of State Total | | 2.76% | 3.86% | 3.02% | 3.08% |

Illinois Community College Board

More detailed curriculum-level data about Illinois Community College System students and graduates are available through the ICCB Databook (Table III-3 and Table III-9).

ICCB Databook:
<https://www.iccb.org/data/data-characteristics/>

Source of Data: ICCB Centralized Data System

| Northern Stateline | | | | | | | | | | |
|--|--------------|-------------------|----------------------|-------------------------------|-------------------------------|----------------------------------|------------------------|---|-----------------------------|---------------|
| Economic Development Region - Illinois Community College System | | | | | | | | | | |
| Fiscal Year 2018 Summary of Transfer and General Studies Degree and Certificate Graduates | | | | | | | | | | |
| District ID | College Name | Associate in Arts | Associate in Science | Associate in Arts and Science | Associate of Arts in Teaching | Associate in Engineering Science | Associate in Fine Arts | Associate in Liberal Studies & General Ed | General Studies Certificate | Total |
| 51101 | Rock Valley | 574 | 198 | 0 | 0 | 20 | 0 | 1 | 0 | 793 |
| 51901 | Highland | 88 | 59 | 0 | 0 | 2 | 0 | 24 | 0 | 173 |
| Northern Stateline Total | | 662 | 257 | 0 | 0 | 22 | 0 | 25 | 0 | 966 |
| State Total | | 13,349 | 6,466 | 409 | 3 | 325 | 96 | 3,095 | 15 | 23,758 |
| % of State Total | | 4.96% | 3.97% | 0.00% | 0.00% | 6.77% | 0.00% | 0.81% | 0.00% | 4.07% |

| Northern Stateline | | | | | | | | | | | |
|--|--------------|-----------------|---------------|--------------------------|---------------|--------------|---------------|-----------------|--------------------|----------------|-----------------|
| Economic Development Region - Illinois Community College System | | | | | | | | | | | |
| Fiscal Year 2018 Summary of Unduplicated Headcount Enrollment by Program Classification | | | | | | | | | | | |
| District ID | College Name | Bacc / Transfer | Vocational | Career and Technical Ed. | ABE | ASE | ESL | General Studies | General Associates | Total | Noncredit Total |
| 51101 | Rock Valley | 6,823 | 362 | 1,993 | 323 | 301 | 584 | 0 | 1 | 10,387 | 11,304 |
| 51901 | Highland | 2,221 | 104 | 574 | 33 | 36 | 9 | 502 | 89 | 3,568 | 1,087 |
| Northern Stateline Total | | 9,044 | 466 | 2,567 | 356 | 337 | 593 | 502 | 90 | 13,955 | 12,391 |
| State Total | | 265,464 | 36,059 | 131,076 | 20,354 | 6,509 | 29,669 | 1,839 | 28,417 | 519,387 | 169,902 |
| % of State Total | | 3.41% | 1.29% | 1.96% | 1.75% | 5.18% | 2.00% | 27.30% | 0.32% | 2.69% | 7.29% |

ABE = Adult Basic Education; ASE = Adult Secondary Education; ESL English-as-a-Second Language

** Noncredit instruction provides activities that do not meet ICCB Rules for credit courses, such as those designed for specific employers, professional development, or others offered for hobby, leisure, or recreational

**Northern Stateline Economic Development Region - Illinois Community College System
Fiscal Year 2018 Summary of Graduates by Career Cluster**

| District ID | College Name | Agriculture, Food and Natural Resources | Architecture and Construction | Arts, Audio/Video Technology and Communications | Business, Management and Administration | Education and Training | Finance | Government & Public Administration | Health Science | Hospitality and Tourism | Human Services | Information Technology | Law, Public Safety, Corrections and Security | Manufacturing | Marketing Sales and Service | Science, Technology, Engineering and Mathematics | Transportation, Distribution, and Logistics | Associate - Transfer | Total |
|--------------------------|--------------|---|-------------------------------|---|---|------------------------|--------------|------------------------------------|----------------|-------------------------|----------------|------------------------|--|---------------|-----------------------------|--|---|----------------------|---------------|
| 51101 | Rock Valley | 0 | 35 | 13 | 42 | 11 | 0 | 0 | 325 | 0 | 9 | 59 | 24 | 84 | 0 | 0 | 283 | 793 | 1,678 |
| 51901 | Highland | 16 | 0 | 0 | 37 | 4 | 0 | 0 | 188 | 2 | 28 | 5 | 3 | 32 | 0 | 0 | 62 | 173 | 550 |
| Northern Stateline Total | | 16 | 35 | 13 | 79 | 15 | 0 | 0 | 513 | 2 | 37 | 64 | 27 | 116 | 0 | 0 | 345 | 966 | 2,228 |
| State Total | | 1,171 | 3,110 | 783 | 3,141 | 758 | 17 | 0 | 15,930 | 1,510 | 1,873 | 2,101 | 2,164 | 3,874 | 333 | 24 | 4,139 | 23,743 | 64,671 |
| % of State Total | | 1.37% | 1.13% | 1.66% | 2.52% | 1.98% | 0.00% | N/A | 3.22% | 0.13% | 1.98% | 3.05% | 1.25% | 2.99% | 0.00% | 0.00% | 8.34% | 4.07% | 3.45% |