



June 28, 2017

Mike Baker
IL Department of Commerce and Economic Opportunity
Bureau of Workforce Development
Planning Unit
500 East Monroe
Springfield, IL 62701-1643

Dear Mr. Baker:

Please find enclosed, the PY17 WIOA Regional and Local Plan for EDR 8 which includes LWA#25 and LWA#26. The Regional Plan which includes the local plan for LWA#25 was approved by the Southern Illinois Workforce Development Board (formerly known as the Southern Illinois Workforce Investment Board) and Chief Local Elected Officials.

Documentation of the public notice establishing a 30 day public comment period is enclosed and there were no comments received from the public or board members regarding the Regional Plan and Local Plan section.

If you have any questions, please contact me at ext. 237.

Sincerely,

Kathy Lively
CEO

Ron Ellis
CLEO Chair

Mary M. Roe
SIWDB Chair

Enclosures

3000 West DeYoung Street, Suite 800-B, Marion, Illinois 62959 • PHONE: (618) 998-0970 • 1-800-315-3986 (Toll-free)
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Equal Opportunity Employer Program. Auxiliary aids are available upon request to individuals with disabilities.

SOUTHERN 14 WORKFORCE INVESTMENT BOARD, INC.

304 East Robinson Street, Suite 210
P. O. Box 186, Carmi, IL 62821
Phone: 618-382-5024 | Fax: 618-382-7038
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6/29/2017

Mike Baker
Illinois Department of Commerce and Economic Opportunity
Office of Employment and Training
Planning Unit
500 East Monroe, 9th Floor
Springfield, IL 62701-1643

Dear Mr. Baker,

In compliance with WIOA Notice No. 15-NOT-07, please find enclosed the EDR #8 Regional Plan and LWIA #26 Local Plan.

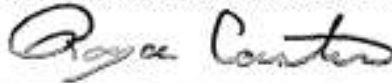
These changes have been approved by the Southern 14 Workforce Investment Board and subsequently approved by the CEO's.

Should you have questions concerning this modification, please contact the board office at 618-382-5024.

Respectfully,



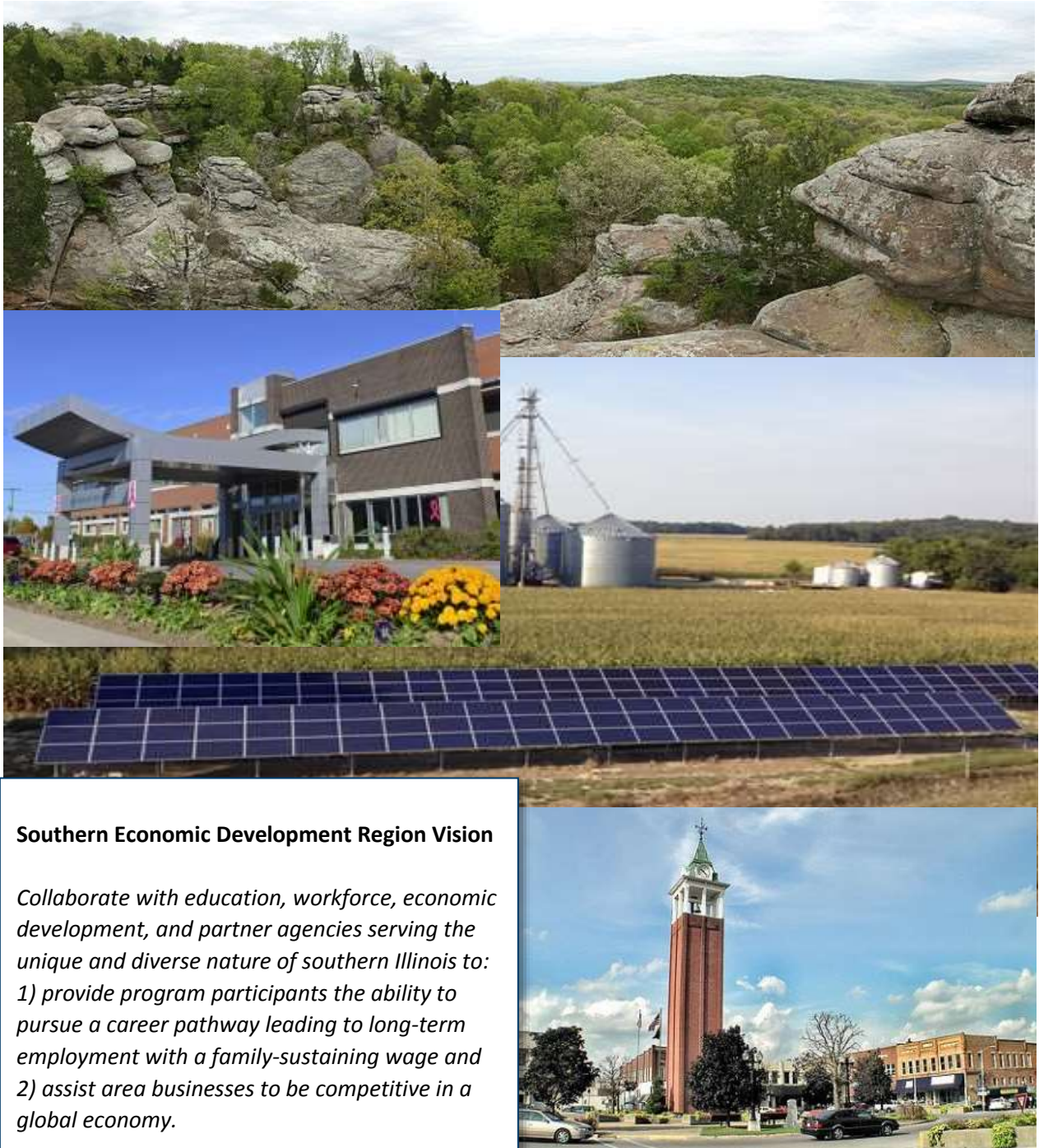
Jim Taylor, Chair
Consortium of Chief Elected Officials for WIA #26



Royce Carter, Chair
Southern 14 Workforce Investment Board, Inc. LWIB #26

Southern Economic Development Region 8 Workforce Innovation Opportunity Act Plan

June 29, 2017



Southern Economic Development Region Vision

Collaborate with education, workforce, economic development, and partner agencies serving the unique and diverse nature of southern Illinois to:

- 1) provide program participants the ability to pursue a career pathway leading to long-term employment with a family-sustaining wage and*
- 2) assist area businesses to be competitive in a global economy.*

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Executive Summary

The Illinois Southern Economic Development Region (SEDR) comprises nineteen counties supported by five economic development planning regions and two Local Workforce Innovation Areas 25 and 26 each with a Local Workforce Board. It is also part of the multi-state United States Delta Regional Authority (DRA). This area is among the most scenic and temperate areas of Illinois providing rich opportunities for agriculture, tourism, and many other industries. The region holds vast energy resources in coal and oil, verdant fields with abundant yields, the confluence of the Mississippi and Ohio Rivers, the Shawnee National Forest, two state parks, and a national wildlife refuge. Bluffs and hills provide breath-taking vistas of forest and farms. Amidst the beauty, pockets of poverty still exist and our population continues to decline. Although this region has the ingredients for economic success, its economic growth has been stagnant and the population has declined.

The region is more than just a location on the map; it's a home to communities, families, students, employers and more. Now is the time to undergo significant change and innovation to reverse current socio-economic trends and build a world class workforce and communities where our families and employers want to stay, grow, and prosper. This plan is aimed at supporting our communities by identifying industry sectors and occupations that can be developed for expanded occupational opportunities and economic growth. It is also part of the State of Illinois Unified Plan for the Workforce Opportunity Act (WIOA) in support of our guiding principles and strategies to support the vision, *"Business driven talent solutions that integrate education, workforce and economic development resources across systems to provide businesses, individuals, and communities with the opportunity to prosper and contribute to growing the state's economy."* This four-year plan lays out strategies to contribute to developing a world-class workforce and strengthening communities. The Local Workforce Innovation Area (LWIA) Plans in concert with regional economic development, education and training, and human services will help lead the way toward a bright future for our communities and families.



Cover photo attribution

https://en.wikipedia.org/wiki/File:Garden_of_the_gods.jpg,

<http://www.sandiegouniontribune.com/news/2014/jul/10/solar-rules-help-farms-campuses/>,

https://en.wikipedia.org/wiki/Southern_Illinois

Chapter 1: Economic and Workforce Analysis – Regional Component

This chapter provides the regional planning process and explains how the region has collected and analyzed regional information including labor market information to determine targeted industries and occupations for the SEDR.

1.A The Southern Illinois Economic Development Region (SEDR)

1.A.1. Planning with Regional Partners and Data

The Southern Economic Development Region (SEDR) Regional Plan Leadership Team (RPLT8) members include: local business leaders, state partners, workforce, economic and community development professionals who are recognized as experts in their respective areas. These members were selected for their in-depth knowledge and expertise with developing a world-class workforce in the region. The RPLT8 was organized and facilitated by Local Workforce Investment Area (LWIA) 25 / Southern Illinois Workforce Development Board and LWIA 26 /Southern 14 Local Workforce Board. The chart below identifies the RPLT8 members and respective Local Workforce Board members are denoted with an *.

Since the formation of the RPLT8 in late November 2015, the group has convened numerous times and members participated with State of Illinois planning and implementation meetings and webinars. In addition to the RPLT8's regularly scheduled meetings, members practiced ongoing collaboration and collection of relevant data, programs, resources and insights. This has enabled ongoing communications, fluid sharing of information and increased efficiencies across the SEDR. The group was directly involved with data analysis and through consensus made recommendations included with this plan for the targeted industry sectors, specific target occupations and solutions for addressing talent pipeline needs to further develop the region's workforce. All State of Illinois Workforce Innovation Opportunity Act (WIOA) core partners (i.e., Adult Education, Title IB, Vocational Rehabilitation, and Wagner-Peyser) were also involved with providing and analyzing supply and demand data and the targeted industries, occupations, and skills.

Through the collaborative process, the RPLT8 reached consensus on the contents of this plan and the prioritized industries and occupations within the region and have formally consented to commit to pursue the priorities developed by the regional team.

Organization	Type	Member	RPL T8	Title
Alongi's Restaurant	Business	John Alongi*		Owner
Armstrong Accounting	Business	William Armstrong*		Owner
Black Diamond Harley Davidson	Business	Rodney Cabaness*	X	Owner
Bob White Insurance Agency/ Chief Local Elected Official	Business	Robert White	X	Owner
Consumer's Gas/ Southern 14 Local Workforce Board	Business	Dawn Williams	X	Office Manager
Crosswalk Community Action Agency	One-stop Partner, Community Service Block	Debra Jackanicz*	X	Executive Director

Organization	Type	Member	RPL T8	Title
	Grant, and Community- based Organization			
Cusumano & Sons	Business	Rex Cusumano*		Owner
Du Quoin State Bank	Business	Wayne Bigham*		Bank Board Member
EMAC, Inc.	Business	David Lowndes*		Operations Manager
FMGR/ Chief Local Elected Official	Business	John Rendleman*		Attorney
Greater Egypt Regional Planning and Development Commission	Economic Development	Cary Minnis*	X	Executive Director
Greater Wabash Regional planning and Development Commission	Economic Development	Sarah Mann	X	Executive Director
Illinois Department of Employment Security	Government/ Wagner-Peyser	John Otey*	X	Business Services manager
Illinois Department of Employment Security	Government/ Wagner-Peyser	Dennis Hoffman	X	Labor Market Information for the Southern Region
Illinois Department of Employment Security	Government	Jillian Van Zandt	X	Senior Public Service Administrator
Illinois Department of Employment Security	Government/ Wagner-Peyser	Penny Valentine	X	Mount Vernon Office Manager
Illinois Department of Human Services	Government/ TANF and SNAP Public Assistance Programs	Alan Summers*	X	Director, Division of Human Capital Development
Illinois Department of Human Services	Government/ Rehabilitation Services	Joan Jablonski- Baxter*	X	Rehabilitation Services Supervisor
Illinois Department of Transportation	Government	Terri Finn	X	Human Service Transportation Coordinator
Illinois Department of Human Services	Government/ Rehabilitation Services	Vickie Mayfield	X	Manager
Illinois Education Association	Education	Marcia Abell*		UniServ Director
Illinois Manufacturing Extension Center (IMEC)	Manufacturing	Greg Ferketich	X	Regional Manager
Illinois Migrant Council	Community Based Organization	Patricia Sawyer	X	Training & Employment Manager

Organization	Type	Member	RPL T8	Title
Illinois Migrant Council	Community Based Organization	Salvador Tomas	X	Training & Employment Manager
Illinois Office of Regional Economic, Department of Commerce and Economic Opportunity	Government and Economic Development	Kim Watson	X	Senior Account Manager – Southern Region
Jefferson County Development Corporation	Government and Economic Development	Jonathon Hallberg*	X	Executive Director
Job Corps	Workforce and Labor	Jeri Peters*	X	Admissions Counselor
John A. Logan Community College	Community College	Dennis White	X	Director, Center for Business and Industry
John A. Logan Community College	Community College	Karla Tabing	X	Director of Adult Basic Education
John A. Logan Community College	Postsecondary/Community College	Kay Fleming	X	Dean of Workforce Development and Adult Education
Laborers' International Union of North America, Local 773	Labor	Paul Prendergast*		Local 773 Staff Attorney
Leisure Time Antiques	Business	Mary M. Roe*	X	Owner (Chair of Southern Illinois Workforce Development Board)
Local Workforce Innovation Area 25	Man-Tra-Con Corporation	Michelle Cerutti	X	Program Director
Local Workforce Innovation Area 26	WIOA Services	Kim Jacobs	X	EEO/Monitor
Magnum Steel Works	Business	Jim Czerwinski	X	President and CEO
Marshall Browning Hospital	Business	Sarah Dickey*		Human Resource Director
Mount Carmel Public Utility	Government	Margaret Felts	X	President
National Railway Equipment	Business	Angela Holmes*		Corporate Director of Human Resources
People's National Bank	Business	Chris Howton*	X	Senior Vice President/SBA Specialist
Pheasant Hollow Winery	Business	Bruce Morgenstern*		Owner

Organization	Type	Member	RPL T8	Title
Regional Office of Education #21	PK-12 Education	Matt Donkin*	X	Regional Superintendent of Schools*
Rend Lake College	Adult Ed/Postsecondary/ Community College	Christina Hutcheson*	X	Director Adult Education and Family Literacy
Shawnee Community College	Adult Ed/Postsecondary/ Community College	Ginger McBride	X	Alternative High School Coordinator
Shawnee Development Council, Inc.	Economic Development	Denna Williams	X	Executive Director
SI Small Business Solutions	Business	Terance Henry*	X	Co-Owner
Southeastern Illinois College	Postsecondary/ Community College	Dr. Karen Weiss	X	Dean for Career and Technical Education
Southeastern Illinois Regional Planning and Development Commission (SIRPDC)	Economic Development	Alene Carr	X	Economic Development Coordinator
Southern 14 Workforce Investment Board	Local Workforce Board	Pam Barbee	X	Executive Director
Southern Illinois University Carbondale	Postsecondary/Public University	LaDonna Henson	X	Director at Evaluation and Developmental Center
Southern Illinois University Carbondale Research Park	Postsecondary/Public University/ Business Development	Kyle Harfst	X	Executive Director
Southern Illinois Workforce Development Board	Man-Tra-Con Corporation	Kathy Lively	X	Chief Executive Officer
Special Mine Services	Business	Dwayne Coffey*		President
University of Illinois Extension	Community and Economic Development	Susan Odum	X	Extension Educator
Workforce & Illinois Small Business Development Center – Southeastern Illinois College	Workforce Development and Business Services	Lori Cox	X	Associate Dean of Workforce & Community Education / WISBDC Director

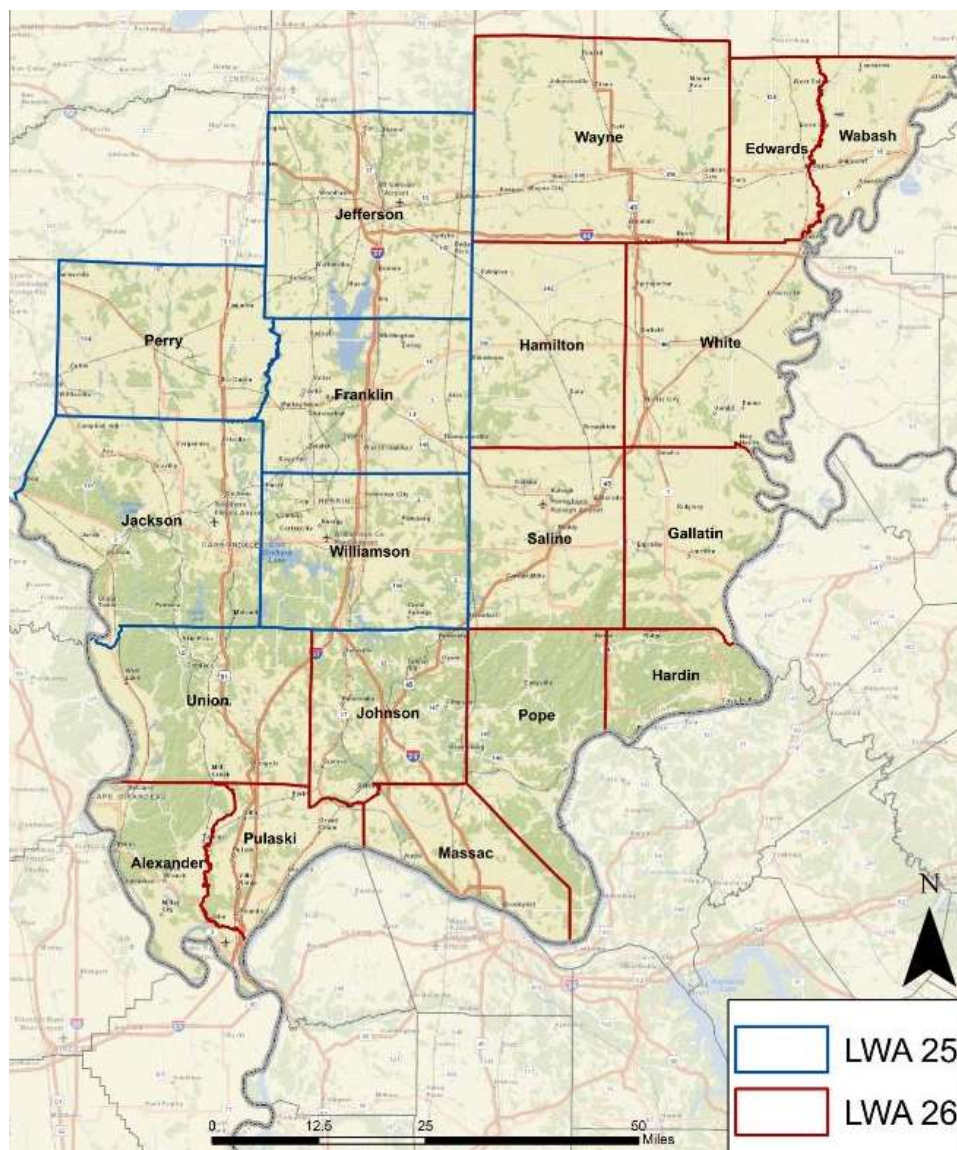
1.A.1.1 SEDR Analysis

This section of the Southern Economic Development Region (SEDR) Plan includes an analysis of:

- Economic conditions including existing and emerging in-demand industry sectors and occupations;
- Knowledge and skills needed to meet the employment needs of the employers in the region, including employment needs in in-demand industry sectors and occupations; and
- Regional workforce, including current labor force employment and unemployment data, information on labor market trends, and educational and skill levels of the workforce, including individuals with barriers to employment.

1.A.1.2 About the Southern Economic Development Region (SEDR)

The SEDR is part of the southern third of the state referred to as downstate. It is bordered by major rivers, the Wabash, Ohio, Mississippi and Missouri, and three states: Indiana, Kentucky and Missouri. The area is mostly rural with cities and towns separated by farmland and the Shawnee National Forest. The map that follows shows the geographic boundaries of the regions' 19 counties with LWIAs 25 and 26.



1.A.1.3 SEDR Population Chart

The chart below shows the area's population, based on U.S. Census Bureau estimates for 2013, was approximately 382,054 and its largest city is Carbondale with approximately 26,363 residents¹.

U.S. Census Bureau Annual County Resident Population Estimates for 2013		
Southern EDR Counties	2013 Population Estimates	Percent of EDR Population
Alexander	7,629	2%
Edwards	6,672	2%
Franklin	39,202	10%
Gallatin	5,415	1%
Hamilton	8,368	2%
Hardin	4,181	1%
Jackson	59,814	16%
Jefferson	38,644	10%
Johnson	12,677	3%
Massac	15,073	4%
Perry	21,887	6%
Pope	4,312	1%
Pulaski	5,908	2%
Saline	24,939	7%
Union	17,583	5%
Wabash	11,665	3%
Wayne	16,612	4%
White	14,549	4%
Williamson	66,924	18%
Total Population	382,054	

1.A.1.4 SEDR Planning Areas

The SEDR includes several regional planning areas, nineteen counties and two Local Workforce Innovation Areas (LWIA) with respective Local Workforce Boards (LWB). It is a complex array of organizations that work well with one another in support of southern Illinois' future. Regional planning organizations along with respective LWIAs and LWBs, and counties are shown in the chart below. Other smaller economic development initiatives are also identified within this plan.

Regional Planning Organizations	Description	LWIA / LWIB	SEDR Counties
Franklin County Economic Development	Partners with city, area, state, and federal efforts to maximize the opportunities for business growth and economic development.	LWIA 25/ Southern Illinois Workforce	Franklin

¹ United States Census Bureau Population Data

Regional Planning Organizations	Description	LWIA / LWIB	SEDR Counties
<u>Corporation (FREDCO)</u>	<p>The FREDCO mission is simple, yet complex: enable Franklin County to compete in the global economy.</p> <p>FREDCO has seven goals:</p> <ul style="list-style-type: none"> • market economic development programs and services. • facilitate the location, expansion, and retention of business investment within Franklin County. • assist businesses with exporting products to national and international markets. • work with business community to facilitate expansion, creation, and relocation. • assist local communities in the development of infrastructure needed to attract industry. • provide information and referrals for economic development and employment. • aid in securing financial assistance from local, state, and federal sources. 	<u>Development Board</u>	
<u>Greater Egypt Regional Planning and Economic Development (GERPDC)</u>	Provides economic development planning and assistance, multi-hazard mitigation planning and assistance, water quality management planning, transportation planning, local government services, technical assistance, and provides administrative services for local, state, and Federal programs.	LWIA 25 / <u>Southern Illinois Workforce Development Board</u>	Franklin, Jackson, Jefferson, Perry, and Williamson
<u>Greater Wabash Regional Planning Commission</u>	Services provided include: planning, technical assistance, and project development in the areas of community and economic development, transportation,	LWIA 26 / <u>Southern 14 Local Workforce Board</u>	Edwards, Wabash, Wayne and White

Regional Planning Organizations	Description	LWIA / LWIB	SEDR Counties
	housing, land use, public facilities, and natural resources.		
<u>Jefferson County Development Corporation (JCDC)</u>	Partnership of private industry, local and state government, local and state agencies, education, cultural entities and faith-based organizations, which provides a resourceful and flexible environment to meet ever changing demands and implement strategies to attract, maintain and develop business in our community.	LWIA 25 / Southern Illinois Workforce Development Board	Jefferson County
<u>Regional Economic Development Corporation (REDCO)</u>	Promotes economic growth and industrial development in Williamson County and Southern Illinois.	LWIA 25 / Southern Illinois Workforce Development Board	Williamson County
<u>Shawnee Regional Economic Alliance (SREA)</u>	Business driven group to help move the region forward in maintaining and attracting businesses.	LWIA 26 / Southern Illinois Workforce Development Board	Alexander, Johnson, Massac, Pulaski, and Union
<u>Southeastern Illinois Regional Planning & Development Commission (SIRP&DC)</u>	Liaison with the State and Federal agencies concerned with comprehensive planning & development of the District.	LWIA 26 / Southern 14 Local Workforce Board	Gallatin, Hamilton, Hardin, Pope and Saline
<u>Southern Five Regional Planning District and Development Commission</u>	Administers in-house and local Revolving Loan Funds and prepares Community Development Assistance Program grants for public facilities and housing rehabilitation. Works with USDA Rural Development and the Department of Natural Resources, provides assistance to local governments on land development, offers GIS lab to produce region maps, and a Center for Regional Statistics.	LWIA 26 / Southern 14 Local Workforce Board	Alexander, Johnson, Massac, Pulaski, and Union
Southern Illinois Economic Development Authority (SIDA)	The Southern Illinois Economic Development Authority was authorized by the General Assembly in 2013. SIDA's main power is to provide low interest, tax-free bond financing to borrowers and is authorized to issue up to \$250,000,000 in bonds.	LWIA 25 & 26	Alexander, Franklin, Gallatin, Hardin, Jackson, Johnson, Massac, Perry, Pope, Pulaski, Randolph, Saline, Union, Williamson

Delta Regional Authority

The SEDR is also part of the larger Delta Regional Authority (DRA) ² that includes sixteen Illinois counties encompassing 84% of the SEDR. The DRA Illinois' counties include: Alexander, Franklin, Gallatin, Hamilton, Hardin, Jackson, Johnson, Massac, Perry, Pope, Pulaski, Randolph, Saline, Union, White, and Williamson. The Delta Regional Authority (DRA) works to improve regional economic opportunity by helping to create jobs, build communities, and improve the lives of the 10 million people who reside in the 252 counties and parishes of the eight-state Delta region encompassing counties in Illinois, Missouri, Kentucky, Tennessee, Arkansas, Mississippi, Louisiana and Alabama. Led by the Delta Regional Authority Board-comprised of the Federal Co-Chairman, appointed by the President and confirmed by the U.S. Senate, and the governors of the eight states-the Delta Regional Authority fosters local and regional partnerships that address economic and social challenges to ultimately strengthen the Delta economy and the quality of life for Delta residents. Between Fiscal Year (FY) 2002 through FY 2015, DRA invested \$11,402,304³ in Southern Illinois. A robust group of leaders from the Delta Leadership Network continue to be engaged in community and economic endeavors. Ongoing work of former Delta Leadership Institute graduates continues to contribute to the region.

A recent award by the DRA was made to the Greater Egypt Regional Planning and Development Commission as a result of work on the Regional Plan which included a plan to begin Sector Alliances and find a way to capitalize on the business assets of southern Illinois. An award of \$111,111 was awarded and an RFP has been made available to begin the important work of showcasing the assets and business successes and opportunities of the region. The SIWDB is firmly committed to ensuring the success of this venture and recently agreed to fund the portion pertaining to Jefferson County since it is the only county outside the DRA footprint.

Southern Illinois Economic Development Conference

The Southern Illinois Economic Development Conference is hosted each year by John A. Logan College and draws attendance from the majority of southern Illinois counties. The leadership committee of the conference is comprised of economic and workforce leaders including but not limited to: University of Illinois Extension; Southern Illinois University; ManTraCon, Corp.; DCEO Regional Economic Development Senior Account Manager; directors of the Community College Business and Industry divisions; Greater Egypt Regional Planning and Development Commission director; Ameren economic directors and electrical co-op directors. The goal of the conference is to highlight opportunities and successes from throughout the region. National speakers have been utilized and an attendance of 100 or more is common.

Connect SI

All nineteen SEDR counties are supported by Connect SI Foundation⁴. Connect SI Foundation is a not-for-profit charitable organization that supports a collaborative, regional economic strategy for the southern 20 counties of Illinois. Their initiatives are built upon broadband connectivity, with the concept that dispersed assets can be connected to make the region a driving force in

² Delta Regional Authority <http://dra.gov/about-dra/mission-and-vision/>

³ Delta Regional Authority Fiscal Year 2017 Budget Justification and 2015 Annual Report (Page 25)
https://issuu.com/deltaregionalauthority/docs/j-book-insert_finalforprint

⁴ connectSI Foundation <http://www.connectsi.us/>

the world economy. During the past 8 years, the Connect SI Foundation has brought over two million dollars to the region for broadband, telemedicine and creation of a regional simulation lab to advance economic development. In December, 2016, the Connect SI Foundation dissolved. The regional work will continue through the leadership of the Regional Plan and Southern Illinois Sector Alliance.

Public K-12 and Community College Systems

The region's public educational systems include Pre-Kindergarten (PK) through Grade 12 school districts, community college districts, and Southern Illinois University Carbondale. All of these educational organizations are integral to downstate region communities. As shown in the chart below, the regions educational and training programs are served by five Regional Offices of Education (ROEs) and six Education for Employment Regions (EFE) that together serve eighty public school districts. ROEs provide supervision and support to their K-12 school districts and EFEs provide support to K-12 Career and Technical Education. The regions five Community College Districts have nine colleges offering a wide range of academic and career development credentialing programs ranging from short-term non-credit programs to Associate Degrees.

ROE/ EFE	PK-12 School Districts	District/ Community Colleges	SEDR Counties
30 / 480	<ul style="list-style-type: none"> • Cairo Unified School District 1 • Egyptian Community Unit School District 5 	Shawnee Community College	Alexander
20/ 535	<ul style="list-style-type: none"> • Edwards County Community Unit School District 1 	Illinois Eastern/ Frontier, Wabash Valley, Olney Central, Lincoln Trail Community Colleges	Edwards
21 / 525	<ul style="list-style-type: none"> • Akin Community Consolidated School District 91 • Benton Community Consolidated School District 47 • Benton Consolidated High School District 103 • Christopher Unit School District 99 • Ewing Northern Community Consolidated District 115 • Sesser-Valier Community Unit School District 196 • Thompsonville Community Unit School District 174 • Zeigler-Royalton Community Unit School District 188 	Rend Lake Community College	Franklin
20 / 535	<ul style="list-style-type: none"> • Gallatin Community Unit School District 7 	Southeastern Community College	Gallatin
25 / 520	<ul style="list-style-type: none"> • Hamilton County Community Unit School District 10 	Rend Lake Community College	Hamilton
20 / 535	<ul style="list-style-type: none"> • Hardin County Community Unit School District 1 	Southeastern Community College	Hardin
30 / 540	<ul style="list-style-type: none"> • Carbondale Community High School District 165 • Carbondale Elementary School District 95 • Desoto Consolidated School District 86 • Elverado Community Unit School District 196 • Frankfort Community Unit School District 168 	John A. Logan Community College	Jackson

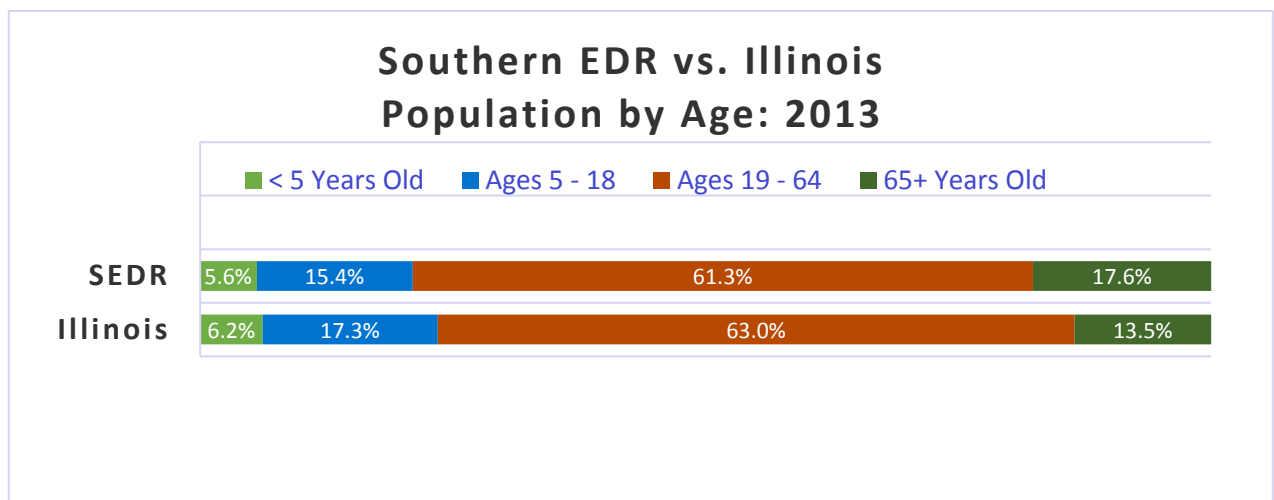
ROE/ EFE	PK-12 School Districts	District/ Community Colleges	SEDR Counties
	<ul style="list-style-type: none"> Giant City Community Consolidated School District 130 Murphysboro Community Unit School District 186 Trico Community Unit School District 176 Unity Point Community Consolidated School District 140 		
13 / 520	<ul style="list-style-type: none"> Bethel School District 82 Bluford Community Consolidated School District 114 Dodds Community Consolidated School District 7 Farrington Community Consolidated School District 99 Field Community Consolidated School District 3 Grand Prairie Community Consolidated School District 6 McClellan Community Consolidated School District 12 Mount Vernon School District 80 Mount Vernon Township High School District 201 Opdyke-Belle Rive Community Consolidated School District 5 Rome Community Consolidated School District 2 St. Mary Spring Garden Summersville School District 79 Waltonville Community Unit School District 1 Woodlawn Community Consolidated School District 4 Woodlawn Community High School District 205 	Rend Lake Community College	Jefferson
21 / 480	<ul style="list-style-type: none"> Buncombe Consolidated School District 43 Cypress School District 64 Goreville Community Unit District 1 New Simpson Hill School District 32 Vienna High School District 133 Vienna School District 55 	Shawnee Community College	Johnson
21 / 480	<ul style="list-style-type: none"> Joppa-Maple Grove Unit District 38 Massac Unit District 1 	Shawnee Community College	Massac
30 / 540	<ul style="list-style-type: none"> Tamaroa Grade School District 5 	Rend Lake Community College	Perry
20 / 535	<ul style="list-style-type: none"> Pope County Community Unit School District 1 	Southeastern Community College	Pope
30 / 480	<ul style="list-style-type: none"> Century Community Unit District 100 Meridian Community Unit District 101 	Shawnee Community College	Pulaski
20 / 535	<ul style="list-style-type: none"> Carrier Mills-Stonefort Community Unit School District 2 Eldorado Community Unit School District 4 	Southeastern Community College	Saline

ROE/ EFE	PK-12 School Districts	District/ Community Colleges	SEDR Counties
	<ul style="list-style-type: none"> Galatia Community Unit School District 1 Harrisburg Community Unit School District 3 		
30 / 480	<ul style="list-style-type: none"> Anna Community Consolidated School District 37 Anna Jonesboro Community High School District 81 Cobden Unit School District 17 Dongola Unit School District 66 Jonesboro Community Consolidated District 43 Dongola Unit School District 66 Lick Creek Community Consolidated District 16 Shawnee Community Unit School District 84 	Shawnee Community College	Union
20 / 535	<ul style="list-style-type: none"> Allendale Community Consolidated School District 17 Wabash Community Unit School District 348 	Illinois Eastern/ Frontier, Wabash Valley, Olney Central, Lincoln Trail Community Colleges	Wabash
20 /535	<ul style="list-style-type: none"> Fairfield Community High School District 225 Fairfield Public School District 112 Geff Community Consolidated School District 14 Jasper Community Consolidated School District 17 New Hope Community Consolidated School District 6 North Wayne Community Unit School District 200 Wayne City Community Unit School District 100 	Illinois Eastern/ Frontier, Wabash Valley, Olney Central, Lincoln Trail Community Colleges	Wayne
20 / 535	<ul style="list-style-type: none"> Carmi-White County Community Unit School District 5 Grayville Community Unit School District 1 Norris City-Omaha-Enfield Community Unit School District 3 	Southeastern Community College	White
21/ 560	<ul style="list-style-type: none"> Cartersville Community Unit School District 5 Crab Orchard Community Unit School District 3 Herrin Community Unit School District 4 Johnston City Community Unit School District 1 Marion Community Unit School District 2 	John A. Logan Community College	Williamson

1.A.2. Changing Demographics, Labor Force and Occupational Demands

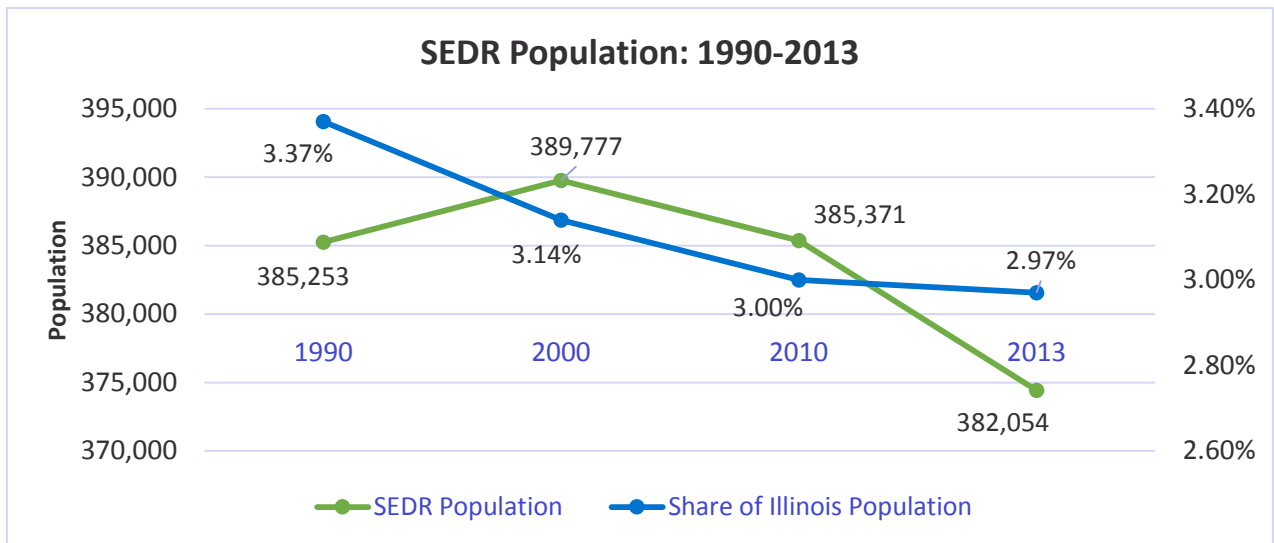
To develop an understanding of the areas changing demographics and economic drivers, data were obtained from multiple sources including the 2015 Southern Economic Development Region Environmental Scans developed by the State of Illinois; Illinois Department of Employment Security (IDES); United States (U.S.) Bureau of Labor Statistics and Census Bureau, the major regional sub-planning areas including the Greater Egypt Comprehensive Economic Development Strategy (2016 Update)⁵, and the DRA. These data sources confirm continued downward trends with population, income, and economic growth.

The SEDR vs. Illinois Population by Age: 2013 chart from the Southern EDR 2015 Environmental Scans shows the largest age demographic as ages 19-64 comprising 61.3% of the SEDR population and that the populations although slightly less than Illinois' total population by age is trending similarly to the statewide demographics.



⁵ Greater Egypt Economic Development Regions 2015 Greater Egypt CEDS and 2016 CEDS Update
<http://greateregypt.org/economic-development-administration/>

The SEDR Population: 1990-2013 chart below, also from the 2015 Environment Scans, shows that between 2000 and 2013, the regions overall population decreased by approximately 7,723. Approximately 43% of the population reduction occurred over just 3 years between 2010 and 2013. The overall trend is a decreased population for both the youth (24 and under) and the prime working age population (25-54). Only four SEDR counties, also within the Illinois' DRA footprint, experienced population growth over the prior decade: Franklin, Jackson, Massac, and Williamson. Six of the DRA counties in Illinois reported populations of less than 10,000, creating challenges for local government to generate sufficient revenue to maintain schools and infrastructure, as well as challenges to provide government services for residents.



Individuals out-migrated to seek employment elsewhere (DRA, pages 12 – 13⁶). While the United States (U.S.) population saw increases in youth and prime working-age residents, the region's population decreased along with the statewide population in these two age demographics⁷. The exodus of youth is a recognized "brain drain" throughout the region. The talent gap is across public and private sectors, also causing a decrease in civic participation. Retention and attraction of youth and prime working age adults is a high priority of the region ⁸

Data confirms the "graying" of the region's population. The median age in SEDR is increasing congruent with the aging population in our state and nation. In the Greater Egypt district, the population aged 55 and older has grown by 17.4% from 2000-2013⁹. Access to healthcare is essential for an aging populace, at the same time the qualified workforce has decreased impacting access to vital health care services¹⁰.

The Labor Force Data: SEDR chart that follows from Illinois Department of Employment Security (IDES) shows that since 2006 the total number of individuals in the region's labor force ranging from

⁶ Delta Regional Authority (DRA), pages 12 - 13.

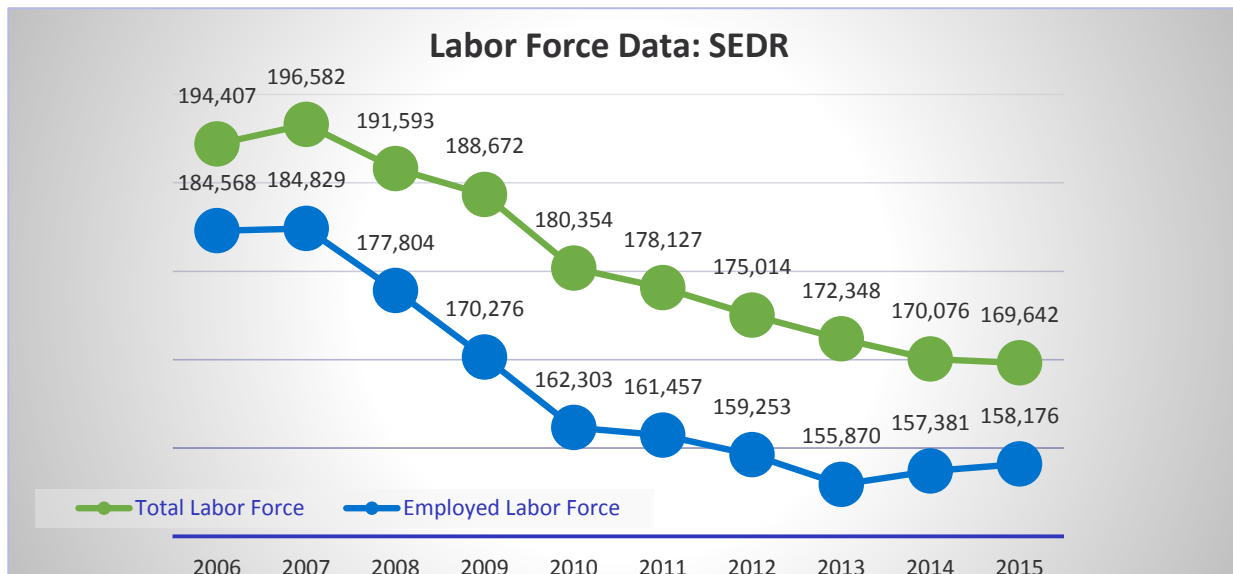
⁷ Greater Egypt Regional Planning and Development Commission CEDS, page 2.

⁸ Greater Egypt Regional Planning and Development Commission CEDS, page 25.

⁹ Greater Egypt Regional Planning and Development Commission CEDS, page 25.

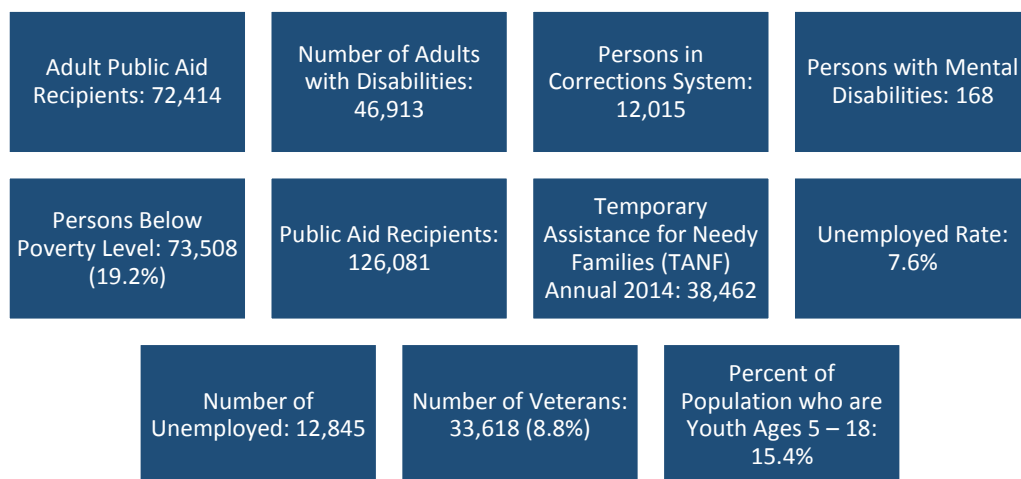
¹⁰ Delta Regional Authority (DRA), page 18.

ages 19 to 64 has decreased by approximately 24,765¹¹. During the same period, the total number individuals employed decreased by 26,392. The data group of the RPLT8 will continue to better understand the “disappearing” workforce and how best to motivate those no longer looking for employment.



1.A.3. Policy and Service Implications of Current and Projected Labor Market Information

Serving the needs of special populations seeking training, employment and career advancement opportunities is an essential part of WIOA services. The special populations include the following: persons below poverty level and receiving public assistance; persons with disabilities, migrant and seasonal farm workers, unemployed adults and dislocated workers, veterans, and youth (under the age of 24). The chart below is based on the State of Illinois SEDR 2015 Environment Scans¹².



¹¹ Source: Page 22 of the State Supplied Data provided by Illinois Department of Employment Security http://www.ides.illinois.gov/LMI/Pages/Annual_Average_Data.aspx

¹² State of Illinois SEDR 2015 Environmental Scans <https://www2.illinoisworknet.com/WIOA/RegPlanning/Pages/EDR.aspx>

Statistics indicate a growing need to ensure policies are in place to serve special populations. However, funding constraints impact outreach and how individuals are served. There are policy implications for expanding and improving access to additional, sustainable outreach and support programs. In particular, ensuring access to programs across all SEDR rural areas that are accessible in all local communities represents a challenge. Policies to address poverty and to increase educational outcomes are essential. Further developing integrated partnerships to include community-based partners beyond state agency and state core partners is critical to communicating and achieving service goals.

Policies can also build off the successes and experience gained from short-term grant-funded programs to support integration of “what works” into ongoing programs. For example, the federally-funded [EPIC \(Employment Opportunities, Personalized Services, Individualized Training, and Career Planning\) program](#)¹³ (identified in the chart below) currently underway in LWIA 25, is a time-limited, study that provides a new model for integrated career pathway training programs and work experience to help low-income families go from public assistance to self-sufficiency. Regional policy can be put in place to facilitate these types of training programs which are coupled with target industries and occupations (Greater Egypt CEDS, page 39). Another example is the federally-funded [Disability Employment Initiative \(DEI\) project](#)¹⁴ also implemented with LWIA 25 for developing integrated partnerships to better serve individuals with disabilities who are interested in pursuing career pathways. The Integrated Resources Teams (IRT), which are a critical piece to participant success, are examples of proven group case management involving core partners and external agencies.

The Building Futures Initiative targets youth aging out of the foster care system providing career pathways focused on key industry sectors. The success of this program is measured by the number of youth that receive occupational training programs and industry recognized credentials, work-based learning experiences, transition to higher education, and permanent unsubsidized placement. All youth will be provided work-readiness and career education. The grant has opened networking opportunities and cross-training between DCFA and the workforce system.

Poverty remains entrenched in the region. All of the counties in the region exceed the State of Illinois’ poverty rate of 14.3% (DRA, page 17). High poverty rates have been persistent in the region for decades. Six counties (Alexander, Hardin, Jackson, Massac, Pulaski, and Saline) have poverty levels exceeding 20% (DRA, page 17). The current median household income for the region is \$39,287, compared to \$53,217 for all U.S. households (DRA, page 19).

To address the “culture” of poverty, services have continually evolved along with regional policies. Some recent examples of improving services include:

- Participating in the Employment Opportunities, Personalized Services, Individualized Training, and Career Planning (EPIC) LWIA 25 Grant. This program addresses the needs of underemployed and unemployed SNAP participants in several regions of our state, including part of SEDR. The program provides basic and technical skill training, work support services

¹³ EPIC (Employment Opportunities, Personalized Services, Individualized Training, and Career Planning) program <http://www.ilepic.com>

¹⁴ Disability Employment Initiative <https://www2.illinoisworknet.com/DEI>

and counseling, and work experience to prepare individuals for good jobs and increased earnings to ultimately reduce reliance on public assistance. This program will provide a basic skill training model with connections to career pathways for increased educational and career opportunities.

- Refining and making accessible to all residents workforce and adult training that promotes employment in targeted sectors¹⁵.
- Refining a newly created soft skills” World Class Workforce” program addressing interpersonal interaction and basic computing skills that will be promoted region wide, focusing on vulnerable populations and geographies most affected by poverty¹⁶. This program will increase basic employability skills to the benefit of individuals and area employers.

Policies for improving educational attainment are needed to bolster existing education and training programs. Every county other than Jackson, the home of Southern Illinois University Carbondale, and Williamson have more individuals with less than high school education than those throughout the State (DRA, page 16). These two counties aside, those with less than a high school diploma are nearly 50% greater than in the rest of Illinois (DRA, page 16). Similarly, those who have obtained a bachelors or advanced degree are approximately half as numerous as the remainder of the State (DRA, page 16).

A highly skilled and educated workforce is important to the economic vitality of Illinois. Unfortunately, rural schools are facing shrinking numbers of school-aged children, diminishing funding and local revenues, and an aging infrastructure. At the same time, our schools are being asked to make greater use of technology and meet additional mandates for testing and services. School districts are seeking greater economies of scale through continued consolidations and through the use of technology to deliver instruction, but more must be done to ensure that Illinois is preparing the workforce it needs for the future¹⁷. High school career training efforts should be maximized and the possibility of a career and technical high school should be reviewed¹⁸. Further policies are needed for strengthening K-12 education, by examining the ways educators and administrators can collaborate on common shared educational challenges¹⁹.

WIOA has an increased focus on serving youth, yet we’re seeing a decrease in the youth population and unpredictable school funding, including alternative schools that provide a non-traditional education setting, are facing funding challenges. Information suggests that our youth are not aware of the changing “in demand” industry sectors and occupations in the SEDR. They see the loss of “traditional” opportunities (e.g., decline of the mining industry) rather than other emerging career pathways that are available to them. Economic change and subsequent career opportunity change is inevitable. It is essential to include career pathway programs in K-12 education programs in formats that encourage exploration and career development.

¹⁵ Greater Egypt CEDS, page 39.

¹⁶ Greater Egypt CEDS, 39-40.

¹⁷ DRA, page 31.

¹⁸ Greater Egypt CEDs 40, DRA, page 23.

¹⁹ Greater Egypt CEDS, page 40.

Approximately 19% of Illinois' veterans reside in rural areas²⁰. In SEDR, about 9% of the region's population is Veterans (State data, page 23). This is compared to a state average of 5.7% (State data, page 23). Although agriculture is pervasive in the region, this sector does not pay family sustaining wages. The targeted industries and occupations need to provide veteran's more opportunities with better wages.

1.A.4. Service Special Populations

The chart below identifies existing programs offered for special populations within SEDR 8 that partner with LWIAs 25 and 26. Federal and State of Illinois mandates for WIOA include required partnerships and encourages additional local (integrated) partnership development. Although the chart shows a number of program opportunities, further work is needed to develop regional policies and programs to fill gaps.

Target Population	Programs Opportunities	Mandated LWIA Partners	SEDR Areas Served
Persons Receiving Public Assistance	Illinois Department of Human Services (IDHS) Supplemental Nutrition Assistance Program (SNAP).	X	All SEDR counties.
	IDHS and Illinois Department of Commerce and Economic Opportunity EPIC Program ²¹ (Employment Opportunities, Personalized Services, Individualized Training, and Career Planning)	X	<ul style="list-style-type: none"> • Franklin • Jackson • Jefferson • Perry • Williamson
	IDHS Temporary Assistance for Needy Families (TANF)	X	All SEDR counties.
	Workforce Innovation and Opportunity Act (WIOA) Title I Adult, Dislocated Worker, and Youth Activities Program Allocations for Program Year 2016 (PY'16)	X	All SEDR counties.
Migrant and Seasonal Farm Workers	Illinois Migrant Council (IMC) Southern Region ²²	X	All SEDR counties.
Persons with Disabilities	IDHS Division of Rehabilitation Services	X	All SEDR counties.

²⁰ National Center for Veterans Analysis and Statistics

²¹ EPIC is federal grant to study implications with improved career pathway training for SNAP customers that ends in 2018

²² Illinois Migrant Council <http://www.illinoismigrant.org/>

Target Population	Programs Opportunities	Mandated LWIA Partners	SEDR Areas Served
	Illinois Department of Commerce and Economic Opportunity (Commerce) Disability Employment Initiative ²³	X	<ul style="list-style-type: none"> Franklin Jackson Jefferson Lake Perry Williamson
	Workforce Innovation and Opportunity Act (WIOA) Title I Adult, Dislocated Worker, and Youth Activities Program Allocations for Program Year 2016 (PY'16)	X	All SEDR counties.
Unemployed/ Dislocated Workers	Illinois Department of Employment Security (IDES) Unemployment Insurance	X	Commerce Layoff Assistance including Rapid Response and Trade
Veterans	Illinois Department of Employment Security (IDES) Unemployment Insurance	X	All SEDR counties.
	Illinois Department of Veteran Affairs ²⁴		All SEDR counties.
	Workforce Innovation and Opportunity Act (WIOA) Title I Adult, Dislocated Worker, and Youth Activities Program Allocations for Program Year 2016 (PY'16)	X	All SEDR counties.
Youth	Workforce Innovation and Opportunity Act (WIOA) Title I Adult, Dislocated Worker, and Youth Activities Program Allocations for Program Year 2016 (PY'16) <ul style="list-style-type: none"> Work Experience Opportunity 	X	All SEDR counties.
	Public School Districts		All SEDR counties.
	Adult Education / Adult Bridge Programs	X	All SEDR counties.
	Community Colleges		All SEDR counties.
	Southern Illinois University		All SEDR counties.
	Illinois Department of Children and Family Services (DCFS) and the Illinois Department of Commerce and		All SEDR counties.

²³ Disability Employment Initiative (DEI) is a short-term WIOA-funded project to improve integration of disability services with LWIA services <https://www2.illinoisworknet.com/partners/DEIPartnerGuide/Pages/default.aspx>.

²⁴ Illinois Department of Veteran's Affairs <http://www.illinois.gov/veterans>

Target Population	Programs Opportunities	Mandated LWIA Partners	SEDR Areas Served
	Economic Opportunity Building Futures ²⁵		

1.A.5. SEDR 8 Industries and Occupations In Demand and Targets of Opportunity

Industry employment projections have been examined by the RPLT8 to examine:

- Industries with high employment rates that are sustained through existing education and training programs.
- Industries declining due to environmental and technological changes that are being replaced by emerging industries and occupations.
- Industries that have potential to expand and improve the regional economy with better connections to educational and training programs.
- Industries that have high growth potential along with a high concentration location quotient.
- Industries that have matured and are now declining

The several charts below show the related industry and occupational information used to determine the selected target industries and occupations for the region SEDR. To evaluate industries and occupations in the SEDR, the three sub regions below were identified:

Sub Regions	Counties
Greater Wabash Area	Edwards, Wabash, Wayne and White
Greater Egypt Area	Franklin, Jackson, Jefferson, Perry, and Williamson
Southeastern Area	Alexander, Gallatin, Hamilton, Hardin, Johnson, Massac, Pope, Pulaski Saline, Union

The chart below shows employment projections between 2012 and 2022 by major industry clusters across all three sub regions. The Net Employment Change and Percent Employment Change columns provide insights on the projected number of job openings to be filled by 2022. The Location quotient (LQ) is a valuable way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region “unique” in comparison to the national average.

²⁵ Building Futures is a short-term LWIA partnership project for youth leaving foster care.

Employment by Industry Clusters for SEDR 8 (2015 Environmental Scan)					
Cluster	2012 Employment	2022 Employment	Net Employment Change	Percent Employment Change	Concentration (Location Quotient)
Marketing & Sales	45,112	48,282	3,170	7.0%	1.15
Hospitality & Tourism	37,182	40,237	3,055	8.2%	1.20
Education & Training	22,211	23,933	1,722	7.8%	1.58
Health Care	21,018	23,059	2,041	9.7%	1.02
Agriculture	10,920	11,206	286	2.6%	4.71
Business Management	7,101	7,951	850	12.0%	0.93
Manufacturing	7,874	7,722	- 152	-1.9%	1.11
Law & Public Safety	6,687	7,687	1,000	15.0%	0.34
Transportation, Distribution & Logistics	7,165	7,656	491	6.9%	0.82
Finance	5,854	5,793	- 61	-1.0%	0.64
Construction	5,096	5,517	421	8.3%	0.64
Arts & Audio Visual	1,236	1,274	38	3.1%	0.45
Energy	1,000	951	- 49	-4.9%	1.07
Research & Development	600	644	44	7.3%	0.37
Information Technology	292	384	92	31.5%	0.15

Mature Industries - The mature industries such as coal mining, oil, and agriculture, while not the leaders in employment that they once were, remain important and vital components of the regional economy. Legislation that reduced carbon monoxide and mercury impacted area businesses through closures and downsizing causing an increase in unemployment. The large increase in the availability and low-cost of natural gas has also had a large and negative impact on coal mining and oil production. (DRA 11²⁶) Local employers in healthcare, manufacturing, and transportation anticipate a continued growing demand in these fields in the coming years²⁷. Even though coal mining is shown as a mature industry, the current market reality within the coal mining industry has resulted in major mine closures and layoffs. Traditionally, this worker population is difficult to attract to retraining. The region will continue to work on attraction of the dislocated coal miners to retraining opportunities.

²⁶ Delta Regional Authority (DRA), page 11.

²⁷ Illinois Community College Board Report pages 58-59.

Star Industries - These star Industries are more concentrated in the region and are growing. Some of the key features of stars include:

- Strengths that help a community stand out from the competition.
- Small, high-growth industry clusters that can be expected to become more dominant over time.
- High location quotient and high employment growth.

Based on CEDS data for the SEDR region, the industries in the chart below are considered to be stars.

SEDR 8 Star Industries		
Greater Wabash Area	Greater Egypt Area	Southeastern Area
<ul style="list-style-type: none"> • Agribusiness - Food Production and Technology • Advanced Materials • Mining 	<ul style="list-style-type: none"> • Primary Metal Manufacturing • Chemicals and Chemical Based Products • Energy (Fossil and Renewable) 	<ul style="list-style-type: none"> • Glass and Ceramics • Transportation, Distribution and Logistics • Forest and Wood Products

Emerging Industries - These industries contain clusters that are under-represented in the region but are growing. Often times, these industries grow quickly. If trends continue, these will become the top performing industry clusters. The following emerging industries have been identified in the chart below.

SEDR 8 Emerging Industries		
Greater Wabash Area	Greater Egypt Area	Southeastern Area
<ul style="list-style-type: none"> • Forest and Wood Products • Business and Financial Services • Computer and Electronic Product Manufacturing • Arts, Entertainment, Visitor • Information Technology and Telecommunications 	Agribusiness, Food Processing Forest and Wood Products Arts Entertainment Business and Financial Services Fabricated Metal Glass and Ceramics	Computer and Electronic Production Manufacturing

Transforming Industries - These industries are underrepresented within the industry clusters because they are currently losing jobs. However, these industries have growth potential. Gaps in the workforce pipeline can stifle development of these industries. These industries have growth potential when the educational and training programs based on related career pathways are directly connected to the employers. The chart below shows the transforming industries for the region.

SEDR 8 Transforming Industries		
Greater Wabash Area	Greater Egypt Area	Southeastern Area
<ul style="list-style-type: none"> • Biomedical • Defense and Security • Education and Knowledge Creation 	Manufacturing Supercluster Information Technology and Telecommunications Education and Knowledge Creation	Manufacturing

Mature Industries - These industries are in decline but remain important to the economy. The chart below shows mature industries for the region.

SEDR 8 Mature Industries		
Greater Wabash Area	Greater Egypt Area	Southeastern Area
<ul style="list-style-type: none"> • Transportation Equipment • Manufacturing • Energy • Manufacturing Super Cluster • Transportation, Distribution and Logistics • Fabricated Metal 	Defense and Security Transportation, Distribution and Logistics	None

1.A.6 Target In-demand Industries and Occupations

Targeted industries and occupations were selected region wide for the Greater Wabash, Greater Egypt and Southeastern areas based on the following criteria:

- Supply of trained workers and employer demand.
- Wages that are family sustaining.
- Number of jobs already established in the region.
- Favorable location quotients.
- Labor market information showing a favorable employer outlook for the region.
- Availability and quality of existing educational programs through area high schools, adult education and community colleges were reviewed to ensure a pipeline of work-ready, highly-skilled job candidates for the chosen occupations.

Target In-demand Industries and Occupations		
Healthcare	Transportation	Manufacturing Production
<ul style="list-style-type: none"> • Registered Nurses • Medical Assistant • Medical Records 	<ul style="list-style-type: none"> • Truck Drivers, Heavy and Tractor Trailer • Diesel Mechanics 	<ul style="list-style-type: none"> • Assembler and Fabricators • Team Assemblers

1.B. Sector Initiatives for Target In-demand Industries and Occupations

This section describes the development and implementation of sector initiatives for in-demand industry sectors and occupations for SEDR. One of the difficulties in meeting the criteria expressed in 679.560 (a) demonstrating an “analysis of the employment needs of employers in existing and emerging in-demand industry sectors” relates to the rural pattern of non-publication of job openings. Most employers in the region still rely on “word of mouth” or will not use the public means to advertise openings. A regional approach to encourage all employers to list available positions with the public Illinois Job Link platform would better inform the data for planning purposes. It is vital in our rural area to maintain personal relationships to accurately understand the employer need since existing labor market data does not accurately reflect the need. The regional approach was to utilize data and the knowledge of existing employer serving organizations in addition to personal interviews with employers.

During the Regional Planning phase, multiple employers from the region participated. In addition, individual meetings with employers within the identified target sectors occurred by both IDES and workforce board staff. The Plan is informed by on-going work of multiple agencies engaging with employers across the key sectors. During the Comprehensive Economic Development Strategy work of the Planning Commissions, employers were brought into the discussion of sector strategies.

The Illinois Manufacturing Extension Center manufacturing liaison at Southern Illinois University brought key information about the multiple manufacturers he serves. The Jefferson County Development Corporation (JCDC) hosts Industrial Roundtables, in which Board staff participate. The Industrial Roundtable provides an on-going stream of needs expressed by manufacturing and distribution employers. Two regional Human Resource organizations provide access and discussion with hundreds of employers throughout the region.

Healthcare leaders were hosted by the Council of Adult and Experiential Learning /Illinois Board of Higher Education, August 25, 2016, and reaffirmed the existing identified healthcare shortages. The group of K-12, higher education, economic development, workforce development and rural agencies discussed multiple sector strategies that are identified in the Plan.

1.B.1 SEDR Selected In-demand Industries, Occupations, and Skills

The SEDR is prioritizing the in-demand industries and occupations identified in the prior section. Skills development investments will focus on these industries and occupations broadly beginning with Career Awareness and specific to competencies and credentials identified by employers. Credential preferences will be given to nationally recognized credentials in these areas. Nationally recognized credentials assess competencies and can provide a direct path to state licenses for regulated occupations. The selected occupations are defined by Career Pathways. The chart below shows the Illinois Pathways, Related Careers and National Credentials.

Industry	Illinois Pathways	Related Careers	Credentials
Healthcare	Health Science Therapeutics and Diagnostics Pathway	<ul style="list-style-type: none">• Certified Nurse Aide• Medical Assistant	These occupations require an Illinois license. National credentials include:

Industry	Illinois Pathways	Related Careers	Credentials
		<ul style="list-style-type: none"> Licensed Practical Nurse Registered Nurse 	<ul style="list-style-type: none"> National Health Career Association Clinical Medical Assistant (CCMA) American Nursing Credentialing Center Nurse Practitioner Certifications National Certification Corporation (NCC) Certifications for nurses, physicians, and other licensed health care professionals
Advanced Manufacturing	Manufacturing Product Pathway	<ul style="list-style-type: none"> Assemblers Precision Assemblers Team Assemblers Manufacturing Manufacturing Equipment Repair 	<p>National Credentials recognized by National Manufacturing Associations' Manufacturing Institute:</p> <ul style="list-style-type: none"> ACT Skills Certification System Manufacturing Skill Standards Council (MSSC) Certified Production Technician Manufacturing Skills Institute - Manufacturing Technician Certification National Institute for Metalworking (NIMS) Credential (series) American Welding Society (AWS) Certifications International Society of Automation (ISA) Certification Programs
Transportation	Transportation, Distribution and Logistics Transportation Operations	<ul style="list-style-type: none"> Truck Drivers, Heavy & Tractor Trailer 	<ul style="list-style-type: none"> Commercial Driver's License (CDL) National Commission for the Certification of Crane Operators (NCCCO) Certifications. National Center for Construction Education & Research (NCCER): <ul style="list-style-type: none"> Mobile Crane Operator Tower Crane Operator

1.B.2. Sector-Based Partnerships Existing in the Region

Sector-based partnerships exist in the region for Manufacturing and Healthcare. These partnerships play an integral role with ongoing planning and industry development. In addition to the industry-based organizations, Delta Regional Authority, State of Illinois Economic Development, regional and local economic development planning and development organizations, and Local Workforce Boards play an important and ongoing role with partnerships. K-12 to postsecondary educational organizations (i.e. P-K 12 ROEs and Education for Employment (EFE) Regions, Community College System, Southern Illinois University Carbondale, and individual public schools all have important roles with sector-and public-private partnerships. Employers for manufacturing and healthcare are involved in Incumbent Worker and On-the-Job Training.

1.B.3 Public-Private Partnerships to Support Sector Strategies

A variety of public-private partnerships will support sector strategies from planning through long-term implementation. The chart below identifies these partners.

Partner Categories	Partners	Description
High School Level Skills Training and Work-based Learning	Mt. Vernon Area Vocational Center ²⁸	Illinois State Board of Education approved Career and Technical Education Programs include.
	High School Program - Creating Entrepreneurial Opportunities (CEO) Programs	Offers students hands-on business experience and a chance to build their own start-up over the course of a year.
Adult Education	Adult Basic Education	Bridge Programs for manufacturing, health care, and transportation.
Postsecondary	Illinois Community College System	Degree and alternative credential credit and non-credit programs for careers in selected target industries and occupations.
Economic Development	Champion Community Investments (CCI)	CCI is a non-profit 501(c) (3) economic development organization with the primary goal of improving the quality of lives for residents of communities within Franklin, Jackson, Jefferson, Perry and Williamson Counties that make up its membership. It identifies a set of strategic goals including: infrastructure, education, economic development, housing, and public safety. This organization works with United States Department of Agriculture's Rural

²⁸ Mount Vernon CTE Program <http://www.mvths.org/vnews/display.v/SEC/CTE%20Program>

Partner Categories	Partners	Description
		Development and other federal, state, local, and private sector organizations.
	Stronger Economies Together (SET)	Enables communities and counties in rural America to work together in developing and implementing an economic development blueprint for their multi-county region that strategically builds on the current and emerging economic strengths of that region. Handles USDA Funded Activity facilitated by University of Illinois Extension.
	Economic Development Planning Regions within SEDR: (1) Greater Egypt Regional Planning, (2) Greater Wabash Regional Planning Commission, (3) Southeastern Illinois Regional Planning & Development Commission (SIRP&DC), (4) Southern Five Regional Planning District and Development Commission	Regional Planning Commissions carryout planning and development activities through the preparation of local and regional studies, analyses, plans, applications and reports; data compilation and analyses, identification of goals and projects; financial analysis and packaging assistance; evaluation of project feasibility, technical and management assistance for project implementation when appropriate; coordination with private sector needs; measurement of progress and evaluation, and reporting progress to the Commission units of government and the public.
	Jefferson County Development Corporation (JCDC)	The JCDC is a partnership of private industry, local and state government, local and state agencies, education, cultural entities and faith-based organizations, which provides a resourceful and flexible environment to meet ever changing demands and implement strategies to attract, maintain and develop business in our community. This organization is setup as a 501c3 with membership paid by businesses.
Sector-based partnerships	Illinois Manufacturing Excellence Center (IMEC) ²⁹	IMEC was established in 1996 to improve the productivity and

²⁹ Illinois Manufacturing Excellence Center (IMEC) <http://www.imec.org/>

Partner Categories	Partners	Description
		competitiveness of Illinois' small and mid-sized manufacturing firms.
	Illinois Area Health Education Network ³⁰	The overall goal of the Illinois AHEC Network is to improve health care for the underserved by increasing access to learning and professional development opportunities for health professionals, promoting health careers development to students, and enhancing collaborative, community-based health promotion activities.
	Southern Illinois Healthcare (SIH) ³¹	Southern Illinois Healthcare (SIH) is opening a simulation and learning lab in Carbondale that will provide distance learning and continuing education to health care students and industry professionals throughout the Southern Illinois region. The Southern Illinois Delta Regional Simulation and Learning Lab will serve as the necessary space for doctors, nurses, and health care educators to give local community college students hands-on and visual lessons as well as facilitate trainings for current health care professionals at local area hospitals and clinics.
Business and Industry Development	Illinois Small Business Development Center at SIU ³² , Southeastern Illinois College Rend Lake College	The Illinois Small Business Development Center (SBDC) at Southern Illinois University provides small business owners and entrepreneurs with the tools, guidance and support necessary to start, manage and grow successful and sustainable businesses.
	John A. Logan Community College Center for Business and Industry	The Center is devoted to training the unemployed, underemployed, and currently employed who need to upgrade workplace skills. Programs and Services: <ul style="list-style-type: none"> • Workforce Training, Special Programs and Short-Term Courses

³⁰ Illinois Health Education Network <http://ahec.rockford.uic.edu/>

³¹ Southern Illinois Healthcare (SIH) <http://www.sih.net/>

³² Illinois Small Business Development Center at SIU <http://sbdc.siu.edu/>

Partner Categories	Partners	Description
		<ul style="list-style-type: none"> • Customized training programs geared to specific business and industry needs. • Special needs projects or consulting services. • Identifying and developing educational programs needed for emerging occupations. • Planning and coordination of conferences, seminars, and workshops developed for area businesses, organizational groups, and governmental agencies dealing with work force topics or events. • Catering services through Chartwells.
	Shawnee Community College Center for Community and Economic Development	The Center for Economic Development houses a SBDC and Business and Industry Training Center. The Training Center provides workforce development training opportunities for business and industry. A variety of courses are available including computer and general office training, forklift certification, OSHA Safety Courses, Customer Service Training just to name a few or we can customize a program specifically to meet the needs of your business.
Local Workforce Areas and Boards	LWIA 25 / Southern Illinois Workforce Development Board	WIOA services for adults, dislocated workers, youth and employers.
	LWIA 26 / Southern 14 Local Workforce Board	WIOA services for adults, dislocated workers, youth and employers.

1.B.4. Neutral Conveners for Sector Partnership Success

Manufacturing partnerships are led by neutral conveners including: Illinois Manufacturing Excellence Center (IMEC), Illinois Manufacturing Association (IMA), and the SIU Research Park and Small Business Development Center.

Healthcare partnerships are led by conveners including: Illinois Area Health Education Network (IHEN), Healthy Delta Consortium, and Southern Illinois Healthcare (SIH).

To implement this plan, a Transportation sector-based leader will be sought to convene regional employers along with public partnerships. Several local trucking firms have been contacted in the

preparation of this plan and have expressed interest in participation. All of the neutral conveners were involved in the planning process and have committed to serving on newly established sector alliances partnerships led by Greater Egypt.

1.B.5. Matching Employer Needs to Existing Job Seeker Skills

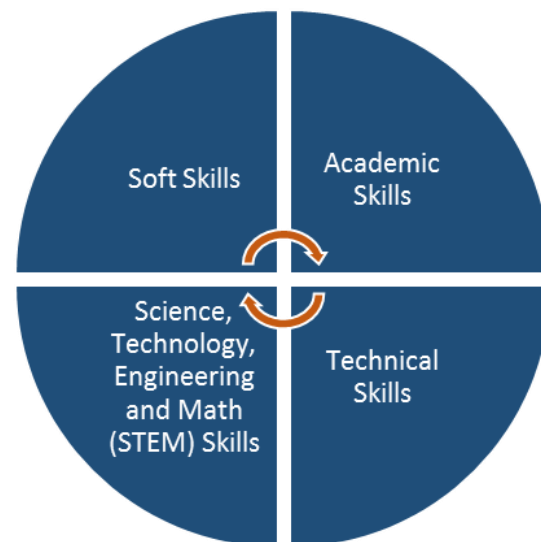
Industries in the region are facing the crucial challenge of recruiting and retaining talent with academic, technical, and soft skills. This presents both education and workforce systems with the opportunity to better meet talent supply needs. (ICCB, page 63)

Employers across industries have defined work-ready as having academic, technical and soft skills (e.g., work ethics) and there is a growing need for STEM (Science, Technology, Engineering and Math). Further, the target industries and occupations have credential and competency requirements and preferences. Based on employer feedback the region has formed a work group, including employers, to explore Work Keys. In addition, LWIA 25 recently received approval to begin the MSSC Production Control Technician. Working with both Rend Lake and John A. Logan Colleges, the implementation of MSSC will begin within the Southern Illinois Apprenticeship Plus Youth and the SP-NEG grants. A continuing need of smaller employers in the region is the need for one employee to be cross trained to fill CNC and welding/fabrication needs. While our strong community colleges offer separate certificates and degrees in one of the skill function areas, none of them presently offer a hybrid degree. A challenge to the community colleges exists with the small number of students who would be interested in a longer training program and the lack of a corresponding wage compensation upon completion. Discussions will continue to meet expressed employer needs.

This is an opportunity to work closely with existing and potential employers to identify their growth plans, forecasted and current job openings, preferred and required credentials and competencies, and work with workforce and educational programs to improve alignment to employer needs. The State of Illinois has modeled employer-based training after the US Chamber of Commerce's Talent Pipeline Management³³. This is a new demand-driven approach based on supply chain management. The Chamber has issued an implementation guide for closing the skills gap.

This employer-led initiative can be further developed and aligned with educational and training programs based on forecasted and current employer needs.

LWIA services include career development and training for in-demand occupations. The services and training opportunities include employer-based training. This type of training is customized to meet the needs of employers by increasing job skills of both incumbent and new hires. The LWIAs will prioritize building and sharing knowledge of employer needs to

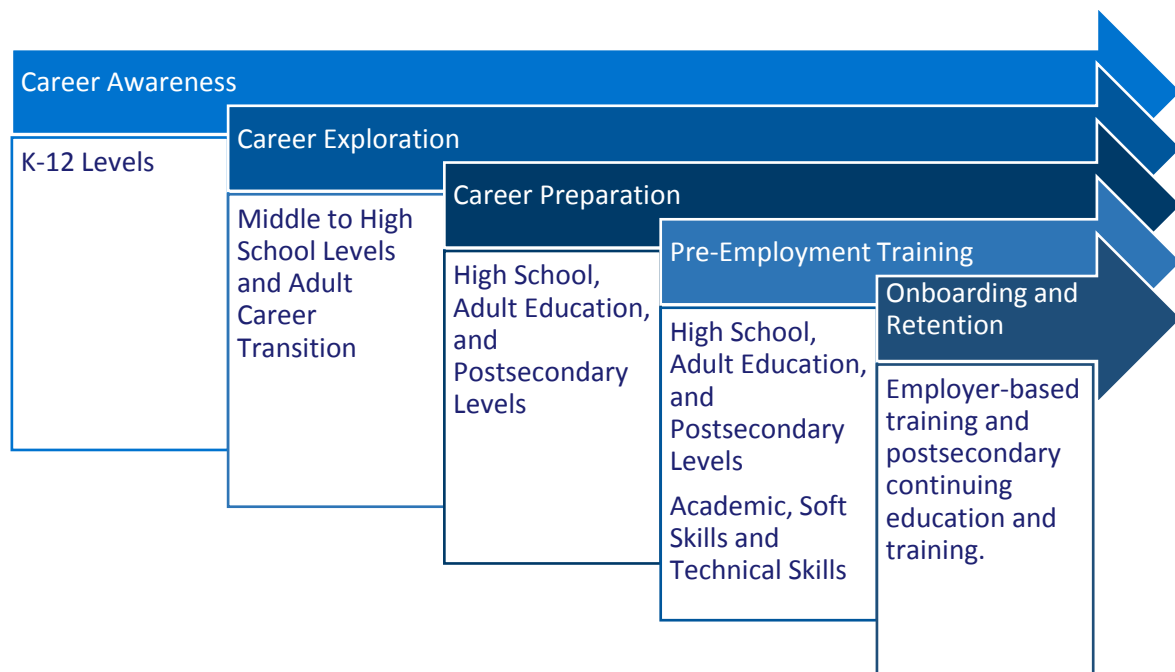


³³ U.S. Chamber of Commerce Foundation Talent Pipeline Management US Chamber of Commerce's Talent Pipeline Management <https://www.uschamberfoundation.org/talent-pipeline-management>

foster development of traditional and custom training programs for individuals and employers. Employer needs can also be met through assessment such as Work Keys for Applied Mathematics, Locating Information, and Reading for Information and the NOCTI 21st Century Skills for Reading, Mathematics and Workplace Skills.

Career development best practices identify the importance of beginning career awareness and skills with K-12 education. There is continued work with K-12 schools, in particular 8th grade to high school, to provide career awareness, exploration, and job skills and career pathways. Recruitment into industries including manufacturing and transportation needs to include awareness of school counselors and teachers that there are opportunities that require skill training and certification, not necessarily college degrees. A March 1, 2016 article, “Is the technical shortage becoming a catastrophe?”³⁴ in Fleet Owner Magazine identified Bureau of Labor Statistics indicates 67,000 new technicians and 75,000 new diesel engine specialists need to be added to the labor rolls by 2022 to keep up with demand and replace retiring workers.

Ongoing planning will include improved communications between employers and education and training providers to align programs to employer needs. Strategies include working across the P-20 education system and direct employer participation to improve job seeker skills that match to employer needs. The diagram below shows that implementing the range of strategies beginning with career awareness through job retention will bolster the range of skills individuals and employers need.



³⁴ Fleet Owner Magazine, Is the Technician Shortage Becoming a Catastrophe?, March 1, 2016.
<http://fleetowner.com/fleet-management/technician-shortage-becoming-catastrophe>

The chart below identifies regional strategies for matching job seekers to employer needs beginning with cross-cutting behaviors and attitudes and across the range of workforce development from Career Awareness through Onboarding and Retention.

Development Area	Strategies
Cross-cutting behaviors and attitudes are important factors with success beginning in PK-12 through job retention. Soft skills sometimes referred to as work ethics are behaviors and attitudes essential to success.	<ul style="list-style-type: none"> • Education through a soft skills program curriculum developed by the region can be made available to middle school through adults. • Standardized assessments including Work Keys and NOCTI 21st Century Skills can be made available to high school and adult education students including Bridge programs, and other adult remedial programs that include career preparation. • Nationally recognized credentialing programs (e.g. apprenticeships, certificates, certifications, licenses) often include requirements for behaviors that ensure public safety.
Career awareness builds knowledge and interest in industries and occupations beyond those familiar to community members. Building a workforce that is interested in emerging and in-demand career pathways begins with career awareness for students in elementary through high school levels.	<ul style="list-style-type: none"> • No-cost awareness tools are available to educators, parents, students, and workforce partners. Outreach begins with increasing awareness of those tools made available through the state's Illinois workNet® Web Portal System to the community. • Career profiles focused on the selected target industries and occupations can be developed in online multimedia and print formats to engage community members. • Manufacturing Awareness Campaign.
Career Exploration provides opportunities for youth and adults in career transition to be exposed to demand sector career opportunities.	<ul style="list-style-type: none"> • Work-based learning opportunities can be coordinated through public schools and program serving out-of-school youth including programs such as the area's C.E.O. program, coordinated tours of employer facilities, job shadowing, mentoring through in-person and online programs, and in-school/program visits both in-person and via live online streaming by workforce and industry experts. • No-cost career interest area assessments are available through Illinois workNet and the state's Career Information System.
Career Preparation builds on Career Awareness and includes hands-on opportunities to further examine career interest areas and to develop job-specific skills beginning in high school and continuing through adult career transition	<ul style="list-style-type: none"> • High School Career and Technical Education (CTE) programs introduce career preparation. These programs can be further aligned to meet regional employer needs and provide nationally recognized credentials. Alignment of competencies assessed for these programs need to be matched to employer needs. • Adult Education Bridge programs provide opportunities for career preparation for occupations using a career pathway approach within specific industries (e.g. health care, manufacturing, transportation, distribution and logistics,

Development Area	Strategies
	<p>and information technology) along with remedial education. This format keeps adults engaged and gets them prepared for jobs while building academic skills in reading, writing, and mathematics. Job technical skills, for example blue print reading, and in a manufacturing program provide skills employers want from job-ready candidates. Inclusion of nationally recognized credentials with these programs can improve placement outcomes and retention.</p> <ul style="list-style-type: none"> • STEM (Science, Technology, Engineer and Math) education is increasingly critical to career pathway planning in fields that are in high demand. Illinois Pathways provides a framework for sequencing STEM programs that include work-based learning and earning credentials. This framework is relevant to high school CTE, adult education, and postsecondary (e.g. Community College) programs. • Assessments including the Test of Adult Basic Education (TABE) and Work Keys identify academic skill gaps and insights for placement in appropriate preparation programs. • Maker Spaces are engaging community members throughout the U.S. by providing a modern and open setting and tools used across industries for use by programs and the public. For example, 3-D printers, simulation tools, and manufacturing equipment can be provided and supervised by experts from related industries. Creating an experimental Maker Space to engage the community can increase interest in Career Preparation through Pre-employment Training.
<p>Pre-employment Training builds on Career Preparation to build job-specific skills to develop competencies. U.S. Department of Labor (DOL) Industry Competency Models³⁵ use a building block structure to develop career lattices from basic (Tier 1) behaviors and attitudes to Management Competencies.</p>	<ul style="list-style-type: none"> • Community Colleges primarily offer short-term (credit and non-credit) and two-year Associate Degree pre-employment training programs. Further developing employer partnerships to ensure training programs are aligned to job competencies required and preferred by employers and attainment of credentials that are recognized nationally and preferred by the regions employers ensures the ongoing maintenance and provision of training programs. • Career Pathways and models such as the DOL Industry Competency Model; provide transparent information and educational and career planning tools. • Work-based learning opportunities for on-the-job training and internships are proven to be essential components of successful pre-employment training programs.

³⁵ United States Department of Labor Industry Competency Models
<http://www.careeronestop.org/CompetencyModel/>

Development Area	Strategies
	<ul style="list-style-type: none"> • Customized or class-sized training opportunities are important for programs that cannot be successful if constrained by traditional semester schedules. LWIA 25 has implemented successful pre-employment training programs such as Accelerated Training for Illinois Manufacturing (ATIM)³⁶ and currently the EPIC program³⁷, both structured to support an inflow of low income and sometimes low literacy individuals who need support, training, and foundational academic skills delivered in settings that accelerate time to employment onboarding. The models developed through ATIM
Onboarding and Retention builds on Pre-employment Training to provide approaches for ensuring successful employment onboarding and long-term job retention	<ul style="list-style-type: none"> ○ The Illinois Department of Commerce’s Illinois Talent Pipeline model for employer-based training provides options for supporting onboarding and retention through customized job skill training options that meet employer’s needs. This format also provides an opportunity to strengthen relationships with employers and the workforce system.

³⁶ Accelerated Training for Illinois Manufacturing <http://ilworknetmanufacturing.com/>

³⁷ State of Illinois EPIC <https://www2.illinoisworknet.com/partners/epic>

Chapter 2: Integration of Strategies and Services – Regional Component

This chapter describes the regional and cooperative service strategies.

2.A. Strategies Including Use of Cooperative Service Delivery

This section provides an analysis of workforce development activities, including education and training, in the region. The analysis includes the strengths and weaknesses of workforce development activities and capacity to provide the workforce development activities to address the education and skill needs of the workforce, including individuals with barriers to employment, and the employment needs of employers.

2.A.1 Evaluating the Existing Training Program's Ability to Provide a Skilled Workforce

Existing Training programs are in place with High School CTE, Adult Education Bridge and Community Colleges to prepare the workforce for the selected in-demand industries and occupations. Training programs identified to meet employer's needs by aligning to require competencies and credentials will be identified by the Local Workforce Boards for inclusion with the WIOA Approved Training Programs list on Illinois workNet.

The chart below identifies relevant community college programs within the selected target industries and occupations. High School CTE related programs include Health Science Technology and Technology and Engineering Education (Industrial). Postsecondary private-sector training providers can also be identified with the WIOA approved program list.

Program Area	Local Programs	Community Colleges
College ACT Testing Centers	Compass, Asset, Workkeys, Reading for Information, Applied, Mathematics, Locating Information, Teamwork, Applied Technology, Listening, Writing, Observation	<ul style="list-style-type: none"> ○ Frontier Community College ○ Mount Vernon High School ○ John A Logan Community College ○ Shawnee Community College ○ Southeastern Illinois College
Basic Computer Skills	Microsoft Office Specialist (Word/Excel) exam for certification	<ul style="list-style-type: none"> ○ Mt. Vernon Area Vocational Center for students attending: Mt. Vernon, Waltonville, Wayne City, Webber, and Woodlawn High Schools
Health Science	<ul style="list-style-type: none"> • Certified Nursing Assistant License • First Responder License • Basic Nursing and Health Occupations Dual Credit Program with Rend Lake College 	<ul style="list-style-type: none"> ○ Mt. Vernon Area Vocational Center for students attending: Mt. Vernon, Waltonville, Wayne City, Webber, and Woodlawn High Schools
	Adult Education Bridge Program	<ul style="list-style-type: none"> ○ Shawnee Community College
	Adult Education Healthcare Services Program	<ul style="list-style-type: none"> ○ John A. Logan Community College
	Health Information Technology (Associates Degree)	<ul style="list-style-type: none"> ○ John A. Logan Community College

Program Area	Local Programs	Community Colleges
	Medical Assisting/ Certified Medical Assistant (Associates Degree)	<ul style="list-style-type: none"> ○ Illinois Eastern Community Colleges, Lincoln Trail College ○ Rend Lake College ○
	Nursing Assistant (Certification)	<ul style="list-style-type: none"> ○ Illinois Eastern Community Colleges, Frontier Community College ○ Illinois Eastern Community Colleges, Lincoln Trail College ○ Illinois Eastern Community Colleges, Olney Central College ○ Illinois Eastern Community Colleges, Wabash Valley College ○ John A. Logan Community College ○ Rend Lake College ○ Shawnee Community College ○ Southeastern Illinois College
	Personal Care Aide/Home Health Aide (Certificate)	<ul style="list-style-type: none"> ● Rend Lake College
	Registered Nursing (Associates Degree)	<ul style="list-style-type: none"> ○ Illinois Eastern Community Colleges, Olney Central College ○ John A. Logan Community College ○ Rend Lake College ○ Shawnee Community College ○ Southeastern Illinois College
	<ul style="list-style-type: none"> ○ In-a-Box Body System Curriculum (aligned with CDC standards for elementary & middle school students; lesson plans for teachers. ○ Job Shadowing Scrub Exposure Tour for High School Students. ○ After-School Programs. ○ Health Career Fairs. ○ C.N.A. certification/recertification training. ○ Community Oriented Primary Care Support - COPC (16 week rural preceptorship for 4th year RMED students - clinical skill development in a rural setting and complete a community based project. 	<ul style="list-style-type: none"> ○ Southern Illinois Health Education Center Network (Jefferson County)

Program Area	Local Programs	Community Colleges
	<ul style="list-style-type: none"> ○ Rural/Urban Health Experiences (college and graduate/professional students in 1st/2nd yr. of health professional programs; 3-5 days, meet hospital CEO, three job shadowing experiences). ○ Community college-based health career clubs. ○ Rural/urban field placements. ○ Supervised field placements - behavioral health, community health and health disparities. ○ Health professions job placements & mentoring, faculty development, continuing education incl. distance-based education and training. ○ Supplemental training programs: NAO/CDC HPV Program, National Health Services Corp, Health disparities and cultural competency training, Community health initiatives, Affordable Care Act marketplace training, Veterans' mental health training for healthcare providers. 	
Manufacturing	<ul style="list-style-type: none"> ● Project Lead the Way Pre-Engineering (5 Credits) ● Manufacturing Dual Credit Program with Rend Lake Community College 	Mt. Vernon Area Vocational Center for students attending: Mt. Vernon, Waltonville, Wayne City, Webber, and Woodlawn High Schools
	Manufacturing Technology (Certificates and Associates Degree)	<ul style="list-style-type: none"> ○ Illinois Eastern Community Colleges, Wabash Valley College ○ John A. Logan Community College ○ Rend Lake College ○ Southern Illinois University Carbondale
	Certified Logistics Technician and Certified Logistics Associates (Certificates and Associates Degree). There are two	<ul style="list-style-type: none"> ● John A. Logan Community College ● Shawnee Community College

Program Area	Local Programs	Community Colleges
	certificates; both are through the Manufacturing Skills Standard Council (MSSC).	
	Certified Production Technician Occupational Certificate (Manufacturing Skill Standards Council (MSSC)	<ul style="list-style-type: none"> ○ Rend Lake College
	Welding Technology (Certificates and Associates Degree)	<ul style="list-style-type: none"> ○ Illinois Eastern Community Colleges, Frontier Community College ○ Illinois Eastern Community Colleges, Olney Central College ○ John A. Logan Community College ○ Rend Lake College ○ Shawnee Community College ○ Southeastern Illinois College
Transportation	Automotive	<ul style="list-style-type: none"> ○ Vocational Specialty Classes for students attending: Mt. Vernon, Waltonville, Wayne City, Webber, and Woodlawn High Schools
	Truck Driver Training (Certificate)	<ul style="list-style-type: none"> ○ Illinois Eastern Community Colleges, Wabash Valley College ○ Rend Lake College ○ Shawnee Community College ○ Southeastern Illinois College
	Heavy Equipment Operations (Course)	<ul style="list-style-type: none"> ○ Southeastern Illinois College
	Diesel Technology (Certificate and Associate Degree)	<ul style="list-style-type: none"> ○ Illinois Eastern Community Colleges, Wabash Valley College ○ Rend Lake College ○ Shawnee Community College ○ Southeastern Illinois College
	Certified Logistics Technician and Certified Logistics Associates (Certificates and Associates Degree). There are two certificates; both are through the Manufacturing Skills Standard Council (MSSC).	<ul style="list-style-type: none"> ○ John A. Logan Community College ○ Shawnee Community College

Employers continue to see a disconnect between education and workplace needs. However, this is not a one-sided issue. Employers recognize they need to interact more with students before exit and with education and training professionals to better communicate job requirements and to better understand what is being taught in the classroom. Also, employers should provide work-based learning opportunities to foster career exploration. Career preparation including job shadowing, hosting workplace visits, and other opportunities should be offered prior to a student's

graduation. The same elements should also be extended to adults attempting to enter the workforce.

Similarly, the education and workforce systems need to increase outreach to employers, through a collaborative and coordinated effort. For example, many employers who are hiring in the manufacturing sector report that they need employees who possess stronger math, science, and technical skills. Education professionals need to work in concert with manufacturing employers to develop specific coursework to address these skill set deficiencies and assess required competencies. Training programs need to be flexible to easily adapt to today's ever evolving and changing technologies and provide opportunities to accelerate time to completion through programs that are not tied to semester start and end dates. Flexible training schedules are a challenge, in particular with budget cuts and state budget constraints.

Employers in all sectors have noted that employees seem to lack some of the basic "soft skills" that are needed to succeed in the workplace. Some of the work readiness soft skills that employers often note as being under developed in the workforce are communication, absenteeism, and teamwork. Education professionals and employers in the region continue to work together to choose the most appropriate tool for enhancing "soft skills." A good example of employer driven solutions exists in the World Class Workforce work ethic training developed by the Jefferson County Development Corporation (JCDC) with local Human Resource directors. The training is available online at https://lms.latitudelearning.com/home/asp_main.aspx?sCode=WORLDCLASS. Employers and education professionals will work together to further develop a "soft skills" training that can be leveraged across high schools and community colleges to prepare individuals entering the local workforce. (ICCB report pages 57-60). Existing programs that provide evidence of skills includes the Illinois workNet NOCTI 21st Century Skills Assessment and Certificate. This is available to all LWIAs and partners at no cost.

2.A.2 Existing Services Strategies for Educational and Training

Existing program models need to be expanded to meet the needs of individuals and employers that are structured to be flexible around how people live, work and learn, and to support acceleration from training to work. LWIA 25 has experience with implementing successful employer-based and accelerated models for adult and postsecondary education. These programs offer individuals and employers opportunities whether they enter training with low skills or high-levels of academic, technical and soft skills.

When looking at educational service delivery, the focus has been primarily on those programs that could help to fill the demand in the target sectors. Within the manufacturing sector, many regional community colleges provide Integrated Career and Academic Preparation System (ICAPS) or Adult Education Bridge Programs to help individuals prepare for entry level industrial positions. Bridge programs prepare adult students with limited academic skills to enter and succeed in credit-bearing postsecondary education and training leading to career-path employment in high-demand, middle-, and high-skilled occupations. The goal of the bridge program is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in postsecondary education and career-path employment. These programs can be expanded to include more opportunities with a variety of employers in the region.

In 2010 Shawnee Community College (SCC) worked with a group of healthcare employers in the region to develop a curriculum for Bridge to Healthcare in partnership with Southern Illinois

Professional Development Center (SIPDC) at SIU Edwardsville and with input from an advisory council. Guest speakers and job shadowing opportunities were provided through the advisory council members representing region-wide healthcare opportunities for students. The chart below shows the representation.

- Alicia Hinkle, DON , Day Star Care Center
- Carol Belt, Program Director, Shawnee College Nursing Dept.
- Cheryl Manus, RN/DON, Southern Seven Health Dept.
- David Griggs, Rehab. Director, Choate Mental Health Center
- Debi Spomer, Director, Regional Vocational System
- Doris Martin, Shawnee Development Council
- Ginger McBride, AHS Coordinator, SCC
- James Darden, Dean of Adult Education, SCC
- Janet Barrett, RN/DON, Massac Memorial Hospital
- Jeanette Hook, RN/DON, Union County Hospital
- Jeff Quint, Administrator, River to River Assisted Living
- Jennifer Hall, RN/DON, Anna Veterans Home and Rehab
- Julia Thrower, Coordinator, SCC
- Kathy Rushing, Director, Dept. of Human Services Massac County
- Leslie Weldon, Career Services, SCC
- Marsha Fair, Director, Dept. of Human Services Alexander and Pulaski County
- Millie Wilson, RN/DON, Southgate Nursing Home
- Norma Spurlock, RN/DON, Jonesboro Health Care Center
- Pam O'Connor, GED Coordinator, SCC
- Shelly Pearman, RN/DON, City Care of Cobden
- Teresa Wilburn, DON ,Delta Center
- Tony Kissear, RN/DON, City Care of Anna

Training programs within the healthcare sector also include Bridge and ICAP offerings. For example at John A. Logan Community College, students have the opportunity to participate in a Healthcare Bridge program. This program offers GED coursework in conjunction with classes that introduce students to training and employment opportunities in the healthcare profession. Students are offered special assistance in transitioning directly from the Bridge program to either a certificate or degree program in the healthcare sector.

A new Certified Nursing Assistant part-time training program has been developed as part of a Talent Pipeline Grant in Workforce Area #25 and offers another example of a successful program model. This training program offers individuals the ability to complete Nurse Aide Training through completing coursework on a part-time schedule. Traditionally, Certified Nurse Aide coursework at area community colleges has been structured to require individuals to complete courses by enrolling as a full-time student. This coursework structure makes it difficult for individuals who are currently working, to complete the certificate program. While the part-time program format is only being offered to a limited group at this time, it is worthwhile going forward to examine expanding training programs that offer flexible and part-time schedules. The Talent pipeline grant also created CNA instructor capacity. Talent development also requires understanding of current constraints within the training pipeline. Two newly certified CNA instructors have allowed additional part time CNA courses.

The Certified Production Technician ICAPs program is currently offered at Rend Lake College. This training is intended to assist individuals in finding higher wage jobs, help incumbent workers increase their skills, and help employers ensure their workforce increases the company's productivity and competitiveness. While this program is still its infancy, employers and educators should engage with each other to determine what the early "wins" are from this program and discuss what improvements should be made to better meet the needs of local employers. Additionally, students should be interviewed to gain an understanding of what they felt are the most beneficial aspects of the program. Once this information is gathered, replication of this program may be beneficial to other community colleges in the region.

While it is not a training program that addresses a particular industry or sector, the C.E.O. (Creating Entrepreneurial Opportunities) program has been created to help spark an entrepreneurial interest in our high school population. Our region continues to see a large decline in youth population (ages 18-24) and many of our "best and brightest" migrate out of the area and state to seek what they perceive to be are better employment opportunities. C.E.O. connects youth with influential business leaders in their community and provides insight into the opportunities that are available in their area. The goal and promise of the program is to keep or bring back high potential young adults to the region after they graduate college. While this program currently serves a very small population, it is targeted at the target group currently causing the "brain drain" in the region. Its reach could be expanded to include many more counties within the region and early adopters are willing to mentor new programs.

As the workforce demand for individuals with technical skills increases, there has been a call throughout the region to examine expanding career and technical education in area high schools. While budget reductions throughout the region may make expanding these program offerings difficult, K-12 education leaders should collaborate to see where they may be able to combine and leverage resources to best serve the area's students.

Many counties within the region have a high percentage of unemployed youth. Part of the cause may be the fact that many of our youth population still believe that a college degree is the only way to achieve a pathway to good paying, "middle class" jobs. Expanding how educators talk to students about the different career pathways to success is needed. Talking to students early about the options that are available to them is one key to matching them to the right training opportunities upon graduation. Regional alternative schools foster career exploration including but not limited to facility tours and work-based learning opportunities. Alternative schools remain an important option in our region for high school completion.

Incumbent Worker Training (IWT) using the Illinois Talent Pipeline model has been beneficial to employers and their workers. This employer-based training helps businesses remain competitive while providing occupational skills to new and existing workers. Examples of this employer-based training model include partnerships with Southern 14 Workforce Board, Shawnee Development Council, Shawnee Community College and employers. These training partnerships help businesses develop the skilled workers they need to continue to develop their business in the SEDR. Below are some examples:

Dyno Nobel, explosives and blasting services in Wolf Creek. Dyno Noble manufactures explosives and with the decline in the coal industry they experienced some decline in sales and wanted to take a proactive approach to the problem. We contracted with Thomas Velasco, PhD, CSSBB, CQE to

provide Six-Sigma Green Belt Training. Key management staff were given tools for lean manufacturing techniques designed to make operations efficient thus saving time and ultimately reducing cost and increasing profits. Participants gained portable national recognized credentials that will make them more marketable as they advance in their careers.

Shawnee Professional Services, a regional surveying company in Vienna. With the advances in technology, the surveying industry is rapidly expanding to require advanced training in computer aided technology. With this grant training was provided to eight existing employees who gained the knowledge and skills necessary to retain employment as well as advance in their field thus making the employer more marketable and reducing the need for the typical seasonal layoffs.

River to River Residential Corp. located in Ullin. Currently, the facility employees non-certified aids and are experiencing budget shortfalls. The plan is to provide the existing 20 aids with the training to be certified in their field and a pathway to further career development for those seeking to advance. Also in past the facility has not hired Registered Nursing staff so within this plan is an option for on-the-job training opportunities for two or three of our WIOA participants.

Experience garnered by LWIA 25 & 26 from successful programs funded by National Emergency Grants for training the long-term unemployed individuals also provides training formats with promising ROI. In LWIA 25, participants, over a 26-week period, were trained in a variety of in-demand occupations with most of those individuals participating in some paid work-based learning as well as traditional class room training. The paid work experience for Individuals with large gaps in employment was found to be an invaluable tool to their success. This extra training not only provided funds and real-world experience, it provided a reference and a letter of recommendation. As an added bonus quite a few retained the employment with the training employer.

2.A.3 Strategies Selected for Educational and Training Needs Based on Promising ROI

The chart below identifies the strategies and objectives for developing the target in-demand industries and talent pipeline. The Greater Egypt Sector-based Partnership (GESBP) will be formed to further develop and implement these strategies.

Strategies	Sector Objectives
Developing the Talent Pipeline	Working with employers to discover all their business needs. While Title 1B may be able to fund only training, it is imperative our “system” include conversations about other business needs.
	Evaluating workforce needs including the credentials and competencies required by employers. For example, evaluate the workforce needs of local manufacturers and determine how career and technical education can help meet those needs.
	Working with a broad range of public-private partnerships to plan and implement employer-led talent pipeline training programs.
	Advancing the workforce through state-of-the-art training. For example, the Southern Illinois Delta Regional Sim Lab. (DRA, page 36).
	Building education and career pathways including work-based learning ranging from job shadowing to internships to formal apprenticeships with

Strategies	Sector Objectives
	programs that provide recognized credentials (i.e., certifications, certificates, degrees, and badges) aligned to regional employer needs and economic development plans.
Promoting Opportunities	<p>Promoting opportunities across the industries and occupation areas. For example, opportunities in the transportation distribution and logistics industry can be promoted to make local business and government leaders aware of the recently published Greater Egypt Regional Freight Study (Greater Egypt CEDS, page 43).</p> <p>Developing career awareness will include middle to high school age students through school partnerships and older workers through partnership with LWIs.</p>
Coordinating Partners	Creating opportunities for Sector Alliances where sector partners meet (whether in-person or via technology) to discuss all relevant issues to their industry.
	Coordinating multi-partner, industry sector partnerships focused on delivering value and results.
	Providing public-sector partners with a better understanding of employer needs and expectations.
Mapping Resources	Mapping a diverse pool of resources for employers.
Developing Sustainable Funding	<p>Developing sustainable and potential funding ideas and plans for program improvements. For example, funding for teacher externship programs to help develop relationships with employers and increase knowledge of industry and skill needs.</p> <p>Providing value-added in the private-public partnership so private entities are willing to bring private resources to our collaborative work.</p> <p>Continuing partnerships for grant opportunities outside the traditional WIOA/U.S. Department of Labor funding stream.</p>

The Greater Egypt Sector Based Partnership (GESBP) will support the implementation of the emerging sector-based strategies in the five county Greater Egypt Regional Planning and Development Commission, Southern Illinois Workforce Development Board, and Champion Community Investments region. The strategic alignment of leaders from the public workforce, economic development, and capital investment programs with private sector business leaders will ensure a cohesive approach to implementing plans. The proposed leadership structure includes twelve members, two members from each of the Executive Committees of: Greater Egypt, Southern Illinois Workforce Board, and Champion Community Investments (CCI). Two Industry Representatives each from:

- **Healthcare**
- **Transportation and Logistics**
- **Manufacturing**

Staff support would come from Greater Egypt, LWIA 25, and CCI for the implementation of these efforts. Potential scope of work items for the partnership includes:

- Assessing target industry businesses to determine what value-added objectives could be pursued.
- Convening employers to better understand skill set gaps and identify non-traditional, accelerated training opportunities in order to fill the pipeline gaps existing in the region.
- Hosting an interactive Freight Moving Conference to educate on FAST Act policy implications, State Department of Transportation priorities, and to identify local challenges and opportunities to improve the movement of freight through the region.
- Creating a regional marketing strategy for the attraction of businesses, workers, and consumers. This plan may include, but is not limited to, industrial and commercial sites, the tourism industry, logistical advantages, incentive programs, the retirement industry, population attraction and quality of life and place.

While the Sector Partnership will begin with only a 5 county scope, it will quickly encourage the participation of the other counties in EDR 8.

2.A.4 Service Delivery Strategies to be Curtailed or Eliminated Based on Minimal ROI

Due to limited resources and state budget reductions, service delivery strategies have to be carefully selected and designed. At this time, tourism and hospitality sector jobs do not bring full-time work or family-sustaining jobs. After many discussions, it has been decided to suspend LWIA-funded training in this area. This decision could change if a large destination resort changes the need and pay structure for this sector.

2.A.5 Supporting State Strategies and Goals

The State of Illinois Workforce Innovation and Opportunity Act Unified State Plan for Program Year 2016- 2020³⁸. Chapter 7 of the State Unified Plan identifies the strategies for core program alignment. SEDR will take steps to support these state strategies.

State Strategies	SEDR Steps
Strategy 1: Coordinate Demand-Driven Strategic Planning at the State and Regional Levels	<p>SEDR will coordinate regional strategic planning and utilize strategic indicators for regional:</p> <ul style="list-style-type: none"> • Using regional measures of overall economic growth and advancement. • Using key strategic drivers addressed in education, workforce and economic development initiatives and programs such as business growth in key competitive sectors and quality of the workforce. • Carrying out the state definition of the WIOA planning regions. • Implementing an integrated planning process that aligns leading planning practices and tools in economic and

³⁸ The State of Illinois Workforce Innovation and Opportunity Act Unified State Plan for Program Year 2016- 2020 <https://www2.illinoisworknet.com/wioastateplan>

State Strategies	SEDR Steps
	<p>workforce development and education planning. This planning process includes the integration of economic cluster, industry sector and career cluster analyses in ways that can support employer-driven regional sector partnerships. The process will address in-demand industries and occupations and align and integrate existing education and workforce resources through career pathway solutions. The new sector alliances as promoted by the regional planning commission are the perfect solution.</p> <ul style="list-style-type: none"> • Supporting career advancement, including to targeted populations facing barriers to employment. • Using integrated planning tools provided by the state.
Strategy 2: Support Employer-Driven Regional Sector Initiatives	<ul style="list-style-type: none"> • Following the statewide guide for business and industry associations to work with education, workforce and economic development in establishing and managing these partnerships to achieve and promote economic growth and economic advancement. • Planning aligned to in-demand occupations and career pathway strategies. • Using methods and tools to benchmark existing partnerships and to evaluate success of partnerships. • Using WIOA and other economic measures related to economic goals and advancement. • Aligning and integrating business services with those offered by state agency Core Partners. • Building off employer-driven sector initiatives identified by the state including how to leverage rapid response and layoff aversion for business retention.
Strategy 3: Provide Career Pathways for Economic Advancement	<ul style="list-style-type: none"> • Promoting opportunities that can lead to career and economic advancement in critical and in-demand industries and occupations for students and workers, including those facing multiple barriers to employment. • Identifying credentials for student pathways that are industry recognized and stackable so that participants are able to advance into better jobs in their chosen industry and occupation. • Following state policies for existing career pathway policies and promoting their implementation across all education and workforce programs and funding streams. • Developing regional sector partnerships that use leading and proven practices in promoting career pathways including improved career services. • Building off of LWIA 25 successes with innovative pilot programs like the Accelerated Training in Manufacturing that integrates work-based and classroom training, programs of study leading to industry-recognized credentials and improves employment and earnings.

State Strategies	SEDR Steps
	<ul style="list-style-type: none"> • Following leading practices for supportive services targeted to populations facing barriers to employment, including individuals with disabilities as well as those who are low-skilled and have low literacy levels. Current work through the Disability Employment Initiative (DEI) grant includes implementing strategic approaches for exemplary employment services to individuals with disabilities in the public workforce system; and supporting extensive partnerships, collaboration and service coordination across multiple workforce, services and disability systems. DEI serves adults 18-64. In addition, partnerships include integrating financial literacy and integrated resource teams to implement a broader range of services. DEI, Illinois vision is to improve employer access to skilled workers with disabilities. Employer Network-Man-Tra-Con is a recognized Employer Network through SSA to provide quality job search and Training services through the Ticket to Work program. • Customizing career pathways based on employer-driven talent solutions within different sectors that best leverage existing education and workforce successes and work best with the targeted populations. Examples exist throughout the region.
Strategy 4: Coordinate and Enhance Career Services and Case Management	<ul style="list-style-type: none"> • Integrating the delivery of enhanced career services resulting in individualized plans addressing how to reach career goals based on career and skill assessments and identified barriers requiring support services. Decisions on an industry-based credentialing program will occur within the first quarter. • Coordinating case management services based on state policies and plan • Following career services and case management guides and participating with training institutions to create new delivery mechanisms when necessary. • Using integrated case management systems across applicable core programs that allow data sharing between multiple service providers and programs. A regional technology platform will be implemented in the first quarter. • Evaluating the effectiveness of the delivery of enhanced case management based on internal and external client satisfaction and the performance management systems that monitor and report the delivery of enhanced career services.
Strategy 5: Expand Employer and Job Seeker Access to Labor Market Information	<ul style="list-style-type: none"> • Connecting individuals, employers and partners to Labor Market Information and career guidance and the necessary training of staff in thus use and value of LMI. • Supporting employers in establishing and managing regional sector partnerships using employer talent pipeline management tools and resources while using business terminology not program verbiage. • Determining WIOA approved training programs based on in-demand occupations and employer input.

State Strategies	SEDR Steps
	<ul style="list-style-type: none"> • Participating with reviews of the labor market system for effectiveness in serving employers and job seekers.
Strategy 6: Improve Public-Private Data Infrastructure	<ul style="list-style-type: none"> • Using the enhanced Labor Market Information System after training in its use. • Using successful approaches to implement employer-led talent pipeline management. • Implementing the vision, principles, goals and strategies of the Unified Plan to improve the competitive position of the state's economy and elevate the region's workforce with the education and skills matched to the evolving needs of our businesses will ensure Illinois is prepared to take advantage of every market opportunity and remain a world-class leader.

2.A.6 Formal and Informal Cooperative Procedures

Section 2.B.2 provides the cooperative procedures established to coordinate supportive services. Additionally, the LWIA 25 and 26 Memorandum's of Understanding (MOU) identify formal procedures.

2.B Regional Coordination of Transportation and Other Supportive Services

This section describes how transportation and other supportive services are coordinated within the region.

2.B.1 Regional Organizations Currently Providing Supportive Services

Regional organizations provide the low income assistance, health care, and transportation services in the chart below.

Type	Regional Organizations	Area	Description
Health Care	Centerstone	Serves Franklin, Jackson, Jersey, Madison and Williamson Counties.	Centerstone is one of the largest behavioral health care providers Illinois, with more than 50 years of experience serving children, youth, adults and families. Services include skilled counseling, psychiatric and medical services, substance abuse treatment, and services for adults with developmental disabilities.
Health Care	Christopher Rural Health Planning Corporation	Clay, Franklin, Edwards, Gallatin, Hamilton, Jefferson, Perry, Saline, Wayne, White, and Williamson	This is a Federally Qualified Health Center (FQHC). The Corporation's clinical sites provide comprehensive primary health care to include health maintenance and prevention, acute/episodic care, and case management of chronic health conditions to all life cycles. Nutritional, obstetrical and gynecological care, preventive and restorative dental services are also provided. Specialty care and outreach services are coordinated with other entities for education and screening for various health related issues.

Type	Regional Organizations	Area	Description
Health Care	Community Health and Emergency Services (CHESI)	Alexander, Jackson, Hardin, Pope, Pulaski, Saline and White	This is a Federally Qualified Health Center (FQHC). Offers Primary Care, Ancillary, Specialty, and Dental Services, hospital referrals, and preventative healthcare.
Health Care	Egyptian Public and Mental Health Department	Serves Saline, Gallatin and White Counties.	The Egyptian Health Department was founded in 1952 as a Public Health Department. A full complement of Mental Health services was added in 1972 changing the name to the Egyptian Public and Mental Health Department. Egyptian Health Department is governed by a Board of Health.
Health care	Healthy Southern Illinois Delta Network (HSIDN)	Serves Alexander, Franklin, Gallatin, Hardin, Jackson, Johnson, Massac, Perry, Pope, Pulaski, Randolph, Union, Saline, White and Williamson counties	<p>The Healthy Southern Illinois Delta Network (HSIDN) is a grassroots effort established to build consensus around the health needs of residents in southernmost Illinois.</p> <p>The Network brings together local health departments, area health centers, hospitals and others interested in improving the health of their communities. Members work together to support healthy communities in the lower fifteen counties in Illinois.</p> <p>HSIDN members include Southern Illinois Healthcare, the Center for Rural Health and Social Service Development and the areas six health departments covering a fifteen county region. Regional efforts are coordinated by the steering committee and implemented at the local level through healthy community coalitions. Coalition members and action teams engage their own communities to conduct activities and advance the overall mission of the HSIDN.</p>
Health Care	Shawnee Health Services	Southern Illinois	This is a Federally Qualified Health Center (FQHC). The fundamental mission of Shawnee Health Service is to improve the health and welfare of southern Illinois and southwest Indiana residents through the promotion, development and administration of quality, comprehensive health and social services, while efficiently utilizing limited resources. This will include assessing and serving the needs of the underserved/vulnerable populations and designing programs and services which are culturally and linguistically appropriate.

Type	Regional Organizations	Area	Description
Health Care	Southern 7 Health Department & Head Start	Alexander, Hardin, Johnson, Massac, Pope, Pulaski, and Union Counties	Currently, there are 7 Public Health Clinics (one per county), 13 Head Start Centers, 1 Administrative Office on Shawnee College Rustic Campus and there are over 200 employees. Funding sources include local taxes, State of Illinois and federal government. Fees for services also provide revenue. These fees also include Medicare and Medicaid.
Low Income	Caritas Family Solutions	Serves all Region 8 counties	Helping families and individuals overcome challenging obstacles so they can achieve healthy family structures and self-sufficiency. Provides adoption, counseling, foster care and therapy.
Low Income Assistance	Child Care Resource and Referral (CCR&R)	Based at John A. Logan Community College – serves the lower 15 Region 8 counties of Illinois.	Community-based CCR&R works to increase the availability, quality, and affordability of child care in the area served, by undertaking such initiatives as documenting service gaps, conducting market surveys, recruiting new child care program operators, providing technical assistance with program start-up, building collaborations with providers and others to create or improve care, linking providers to training, offering training programs, supporting child care professional associations, encouraging accreditation, establishing equipment lending libraries, managing public and private child care subsidy programs, leveraging additional resources to help pay for care, presenting data on the true cost of care, and more.
Low Income Assistance	Crosswalk Community Action Agency Crosswalk (CAA)	Serves Franklin, Jackson, Jefferson, and Williamson Counties.	CCA administers a variety of programs which assist low-income and disadvantaged individuals and families. The intent is to provide services that promote and improve the level of self-sufficiency, while at the same time, addressing day to day needs.
Low Income Assistance	Shawnee Development Council	Serves Alexander, Hardin, Johnson, Massac, Pope, Pulaski, and Union counties.	The mission of Shawnee Development Council, Inc. is to enable individuals, families, and communities to determine their needs and obtain the resources required to accomplish their goals of self-sufficiency and a better quality of life.

Type	Regional Organizations	Area	Description
Low Income Assistance	Wabash Area Development, Inc. (WADI)	Serves Edwards, Gallatin, Hamilton, Saline, Wabash, Wayne and White counties	<p>Supporting the working poor through Head Start, Early Head Start, literacy programs, rental subsidies, job search assistance, small business development loan program, Dislocated Worker Program, budget counseling, public internet access.</p> <ul style="list-style-type: none"> Supporting the poor facing crisis through Homeless and homeless prevention programs, emergency food pantries, energy crisis assistance, emergency clothing Sustaining and honoring the elderly through Senior nutrition centers, home delivered meals, medical transportation, telephone reassurance, circuit breaker and Medicare prescription information Strengthening the whole family through Comprehensive Family Development, nutrition education, parenting education, assistance completing food stamp and Medicaid applications, weatherization assistance, energy assistance, rental assistance and home ownership programs Strengthening the whole community through Economic development and support for new business ventures, increase value of local housing stock through housing rehabilitation and weatherization, support for groups working on neighborhood improvements, support for dialogue and planning among all sectors of the community
Low Income Assistance	Western Egyptian	Serves Jackson, Monroe, Perry, and Randolph Counties	Western Egyptian provides a range of services and activities which utilize all available resources to deal with problems of the low income and disadvantaged residents including energy assistance, weatherization, head start and housing.
Transportation	Rides Mass Transit District (RMTD)	Serves 18 area counties	The mission of RMTD is to provide affordable, safe and accessible public transportation for all residents of the communities served by promoting independence, self-sufficiency and economic opportunity.
Transportation	Jackson County Mass Transit (JCMTD)	Based in Carbondale and provide transportation to all Jackson County residents.	Provide transportation to all county residents. JCMTD is a public mass transportation system that strives to provide safe, efficient and affordable transportation to the general public, including elderly and the disabled, on a demand-response basis and deviated fixed route (Bus Stop) service.

Type	Regional Organizations	Area	Description
Transportation	South Central Mass Transit (SCMT)	Serves Marion, Jefferson, Clinton, Franklin, and Perry Counties.	Committed to enhancing economic development and quality of life through affordable, accessible transportation services. Our SCT team pledges to provide courteous service to our customers and aggressively meet the changing needs of our region. Provides transportation to Public Transit to Continental Tire, Walgreens Distribution, Magnum Steel Works, National Railway, and other employers.
Transportation	Shawnee Mass Transit (SMT)	Serves Alexander, Johnson, Massac, Pulaski and Union Counties.	Shawnee MTD's mission is to provide safe, affordable and effective transportation to all the citizens of our five-county district, with emphasis on service to seniors, the disabled and the economically disadvantaged.
Program Coordination	Southern Illinois Collegiate Common Market (SICCM)	The geographic area of the five participating community college districts covers all or part of eighteen (18) counties.	SICCM was organized to provide a means of sharing human and material resources in higher education to fast-growing institutions within the consortium. The members of the organization are John A. Logan Community College at Carterville, Kaskaskia College at Centralia, Rend Lake College at Ina, Shawnee Community College at Ullin, Southeastern Illinois College at Harrisburg, Southern Illinois University Carbondale, and Southern Illinois University Edwardsville. Other programs and projects include: telecommunications /distance learning, welfare-to-work, nursing, allied health, economic development, research, articulation, faculty development and sharing, curriculum development, public services, labor-management cooperation, leadership and core values, and other aspects of serving higher education and community needs. Also administers the Senior Aides Program – Senior Community Service Employment Program.

2.B.2 Policies and Procedures to Promote Coordination of Supportive Services

The Southern Illinois Metropolitan Planning Organization (SIMPO) has been created to perform and carry out a continuing, cooperative and comprehensive transportation planning process for the Carbondale Urbanized Area in accordance with applicable federal laws, policies and procedures, and with the cooperation and assistance of its members and the U.S. Department of Transportation. Unless otherwise specified by the subsequent amendments to MAP-21, the duties of SIMPO shall include:

1. Providing a forum for cooperative transportation planning and decision-making, and establishing a public involvement process that ensures opportunities for early and continuing involvement of local governmental units, transit operators, and the general public in the review and evaluation of all transportation plans and programs.

2. Formulating, approving, and periodically updating a multi-modal transportation plan for the metropolitan area which shall conform to all applicable federal requirements and schedules to make more efficient use of existing and proposed transportation systems.
3. Formulating and annually approving the Transportation Improvement Program ("TIP") for the metropolitan planning area, which shall cover a period of not less than three (3) years consistent with the transportation plan.
4. Complying with all applicable federal, State, and local laws, policies, and federal requirements regarding transportation planning and programming.
5. Formulating and annually approving a transportation planning work program which shall identify all transportation-related planning activities funded with State and federal financial aids and technical assistance, including transit planning and programming, in accordance with the provisions of this Agreement.
6. Other planning and project development activities necessary to address transportation issues in the metropolitan planning area.

The work of SIMPO will be guided by the Policy Committee, which shall have final authority over all matters within the jurisdiction of SIMPO. A Technical Committee will be established for the purpose of providing technical advice and recommendations to the Policy Committee and conducting or overseeing the technical planning functions and duties of SIMPO. An Advisory Committee will be formed and will include non-voting members from federal and State transportation agencies and other interest groups, and shall be established for the purpose of providing technical assistance, as needed, to the Technical and Policy Committees on all transportation and related issues. For administrative purposes, Greater Egypt Regional Planning and Development Commission shall serve as the local Lead Agency.

Quarterly Interagency Meetings including approximately 25 agencies supporting populations with barriers are being held as a method to better integrate services between professionals serving populations with challenges.

A newly formed Youth Community group has convened to discuss shared challenges and solutions. The goal is to create a coordinated effort for youth engagement and service. Plans have begun for a Youth Forum to be held in the fall of 2017.

2.C.Coordination of Regional Economic Development Services and Providers.

Input for the SEDR Plan was provided by regional economic development organizations listed in the chart below. These organizations helped to identify regional assets and sector partnerships that are already in place. They also participated with analysis of the Labor Market Information and other data to determine the selected demand industries and occupations. The Comprehensive Development Strategy (CEDS) data provided by many of the regional economic planning and development organizations helped to provide an overall roadmap of the economic strengths and weaknesses in the region. As a result, the input provided by economic development organizations and businesses was incorporated into this plan. Businesses participated by reviewing data, and by identifying competencies, and credentials they prefer. They also provided input on preferred training programs.

The chart below identifies the economic development and business member organizations actively engaged in regional planning. No organizations that were invited to participate in the planning process declined. In some cases, the organizations agreed to edit the Regional Plan individually, however, most participated in the RPLT8 meetings and attended the state mandatory meetings.

Economic Development Organization	Area Served	Description
<u>Champion Community Investments (CCI)</u>	Serves Franklin, Jackson, Jefferson, Perry and Williamson Counties. Rural Microentrepreneur Assistance Program (RMAP) fund also covers Randolph, Hamilton, White, Gallatin, Saline, Pope, and Hardin Counties.	CCI is a non-profit 501(c) (3) economic development organization with the primary goal of improving the quality of the lives of the residents of communities within the counties it serves. To date, CCI has disseminated over 3 million in low interest loans to small business to promote economic growth in the region.
<u>Greater Egypt Regional Planning and Development Commission (GERPDC)</u>	Franklin, Jackson, Jefferson, Perry, and Williamson Counties	Greater Egypt has been serving southern Illinois communities, citizens, businesses, and local governments since 1961 by providing technical assistance and comprehensive planning. Greater Egypt provides economic development planning and assistance, water quality management planning, local government services, technical assistance, and provides administrative services for local, state, and Federal programs such as: Economic Development Administration grants, Delta Regional Authority grants, Energy Efficiency Conservation Block Grant, Community Development Assistance Program, Enterprise Zone, and administers a Revolving Loan Fund.
<u>Greater Wabash Regional Planning Commission (GWRPC)</u>	Serves four SEDR counties: Edwards, Wabash, Wayne, and White.	GWRPC is a federally designated Economic Development District (EDD). It provides numerous services to the seven counties. Services provided include: planning, technical assistance, and project development in the areas of community and economic development, transportation, housing, land use, public facilities, and natural resources.
<u>Illinois Department of Commerce and Economic Opportunity – Southern Region</u>	Southern Region	The Regional Economic Development Team recognizes that the best economic development ideas often come via a two-way street. Utilizing an innovative regional approach to economic and workforce development, state economic development reps reach out every day in each of the ten

Economic Development Organization	Area Served	Description
		regions in the state to provide businesses with better access to state services.
<u>Illinois Manufacturing Excellence Center (IMEC)</u>	Southern Region	IMEC was established in 1996 to improve the productivity and competitiveness of Illinois' small and mid-sized manufacturing firms. They link long-term plans and related goals with on-site implementation services by identifying performance gaps, solving these gaps, and building a culture to support sustained improvements. IMEC optimizes operating capacity, implement advanced product and process innovations, increase sales and enter new markets, and improve profitability.
<u>Illinois Small Business Development Center at Southern Illinois University</u>	Southern Region	The Illinois Small Business Development Center at Southern Illinois University provides small business owners and entrepreneurs with the tools, guidance and support necessary to start, manage and grow successful and sustainable businesses.
<u>Jefferson County Development Corporation (JCDC)</u>	Jefferson County	(JCDC) is a partnership of private industry, local and state government, local and state agencies, education, cultural entities and faith-based organizations, which provides a resourceful and flexible environment to meet the ever changing demands and implement strategies to attract, maintain and develop business in our community.
<u>Office of Economic and Regional Development (OERD)</u>	Southern Region	OERD serves as the Southern Illinois University's primary business and community development outreach arm. OERD has a history of success in enhancing growth and building prosperity throughout southern Illinois. SIU has been supporting the region's entrepreneurs in job creation, enterprise development and expansion, and strengthening the rural southern Illinois economy since 1985 with the establishment of the Small Business Development Center.
<u>Shawnee Development Council</u>	Serves Alexander, Hardin, Johnson, Massac, Pope, Pulaski, and Union counties.	The mission of Shawnee Development Council, Inc. is to enable individuals, families, and communities to determine their needs and obtain the resources required to accomplish their goals of self-sufficiency and a better quality of life.
<u>SIU Research Park</u>	Southern Region	SIU Research Park has as its mission to establish and support an environment to foster innovation, commercialize University

Economic Development Organization	Area Served	Description
		discoveries, and advance entrepreneurship and economic development within SIU and throughout the region.
<u>Southeastern Illinois Regional Planning and Development Commission (SIRP&DC)</u>	Serves Gallatin, Hamilton, Hardin, Pope and Saline Counties.	The mission of (SIRP&DC) is to provide professional quality service to the local governments and residents of our five-county region and to promote and foster growth, economic diversification and prosperity within the region by securing and administering grants for public works, housing rehabilitation, economic development projects and operation of the Revolving Loan Fund. SIRP&DC will also research, develop and implement strategies that will fulfill the needs of sustainable development.
<u>Southern Five Regional Planning District and Development Commission</u>	Alexander, Johnson, Massac, Pulaski, and Union	Administers in-house and local Revolving Loan Funds and prepares Community Development Assistance Program grants for public facilities and housing rehabilitation. Works with USDA Rural Development and the Department of Natural Resources, provides assistance to local governments on land development, offers GIS lab to produce region maps, and a Center for Regional Statistics.
<u>Southern Illinois Economic Development Authority, and Southeastern Area</u>	Edwards, Hamilton, Jefferson, Wabash, Wayne, and White	Provides a powerful financing tool for economic development.
<u>Workforce & Illinois Small Business Development Center (WISBDC) at Southeastern Illinois College</u>	Gallatin, Hardin, Pope, Saline and White counties and portions of Hamilton, Johnson and Williamson counties	WISBDC is a part of the Illinois Small Business Development Center Network which serves as a dynamic, integrated, small business assistance delivery system. Through this program, the center assists both existing and startup businesses. The Network's mission is to increase the competitiveness, profitability and growth of Illinois businesses in a global economy.

Council for Adult Experiential Learning (CAEL)

Southern Illinois University (education) and Southern Illinois Workforce Development Board and Man-Tra-Con, Corp (workforce development) in conjunction with the Greater Egypt Planning and Development Commission (economic development) was awarded a technical assistance grant to lead “stakeholder engagement” to help drive economic opportunity and postsecondary attainment within the Greater Egypt area of Illinois. The Illinois Board of Higher Education and the Council for Adult and Experiential Learning will work with the leadership team of Kyle Harfst, Executive Director of the Southern Illinois Research Park; Cary Minnis, Executive Director of the Greater Egypt Regional Planning

and Development Commission; and Kathy Lively, CEO of Man-Tra-Con and staff to the Southern Illinois Workforce Development Board to convene and engage regional partners in the healthcare sector to strengthen the connection among college completion and successful health care careers. In addition to the three main partners, three primary stakeholders—John A. Logan College (JALC), Southern Illinois Collegiate Common Market (SICCM), and Southern Illinois Healthcare (SIH)—comprise the leadership team.

An event was held on August 25, 2016, at the Dunn-Richmond Center to meet with key healthcare employers, K-12 education and economic development stakeholders. The Illinois Board of Higher education representatives and CAEL were impressed with the over 40 leaders and employers who participated stating it was the “largest, most productive group they had ever convened within a region.”

In November, the leadership team explored the possibility of applying for the Linking Workforce Systems and Community Colleges through Prior Learning Assessment (PLA) for Adult Learning Success. In preparation for the application, SICCM took the lead and worked with our regional community colleges to ascertain the level in which PLA was in place. The group had determined the primary focus of the work for our region should be veterans returning with certificates and years of work experience. Through the process of learning more about the on-going state-led PLA it was noted that former military are not the focus of the work. The leadership group met and declined to move forward with the application. Work with CAEL and the IBHE continues.

The group is now moving into discussion of collaboration with the Northern Illinois University led “60 by 2025.” The 60 by 2025 is work centered on a statewide goal of 60% of high school graduates obtaining a credential or certificate by the year 2025. Members of our leadership team attended the 60 by 25 Network Meeting in Rockford on January 31- February 1, 2017.

On April 5, 2017, the leadership team met with CAEL representative, Sarah Miller, as part of a training plan for our sector alliance meetings being planned as part of the Southern Illinois Sector Alliance described as a goal within the original submission of the EDR 8 Regional Plan. A follow up meeting is planned at which Sarah will produce guiding documents and resources for our work.

On April 25, 2017, the CAEL/IBHE leadership team met to explore a data “dashboard” for the Greater Egypt area. The team was lead through the process of determining data sets and layout elements available for our region by Northern Illinois University’s Center for Governmental Studies and Education System’s center staff. The plan is to have the dashboard available to assist the sector work of the SISA. The data elements are all state level information that is housed within agencies. Reports which would have taken weeks to compile will now be available through a query by the user of the dashboard. Much discussion ensued about the need for a robust national data portal system. It was determined that even with the IDES data available and the state level dashboard the region would still benefit from another portal. The data dashboard will focus on all three of the key sectors of Healthcare, Transportation, Distribution, and Logistics; and Manufacturing as identified in this EDR 8 Regional Plan and the Comprehensive Economic Development Strategy (CEDs). The work of the grant should be completed in early fall of 2017 as we begin the roll out of the Southern Illinois Sector Alliances.

Creating Opportunity for Retention and Expansion (CORE)

Business Retention and Expansion efforts are being aligned in the state of Illinois through the

State's Creating Opportunity for Retention and Expansion (CORE) initiative. CORE is a statewide, collaborative strategy for business outreach including partnerships with Ameren, ComEd, Nicor and IEDA. The priorities of CORE are as follows:

- Building relationships with business owners, stakeholders and managers;
- Collecting and analyzing data to better understand industry behavior;
- Providing local businesses with solutions to issues that may cause them to move or close; and
- Growing and strengthening business in the community.

The use of Synchronist software to guide the questions asked during BRE visits and to document the responses is being implemented in the region. Man-Tra-Con will be the host for the Synchronist software for the Greater Egypt/Southern Illinois Workforce Development Board area. Data from these visits can be aggregated for regional or statewide analysis. Intersect Illinois plans to use this aggregate data to develop strategies and policy recommendations to aid in business retention and expansion throughout Illinois.

Southern Illinois Sector Alliance (SISA)

SISA is being formed to support the implementation of the emerging sector based strategies in the five county Greater Egypt Regional Planning and Development Commission and Southern Illinois Workforce Development Board region. The strategic alignment of leaders from the public workforce and planning and economic development with private sector business leaders will ensure a cohesive approach to implementing plans.

Through work on Greater Egypt's most recent Comprehensive Economic Development Strategy (CEDS), and the Southern Illinois Workforce Development Board's (SIWDB) regional workforce plan industry sector and occupation analysis led to the identification of three key sectors in the region. They are Healthcare, Transportation and Logistics, and Manufacturing.

The Southern Illinois Sector Alliance will bring together key industry sector leaders with community leaders to identify opportunities to enhance the regions competitiveness in these sectors. Staff support for the initial work will come from Greater Egypt Regional Planning and Development Commission and Man-Tra-Con.

Several projects that will be implemented as part of SISA have already been identified for further exploration and/or implementation.

- Greater Egypt was awarded grant funds from the Illinois Department of Transportation to complete a freight study for the region which will include hosting an interactive Freight Moving Conference to educate on FAST Act policy implications, State DOT priorities, and to identify local challenges and opportunities to improve the movement of freight through the region.
- The Delta Regional Authority awarded a grant to Greater Egypt to create a regional marketing strategy and materials for the attraction of businesses, workers, and consumers.
- A partnership between Southern Illinois University, Greater Egypt Regional Planning and Development Commission, and Man-Tra-Con was awarded a technical assistant grant through the Illinois Board of Higher Education to explore the workforce pipeline for the Healthcare Sector. The partnership will be supported by the Council for Adult and Experiential Learning.
- The Manufacturing Skill Standards Council (MSSC) curriculum has been identified as a tool to be implemented to serve local manufacturers. The program would be delivered in partnership with John A. Logan College, Rend Lake College, and Man-Tra-Con.

- Business Retention and Expansion efforts are being aligned in the state of Illinois through the State's Creating Opportunity for Retention and Expansion (CORE) initiative. The use of Synchronist software to guide the questions asked during BRE visits and to document the responses is being implemented in the region. Data from these visits can be aggregated for regional or statewide analysis.
- Additional data tools are being sought to provide a more in-depth picture of the local labor market, industry needs, and impact analysis. Chmura and IMPLAN are being reviewed as potential solutions for the data needs of the region.
- Employers from each sector will be contacted to better understand skill set gaps and identify non-traditional, accelerated training opportunities in order to fill the pipeline gaps existing in the region.

Additional outreach to the sectors will help to determine what other value added objectives will be pursued.

Southern Illinois Economic Development Authority (SIDA)

SIDA has begun meeting to activate the dormant bonding authority as a tool for economic development. SIDA is a special district and local unit of government created in 2006 by the Illinois General Assembly under 70 ILCS 519. SIDA is governed by a 21 member board appointed by the Governor and Chair of each of the 14 southernmost Illinois counties. SIDA's main power is to provide low interest, tax-free bond financing to borrowers and is authorized to issue up to \$250,000,000 in bonds. Kathy Lively, Man-Tra-Con CEO, serves as a state appointed member.

SIDA is one of ten Regional Development Authorities (RDA) in Illinois. RDAs have been successful in other regions throughout the State and have experienced success in creating new jobs and stimulating business activity. RDAs generally have no taxing power and receive no appropriations from the Legislature. They operate solely on fees they charge to provide bond financing. The fees charged are much less than the benefit the borrower receives in a reduced interest rate, so the borrower is happy to pay an issuance fee. The group will meet in the next 60 days to set by-laws and appoint officers.

2.D Coordination of Administrative Cost Arrangements

Coordination of administrative cost arrangements include pooling of funds for administrative costs, as appropriate. At this time, continued regional sector alliance/partnership work will be collaboratively funded with time and effort from Title 1B, LWIA 25 and 26, and regional planning commissions including Greater Egypt Regional Planning and Development Commission and Greater Wabash Regional Planning Commission; Jefferson County Development Corporation, and The Council for Experiential Learning CAEL/IBHE grant sector planning grant. One employer in the region has volunteered meeting space and costs associated with using national consultants or presenters. The Southern Illinois Sector Alliance (SISA) will be funded in part by the Delta Regional Authority marketing grant.

Chapter 3: Regional Vision, Goals and Strategies

This section of the plan outlines how Local Workforce Boards will coordinate the regional, workforce, education and economic development activities. The plan is based on business, education and workforce development stakeholder input and agreement. This addresses the following State of Illinois requirements:

- A strategic vision to support state and regional economic growth.
- 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 described in 20 CFR 677.155(a) (1).
- Regional and local strategies that will achieve the vision and goals.
- Steps to support the state goals to align and integrate education, workforce and economic development.

3.A Strategic Vision

The SEDR strategic vision is in alignment with the State Unified Plan.

State Unified Plan Vision

Promote business driven talent solutions that integrate education, workforce and economic development resources across systems to provide rural businesses, individuals, and communities with the opportunity to prosper and contribute to growing the state's economy.

SEDR Vision

Collaborate with education, workforce, economic development, and partner agencies serving the unique and diverse nature of southern Illinois to: 1) provide program participants the ability to pursue a career pathway leading to long-term employment with a family-sustaining wage and 2) assist area businesses to be competitive in a global economy.

Vision for the One Stop Centers under WIOA per TEGL 04-15 Operating Guidance:

The publicly funded workforce system envisioned by WIOA is quality-focused, employer-driven, customer-centered system tailored to meet the needs of the local and regional economies. It is designed to increase access to, and opportunities for, the employment, education, training, and support services that individuals need to succeed in the labor market, particularly those with barriers to employment. It aligns workforce development, education, and economic development programs with local and regional economic development strategies to meet the needs of employers, and provide a comprehensive, accessible and high-quality one-stop center that connects them with the full range of services available in their communities, whether they are looking to find jobs, obtain basic educational or occupational skills, earn a postsecondary certificate or degree, obtain guidance on how to make career choices, or are businesses and employers seeking skilled workers.

Under WIOA, partner programs and entities that are jointly responsible for workforce and economic

development, educational, and other human resource programs collaborate to create a seamless customer-focused one-stop delivery system that integrates service delivery across all programs and enhances access to the programs' services. The one-stop delivery system includes six core programs (Title I adult, dislocated worker and youth programs; Title II adult education and literacy programs; Title III Wagner-Peyser program; and Title IV vocational rehabilitation program) as well as other required and optional partners identified in WIOA (Senior Community Service Employment Program; job counseling, training, and placement services for veterans authorized under chapter 41 of title 38; career and technical postsecondary education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006; Trade Adjustment Assistance Programs; employment and training activities carried out under the Community Services Block Grant; U.S. Department of Housing and Urban Development (HUD) employment and training programs; Unemployment Compensation programs; programs authorized under the Second Chance Act of 2007, Section 212 (reintegration of ex-offenders); and programs authorized under the Social Security Act Title IV, Part A (TANF), unless the Governor determines that TANF is not a required partner.

Through the one-stop centers, these partner programs and their service providers ensure that businesses and job seekers – a shared client base across multiple programs identified above – have access to information and services that lead to positive employment outcomes. Under WIOA, one-stop centers and their partners:

- Provide job seekers with the skills and credentials necessary to secure and advance in employment with family-sustaining wages;
- Provide access and opportunities to all job seekers, including individuals with barriers to employment, such as individuals with disabilities, to prepare for, obtain, retain, and advance in high-quality jobs and high-demand careers;
- Enable businesses and employers to easily identify and hire skilled workers and access other supports, including education and training for their current workforce;
- Participate in rigorous evaluations that support continuous improvement of one-stop centers by identifying which strategies work better for different populations;
- Ensure that high-quality integrated data-informed decisions are made by policy makers, employers, and job seekers.

3.B Goals for Preparing the Workforce and for Performance

The LWIA and Local Workforce Board's Goals are to align to the State's Unified Plan goals to, support the vision, align and integrate education, workforce and economic development strategies at the state, regional and local levels to improve the economic growth and competitiveness of the state's employers and their workforce. It will continue to be important to:

- Foster employer-led partnerships focused on in-demand occupations that will contribute to transforming the regional economy.
- Provide career pathway opportunities that meet the needs of employers and individuals through flexible job-skill training approaches that can accelerate time to work and lead to nationally recognized credentials and increased earnings and upward mobility.
- Develop career services and opportunities for target populations facing barriers to economic sufficiency through career pathways that begin with PK-12 schools, through adult Education Bridge Programs, and college-level programs.
- Utilize information systems to further develop data-based decision making.

In order to better align regional resources and performance, the Executive Committees of the Southern 14 and Southern Illinois Workforce Development Board will meet each fall in Harrisburg and each early spring in Marion. The purpose of the meetings will be to examine our independent, yet linked, performance goals and search for solutions or opportunities which might aid both workforce areas. Attachment K shows a table with the local performance measures as negotiated within both LWIA 25 and 26.

An example of the type of regional solutions which could occur with more coordination between workforce boards occurred in Program Year 2016. As a result of convening community college partners as part of the Regional Plan for EDR 8, a shortage of CDL instructors was discussed. ManTraCon, as the Title 1B provider worked with a community college outside our workforce area and within the EDR to provide CDL instruction on a companion local community college campus. Without this strategy, 9 Title 1B participants would not have been trained and successfully employed as CDL drivers.

An emerging issue which will require a regional response is the dislocation of over 400 residents of the Cairo Public Housing Authority. The Department of Housing and Urban Development (HUD) has issued the tenants housing vouchers. Most residents are expected to relocate within the region. Senator Bost's office is adding Kathy Lively to the re-integration team so that when residents are re-located to housing authorities within the region, workforce funds and assistance will be readily understood and available. Kathy will work closely with Pam Barbee to develop a one page referral and information piece. This regional effort will begin in LWIA 26 and seriously impact LWIA 25, requiring regional coordination.

The recent move from Harrisburg of the Comprehensive One Stop to Carmi has already increased the traffic in the Marion One Stop. As LWIA 26 customers who find the drive to Marion preferable to the drive to Carmi, the two workforce areas will need a strategy to serve.

With a shared goal of customer service and accountability with performance goals, the two workforce areas will continue to support the state strategies and to grow the regional solutions which support those strategies and performance.

3.C Regional and Local Strategies for Achieving the Vision and Goals

To achieve the vision and goals, the Local Workforce Boards and partners will implement the strategies and services included with the chart below to:

- To facilitate engagement of employers in workforce development programs, including small employers and employers in in-demand industry sectors and occupations;
- To support a local workforce development system that meets the needs of businesses in the local area;
- To better coordinate workforce development programs and economic development;
- To strengthen linkages between the one-stop delivery system and unemployment insurance programs;
- To promote entrepreneurial skills training and microenterprise services;
- To grow initiatives such as incumbent worker training programs, on-the-job training programs, customized training programs, industry and sector strategies, career pathways initiatives, utilization of effective business intermediaries, and other business services and strategies designed to meet the needs of regional employers; and

- To utilize the Sector Alliances for critical employer inputs concerning skills gap and workforce shortages.

Healthcare	Manufacturing	Transportation	Strategies	Services
X	X	X	1. Coordinate regional planning and priorities with economic development partners to incentivize an environment for growth, stability, and profitability.	<ul style="list-style-type: none"> • Implement the Greater Egypt Sector Alliances • Continue active participation with Economic Development organizations. • Utilize DRA grant to communicate Southern Illinois advantages.
X	X	X	2. Strengthen linkages between local workforce system with Illinois Department of Human Services, Adult Education, and Illinois Department of Employment Security.	<ul style="list-style-type: none"> • Cross-training with all partners. • Development of service matrix for use with all. • WIOA adult, youth, dislocated worker, and employer career and training services. • Job Matching Services. • Adult Education and Bridge Programs. • Public Assistance Programs. • Disability and Rehabilitation Services.
X	X	X	3. Implement career awareness of in-demand occupations in target industries.	<ul style="list-style-type: none"> • Outreach for middle through high school students using social and multimedia. • Structured information campaign engaging employers to participate with on-site visits. • Regional marketing campaign utilizing existing national recruitment campaigns. • Utilize the new Delta Regional Authority grant for marketing career awareness and recruitment.

Healthcare	Manufacturing	Transportation	Strategies	Services
				<ul style="list-style-type: none"> Utilize Chmura JobsEQ for real-time reporting.
X	X	X	4. Develop an understanding of the challenges and needs of employers through relationship development and determining value-added services.	<ul style="list-style-type: none"> Enhance existing collaborations. Facilitate focus groups with community colleges for various sectors. Convene sector leaders. Sector partnership forums. Utilize Business Services Team information from one-on-one visits. Utilize the SISA.
X	X	X	5. Engage employers in workforce development programs through outreach.	<ul style="list-style-type: none"> Analysis of job forecasts and the required and preferred competencies and credentials. Labor Market Information. Event Facilitation Business Service Team planning and documentation of need. Focus groups with education and sector leaders.
X	X	X	6. Implement employer-based talent pipeline strategies.	<ul style="list-style-type: none"> Incumbent worker training On-the-job training Customized training Expansion of existing training programs. Job Shadowing Apprenticeships Work-based learning opportunities connected to high school completion. Apply for sector-based grant opportunities.
X	X	X	7. Provide pre-employment preparation and screening for job-	<ul style="list-style-type: none"> Screening and assessment of work-ready job candidates.

Healthcare	Manufacturing	Transportation	Strategies	Services
			ready candidates.	<ul style="list-style-type: none"> Utilizing nationally recognized competency assessments such as Work Keys. Work ethic training
			8. Develop a deep understanding of the labor pool including, but not limited to, decreasing labor participation rate.	<ul style="list-style-type: none"> Skills assessment through community college testing centers Creation of Bootcamp across three in-demand sectors. Training program alignment to employer needs. Marketing to the long-term unemployed.
X	X	X	9. Assist economic development leaders to encourage and assist employers with locating in the region.	<ul style="list-style-type: none"> Coordination with economic development, regional planning and elected official partners. Provide data about existing workforce population and available training.
X	X	X	10. Further develop educational and training programs to offer recognized credentials based on employer needs.	<ul style="list-style-type: none"> Short-term certification programs with pathways to postsecondary degree articulation. Degree programs aligned to employer needs.
			11. Promote entrepreneurial skills training and microenterprise services.	<ul style="list-style-type: none"> C.E.O. Programs SIU Research Park (SBDC) Small Business Small Business Development Centers on Community College campuses Makerspace in Mt. Vernon

3.D Steps to Support State Goals for Workforce and Economic Development

The chart below identifies the steps to be taken to support state goals to align and integrate education, workforce and economic development.

State Goals	SEDR Support Steps
<ul style="list-style-type: none"> Fostering the improvement and expansion of employer-driven regional sector partnerships to increase the focus on critical in-demand occupations in key sectors that are the engine of economic growth for the state and its regions. 	<ul style="list-style-type: none"> Further develop sector-based partnerships within the three selected demand industries: Healthcare, Transportation, and Manufacturing. Facilitate existing sector-based partnerships with neutral conveners including IMEC, Illinois Area Health Education Network, and Southern Illinois Healthcare (SIH) Identify and initiate a sector-based partnership with neutral conveners for transportation.
<ul style="list-style-type: none"> Expanding career pathway opportunities through more accelerated and work-based training and align and integrate programs of study leading to industry-recognized credentials and improved employment and earnings. 	<ul style="list-style-type: none"> Work with education and training programs ranging from middle school to adult education to postsecondary to implement accelerated programs using successful models such as ATIM across industries that align to employer needs. Facilitate and implement talent pipeline management strategies that are employer-led to identify required and preferred competencies and credentials. Develop employers that provide improved employment and earnings.
<ul style="list-style-type: none"> Expanding career services and opportunities for populations facing multiple barriers to close the gap in educational attainment and economic advancement through career pathways and improved career services and expansion of bridge programs. 	<ul style="list-style-type: none"> Further develop successful models such as DEI for individuals with disabilities and EPIC for low income families that provide career and supportive services through integrated partnerships and educational programs such as Bridge Programs. Work with adult education programs to promote and further develop Bridge Programs in Healthcare, Manufacturing, and Transportation, Distribution, and Logistics.
<ul style="list-style-type: none"> Expanding information for employers and job-seekers to access services by improving the Illinois public-private data infrastructure to support the alignment and integration of economic development, workforce development and education initiatives for supporting sector partnerships and career pathways. 	<ul style="list-style-type: none"> Promote state-provided systems that increase access to services. Increase outreach to community, educators, and employer's state and regional initiatives, sector partnerships, and career pathways. Foster enhancement of programs that develop education and career pathways based on models such as Illinois Pathways. Utilize the Northern Illinois University "dashboard" being created as part of the CAEL/Board of Higher Education 60x25 initiative for Greater Egypt. Purchase Chmura for national analytics and "JobsEQ[®]" supply & demand gaps and Career Ladder maps.

Chapter 4: LWIA 25 Operating Systems and Policies

This section provides the local component for LIWA 25 per WIOA Sec. 121 (c) (2) (i), Governors Guidelines Section I, 2, MOU Part V-VII, IX, XI.

4.A. LWIA 25 One Stop Delivery System

Provide a description of the one-stop delivery system in the local area, including the roles and resource contributions of the one-stop partners, (MOU sections 5 and 6)

4.A.1. LWIA 25 Career and Other Program Services and Locations.

Under WIOA, partner programs and entities that are jointly responsible for workforce and economic development, educational, and other human resource programs collaborate to create a seamless customer-focused one-stop delivery system that integrates service delivery across all programs and enhances access to the programs' services. In LWA #25, the one-stop delivery system includes core programs shown below.



Other required and optional partners identified in WIOA (e.g., Senior Community Service Employment Program; job counseling, training, and placement services for veterans authorized under Chapter 41 of Title 38; career and technical postsecondary education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006; Trade Adjustment Assistance Programs; employment and training activities carried out under the Community Services Block Grant; and programs authorized under the Social Security Act Title IV, Part A (TANF), unless the Governor determines that TANF is not a required partner. Through the one-stop centers, these partner programs and their service providers ensure that businesses and job seekers – a shared client base across multiple programs identified above – have access to information and services that lead to positive employment outcomes. Under WIOA, one-stop centers and their partners:

- Provide job seekers with the skills and credentials necessary to secure and advance in employment with family-sustaining wages;
- Provide access and opportunities to all job seekers, including individuals with barriers to employment, such as individuals with disabilities, to prepare for, obtain, retain, and advance in high-quality jobs and high-demand careers;
- Enable businesses and employers to easily identify and hire skilled workers and access other supports, including education and training for their current workforce;
- Participate in rigorous evaluations that support continuous improvement of one-stop centers by identifying which strategies work better for different populations;
- Ensure that high-quality integrated data informed decisions are made by policy makers, employers, and job seekers utilizing existing state data and Chmura analytics.

The chart below shows the comprehensive one-stop location and affiliate site and also identifies partner programs for LWIA 25. The Local Service Matrix for Comprehensive One-Stop Centers can be found in Attachment A.

Type	Location	Partner Program
Comprehensive One-Stop	One Stop Business and Employment Center Illinois workNet Center 3000 W. DeYoung Marion, IL 62959 618-998-0970 618-998-9602 TTY	<ul style="list-style-type: none"> • Title I (Adult, Dislocated Worker and Youth) <ul style="list-style-type: none"> ○ Basic Services ○ Individualized Services • Adult Education (Title II) • Career and Technical Education (Perkins / Career and Technical Education) • Community Service Block Grant (CSBG) • Housing and Urban Development (not Available in our LWA) • IDES Job Matching (Title III (Wagner-Peyser)) • IDES Migrant and Seasonal Farmworkers • IDES Trade Readjustment Assistance • IDES Unemployment Insurance • IDES Veterans Services • IDHS Temporary Assistance for Needy Families (TANF) • IDHS Vocational Rehabilitation (Title IV) • Illinois Department of Corrections Second Chance Program (not available in our LWA) • Job Corps • National Farmworkers Jobs Program • Senior Community Service Employment Program (SCSEP) • Trade Adjustment Assistance (TAA) • YouthBuild
Comprehensive One-Stop Affiliate Site	One-Stop Business and Employment Center Illinois workNet Center 333 Potomac Boulevard Mt. Vernon, IL 6286 618-241-6720 618-242-7328 TTY	<ul style="list-style-type: none"> • Title I (Adult, Dislocated Worker and Youth) <ul style="list-style-type: none"> ○ Basic Services ○ Individualized Services • Adult Education (Title II) • Career and Technical Education (Perkins / Career and Technical Education) • Community Service Block Grant (CSBG) • Housing and Urban Development (not Available in our LWA) • IDES Job Matching (Title III (Wagner-Peyser))

Type	Location	Partner Program
		<ul style="list-style-type: none"> • IDES Migrant and Seasonal Farmworkers • IDES Trade Readjustment Assistance • IDES Unemployment Insurance • IDES Veterans Services • IDHS Temporary Assistance for Needy Families (TANF) • IDHS Vocational Rehabilitation (Title IV) • Illinois Department of Corrections Second Chance Program (not available in our LWA) • Job Corps • National Farmworkers Jobs Program • Senior Community Service Employment Program (SCSEP) • Trade Adjustment Assistance (TAA) • YouthBuild

The local system will provide the basic career services, individualized career services, follow-up and training services as specified in the Workforce Innovations and Opportunity Act (WIOA). Co-location of partner personnel are encouraged when resources are available. In addition, some of the required career services at the center will be provided by direct linkage utilizing technology and through contractual agreements with partners. Partner staff will be cross-trained to ensure quality referrals are made to each required partners' career and training services.

Partners will be primarily responsible for providing those services they are authorized to deliver and for which they are provided funding. The applicable career and training services for each partner and how they will be provided are identified in the Local Service Matrix for Comprehensive One-Stop Centers found in Attachment A.

It is expected that all partner staff will be knowledgeable about all services provided in the comprehensive center, even though they will not function as operational staff to the One-Stop. This will be achieved through cross training of staff. Partners will be responsible for providing technical assistance and training to center staff as well as to other partner staff not located in the centers on referral processes and services related specifically to the respective partner.

Partners will retain eligibility determination for their respective services whether co-located or connected through another method. Costs for career and training services for customers who are determined to be best served by, and eligible for, a partner's services for programs will be borne by the partner that is authorized to deliver the service, and for which they are funded. If eligible, some may receive non-duplicated services from multiple partners.

Additionally, the newly created Intake & Referral Form has all contacts for partners. A new "landing page" is in construction with links to all partner services including partner contacts. Pamphlets and other informational materials about partner programs will be available to customers in the centers. Partners will be responsible for providing current materials about their programs and services.

4.A.2. LWIA 25 On-Demand Access

On-demand access is provided at the One-Stop Center through on-site program representation of services and online, real-time technologies through the Illinois workNet Web Portal System and Illinois JobLink. The One Stop Center will strive to deliver on-demand orientation of services through in-demand videos and in-person group orientation. One Stop partners will also consider using video chat application such as Skype to provide real time, on-demand access to services. Services to individuals with disabilities and veterans are also available on-demand through in-person assistance and accommodations for technology and materials. Exact methods of delivery for on-demand access to services can be found in Attachment A.

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 location
- Access to public transportation is available at the One Stop Center entrance
- The location of a dedicated parking lot, with parking lot spaces closest to the door area marked for individuals with disabilities
- Comprehensive one-stop centers 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. The One Stop Comprehensive Center was recently completed a disabilities initiative grant which allowed for the purchase and upgrade of assistive technology equipment such as: a Basic Desk Top computer with Zoom Text, JAWS, Braille embosser and many other upgrades. Staff are trained to utilize the equipment and software. In addition, a manual including links to online tutorials is available on each accessibility computer.
- 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. The One Stop Comprehensive Center is located adjacent to a large mall which provides unlimited parking access. Services will be available in a convenient, high traffic and accessible location taking into account reasonable distance from public transportation and adequate parking (including parking clearly marked for individuals with disabilities). Indoor space will be designed in an "equal and meaningful" manner providing access for individuals with disabilities, including motion of gliding entrance and exit doors and multiple cut-outs in sidewalk entrances.

4.A.3 One Stop Operator and Coordinated Service Delivery

- a) The Southern Illinois Workforce Development Board (SIWDB) has selected the operator of the One-Stop Business and Employment Center, an Illinois workNet Center and American Job Center site to be the Southern Illinois Collegiate Common Market (SICCM) for the program year 2017. SICCM will be a "host employer" and utilize the work experience program to staff the One-Stop Center and affiliate sites when needed.
- b) The role of the operator is to coordinate the daily activities of the local service delivery system and implement State of Illinois and Board approved policies and directives.

Roles and Responsibilities

The One-Stop Operator, with assistance from the required program partners, will:

- coordinate One-Stop Partners and Service Providers:
- coordinate and track partner agency referrals,
- develop a reporting system(s) for the ongoing tracking of performance and referrals, with periodic reporting to the local board,
- coordinate to create and maintain accurate web information including partner information and linkages within the existing SIWDB website,
- regularly convene the LWIA 25 One-Stop Business and Employment Center Partners to:
 - work with partners to assess customer needs as part of the continuous improvement process for the one-stop center,
 - collect customer feedback and work with partners to address issues as part of the continuous improvement process for the one-stop center,
 - periodically review one-stop program(s) and center accessibility,
 - assure one-stop center materials are up-to-date and available for resource room staff and customers, and maintain adequate inventories,
 - report and coordinate maintenance needs with center staff and property owner/manager,
 - assist partners responding to economic needs of the local area as specified in the local and regional plans, as well as report outcome to the local board,
 - assist partners in identifying to recruit and match businesses with the skilled workers they seek,
 - assure direct linkage requirements of the legislation are implemented and sustained, and
- report activities and outcomes regularly to the local board,

A one-stop operator may **not** perform the following functions: convene system stakeholders to assist in the development of the local plan; prepare and submit local plans; be responsible for oversight of itself; manage or significantly 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 budget for activities of the Local Board in the local area.

One-Stop System Responsibilities

The One-Stop Operator will be responsible for the on-going coordination of the Local One-Stop System and related center(s). The One-Stop Operator will be responsible for the on-going development of the LWIA 25 One-Stop delivery system and center(s). The One-Stop system shall include but not be limited to:

- Initial, basic career services;
- Training services;
- Employment and training activities;
- Programs and activities carried out by all WIOA one-stop partners;
- Data, information, and analysis for the local labor market;
- Initial, basic job search, placement, recruitment, and employment activities.

- c) The One Stop Operator was procured by the Greater Egypt Regional Planning Commission. The roles and responsibilities for the Operator were developed by the Southern Illinois Workforce Development Board.

One-Stop Operator Procurement Timeline

April 12, 2017

Cary Minnis, executive director for Greater Egypt Regional Planning and Development Commission,

agrees to manage the procurement of the One-Stop Operator position for the Southern Illinois Workforce Development Board.

April 25, 2017

A Request for Proposal (RFP) is issued by the Southern Illinois Workforce Development Board (SIWDB) for the purpose of establishing a contract with a qualified individual or party to assist in operations of the LWIA 25 One-Stop Business and Employment Center. The proposal is also emailed to all partners of the One-Stop system and each workforce board member for dissemination.

April 26, 2017

A public notice RFP is placed in the legal classified section of The Southern Illinoisan newspaper. It is also announced on the SIWDB.org website. The ad text is shown below:

"The Southern Illinois Workforce Development Board and the Chief Local Elected Officials of Local Workforce Area (LWA) #25 advise the public of the Request for Proposals for One-Stop Operator within the One-Stop Business and Employment Center, a proud partner of the American Job Center Network. The Request for Proposals may be accessed at www.siwdb.org.

The Southern Illinois Workforce Development Board is an equal opportunity employer where auxiliary aids and services are available upon request to individuals with disabilities."

[>> Download the One-Stop Operator Request for Proposal Document \(PDF file, 353 KB\)](#)

Deadline for Application Submissions

Applicants are instructed to submit proposals to Cary Minnis at Greater Egypt Regional Planning and Development Commission by 3:00 p.m., on May 16, 2017.

Applications received by May 16, 2017: NONE

May 18, 2017

During a Southern Illinois Workforce Development Board meeting, Kathy Lively formally announces that Man-Tra-Con Corporation will not apply in any capacity for the One-Stop Operator position. The SIWDB votes to have Lively assume responsibility for the next public notice announcement and Request for Application (RFA) process.

May 20, 2017

A Request for Application (RFA) public notice is placed in the classified employment section of the Southern Illinoisan newspaper. The information is also announced on the SIWDB.org website. The ad text is shown below:

"The Southern Illinois Workforce Development Board and the Chief Local Elected Officials of Local Workforce Area (LWA) #25 advise the public of Requests for Application for One-Stop Operator within the One-Stop Business and Employment Center, a proud partner of the American Job Center Network, located in Marion, Illinois. Requests for Application are due in writing and must be received on or before May 30, 2017. Requests for Application should be emailed to KathyLively@siwdb.org.

The Southern Illinois Workforce Development Board is an equal opportunity employer where auxiliary aids and services are available upon request to individuals with disabilities."

Deadline for Requests for Application

Applicants are instructed to email requests for application to KathyLively@siwdb.org, on or before May 30, 2017.

Requests for Application received:

- **May 25, 2017** — Mary Sullivan, executive director for the Southern Illinois Collegiate Common Market (SICCM) submits Request for Application to Kathy Lively via email.
- **June 13, 2017** — Southern Illinois Collegiate Common Market (SICCM) submits completed One-Stop Operator application to Kathy Lively.
[>> Download the SICCM Application Document \(PDF file, 7.1 MB\)](#)

June 22, 2017

Southern Illinois Collegiate Common Market (SICCM) is selected by the Southern Illinois Workforce Development Board (SIWDB) to serve as One-Stop Operator for Local Workforce Area #25.

4.A.4 LWIA 25 Referral Coordination

The role of the operator is to coordinate the daily activities of the local service delivery system and implement State of Illinois and Board approved policies and directives. Referral coordination is a primary mechanism of coordinating services.

The primary principle of the referral system is to provide integrated and seamless delivery of services to both job seekers and employers. The One Stop Operator ensures partner staff follows referral policies and coordinates referrals with partners.

An Intake and Referral Form will be completed with customers by staff of the One-Stop Business and Employment Center, (an Illinois workNet Center and American Job Center) and/or partners of the center. Appropriate staff will, in consultation with the customer, determine which one of the required partners will provide the career or training services that will best meet the needs of the customer. If it is determined that a customer's need can be better served by another partner, a referral will be made to the appropriate partner. Customers will be able to learn about the services provided by partners through Illinois workNet, the virtual one-stop portal that offers a broad array of information about services to both job seekers and employers.

The Core partners have developed a common referral form and is in the process of designing a referral tracking database to be in place during PY 2017. Each partner will use the Intake and Referral Form created by the One Stop Committee. Referrals will be submitted to the one stop operator for tracking purposes. The one stop operator will be responsible for reporting the number of referrals and tracking of services provided on a quarterly basis to the Local Workforce Board.

4.B. Integrated Technology

4.B.1 Integrated, technology-enabled intake and case management

- The LWIA is integrating, implementing and transitioning to an integrated, technology-enabled intake and case management information system for programs carried out under WIOA. The plan is consistent with the States' strategies for implementing and transitioning to an integrated, technology-enabled intake and case management information system for

programs carried out under WIOA. The core partners held webinars examining the current case management systems such as the Illinois workNet, Illinois Job Link and Web CM as a potential tool available to the system. LWA#25 will be utilizing the state's integrated intake and case management information system. The delivery of enhanced career services resulting in individualized plans addressing how to reach career goals based on career and skill assessments and identified barriers requiring support services. Decisions on an industry-based credentialing program will occur within the first quarter.

- Coordinating case management services based on state policies and plan
- Following career services and case management guides and participating with training institutions to create new delivery mechanisms when necessary.
- Using integrated case management systems across applicable core programs that allow data sharing between multiple service providers and programs. The plan for this system is still under construction and awaiting state guidance.
- Evaluating the effectiveness of the delivery of enhanced case management based on internal and external client satisfaction and the performance management systems that monitor and report the delivery of enhanced career services.

4.B.2 Facilitation of Service Access Including Technology

The Local Workforce Board will facilitate access by ensuring outreach and communications across regional partners that fosters access to broadband Internet access. Online access and communications are integral to plan implementation. Citizens of all ages need equal access to online information and services that connects to in-person services through the Local Area.

Each of the One Stop Partners have entered into a Memorandum of Understanding (MOU) describing the method of service delivery to be in accordance with WIOA Sec. § 678.305(d) which defines the access to services that must be available to individuals seeking assistance at the comprehensive one-stop. This access can be provided in one of three variations of physically present staff or through technology: (1) Program staff physically present at the location; (2) staff physically present at the one-stop from any partner program appropriately trained to provide information to customers about the programs, services, and activities available through partner programs, such as the types of services that program provides and whether the services might meet the individual's needs; or (3) providing direct linkage through technology to someone who can either provide the program services, or provide information such as how to apply for the program, or how to begin receiving services. Under the WIOA, if there is access to technological direct linkages as defined in § 678.305(d)(1)) at a comprehensive one-stop center for a specific program, no partner program staff must be physically present. WIOA provides that services provided through technology must be meaningful, available in a timely manner and not simply a referral to additional services at a later date or time.

4.C Working with Core Programs

The Southern Illinois Workforce Development Board has designated the One Stop Operator to ensure access and delivery of one-stop partner services through the American Job Center (an Illinois Worknet Center).

Core Program Access	Strategies
4.C.1 Expand access to employment, training, education and supportive services for	<ul style="list-style-type: none"> • Ensure the One-Stop Comprehensive Center, Illinois workNet Center is operating effectively and efficiently;

<p>eligible individuals, particularly eligible individuals with barriers to employment.</p>	<ul style="list-style-type: none"> • Offer, at any point of service entry into the system, to all applicants essentially the same orientation, presentation of choices, consideration for referrals, and (when appropriate) career and training services. • Offer program access to adult, dislocated worker and youth services in all 5 counties of LWA 25. • Examine the workforce development system from information sharing and access perspectives; • Develop and expand partnerships that go beyond those specifically identified in the Workforce Innovations and Opportunity Act. • Strive to accommodate the public during normal business hours as well as during the hours when public access may be needed beyond normal business hours. • Promote the assistive technology currently available in the One Stop Center to individuals with disabilities. • Provide access to Career Services using on-demand video software technologies such as skype. • Continue to use and promote the Illinois workNet portal which offers a broad array of information about services to both job seekers and employers. There will be continued utilization of the site as a means for expanding electronic connections with other partners. • The Business Services Team will be the focal point of outreach services to employers and is reflected by the assistance provided for issues pertaining to hiring, training, or retraining workers. • Customer Focused Service -- Everyone who contacts a center or enters the system through a partner will be considered a shared customer and deserving of a quality response and/or service. Our primary customers are employers and job seekers. Meeting customer needs continues to be the focus for all partners. • Integration of Service Delivery -- We will plan, coordinate and provide services that maximize the utilization of all partner resources. To ensure the centers will be competitive for future initiatives, partners will continuously improve upon an integrated delivery system. • Customer Satisfaction and Continuous Quality Improvement – The One-Stop Operator will develop and use methods to measure customer satisfaction as to continuously improve services for customers utilizing web-based surveys on tablets when possible.
<p>4.C.2 Facilitate the development of career pathways and co-</p>	<ul style="list-style-type: none"> • Efforts will continue to implement a common client tracking system to allow for referral and shared participation in handling client services, and in

enrollment, as appropriate, in core programs.	<p>contributing to overall progress, shared accountability, and record keeping.</p> <ul style="list-style-type: none"> • Offer the broadest level of multi-program cooperation possible, and put customer choice as the defining driver of every client's employment plan. • Coordinate and design Career Pathways with post-secondary education and adult education.
4.C.3 Improve access to activities leading to a recognized post-secondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable).	<ul style="list-style-type: none"> • Seamless Delivery System -- To achieve a seamless delivery system, partners will be creative, responsive, and flexible in providing customer services, and in facilitating connections to needed services. • Market Driven System -- Partners will develop new initiatives and improve the delivery system based on changes in the market affecting customers, to the extent possible within legislative and contract guidelines. • Consensus Management – The SIWDB believes the strengths of the individual partners contribute to the greater strength of the partnership. Fostering the partnership is vital to the dynamic evolution of the system.

4.D LWA 25 Local Coordination with Partners for Non-duplicative Services

Ensuring non-duplicative services is an important part of service coordination. Efforts will be ongoing to ensure referrals provide seamless access to non-duplicative services as shown in the chart below. Partners will actively improve cooperation in joint case management and staffing activities to better serve the customer and reduce duplication of services and effort. Partners will engage in cross-training of staff to better understand services offered. Partners will work to develop a common intake system utilizing existing technology. Quarterly Interagency Team meetings are functioning to cross-train and better understand partner resources for improved referrals. All Partners will use the new Intake and Referral Form when making referrals. All referrals will be submitted to the One-Stop Operator for tracking.

The following partners will provide services when programs are present in the workforce area. Each partner is a member of the One-Stop Committee which meets monthly:

WIOA Partner Services	Description
4.D.1 WIOA Title IB (Adult, Dislocated Worker)	The Workforce Innovations and Opportunities Act (WIOA) Title I Adult, Dislocated Worker and Youth services provide workforce investment activities, through statewide and local systems that increase the employment, retention, and earnings of participants, and increase attainment of recognized credentials by participants, and as a result, improve the quality of the workforce, reduce welfare dependency, increase economic self-sufficiency, meet the skill requirements of employers, and enhance the productivity and competitiveness of the Region.

WIOA Partner Services	Description
	<p>WIOA will help job seekers and workers access employment, education, training, and support services to succeed in the labor market and match employers with the skilled workers they need to compete in the global economy. The purposes of WIOA is to:</p> <ul style="list-style-type: none"> • Increase access to and opportunities for the employment, education, training, and support services that individuals need, particularly those with barriers to employment. • Support the alignment of workforce investment, education, and economic development systems, in support of a comprehensive, accessible, and high-quality workforce development system. • Improve the quality and labor market relevance of workforce investment, education, and economic development efforts. • Promote improvement in the structure and delivery of services. • Increase the prosperity of workers and employers. • Provide workforce development activities that increase employment, retention, and earnings of participants and that increase post-secondary credential attainment and as a result, improve the quality of the workforce, reduce welfare dependency, increase economic self-sufficiency, meet skill requirements of employers, and enhance productivity, and competitiveness of the nation. These activities include but are not limited to workshops on topics such as financial literacy, basic work ethic, resume writing, job clubs and basic computer skills. <p>Career services are identified in sec. 134(c)(2) of WIOA. In addition to replacing core and intensive services as they were described in WIA, a number of new activities are included in the definition of “career services.” This section organizes WIOA careers services into three categories: (1)Basic Career services that must be made available to all participants; (2)Individualized career services that must be made available if deemed appropriate and needed for an individual to obtain or retain employment; and (3) follow-up career services. The activities included under these categories are identified in §§ 678.430(a), 678.430(b), and 678.430(c), respectively. Career services for all partner programs for LWA #25 may be found in the Local Service Matrix for Comprehensive One-Stop Centers in Attachment A.</p> <p>Under WIOA, an individual may also receive training services after an interview, evaluation, or assessment, and career planning if the one-stop operator or partner determines the individual is unlikely or unable, by only receiving career services, to retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment. Job seekers must select a training program linked to employment opportunities in the local area or in an area to which the individual is willing to commute or relocate. The selection of this training program should be fully informed by the performance of relevant training providers, and</p>

WIOA Partner Services	Description
	individuals must be provided with the performance reports for all training providers who provide a relevant program.
WIOA Title IB Youth	<p>The goal of the WIOA youth services is to provide high quality services for youth and young adults beginning with career exploration and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, and culminating with a good job along a career pathway or enrollment in postsecondary education. Youth-serving programs in LWA#25 will promote evidence-based strategies that also meet the highest levels of performance, accountability, and quality in preparing young people for the workforce.</p> <p>WIOA greatly increases the focus on out of school youth (OSY) in the WIOA youth formula-funded program. The shift in policy to focus on those youth most in need is based on the current state of youth employment. With an estimated 6 million 16–24 year olds in our country not employed or in school, WIOA youth programs provide a continuum of services to help these young people navigate between the educational and workforce systems. WIOA calls for customer-focused services based on the needs of the individual participant. This includes the creation of career pathways for youth in all title I youth programs, including a connection to career pathways as part of a youth's individual service strategy in the youth formula funded program. In addition, many services under title I youth programs are based on the individual needs of participants. WIOA also calls for this population to be intimately involved in the design and implementation of services so the youth voice is represented and their needs are being met.</p> <p>WIOA OSY strategies must incorporate strong framework services that include intake, objective assessments, and the development of individual service strategy, case management, supportive services, and follow-up services. They must also consider how to ensure that One Stop Center staff have the requisite knowledge and sensitivity to the needs of OSY to effectively serve them.</p> <p>In addition, WIOA includes a major focus on providing youth with work experience opportunities. Under WIOA, work experience becomes the most important of the program elements. WIOA also introduces five new program elements: Financial literacy; entrepreneurial skills training; services that provide labor market and employment information about in-demand industry sectors or occupations available in the local areas; activities that help youth prepare for and transition to post-secondary education and training; and education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.</p>
4.D.2 Title II Adult Education and Literacy Activities	Adult Education and Family Literacy Act services includes, but are not limited to, assessment, basic skills instruction, English language

WIOA Partner Services	Description
	acquisition instruction, high school equivalency instruction, career awareness, workforce preparation, online instruction, bridge programs as well as accelerated education and training programs. Currently, there are 3 Adult Planning Councils in LWA #25 that consist of providers at John A. Logan College, Rend Lake College, Carbondale High School – Operation Rebound. The mission and vision of adult education is to provide every individual in Illinois access to adult education and literacy services. In order to assure program alignment, Adult Education providers will verbally present the adult education plan for services annually at the SIWDB meeting. These presentation will be included in the minute of the meetings.
4.D.3 Wagner-Peyser Act (29-U.S.C. 49 et seq.) Services (IDES Job Matching Title III)	IDES' Employment Services and Outreach is a labor exchange program designed to sustain economic growth by expanding employment opportunities to qualified job seekers that meet the demands of the employers. The program's objectives aim to reduce the loss of productivity by filling job openings as quickly as possible and to shorten the duration of individuals' unemployment. For job seekers who are not job ready, Employment Services, in cooperation with other workforce partners, assist clients to access training, employability development services, and other supportive services needed to realize their employment goals.
4.D.4 Title IV Vocational Rehabilitation Services – IDHS	Vocational Rehabilitation administers Title IV activities and is the state's lead agency serving individuals with disabilities. Vocational Rehabilitation works in partnership with individuals with disabilities and their families to assist them in making informed choices to achieve full community participation through employment, education and independent living opportunities. The primary focus of Vocational Rehabilitation is to assist individuals with significant disabilities in obtaining and retaining competitive integrated employment. Vocational Rehabilitation services are designed to prepare an individual for employment through an individualized planning process.

4.D.5. Relevant secondary and post-secondary education programs and activities with education and workforce investment activities (679.560.(b)(11))

WIOA Partner Services 4.D.5 WIOA Relevant secondary and post-secondary education programs and activities with education and workforce investment activities (679.560 (b)(11))	
Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.)	The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) is the most important piece of legislation affecting career and technical education (CTE) in Illinois. Perkins IV focuses state and local efforts on continuously improving programs to facilitate the academic achievement of CTE students by: strengthening the connections between secondary and post-secondary education; restructuring the way stakeholders, high schools, community colleges, universities, business and parents work

	together; and increasing state and local accountability standards. The intent of Illinois post-secondary CTE is to provide students with the skills and knowledge necessary to excel in the global economy. Career and technical education equips students with the foundational knowledge to explore a cluster of occupations and careers. As a student evolves through their educational experience, their focus is narrowed to a particular program. This process allows students to transition seamlessly while providing them with hands-on exploration, rigorous academics and the support necessary to succeed.
Community Service Block Grant (CSBG)	The Community Services Block Grant (CSBG) program provides federal funding to the Crosswalk Community Action Agency, Inc. to carry out locally designed programs providing a range of services and activities that have measurable impacts on the causes and effects of poverty. The CSBG program assists low income populations with transportation, clothing, health services, food, shelter and programs designed to increase self-sufficiency, such as job preparedness, education and housing assistance. Small business loans are also available with CSBG funding.
IDES Migrant and Seasonal Farmworkers	IDES provides staff assisted services including job development, career guidance, and referral to training and supportive services for migrant and seasonal farmworkers.
IDES Trade Readjustment Assistance	IDES administers Trade Readjustment Allowances, a benefit under the TAA program, providing income support to persons who have exhausted unemployment compensation and whose jobs were affected by foreign imports.
IDES Unemployment Insurance	The Unemployment Insurance program, administered by IDHS, is designated to contribute to the state's overall economic stability by partially protecting eligible workers against loss of income during periods of unemployment. Eligible workers who become unemployed and meet all requirements set forth in the UI Act may receive benefits for the maximum number of weeks payable under the law or until the worker finds employment or becomes otherwise ineligible.
IDES Veterans Services	IDES provides veterans priority of service over all other job applicants, actively promotes and develops employment opportunities, and provides placement and vocational guidance services.
Temporary Assistance for Needy Families (TANF) - IDHS	The Illinois Department of Human Services' Division of Family & Community Services is the state administrator of the Temporary Assistance for Needy Families (TANF) program. DHS operates Family Community Resource Centers statewide serving TANF customers, linking them to time-limited cash assistance for basic needs, transitional services to help families become independent and screening for issues related to substance abuse, mental health and domestic violence, as well as referrals to address those issues. Employment and Training activities under TANF include assisting qualified individuals in applying for cash assistance, Supplemental

	<p>Nutrition Assistance Program (SNAP) benefits and medical assistance; evaluating and assessing eligibility for work and training programs; and evaluating eligibility for supportive services, such as transportation and child care. Each TANF and SNAP customer who is engaged in workforce development services receives such services according to a responsibility and services plan.</p> <p>The Department of Human Services' Division of Family & Community Services will have a strong presence in Comprehensive One-Stop Centers and is committed to increasing workforce engagement with collaborative partnerships to achieve employment opportunities for all adults served by DHS. Casework staff will develop a services plan for TANF and SNAP recipients connecting them to career pathways opportunities offered in each Comprehensive One-Stop Center. Casework staff will connect customers in need of barrier reductions services at the Comprehensive One-Stop Centers and connect them to services offered by DHS such as mental health, substance abuse and child care. Supportive services will be provided to participants as per policy guidelines.</p>
Job Corps	<p>Job Corps is an education and vocational training program administered by the U.S. Department of Labor that helps young people ages 16 through 24 improve the quality of their lives through vocational and academic training. Job Corps' mission is to attract eligible young people, teach them the skills they need to become employable and independent and place them in meaningful jobs or further education. Job Corps centers are operated for the U.S. Department of Labor by private companies through competitive contracting processes, and by other federal agencies through interagency agreements. For more information regarding the Job Corps Program in Illinois please visit: http://www.jobcorps.gov/centers/il.aspx</p>
National Farmworkers Jobs Program	<p>The National Farmworker Jobs Program (NFJP) is currently not providing services in LWA #25.</p>
Senior Community Service Employment Program (SCSEP)	<p>As a partner program, Aging has the role of administering the Senior Community Service Employment Program (SCSEP) under Title V of the Older Americans Act. The SCSEP program provides on-the-job training and resources/referrals for all individuals 55+ years of age that will ultimately lead to unsubsidized employment.</p>
Trade Adjustment Assistance (TAA)	<p>The TAA Reauthorization Act of 2015 was signed into law on June 29, 2015, extending the TAA Program for an additional six years. This bipartisan bill invests \$450 million in training funds annually to serve more workers impacted by foreign trade, and gets those eligible for TAA ready to work by providing them with tailored training for new skills that create pathways to well-paying middleclass jobs.</p>

YouthBuild	The US Department of Labor grants funds directly to the local YouthBuild program through an annual competitive process. YouthBuild is a community-based alternative education program that provides job training and educational opportunities for at-risk youth ages 16-24. Youth learn construction skills while constructing or rehabilitating affordable housing for low-income or homeless families in their own neighborhoods. Youth split their time between the construction site and the classroom, where they earn their GED or high school diploma, learn to be community leaders, and prepare for college and other post-secondary training opportunities. YouthBuild includes significant support systems, such as a mentoring, follow-up education, employment and personal counseling services; and participation in community service and civic engagement.
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4.D.6 How the Local Board will support the strategy identified in the State Plan

IMPLEMENTATION OF STATE STRATEGY

According to the State of Illinois Unified State Plan, an Interagency Work Group has been established to promote an integrated WIOA strategic planning process across education, workforce and economic development. This workgroup will continue to build on and integrate current state and regional planning initiatives and utilize resources of the state-level core partners, state-level required partners and others to integrate these services. LWA #25 and LWA #26 will support the following activities to provide the basis for implementing the strategies outlined in the unified state plan at the local and regional levels, as follows:

- How core program partners will align, integrate and fund activities to carry out the strategies and will align these activities with other required partners to assure coordination and non-duplication of effort, including coordination with economic development.
- How core program partners will align and integrate services for both employers and individuals in cooperation with non-core program partners.
- How core program partners will fully engage educational institutions to leverage resources and assets to increase post-secondary education and training access and success through career pathway strategies.

The LWA #25 and LWA #26 will support the following State Strategies as identified in the Unified State Plan:

Strategy 1: Coordinate Demand-Driven Strategic Planning at the Regional and Local Levels

The SIWDB will support the State's strategy of coordinated demand-driven strategic planning at the Regional and Local levels through its work in the SIWDB's Employer and Economic Development Committee. In addition, quarterly regional meetings will be held with LWA 26.

Activity 1.1: Develop Strategic Indicators, Benchmarks and Related Planning Data Resources.

The SIWDB will develop strategic indicators and benchmarks for regional and local economic development. These will include indicators and benchmarks for economic, job, and income growth and distribution. Additionally, indicators and benchmarks for key economic development strategies including workforce development can be compared with other regions. The Illinois Department of Employment Security (Employment Security) has recently updated state, regional and LWIA industry and occupational projections. These projections are used by all core program partners to identify in-demand industries and occupations. Additionally, Employment Security provides key indicators of business growth and location, labor force participation and unemployment rates that will be used to support regional planning. Recently, the SIWDB has purchased the software Chmura which offers a unique approach to economic analysis which is part science, skill, and experience, and part art, innovation, and creativity. Helping clients convert data into actionable intelligence. In all of our project engagements, we aim to produce the kind of information that supports confident decisions and enables the realization of bold goals.

Strategy 2: Support Employer-Driven Regional Sector Initiatives

Regional and local strategic planning activities will align education, workforce and economic development and lay the foundation for employer-driven regional sector initiatives. The SIWDB will continue to seek funding opportunities for Employer-Driven Local and Regional Sector initiatives. The SIWDB will strive to bring awareness to in-demand industries within the local and regional areas.

Activity 2.1: Promote Employer-Driven Regional Sector Partnerships

The SIWDB will continue to work with LWA #26 and seek additional fund sources to provide local and regional sector initiatives.

Activity 2.2: Promote Sector-Based Business Services and Employer Initiatives

The SIWDB will engage employers through business services strategies. The focus for the strategies includes: listening to employers; utilizing needs assessments and data to guide efforts; promoting and marketing business services and other training and job seeker support services; provide a high-level of customized service to key industries.

The board's Employer and Economic Development Committee will oversee and advise on employer engagement. The Business Service staff and Business Services Team will engage with the chambers of commerce and economic development organizations in the region to ensure that businesses, especially small businesses, are aware of business services and training programs.

The SIWIB will create awareness campaigns around in-demand industries such as manufacturing, healthcare and TDL. The SIWIB will also support hiring events, and career fairs in both the local and regional areas.

Strategy 3: Provide Career Pathways for Economic Advancement

Activity 3.1: Promote Leading Career Pathway Models and Best Practices

Activity 3.2: Expand and Improve Bridge and Integrated Education and Training Models

Activity 3.3: Promote Innovation in Career Pathway Solutions.

Activity 3.4: Promote the Use of Apprenticeships

Strategy 4: Coordinate and Enhance Career Services and Case Management

Activity 4.1: Provide Coordinated and Enhanced Career Services

Strategy 5: Expand Employer and Job Seeker Access to Labor Market Information

Activity 5.1: Improve Employer Tools for Communicating and Accessing Information

Activity 5.2: Improve Access to Career and Education Guidance Tools and Information

Activity 5.4: Improve Access and Utilization of Labor Market and Workforce System Information

Recently, the SIWDB has purchased the software Chmura which offers a unique approach to economic analysis which is part science, skill, and experience, and part art, innovation, and creativity. Helping clients convert data into actionable intelligence. In all of our project engagements, we aim to produce the kind of information that supports confident decisions and enables the realization of bold goals.

4.D.7 Other services provided in the one-stop delivery system.

Other services provide in the one stop delivery system can be found in attachment A.

4.D.8 Supportive Services

A key principle in WIOA is to provide local areas with the authority to make policy and administrative decisions and the flexibility to tailor the workforce system to the needs of the local community. To ensure maximum flexibility, the regulations provide local areas the discretion to provide the supportive services they deem appropriate subject to the limited conditions prescribed by WIOA. Local Boards must develop policies and procedures to ensure coordination with other entities to ensure non-duplication of resources and services and to establish limits on the amount and duration of such services. Local Boards are encouraged to develop policies and procedures that ensure that supportive services are WIOA-funded only when these services are not available through other agencies and that the services are necessary for the individual to participate in title I activities. Supportive services may be made available to anyone participating in title I activities.

WIOA states that supportive services may only be provided to participants who are in career or training services, unable to obtain supportive services through other programs providing supportive services, and that they must be provided in a manner necessary to enable individuals to participate in career or training services.

Supportive services may only be provided to individuals who are:

Participating in career or training services as defined in WIOA secs.134(c)(2) and (3); and

Unable to obtain supportive services through other programs providing such services. (WIOA sec.134(d)(2)(B))

Supportive services may only be provided when they are necessary to enable individuals to participate in career service or training activities. (WIOA sec. 134(d)(2)(A) and WIOA sec.3(59))
680.910

WIOA § 680.920 provides that Local Boards may establish limits on providing supportive services, including caps on the amount of funding and length of time for supportive services to be made available.

The SIWDB Supportive Services Policy can be found in Attachment B.

4.D.9 Referral Process – Describe the local referral process (MOU Section 8).

The primary principle of the referral system is to 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.
8. Identify the entities between who the referrals occur.

Referral partners and programs include, but are not limited to the following:

- Title I (Adult, Dislocated Worker and Youth)
- Title II (Adult Education)
- Title III (Wagner-Peyser/ES)
- Title IV (Vocational Rehabilitation)
- Perkins/Continuing Technical Education
- Trade Adjustment Assistance (TAA)
- IDES/Veterans
- CSBG (Community Service Block Grant)
- IDES/UI
- SCSEP (Older Americans)
- IDES/Trade Readjustment Assistance
- DHS/TANF
- IDES/MSFW (Migrant & Seasonal Farmworkers)
- Job Corps
- YouthBuild

1. Explain the method(s) that will be used to refer participants between programs.

An Intake and Referral Form created by the Core partners will be used to make referrals to all partner programs accessed through the One Stop Center. The Intake & Referral Form will also be used when participants enter the system through partner agencies. Referrals will be coordinated and tracked by the One Stop Operator. Detailed information can be found in the MOU.

2. Define the roles related to referrals

Each partner program will use the Intake and Referral Form created by the Core partners when making referrals to a One Stop Partner Program. Referrals will be coordinated and tracked by the One Stop Operator. Detailed methods of service delivery can be found in Attachment A.

3. Identify the method of tracking referrals

The One Stop Operator will receive referrals from partner programs. The One Stop Operator will track referrals using a newly created database and report to the SIWDB bi-monthly.

4. Describe specific arrangements to assure that individuals with barriers to employment, including individuals with disabilities, can access available services.

All partners agree that they 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. The partners assure that they have in place policies and procedures to address these issues, and those 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 these issues 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 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 via technology consistent with the "direct linkage" requirement as defined in WIOA (WIOA Section 121(b)(1)(A) and Section 678.305(d)). Additionally, 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 (e.g., JAWS and DRAGON) and assistive listening devices will be available.

4.E. Adult and Dislocated Worker Employment and Training Activities

4.E.1 Assessment of Adult and Dislocated Worker Employment and Training Activities – A description and assessment of the type and availability of adult and dislocated worker employment and training activities in the local area. (679.560(b)(6))

The one-stop system is the foundational system through which adult and dislocated worker program services are provided to eligible individuals. Career and training services, tailored to the individual needs of jobseekers, form the backbone of the one-stop delivery system.

While some jobseekers may only need self-service or other basic career services like job listings, labor market information, labor exchange services or information about other services, some jobseekers will need services that are more comprehensive and tailored to their individual career needs. These services may include comprehensive skills assessments, career planning, and development of an individual employment plan that outlines the needs and goal of successful employment.

Individuals receiving services in the one-stop centers will receive the service that is needed to assist the individual to meet his or her job search goals, and do not need to follow a fixed sequence of services that may not be necessary to effectively serve the individual.

Career services are divided into two categories: Basic and individualized career services. This grouping is not designed to create barriers to training, but rather identifies the importance that these two types of career services can have in helping individuals obtain employment. Basic career services must be made available to all job seekers and include services such as labor exchange services, labor market information, job listings, and information on partner programs. These services also include referrals to partner programs and initial assessments.

Individualized career services will be provided by the One Stop system as appropriate to help individuals to obtain or retain employment. An individual employment plan is an individualized career service, jointly developed by the participant and a career specialist, identifying career and/or training services that may be appropriate for an individual. The plan includes an ongoing strategy to identify employment goals, achievement objectives, and an appropriate combination of services for the participant to obtain these goals and objectives. Individual employment plans are one of the most effective ways to serve individuals with barriers to employment, and to coordinate the various services including training services they may need to overcome these barriers.

Employment services for job seekers will include customer support activities to help individuals with barriers to employment, training programs for displaced homemakers and individuals training for nontraditional occupations, work support activities for low-wage workers, supportive services and needs related payments, and providing transitional jobs to individuals with barriers to employment who are chronically unemployed or have an inconsistent work history.

Training services are provided to equip individuals to enter the workforce and retain employment. Training services may include, for example, occupational skills training, OJT, registered apprenticeship which incorporates both OJT and classroom training, incumbent worker training, pre-apprenticeship training, workplace training with related instruction, training programs operated by the private sector, skill upgrading and retraining, entrepreneurial training, and transitional jobs. Training services are available for individuals who, after interview, evaluation or assessment, and case management are determined to be unlikely or unable to obtain or retain employment that leads to self-sufficiency or higher wages from previous employment through career services alone. The participant must be determined to be in need of training services and to possess the skills and qualifications to successfully participate in the selected program. In addition, some participants may need additional services to assist their vocational training, such as job readiness training, literacy activities including English language training, and customized training.

A program of training services includes a structured regimen that leads to specific outcomes. These potential outcomes include post-secondary credentials, industry-recognized credentials, employment, and measurable skill gains toward credentials or employment. Individuals, for whom training has been deemed appropriate, select a training program linked to employment opportunities in the local area or in an area to which the individual is willing to commute or relocate. The selection of this training program will be fully informed by the performance of relevant training providers, and individuals will be provided with the performance reports for all training providers who provide a relevant program.

Training services provided in the LWA #25 may include:

- occupational skills training, including training for nontraditional employment;
- on-the-job training;
- incumbent worker training in accordance with subsection (d)(4);

- programs that combine workplace training with related instruction, which may include cooperative education programs;
- training programs operated by the private sector;
- skill upgrading and retraining;
- entrepreneurial training;
- transitional jobs in accordance with WIOA subsection (d)(5);
- job readiness training provided in combination with services described in any of clauses (i) through (viii); (x) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and
- customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

A List of Approved Training Programs and Training Providers can be found in Attachment C

4.E.2 Local Board Coordination of WIOA Activities with Statewide Rapid Response – A description of how the Local board will coordinate workforce investment activities carried out in the local area with statewide rapid response activities (679.560(b)(7))

Rapid response plays a critical role in providing customer-focused services both to dislocated workers and employers, thereby ensuring immediate access to affected workers to help them quickly reenter the workforce. The purpose of rapid response is to promote economic recovery and vitality by developing an ongoing, comprehensive approach to identifying, planning for, responding to layoffs and dislocations, and preventing or minimizing their impacts on workers, businesses, and communities. A successful rapid response system includes:

- Informational and direct reemployment services for workers, including but not limited to information and support for filing unemployment insurance claims, information on the impacts of layoff on health coverage or other benefits, information on and referral to career services, reemployment-focused workshops and services, and training;
- Delivery of solutions to address the needs of businesses in transition, provided across the business lifecycle (expansion and contraction), including comprehensive business engagement and layoff aversion strategies and activities designed to prevent or minimize the duration of unemployment;
- Convening, brokering, and facilitating the connections, networks and partners to ensure the ability to provide assistance to dislocated workers and their families such as home heating assistance, legal aid, and financial advice; and (4) Strategic planning, data gathering and analysis designed to anticipate, prepare for, and manage economic change.

Based on the fact that most companies employ fewer than 50 workers and the rapid response services provide significant value to both affected workers and businesses, LWIA #25 in coordination with the State will provide rapid response services to layoffs and closures of all sizes, as practicable. However, for any plant closure or layoff of 50 or more, rapid response services will be provided per the statutory reference to mass layoffs. Additionally, rapid response must be provided for any layoff which receives a WARN notice. LWIA #25 will comply with State policy.

The LWIA will expeditiously deliver services in order to enable dislocated workers to transition quickly to new employment. The two critical phrases in regards to Rapid Response are—“plan for and respond” and “as quickly as possible”— and demonstrate that rapid response must include strategic planning and other activities that will ensure that dislocated workers can be reemployed as soon as possible. The purpose of rapid response is a proactive, strategic set of actions, not simply a response to layoffs. The proposal establishes rapid response as a critical tool in managing economic transition and supporting economic growth in communities. Rapid response includes a wide array of strategies and activities of which layoff aversion is a key component. The LWIA will continue to build upon state strategies and activities in further developing a cohesive local rapid response plan.

Building and maintaining relationships with the business community, throughout the growth and decline that characterizes the business cycle, is a critical aspect of rapid response; establishing and maintaining these relationships allows for early knowledge of potential layoffs. This information not only provides time for undertaking actions that may prevent the layoffs from occurring but may also allow affected workers to connect, in a timely manner, with businesses that can use their skills, thereby avoiding unemployment or minimizing its duration. Engaging with businesses and delivering effective solutions to their needs is critical—to allow rapid response teams to meet and work with individuals affected by layoff, preferably before layoff and on company time, but also to identify companies that are growing and may hire dislocated workers or to deliver services that may prevent workers at those companies from being laid off in the future. The SIWDB in coordination with the State will develop strong, comprehensive networks of partners and service providers to ensure that all needed services are provided to businesses, workers, and communities.

4.F. Local Area Provision of Youth Activities

4.F.1 Assessment of the Type and Availability of Youth Workforce Investment Activities

The SIWDB is committed to providing high quality services for youth and young adults beginning with career exploration and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, and culminating with a good job along a career pathway or enrollment in postsecondary education.

When needed, the SIWDB will seek out youth-serving programs that promote evidence-based strategies that also meet the highest levels of performance, accountability, and quality in preparing young people for the workforce. These strategies must also incorporate strong framework services which must include intake, objective assessments, and the development of individual service strategy, case management, supportive services, and follow-up services. The SIWDB must also consider how to ensure that youth providers have the requisite knowledge and sensitivity to the needs of OSY to effectively serve them.

WIOA prioritizes work experiences with the requirement that local areas must spend a minimum of 20 percent of local area funds on work experience. Under WIOA, work experience becomes the most important of the program elements. WIOA also introduces five new program elements: Financial literacy; entrepreneurial skills training; services that provide labor market and employment information about in-demand industry sectors or occupations available in the local areas; activities that help youth prepare for and transition to post-secondary education and training; and education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster new components to the objective assessment and individual service strategy. WIOA incorporates career pathways as part of both the objective assessment and development of the individual service strategy. In addition, the individual service

strategy must directly link to one or more of the performance indicators. The program design under WIOA also includes effective connections to employers, including small employers, in in-demand industry sectors and occupations.

This WIOA regulation clarifies which youth activities may be conducted by the local grant recipient and which services must be provided by entities identified in accordance with WIOA sec. 123. Consistent with § 664.405(a)(4), the competitive selection requirement in WIOA sec. 123 does not apply to framework services if the grant recipient/fiscal agent provides these services. The Department allows this because in some cases the grant recipient/fiscal agent may be best positioned to provide such services. For example, the grant recipient/fiscal agent that provides framework services can ensure continuity of WIOA youth programming as youth service providers change. Due to excellent history of maintaining program integrity and meeting or exceeding performance measures, the SIWDB has designated the grant recipient/fiscal agent to provide these framework services and youth elements if deemed appropriate by the grant recipient/fiscal agent. The framework includes establishing objective assessments; individual service strategies, identifying which programs must be updated as needed to ensure progression through the program; and general case management; and follow-up services that lead toward successful outcomes for WIOA youth program participants.

WIOA makes two significant changes to WIA's requirements for service strategies. One is that the service strategy must be linked to one or more of the indicators of performance in WIOA sec. 116(b)(2)(A)(ii). The other is that the service strategy must identify career pathways that include appropriate education and employment goals. For both objective assessment and individual service strategy, programs may use recently completed assessments or service strategies conducted by another education or training program rather than create new assessments or service strategies if they determine it is appropriate to do so.

This WIOA section also describes the requirement that Local Boards must link to youth-serving agencies and adds local human services agencies to the list. It provides that Local Boards must provide eligible youth with information about the full array of applicable or appropriate services available through the Local Board or other eligible providers, or one-stop partners. It also provides that Local Boards must refer eligible youth to appropriate services that have the capacity to serve them on a concurrent or sequential basis. The WIOA section also provides that eligible providers must refer youth who either do not meet the enrollment requirements for that program or cannot be served by that program for further assessment, if necessary, or to appropriate programs to meet the skills and training needs of the participant. The SIWDB will ensure that the grant recipient/fiscal agent and youth providers make adequate referrals for all youth regardless of enrollment status, to appropriate services. The SIWDB will create referral spreadsheets and make available Resource and Referral guides to all partners.

A new provision in WIOA allows the Local Board to use up to 10 percent of their funds to implement pay-for-performance contracts for the program elements described in § 681.460. Pay-for-performance contracts are further described in § 683.500. The SIWDB will pursue this provision during the program year once clarification is provided through final rules and regulations and accompanying policies.

Youth may participate in both the WIOA youth program and the adult program at the same time if they are eligible for both and it is appropriate. If such concurrent enrollment occurs, local programs must track expenditures separately by program. This section eliminated the reference, included in the WIA regulations, to concurrent enrollment in the dislocated worker program because any youth

meeting eligibility for the dislocated worker program would have already successfully attained a job and would most likely be more appropriately served under the dislocated worker program. The section also provides that youth who are eligible under both programs may enroll concurrently in WIOA title I and II programs. Individuals aged 18 to 24 are eligible for the WIOA adult and youth programs and local areas must determine whether to serve such individuals in the youth program, adult program, or both. This WIOA section provides that a local youth program must determine whether to enroll an 18 to 24 year old in the youth program or adult program based on the individual's career readiness as determined through an objective assessment. The SIWDB will allow the grant recipient/fiscal agent to determine whether to serve such individuals in the youth program, adult program, or both.

In order to ensure that youth are not prematurely exited from the WIOA youth program, the SIWDB is committed to allowing youth programs to serve participants for the amount of time necessary to ensure they are successfully prepared to enter postsecondary education and/or unsubsidized employment. While there is no minimum or maximum time a youth can participate in the WIOA youth program, programs must link program participation to a participant's individual service strategy and not the timing of youth service provider contracts or program years.

The youth program will make available the 14 program elements shown in the table below.

Element Number	Elements
1)	Tutoring, study skills training, instruction, and evidence- based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential.
2)	Alternative secondary school services, or dropout recovery services, as appropriate.
3)	Paid and unpaid work experiences that have as a component academic and occupational education, which may include: <ul style="list-style-type: none"> • summer employment opportunities and other employment opportunities available throughout the school year; • pre-apprenticeship programs; • internships and job shadowing; and • on-the-job training opportunities.
4)	Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved, if the local board determines that the programs meet the quality criteria described in section 123.
5)	Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster; this element requires integrated education and training to occur concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. Youth participants will not be required to master basic academic skills before moving on to learning career-specific technical skills.

6)	Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate.
7)	Supportive services.
8)	Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months.
9)	Follow-up services for not less than 12 months after the completion of participation, as appropriate.
10)	Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate.
11)	Financial literacy education.
12)	Entrepreneurial skills training.
13)	Information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.
14)	Activities that help youth prepare for and transition to postsecondary education and training.

While local WIOA youth programs must make all 14 program elements available to WIOA youth participants, local programs have the discretion to determine which elements to provide to a participant based on the participant's assessment and individual service strategy. Local WIOA youth programs must make all 14 program elements available to youth participants, but not all services must be funded with WIOA youth funds. The SIWDB will encourage local programs to leverage partner resources to provide program elements that are available in the local area. If a local program does not fund an activity with WIOA title I youth funds, the local area must have an agreement in place with the partner to offer the program element and ensure that the activity is closely connected and coordinated with the WIOA youth program if enrolled youth participate in the program element. Case managers must contact and monitor the provider of the non-WIOA-funded activity to ensure the activity is of high quality and beneficial to the youth participant.

The SIWIB realizes the importance of offering incentives to achieve successful benchmarks and outcomes within the youth program. Incentives under the WIOA youth program are permitted and will be made available in compliance with the requirements in 2 CFR part 200. The SIWDB will identify a list of available "incentives to achieve" guidelines.

Under WIOA there is no self-service concept for the WIOA youth program and every individual receiving services under WIOA youth must meet ISY or OSY eligibility criteria and formally enroll in the program. It defines enrollment as the collection of information to support an eligibility determination and participation in any one of the 14 program elements. Under WIA the Department received many questions about the point in time that a youth became enrolled in the program.

Individual Training Accounts (ITA) have become a critical component of provide training services to older and OSY to: (1) Expand training options; (2) increase program flexibility; (3) enhance customer choice; and (4) reduce tracking, reporting and paperwork that comes with dual enrollment. WIOA allows ITAs for older OSY aged 18 to 24. This option will enhance individual participant choice in their education and training plans and provide flexibility to service providers. ITAs also reduce the burden for local areas by eliminating duplicative paperwork needed for enrolling older youth in both youth and adult formula programs. ITAs will benefit disconnected youth and reinforce WIOA's emphasis on increasing access to and opportunities for workforce investment services for this population. To the extent possible, local programs must ensure that youth participants are involved in the selection of their educational and training activities.

Follow-up services are required be provided for a minimum of 12 months. Follow-up services may be different for each individual based on his or her individual needs. Follow-up services are more than a contact attempted or made to gather information for reporting purposes because follow-up services provide the necessary support to ensure the success of youth post-program. Therefore, to meet follow-up requirements, programs must do more than just make an attempt to contact to gather reporting information.

Work experience is a critical WIOA youth program element, arguably the most important program element as signaled by the 20 percent minimum expenditure requirement. Work experience helps youth understand proper workplace behavior and what is necessary in order to attain and retain employment. Work experience can serve as a stepping stone to unsubsidized employment and is an important step in the process of developing a career pathway for youth. Research shows work experience is correlated with higher high school graduation rates and success in the labor market. This is particularly important for youth with disabilities. Work experiences are designed to enable youth to gain exposure to the working world and its requirements. Work experiences should help youth acquire the personal attributes, knowledge, and skills needed to obtain a job and advance in employment.

Under WIOA sec. 129(c)(2)(C), summer employment opportunities are one of four suggested components of the paid and unpaid work experiences program element. While local WIOA youth programs must provide paid and unpaid work experiences, they may take the form of a number of activities including: summer employment opportunities and employment opportunities available throughout the year, pre-apprenticeship programs, internships and job shadowing, and OJT. While summer employment opportunities are an allowable activity and a type of work experience that counts toward the work experience priority, they are not a required program element as they previously were under WIA. Local areas must adhere to the provisions outlined in WIOA sec. 123 for selecting service providers when administering summer employment opportunities. This WIOA section discusses that WIOA requires local areas to identify youth providers of youth workforce investment activities, including work experiences such as summer employment opportunities, by awarding grants or contracts on a competitive basis. As provided in WIOA sec. 123, if there is an insufficient number of eligible providers of youth workforce investment activities, Local Boards may award grants or contracts on a sole source basis. This section also clarifies that the summer employment administrator does not need to select the employers who are providing the employment opportunities through a competitive process.

By repositioning youth as an asset to employers with a need for skilled workers, the value of employers engaging the youth workforce system and programs is enhanced. Employers are critical partners that provide meaningful growth opportunities for young people through work experiences

that give them the opportunity to learn and apply skills in real-world setting and ultimately jobs that young people are ready to fill given the opportunity shift to focus resources primarily on OSY.

The SIWDB will continue to seek new grant opportunities that complement Title IB Youth formula programs. Currently LWA #25 is administering a Building Futures Grants which focuses on youth aging out of foster care. In PY2017, LWA #25 will be administering an Apprentice Plus Grant focusing on the preparing out of school youth for employment in manufacturing.

4.F.2 Minimum 75% of Youth Expenditures for Out-of-School Youth

Per WIOA requirements, local areas must expend a minimum of 75 percent of youth funds on out-of-school youth (OSY). The SIWDB will focus on youth services and providers who have programs serving OSY. Primarily new youth enrollments will be OSY to ensure that minimum 75% requirement is met. The SIWDB may provide in-school youth services when deemed appropriate.

4.G. Provision of Services to Priority Populations Based on State's Unified Plan

4.G.1 Priority to Recipients of Public Assistance and Other Low Income and Basic Skills Deficient Individuals

Consistent with WIOA Sec. 134(c)(3)E, the SIWDB will give priority of enrolled services to eligible adults who are recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient by limiting enrollment in individualized career and training services to only those individuals who have been determined to meet the following criteria:

An "adult" customer of WIOA must:

1. Meet general eligibility requirements; and
2. Must be age 18 or older.

After eligibility determination, priority for individualized career services and training service shall be given to:

1. Recipients of public assistance;
2. Other low-income individuals; and
3. Individuals who are basic skills deficient.

Individualized Career Services, if determined to be appropriate in order for an individual to obtain or retain employment, consist of:

1. comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include:
 - a. diagnostic testing and use of other assessment tools; and
 - b. in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals;
2. 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 pursuant to paragraph (3)(F) and
3. career pathways to attain career objectives;
4. group counseling;
5. individual counseling;

6. career planning;
7. 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;
8. internships and work experiences that are linked to careers;
9. workforce preparation activities;
10. financial literacy services, such as the activities described in section 129(b)(2)(D);
11. out-of-area job search assistance and relocation assistance; or
12. English language acquisition and integrated education and training programs; and
13. follow-up services, including counseling regarding the workplace, for participants in workforce investment activities authorized under this subtitle who are placed in unsubsidized employment, for not less than 12 months after the first day of the employment, as appropriate.

4.G.2 Local Board Determination of Priority Populations

SIWDB will determine priority populations and how to best serve them, along with any other state requirements.

The SIWDB will implement initiatives to address the needs of specific populations facing barriers to employment, and the WIOA partners will identify effective practices and resources to address the employment needs of each of the targeted populations listed below. The chart below includes examples of the types of approaches that will be used to meet the needs of these populations.

Priority Populations	Examples of Approaches
<i>Long-Term Unemployed</i>	Though the unemployment rate in Illinois has improved since the start of the economic recovery, long-term unemployment, defined as unemployment of a duration of 27 weeks or longer, remains a problem throughout the state. According to the IDES LMI Data USBSL, Illinois leads all six of its neighboring states, number and duration of long-term unemployed, with an average duration of 38.5 weeks for 2014, well in excess of the 26-week limit on individual unemployment insurance benefits. Such persistent unemployment can have ripple effects throughout local economic areas. To address these challenges, Commerce has leveraged multiple National Emergency Grants targeting long-term unemployed and piloted innovative strategies, such as Group Discovery, to address the unique needs of the population. The SIWIB will seek opportunities to address the long-term unemployed in LWA #25 by creating programs and services within the state initiatives addressing this population.
<i>Individuals with Disabilities</i>	Unemployment among individuals with disabilities is a national epidemic and Illinois is no exception. In a report from the USBSL, the unemployment rate in November 2015 for those with a disability, ages 16 and over, was 12.1 percent, almost three times that of individuals that do not have disabilities. The labor force participation rate that month for those with disabilities was 19.2 percent. Those without disabilities were recorded at 68.3 percent. Illinois works to address that disparity through better service alignment between the partner programs, in addition to Disability Employment Initiative projects in targeted geographies throughout the state that build the capacity of American Job Centers to address the needs of adults with disabilities. Illinois also prioritizes multilevel partnerships

Priority Populations	Examples of Approaches
	between the workforce, secondary and post-secondary systems to provide career pathway programs to youth with disabilities. A current DEI grant has increased our internal capacity to both serve persons with disabilities. In addition, Man-Tra-Con serves as an Employer Network for additional supports.
<i>Out-of-School Youth</i>	Approximately 184,000 youth age 18-24 in Illinois are considered “disconnected”, meaning they are not attending school and are not working. This number is approximately 15% of the 18-24 population statewide. Meanwhile, unemployment among this group stands at 22.1%, according to USBLS data, approximately five times that of the state as a whole. To address these issues, the IWIB created the Disadvantaged Youth Career Pathways Task Force to develop recommendations for building pilot projects that will seek to blend different sources of public funds, engage businesses for work-based learning and other initiatives and create sustainable career pathways for youth throughout the state. The “Report of the Illinois Disadvantaged Youth Task Force” was accepted by the IWIB in February 2016. Recommendations include: reinvigoration of cross-agency and cross-sector statewide supports for career pathway system development under the framework of Illinois pathways, creation of regional opportunity youth systems and the continuation of the work of the Youth Task Force as a function of the IWIB.
<i>Veterans</i>	Serving veterans is a high priority of the workforce system in LWA #25. Veterans receive priority of service as required by WIOA. The Illinois workforce centers are committed to helping veterans find a job, training and other services. Employment Security employs veterans’ employment representatives, who are fellow veterans and specialists in providing employment services. Veterans have been served over the years through targeted initiatives administered by the workforce and education partners and the Illinois Department of Veterans Affairs. The SIWDB will continue partnering to make service to veterans a priority and will adhere to the Priority of Service set forth by DOL and DCEO.
<i>English Language Learners</i>	Approximately 2.73 million Illinois residents speak a language other than English as the primary language in their homes, and more than 331,368 immigrants are currently residing in Illinois. An English language learner is an individual who has limited ability in reading, writing, and speaking or comprehending the English language, and whose native language is a language other than English or who lives in a family or community environment where a language other than English is the dominant language. Staff are proficient at the utilization of conversion language software.
<i>Low Literacy Adults (including those without a high school diploma)</i>	Employers increasingly require postsecondary credentials when hiring workers for good jobs that provide family-supporting wages and career advancement opportunities. Almost 1.2 million of Illinois’ 10.1 million adults have less than 12 grades of formal education. Included in this number are 470,138 people with less than a 9 th grade education. Low Literate adults are individuals who are basic skills deficient with academic skill levels below the postsecondary level, and who do not have the ability to read, write, speak in English and perform mathematics or other activities of a secondary school diploma or its recognized equivalency. The board has an excellent adult education representative and community in southern Illinois.

Priority Populations	Examples of Approaches
<i>Low Skilled Adults</i>	With good jobs becoming harder to find for people with a high school diploma or less, it is critical to help low-skilled workers obtain the skills that are needed to be successful in postsecondary employment and training. According to a Report by the Office of Career, Technical and Adult Education (OCTAE formerly OVAE) Promoting College and Career Readiness: Bridge Programs for Low-Skilled Adults, defines Low-skill adults as individuals who lack the necessary skills and knowledge to succeed in postsecondary education and training, or meet the demands of the current labor market. Both bridge and ICAPs programs integrate contextualized learning in key sectors while students obtain a secondary certificate.
<i>Migrant and Seasonal Farmworkers</i>	
<i>Re-Entry Individuals (Ex-felons)</i>	A workgroup of the board is tackling the challenge of homeless, re-entry citizens, beginning with the Mt. Vernon area.
<i>Older Individuals</i>	
<i>Homeless Individuals</i>	
<i>Single parents</i>	
<i>Youth in foster care</i>	The Building Futures grant has increased referral patterns between DCFS and the workforce system. Youthbuild referrals are also increasing.
<i>Displaced Homemakers</i>	
<i>Veterans with Disabilities</i>	

4.H. Local Area Training Policies and Activities

4.H.1 Meeting the Expenditure Requirement for Direct Training Costs

The State currently requires LWIAs to ensure at least 40% of formula-allocated program expenditures in a program year are spent on allowable training costs as defined by State policy in the combined WIOA Adult and Dislocated Worker Programs.

Local Workforce Area 25 will meet the 40% training expenditure requirement, by budgeting WIA formula-allocated funding appropriately and charging expenditures according to the State policy.

Customer, staff and facility costs will be charged to the formula Adult and Dislocated Worker grants as appropriate. We will continue to increase training opportunities and charge costs appropriately to the allocated formula funds in order to comply with the State policy. In addition, the SIWDB will actively seek additional revenues to offset case management costs and increase the percentage spent on training.

4.H.2. Work-based Learning Strategies

Internship or work experience is a planned, structured, time-limited learning experience that takes place in a workplace. An internship or work experience may be paid or unpaid, as appropriate. An internship or work experience may be provided in the private for-profit, non-profit, or public

sectors. Labor standards apply to any internship or work experience in which an employee/employer relationship exists under applicable law.

Work experiences and internships play an important role in helping individuals obtain the skills they need to succeed in the workplace. An internship or work experience for a participant in WIOA is classified as an Individualized Career Service as described in § 678.430(b). Internships and work experiences provide a helpful means for an individual to gain experience that leads to unsubsidized employment.

Work-based Training under WIOA is considered to include OJT training, customized training, incumbent worker training, and transitional jobs. Work-based training is employer-driven with the goal of unsubsidized employment after participation. Generally, work-based training involves a commitment by an employer or employers to fully employ successful participants after they have completed the program with the exception of transitional jobs.

Work-based training can be an effective training strategy that can provide additional opportunities for participants and employers in both finding high quality work and in developing a high quality workforce. Each of these work-based models can be effectively used to target different job seeker and employer needs. Work-based Learning Opportunities can be found in the Methods of Training Attachment D.

Type of Work-based Learning	Description	Goals / Proposed Outcomes
On-the-Job Training (OJT)	OJT is primarily designed to provide a participant with the knowledge and skills necessary for the full performance of the job. Both training providers and OJT providers must be providing the highest quality training to participants. OJT contracts must be continually monitored so that WIOA funds provided through OJT contracts are providing participants with successful employment. It is important that OJTs have a strong ability to provide participants with in-demand skills with opportunities for career advancement and employers with a skilled workforce. Under WIA, States could apply for a waiver to increase reimbursement amounts of the OJT wage rate. Under WIOA, the statute enables a Governor or Local Board to increase this rate to 75 percent without a waiver. This change is designed to give States and Local Boards additional flexibility in developing OJT opportunities that work best with the participating employers and in the local economy.	<p>Goals for OJT: The SIWDB plans to implement the OJT policy as provided by the State.</p> <p>Proposed Outcomes: The SIWIB plans to achieve the following outcomes from the OJT program:</p> <ul style="list-style-type: none"> • 100% placement and retention upon completion of the OJT in a career leading to a self-sufficient wage • Attain a measureable skills gain as defined by DOL and the State •
Customized Training	Customized training is designed to provide local areas with flexibility to ensure that training meets the unique needs of the job seekers and employers or groups of employers.	

Type of Work-based Learning	Description	Goals / Proposed Outcomes
Incumbent Worker Training	<p>Local areas may use up to 20% of their local adult and dislocated worker funds for incumbent worker training. Incumbent worker training is targeted to improving the skills and competitiveness of the participant and increasing the competitiveness of the employer. The training should, wherever possible, allow the participant to gain industry-recognized training experience, and ultimately should lead to an increase in wages. To receive incumbent worker funding under WIOA, an incumbent worker must have an employer-employee relationship, and an established employment history, with the employer.</p> <p>Incumbent worker training is designed to ensure that employees of a company are able to gain the skills necessary to retain employment and advance within the company or to provide the skills necessary to avert a layoff. WIOA also explicitly allows for incumbent worker training at the local level. WIOA introduces incumbent worker training as an allowable type of training for a local area to provide.</p> <p>Incumbent workers are employed at the time of their participation, and the contract funds are paid to the employer for training provided to the incumbent worker either to avert a lay-off or otherwise retain employment. An ideal incumbent worker training would be one where a participant acquires new skills allowing him or her to move into a higher skilled and higher paid job within the company, thus allowing the company to hire a job seeker to backfill the incumbent worker's position.</p>	

Type of Work-based Learning	Description	Goals / Proposed Outcomes
Transitional Jobs	<p>Transitional jobs are time-limited work experiences that are subsidized for individuals with barriers to employment who are chronically unemployed or have an inconsistent work history. These jobs may be in the public, private, or non-profit sectors. Transitional jobs can be effective solutions for individuals to gain necessary work experience that they would otherwise not be able to get through training or an OJT contract.</p> <p>The goal is to establish a work history for the individual, demonstrate work success, and develop skills that lead to entry into unsubsidized employment. The difference between a transitional job and an OJT contract is that in a transitional job there is no expectation that the individual will continue his or her hire with the employer after the work experience is complete.</p> <p>Local areas may reserve up to 10 percent of their combined total of adult and dislocated worker allotments for transitional jobs and must be provided along with comprehensive career services and supportive services. The SIWIB encourages the use of Transitional Jobs when serving low income adults and dislocated workers for those who have barriers to employment and who are chronically unemployed or have an inconsistent work history. Criteria that includes these parameters will be determined during the assessment process and creation of an employment plan.</p>	<p>Goals for Transitional Jobs:</p> <p>The SIWDB plans to use the 10 percent funding reserve to provide transitional employment to individuals with barriers to employment that have been identified in the WIOA and who are chronically unemployed or have an inconsistent work history.</p> <p>Proposed Outcomes:</p> <p>The SIWIB plans to achieve the following outcomes under the Transitional Jobs program:</p> <ul style="list-style-type: none"> • proving work ethic and reliability, • creating a meaningful work history exposing the job seeker to career interests

4.H.3 Individual Training Account Policy

A copy of the SIWDB WIOA Title IB Adult and Dislocated Worker Methods of Training can be found in Attachment D and describes how training services outlined in WIOA Sec. 134 will be provided through the use of individual training accounts, including, if contracts for training services will be used, how the use of such contracts will be coordinated with the use of individual training accounts under that chapter, and how the local board will ensure informed choice in the selection of training programs regardless of how the training services are to be provided

The Southern Illinois Workforce Development Board has authorized Man-Tra-Con Corp. as the entity to administer WIOA Title IB activities. Man-Tra-Con Corp. will determine eligibility for WIOA Title IB training services and issue an Individual Training Account (ITA) as appropriate for customers in need of training services. The ITA will be the method for the majority of payments for all training programs. Man-Tra-Con Corp. will issue ITAs to participants in accordance with federal, state and local policy and procedures approved by the Southern Illinois Workforce Development Board.

The SIWDB will serve the majority (51%) of adult and dislocated worker registrants receiving training services through ITAs. ITA's will join the state funded grants, PELL grants and other funding sources to maximize available resources to provide financial assistance to those in need of training. Maximum funding allocations for eligible recipients will be established and an agreed upon training plan will be implemented. Dollar limits or time limits of an ITA will not be structured to give priority consideration to one provider program over that of another provider program. Guidelines specifying limitations will not be implemented in a manner which undermines the WIOA's requirement to maximize customer choice.

Training services may be provided through a contract for services in lieu of ITAs in several circumstances. First, training services may be provided through On-the-Job training or customized training contracts rather than ITAs. Second, if the local Workforce Development Board (LWIB) determines that there is an insufficient number of eligible training providers in the local area (such as a rural area) to accomplish the purposes of a system of ITAs (i.e., creation of a training market characterized by true customer choice among vendors), contracts for training services may be used. Third, if an LWIB determines that there is an effective training program offered by a community-based organization (CBO) or another private organization to serve a low-income participant population facing multiple barriers to employment, contracts for training services may be used. LWA#25 will comply with current state policy regarding contracting for service and with current state and local procurement procedures.

4.H.4 Continuous Improvement of Eligible Providers to Meet Employment Needs

The Local Training Provider Approval Policy and Procedures can be found in Attachment G and is included with the Appendix.

Job seekers in LWA #25 will need to be linked with training focusing on basic job skills and/or educational opportunities that will help them develop the knowledge skills and abilities needed to obtain employment in a high growth occupation as identified on the Statewide Occupation in Demand list. The SIWDB will continue to provide training opportunities to meet the needs of these high growth occupations through Individual Training Accounts (ITAs), On-The-Job training programs and other approved methods of training delivery as identified in SIWDB WIOA Title IB Adult and Dislocated Worker Methods of Training found in Attachment D.

The SIWDB will make the State list of eligible providers of training services available to all customers in the One-Stop centers after the customer receives a consultation with a WIOA Title I Career Specialist and has been determined eligible to receive training services. The customer will access the State training provider list through the internet based Illinois Workforce Development System. This system will include all required data needed for customers to make informed choices including cost and performance criteria.

4.I. Local Strategies Financed by Transfer of Title IB Workforce Funds The SIWDB will implement the following strategies financed by transfer of Title IB workforce funds:

4.I.1 To transfer funds between the adult and dislocated worker funding streams. LWIA 25 will continue to monitor requests for services to ascertain a need to transfer funds within allowable DCEO policy guidelines. No funds will be transferred until mid-year and only after analysis of economic conditions and existing waiting lists for services. Service on multiple economic development boards allows a "glimpse" into layoffs which may also impact transfer of funds.

4.I.2 To use funds for incumbent worker training as outlined in WIOA Sec. 134 (d)(4)(A)(i) Funds will be allocated based on historic use of incumbent worker funds. Continued work with employers and education partners will determine requests to the SIWDB for incumbent worker funds.

4.I.3 To use funds for transitional jobs as outlined in WIOA Sec. 134 (d)(5) The SIWDB will allow the use of transitional jobs as outlined in the Work-based Learning Opportunities located in Attachment E. WIOA Section 680-840 allows up to 10% of combined adult and dislocated worker funds to be used for Transitional Jobs.

4.I.4 To use funds for pay for performance contracts as outlined in WIOA Sec. 133(b)(2-3) The SIWDB is awaiting clarification of pay-for-performance contracts. The Youth contracts are performance-based but may or may not align with further clarification from DOL.

4.J Provides plan explaining for which region the LWIA will associate with. The LWA #25 is associated with Region 8.

Chapter 5: LWIA 25 Performance Goals and Evaluation – Local Component

This chapter includes on the actions the Local Board will take toward becoming or remaining a high performing board, consistent with the factors developed by the State Board (WIOA Sec. 101(d)(6) and (679.560(b)(17)).

5.A LWIA 25 Projected Local Service Levels

The appendix includes the Planned Participant Numbers can be found in Attachment H.

Local Levels of Performance Negotiated with Governor and Chief Elected Official – Provide information regarding the local levels of performance negotiated with the Governor and chief elected official consistent with WIOA Sec. 116(c), to be used to measure the performance of the local area and to be used by the Local Board for measuring the performance of the local fiscal agent (where appropriate), eligible providers under WIOA Title I Subtitle B and the one-stop delivery system in the local area (679.560(b)(16))

The appendix includes the Approved Performance Negotiations for the Current Program Year and can be found in Attachment I.

Performance and Effectiveness of the Local Fiscal Agent

In accordance with WIOA Section 107(d)(12)(B)(i)(II), Man-Tra-Con Corporation, has been selected as the local fiscal agent for the WIOA grant funds by a Consortium of Chief Local Elected Officials (CLEO).

According to the agreement between the Local Elected Officials, NWTNWB, and DSCC, as the selected fiscal agent entity, DSCC's responsibilities include:

- Ensuring fiscal integrity and accountability for expenditures of funds in accordance with Office of Management and Budget circulars, WIOA and corresponding Federal Regulations and State
- Policies;
- Maintaining proper accounting records and adequate documentation;
- Conducting financial monitoring of service providers; and
- Ensuring independent audits of all employment and training programs.

Additionally, Man-Tra-Con is committed to the responsible stewardship of its resources and to maintaining a work environment that promotes ethical and honest behavior. To accomplish this, Man-Tra-Con has established and implemented internal control systems and procedures to prevent and detect irregularities, including fraud, waste and abuse:

- An Internal Audit is responsible for assessing the adequacy and effectiveness of internal controls that are implemented by management and will often recommend control improvements as a result of this assessment. During an audit of a department or process,
- Internal Audits will also perform tests designed to detect fraud, waste or abuse that may have occurred.
- External Fiscal Audits are performed annually. One purpose of this type of audit is to evaluate the institution's internal controls, which will often result in recommendations for control improvements.
- State Audits will also perform tests designed to detect fraud, waste or abuse that may have occurred.
- Other Reviews and fiscal monitoring - Various programs may be subject to audits or reviews by federal, state or other outside agencies based on the type of program, function or funding.

All audits and monitoring results are reviewed by the CLEOs and the SIWDB.

Performance and Effectiveness of Eligible Providers

In the State of Illinois, the Illinois Department of Commerce (DOC) is charged with the responsibility to develop and maintain the Statewide Eligible Training Provider List (ETPL). To receive funds under Title I of WIOA, a training provider must make application to the local Workforce Investment Board for approval to be included on the ETPL.

LWA #25 agrees to adopt the procedures and formats provided by the DOC for accepting and processing applications for the ETPL. Said procedures include processes and formats for renewal applications for providers which have completed their period of initial eligibility, as well as processes for making initial application.

Interested training provider applicants shall visit the Eligible Training Provider website at <https://iwds.dceo.illinois.gov/iwds/iwdshome.html> to register and begin the appropriate application process.

Applicants must provide all requested performance, cost, credentialing, articulation documentation, or other information requested by the IWDS System.

Upon receipt of completed applications, a Sub-Committee of the SIWDB will review and make recommendation to the full SIWDB or its Executive Committee for approval, denial or other additional/subsequent consideration. The Sub-Committee, other committees of the SIWDB, or SIWDB members may request any additional information from the applicant institution deemed necessary.

The LWDB will review and approve applicants which are deemed to have met the criteria outlined in the State ETPL Policy. If approved, the SIWDB will submit appropriate information and recommendation for addition to the Statewide Eligible Training Provider List in the IWDS system.

Eligible Training Providers are accountable to established performance standards in accordance with The State Eligible Training Provider Policy and renewal applications must provide required performance data in order to remain on the ETPL.

According to the policy, providers on the ETPL all eligible training providers are required to provide basic performance data, when available, on their training programs in order to be approved for initial eligibility or continued eligibility. The State of Illinois understands the current concerns with the ability of training providers to provide the required performance data. All training providers are encouraged to begin development of a process to comply with this policy that would include a plan for identifying all students enrolled in a *Program of Study* and capable data system to track the performance of such enrollees. Further guidance is needed from the Departments of Labor and Education in order to develop a concise policy. Training providers should plan for the ability to provide this data no later than July 1, 2018. After this date, training providers may not be eligible to be added to the *Eligible Training Provider* List. Further guidance by the State will provide more detail as it becomes available.

Similarly, employers who are awarded On-the-Job Training (OJT) contracts will have performance periodically reviewed by the SIWDB to ensure placement and retention standards, in accordance with the federal performance measure, are met and warrant continued approval of new OJT contracts and slots. Any employers who are found to have a pattern of failure regarding completion or retention of participants will discuss the contributing factors with the Business Services representative to develop corrective action plans, if appropriate, in order to remain a provider of OJT.

Performance and Effectiveness of the One Stop Business and Employment Center, and IllinoisworkNet Center and American Job Center Delivery System

In addition to closely monitoring attainment of the federal performance measures as described above, to measure the performance and effectiveness of the One Stop delivery system in the local area, the One Stop Operator will conduct job seeker and employer surveys.

Both job seeker and employer surveys will be shared with One Stop partners and reviewed by the SIWDB so that results can be analyzed and appropriate action taken

Additionally, customer success stories are highlighted in an Annual Report, on social media accounts, and the Center's website .Furthermore, the Greeter and various reporting features of the One Stop Center allow leaders of the local One-Stop system to monitor customer traffic to ensure the One Stop Center, have sufficient staffing to provide the needed level of customer service. If needed, staff may be asked to work in a Center outside of their regular working hours to ensure Centers are prepared to administer services to customers as needed. The One Stop Operator will utilize work experience programs to assist in delivering services if needed. The Center focuses on streamlining and maximizing services to ensure all provisions under WIOA are implemented.

5.B LWIA 25 Local Levels of Performance Negotiated with Governor and Chief Elected Official

The appendix includes the Approved Performance Negotiations for the Current Program Year and can be found in Attachment I.

Chapter 6: LWIA 25 Technical Requirements and Assurances

This chapter includes the technical requirements and assurances that are required by the Workforce Innovation and Opportunity Act.

6.A LWIA 25 Fiscal Management

6.A.1 LWIA 25 Entity Responsible for the Disbursal of Grant Funds

As determined by the chief elected officials, Man-Tra-Con Con. Corporation has been selected as the administrative entity and grant recipient.

6.A.2 LWIA 25 Local Procurement Policies and Process

The appendix includes the SIWDB Procurement Policies and Process and can be found in Attachment J. This attachment includes a description of the competitive procurement process that will be used to award the sub grants and contract for WIOA Title I activities.

6.B LWIA 25 Physical Accessibility

6.B.1. Section 188 Compliance

The comprehensive one-stop center will maintain a culture of inclusiveness in compliance with Section 188 of WIOA, the Americans with Disabilities Act (ADA) of 1990 and all other applicable statutory and regulatory requirements.

Additionally, the physical characteristics of the facility, 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 will be available in a convenient, high traffic and accessible location taking into account reasonable distance from public transportation and adequate parking (including parking clearly marked for individuals with disabilities). Indoor space will be designed in an “equal and meaningful” manner providing access for individuals with disabilities.

6.B.2 Cooperative Agreements Provide copies of executed cooperative agreements (as applicable) which define how all local service providers, including additional providers, will carry out the requirements for integration of and access to the entire set of services available in the local one-stop system, with respect to efforts that will enhance the provision of services to individuals with disabilities. (679.560(b)(13)) This may include cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers and other efforts at cooperation, collaboration and coordination.

Additionally, LWIA 25 has entered into a Memorandum of Understanding with its local mandated partners to ensure that the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with WIOA Sec. 188, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) This includes the physical and programmatic accessibility of facilities, programs and services, technology and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities.

6.C LWIA 25 Plan Development and Public Comment

6.C.1. Public Comment Period LWIA 25, in cooperation with LWIA 26, placed print advertisements in local newspapers covering the entire region. A team made up of individual representatives of businesses, education and labor organizations developed the plan and an employer survey was sent

to a variety of manufacturing employers for their direct input on the plan. The LWIA 25 and 26 Certificate Of Publication – Public Notice on the Establishment of Regional Plan for EDR 8 is included with the Appendix.

6.C.2. Public Comment Summary No public comments were received.

6.C.3. Local Plan Modification Procedures Local plan modifications are taken to the full Board for approval and then forwarded to the 5-county Chief Elected Officials for their approval before submission.

Appendix

LWIA 25 and 26 Certificate Of Publication - Public Notice on the Establishment of Regional Plan

COPY OF ADVERTISEMENT

PUBLIC NOTICE
The Southern Illinois Workforce Development Board and the Chief Local Elected Officials of Local Workforce Area (LWA) #25 along with the Southern 14 Workforce Investment Board and Chief Local Elected Officials of Local Workforce Area (LWA) #26 advise the public of the establishment of the regional and local workforce plans for the program year beginning July 1, 2017.
The public is advised that the local plan for LWA #25 and Regional Plan for EOR 8 will be available for review at www.siwdb.org and Monday-Friday, 8:30 a.m. to 4:30 p.m. at the office of Management, Training & Consulting Corporation (MAN-TRA-CON Corporation), 3000 W. Beltway, Suite 600-B, Marion, IL 62459, which serves as the grant sub-recipient/fiscal agent for LWA #25.
The public is advised that the local plan for LWA #26 and Regional Plan for EOR 8 will be available for review at www.sot4lwa.org and Monday-Thursday, 8:00 a.m. to 5:00 p.m. at the office of Southern 14 Workforce Investment Board Inc., 304 E. Robinson Street, Suite 210 Carlin, Illinois 62821, which serves as the grant sub-recipient/fiscal agent for LWA #26.
The Southern Illinois Workforce Development Board and the Southern 14 Workforce Investment Board is an equal opportunity employer where auxiliary aids and services are available upon request to individuals with disabilities.
20606123 3/23

Certificate of Publication

State of Illinois
ss.
Jackson County

The SOUTHERN ILLINOISIAN is a secular newspaper of general circulation in the Counties of Jackson, Franklin, Johnson, Perry, Randolph, Saline, Union and Williamson, State of Illinois, published daily in the City of Carbondale, County of Jackson, and State of Illinois, and that said newspaper is a newspaper as defined in an Act to revise the law in relation to notices, approved February 13, 1974, as amended, that the advertisement or notice hereto annexed and made a part of this certificate has been published in said newspaper at least once each week.

For 1 time(s); that the first of such publications was in the newspaper published on Thursday the 23 day of March 20 17, and such publication was continued at least once each week in said newspaper until the 23 day of March 20 17, which was the last day of publication of said notice.

Dated this 23 day of March 20 17

Fee.....\$

Received.....\$

20 SOUTHERN ILLINOISIAN

By Aimee Elkin By [Signature]

In the Matter of Legal Notice

Solicitors or Attorneys _____

LWA #25 Attachments

LWA #25 Attachment A Career Services Matrix

TEMPLATE
LOCAL SERVICE MATRIX FOR COMPREHENSIVE ONE-STOP CENTERS
CAREER SERVICES AVAILABLE THROUGH THE LOCAL COMPREHENSIVE ONE-STOP CENTER(S)

REQUIRED PARTNERS	BASIC CAREER SERVICES										
	Eligibility for Title III	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 counseling assistance with UI claims	Assistance establishing eligibility for financial aid for some 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Title II: Adult Education and Family Literacy	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 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"/>
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 checked="" 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 checked="" 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 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"/>
Community Services Block Grant (CSBG)	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior Community Services Employment Program (SCSEP)	<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"/>
TANF	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Second Chance	<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 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

BASIC CAREER SERVICES											
REQUIRED PARTNERS	Eligible for Title II	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 data for the local area as a whole	Information on the availability of supportive services	Information and meaningful assistance with IT claims	Assistance establishing eligibility for financial aid for students with disabilities, WIOA, training and education
Employment and Training Activities	<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"/>	<input type="checkbox"/>
Job Corps	<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 checked="" type="checkbox"/>
YouthBuild	<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"/>
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	Internship 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Title II: Adult Education and Family Literacy	<input checked="" 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"/>
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 checked="" 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 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"/>
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

REQUIRED PARTNERS	INDIVIDUALIZED AND FOLLOW-UP CAREER SERVICES											
	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 initiative	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 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"/>
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 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 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"/>
TANF	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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"/>
Second Chance	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job Corps	<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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
YouthBuild	<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 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)		Financial Literacy Workshops, Job Readiness Workshops, Resume Workshops, Rapid Response	
Title II: Adult Education and Family Literacy			
Title III: Employment Programs under Wagner-Peyser		Hiring Events; Workshops	
Title IV: Rehabilitation Services		Ticket to Work Program, Supported employment, Vocational Evaluation, College training, Job Coach Services, Psychological evaluations	
Post-secondary Career and Technical Education under Perkins			
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)		None	
Migrant and Seasonal Farmworkers		Hiring Events; Workshops	
National Farmworker Jobs Program		N/A	
Community Services Block Grant (CSBG)		LIHEAP, Weatherization, food Pantry, Housing Rehab, Linkages/referrals to other agencies.	
Senior Community Services Employment Program (SCSEP)		N/A	
TANF		SNAP, Medical Assistance	
Second Chance		N/A	
Housing and Urban Development Employment and Training Activities		N/A	
Job Corps			
YouthBuild		None	

TEMPLATE
LOCAL SERVICE MATRIX FOR COMPREHENSIVE ONE-STOP CENTERS
SERVICE DELIVERY METHOD THROUGH THE LOCAL COMPREHENSIVE ONE-STOP CENTER(S)

PROGRAM	SERVICES PROVIDED THROUGH OWN STAFF	SERVICES PROVIDED THROUGH CROSS-TRAINED PARTNER STAFF		SERVICES PROVIDED THROUGH CONTRACTOR PROVIDER		SERVICES PROVIDED THROUGH DIRECT LINKAGE	
		Services	Partner	Services	Provider	Services	Method
Title I (Adult, Dislocated Worker, Youth)	<ul style="list-style-type: none"> • 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 • 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 • Assistance Establishing eligibility for financial aid for non-WIOA training and education • Comprehensive and specialized assessments • Development of an Individual Employment Plan • Group Counseling • Career Planning • Short-term pre-vocational services • Internships and work experience 						

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
	<ul style="list-style-type: none"> • Workforce Preparation Activities • Follow-up Services for participants in adult and dislocated worker program 			
Title II: Adult Education and Family Literacy		Services	Services	Services: <ul style="list-style-type: none"> • Outreach, intake and orientation. • Skills and supportive service needs assessment • Program coordination and referral. • Training provider performance and cost information. • Performance information for the local area as a whole • Information about the availability of supportive services and referral to these services
		Partner	Provider	Method: The One Stop Center will create an electronic referral via email and/or fax to Adult Ed and Literacy Providers and provide a copy of the referral to the customer. The customer will be provided a dedicated phone number and access to a One Stop Center phone line to contact the provider. The customer will be contacted by the Adult Ed Provider within 24 hours for 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>	
		Services	Partner	Services	Provider	Services	Method
Title III: Employment Programs under Wagner-Peyser	<ul style="list-style-type: none"> • Outreach, Intake, Orientation • Labor Exchange services including job search and placement assistance • Referral and Coordination with Other Programs • Workforce and Labor Market information and statistics • Performance Info for the local area as a whole • Information on the Availability of Supportive Services • Information and meaningful assistance with UI • Comprehensive and specialized assessments • Development of an Individual Employment Plan • Career Planning • Short-term pre-vocational services • Internships and work experience • Workforce Preparation Activities 						
Title IV: Rehabilitation Services	<ul style="list-style-type: none"> • Outreach, Intake, Orientation • Initial Skills Assessment • Labor Exchange services including job search and placement assistance • Referral and Coordination with Other Programs 						

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
	<ul style="list-style-type: none"> • 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 • Assistance Establishing eligibility for financial aid for non-WIOA training and education 			
Post-secondary Career and Technical Education under Perkins	<ul style="list-style-type: none"> • 	Services:	Services:	Services: Referral and Coordination with Other Programs <ul style="list-style-type: none"> • Workforce and labor market information and statistics • Performance and Cost Information on providers of education, training and workforce services. • Information on the Availability of Supportive Services • Assistance establishing eligibility for financial aid for non-WIOA training and education • Comprehensive and specialized assessments • Individual Counseling

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>
				<ul style="list-style-type: none"> • Career Planning • Internships and work experience • Workforce Preparation Activities • Financial Literacy • Financial Aid • Out-of-Area job search assistance
		Partner	Provider	<p>Method: The One Stop Center will create an electronic referral via email and/or fax to Post-secondary CTE providers. A copy of the referral will be given to the customer. The customer will be provided a dedicated phone number and access to a One Stop Center phone line to contact the provider. The customer will be contacted by the provider within 24 hours for services.</p>
Unemployment Insurance		Services	Services	<p>Services:</p> <ul style="list-style-type: none"> • Outreach, Intake, Orientation • Referral and Coordination with Other Programs • Information and meaningful assistance with U
		Partner	Provider	<p>Method: Direct Linkage via direct phone Telephone line</p>
		Services	Services	<p>Services: Outreach, Intake, Orientation</p>

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				<ul style="list-style-type: none"> • Labor Exchange services including job search and placement assistance • Referral and Coordination with Other Programs • Workforce and Labor Market Information Statistics • Performance Info for the local area as a whole • Information on the Availability of Supportive Services • Development of an Individual Employment Plan • Career Planning • Short-term pre-vocational services • Workforce Preparation Activities
Trade Readjustment Allowance (TRA)		Partner: Services:	Provider:	Method: Direct Linkage via direct Telephone line and Email Services: <ul style="list-style-type: none"> • Outreach, Intake, Orientation • Referral and Coordination with Other Programs • Information and meaningful assistance with UI
Trade Adjustment Assistance (TAA)	<ul style="list-style-type: none"> • Eligibility for Title 1B • Outreach, Intake, Orientation • Initial Skills Assessment 	Partner: Services:	Provider:	Method: Direct Linkage via direct Telephone line at the Center in Marion Services: 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
	<ul style="list-style-type: none"> • Labor Exchange services including job search and placement assistance • Referral and Coordination with Other Programs • 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 • Assistance Establishing eligibility for financial aid for non-WIOA training and education • 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 • Out-of-Area Job Search Assistance 			

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
	<ul style="list-style-type: none"> Follow-up Services for participants in adult and dislocated worker programs 			
Migrant and Seasonal Farmworkers	<ul style="list-style-type: none"> Outreach, Intake, Orientation Labor Exchange services including job search and placement assistance Referral and Coordination with Other Programs Information on the Availability of Supportive Services Assistance Establishing eligibility for financial aid for non-WIOA training and education Development of an Individual Employment Plan Career Planning Short-term pre-vocational services Workforce Preparation Activities 	<div>Services</div> <div>Partner</div>	<div>Services</div> <div>Provider</div>	<div>Services</div> <div>Method</div>
National Farmworker Jobs Program	N/A	<div>Services</div> <div>Partner</div>	<div>Services</div> <div>Provider</div>	<div>Services</div> <div>Method</div>
Community Services Block Grant (CSBG)	<ul style="list-style-type: none"> Outreach, intake and orientation Program coordination and referral Information about the availability of supportive services and referral to these services 	<div>Services</div> <div>Partner</div>	<div>Services</div> <div>Provider</div>	<div>Services</div> <div>Method</div>
	N/A	<div>Services</div>	<div>Services</div>	<div>Services</div>

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	
		Partner	Services	Provider	Services	Method	Services
Senior Community Services Employment Program (SCSEP) TANF	<ul style="list-style-type: none"> •Outreach, Intake & Orientation •Referral and coordination with other programs •Information on the availability of supportive services •Assistance with establishing Financial Aid for non-wioa training •Comprehensive and specialized assessment •Development of an IEP •Career Planning •Short-term Pre-Vocational Services •Workforce Prep Activities 	Partner	Services	Provider	Services	Method	Services
Second Chance	N/A	Partner	Services	Provider	Services	Method	Services
			N/A		N/A		N/A
Housing and Urban Development Employment and Training Activities	N/A	Partner	Services	Provider	Services	Method	Services
Job Corps	<ul style="list-style-type: none"> •Outreach, Intake and Orientation •Initial Skills Assessment •Labor Exchange Services •Referral and coordination with other programs •Information on availability of supportive services 	Partner	Services	Provider	Services	Method	Services

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
	<ul style="list-style-type: none"> • Comprehensive and specialized assessment • Development of an IEP • Career Planning • Short-term Pre-Vocational Services • Workforce Prep Activities • Financial Literacy Services 	Partner	Provider	Method: The One Stop Center will create an electronic referral via email and/or fax to the Youthbuild Provider and provide a copy of the referral to the customer. The customer will be provided a dedicated phone number and access to a One Stop Center phone line to contact the provider. The customer will be contacted by the Provider within 24 hours for services.
YouthBuild	<ul style="list-style-type: none"> • Outreach, Intake and Orientation • Initial Skills Assessment • Referral and coordination with other programs • Information on availability of supportive services • Assistance establishing eligibility for financial aid • Development of an IEP • Career Planning • Short-term prevocational services 	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>
	<ul style="list-style-type: none"> • Workforce Prep Activities • Financial Literacy 	<div>Partner</div> <div>Services</div> <div>Partner</div>	<div>Provider</div> <div>Services</div> <div>Provider</div>	<div>Method</div> <div>Services</div> <div>Method</div>
Other (specify): TANF	<ul style="list-style-type: none"> • Outreach, Intake, Orientation • Referral and Coordination with other programs • Information on the availability of supportive services • Assistance establishing eligibility for financial aid for non-wioa training and education • Comprehensive and specialized assessments • Development of an IEP • Career Planning • Short-term PreVocational services • Internships and Work Experience • Workforce Preparation Activities 			
Other (specify): Job Corp	<ul style="list-style-type: none"> • Outreach, Intake, Orientation • Initial Skills Assessment • Referral and Coordination with other programs • Information on the availability of supportive services • Comprehensive and specialized assessments 	<div>Services</div> <div>Partner</div>	<div>Services</div> <div>Provider</div>	<div>Services</div> <div>Method</div>

SUBJECT: WIOA Title IB Adult and Dislocated Worker Supportive Services
EFFECTIVE DATE: 07/01/2016
APPROVED BY: Southern Illinois Workforce Development Board (SIWDB) Executive
Committee on 06/27/2016
Chief Local Elected Officials (CLEOs) on 06/28/2016

Purpose:

A key principle in WIOA is to provide local areas with the authority to make policy and administrative decisions and the flexibility to tailor the workforce system to the needs of the local community. To ensure maximum flexibility, the regulations provide local areas the discretion to provide the supportive services they deem appropriate subject to the limited conditions prescribed by WIOA. Local Boards must develop policies and procedures to ensure coordination with other entities to ensure non-duplication of resources and services and to establish limits on the amount and duration of such services. Local Boards are encouraged to develop policies and procedures that ensure that supportive services are WIOA-funded only when these services are not available through other agencies and that the services are necessary for the individual to participate in title I activities. Supportive services may be made available to anyone participating in title I activities.

Proposed § 680.900 explains that supportive services are services, such as transportation, child care, dependent care, housing, and needs-related payments, that are necessary to enable an individual to participate in career and training services. Supportive services, including needs-related payments, can be essential to enable individuals to participate in career and training services. Proposed WIOA NPRM § 680.140 describes generally the availability of funds for use in providing services for adult and dislocated workers under title I of WIOA. Local areas have significant flexibility when providing services with adult and dislocated worker funds. In addition to the required career and training services, local areas may use these funds to provide additional job seeker services, business services, as well as facilitate enhanced coordination between other partner programs and entities at the State and local level.

WIOA NPRM Section § 680.140 Subparagraph (b)(1) identifies “Job Seeker Services.” These services include customer support activities to help individuals with barriers to employment, training programs for displaced homemakers and individuals training for nontraditional occupations, work support activities for low-wage workers, supportive services and needs related payments, and providing transitional jobs to individuals with barriers to employment who are chronically unemployed or have an inconsistent work history.

Needs-related payments are designed to provide a participant with resources for the purpose of enabling them to participate in training services. The Department recognizes that many individuals in need of training services may not have the resources available to participate in the training. Needs-related payments can help individuals meet their non-training expenses and help them to complete training successfully. A participant must be enrolled in a training program in order to receive needs-related payments.

General Requirements:

Local Boards may set limits Local Boards must develop policies and procedures to ensure coordination with other entities to ensure non-duplication of resources and services and to establish limits on the amount and duration of such services. Local Boards are encouraged to develop policies and procedures that ensure that supportive services are WIOA-funded only when these services are not available through other agencies and that the services are necessary for the individual to participate in title IB activities. Supportive services may be made available to anyone participating in title IB activities. (Subpart G)

Referrals to Supportive Services

Referrals to supportive services are one of the career services that must be made available to adults and dislocated workers through the one-stop delivery system.

Coordination with other entities to ensure non-duplication of resources and services and to establish limits on the amount and duration of such services. Local Boards are encouraged to develop policies and procedures that ensure that supportive services are WIOA-funded only when these services are not available through other agencies and that the services are necessary for the individual to participate in title I activities

Career Services

Proposed § 680.910 states that supportive services may only be provided to participants who are in career or training services, unable to obtain supportive services through other programs providing supportive services, and that they must be provided in a manner necessary to enable individuals to participate in career or training services.

- Supportive services may only be provided to individuals who are:
 - Participating in career or training services as defined in WIOA secs.134(c)(2) and (3); **and**
 - Unable to obtain supportive services through other programs providing such services. (WIOA sec.134(d)(2)(B))
- Supportive services may only be provided when they **are necessary** to enable individuals to participate in career service or training activities. (see WIOA sec. 134(d)(2)(A) and WIOA sec.3(59)) NPRM 680.910

Proposed § 680.920 provides that Local Boards may establish limits on providing supportive services or allow the one-stop operator to establish limits, including caps on the amount of funding and length of time for supportive services to be made available.

Coordination with Training Providers

WIOA sec. 134(c)(3)(B)(iii) states that one-stop operators and one-stop partners may take into account the full cost of the training, including the cost of supportive services. The Department encourages program operators to do so. Proposed § 680.230(a) states

that when coordinating other grant assistance, the one-stop operator or partner may take into account the full cost of participating in training services, including the cost of dependent care and transportation and other appropriate costs. Additionally, the one stop operator or partner **must** coordinate training funds available and make funding arrangements with one-stop partners and other entities.

When coordinating with a training provider regarding other grant assistance, the SIWDB will take into account the full cost of the customers participating in training services, including the cost of dependent care and transportation and other appropriate costs. NPRM § 680.230(a).

Individual Training Accounts (ITA's)

WIOA sec. 134(c)(3)(B)(iii) states that one-stop operators and one-stop partners may take into account the full cost of the training, including the cost of supportive services. The Department encourages program operators to do so. Proposed § 680.230(a) states that when coordinating other grant assistance the one-stop operator or partner may take into account the full cost of participating in training services, including the cost of dependent care and transportation and other appropriate costs.

Proposed NPRM § 680.230(b) states that WIOA participants may enroll in WIOA funded training while the participant has a Pell Grant application pending as long as the one-stop operator has made arrangements with the training provider and the WIOA participant regarding the award of the Pell Grant. The training provider must reimburse the one-stop operator or partner the amount of the WIOA funds used to pay for the training costs covered by the Pell Grant in the event that one is approved after WIOA funded training has begun. Reimbursement from the participant for education-related expenses is not required.

Registered Apprenticeship Programs

Proposed § 680.330(c) states that supportive services may be provided to support the placement of a participant into a registered apprenticeship program, consistent with the rules governing supportive services in subpart H.

Section 680.330 describes how Individual Training Accounts (ITAs), supportive services, and needs-related payments can be used to support placing participating adults and dislocated workers into a registered apprenticeship program and support participants once they are in a registered apprenticeship program. This regulation is designed to ensure States and local areas have the flexibility to serve individuals in both being placed into a registered apprenticeship as well as to assist currently registered apprentices. WIOA provides a new opportunity for registered apprenticeship programs to automatically qualify to be placed on the State's ETPL, allowing ITAs to support participants in registered apprenticeship programs, and more directly connecting apprenticeship programs to job seekers in one-stop centers. Some apprenticeship programs are with a single employer, whereas others may operate through a joint labor-management organization where participants are selected for the apprenticeship but not immediately hired by a specific employer.

Transitional Jobs

Proposed § 680.840 states that local areas may reserve up to 10 percent of their combined total of adult and dislocated worker allotments for transitional jobs and must be provided along with comprehensive career services and supportive services.

Providing transitional jobs, as described in § 680.830, must be to individuals with barriers to employment who are chronically unemployed or have an inconsistent work history (WIOA sec. 134(d)(5)).

Needs Related Payments

Needs-related payments provide financial assistance to participants for the purpose of enabling them to participate in training and are a supportive service authorized by WIOA sec. 134(d)(3). Unlike other supportive services, in order to qualify for needs related payments a participant must be enrolled in training.

Eligibility requirements for adults to receive needs related Payments: Adults must:

- Be unemployed,
- Not qualify for, or have ceased qualifying for, unemployment compensation; and
- Be enrolled in a program of training services under WIOA sec. 134(c)(3). NPRM § 680.940

Eligibility requirements for dislocated workers to receive needs-related payments:

To receive needs related payments, a dislocated worker must:

- Be unemployed, and:
 - Have ceased to qualify for unemployment compensation or trade readjustment allowance under TAA; and
 - Be enrolled in a program of training services under WIOA sec. 134(c)(3) by the end of the 13th week after the most recent layoff that resulted in a determination of the worker's eligibility as a dislocated worker, or, if later, by the end of the 8th week after the worker is informed that a short-term layoff will exceed 6 months; or
- Be unemployed and did not qualify for unemployment compensation or trade readjustment assistance under TAA and be enrolled in a program of training services under WIOA sec. 134(c)(3) NPRM § 680.950

Needs related payments may be provided if the participant has been accepted in a training program that will begin within 30 calendar days. The Governor may authorize local areas to extend the 30-day period to address appropriate circumstances.

Needs related payment levels are established as follows:

- The payment level for adults must be established by the Local Board.
- For dislocated workers, payments must not exceed the greater of either of the following levels:
 - The applicable weekly level of the unemployment compensation benefit, for participants who were eligible for unemployment compensation as a result of the qualifying dislocation; or

- The poverty level for an equivalent period, for participants who did not qualify for unemployment compensation as a result of the qualifying layoff. The weekly payment level must be adjusted to reflect changes in total family income, as determined by Local Board policies. (WIOA sec. 134(d)(3)(C)) NPRM § 680.970

The following supportive services may be provided to WIOA enrolled Adult and Dislocated participants after completion of a financial assessment:

Transportation (code 92)

Transportation services may be provided to a customer to permit his/her participation in a WIOA-funded Registered Career or Training Service. These WIOA services include, but are not limited to, Workshops, Job Interviews, Pre-Vocational Short-Term Training, Occupational Classroom Training, Vocational Retraining, Job Search, child care and mileage to and from employment for 30 working days and other services deemed appropriate when gained through WIOA participation. **Payment of all mileage and gas vouchers must be in accordance with the mileage payment chart.** NOTE: Mileage to training is per day only, regardless of the number of trips per day excluding clinicals.

1. ***Payment of Mileage while participating in a WIOA funded registered Service/activity such as listed above***: Mileage reimbursement will be paid for activities such as those listed above within the local workforce area based on the mileage reimbursement chart. This amount will be determined based on the daily round trip miles.

Mileage reimbursement can be paid for activities such as those listed above outside of the local workforce area based on the daily round trip miles multiplied by the current GSA rate (www.gsa.gov).

If employed (including OJT), mileage reimbursement will be paid a maximum of the first 30 working days of employment.

Documentation:

- ☐ Appropriate completed Employment Attendance Sheet or
- ☐ Appropriate completed Job Search Reimbursement Form and
- ☐ IWDS enrollment of appropriate service level and activity (transportation)

Mileage reimbursements are based on funding availability and may be extended at the discretion of the Executive Director.

2. ***Payment of Rental Vehicles or Taxi services to provide transportation to and from a WIOA funded registered Service/Activity as listed above.***

Documentation:

- ☐ Appropriate completed Attendance Sheet (If employed through an OJT, a copy of OJT Reimbursement Form will suffice) Note on form which days rental or taxi was provided.
- ☐ Must be enrolled in the appropriate service/activity and Transportation

- ❑ Copy of a valid driver's license to drive a leased vehicle
- ❑ Original receipt or bill signed by the participant

3. *Gas Vouchers may be issued to assist with transportation to and from a WIOA funded registered Service/Activity as listed above when reimbursement of costs cannot be done. Gas Vouchers must be distributed according to the mileage reimbursement chart and based on the actual round trip miles. If Employed (including OJT), can only receive for a maximum of 30 working days, but may be extended at the discretion of the Executive Director or Program Manager.*

Documentation:

- ❑ Gas Voucher Request Form signed by customer
- ❑ Appropriate completed Attendance Sheet (If employed through an OJT, a copy of OJT Reimbursement Form will suffice)
- ❑ Must be enrolled in the appropriate service/activity and Transportation

4. *Payment of Vehicle Repairs while participating in a WIOA funded registered Service/activity as listed above and employed or in a WIOA training program. (Vehicle repairs for job search participants will only be approved at the discretion of the Executive Director.) Maximum limit: not to exceed \$500.00 in any 12-month period.*

Documentation:

See attached Vehicle Repair Policy

Health Care (93)

Services provided to a customer to permit him or her to participate in a WIOA-funded Registered Career or Training service or retain employment that was gained through WIOA participation by insuring that needed health services are made available. Health Care services may include but are not limited to: a) physical examination required for participation in training or as a condition of employment; b) provision of eyeglasses; c) **essential** dental services; d) special services and materials for handicapped participants which are not available from the Department of Rehabilitation Services or other publicly funded agency; e) drug and alcohol abuse counseling; f) other health care that is necessary for program participation such as Health Insurance for Nursing Program when required for the program and it is determined that the participant cannot afford to pay the premium (must have three estimates for major medical only).

Documentation:

- ❑ Letter/documentation from service provider or employer verifying that this is a requirement not normally provided
- ❑ Three estimates (major medical only for insurance)
- ❑ Original bill or receipt signed by the participant.
- ❑ Must be enrolled in the appropriate service/activity and Healthcare

Other Support Services (94)

Other supportive services will be paid for customers enrolled in Registered Career or Training services for reimbursement or payment of expenses which includes but is not limited to: a) tools, uniforms or equipment needed for training or employment not normally provided; b) other reasonable expenses to permit a customer to participate in the WIOA program or keep his or her job such as required tests or licenses, appropriate clothing required for employment or interviews, emergency services such as power bills, drug testing, background checks as appropriate and required for employment or training; c) Required books and supplies for school; d) other must be approved by Request. Charge Authorizations are permitted for tools and clothing purchases at ***Jenny's Uniforms, Sears & Wal-Mart in Marion*** and other vendors as approved by the program manager. ***Referrals should be made to Salvation Army for assistance when possible. Max Limit: All requests must be reasonable.***

Documentation:

- ☐ letter or statement from service provider and/or employer verifying that this is a requirement not normally provided by the employer or training institution
- ☐ Must be enrolled in the appropriate service/activity and Other Support Services
- ☐ Original bill or receipt signed by the participant

Day Care (91)

Services provided to a customer to permit his/her participation in a WIOA funded Registered Career or Training Service or their retention of a job gained through WIOA participation service not to exceed 30 working days except at the discretion of the Program Manager. This service is to insure that dependent children are properly cared for during the period of time a customer is in training or at work. All customers must apply to CCR&R first unless deemed un-eligible. See attached Day Care Policy.

Documentation:

- ☐ All applicants must apply with CCR&R or other source which may provide Daycare assistance first. This should be documented in the participant's file.
- ☐ Statement of Childcare Expenses Form
- ☐ Appropriate completed Attendance Sheet (Workshop, School, Employer, Job Search Form, copy of OJT Reimbursement Form)
- ☐ Must be enrolled in the appropriate service/activity and Daycare

Needs Related Payments (code 88)

Payments to Dislocated Workers who have been determined eligible to receive Needs Related Payments according to the Needs Related Policy.

Documentation:

- ☐ Must be compliant with NRP Policy
- ☐ Appropriate completed School Attendance Sheet

- ❑ Must be enrolled in the appropriate service/activity and Needs Related Payments

Housing Assistance (code 98)

Housing assistance services provided to Adults and/or Dislocated Workers necessary to enable an individual to participate in activities authorized under title I, consistent with the provisions of title I. These services include, but are not limited to rent and lodging assistance. These services must be approved by the immediate supervisor and the Program Manager or Executive Director.

Documentation:

- ❑ Memo explaining need for housing assistance
- ❑ Must be enrolled in the appropriate service/activity

Financial Assessment - MUST BE COMPLETED FOR APPROVAL OF SUPPORTIVE SERVICES

List your total family sources of income	Current monthly amount
Take home income from work	
Take home income from odd jobs	
Gifts / Loans from others	
Welfare assistance	
Food stamps	
Other (Social Security, Child Support, Pension, Alimony, Etc.)	

TOTAL of MONTHLY TAKE HOME INCOME FROM ABOVE SOURCES: 1. \$ _____

TOTAL AMOUNT OF UI BENEFITS WILL RECEIVE IN CURRENT MONTH 2. \$ _____

NO COST SERVICES		
Medical assistance (Medical Card)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Child care (CCR&R) (Project Child) (Latch Key)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Housing assistance (HUD) (Section 8)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Free lunch program	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Make a list of your monthly expenses you have. Only current actual expenses should be listed.

TYPE OF EXPENSE	CURRENT \$ PER MONTH
RENT / HOUSE PAYMENT	
RENTER'S / HOUSE INSURANCE	
ELECTRIC	
GAS (NATURAL OR PROPANE)	
WATER	
SEWAGE / GARBAGE	
TELEPHONE (INCLUDE REGULAR & CELL)	
CAR PAYMENTS	
AUTO INSURANCE	
GASOLINE / UPKEEP OF CAR	
FOOD	
CLOTHING	
LAUNDRY MAT	
CHILD CARE / CHILD SUPPORT	
MEDICAL / DENTAL (PAYMENTS & INSUR.)	
CABLE TV / INTERNET	
NEWSPAPER	
CREDIT CARD PAYMENTS	
MISC. (DIAPERS, DETERGENT, CLEANING SUPPLIES, PERSONAL ITEMS, ETC.)	

TOTAL EXPENSES: 3. \$ _____

Customer's Printed Name
Revised 6-29-2016

Customer's Signature

Date

Accounting--Certificate
Accounting--Degree
Administrative Assistant--Degree
Adult Basic Education
Associate Degree Nursing
Associate Degree Nursing-Hybrid Online AAS in Nursing Degree
Auto Collision Technology--Certificate
Auto Collision Technology--Degree
Automotive Services Technology---Degree
Automotive Services Technology--Certificate
BioMedical Electronics Technology
Bookkeeper-Clerical Studies--Certificate
Business Management (Certificate)
Computer Forensics
Computer Information Systems--Certificate
Computer Information Systems--Degree
Computer Support and Networking--Degree
Construction Management Technology
Criminal Justice
Cyber Security and Information Assurance
Dental Assisting
Dental Hygiene--Degree
Diagnostic Cardiac Sonography Degree Program
Electrical Engineering Technology
Electronics Technology--Degree
Emergency Medical Services
Health Information Technology (HIT)--Degree
Heating And Air Conditioning--Certificate
Heating and Air Conditioning--Degree
Industrial Maintenance Degree
Industrial Maintenance Engineering
Industrial PLC Systems
Medical Laboratory Technology (MLT)--Degree
Medical Administrative Assistant--Degree
Medical Assistant
Medical Billing & Coding
Medical Clerk
Medical Language Specialist
Nursing Assistant
Occupational Therapy Assistant (OTA)--Degree
Office Assistant
Practical Nursing
Small Business Management
Surgical Technology--Certificate
Sustainable Energy
Veterinary Technology

Welding--Certificate

Welding-Degree

Rend Lake College

Adult Basic Education

Agricultural Business

Agricultural Mechanics AAS Degree

Agricultural Mechanics Certificate

Agricultural Production And Management Associate Degree

Agricultural Production and Management Certificate

Architectural Technology AAS Degree

Architectural Technology Certificate

Architecture--Computer-Aided Drafting

Associate Degree Nursing

Automotive Air Conditioning Certificate

Automotive Brakes Certificate

Automotive Electrical Certificate

Automotive Engine Repair Certificate

Automotive Suspension and Steering Certificate

Automotive Technology AAS Degree

Automotive Technology Certificate

Automotive Transmission Certificate

Basic Machining Certificate

Biomedical Electronics AAS Degree

Business Management Certificate

Business Management II Certificate

Certified Medical Assistant AAS Degree

Certified Medical Assistant Certificate

Certified Production Technician

Computed Tomography Certificate

Computer Networking Certificate

Computer Programming Associate Degree

Corrections Certificate

Criminal Justice Degree

Cyber Forensics Specialist Certificate

Cyber Security Specialist Certificate

Diesel Technology Certificate

Diesel Technology Degree

Emergency Medical Technician Paramedical Services AAS Degree

Emergency Medical Technician Paramedical Services Certificate

Ford MLR Certificate

Health Information Technology Degree

Heavy Equipment Technology

Home Health Aide Certificate

Industrial Electronics and Maintenance Tech PLC Certificate

Industrial Electronics/Maintenance Technician Degree

Industrial Maintenance Technician Certificate
IT Systems Assistant Associate Degree
IT Systems Specialist Associate Degree
IT Systems Specialist-PC Maintenance Certificate
IT Systems Specialist-Windows Certificate
Linux Networking Certificate
Manufacturing Technology Certificate
Manufacturing Employment Skills-MFG 1200
Manufacturing Technology AAS Degree
Medical Coding
Medical Laboratory Technology Degree
Medical Office Assistant Certificate
Medical Office Associate
Medical Office Specialist AAS Degree
Mine Operations Certificate
MRI Certificate
MS User Certificate
Nurse Assistant
Occupational Therapy Assistant Degree
Office Systems Technology Specialist AAS Degree
Office Technologies Assistant
Oil and Natural Gas Technician AAS Degree
Oil and Natural Gas Technician Certificate
Personal Care Aide
Pharmacy Technician Certificate
Phlebotomy Certificate
Police Science Certificate
Practical Nursing Exit Out
Programming with Visual Basic Certificate
Radiologic Technology Degree
Surgical Technology Certificate
Surveying Technology AAS Degree
Truck Driver Training Certificate
Truck Driver Training-Heavy Equipment Trans Certificate
Unmanned Aircraft Systems Certificate
Veterinary Assistant
Veterinary Technology Associate Degree
Welding Fundamentals Certificate
Welding Technology Associate Degree
Welding Technology-Certificate
Welding-Advanced Metalworking Certificate
Welding-Advanced Welding Techniques Certificate
Welding-Pipe Welding Certificate

Accounting
Architectural Studies
Automotive Technology
Aviation Flight
Bachelor of Science Degree in Biological Sciences
Bachelor of Science Degree in Business and Administration
Bachelor of Science Degree in Electrical Engineering
Bachelor of Science Degree in Radiologic Sciences
Bachelor of Science in Chemistry
Bachelors of Arts in Chemistry
BS Human Nutrition and Dietetics, College of Ag. Sciences
Criminology and Criminal Justice
Crop, Soil, and Environmental Management (General)
Elec. Sys. Tech. w/ Electronics Management Specialization
Electrical Engineering Technology Specialization
Elementary Education
Fashion Design & Merchandising
Forest Resources Management
Health Care Management
Industrial Management & Applied Engineering
Information Systems Technologies
Marketing
Physical Therapy Assistant
Plant Biology
Psychology
Technical Resource Management
Workforce Education and Development

SICCM

Medical Laboratory Technology Degree
Occupational Therapy Assistant Degree
Surgical Technology Certificate
Veterinary Technology Associate Degree

MEDCERTS

Allied Healthcare Professional
Electronic Health Records and Reimbursement Specialist
Electronic Health Records Specialist
Healthcare IT Technician
IT Helpdesk Administrator
IT Network Technician
Medical Billing Specialist Program
Medical Front Office and Electronic Health Records Program
Medical Front Office Administration Specialist

Medical Front Office Assistant & Administration Program
Pharmacy Technician Program
Pharmacy Technician Specialist
Professional Biller
Professional Coder
PC Technician

SUBJECT: WIOA Title IB Adult and Dislocated Worker Methods of Training
EFFECTIVE DATE: 07/01/2016
APPROVED BY: Southern Illinois Workforce Development Board (SIWDB) Executive
Committee on 06/27/2016
Chief Local Elected Officials (CLEOs) on 06/28/2016

PURPOSE:

LWIAs must respond quickly to the employer's need for a skilled workforce through public-private partnerships that emphasize customized employment and training solutions. In order to meet employer demands, it is essential that LWIAs have at their disposal a variety of training tools that can be customized to benefit both the job seeking customer and the employer. LWA #25 has made a strong investment in identifying strategies that closely link workforce development and economic development. Establishing this link is a goal of WIOA. Through this connection, LWA #25 is committed to developing training projects designed to address acute regional and local skill shortages that may be more appropriately underwritten through a contract for service that allows for several mechanisms of training rather than just the purchase of individualized training via an individual training account (ITA).

Workforce Innovations & Opportunity Act (WIOA) describes requirements for the use of WIOA adult and dislocated worker formula funds for training services that not only support individual training options but also solutions for achieving the skilled workforce for the employer. These training services include the full range of occupational skills training, adult education and literacy services, and customized training. In addition, goes on to define certain situations when training may be paid through alternative contractual arrangements.

POLICY

A. General Training Program Requirements

The requirements of this section relate to general eligibility of training providers of training programs.

1. All training programs must be provided by an eligible training provider and in accordance with WIOA and State policy.
 - a. The case manager must work with the individual seeking training services to select a training provider program that will lead to an employment related placement.
2. All training programs, unless otherwise noted within this policy letter or must be certified and include a target occupation(s) from the current Demand Occupation List for the local area.
3. For training that will be held away from a traditional classroom setting, assurances that reasonable working conditions are being provided (including health and safety standards established under State and Federal laws) must be included in the contract or written agreement.
4. Regardless of the type of training to be provided to a customer, an Individual Employment Plan (IEP) shall be developed that includes, at a minimum:
 - a. Employment goal and wage expectation;

- b. Employment assistance determination;
 - c. Training goal(s), including any industry recognized credentials expected to be obtained;
 - d. Training plan, including the need for remedial, pre-requisite, vocational or occupational training;
 - e. Length of training program, including expected training breaks;
 - f. All necessary training components, especially when multiple types of training are to be provided (i.e., remedial training leading to OJT or customized training); and
 - g. Supportive services necessary for the customer to complete the training.
5. All training programs must be in accordance with local workforce investment area (LWIA) training limits and other requirements.
- a. Local areas may consider waivers or exceptions to these limits for certain training programs such as OJTs, Class Size Training, or Customized Training, to meet the needs of area employers.

B. General Training Program Requirements

LWA #25 shall consider the following training options that must be customized to the specific training needs of the customer. Training must lead to placement in a demand occupation.

- | | |
|---------------------------------|-------------------------|
| 1. Individual Training Accounts | 5. Bridge Programs |
| 2. On-The-Job Training | 6. Class Size Training |
| 3. Customized Training | 7. Paid Work Experience |
| 4. Incumbent Worker Training | 8. Transitional Jobs |

The Individual Training Account (ITA) is established for eligible individuals to finance training services. The ITA is established on behalf of a participant. WIOA Title I adult and dislocated workers purchase training services from eligible providers they select in consultation with the case manager.

- a. The law provides several exceptions when contracts may be used instead of ITAs, as outlined below. It is possible that more than one exception might be pursued at the same time by an LWIB. If more than one exception to the use of ITAs is made by an LWIB during the same program year, the LWIA may spend a significant portion of adult and dislocated worker formula training funds using contracts for service rather than ITAs.
 - 1) When the services provided are on-the-job training (OJT) or customized training;
 - 2) When the Local Board determines that there are an insufficient number of eligible providers in the local area to accomplish the purpose of a system of ITA's. LWA #25 will follow local procurement policies when selecting training providers under a contract for services. The process will include a public comment period for interested providers of at least 30 days;
 - 3) When the Local Board determines that there is a training services program of demonstrated effectiveness offered in the area by a community-based organization (CBO) or another private organization to serve special participant populations that face multiple barriers to employment.

If the local board determines that there is a training services program of demonstrated effectiveness offered in the local area by a community-based organization or another private organization to serve special participant populations that face multiple barriers to employment.

a. The following criteria must exist to utilize the exception:

- 1) The training must be for a special low income population with multiple barriers to employment, including substantial language or cultural barriers, offenders, homeless, and disabled individuals.
- 2) The training must be provided by a Community-Based Organization (CBO) or other private organization.
- 3) The training provider must be an eligible WIOA Training provider.

b. The Local Board must develop criteria to be used in determining demonstrated effectiveness, particularly as it applies to the special participant population to be served. The criteria may include:

- i. Financial stability of the organization;
- ii. Demonstrated performance in the delivery of services to hard to serve participant populations through such means as program completion rate; attainment of the skills, certificates or degrees the program is designed to provide; placement after training in unsubsidized employment; and retention in employment; and
- iii. How the specific program relates to the workforce investment needs identified in the local plan.

c. Special participant populations that face multiple barriers to employment are populations of low-income individuals that are included in one or more of the following categories:

- iv. Individuals with substantial language or cultural barriers;
- v. Offenders;
- vi. Homeless individuals; and
- vii. Other hard-to-serve populations as defined by the Governor and/or local board.

b. During a program year, an LWIA will be considered to be in compliance with the statutory requirement to utilize ITAs to the extent practical, if the LWIA, at a minimum:

- 1) Expends the majority (i.e., at least 51 percent (51%)) of combined costs incurred through ITAs and training contracts under the adult and dislocated worker programs through individual training accounts; or
- 2) Serves the majority (i.e., at least 51 percent (51%)) of adult and dislocated worker customers receiving training services through ITAs.
- 3) The 51 percent (51%) minimum criterion is set as low as possible to allow LWIBs flexibility, while still meeting the statutory requirement.
 - a) This policy is intended to allow LWIBs to pursue alternative training opportunities to expand training choices and better link workforce and economic development.

- c. An LWIB that has determined that there are insufficient eligible providers in the local area to accomplish the purposes of the Act and complies with the requirements of, may be in a position of not using ITAs at all or minimally. Such an LWIA will also be considered to be in compliance, regardless of the percent of combined adult and dislocated worker training funds expended through ITAs.
- d. Limited Training Service Providers

WIOA provides that contracts for training rather than ITAs may be used when there is an insufficient number of eligible providers in a local area. This exception applies primarily to rural areas.

LWA#25 is considered a rural area and is considered by the SIWIB (LWIB) to have a limited number of eligible training providers in the area. There are currently two community colleges, one university and no presence of proprietary educational providers within the five county workforce area. With this limited access to training programs, the LWIB may invoke on a program by program basis, the right to select training providers and services under a contract for training service in accordance with DCEO policy. At a minimum, LWA #25 will follow local procurement policies when selecting eligible providers of training.

1. When the LWIB determines that there are an insufficient number of eligible providers in the local area to accomplish the purpose of a system of ITAs, the Local Plan must describe the process to be used in selecting the providers under a contract for services.
2. This process must include a public comment period for interested providers of at least 30 days.
3. An LWIA that has determined that there are insufficient eligible providers in the local area to accomplish the purposes of the Act and complies with the requirements of WIOA and may use ITAs to a limited degree or not at all.
 - a. This provision may be interpreted as a “blanket” waiver regarding the requirement to use ITAs.
 - b. However, given the current widespread use of ITAs in all areas of Illinois (including rural areas), it is not expected that this provision could be justified on a blanket basis.
 - c. However, there may be instances when one or more programs are either unavailable altogether or are available from one or a very few eligible providers - resulting in limited choice for training consumers.
 - d. In such cases it is more justifiable to apply this provision on an exception basis rather than as a blanket.
 - e. Applying this exception on a program-by-program basis is more consistent with the direction provided in federal rule that exceptions to the use of ITAs be infrequent.
 - f. Therefore, an LWIB may invoke this provision on a program-by program basis.
 - g. The LWIB must document the formal action determining that there are an insufficient number of eligible providers and make appropriate modifications to the Local Plan to support the exception(s).

- h. To the extent exceptions are made, such an LWIA will be considered to be in compliance, regardless of the percent of combined adult and dislocated worker training funds expended through these contracts or the proportion of customers served through ITAs.
- i. However, it is expected that the LWIB will continue to make efforts to maximize customer choices of training options under the contract for services procurement approach.
- j. As required by WIOA and State policy, contracts for training entered into under this exception may only be to eligible training providers as determined under WIOA and State policy (i.e., these programs must be on the State list of certified training programs).

1. On-The-Job Training (OJT) –

On-the-Job Training (OJT) is training by an employer that is provided to a paid participant while engaged in productive work in a job that will provide the knowledge or skills essential to adequately perform the job. Other appropriate purposes identified by the Local Board.

The SIWDB will follow current policy issued by the State regarding On-the-Job Training. Any additional policies can be found in the work-based learning opportunities policy in Attachment E.

3. Customized Training

Customized training is designed to meet the special requirements of an employer or group of employers.

- a. The employer(s) must pay not less than 50 percent of the cost of the training
 - 1) Employer matching costs must be in cash, or in-kind, must be documented, and are subject to audit.
 - 2) Customized training may be provided to eligible unemployed persons and, in some cases (as described below), to eligible employed workers.
- b. The employer (or group of employers) must commit to hire WIOA customers who successfully complete the customized training program and trainees must agree to accept employment offers from the employer.
 - 1) Local areas shall include language for this requirement into a signed agreement between WIOA provider, the employer and customer prior to the start of the training program.
- c. A customized training contract may also be written to train a WIOA customer who is already working for the employer (or group of employers) for which the customized training is being provided, when the employee is not earning a self-sufficient wage. In this situation, customized training provided to a previously employed worker must elevate the employee to reach at least a self-sufficient wage through skill upgrade training that relates to either:
 - 1) The introduction by the employer of new technologies;
 - 2) The introduction to new production or service procedures;
 - 3) Upgrading to new jobs that require additional skills/workplace literacy; or
 - 4) Other appropriate purposes identified by the Local Board

4. Incumbent Worker Training (IWT) -

Incumbent Worker Training is defined in WIOA Policy Letter 07-PL-33, Change 4 (or subsequent guidance). This type of training is to be provided when current employees need to improve their skills in order to avoid being laid off from a company that is at risk of downsizing or closing.

- a. Incumbent worker training programs are for non-WIOA eligible employees.
- b. Incumbent worker training activities must comply with all of the requirements of WIOA Policy Letter 07-PL-33, Change 4 (or subsequent guidance).

5. Bridge Programs

Bridge Programs prepare adults with limited academic or limited English skills to enter and succeed in postsecondary education and training leading to career-path employment in demand occupations as identified by the local labor market information. The goal of bridge programs is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in postsecondary education and career-path employment.

- a. Bridge Programs must be provided as a training service as outlined in the customer's IEP.
- b. The delivery of Bridge Programs does NOT have to be through an eligible training provider with a certified training program; they may be provided by:
 - 1) An approved and funded Illinois Community College Board (ICCB) Adult Education program;
 - 2) The credit or non-credit department(s) of a community college; or
 - 3) Community-based organization (CBO) or other type of provider that offers non-credit workforce training.
- c. Training programs may be offered by a single entity (e.g., a community college or a CBO) or by a partnership (e.g., a CBO and a community college).
- d. Regardless of the provider, they:
 - 1) May provide opportunities to earn college credit (such as through escrow credit accounts);
 - 2) May offer dual enrollment in credit and non-credit programs; or
 - 3) May offer a multi-level program that moves people from an adult education course offered by one provider to a non-credit occupational course offered by the same or another provider.
- e. All bridge program providers must use pre-skill assessments consistent with program requirements to place students into the appropriate courses as well as post-skill assessments to measure progress. All providers will use data tracking systems to collect and analyze key information about bridge program participants and graduates.

6. Class Size Training Programs

Training services include the full range of occupational skills training, adult education and literacy services, and customized training as described in. Class size training programs should be viewed as a group of ITAs combined into all or a portion of a training program utilizing approved training programs provided by eligible training providers.

- a. Prior to entering into a class size training contract, an assessment is encouraged to ensure that the proposed training courses and curricula are not duplicating existing programs in place.
- b. Development of curriculum is allowable for only emerging sectors or when there is a need to enhance the capacity of the training institution and development time is limited to six (6) months.
- c. Only class size training contracts tied to demand occupations are allowed.
 - 1) The training contracts must be with a certified training program on the state's approved training program list.
 - 2) Participants receiving the training must meet individual WIOA eligibility requirements for adults or dislocated workers.
- d. Contract Provisions
 - 1) All contracts for class size training contracts will be in compliance with State policy.

7. Work Experience and Transitional Jobs –

Not all educational experiences available to WIOA participants are classified as training services or occur under conditions similar to those outlined in the Training Options (Section VI.B.). Work Experience can be used by the customer to successfully complete their training goals.

- 1. Work experience is a planned, structured learning experience that takes place in a workplace for a limited period and may be paid or unpaid. Work experience differs from OJT and IWT training in that there is no hiring occurring prior to or agreement to hire following the learning experience. Work experience is considered an Individualized Career Service under WIOA.
 - a. Participants in a paid work experience must be provided a reasonable wage to the extent that it is consistent with that paid for similar work.
 - b. The employment of participants must not occur at a workplace where:
 - 1) A participant's employment would unfavorably impact current employees (a youth participant would displace all or a portion of a current employee's hours including overtime, wages, employment benefits, or promotional opportunities);
 - 2) A participant's employment would impair existing contracts for services or collective bargaining agreements;
 - 3) A participant's employment would replace the work of employees who have experienced layoffs; or
 - 4) An employer has terminated a regular employee or otherwise reduced its workforce with the intention of replacing them with participants subsidized with these funds.
 - 5) The work experience has meaningful and adequate supervision (with provisions made for supervision when the regular supervisor may not be available).
 - 6) The work experience is achieving the goals for which it was designed possibly with documented learning experiences

SUBJECT: WORK-BASED LEARNING OPPORTUNITIES
EFFECTIVE DATE: 2/9/2017
REVIEWED BY: Southern Illinois Workforce Development Board 2/9/2017

Purpose:

Work-Based Learning Opportunities

One of the types of Training Services available to WIOA customers is work-based learning (WBL) that allows eligible participants the potential to earn an income while gaining critical job skills. These services benefit employers by meeting their demand for "work ready" skills (assessed on the job) as well as tailored technical skills.

The Department of Labor continues to encourage grantees to use work-based learning as an effective *service* strategy to assist job seekers in entering and advancing along a career pathway, including OJT and registered apprenticeship, among others.

Under limited conditions, as provided in § 680.320 and WIOA sec. 134(d)(3)(G), a Local WDB may contract for these services, rather than using an ITA for this purpose. In some limited circumstances, the Local WDB may itself provide the training services, but only if it obtains a waiver from the Governor for this purpose, and the Local WDB meets the other requirements of § 679.410 of this chapter and WIOA sec. 107(g)(1).

Contracts for services may be used instead of ITAs only when one or more of the following five exceptions apply, and the local area has fulfilled the consumer choice requirements of § 680.340: (1) When the services provided are on-the-job-training (OJT), customized training, incumbent worker training, or transitional jobs. (680.320)

Not all educational experiences available to WIOA participants are classified as Training Services or occur under conditions similar to those outlined in the Training section of the policy manual. Work Experience can be used by the Customer to successfully complete their training goals.

Work experience is a planned, structured learning experience that takes place in a workplace for a limited period and may be paid or unpaid. Work experience differs from OJT and IWT training in that there is no hiring occurring prior to or agreement to hire following the learning experience. Work experience is considered an individualized service under WIOA.

- a) Participants in a paid work experience must be provided a Reasonable Wage to the extent that it is consistent with that paid for similar work according to OMB Circular A-87 or A-122, whichever applies.
- b) The employment of participants must not occur at a workplace where:

1. A Participant's employment would unfavorably impact current employees (a participant would displace all or a portion of a current employee's hours including overtime, wages, employment benefits, or promotional opportunities);
 2. A participant's employment would impair existing contracts for services or collective bargaining agreements;
 3. A participant's employment would replace the work of employees who have experienced layoffs; or
 4. An employer has terminated a regular employee or otherwise reduced its workforce with the intention of replacing them with participants subsidized with these funds.
- c) The work experience has meaningful and adequate supervision (with provisions made for supervision when the regular supervisor may not be available).
- d) The work experience is achieving the goals for which it was designed (possibly with documented learning experiences).

1. Work Experience

a) Work Experience and Internships

For the purposes of WIOA, an internship or work experience is a planned, structured learning experience that takes place in a workplace for a limited period of time. The length of time for an internships or work experience will be as follows:

- ❖ Less than 4 mos if working 30-40 hours per week
- ❖ Up to 6 mos if working less than 30 hours per week

Internships and other work experience may be paid or unpaid, as appropriate and consistent with other laws, such as the Fair Labor Standards Act (FLSA). An internship or other work experience may be arranged within the private for profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience setting where an employee/employer relationship, as defined by the FLSA, exists. (680.180).

Internships and Work Experiences that are linked to careers as described in the Individualized Employment Plan, are considered to be Individualized Career Services. 678.430 (b)(7). There also is no prohibition on using career services, such as work experience, in combination with ITAs or OJTs.

Non-transitional job work experiences have no requirement that they must be paid or unpaid, and they do not have the same requirements for comprehensive career and supportive services. They also are not subject to the 10 percent funding cap that transitional jobs are. (Final Regs. Pg. 56118)

There is no expectation for an employer to hire a participant after providing a work experience.

Direct Performance Impact: None

b) Transitional Jobs

Transitional Jobs are a type of work experience. (680.180). A transitional job is one that provides a time-limited work experience, that is in the public, private, or non-profit sectors for those individuals with barriers to employment who are chronically unemployed or have inconsistent work history, as determined by the Local Workforce Investment Board (LWIB). These jobs are designed to enable an individual to establish a work history, demonstrate work success in an employee-employer relationship, and develop the skills that lead to unsubsidized employment. (670.190)

The local area may use up to 10 percent of their combined total adult and dislocated worker allocations for transitional jobs as described above. Transitional jobs must be combined with comprehensive career and supportive services (680.195). Comprehensive career services and supportive services, which are required to be provided as part of any transitional jobs strategy, are not subject to the 10 percent cap described at § 680.195. (Regs Pg 56118)

The length of time for transitional jobs will be as follows:

- ❖ Less than 4 mos if working 30-40 hours per week
- ❖ Up to 6 mos if working less than 30 hours per week

Direct Performance Impact: None

2. On-The-Job Training:

- **Local Workforce Area 25 OJT Policy:** [\(References\)](#)

On-the-Job Training (OJT) is training by an employer that is provided to a paid Participant while engaged in productive work in a job that will provide the knowledge or skills essential to adequately perform the job. There is a requirement that the employer retain the employee permanently after the OJT ends.

OJT General Requirement [\(References\)](#)

1. On-the-Job Training (OJT) programs must provide potential new employees (adults, dislocated workers or eligible youth, when appropriate) or eligible underemployed workers with the opportunity to acquire new skills or knowledge essential to job performance.
2. The Local Workforce Innovation Board (LWIB) may approve the purchase of items required for the OJT such as tools, equipment, and uniforms.
3. The Participant must be an employee during the OJT contract period and the employer must agree to the contract **prior** to the person's start date.
 - a. Employment will continue upon successful Completion of training. Successful completion includes:
 - i. Acquired the skills identified for the training program and met the goals of the Individualized Services Employment and Training Plan (ISTEP) **Until DCEO finalizes the ISTEP, LWA#25 is using a local Individualized Employment Plan;
 - ii. Complied with all company and employment obligations throughout the training.

- b. The intent of an OJT is full-time paid employment that leads to Self-sufficiency according to the most current Lower Living Standard Income Level **or** at or above the self-sufficiency level established by the LWIB standard.
 - c. Consideration may be given to an OJT Placement that is less than full-time if an individual is receiving a service other than education or training **and** has one or more of the following Barriers to Employment: Adult or youth with a disability, an ex-Offender, a youth aging out of foster care, eligible migrant and seasonal farmworkers, an individual who is homeless, or an English Language Learner, who has low Literacy levels and faces substantial cultural barriers.
 - d. Employers may not hire OJT employees as independent contractors.
- 4. Employers are ineligible for an OJT contract if they have previously exhibited a pattern of failing to provide OJT participants with continued long-term employment with wages, benefits and working conditions that are equal to those provided to regular employees who have worked a similar length of time and are doing the same type of work.
- 5. Training does not have to occur at the employer's location.
 - a. OJT providers are *not* subject to the eligibility requirements for WIOA training providers.
 - b. Although these providers are not included in the State Eligible Training Provider List (ETPL), they are considered to be eligible providers of Training Services.
- 6. Local Workforce Innovation Boards (LWIBs) may combine OJT with other forms of training.
 - a. As part of a participant's ISTEP/IEP, OJT may combine other types of training such as Work Experience, classroom, and remediation. Training is paid for using an Individual Training Account (ITA).
 - b. OJT may combine with ITAs to support placing participants into Registered Apprenticeship programs.
 - c. When combining OJT with other types of training such as those above, only the OJT hours are eligible for wage reimbursement.
- 7. OJT participants are not eligible to receive Needs Related Payments (NRPs).
- 8. OJT participants cannot be immediate Family members of the business owner or direct supervisor. The term "immediate family" includes a spouse, child, son-in-law, daughter-in-law, parent, mother-in-law, father-in-law, sibling, brother-in-law, sister-in-law, aunt, uncle, niece, nephew, stepparent, stepchild, grandparent, and grandchild.

The LWIB has designated the WIOA Title I Director to be the LWIB designee.

OJT Participant Eligibility [\(References\)](#)

- 1. OJT participants must be determined eligible for each applicable funding source (i.e., WIOA Adult, Dislocated Worker, or Youth formula funded programs) and have worked with the career planner to complete the following:
 - a. A thorough personal assessment of the Participant's pre-existing knowledge and skills relevant to the OJT position; and
 - b. An Individualized Services Employment and Training Plan (ISTEP) aka Individualized Employment Plan (IEP) that meets the specific skill requirements for the position at the hiring employer.
- 2. OJT may be used to train an Underemployed Customer who currently works at the OJT employer only if the OJT elevates that employee to reach at least a self-sufficient wage through skill upgrade training that relates to any of the following:
 - a. The employee is not earning a self-sufficient wage as determined by the Local Workforce Innovation Board (LWIB) policy;
 - b. The OJT contract complies with the OJT Reimbursements section of this policy;

- c. The OJT relates to the introduction of new technologies, new production or service procedures, an upgrade to a higher-skilled position requiring the individual to learn additional skills;
- d. Other appropriate purposes identified by the LWIB; or
- e. LWIBs may choose to consider OJT contracts for Eligible Youth when it is appropriate based on the needs identified by the objective assessment of the individual youth and the individual's likelihood of long-term success if given the opportunity (see youth policy).

Employer Eligibility [\(References\)](#)

1. Employers in the public, private non-profit or private sector may use OJT programs.
2. A staffing agency is an eligible employer for WIOA-funded OJTs if the staffing agency meets the following conditions: (PENDING MORE GUIDANCE)
 - a. The position is "temp to hire" and the host employer will hire the Participant within a time as defined by LWIB policy.
 - b. The Placement from the staffing agency must be full-time as defined by the host employer.
 - c. The OJT participant wages and working conditions are at the same level and to the same extent as other employees working a similar length of time and doing the same type of work.
3. The wage provided by the employer to the OJT participant must be at least equal to the federal, state or local minimum wage (Fair Labor Standards Act).
4. In addition to meeting the General Requirements of this policy, an employer will be ineligible to receive a WIOA OJT contract at the worksite location if:
 - a. The employer has any other individual on layoff from the same or equivalent position.
 - b. The same or equivalent position is open due to a hiring freeze.
 - c. The OJT would infringe upon the promotion of or displacement of currently employed workers or a reduction in their hours.
 - d. The employer has terminated the employment of any regular employee or caused an involuntary reduction in its workforce with the intention of filling the vacancy with OJT participants.
 - e. The positions are for seasonal employment.
5. The employer must have the capacity and commitment to ensuring that the OJT program will address skills gaps specific to the individual and that staff has the time and knowledge to carry out the necessary training.
6. The employer agrees to cooperate with monitoring and reporting efforts as required by WIOA legislation, including a pre-award survey and adhere to all other applicable local, state and federal rules and regulations.

OJT Apprenticeship [\(References\)](#) [PENDING MORE GUIDANCE](#)

1. The LWIB may establish an OJT contract with an employer that has a registered apprenticeship program, but only the OJT hours are eligible for wage reimbursement through the OJT portion of the program.
2. Individual Training Accounts (ITAs) and OJT funds may be combined to support placing participants into a registered apprenticeship program, just as they can be used together for a Participant who is not in a registered apprenticeship.
 - a. The LWIB may choose to set the duration or a financial limit on ITAs and OJTs for apprenticeships as defined in the LWIB policy for such programs.

- b. An ITA may support the classroom portions of the apprenticeship program, and OJT funds may only support the On-the-Job Training portions of the program.
- 3. Depending on the length of the registered apprenticeship and local OJT policies, WIOA OJT funds may cover some or all of the registered Apprenticeship Training.

OJT LWIB Responsibility [\(References\)](#)

- 1. LWIBs must set policy for implementing OJTs including:
 - a. The position(s) authorized to negotiate OJT contracts on behalf of the LWIB.
 - b. A procedure that verifies the employer is suitable for OJT and meets state and federal policy and guidelines (i.e., working conditions (safety and health), wage structure, turnover rate, etc.).
 - c. Procedures guiding OJT contract modifications and employer disputes with the grantor and/or the trainee.
 - d. The maximum length of time the OJT may be in place as well as financial limits for the OJT that considers:
 - i. The amount of time it should take the individual named in the contract to become proficient in the occupation for which he or she is hired, as defined by DOL's Specific Vocational Preparation (SVP), including apprenticeships.
 - ii. The Participant's pre-existing knowledge and skills relevant to the position for which he or she is hired based on the required personalized knowledge and skills assessment.
 - iii. The LWIB financial limits for OJTs. An OJT contract may not be developed for less than \$10 per hour. The LWIB will allow for a wage reimbursement at 50% for employers with over 25 employees and 75% reimbursement for employers with less than 25 employees who meet certain requirements (see 75% policy) ITA limits will follow the local ITA policy.
 - e. A policy on the use of staffing agencies, if the LWIB chooses to allow OJT contracts with staffing agencies. At a minimum, the policy must include:

PENDING FURTHER GUIDANCE

 - i. The maximum length the "temp to hire" can be in place before the host employer must hire the participant full-time.
 - ii. A description of how the host employer and the staffing agency will meet the OJT Obligation, including who will act as the employer of record. Both must sign the contract to ensure an understanding with reporting requirements and provide assurance that both will abide by provisions within local and state policy.
- 2. Prior to entering into an OJT contract with an employer, the LWIB's designee must conduct a pre-award survey that includes verification of employer eligibility outlined in the Employer Eligibility of this policy.

OJT Contracts and Modifications [\(References\)](#)

- 1. Upon determining the employer's capacity to provide OJT programs, the LWIB designee negotiates an OJT contract with the employer to determine an individualized training plan, reimbursement rate and training length, among other contract provisions deemed appropriate by the LWIB. The standardized OJT contract that LWIBs will use is attached to this policy.
- 2. The LWIB designee is responsible for selecting and contracting with employers in the public, private non-profit or private sector to provide high quality OJT programs.

3. The LWIB must perform a standardized pre-award review, prior to receiving a contract that at a minimum:
 - a. Is documented jointly by the LWIB designee and the OJT employer that includes names under which the establishment does or has done business, including the name, title, and address of the company official certifying the information.
 - b. Determine whether WIOA assistance in connection with past or impending job losses at other facilities has occurred; including a review of whether the employer filed any WARN notices within the previous four (4) months.
4. The OJT contract must be limited to the period required for each Participant to become proficient in the occupation for which he or she is hired and the training is being provided.
 - a. The appropriate duration and intensity of the training is based on a skills gap assessment that considers the following:
 - i. The skill requirement of the occupation;
 - ii. The academic and occupational skill level of the participant;
 - iii. Prior Work Experience; and
 - iv. The participant's Individual Employment Plan.
 - b. The skill requirement of the occupation should align with the SVP time estimate determined by USDOL which includes the time required to learn the techniques, acquire the information and develop the skills needed for average performance in a job. This occupational preparation includes time spent in training programs, academic training, and related work experience.

Level	Time
1	*Short demonstration only
2	*Beyond short demonstration up to and including 30 days
3	Over 30 days, up to and including 3 months
4	Over 3 months, up to and including 6 months
5	Over 6 months, up to and including 1 year
6	Over 1 year, up to and including 2 years
7	Over 2 years, up to and including 4 years
8	Over 4 years, up to and including 10 years
9	Over 10 years

5. OJT contracts with eligible employers may allow the employer to provide OJT to a single employee or to multiple employees. In the case of multiple employees, each person must have an individualized assessment of knowledge and skills relevant to the position to determine the content and duration of the OJT training plan.
6. OJT contracts need to be modified if there are significant changes, such as layoffs or changes in federal, state, and local rules and policies pertaining to the implementation of OJT.

OJT Reimbursement [\(References\)](#)

1. OJT is provided for a WIOA Customer in exchange for a negotiated reimbursement wage rate to compensate for the employer's Extraordinary Costs of training and additional supervision related to the training. An OJT contract may not be developed for

less than \$10 per hour. The LWIB will allow for a wage reimbursement at 50% for employers with over 25 employees.

- a. The LWIB has approved increasing the reimbursement wage rate up to 75% when taking into account the following factors:
 - i. The characteristics of the participants taking into consideration whether they are “individuals with Barriers to Employment” thus, LWIB policy may provide a higher rate of reimbursement for individuals who will require more intensive training than individuals without barriers;
 - ii. The size of the employer;
 1. The LWIB shall consider the size of the business based on the total number of full-time employees at the location where the OJT will occur.
 - iii. The quality of employer-provided training and advancement opportunities; and
 - iv. Other factors the LWIB determines to be appropriate, including but not limited to: the occupation of training, receipt of an industry-recognized credential after training, the number of employees participating, the Participant’s work history, labor market conditions, hourly wage, fringe benefits, promotional opportunities, the career planner’s overall training budget, etc.
- b. An employee in OJT may work overtime hours, but overtime hours are not eligible for wage reimbursement.
- c. Funds provided to employers for OJT must not directly or indirectly assist, promote or deter union organizing.
- d. WIOA funds may not be used to provide OJT if the business has relocated from a location that resulted in any employee losing his or her job at the original location. In this instance, the business would only be eligible for OJT after they have been operational at the current site for more than 120 days.

OJT Monitoring and Evaluation [\(References\)](#)

1. The LWIB designee is also responsible for monitoring local OJT outcomes for participants and employers, including whether the OJT programs result in long-term employment or if applicable, an industry-recognized credential.
2. Local procedures must ensure verification of reimbursement requests, hours worked and the rate of pay by reviewing such documentation as invoices, timesheets and payroll or other documentation prior to payments being made to ensure compliance with program requirements and contract provisions.
3. On-site monitoring and/or desk reviews should be conducted by the LWIB designee shortly after the Participant begins work, with additional visits scheduled at appropriate intervals (determined by length of OJT Training Plan).
4. The LWIB designee must establish periodic reviews with the employer to evaluate the progress of the participants in the OJT.

OJT programs will be subject to State monitoring.

Direct Performance Impact: (Credential does not apply) Entered Employment Rate 2nd QTR after Exit, Entered Employment Rate 4th QTR after Exit, Median Earnings, Measurable Skill Gain, Effectiveness in Serving Employers

4. Incumbent Worker Training

General Requirements

This policy provides general guidance for [all Incumbent Worker Training \(IWT\) projects](#), as well as specific guidance for the formula fund grants (refer to the "[Incumbent Worker Training Requirements Formula Fund Grants](#)") for Local Workforce Innovation Areas when utilizing their ten percent (10%) authority and Discretionary fund grants (refer to attachment on "[Incumbent Worker Training Requirements Discretionary Fund Grants](#)") for grantees of the Statewide fifteen percent (15%) funds. Complete guidelines can be found at the end of this section.

Program Application Process

All Incumbent Worker Training Program applications (and subsequent activity documentation, including required reporting elements) initiated from November 16, 2009 forward must be entered and submitted in the Incumbent Worker Tracking System of Illinois workNet.

1. The system will allow Access using roles and role definitions.
 1. All users with access to initiate, enter, view, or report information about incumbent worker training events will be required to have an Illinois workNet account.
 2. Instructions on registering for an Illinois workNet account are available on the website.
 3. User roles define access based on their affiliation with the incumbent worker training projects and include DCEO staff, grant recipients, employers, and participating incumbent workers.
2. Grant recipients are responsible for the submission of all Training Program Project Plans and other required reporting elements.
 1. Responsibility for data input into IWTS may be shared with the employer and/or participating incumbent workers.
 1. Sharing of data input will allow maintenance of confidentiality of incumbent worker information. (Social Security Numbers and dates of birth are required to be entered to verify the employer/incumbent worker relationship, but the Social Security Numbers will be encrypted and will not be visible on any reports.)
 2. The grant Recipient is responsible for accuracy of all data input by the employer/incumbent workers.
3. A process has been developed and outlined to describe the user's key interactions with IWTS.
 1. All users must interact with the system and the order of events as depicted in the process workflow.
 2. The process workflow is available on IWTS.
 3. The process workflow consists of the following steps:
 1. Identification of the grant recipients for the IWT project, including contact information and reporting elements;
 2. Submission of IWT project plans to DCEO for approval prior to initiating the training activities (further requirements of Project Plans are found in attachments titled "Incumbent Worker Training Requirements Formula Fund Grants" and "Incumbent Worker Training Requirements Discretionary Fund Grants").

1. Formula funded IWT project plans must include Layoff Aversion “at-risk” indicators (as outlined in the "Incumbent Worker Training Requirements - Layoff Aversion "At-Risk" Indicators" section);
 1. The IWT project plan descriptions should include information on each of the "at-risk" indicators that apply to the layoff aversion strategy. The information should include (but is not limited to):
 1. Company specific information outlining facts and figures that support the checked "at-risk" indicators, a detailed description of the warning signs that have led to the decision or conclusion that plant layoffs or closures are imminent without assistance, the anticipated timeframe of the plant layoffs or closure, and additional information to support the need for assistance.
 2. Sector specific information outlining the current and historical market share of the company and the sector that supports the need for assistance.
 3. Physical documentation of the information submitted in the IWT project plans do not need to be provided to DCEO in order to be considered, but the information should be reviewed for accuracy, maintained, and made available by the Local Area staff/employers.
 2. Requirements for including "at-risk" indicators in the project plan apply to all formula funded IWT projects initiated on or after June 14, 2010.
 3. Identification of the employers participating in the IWT project;
 4. Identification of each worksite where IWT projects will be conducted;
 5. Identification of the training providers and specific training activities for the project;
 6. Identification of the incumbent workers participating in the training;
 7. Documentation of training outcomes for each incumbent worker including the Skill Attainment goals of the project for each incumbent worker;
 8. Submission of Quarterly and Final reports documenting progress and Completion information (further requirements of Quarterly and Final reporting is found in IWT Programmatic Reporting).
 9. All information in a)-g) above must be entered and submitted within ten (10) days of the end of each month.
4. Alternate application and data reporting procedures:
 1. In those instances where direct entry and submission of the required information into IWTS is not possible (such as those projects initiated between November 16, 2009 and the system launch or technical difficulties with entry into the system), the information should be gathered on the Incumbent Worker Training forms for entry at a later date when the system is available.
 2. Instructions for the completion of the IWT forms are provided in the Microsoft Excel file which contains all of the forms including:
 1. Project Plans should be documented on DCEO/IWT Form # 001 Incumbent Worker Training Program Project Plan which provides DCEO with Grantee information, project details, training program and provider details, business information and occupation information such as green initiatives and codes for sector, industry, occupation, and training programs.

1. For formula funded IWT, the project plan descriptions should include information on each of the "at-risk" indicators that apply to the layoff aversion strategy.
2. Requirements for including "at-risk" indicators in the project plan apply to all IWT projects initiated on or after June 14, 2010.
2. Quarterly Reports should be documented and submitted on DCEO/IWT Form # 002 Incumbent Worker Training Program Quarterly Report which documents project progress including outcomes achieved, barriers, training completion status, and other related reporting information.
3. Participant information for each incumbent worker should be documented on DCEO/IWT Form # 003 Participant Detail Form to gather personal data about the worker including gender, ethnicity, and veterans' status.
3. All information should be entered and submitted into IWTs:
 1. Within thirty (30) days once the system is launched; or
 2. Within ten (10) days of the system being operational following a system upgrade or failure.

Matching and Allowable Costs

1. Matching Requirements
 1. Employers participating in the program are required to provide matching support (in-kind or direct financial support) for the costs of providing the training to incumbent workers.
 2. Grantees should not add the employer match to the cost of training when entering project plans.
 3. All matching contributions must clearly relate to Incumbent Worker training.
 1. Costs must meet the requirements described in 29 CFR 97.24, Matching and Cost Sharing.
 2. Employers must provide a minimum of ten percent (10%) in matching contributions.
 3. There is no maximum limit to the amount of matching contributions an employer must provide.
 4. All matching contribution levels for each employer will be on a prorated scale based on the ratio of the overall project costs and may be negotiable.
 1. Discretionary grants must meet matching requirements as stated in the Request for Proposal (RFP) or application.
 2. Formula grants must meet matching requirements as outlined in the local policy submitted in the local plan.
 4. The match paid by an employer or group of employers may include the amount of the wages paid by the employer(s) to an incumbent worker while the incumbent worker is attending a training program and may include other in-kind contributions.
2. Allowable Costs - Costs that are reasonable and necessary for the conduct of the training are allowable.
 1. Listed below are costs that may be reimbursed through the grant or used as the matching contribution.
 1. Training development;
 2. Instructor wages;
 3. Tuition;
 4. Training materials and supplies;
 5. Fees required to complete training;

6. Travel for trainers and trainees beyond normal commute;
7. Training facility costs (off-site);
8. Training facility costs (on-site);
9. Cost for use of firm's equipment during training;
10. Wages of trainees while in training (matching costs only);
11. Fringe benefits of trainees while in training (matching costs only); or
12. Fees for technical or professional certifications and/or licensures.
2. Trainee wages and fringe benefits while in training may be used to meet the employer's match requirement, but are not reimbursable costs to the WIOA grant.
 1. Also, although not prohibited, costs associated with Supportive Services are discouraged.
 2. Generally, since incumbent workers are employed, the need for supportive services underwritten with WIOA funds is expected to be minimal.

Programmatic Reporting

1. Reporting on Incumbent Worker training programs will occur quarterly for each project identified in the approved grant or plan submitted pursuant to the requirements of this letter.
2. The quarterly reporting periods will be January through March, April through June, July through September, and October through December.
3. Quarterly reports are to be completed and submitted to the OET within 30 days from the end of each quarter.
4. Reporting methodology
 1. Effective with this policy, all IWT projects submitted on or after November 16, 2009 must submit reporting information electronically using the Illinois workNet system.

Performance Requirements

1. Incumbent workers are not required to be determined WIOA eligible, thus they are not considered WIOA participants.
2. However, they will be reported in the Federal Workforce Investment Act Standardized Record Data (WIASRD) file.
 1. As a result, they will not count towards local performance standards.
 2. They will, however, count towards the State performance measures.

Direct Performance Impact: None

Policies & Procedures
Incumbent Worker Training (IWT)

Incumbent Worker Training Policies will follow State and DOL guidance and be updated accordingly once final rule and State policy is issued.

PURPOSE

In order to provide for a full continuum of training services to our business customers, Man-Tra-Con will offer the Incumbent Worker Training program for Illinois businesses in the five counties of Franklin, Jackson, Jefferson, Perry and Williamson that make up Local Workforce Area (LWA) #25. Policies and procedures are established in accordance with WIOA POLICY LETTER NO. 07-PL-33, Change 4.

Incumbent worker training helps employers upgrade the skills of their workforce in order to become and remain competitive in both regional and global markets. IWT is therefore “employer driven” and responds to changes in market conditions as well as the introduction of new technology into the workplace. The purpose of this program is to assist businesses who have the need to train and re-train existing members of their workforce, and to enable the companies, as well as the employees, to remain competitive in the local regional economy and address the needs of the existing workforce, the unemployed, underemployed and new entrants to the labor force.

Funds have been set aside by the Southern Illinois Workforce Development Board (SIWIB) for this initiative to be administered through MAN-TRA-CON, Corp. Incumbent worker training projects can be utilized by a specific employer or a group of related employers in the following industries:

- ❖ Mining, Quarrying, and Oil and Gas Extraction
- ❖ Construction
- ❖ Manufacturing
- ❖ Retail Trade
- ❖ Transportation and Warehousing
- ❖ Information
- ❖ Professional, Scientific, and Technical Services
- ❖ Administrative and Support and Waste Management and Remediation Services
- ❖ Health Care and Social Assistance
- ❖ Accommodation and Food Services
- ❖ Arts, Entertainment, and Recreation

PROGRAM DESCRIPTION

Incumbent worker training is defined as training designed to keep businesses and workers competitive by keeping workers employed, averting layoffs, upgrading workers’ skills, increasing wages earned by employees, and improving employees’ marketability.

FUNDING CATEGORIES

Program dollars have been diverted from regular WIOA Dislocated Worker formula funds in order to operate this project. To apply for these funds, the incumbent worker training program should result in one or more of the following:

- ❖ Enhanced Employability
- ❖ Job Upgrades
- ❖ Increased Wages
- ❖ Increased Job Security

All participants must, upon training completion, be making a minimum of \$9.50 per hour and be classified as fulltime, permanent employees of the company.

SKILL ATTAINMENT

Skill attainment goals must be outlined in detail. The definition of “skill attainment” are skills that directly benefit the workers receiving the training by making them more qualified in their field of employment, and/or provide new skills for new product lines or processes.

INCUMBENT WORKER ELIGIBILITY

Only the employees of the specific businesses listed in the project plan who are to receive training related to a targeted occupation are part of the “eligible group”. Therefore, all workers who receive incumbent worker training must be an incumbent worker based on this definition:

- ❖ An individual in an employment relationship with a participating employer or group of participating employers in a targeted sector that are utilizing IW training to upgrade the skills of their workers.; and
- ❖ An individual who is receiving upgraded skills training:
- ❖ To increase his or her skills in an occupation in which the individual is already an incumbent; or
- ❖ To prepare the worker for entry into a new occupation within the targeted workforce (i.e., the workforce of the participating employer or group of employers).

LAYOFF AVERSION REQUIREMENT

Companies that apply for Incumbent Worker Training must provide tangible documentation to support the Layoff Aversion requirement.

A layoff is averted when:

- ❖ A worker's job is saved with an existing employer that is at risk of downsizing or closing; or
- ❖ A worker at risk of dislocation transitions to a different job with the same employer or a new job with a different employer and experiences no or minimal unemployment.

There are various strategies to consider when averting plant closures or business failures to ensure job retention. The first step in determining the appropriate layoff aversion strategy is to understand the “at-risk” indicators. In many cases, more than one “at-risk” indicator will apply or overlap between the indicators. Below are some of the “at-risk” indicators that have been identified to determine if a business is in need of intervention. It is important to note, that Incumbent Worker Training (IWT) should not be the only option or strategy to address layoff aversion. Consultation with industry experts, economic development organizations, labor organizations, workforce professionals, and other community groups should occur to determine other sources of assistance so that a comprehensive plan for layoff aversion is in place.

- **Declining sales** - A company has undergone or will undergo (must be confirmed) a significant loss in sales that puts part of their workforce in threat of layoff. Declining sales must be expressed in terms of X dollars or Y units for Z period of time (months or years) along with information that provides known or suspected reasons for the decline. When determining if a decline in sales is the cause of a potential layoff, have considerations been given to the industry as a whole, is the decline a percentage of the market, has product quality, production delays, or pricing contributed to the decline in sales, etc.
- **Supply chain issues** - A company loses a supplier or consumer that threatens the employment of part of their workforce, or acquired a new supplier that requires new skills to maintain the workforce. Supply chain issues must be accompanied by an explanation as to why the change occurred, whether it was the supplier's choice to end the relationship or the company's decision to order from a different firm. When determining whether a supply chain issue will contribute to a potential layoff, have considerations been given to other suppliers' ability to provide same or like products, has the company considered alternative product(s) production and sales that would not require retraining of staff or layoff, can the new training required be conducted by the new supplier, etc.
- **Adverse industry/market trends** - The industry/market standards have changed to the point where new training is needed to retain the current workforce. Adverse industry or market trends are an occurrence that is from no fault of the prospective company. These may be the result of higher standards of construction materials, safety standards, or other factors that require a change in the methods a product may be produced or materials that may be included in the construction. When considering whether adverse trends may cause a potential layoff, has the company consulted with industry experts to determine if assistance is available to assist with upgrades to the manufacturing process or employee knowledge, contacted other companies in the industry to share upgrades in skills training or equipment, etc.
- **Changes in management philosophy or ownership** - A company has undergone a new approach to conducting business or new ownership requires new skills to maintain the employment of part of the workforce. Changes in ownership are generally the result of lack of profitability, but may also occur where a company is profitable, but not profitable enough (this level of profit may meet the profit requirements of another owner) or the current owners don't have the resources to take advantage of new business strategies. An owner may also pass away unexpectedly without a succession plan in place. New or changes in philosophies will generally accompany new ownership. Changes in philosophy may also occur when operations no longer meet their core business application or are viewed as excess capacity to their overall operations. When considering changes in ownership or philosophy as the cause of a potential layoff, has new ownership been determined (including such options as employee stock ownership plans), have alternatives been considered in the restructuring of the company that might reduce the number of layoffs, have community groups and labor organizations been involved in the discussions to lend their expert advice, etc.
- **Worker does not have in-demand skills** - A worker's skills or functions are no longer "in-demand" and they are at risk of losing their employment with the company without undergoing new training and acquiring new skills. A lack of in-demand skills may be the result of a change in philosophy or product line or a change in the industry demands that results in the need for new technologies and abilities by the current workforce. Products and production lines are ever changing as they adapt to the needs of the market. With this change comes a need for evolving of the skill set of the workers. When considering if the lack of in-demand skills is the cause of potential layoffs, has it been determined which workers have the ability to attain new in-demand skills, are there other considerations to be made with an increase in demand skills such as new equipment/machinery needs or safety devices, etc.

- **Strong possibility of a job if a worker attains new skills** - The workers are in a position that is subject to layoff, and by acquiring new skills training he/she can move into a position that is not subject to lay-off. New skills attainment may avert a layoff for individuals within a company or may make them more attractive to other companies. When considering whether the new skills will provide a strong possibility to prevent layoffs, what considerations have been given towards where the positions would be moved (in-house or with a new company), does the company have the capacity to expand another line of product (new or existing) to support the workers subject to layoff, has the business community shown a need and capacity for additionally trained workers, are the workers willing to relocate if the new opportunities are with another location of the same company or with a new company in a different locale, etc.
- **Other “at-risk” indicators** - Additional causes for potential layoffs may exist that the company and local area need to outline in making a case for assistance for incumbent workers. These may be other criteria that the LWIA can gather with the consultation of the employer that puts part of their workforce “at-risk” for layoff (e.g., trend in company layoffs.)

ALLOWABLE ACTIVITIES

Allowable activities for the IWT program include, but are not limited to skill training to upgrade existing skills or provide new skills to incumbent workers. Training topics and delivery arrangements may be proposed. Training that is closely linked to specific jobs, as well as, job advancement is encouraged. Proposed training that is only loosely related, or is unrelated, to specific jobs, while not linked include: stand-alone adult basic education (ABE), stand-alone English as a second language (ESL), team building training, motivational training, and basic computer literacy skills. Please note that ABE and ESL training that is fully integrated with specific job-linked skill training are allowable.

Costs that are reasonable and necessary for the conduct of training are allowable. The list below provides examples of costs that may be reimbursed through the grant or used as the matching contribution.

SUBJECT: WIOA Title IB ITA Policy
EFFECTIVE DATE: 07/01/2016
APPROVED BY: Southern Illinois Workforce Development Board (SIWDB) Executive
Committee on 06/27/2016
Chief Local Elected Officials (CLEOs) on 06/28/2016

PURPOSE:

An adult or dislocated worker, after consultation with a Career Specialist and the development of and Individual Employment Plan, may be eligible for an Individual Training Account (ITA). The participant determined eligible for training may select a provider and program from the State Approved Training List. The following policies may be utilized to establish local parameters for this service:

POLICIES:

- 1) Programs of training services must be directly linked to employment opportunities in the local area based on current & projected labor market information - or in another area in which the customers receiving such services are willing to relocate.
- 2) The maximum limit for all approved training programs is typically 2 years. Exceptions will be at the discretion of the Program Director.
- 3) Training should be considered full time. Exceptions to this policy may be approved, in writing, on a case-by-case basis.
- 4) Training should lead to an employment wage sufficient to attain self-sufficiency without the aid of public assistance. All customers must apply for Financial Aid (FAFSA). Depending on the need and availability, WIOA funds may be used for expenses not covered by other fund sources when WIOA funds are available. A WIOA participant may enroll in WIOA-funded training while his/her application for a Pell Grant is pending. Reimbursement to the WIOA provider is not required from the portion of Pell Grant assistance disbursed to the WIOA participant for education-related expenses.
- 5) In general, all training programs must be within a reasonable commute of the local area. Out of the area training programs that are not within commuting distance of the local area may be approved on a case-by-case basis.
- 6) ITAs may be utilized for tuition and fees only.
- 7) ITAs will not be used for payment of late fees caused by customer error or delay. The customer will be responsible for these fees, as he/she is responsible for other fines or penalties.
- 8) Maximum limit of an ITA is \$6,000.00 for a training program of one year or less, excluding support.
- 9) Maximum limit of an ITA is \$10,000.00 for a training program over one year and up to two years, excluding support. If funds are available, training programs that exceed two years may be funded if training is reasonable and necessary and if for a high growth demand occupation as defined by the board.
- 10) An ITA for tuition & fees can be issued up to \$10,000 per year when attending a four year institution/University if training is reasonable and necessary and if for a high growth demand occupation as defined by the board.
- 11) If the cost of training exceeds the ITA limit, Career Specialist should assist in developing a financial plan to cover total cost of training. Customers shall not be required to apply for or access student loans, or incur personal debt as a condition of participation.

- 12) The Program Director shall be given the discretion to increase an ITA amount and length if appropriate documentation is provided.
- 13) Supportive services will be provided to the customer in the form of transportation reimbursement for each day in attendance during the course of the training. (See attached chart). Supportive services also includes books and supplies, tools, uniforms and shoes, certification, licensing, testing fees, drug testing for entrance into training, required physicals, insurance, etc. Any tool or equipment purchased with WIOA funds remain the property of WIOA until the customer has completed the training and obtained full time employment. (see supportive services policy)
- 14) Dependent care, if determined necessary, may be reimbursed at the normal rate for licensed childcare providers and at the rate of \$2.00 per hour per child for non-licensed.
- 15) If WIOA customer fails a scheduled class in the regular program curriculum WIOA funds cannot be used to re-take the class.

Exceptions to the ITA Policy regarding **full-time** attendance:

The following exceptions may be made without approval of the Program Director when requesting **less than full-time** participation in a training program which utilizes an ITA:

- If the full-time training program is not available and a part-training program is offered
- If the participant is working at least 20 hours per week
- If the participant cannot take credits equal to full-time status because required courses are not offered
- A case note should be written documenting one of the reasons.

<p align="center">WORKFORCE DEVELOPMENT AREA #25 INDIVIDUAL TRAINING ACCOUNT & SUPPORTIVE SERVICES FINANCIAL WORKSHEET</p>

CAREER SPECIALIST:

- 1) Complete Section 1

CUSTOMER:

- 2) Sign and Date Section 2
- 3) Provide your Career Specialist with Academic History (if completed any college level courses) and current or future Schedule of classes to enable completion of Section 3
- 4) Provide your Career Specialist with Financial Aid information (Pell Award Letter) to complete Section 4
- 5) Complete Financial Assessment Page 3

CAREER SPECIALIST:

- 6) Complete Section 3 listing the projected cost of attendance per each semester and each column

CAREER SPECIALIST:

- 7) Complete Section 4 listing the estimated amount of financial assistance for each semester
****Student is required to complete FAFSA application**
- 8) Complete Section 5 to determine if customer will be approved for assistance with training costs

SECTION 1 - To Be Completed by Career Specialist

Customer Name:	Training Facility:
Customer Street Address:	Training Facility Address:
City, State, Zip Code:	City, State, Zip Code:
Social Security Number:	Date of WIOA Training Enrollment:
Area Code, Phone Number:	Training Program: (Please specify if Cert. or 2 yr degree):

Career Specialist Name:	Career Specialist's Phone Number:
Career Specialist's E-Mail Address:	

SECTION 2 - To Be Completed by Customer

<p>CUSTOMER WAIVER FOR RELEASE OF INFORMATION:</p> <p>I hereby authorize the above named training facility to release data about me which is relevant to my classroom training funded by the Workforce Innovation and Opportunity Act (WIOA). The data includes: financial records, grades, attendance records, progress while in training, and any other data related to the training. Information is to be released to the Management, Training and Consulting Corp., Administrative Entity for WIOA Title I Funds, upon request.</p>	
<p>_____ Customer's Signature</p>	<p>_____ Date</p>

SECTION 3 - To Be Completed by Career Specialist

Quarter/ Semester	Year	Max Number Days of Attendance	Required Tuition/Fees	Required Books/ Supplies, Uniforms Tools	Other Support Required (Licensing Fees, Exam Fees, etc.)	Estimated Mileage	Estimated Daycare	Total

GRAND TOTAL \$ _____

SECTION 4 - To Be Completed by Career SpecialistStudent is not eligible for any type of financial assistance ☐Student is a Veteran: Yes ☐ No ☐

Quarter/ Semester	Year	Federal PELL	Federal Work Study	Federal SEOG	Voc. Rehab	VA Benefits	MAP Applied to Tuition Only	CCR&R	Other	Total

(Documentation of award letter should be included.)

GRAND TOTAL \$ _____

SECTION 5 - To Be Completed by Career Specialist

Number of Months to Complete Program	Average monthly take home income (Page 3 - Fin. Assess. #1.) multiplied by Number of Months to Complete Program	Plus	Total amount of UI Benefits will receive during training program (Page 3 - Fin. Assess. #2.)	Plus	Financial Aid Grand Total from this page SECTION 4	Less	Average monthly expenses from Page 3 - Fin. Assess. #3.) multiplied by Number of Months to Complete Program	Less	Grand Total of Training Cost from this page SECTION 3	Total should be at least the negative amount of the Grand Total from this page SECTION 3
		Plus		Plus		Less		Less		

ANALYSIS OF CUSTOMER'S FINANCIAL NEEDS BASED ON THE ABOVE SECTIONSCustomer has been approved ☐Customer has NOT been approved ☐

If Total of Section 5 cannot be covered with assistance from MTC (Grand Total Section 3), please enter explanation as to how your customer will be able to pay for these expenses: _____

Career Specialist's Signature: _____ Date: _____

Customer's Printed Name _____

Revised 8/7/2015

/55

Financial Assessment - MUST BE COMPLETED BY CUSTOMER FOR APPROVAL OF TRAINING SERVICES

List your total family sources of income	Average monthly amount you will receive during your training program
Take home income from work	
Take home income from odd jobs	
Gifts / Loans from others	
Welfare assistance	
Food stamps	
Other (Social Security, Child Support, Pension, Alimony, Etc.)	

TOTAL of AVERAGE MONTHLY TAKE HOME INCOME FROM ABOVE SOURCES: 1. \$ _____

TAKE HOME WEEKLY AMOUNT OF UNEMPLOYMENT (UI) BENEFITS a. \$ _____	WEEKS LEFT TO RECEIVE UI (25 - # of weeks already rec'd UI) b. _____	TOTAL AMOUNT OF UI BENEFITS WILL RECEIVE DURING TRAINING PROGRAM (a. multiplied by b.) = 2. \$ _____
--	--	--

NO COST SERVICES		
Medical assistance (Medical Card)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Child care (CCR&R) (Project Child) (Latch Key)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Housing assistance (HUD) (Section 8)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Free lunch program	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Make a list of your average monthly expenses you will have during your training program.

TYPE OF EXPENSE	AVERAGE \$ PER MONTH
RENT / HOUSE PAYMENT	
RENTER'S / HOUSE INSURANCE	
ELECTRIC	
GAS (NATURAL OR PROPANE)	
WATER	
SEWAGE / GARBAGE	
TELEPHONE (INCLUDE REGULAR & CELL)	
CAR PAYMENTS	
AUTO INSURANCE	
GASOLINE / UPKEEP OF CAR	
FOOD	
CLOTHING	
LAUNDRY MAT	
CHILD CARE / CHILD SUPPORT	
MEDICAL / DENTAL (PAYMENTS & INSUR.)	
CABLE TV / INTERNET	
NEWSPAPER	
CREDIT CARD PAYMENTS	
MISC. (DIAPERS, DETERGENT, CLEANING SUPPLIES, PERSONAL ITEMS, ETC.)	

TOTAL of AVERAGE MONTHLY EXPENSES: 3. \$ _____

Customer's Printed Name _____

Customer's Signature _____

Date _____

Revised 8/7/2015

(3)

WORKFORCE DEVELOPMENT AREA 25
MAN-TRA-CON CORP. ADMINISTRATIVE ENTITY WIOA TITLE 1 FUNDS
INDIVIDUAL TRAINING ACCOUNT

Dept.#

Career Specialist Name:

ITA Page

of

Customer Name:				Training Facility:			
Street Address:				Mailing Address:			
City:	State:	Zip:	City:	State:	Zip:		
Social Security Number:				Phone Number with area code:			
Training Program				CIP Code:			
Title & Service Code to charge ITA/ Title to charge Supportive Service: <input type="checkbox"/> 1A 24 <input type="checkbox"/> 1D 25 <input type="checkbox"/> EPIC				Start Date of Program:			
Check all Titles eligible: <input type="checkbox"/> 1A 24 <input type="checkbox"/> 1D 25 <input type="checkbox"/> EPIC				Program End Date:			
SEMESTER	SEMESTER	SEMESTER	SEMESTER	SEMESTER	SEMESTER	SEMESTER	SEMESTER
FR:	FR:	FR:	FR:	FR:	FR:	FR:	FR:
TO:	TO:	TO:	TO:	TO:	TO:	TO:	TO:

ITA Amounts: Funds obligated are subject to change due to financial aid awards and other training uncertainties.

Tuition/Fees	Tuition/Fees	Tuition/Fees	Tuition/Fees	Tuition/Fees	Tuition/Fees	Tuition/Fees	Tuition/Fees
--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------

Other Fees billed by College	Other Fees billed by College	Other Fees billed by College	Other Fees billed by College	Other Fees billed by College	Other Fees billed by College	Other Fees billed by College	Other Fees billed by College
------------------------------	------------------------------	------------------------------	------------------------------	------------------------------	------------------------------	------------------------------	------------------------------

Total: \$0.00	Total: \$0.00	Total: \$0.00	Total: \$0.00	Total: \$0.00	Total: \$0.00	Total: \$0.00	Total: \$0.00
---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------

Add across the ITA Total Amounts =	\$0.00	Length of Training is: <input type="checkbox"/> 1 year or less (ITA maximum limit is \$4000) <input type="checkbox"/> Over 1 year up to 2 years (ITA maximum is \$8000)
Grand ITA Total - not including support	\$0.00	

SUPPORTIVE SERVICES Amounts: (DO NOT INCLUDE WITH ITA TOTAL)

Code 230 List fund source if different than above

Required Books & Supplies: 94 includes uniforms & tools	Required Books & Supplies: 94 includes uniforms & tools	Required Books & Supplies: 94 includes uniforms & tools	Required Books & Supplies: 94 includes uniforms & tools	Required Books & Supplies: 94 includes uniforms & tools	Required Books & Supplies: 94 includes uniforms & tools	Required Books & Supplies: 94 includes uniforms & tools	Required Books & Supplies: 94 includes uniforms & tools
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Transportation: 92	Transportation: 92	Transportation: 92	Transportation: 92	Transportation: 92	Transportation: 92	Transportation: 92	Transportation: 92
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Child Care: 91	Child Care: 91	Child Care: 91	Child Care: 91	Child Care: 91	Child Care: 91	Child Care: 91	Child Care: 91
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Other 94 (License & exam fees, drug testing, etc.)	Other 94 (License & exam fees, drug testing, etc.)	Other 94 (License & exam fees, drug testing, etc.)	Other 94 (License & exam fees, drug testing, etc.)	Other 94 (License & exam fees, drug testing, etc.)	Other 94 (License & exam fees, drug testing, etc.)	Other 94 (License & exam fees, drug testing, etc.)	Other 94 (License & exam fees, drug testing, etc.)
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Total: \$0.00	Total: \$0.00	Total: \$0.00	Total: \$0.00	Total: \$0.00	Total: \$0.00	Total: \$0.00	Total: \$0.00
---------------	---------------	---------------	---------------	---------------	---------------	---------------	---------------

Add across the SUPPORTIVE SERVICES Total Amounts =	\$0.00	GRAND TOTAL ITA & SUPPORT	\$0.00
--	--------	--------------------------------------	---------------

Customer Name: 0

ITA Page of 0

Must be completed if requesting child care assistance: Code 23091

NAMES AND AGES OF CHILDREN:

NAME OF CHILD CARE PROVIDER:

ADDRESS (include city & zip) & PHONE # OF CHILD CARE PROVIDER

LICENSE NUMBER:

CHARGE PER DAY OR CHARGE PER HOUR:

Applied for CCR&R or Project Child

Customer Monthly Co-Pay

Daily Amt Not Covered by CCR&R or Project Child:

Customers must apply for Child Care Assistance through CCR&R or Project Child.

If Applied for CCR&R or Project Child is "No", customer should not be approved for WIOA Child Care reimbursement.

Must be completed and Google Maps printout attached if requesting transportation assistance:

TRANSPORTATION AMOUNT AUTHORIZED PER DAY: 23092

☐ \$10

☐ \$15

CHECKS WILL BE MAILED UNLESS APPROVED FOR A DIRECT DEPOSIT.

Funds obligated for transportation and child care services are based on reimbursement only for those days in attendance in the training program, one round trip per day. Child care is based on rate set by the licensed child care provider or \$2.00 per hour per child for unlicensed provider. Attendance will be verified. Forgery will result in immediate program termination and possible expulsion from school.

Figures reflected on this agreement are not to be considered an entitlement and are subject to change based on agency funding levels.

As grant recipient and Administrative Entity of Title 1B Funds of the Workforce Innovation and Opportunity Act (WIOA), please accept this form as authorization to incur costs for training and support for the above named customer.

Career Specialist

Signature

Date

Phone Number

Email Address

Fax Number:

Career Specialist's Supervisor

Signature

CEO Approval/Signature required
when ITA exceeds Maximum Limit

☐ Original in Customer's File

☐ Copy to Training Facility

☐ Copy to Fiscal

WIOA Individual Training Account Revised 5-18-16

Training Provider Policy can be found at:

http://www3.illinoisworknet.com/vos_portal/Support/DceoPolicy.aspx?Id=31a733c5-212a-47b6-9e4c-ebfed3a013a9

LWA #25 Attachment H Planned Levels of Service

WIOA PROGRAM CUMULATIVE REGISTRANTS

Workforce Investment Area #: <u>25</u>	Grant Number: <u>17-681025</u>	
Grant Recipient: <u>Man-Tra-Con, Corp.</u>	Date Submitted: _____	PY: <u>2017</u>

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
ADULT REGISTRANTS	200			330
1. Prior Year(s) Registrants (carry-over)				150
2. Individual Career Services				285
a. Work Experience / Internships				40
3. Training Services				140
a. Individual Training Accounts				130
b. Non-ITA Training				10
c. Remedial / Pre-Vocational Training				20
4. Work Based Training				20
a. On-the-Job Training				20
b. Customized Training				1
c. Transitional Jobs				10
5. Supportive Services				200

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
DISLOCATED WORKER REGISTRANTS	100			200
1. Prior Year(s) Registrants (carry-over)				75
2. Individual Career Services				190
a. Work Experience / Internships				20
3. Training Services				60
a. Individual Training Accounts				50
b. Non-ITA Training				10
c. Remedial / Pre-Vocational Training				5
4. Work Based Training				10
a. On-the-Job Training				10
b. Customized Training				1
c. Transitional Jobs				0
5. Supportive Services				80

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
YOUTH REGISTRANTS	200			250
1. Prior Year(s) Registrants (carry-over)				100
2. Academic Learning Services				100
a. Individual Training Accounts				20
b. Non-ITA Training				20
c. Remedial / Pre-Vocational Training				80
d. Other				1
3. Work Related Services				100
a. Work Experience / Internships				100
b. On-the-Job Training				10
c. Pre-Apprenticeship / Apprenticeship				20
d. Other				1
4. Supportive Services				250

Revised April 2016



Illinois
Department of Commerce
A Economic Opportunity
OFFICE OF EMPLOYMENT & TRAINING
Bruce Rauner, Governor

October 13, 2016

Ms. Kathy Lively, Chief Executive Officer
MAN-TRA-CON Corporation
3000 West DeYoung Street, Suite 800B
Marion, IL 62959

Dear Ms. Lively:

This letter serves as an official notification advising MAN-TRA-CON Corporation of the agreed upon PY 2016 and PY2017 negotiated levels of performance. A signed copy of the negotiated performance levels is enclosed.

You must ensure that the PY 2016 and PY2017 negotiated levels of performance are included in the MAN-TRA-CON Corporation official copy of your Local Plan. This will require a formal modification to the plan.

To reiterate what was discussed during negotiations regarding the Adult and Dislocated Worker Credential Attainment Rates, and the Youth Employment/Placement in Education Rate 4th Quarter after exit measures, your outcomes are much lower than the State negotiated goal. It is important you understand that these goals will be increased in future negotiations. If you find difficulty meeting the negotiated level of performance, the Office of Employment and Training will provide technical assistance.

Thank you for your hard work and we look forward to working with you and your staff in the continued implementation of WIOA.

Sincerely,


A handwritten signature in black ink, appearing to read "Julio Rodriguez".

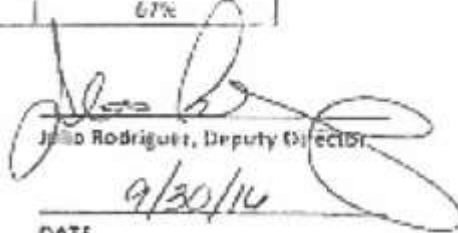
Julio Rodriguez, Deputy Director
Office of Employment and Training

Enclosure

PY 2016/2017 Goal Acceptance Form
LWIA: 25

Performance Measure	PY 2016/2017 Performance Goal
Adult	
Employment Rate 2nd Quarter after Exit	73%
Employment Rate 4th Quarter after Exit	69%
Median Earnings	\$4,000
Credential Attainment	30%
Dislocated Workers	
Employment Rate 2nd Quarter after Exit	76%
Employment Rate 4th Quarter after Exit	76%
Median Earnings	\$5,400
Credential Attainment	40%
YOUTH	
Employment/Placement in Education Rate 2nd Quarter after Exit	50%
Employment/Placement in Education Rate 4th Quarter after Exit	52%
Credential Attainment	67%


LWIA SIGNATURE
9/22/16
DATE


Julio Rodriguez, Deputy Director
9/30/16
DATE

SUBJECT: WIOA Title IB Procurement Policy

EFFECTIVE DATE: 07/01/2016

APPROVED BY: Approved by the SIWDB on 06/27/2016 and the CLEOs on 06/28/2016

Purchasing policies, standards, and procedures.

The Procurement Procedures for the Southern Illinois Workforce Investment Board (SIWDB) and Title IB funding may be found on the following pages.

Procurement Procedures

All procurement actions shall be conducted in a manner which complies with the provisions of 29CFR95.

Section 1: Background and Philosophy

Procurement System

General Observations

1. Procedures are in place to ensure that unnecessary or duplicative items or services are not purchased, to ensure that conflict of interest has been avoided, and to ensure that positive efforts have been made to utilize small business and minority-owned business sources for procurement.
2. All non-expendable property with a per unit purchase price of \$5,000 or more require written approval from DCEO.
3. All Man-Tra-Con's purchasing policies, standards, and procedures are in compliance with OMB Circular A-110, Attachment 0 and 29CFR95, and the Uniform Guidance.
4. Sole source awards for On-The-Job training participants may be made, provided that an employer- employee relationship exists and that the employer will provide training to enable the participant to perform as a regular employee of the employer's (or another employer's) establishment. Records of such awards are maintained.
5. All potential providers, who have expressed interest in being considered for awards, will be sent Requests for Proposals for the areas of service for which they wish to be considered when such awards are due to be made.
6. The procurement system for the selection of service providers will take into consideration past performance (e.g., entered employment rates, cost per placement, and ability to meet contract objectives) as well as other criteria as determined locally by the SIWDB.

Introduction

A. Purpose

These procedures have been developed to assist in procuring goods and services under current legislative rules and regulations relating to Workforce Investment Opportunities Act.

The procedures and directions that shall be outlined in the following pages are intended to provide staff with guidance in determining the appropriate method of procurement to be used as well as procedures

to follow in different procurement situations in order to be in compliance with all Federal and State laws, rules and regulations.

B. Statement of Philosophy

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 SIWDB and Man-Tra-Con, administrative entity/fiscal agent regarding service, price and other specific factors.

Additionally, the activities that occur during procurement procedures shall ensure for the open and competitive procurement of WIOA sub recipient agreements.

Finally, it must be understood that any and all services procured are the best available to meet the employment and training needs of eligible individuals that reside in LWIA 25.

Using the above mentioned points as a general guide, the following principles have been developed to further insure that equitable procurement policies shall be followed:

1. All procurement transactions will be conducted in a manner that provides maximum open and free competition. Procurement procedures will not restrict or eliminate competition or result in the restraint of trade.
Examples of what shall be considered to be restrictive of competition include, but are not limited to:
 - a. placing unreasonable or different requirements on various firms in order for them to qualify for the same procurement
 - b. noncompetitive practices between firms
 - c. organizational conflicts of interest
 - d. unnecessary experience and bonding requirements (i.e., request for qualifications or experience that are not related to the services to be procured)
 - e. failing to allow providers who can provide an "equal" product to effectively compete with providers who can provide the "brand name" product
2. Solicitations of offers will incorporate a clear and accurate description of the technical requirements for the service to be procured. Such description will not, in competitive procurements, contain features which restrict competition. The description will include a statement of the qualitative nature of the service to be procured and set forth those standards to which the service shall conform in order to meet the program purpose. Solicitations of offers will clearly set forth all requirements which service providers must fulfill and all other factors to be used in evaluating proposals.
3. Awards will be made only to service providers that demonstrate the ability to meet objectives of the proposed procurement. Examples of how the ability to meet the procurement objectives can be demonstrated include, but are not limited to:
 - a. financial resources, technical qualifications, experience, organization and facilities adequate to carry out the project
 - b. resources to meet the completion schedule contained in the contract
 - c. a satisfactory performance record for completion of contracts
 - d. cost analysis of proposed budget
 - e. accounting and auditing procedures adequate to control property, funds and assets

4. When possible, attempts will be made to procure with minority firms by placing all qualified small and minority businesses and women's business enterprises on the potential vendors list. Contractors will also be encouraged to take these affirmative steps.

CODE OF CONDUCT

Any officer, employee or agent of Man-Tra-Con who is either: (a) engaged in negotiations with a potential contractor; (b) has arrangements concerning prospective employment with a potential contractor; or, (c) has a financial interest in a potential contractor may not participate in the review, award of administration of a contract for a potential contractor.

Such relationships constitute a Conflict of Interest. This prohibition also extends to:

- a. an immediate family member of any officer, employer or agent of the grantee/sub grantee;
- b. a partner or organization who employs any officer, employee or agent of the grantee/sub grantee.

Additionally:

1. No SIWDB member shall participate in the selection or in the awarding of a contract if a conflict of interest is involved. This provision does not prohibit a community-based organization, educational agency, employer, or other service provider represented by a SIWDB member from receiving a subgrant for the provision of training and/or services to participants. However, when such a conflict of interest arises, SIWDB members must abstain from voting on the award and disclose all financial/non-financial information of the subgrant.
2. No employee, officer or agent of Man-Tra-Con shall participate in the selection, in the awarding, or administration of a contract if a conflict of interest exists.
3. No contract will be made with a SIWDB member performing administrative services. Administrative services may include, but not be limited to, consulting services, accounting services, etc.
4. No contract will be awarded to any SIWDB member or entity with which he/she is affiliated which results in direct personal gain to that SIWDB member.
5. Man-Tra-Con officers, employees or agents shall neither solicit nor accept gratuities, favors, or anything of monetary value from service providers, potential service providers (i.e., persons who perform services of type contracted for), or parties to grants.

Section II: Methods of Procurement

The appropriate method used to procure goods or services is dependent upon the known or anticipated amount of the procurement. Procurement of services for less than \$35,000 is handled differently than procurement of \$35,000 or more. This section describes the solicitation procedures to follow for all procurement situations.

The staff member soliciting the goods or service shall perform a price or cost analysis for every unit price of \$1,000 or more. At a minimum, the independent cost estimate should be made before receiving bids

or proposals. The method and degree of analysis needed is independent on the procurement situation. All cost analyses are to be documented and placed in a Procurement File.

There are four (4) methods under which goods and services may be procured. These methods are:

- A. small procurement procedures
- B. sealed bids
- C. competitive proposals
- D. noncompetitive proposals

A. Small Procurement Procedures:

Small procurement procedures are simple and informal procurement methods to procure goods and services which do not exceed \$35,000 in the aggregate with a single vendor during a fiscal year.

B. Sealed Bids

Sealed bids are used when the good or service can be procured on the basis of price. Bids are publicly solicited and a firm-fixed-price contract is awarded to the bidder who can provide the good or service in accordance with the specifications in the invitation for bids at the lowest price.

C. Competitive Proposals

Competitive proposals are solicited through requests for proposals (RFPs) and are used when it is not appropriate to use sealed bids. This occurs when other factors in addition to price influence the award decision. After a technical evaluation of all proposals submitted, a fixed-price or cost-reimbursement contract is awarded to the provider who submits the proposal most advantageous to the LWIA.

D. Noncompetitive Proposals

Noncompetitive proposals are used when procurement is not possible using the other three procurement methods and when one of the following situations exists:

1. the good or service is available from only one source;
2. there is a public exigency or emergency for the good or service;
3. DCEO authorizes noncompetitive proposals; or,
4. competition is inadequate after attempting other procurement methods.

Section III: Using Procurement Methods

This section of the manual deals with the selection of one of the four (4) procurement methods. Regulatory requirements, best practices and suggested documentation are also included for each of the methods discussed.

USING SMALL PROCUREMENT PROCEDURES

Regulatory Requirements

Price or rate quotations must be obtained from an adequate number of qualified sources.

When to use Small Procurement Procedures

Small purchase procedures are to be used when the good or service being procured will not cost more than \$35,000 in the aggregate with a single vendor during a fiscal year.

Best Practice Techniques

1. It is relatively easy to conclude that small purchase procedures are appropriate for one-time purchases under \$35,000 and difficult, however, to make this determination when the same goods or services costing under \$35,000 for the initial procurement may need to be purchased again in the future. As a result, the future need for the item being procured must be carefully considered at the time of the initial procurement.
2. It is recommended that a minimum of three bids be obtained for each small procurement purchase.
3. If possible and time allows, bids or quotes should be obtained in writing.

Suggested Documentation

Suggested documentation of this form of the procurement process includes:

1. a description of the item(s) being procured;
2. price or rate quotations documented and on file for each vendor from whom a price quote or bid was sought;
3. the date on which the price or rate quotation was provided by each potential vendor contacted;
4. the name of the selected vendor or provider;
5. the amount of the procurement; and,
6. the delivery date of the good or service.

USING SEALED BIDS

Regulatory Requirements

1. Publicly advertise an invitation for bids which identifies the good or service being procured.
2. Solicit bids from an adequate number of sources.
3. Document an attempt to identify and obtain three (3) bids.
4. Allow a minimum of ten (10) working days for bids to be submitted before the day scheduled for opening bids.
5. Publicly open all bids submitted at the time and place identified in the invitation for bids.
6. Award a firm-fixed -price contract to the lowest responsive and responsible bidder.
7. Document why any bids were rejected.

When to use Sealed Bids

Sealed bids may be used when the following conditions are met:

1. a complete, adequate and realistic specification or purchase description is available;
2. two or more responsible bidders are willing and able to compete effectively for the business; and,

3. the procurement lends itself to a firm -fixed -price contract and the selection of the successful bidder can be made principally on the basis of price.

Best Practice Techniques

1. Procurement by sealed bids is most appropriate when there is relatively no difference between the good or service offered by one vendor from that offered by another. Procurement by sealed bids is not appropriate when the procurement decision will be based on more than price (i.e., quality of the good or service, the experience of the vendor, etc.).
2. An accurate and detailed technical description of the good or service to be procured should be prepared.

Suggested Documentation

Suggested documentation of this procurement process includes:

1. evidence of public advertisements of the invitation for bids;
2. a description of steps taken to attempt to obtain three bids;
3. documentation supporting that bids were publicly opened at the time and place stated in the invitation for bids;
4. the name of each bidder and the amount of the bid; and,
5. documentation supporting the selection of the winning bid and rejection of any or all other bids.

USING COMPETITIVE PROPOSALS

Regulatory Requirements

1. Publicly advertise a request for proposal which identifies the good or service being procured and the proposal evaluation factors.
2. Solicit proposals from an adequate number of qualified sources.
3. Conduct technical evaluations of all proposals received using a standard method.
4. Award a contract to the firm submitting the proposal most advantageous to the program.

When to use Competitive Proposals

Procurement by competitive proposals should be used when the conditions for using sealed bids are not met.

Best Practice Techniques

1. It is often most appropriate to use procurement by competitive proposals when the procurement decision will be based on more than price and the cost of the good or service is expected to exceed \$35,000. Procurement by competitive proposals is also appropriate when you anticipate that a good or service expected to cost less than \$35,000 will need to be procured again from the same vendor during the same fiscal year and the aggregate amount of procurements is expected to exceed \$35,000.
2. The solicitation instrument must include:
 - a) an adequate description of the item to be procured;
 - b) a description of the quality standards for the item which must be met;

- c) a description of all evaluation factors to be taken into account and the relative importance of each factor;
- d) an indication of the date on which the decision will be made; and,
- e) a complete description of the requirements that vendors must fulfill.

Suggested Documentation

Suggested documentation of this method of the procurement process includes:

- 1. documentation showing that an RFP was publicized;
- 2. the results of evaluations for all proposals received; and,
- 3. documentation showing the basis on which the award decision was made.

USING NONCOMPETITIVE PROPOSALS

REGULATORY REQUIREMENTS

- 1. Perform a cost analysis (i.e., verifying the proposed cost data, evaluating the elements of costs and profit).
- 2. When to use Noncompetitive Proposals
- 3. Procurement by noncompetitive proposals may be used only when procurement is not feasible using any other procurement method. In addition, one of the following situations must exist:
- 4. the good or service is available only from one source;
- 5. the public exigency or emergency for the good or service will not permit a delay resulting from competitive solicitation;
- 6. competition is determined inadequate after a number of sources have been solicited.

Best Practice Techniques

This method of procurement should not be used unless absolutely necessary because it reduces competition among potential vendors to provide goods and services. Under certain procurement situations, however, there is no alternative. Examples of situations in which procurement by noncompetitive proposals may be necessary include:

- 1. when there is only one source in the area, such as in rural areas, able to provide the needed goods or services.
- 2. when a sudden massive layoff or plant closing requires that Title III services be immediately provided and there is not sufficient time to competitively solicit providers.

Suggested Documentation

Suggested documentation of this method of the procurement process includes:

- 1. a complete description of why procurement by noncompetitive proposals was used;
- 2. an indication of who approved the noncompetitive procurement;
- 3. the name(s) of the provider(s) contacted to provide the goods or services;
- 4. the date and amount of the procurement; and,
- 5. Evidence that a cost analysis was conducted and the results of the analysis.

LWA #25 Attachment K Regional Performance

Performance Measure	LWIA 25 PY2016/2017 Performance Goal	LWIA 26 PY2016/2017 Performance Goal
Adult		
Employment Rate 2nd Quarter after Exit	73%	72%
Employment Rate 4th Quarter after Exit	69%	71%
Median Earnings	\$4,000	\$4,300
Credential Attainment	30%	75%
Dislocated Worker		
Employment Rate 2nd Quarter after Exit	78%	74%
Employment Rate 4th Quarter after Exit	76%	71%
Median Earnings	\$5,400	\$5,400
Credential Attainment	40%	68%
Youth		
Employment/Placement in Education Rate 2nd Quarter after Exit	60%	50%
Employment/Placement in Education Rate 4th Quarter after Exit	52%	60%
Credential Attainment	67%	73%

LWA #26 Plan Documents

Local Workforce Investment Area 26

Workforce Innovation Opportunity Act Plan

June 29, 2017

(Excerpted from the Southern Economic Development Region 8 Workforce Innovation Opportunity Act Plan)



Southern Economic Development Region Vision

Collaborate with education, workforce, economic development, and partner agencies serving the unique and diverse nature of southern Illinois to: 1) provide program participants the ability to pursue a career pathway leading to long-term employment with a family-sustaining wage and 2) assist area businesses to be competitive in a global economy.

Chapter 4: LWIA 26 Operating Systems and Policies

This section provides the local component for LWIA 26 per WIOA Sec. 121 (c) (2) (i), Governors Guidelines Section I, 2, MOU Part V-VII, IX, XI.

4.A. LWIA 26 One-Stop Delivery System

This section describes the LWIA 26 one-stop delivery system.

4.A.1 LWIA 26 WIOA Title 1B – Adult, Dislocated Worker, Youth, Trade

- **Basic Services** - Determinations of whether the individual is eligible to receive assistance from the adult, dislocated worker, or youth programs; Outreach, intake (including worker profiling), and orientation to information and other services available through the one-stop delivery system; Initial assessment of skill levels including literacy, numeracy, and English; Labor exchange services, including - (i) Job search and placement assistance, and, when needed by an individual, career counseling, including - (A) Provision of information on in-demand industry sectors and occupations (as defined in sec. 3(23) of WIOA); and (B) Provision of information on nontraditional employment; and (ii) Appropriate recruitment and other business services on behalf of employers, including information and referrals to specialized business services other than those traditionally offered through the one-stop delivery system; Provision of referrals to and coordination of activities with other programs and services, including programs and services within the one-stop delivery system and, when appropriate, other workforce development programs; Provision of workforce and labor market employment statistics information, including the provision of accurate information relating to local, regional, and national labor market areas, including - (i) Job vacancy listings in labor market areas; (ii) Information on job skills necessary to obtain the vacant jobs listed; and (iii) Information relating to local occupations in demand and the earnings, skill requirements, and opportunities for advancement for those jobs. Provision of performance information and program cost information on eligible providers of training services by program and type of providers; Provision of information, in usable and understandable formats and languages, about how the local area is performing on local performance accountability measures, as well as any additional performance information relating to the area's one-stop delivery system; Provision of information, in usable and understandable formats and languages, relating to the availability of supportive services or assistance, and appropriate referrals to those services and assistance, including: child care; child support; medical or child health assistance available through the State's Medicaid program and Children's Health Insurance Program; benefits under SNAP; assistance through the earned income tax credit; and assistance under a State program for Temporary Assistance for Needy Families, and other supportive services and transportation provided through that program; Provision of information and assistance regarding filing claims for unemployment compensation, by which the one-stop must provide meaningful assistance to individuals seeking assistance in filing a claim for unemployment compensation. (i) "Meaningful assistance" means:
 - (A) Providing assistance on-site using staff who are well trained in unemployment compensation claims filing and the rights and responsibilities of claimants; or
 - (B) Providing assistance by phone or via other technology, as long as the assistance is provided by trained and available staff and within a reasonable time. (ii) The costs associated in providing this assistance may be paid for by the State's unemployment

insurance program, or the WIOA adult or dislocated worker programs, or some combination thereof; and Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA.

- **Individualized Services** - Services, if determined to be appropriate in order for an individual to obtain or retain employment; Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include - (i) Diagnostic testing and use of other assessment tools; and (ii) 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 his or her employment goals, including the list of, and information about, the eligible training providers; group counseling; individualized counseling; career planning; Short-term pre-vocational services including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct services to prepare individuals for unsubsidized employment or training; Internships and work experiences that are linked to careers (as described in § 680.170); Workforce preparation activities; Financial literacy services as described in sec. 129(b)(2)(D) of WIOA; Out-of-area job search assistance and relocation assistance; English language acquisition and integrated education and training programs.
- **Adult Education/Literacy** - Referrals to local community colleges Frontier Community College (Fairfield), Wabash Valley College, (Mt. Carmel), Southeastern Illinois College (Harrisburg), Shawnee Community College (Ullin) that offer a grant funded program which offers classes and supportive services at no cost to students. The program offers curriculum and instruction that are aligned with the current high school standards and career-and-college-readiness expectations.
- **Wagner-Peyser** - Illinois Department of Employment Security (IDES) serves all 14 counties in LWIA #26 and provides outreach, intake, orientation, labor exchange services, program coordination and referral, labor market information, performance information for the local area, information and referral on supportive services.
- **Vocational Rehabilitation** - Referrals to the local Department of Human Services/Vocational Rehabilitation offices who help people with disabilities find and keep jobs. DHS-ORS staff talks to people about their employment needs and help them find a job or get ready to go to work. They also make sure that people have the supports they need to stay on the job. DHS-ORS offers specialized VR services for people who are:
 - Blind or Visually Impaired
 - Deaf or Hard of Hearing
 - Hispanic or Latino with disabilities
 - They also offer the following programs to persons with disabilities:
 - Transition and STEP programs for high school students.
 - Work Incentive Planning and Assistance Program (helps people who receive SSDI/SSI benefits understand how working will affect their benefits).

- Supported Employment Program (SEP) (serves eligible people with significant disabilities who want to go to work and need on-going support services to succeed on the job).

Offices that serve LWIA #26 are:

- Anna DRS Office Rehabilitation Services 1000 North Main Street, Willow Hall - Suite A, Anna, IL 62906
- Harrisburg DRS Office Rehabilitation Services 323 South Maple Street, Box 348, Harrisburg, IL 62946
- **Continuing Technical Education (Perkins)** - Referrals to agencies that provide the Carl D. Perkins Grant in LWIA #26.
 - Location that serves Gallatin, Hamilton, Hardin, Pope, Saline and White is Southeastern Illinois College, 3575 College Road, Harrisburg, IL 62946;
 - Locations that serve Edwards, Wabash and Wayne counties are Illinois Eastern Community College (IECC) Frontier Community College 2 Frontier Drive, Fairfield, IL 62837-2601; and Wabash Valley College 2200 College Drive, Mt. Carmel, IL 62863-2699
 - Location that serves Alexander, Johnson, Massac, Pulaski & Union is Shawnee Community College 8364 Shawnee College Road, Ullin, IL 62992
- **Trade Adjustment Assistance (TAA)** - Southern 14 Workforce Investment Board, Inc. - WIOA TAA Client services will be contracted out to the following local service providers:
 - Wabash Area Development, Inc. (serving customers in Edwards, Wabash, Wayne and White counties);
 - Mid 5 Employment & Training, Inc. (serving customers in Gallatin, Hamilton, Hardin, Pope and Saline counties; and
 - Shawnee Development Council, Inc. (serving customers in Alexander, Johnson, Massac, Pulaski and Union counties).
- **Temporary Assistance for Needy Families (TANF)** - Illinois Department of Human Services (IDHS) serves all 14 counties in LWIA 26. The Division of Family & Community Services (FCS) has local offices across the state. These offices are known as Family Community Resource Centers (FCRCs) and they provide many types of services and information. FCS improves the health and well-being of families and individuals through partnerships and services that build community competence. We work with our customers, providers, and advocates to achieve high standards of service. While SNAP, WIC, cash assistance, and medical programs are the services that are most well-known, there are many other programs and services offered through the division.

Locations in LWIA #26 DHS-TANF services include:

- DHS Family Community Resource Center in Pulaski County-422 South Blance Street, Mounds, IL 62964. Phone: 618-745-9411
- DHS Family Community Resource Center in Massac County, 2301 Metropolis Street, Metropolis, IL 62960 Phone: 618-524-2631

- DHS Family Community Resource Center in Saline County - 320 Raymond Street, Harrisburg, IL 62946. Phone: 618-253-7161
- **Senior Community Services Employment Program** - Referrals are made to agencies in our area that provides qualified seniors employment preparation, job search assistance and a paid public service assignment that provides on-the-job training. Agencies in LWIA #26 who provide the SCSEP are:
 - Shawnee Development Council, Inc. serves eligible individuals in the counties of Alexander, Johnson, Massac, Pulaski and Union in LWIA #26. Their main office is 530 West Washington, Karnak, IL 62956-1503
- **Community Service Block Grant** - Referrals to local agencies that offer CSBG programs (such as Scholarships, Emergency Services for Shelter, Food, Fuel, Clothing, Employment Assistance, Medical/Dental Program). Agencies that provide these services in LWIA #26 are:
 - Wabash Area Development, Inc. (for those eligible in the counties of Edwards, Gallatin, Hamilton, Saline, Wabash, Wayne and White). Office locations are listed below:
 - Shawnee Development Council, Inc. (serving the counties of Alexander, Hardin Johnson, Massac, Pope, Pulaski and Saline)
- **Unemployment Insurance Compensation (UI)** – IDES provides assistance with Unemployment Insurance claims.
- **Veterans Job Counseling** – IDES Provides outreach, intake and orientation, availability of supportive services and referrals.
- **National Farmworkers Jobs Program** - Referrals to providers of The National Farmworker Jobs Program. NFJP is a nationally-directed, locally-administered program of services for migrant and seasonal farmworkers (MSFWs) and includes 52 employment and training grants, as well as 17 housing grants across the United States and Puerto Rico. The program partners with community organizations and state agencies to counter the chronic unemployment and underemployment experienced by farmworkers who depend primarily on jobs in agricultural labor performed across the country. The NFJP is an integral part of the public workforce system and a partner in the nationwide network of One-Stop Career Centers. The NFJP program was created under the 1964 Civil Rights Act and is currently authorized under Section 167 of the Workforce Innovation and Opportunity Act (WIOA). Agency that offers the National farmworkers Jobs Program is:
 - Illinois Migrant Council 335 South Main Street Anna, Illinois 62906 serving the following LWIA #26 counties: Alexander, Gallatin, Johnson, Pulaski, Saline, and [Union](#).

4.A.2 LWIA 26 Career and Other Program Services Locations

The chart below includes the comprehensive one-stop and affiliate locations. There are no specialized workforce centers in LWIA 26.

LWIA	Type	Location	Services
26	Comprehensive One-Stop	Illinois workNet Center – Harrisburg 701 North Commercial, Suite 6A PO Box 505 Harrisburg, IL 62946 618-252-6020 800-526-0844 TTY	<ul style="list-style-type: none"> • WIOA Title 1 – Adult, Dislocated Worker, Youth <ul style="list-style-type: none"> ○ Basic Services ○ Individualized Services • Adult Education (Title II) • Career and Technical Education (Perkins / Continuing Technical Education) • Community Service Block Grant (CSBG) • IDES Job Matching (Title III (Wagner-Peyser)) • IDHS Vocational Rehabilitation (Title IV) • Job Corp Referrals • Migrant Seasonal Farm Workers • National Farmworkers Jobs Program • Senior Community Services Employment Program (SCSEP) • Trade Adjustment Assistance (TAA) • Veterans Job Counseling (IDES) •
26	Affiliate	<ol style="list-style-type: none"> 1. Hardin/Pope County Satellite 1 Market Street - Courthouse Basement, Elizabethtown, IL 62931-0187 2. Hamilton County Satellite 100 South Jackson- Courthouse Basement, McLeansboro, IL 62859-1462 3. Edwards County Satellite RR 4, 334 Industrial Drive, Albion, IL 62806-1300 4. Wayne and White County Satellite 2004 W. Delaware Street, Fairfield, IL 62837-2357 5. Wabash County Satellite 119 West 12th St., Mt. Carmel, IL 62863-2414 6. Pulaski County - Karnak Satellite 530 West 	<p>The following services are at all of the affiliate locations:</p> <ul style="list-style-type: none"> • Title I (Adult, Dislocated Worker and Youth) • Trade Adjustment Assistance (TAA) • Referrals to partner locations.

LWIA	Type	Location	Services
		Washington, Karnak, IL 62956-1503	
		7. Alexander County Satellite 2207 Poplar, Cairo, IL 62914-1560	
		8. Massac County Satellite 1 Superman Square - Courthouse Basement, Metropolis, IL 62960-1882	
		9. Pulaski County Satellite 8364 Shawnee College Road, Ullin, IL 62992-2206	
		10. Union County Satellite 1000 North Main, Anna, IL 62906-1652	
		Johnson County - Individuals living in Johnson County are asked to call 618-634-2201 to make appointment at a satellite office most convenient for them.	

4.A.3 LWIA 26 On-Demand Access

On-demand access is provided for programs, services and through online, real-time technologies at all comprehensive one-stop locations. This includes the LWIA 26 comprehensive one-stop and its affiliate sites, Illinois workNet Web Portal System, and Illinois JobLink. Services to individuals with disabilities and veterans are also available on-demand through in-person assistance and accommodations for technology and materials.

4.A.4 LWIA 26 One Stop Operator and Coordinated Service Delivery

The LWIA's one-stop operator is Mid 5 Employment & Training, Inc.

Functions and scope of work of the one-stop operator –

- Goal 1: Support Educational System Improvement
- Goal 2: Advance Workforce Development
- Goal 3: Meet Employer Workplace Needs
- Goal 4: Enhance Customer Satisfaction

The first year of WIOA for easier transition, the current one-stop operator will continue operations. Next year, Program Year 2017, the LWIA26 board will send out a Request for Proposal (RFP).

4.A.5. LWA 26 Referral Coordination

The local one-stop operator and partners agree to familiarize themselves with requirements for participation in each of the required partners' programs. 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 (workNet) center. To the extent possible, the partners agree to develop and utilize common intake forms. The partners agree to refer clients eligible for each other's services to one another for services. The partners agree to evaluate ways to improve the referral process, including the use of customer satisfaction surveys. The partners commit to ongoing communication required for an effective referral process. 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. The scope of the Illinois workNet Centers will be broad and inclusive. The system must be of maximum service by providing easier access to a wide array of services to job seekers and employers. The Illinois workNet Centers emphasize the utilization of partnerships as a means of providing cost-effective measures to serve more customers. This customer-centered approach focuses on increasing customer access to all services while ensuring efficient and unduplicated use of resources. The partners and supporting members of the Illinois workNet Centers should possess the following characteristics:

- Barrier-free customer access through either the Illinois workNet Centers or the Satellite Center;
- Formal referral mechanisms between agencies;
- Inter-agency communications;
- Centralized and unduplicated service delivery;
- Joint agency planning and implementation;
- Shared use of common areas and facilities;
- Shared program information and services;
- Innovative strategies for improved customer access to services; and
- Uniform intake, initial assessment, and career development forms

4.A.6 LWIA 26 Integrated Technology

The One-Stop Career Service Career system is committed to the creation and maintenance of a universal, seamless, holistic, quality customer driven workforce investment system. Each Service Center providing job seekers with career development, training, and employment opportunities to become economically self-sufficient and employers with the skilled workforce they require to effectively compete in the global economy.

- Customers (both employers and job seekers) are assisted by responsive and knowledgeable staff through a user-friendly quality driven service delivery system. All partners will assign adequate staff to facilitate customers through the identification, access, and use of services.
- Customers (both employers and job seekers) are aware of and can access services in a timely manner. Customers will learn about the services, understand the services available to them, and be directed to services immediately upon entering the One-Stop Career Service system.
- Job seeker customers receive services consistently, and in a coordinated way. Customers will be facilitated through an integrated, seamless process related to the various services/functions offered in order to reduce duplication, hand off referrals, and duplicate number of contacts. Employer customers will view the One-Stop Career Service System as a business resource. The business customer will be offered a broad range of services that address the needs of the business community.

- Customers (both employers and job seekers) access the services they need to successfully achieve their career or business goals. Customers will receive the most appropriate services along a continuum of services to meet their established short-term and long-term goals.
- Customers (both employers and job seekers) will receive quality services in a facility that is easily accessible, accommodating to all special needs customers, professional, and inviting.
- Customers (both employers and job seekers) can expect that services offered through the Illinois workNet Centers will be continuously improved and that their input for changes is welcome by the partner agencies. All staff and management participate in, and contribute to, the evaluation of center services, as well as, the development and implementation of improvement measures.
- Customers (both employers and job seekers) can expect that the Illinois workNet Centers are well managed and supported by the One-Stop Career Service Operator(s), Workforce Development Board, and remaining partners. There exists regular, meaningful communication between all involved entities to identify and achieve quality performance indicators and required outcomes.

4.A.7 LWIA 26 Local Workforce Board Facilitation of Service Access Including Technology

The Local Workforce Board will facilitate access by ensuring outreach and communications across regional partners that fosters access to broadband Internet access. Online access and communications are integral to plan implementation. Citizens of all ages need equal access to online information and services that connects to in-person services through the Local Area.

4.A.8 LWIA 26 Local Workforce Boards Work with Core Programs

The Local Workforce Board will work with entities to carry out the core programs as shown in the chart below.

Core Program Access	Strategies
Expand access to employment, training, education and supportive services for eligible individuals, particularly eligible individuals with barriers to employment.	<p>The scope of the Illinois workNet Centers will be broad and inclusive. The system must be of maximum service by providing easier access to a wide array of services to job seekers and employers. The Illinois workNet Centers emphasize the utilization of partnerships as a means of providing cost-effective measures to serve more customers. This customer-centered approach focuses on increasing customer access to all services while ensuring efficient and unduplicated use of resources. The partners and supporting members of the Illinois workNet Centers should possess the following characteristics:</p> <ul style="list-style-type: none"> • Barrier-free customer access through either the Illinois workNet Centers or the Satellite Center; • Formal referral mechanisms between agencies; • Inter-agency communications; • Centralized and unduplicated service delivery; • Joint agency planning and implementation; • Shared use of common areas and facilities; • Shared program information and services; • Innovative strategies for improved customer access to services; and
Facilitate the development of career pathways and co-enrollment, as appropriate, in core programs.	
Improve access to activities leading to a recognized post-secondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable).	

Core Program Access	Strategies
	<ul style="list-style-type: none"> Uniform intake, initial assessment, and career development forms

4.B LWIA 26 Local Coordination with Partners for Non-duplicative Services

Ensuring non-duplicative services is an important part of service coordination. Efforts will be ongoing to ensure referrals provide seamless access to non-duplicative services as shown in the chart below.

WIOA Partner Services	Non-duplication Strategies
Title I Adult, Dislocated Worker and Youth Employment and Training Activities	WIOA Partners in Area #26 in an effort to provide non-duplication of services agree to: <ul style="list-style-type: none"> Familiarize themselves with requirements for participation in each of the required partners programs. Develop materials summarizing their program requirements and to make this accessible to all partners in the comprehensive one-stop (workNet) center. Develop and utilize common intake forms. Refer clients eligible for each other's services to one another for services. Evaluate ways to improve the referral process, including the use of customer satisfaction surveys. Commit to ongoing communication required for an effective referral process. 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.
Title II Adult Education and Literacy Activities	
Wagner-Peyser Act (29-U.S.C. 49 et seq.) Services	
Title IV Vocational Rehabilitation Services	
Secondary and Postsecondary Education Programs	
Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.)	
Other Services Including But Not Limited to Programs Outline in WIOA Sec. 121.	

4.B.1 LWIA 26 Referral Process

The chart below shows the referral process. All partners agree that they 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. The partners assure that they have in place policies and procedures to address these issues, and those 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 these issues 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 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 via technology consistent with the "direct linkage" requirement as defined in WIOA (WIOA Section 121(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 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 (e.g., JAWS and DRAGON) and assistive listening devices will be available.

Referral Entities	Referral Methods, Roles and Tracking
Southern 14 (Title I Services) (Title I Services)	<p>LWIA #26 partners agree to familiarize themselves with requirements for participation in each of the required partners programs. 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 (workNet) center.</p> <p>To the extent possible, the partners agree to develop and utilize common intake forms. The partners agree to refer clients eligible for each other's services to one another for services. The partners agree to evaluate ways to improve the referral process, including the use of customer satisfaction surveys.</p> <p>The partners commit to ongoing communication required for an effective referral process. 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.</p>
Adult Education Providers Including Bridge Programs (Title II Services)	
Illinois Department of Employment Security (IDES) (Title III Services)	
Illinois Department of Human Services (IDHS) Rehabilitation Services (Title IV Services)	
Community Service Block Grant	
IDES Migrant and Seasonal Farmworkers	
IDES Trade	
IDES Veterans	
IDHS Temporary Assistance for Needy Families (TANF)	
IDHS YouthBuild	
Illinois Department of Children and Family Services (DCFS) Building Futures	
Illinois Department of Corrections Second Chance	
Job Corps	
National Farmworkers Jobs Program	
Secondary and Postsecondary Career and Technical Education (Perkins Act)	
Senior Community Service Employment Program (SCSEP)	
US Department of Housing and Urban Development (HUD)	

4.C. LWIA 26 Provision of Adult and Dislocated Worker Employment and Training Activities

LWIA 26 may provide the following Training services to eligible individuals:

- occupational skills training, including training for nontraditional employment;
- on-the-job training;
- incumbent worker training in accordance with subsection (d)(4);
- programs that combine workplace training with related instruction, which may include cooperative education programs;
- training programs operated by the private sector;
- skill upgrading and retraining;
- entrepreneurial training;
- transitional jobs in accordance with subsection (d)(5);

- job readiness training provided in combination with services described in any of clauses (i) through (viii);
- adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

The Southern 14 Workforce Investment Board and its service provider entities uses the most current Department of Commerce policies/notices and its attachments in order to ensure an effective, planned and coordinated response to plant closings and mass layoffs under the Workforce Innovation and Opportunity Act of 2014. In the case of a permanent closure or mass layoff at a plant, facility, or enterprise, or a natural or other disaster, that results in mass job dislocation, in order to assist dislocated workers in obtaining reemployment as soon as possible, with services including—

- (A) The establishment of onsite contact with employers and employee representatives—
 - (i) Immediately after the State is notified of a current or projected permanent closure or mass layoff; or
 - (ii) In the case of a disaster, immediately after the State is made aware of mass job dislocation as a result of such disaster;
- (B) The provision of information on and access to available employment and training activities;
- (C) Assistance in establishing a labor-management committee, voluntarily agreed to by labor and management, with the ability to devise and implement a strategy for assessing the employment and training needs of dislocated workers and obtaining services to meet such needs;
- (D) The provision of emergency assistance adapted to the particular closure, layoff, or disaster; and
- (E) The provision of assistance to the local community in developing a coordinated response and in

4.D LWIA 26 Local Area Provision of Youth Activities

Needs of local youth, including low income youth and those youth determined to be deficient in basic literacy skills, school dropouts, homeless or foster, pregnant or parenting and offenders are a combination of those elements identified and required by WIOA regulations. These youth will continue to require additional supportive services including but not limited to: child care, health care, transportation and programmatically required specialty items such as uniforms and/or tools. These youth rarely achieve the skills necessary to become gainfully employed and self-sufficient for a variety of reasons. School dropouts often are stuck in a go nowhere job and rarely do they achieve the skills necessary to advance in the labor market. Those deficient in basic literacy skills are not prepared for the projected job openings that are going to exist in the local area. Those characterized as homeless, runaway, or foster children, offenders, and pregnant or parenting teens, have a lack of a stable environment and parenting responsibilities overshadowing the importance of an education which in most cases develops into serious problems relating to ones work ethic. Individual needs within this grouping will be determined through a comprehensive assessment and evaluation of each youth registrant.

In order to support the attainment of a secondary school diploma or its recognized equivalent, entry into postsecondary education, and career readiness for participants, LWIA #26 will provide eligible area youth with:

- a. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school

- diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential;
- b. Alternative secondary school services, or dropout recovery services, as appropriate;
 - c. Paid and unpaid work experiences that have as a component academic and occupational education, which may include—
 - Summer employment opportunities and other employment opportunities available throughout the school year;
 - Pre-apprenticeship programs;
 - Internships and job shadowing; and
 - On-the-job training opportunities;
 - d. Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved, if the local board determines that the programs meet the quality criteria described in section 123;
 - e. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
 - f. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;
 - g. Supportive services;
 - h. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;
 - i. Follow-up services for not less than 12 months after the completion of participation, as appropriate;
 - j. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;
 - k. Financial literacy education;
 - l. Entrepreneurial skills training;
 - m. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and
 - n. Activities that help youth prepare for and transition to postsecondary education and training.

As a part of the annual budgeting process, LWIA #26 budgets 75% of the allocated funding to the out of school youth category and 25% of allocated funding to the in school youth category. Expenditure levels are monitored monthly to ensure that these goals are being.

4.E LWIA 26 Local Area Provision of Services to Priority Populations Based on State's Unified Plan

Funds for this LWIA will be targeted toward the low income in order to help them move out of the support system and into financial independence. Low income status will be determined at intake/orientation by the career planner working with the individual. Additionally, the LWIB will provide help for any eligible individual who wishes to attain a higher goal in the workforce. Self-accessed services will be made universally available through the resource rooms of the Illinois workNet Centers. Additionally, the state's most current policy for identifying and serving priority populations such as veterans, low income individuals, skills deficient individuals will be followed.

4.F LWIA 26 Local Area Training Policies and Activities

Annually, the LWIA 26 Board offers a request for proposal for organizations to provide the direct client services. The 40% minimum direct training expenditure rate is a condition of the contract and monitored on a monthly bases to ensure that each provider is on track to meet this requirement.

The local area encourages the use of work-based learning by working closely with our service providers as well as IDES Business Services staff to recruit potential employers. Work sites are closely monitored by service provider and board staff for not only the progress of the participant, but also the current and future needs of the employer.

4.G LWIA 26 Local Strategies Financed by Transfer of Title IB Workforce Funds

Due to limited allocations:

- The LWIA #26 Board acknowledges WIOA Sec. 133(b)(4) which allows the local board to transfer, if approved by the Governor, up to 100% of the funds allocated to the local area for adult activities or dislocated worker activities. Should the need arise ~~each~~ to transfer funds allocated to the local area for adult activities or dislocated worker activities, each situation would be reviewed by the Board and a decision made based on the individual circumstances – funding level, participant numbers, and any other relevant information.
- The LWIA does not typically engage in pay for performance contracts. However, should the need arise each situation would be reviewed by the board and a decision made based on the individual circumstances – funding level, services to be provided, participant numbers, and other relevant information.

The LWIA encourages its service providers to provide:

- The LWIA #26 Board acknowledges Incumbent Worker Training as outlined in WIOA Sec. 134(d)(4)(A)(i) and may after consideration of need reserve up to 20% of its combined total adult and dislocated worker allotments for incumbent worker training.
- The LWIA #26 Board acknowledges Transitional jobs as a training option as outlined in WIOA Sec. 134(d)(4)(A)(i) and may after consideration of need use up to 10% of its combined total adult and dislocated worker allotments for transitional jobs.

Chapter 5: LWA #26 Performance Goals and Evaluation – Local Component

This chapter includes on the actions the Local Board will take toward becoming or remaining a high performing board, consistent with the factors developed by the State Board (WIOA Sec. 101(d)(6)).

5.A LWIA 26 Projected Local Service Levels

LWIA 26 will ensure continuous improvement by closely monitoring the performance measures previously negotiated with the state. The region anticipates providing training to 63 adults, 62 dislocated workers, and serving 109 year round youth.

5.B LWIA 26 Local Levels of Performance Negotiated with Governor and Chief Elected Official

As soon as the performance measures have been negotiated in accordance with WIOA Sec. 116(c), LWIA 26 will closely monitor its service providers under Title 1B and the One-Stop Delivery System Operator to comply with 679.560(b) (16) and to ensure that those measures are exceeded or met.

Chapter 6: LWIA 26 Technical Requirements and Assurances

This chapter includes the technical requirements and assurances that are required by the Workforce Innovation and Opportunity Act.

6.A LWIA 26 Fiscal Management

Southern 14 Workforce Investment Board has been Identified as 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).

6.B LWIA 26 Physical Accessibility

LWIA 26 has entered into a Memorandum of Understanding with its local mandated partners to ensure that the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with WIOA Sec. 188, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) This includes the physical and programmatic accessibility of facilities, programs and services, technology and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities.

6.C LWIA 26 Plan Development and Public Comment

LWIA 26, in cooperation with LWIA 25, placed print advertisements in local newspapers covering the entire region. A team made up of individual representatives of businesses, education and labor organizations developed the plan and an employer survey was sent to a variety of manufacturing employers for their direct input on the plan. The LWIA 25 and 26 Certificate Of Publication – Public Notice on the Establishment of Regional Plan for EDR 8 is included with the Appendix.

No public comments have been received.

Local plan modifications are taken to the full Board for approval and then forwarded to the 14 county Chief Elected Officials for their approval before submission.

Appendix

LWIA 26 Certificate Of Publication –

PRIORITY OF SERVICE

Southern 14 Workforce Investment Board, Inc. LWIA #26

This local policy is issued per WIOA Sec 134 (c)(3)(E) and TEGL No. 3-15, Local Workforce Area #26 and its service providers shall use the most current Department of Commerce WIOA Policy concerning Priority of Service being given to recipients of public assistance, other low-income individuals and individuals who are basic skills deficient. Priority of Service policies will be made publically available during intake/orientation and on the Southern 14 LWIB website (www.so14lwib.com).

1. Identifying eligible individuals will occur at point of enter either through WIOA intake/orientation or through paperwork given to WIOA career planners from other One-Stop Partners.
2. Pairing of Job Training, Dependent Care and other supportive services needs will be determined at intake/orientation on an individual basis.
3. Training will be provided factoring in the education level of the low-income population and will be determined through assessment tests during intake/orientation.
4. WIOA career planners will provide referrals to TANF, SNAP and other partner's services available through the One-Stop at initial intake/orientation and throughout the client's follow-up meetings.
5. WIOA career planners will also exchange client data to inform other partners when clients are enrolled in WIOA services.

LWIA 26 Memorandum of Understanding (MOU)

This is a placeholder for the LWIA 26 MOU.

This workforce product was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This product is copyrighted by the institution that created it. Internal use by an organization and/or personal use by an individual for non-commercial purposes is permissible. All other uses require the prior authorization of the copyright owner.

Illinois workNet Centers are an equal opportunity employer/program. At Illinois workNet Centers, auxiliary aids and services are available upon request to individuals with disabilities. All voice telephone numbers on this website may be reached by persons using TTY/TDD equipment by calling TTY (800) 526-0844 or 711.

LOCAL ITA POLICIES

Southern 14 Workforce Investment Board, Inc. LWIA #26

The Individual Training Account (ITA) is established for eligible Adult and Dislocated Worker individuals to finance training services. The law provides several exceptions when contracts may be used instead of ITAs, as outlined below:

1. When the services provided are on-the-job training (OJT) or customized training;
2. When the Board determines that there are an insufficient number of eligible providers in the local area to accomplish the purpose of a system of ITAs; or
3. When the Board determines that there is a training services program of demonstrated effectiveness offered in the area by a community-based organization (CBO) or another private organization to serve special participant populations that face multiple barriers to employment.

To be in compliance with the statutory requirement to utilize ITAs to the extent practical, the area at a minimum must:

1. Expend the majority (i.e. at least 51 percent (51%) of combined costs incurred through ITAs and training contracts under the adult and dislocated worker programs through individual training accounts; or
2. Serve the majority (i.e. at least 51 percent (51%) of adult and dislocated worker customers receiving training services through ITAs.
3. The 51 percent (51%) minimum criterion is set as low as possible to allow flexibility while still meeting the statutory requirement.
 - a. This policy is intended to allow the area to pursue alternative training opportunities to expand training choices and better link workforce and economic development.

If it is determined by the Board that there are insufficient eligible providers in the area to accomplish the purposes of the Act and complies with the requirements of 20 CFR 663.430 the area may be in the position of not using ITAs at all or minimally. The Area will also be considered to be in compliance regardless of the percent of combined adult and dislocated worker training funds expended through ITAs.

Limitations on use of ITA's

In ~~WIA~~ **WIOA** #26 ITA's will be used to assist in financing the cost of the following types of training: short and long term vocational, associate degree, job readiness, entrepreneurial training, workforce education when combined with co-operative education, skill upgrading and retraining, and adult education and literacy services combined with any of the above services. It is the intent of the LWIB to set caps on the dollar amount of individual ITAs by the type of services listed below.

These caps are based on historical records and actual costs of various training programs available through the Community College system. For short term vocational training the cap will be set at ~~\$4,500~~ **\$5,000**; for long term training the cap will be set at ~~\$12,500~~ **\$15,000**; and for associate degree directed training the cap will be set at ~~\$12,500~~ **\$20,000**. For bachelor degree directed training the cap will be set at ~~\$20,000~~ **\$30,000**. ~~WIA~~ **WIOA** Title ID and IA funding can only be used toward a bachelor degree training if that degree can be obtained with ninety-five (95) credit hours or less. ITAs will not be used for OJT or customized training.

Service providers may request an ITA cap increase on client specific basis with prior approval from the So. 14 Board.

Re-Enrollment

ITA clients who drop out and are exited from a program, if re-enrolled, will be given a new ITA (Individual Training Account).

ITA CALCULATIONS WORKSHEET

Name _____ Start Date of Training _____

Training Provider: _____

SECTION I

Enter Allowable Training Amount:

\$ 4,500 \$5,000 Short Term (20 credit hours or less) \$ _____
 \$12,500 \$15,000 Long Term (21 cr. /hr up to, but not including, an associate degree)
 \$15,000 \$20,000 Associate Degree (Associate Degree)
 \$20,000 \$30,000 Bachelor Degree (completed within 95 credit hours)
 So. 14 Board approved ITA increase on (date) _____ ☐ (form attached)

Total projected cost of training \$ _____

Total training dollars remaining \$ _____

If Total Training Dollars Remaining is a negative amount, proceed to next section

SECTION II

REMAINING TRAINING DOLLARS NEEDED

Total Training Dollars Remaining (from above) \$ _____

Total Financial Assistance \$ _____

Remaining Need \$ _____

Clients Out of Pocket Expense \$ _____

SECTION III

CALCULATING PROJECTED NEED FOR WIA SUPPORTIVE SERVICE DOLLARS

Projected need for Commuting:
 _____ miles/day X _____ days/wk X _____ weeks = \$ _____

Projected need for Child Care:
 \$ _____ /day X _____ days/wk X _____ weeks = \$ _____

Projected need for Out of Area Job Search \$ _____

Projected need for Tutoring \$ _____

Projected need for Healthcare Services
 \$ _____ /day X _____ days/wk X _____ weeks = \$ _____

Projected need for Temporary Shelter & Lodging
 \$ _____ /day X _____ days/wk X _____ weeks = \$ _____

Projected need for Relocation Assistance \$ _____

Projected need for (OTHER) \$ _____

PROJECTED COSTS OF SUPPORTIVE SERVICE \$ _____

ITA ENROLLMENT AGREEMENT

Agency Name: _____

I have read the following statements and agree to their adherence:

- _____ **Expenses:** I understand that the ~~Workforce Investment Act (WIA)~~ **Workforce Innovation Act (WIOA)** will pay for the expenses that are required for my ~~WIA~~ **WIOA** approved program of study.
- _____ **Registration:** I understand that I am solely responsible for registering for the training classes paid by ~~WIA~~ **WIOA**, and agree to register as a full-time student, as defined by my school, unless I have written approval from my ~~Case Manager~~ **Career Planner**. I also understand that I must pay for late registration fees or penalties if this matter was caused by my error or delay.
- _____ **Books and Supplies:** I understand that any tools and equipment purchased with ~~WIA~~ **WIOA** funds remain the property of ~~WIA~~ **WIOA** until I complete my training or obtain employment. I agree to return any tools or equipment purchased on my behalf if I do not complete my training or obtain employment.
- _____ **Withdraw:** If I plan to withdraw from class or school, I will first contact my ~~Case Manager~~ **Career Planner**. I understand that if I withdraw from class without prior ~~WIA~~ **WIOA** approval, ~~WIA~~ **WIOA** will not provide the funds to re-enroll in that class at a later date.
- _____ **Cancellation Policy:** I understand that if I attend a school with a cancellation policy that includes a fee for either a class I cancel or if I fail to show for a scheduled class, that I, and not ~~WIA~~ **WIOA**, am responsible for the payment of the cancellation fee.
- _____ **Contact with Case Manager:** I agree to contact my ~~Case Manager~~ **Career Planner** as scheduled. I understand that if I am attending a school that operates on a quarter or semester system, I must meet with my ~~Case Manager~~ **Career Planner** prior to registration for continued assistance from the program. I agree to keep my ~~Case Manager~~ **Career Planner** informed of all current pertinent information, such as name, address, and telephone number for a period of one year following program exit.
- _____ **Attendance:** I will make every effort to attend all classes scheduled and understand that I am solely responsible for my attendance. It has been explained to me that my attendance must be documented. I agree to sign in and sign out on the time sheets provided to me by this ~~WIA~~ **WIOA** agency. Instructions for the time sheets have also been provided to me. I forfeit my right to supportive service payments if I do not adhere to this policy.

_____ **Program Progress:** When your course(s) end, please forward a copy of your grades including withdrawals, drops, and/or a certificate of completion as soon as possible to your ~~Case Manager~~ **Career Planner**. Failure to forward your grades or certificate of completion may jeopardize further participation in any agency sponsored programs. If you are unable to maintain a 2.0 grade point average or better, you will need to meet with your ~~Case Manager~~ **Career Planner** to review your progress and assess the program.

_____ **Program Participation:** I agree to adhere to the Service Provider's policies regarding program participation. I also understand that failure to adhere to these policies could result in my dismissal or termination from ~~WIA~~ **WIOA**.

_____ **Financial Aid:** I agree to give my ~~Case Manager~~ **Career Planner** as soon as possible a copy of my financial aid award letter. I understand that any changes may reduce the amount of Job Training funds available to me. I also understand that if I fail to inform my ~~Case Manager~~ **Career Planner** about these changes, it may result in either suspension from the ~~WIA~~ **WIOA** program for one quarter or semester, or termination of ~~WIA~~ **WIOA** funded training.

_____ **Job Placement:** I will make every effort to complete the training program and immediately seek, find and maintain full time employment near or after the completion of training. I agree to provide a resume to my ~~Case Manager~~ **Career Planner** before the completion of training to assist with job placement activities. Once placed I agree to provide employment information including but not limited to: date of new employment, employer's name, employer's address, employer's phone number, job title, job description, work hours, hourly wage, fringe benefits, and supervisor's name.

_____ **Post Program Follow-up:** I agree to participate in follow up activities for a period of one year following program exit.

_____ **Other Training Programs:** I understand that upon my enrollment into this program, I may not be eligible for other programs funded by ~~WIA~~ **WIOA**.

_____ **Availability of Funds:** I have been informed that my training is contingent on the availability of funds provided by ~~WIA~~ **WIOA**.

Customer's Signature / Date

~~Case Manager~~ **Career Planner** Signature / Date

INDIVIDUAL TRAINING ACCOUNT

WIA WIOA Entity _____

_____ NEW _____ MODIFIED EFFECTIVE DATE _____ ADULT _____ DISLOCATED WORKER

PARTICIPANT NAME	TRAINING FACILITY
STREET ADDRESS	MAILING ADDRESS
CITY STATE ZIP CODE	CITY STATE ZIP CODE
SOCIAL SECURITY NUMBER XXX-XX-____	AREA-CODE PHONE NUMBER
CIP / OES CODES	COURSE OF STUDY
Start Date: _____ Projected End Date: _____	
_____ Length of Training is Short Term (20 cr/hr or less) _____ Length of Training is Long Term (21 cr/hr or more) _____ Length of Training is an Associate Degree _____ Length of Training is an Bachelors Degree	

Maximum ITA Amount \$ _____ Year One Estimate \$ _____ Year Two Estimate \$ _____ Year Three Estimate \$ _____ Remaining Balance \$ _____	
FUNDS OBLIGATED FOR YEAR TWO ARE SUBJECT TO CHANGE DUE TO FINANCIAL AID AWARDS AND OTHER TRAINING UNCERTAINTIES	
ESTIMATED SUPPORT SERVICE ASSISTANCE Total Estimated Supportive Service Assistance \$ _____	
Commuting Expense \$ _____ Child Care \$ _____ Out of Area Job Search \$ _____ Tutoring \$ _____	Healthcare Services \$ _____ Temporary Shelter \$ _____ Relocation Assistance \$ _____ Other \$ _____
Authorized Approval _____	Date _____
Client Signature _____	Date _____
FIGURES REFLECTED ON THIS AGREEMENT ARE NOT TO BE CONSIDERED AN ENTITLEMENT AND ARE SUBJECT TO CHANGE BASED ON AGENCY FUNDING LEVELS.	

REQUEST FOR ITA INCREASE

Provider Name: _____

Reason:

Client Name: _____ SSN: XXX-XX-____ Title: _____

Revised ITA Amount: \$ _____

So. 14 LWIB Approved _____

So. 14 LWIB Chair Signature _____

LWIA 26 Local Policy No. 8 – Training Services Provider Requirements

**~~POLICY FOR RECONSIDERATION OF REQUEST~~
~~TO BE ELIGIBLE~~ TRAINING SERVICES PROVIDER REQUIREMENTS**

Southern 14 Workforce Investment Board, Inc. LWIA #26

The Southern 14 Workforce Investment Board, Inc. and its service providers shall use the most current Department of Commerce WIOA Policy Letters and Notices for WIOA Title I Training Provider and Program Certification.

Policies may be found on <https://www2.illinoisworknet.com/WIOA/Resources/Pages/WIA-WIOAPolicies.aspx>

Certificate of Publications

REC'D MAY 31 2016

**LEGAL
NOTICE**

**L-1007
PUBLIC NOTICE**
The Southern Illinois Workforce Development Board and the Chief Local Elected Officials of Local Workforce Area (LWA) #25 along with the Southern 14 Workforce Investment Board and Chief Local Elected Officials of Local Workforce Area (LWA) #26 advise the public of the establishment of the regional and local workforce plans for the pro-

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SPORTS

STATE OF ILLINOIS }
WHITE COUNTY } ss.

**Certificate
of Publication**

THIS CERTIFIES THAT the annexed is a true and exact printed copy of a Notice which was published once each week for 1 successive weeks in THE CARMI TIMES, a newspaper, published four times a week, of general circulation published in the City of Carmi, County of White and State of Illinois. The Carmi Times is a newspaper as defined in Act ____ Chapter 100, Sections 1 and 5 Illinois Revised Statutes.

The first publication of the said notice appeared in the said CARMI TIMES in the issue bearing the date of 5/26, 2016; and the last publication of said notice appeared in the issued of said paper bearing the date of 5/26, 2016.

I hereby certify that I am the publisher of The Carmi Times, and that I make this certificate on behalf of said newspaper.

Dated at Carmi, Illinois

This 27th of MAY 2016

Printer's Fee _____

CARMI TIMES, Publisher

By [Signature]

LWIA 25 and 26 Certificate Of Publication
Public Notice on the Establishment of Regional Plan

**COPY OF
ADVERTISEMENT**

PUBLIC NOTICE
The Southern Illinois Workforce Development Board and the Chief Local Elected Officials of Local Workforce Area (LWA) #25 along with the Southern 14 Workforce Investment Board and Chief Local Elected Officials of Local Workforce Area (LWA) #26 advise the public of the establishment of the regional and local workforce plans for the program year beginning July 1, 2017.
The public is advised that the local plan for LWA #25 and Regional Plan for EOR 8 will be available for review at www.siwdb.org and Monday-Friday, 8:30 a.m. to 4:30 p.m. at the office of Management, Training & Consulting Corporation (MAN-TRA-CON Corporation), 3000 W. DePauling, Suite 600-B, Marion, IL 62959, which serves as the grant sub-recipients/fiscal agent for LWA #25.
The public is advised that the local plan for LWA #26 and Regional Plan for EOR 8 will be available for review at www.sot14wib.com and Monday-Thursday, 8:00 a.m. to 5:00 p.m. at the office of Southern 14 Workforce Investment Board Inc., 304 E. Robinson Street, Suite 210 Carlin, Illinois 62821, which serves as the grant sub-recipients/fiscal agent for LWA #26.
The Southern Illinois Workforce Development Board and the Southern 14 Workforce Investment Board is an equal opportunity employer where auxiliary aids and services are available upon request to individuals with disabilities.
20060123 3/23

Certificate of Publication

State of Illinois

ss.

Jackson County

The SOUTHERN ILLINOISAN is a secular newspaper of general circulation in the Counties of Jackson, Franklin, Johnson, Perry, Randolph, Saline, Union and Williamson, State of Illinois, published daily in the City of Carbondale, County of Jackson, and State of Illinois, and that said newspaper is a newspaper as defined in an Act to revise the law in relation to notices, approved February 13, 1974, as amended, that the advertisement or notice hereto annexed and made a part of this certificate has been published in said newspaper at least once each week.

For 1 time(s); that the first of such publications was in the newspaper published on Thursday the 23 day of March 20 17, and such publication was continued at least once each week in said newspaper until the 23 day of March 20 17, which was the last day of publication of said notice.

Dated this 23 day of March 20 17

Fee.....\$

Received.....\$

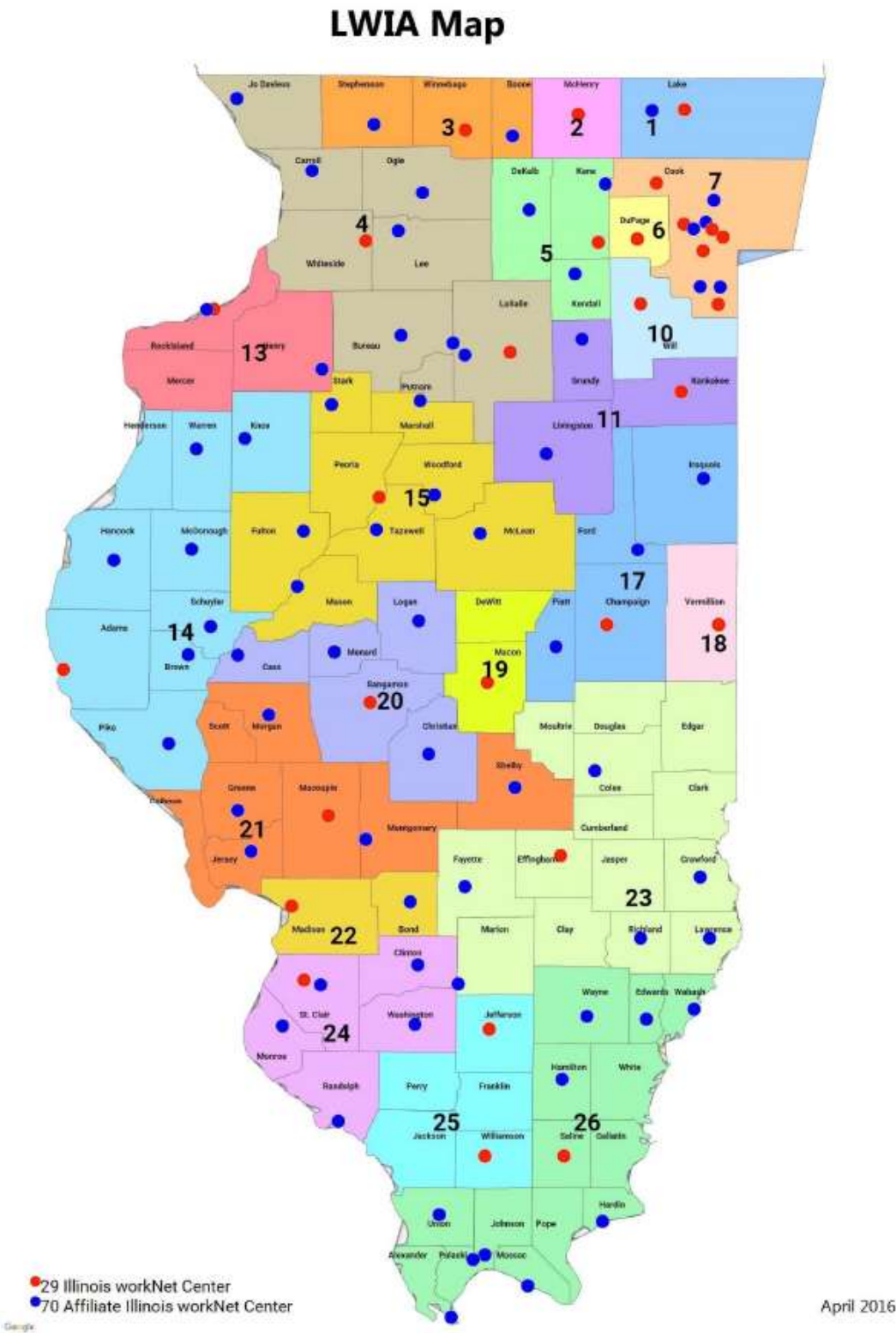
20 SOUTHERN ILLINOISAN

By Aimee Elkin By [Signature]

In the Matter of Legal Notice

Solicitors or Attorneys

Statewide Local Workforce Innovation Area (LWIA) Map – April 2016



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