



# C.E.F.S. Economic Opportunity Corporation

*“Community Action Agency”*

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**Planning and Oversight Committee Agenda**  
**December 12, 2024**  
**4:30pm**

**Location: C.E.F.S. Building**  
**1805 S. Banker Street**  
**Effingham, IL**

**Zoom:**

<https://us06web.zoom.us/j/89046888726?pwd=88IPeO2KEE86d5s1NPTpZFLpwQPq9L.1>

**Meeting Password: 799948**

**Meeting ID: 890 4688 8726**

- I. Welcome – Call to Order/Roll Call – Chair Conrad
- II. Approval of Minutes of the 9/16/24 Meeting – **Page 3** (Action Required) – Chair Conrad
- III. Conflict of Interest Disclosure – Chair Conrad
- IV. Fiscal Reports - **Page 7** (Action Required / Roll Call) – Tina Percy, CFO
  - Statement of Expenditures
  - Program Benchmarks
  - Expenditures by County and Training Provider
- V. Services Performance Report - **Page 12** – Kelly Denton, CEFS WIOA Program Director
- VI. Incumbent Worker Projects Report – **Page 14** – Dawn Bennett, Business Services Co.
- VII. Board Appointment Updates – Cindy Mayer, Workforce Director
- VIII. Approval of Incumbent Worker Funds for Conagra (Action Required)
- IX. Approval of Rapid Response (1E) Grant application (Action Required) – **Page 15** – Chair



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X. Other Business (Action Required)

- Amended MOU for One-Stop – Page 18
- Approval of Corrections/Additions to Regional Plan – Page 50

XI. Date and Time of Next Meeting – Chair Conrad

XII. Public Comment – Chair Conrad

XIII. Motion to Adjourn – Chair Conrad



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# Local Workforce Innovation Area 23 Quarterly Planning & Oversight Committee Meeting

Thursday September 12, 2024  
CEFS Board Room-1805 S Banker Effingham

**Chair: Mike Conrad**  
**Vice Chair: Chris Strohl**

**Members Present:** Casey Burgholzer (video), Kevin Bushur, Aaron Hacker (video), Julie Obermark (video), Chris Strohl, Kim Taylor (phone), Carol Tracy, Jeff Voigt (phone)

**Members Absent:** Mike Conrad

**Others Present:**  
Jamie Corda Hadjaoui, Kelly Denton, Elaine Nuding, Debbie Whitacre, Devon Kroeger

## **Welcome - Call to Order:**

The regular meeting of the LWIA Planning & Oversight Committee was called to order at 4:34 pm on Thursday, September 12, 2024 by Chris Strohl. Roll call read by Debbie Whitacre.

## **Meeting Minutes Approval:**

Kim Taylor made a motion to approve. Carol Tracy seconded. Voice vote was unanimous, motion carried.

## **Conflict of Interest Disclosure**

Chris Strohl asked if there were any conflicts of interest before moving forward. There were none.

## **Grant Recipient/Fiscal Agent Reports**

Debbie Whitacre reported the following:

- **LLC Statement of Expenditures through June 2024** – Debbie stated that we ended the fiscal year at 88.4% of the WIOA budget and 77% for the Apprenticeship grant. She pointed out that 2 laptops were purchased to replace older laptops and the Administrative expense ended at less than 42,000 of the 50,000 budget.
- **June 2024 – August 2024 AP Report** – Payments were reviewed and included payments to CEFS, Dell for two laptops, Incumbent Worker Training projects, supplemental grant expenditures, Lake Land for rent and indirect admin fees and the credit card.

- **June 2024 Key Metrics Report** – Debbie discussed the key metrics report. For obligations, the 22-681023 grant was met along with the Year 1 Obligations for the 23-681023 grant. The Direct Training measure did finish at 53%. As far as Youth, we have known that the 22 grant would not be met but corrective action has resulted and plans are in place to meet the Youth measures for the 23 grant.
- **June 2024 Training vs Overhead** – Debbie mentioned that we finished the year above the required 50% mark at 53% for Adult and DWS funds and 49.1% for all funds, which is just an internal measure.
- **Service Provider (CEFS) Contract Budget** – Debbie pointed out that this contract is only for the carry forward from the 23 grants due to the 24 formula grant for \$2,692,133 going directly to CEFS as new fiscal agent.
- **MOU Billings / Receipts Report** – The Board invoices all partners for the D&O Insurance. In late November, we billed out for the PY23 invoices and all have been accounted for at this point.
- **Incumbent Worker Projects Report** – Debbie reviewed the PY23 projects and the current PY24 projects. For PY23, we spent slightly over \$100,000 in IWT projects. Almost all of the 23-681023 grant had been obligated before the Intermountain Electric project was cancelled so at this moment, there is around \$5,000 left of the 23 grant to get spent this year but there may be more depending on what happens with Graphic Packaging. Then 3 of the 4 projects for the new grant have already been completed and LLC is paying them and billing CEFS to apply to the 24 grant.

Debbie also mentioned that reports from CEFS will be different after CEFS takes over as fiscal agent but if the committee wants to keep any particular reports, not only for this committee but also for the Board, to let CEFS know.

- **Lake Land Annual Audit** – LLC starts their annual audit process in late July or early August of every year. The auditing firm chose WIOA as a major program this year to test so we had more questions than last year as this was the first time this auditing firm had tested WIOA. Last questions happened in mid-August so assuming they received everything they needed. Lake Land will probably have the final audit report in October and I will let Madge know to send to DCEO an electronic copy once it is available for their records.

#### **Approval of Fiscal Agent Report as Presented**

Carol Tracy made the motion to approve the reports, Aaron Hacker seconded. Roll call. All in favor. Motion carried.

### **PY23 LWIA 23 Performance Report**

Kelly Denton reported that all PY23 measures were either met or exceeded. With the action plan in place, we are well on the way to meeting the 20% work experience measure. Kelly is appreciative of all of the hard work the career planners have put forth to ensure we are back on track. PY24 negotiations are under way. There have been some career planner changes in the last few months. There have also been layoffs from Midwest Transport and KFC in Charleston that have affected our area recently. Carol Tracy commented that career planners have been checking with her regularly for referrals.

### **Program / Fiscal Monitoring Report**

DCEO sent a letter in July with the results of their fiscal and program monitoring performed in May. Jamie Corda Hadjaoui reviewed the response that was sent back to DCEO on August 5<sup>th</sup>.

Kevin Bushur made the motion to approve the report, Jeff Voigt seconded. Roll call was requested. All in favor. Motion carried.

### **PY24 CEFS Budget**

Kevin Bushur, CEFS CEO, reviewed their budget for the 24-681023 grant as well as the application for the Supplemental Grant. Since the Executive Committee approved this budget info last week to keep the transition process moving, no approval is needed from this committee. However, this will be taken to the full Board for approval on Monday. CEFS did sign the notice of state award the day before. The main focus was the 4<sup>th</sup> quarter amounts listed. If more detail is wanted, Kevin said to let him know. Registrant goals were also reviewed.

The State Supplemental grant was also reviewed. It has been preliminarily approved by the State and CEFS is currently working on the budget for it. The three focus areas were discussed and how this grant can help defray some of the traditionally formula costs as well. Chris Strohl commented that she appreciated including Title II in this year's grant like it was the previous year.

On a side note, ERBA has been chosen for a pilot project to receive one a grant to help the homeless population in our area. This is currently in the planning stages but will also help LWIA 23.

### **Board Appointments Update**

Jamie stated that each year, a third of the board is up for reappointment. Lori Poorman and Austin Zwilling both accepted staying on the Board and Deb Bohannon will be representing Clark County due to Jim Bolin hitting the maximum years in a row. Carol Tracy, Kim Taylor and Julie Obermark are all up for public sector reappointment with the CEOs approval. Once all is ready, it will be sent to the State for processing.

### **Other Business**

Chris thanked Debbie and Jamie for all their work with this committee and as Board staff.

**Date and Time Next Meeting**

The next Planning & Oversight meeting will be December 12, 2024 at 4:30 pm at CEFS main office.

**Public Comment**

None.

**Motion to Adjourn**

Meeting was adjourned at 5:16 pm. Jeff Voigt made the motion, Carol Tracy seconded. Motion Carried.

**LOCAL WORKFORCE INNOVATION BOARD 23**  
**STATEMENT OF EXPENDITURES**  
September-24

	24-681023				23-681023			
	Current Period	Year-to-Date	Total Budget -	Budget	CEFS	LLC	Total Budget -	Budget
	Actual	Actual	Original	Variance	(After 10/1)	(Pre 9/30)	Original	Variance
<b>Adult</b>								
<b>Direct Training Costs</b>								
Occupational Skills Training	0.00	0.00	337,689.00	337,689.00	16,830.00	445,446.45	473,352.00	11,075.55
Pre-Vocational Training	0.00	0.00	31,774.00	31,774.00	0.00	24,952.31	20,605.00	(4,347.31)
Supportive Services	26,007.30	26,007.30	140,935.00	114,927.70	19,901.10	142,614.66	178,071.00	15,555.24
On-the-Job Training	0.00	0.00	46,313.00	46,313.00	11,853.47	1,948.32	7,103.00	(6,698.79)
Work Experience	0.00	0.00	59,320.00	59,320.00	0.00	512.88	10,000.00	9,487.12
<b>Total Direct Training Costs</b>	<b>\$ 26,007.30</b>	<b>\$ 26,007.30</b>	<b>\$ 616,031.00</b>	<b>\$ 590,023.70</b>	<b>\$ 48,584.57</b>	<b>\$ 615,474.62</b>	<b>\$ 689,131.00</b>	<b>\$ 25,071.81</b>
<b>Overhead Costs</b>								
Salaries & Wages	28,513.15	28,513.15	305,744.00	277,230.85	1,309.39	25,442.47	26,274.00	(477.86)
Fringe Benefits	7,113.26	7,113.26	91,739.00	84,625.74	326.66	10,961.95	11,991.00	702.39
Other Costs	4,814.51	4,814.51	59,246.00	54,431.49	30.73	592,515.29	581,607.00	(10,939.02)
Indirect Costs	4,219.94	4,219.94	45,250.00	41,030.06	193.80	0.00	0.00	(193.80)
One-Stop Allocated Costs	0.00	0.00	(12,579.00)	(12,579.00)	0.00	0.00	0.00	0.00
<b>Total Overhead Costs</b>	<b>\$ 44,660.86</b>	<b>\$ 44,660.86</b>	<b>\$ 489,400.00</b>	<b>\$ 444,739.14</b>	<b>\$ 1,860.58</b>	<b>\$ 628,919.71</b>	<b>\$ 619,872.00</b>	<b>\$ (10,908.29)</b>
<b>Total Adult Costs</b>	<b>\$ 70,668.16</b>	<b>\$ 70,668.16</b>	<b>\$ 1,105,431.00</b>	<b>\$ 1,034,762.84</b>	<b>\$ 50,445.15</b>	<b>\$ 1,244,394.33</b>	<b>\$ 1,309,003.00</b>	<b>\$ 14,163.52</b>
<i>Future Obligations</i>		\$ 309,484.86				\$ 14,163.52		
<b>Dislocated Worker</b>								
<b>Direct Training Costs</b>								
Occupational Skills Training	0.00	0.00	73,769.00	73,769.00	(1,170.00)	0.00	2,000.00	3,170.00
Pre-Vocational Training	0.00	0.00	6,941.00	6,941.00	0.00	0.00	0.00	0.00
Supportive Services	0.00	0.00	1,726.00	1,726.00	1,568.20	907.05	4,100.00	1,624.75
On-the-Job Training	0.00	0.00	41,322.00	41,322.00	0.00	8,710.71	12,000.00	3,289.29
Incumbent Worker	27,692.35	27,692.35	125,000.00	97,307.65	0.00	81,206.78	111,361.00	30,154.22
<b>Total Direct Training Costs</b>	<b>\$ 27,692.35</b>	<b>\$ 27,692.35</b>	<b>\$ 248,758.00</b>	<b>\$ 221,065.65</b>	<b>\$ 398.20</b>	<b>\$ 90,824.54</b>	<b>\$ 129,461.00</b>	<b>\$ 38,238.26</b>
<b>Overhead Costs</b>								
Salaries & Wages	16,459.35	16,459.35	124,040.00	107,580.65	932.70	8,393.28	8,958.00	(367.98)
Fringe Benefits	3,732.11	3,732.11	37,219.00	33,486.89	208.99	3,531.67	4,265.00	524.34
Other Costs	2,253.08	2,253.08	24,035.00	21,781.92	18.32	60,573.69	55,067.00	(5,525.01)
Indirect Costs	2,435.98	2,435.98	18,358.00	15,922.02	138.04	0.00	0.00	(138.04)
One-Stop Allocated Costs	0.00	0.00	(5,103.00)	(5,103.00)	0.00	0.00	0.00	0.00
<b>Total Overhead Costs</b>	<b>\$ 24,880.52</b>	<b>\$ 24,880.52</b>	<b>\$ 198,549.00</b>	<b>\$ 173,668.48</b>	<b>\$ 1,298.05</b>	<b>\$ 72,498.64</b>	<b>\$ 68,290.00</b>	<b>\$ (5,506.69)</b>
<b>Total Dislocated Worker Costs</b>	<b>\$ 52,572.87</b>	<b>\$ 52,572.87</b>	<b>\$ 447,307.00</b>	<b>\$ 394,734.13</b>	<b>\$ 1,696.25</b>	<b>\$ 163,323.18</b>	<b>\$ 197,751.00</b>	<b>\$ 32,731.57</b>
<i>Future Obligations</i>		\$ 9,705.56				\$ 8,084.04		

**LOCAL WORKFORCE INNOVATION BOARD 23**  
**STATEMENT OF EXPENDITURES**  
September-24

	24-681023				23-681023			
	Current Period	Year-to-Date	Total Budget -	Budget	CEFS	LLC	Total Budget -	Budget
	Actual	Actual	Original	Variance	(After 10/1)	(Pre 9/30)	Original	Variance
<b>Youth: In-School</b>								
<b>Direct Training Costs</b>								
Occupational Skills Training	35,877.40	35,877.40	38,900.00	3,022.60	(368.00)	62,405.47	62,215.00	177.53
Pre-Vocational Training	0.00	0.00	3,660.00	3,660.00	0.00	6,450.50	6,450.00	(0.50)
Supportive Services	8,931.73	8,931.73	11,015.00	2,083.27	0.00	16,629.00	17,398.00	769.00
On-the-Job Training	0.00	0.00	27,213.00	27,213.00	0.00	0.00	0.00	0.00
Work Experience	0.00	0.00	40,435.00	40,435.00	0.00	0.00	0.00	0.00
<b>Total Direct Training Costs</b>	<b>\$ 44,809.13</b>	<b>\$ 44,809.13</b>	<b>\$ 121,223.00</b>	<b>\$ 76,413.87</b>	<b>\$ (368.00)</b>	<b>\$ 85,484.97</b>	<b>\$ 86,063.00</b>	<b>\$ 946.03</b>
<b>Overhead Costs</b>								
Salaries & Wages	9,241.09	9,241.09	60,177.00	50,935.91	0.00	14,002.89	15,008.00	1,005.11
Fringe Benefits	2,417.14	2,417.14	18,055.00	15,637.86	0.00	6,079.57	6,537.00	457.43
Other Costs	770.12	770.12	11,660.00	10,889.88	0.00	275,647.87	274,687.00	(960.87)
Indirect Costs	1,367.68	1,367.68	8,906.00	7,538.32	0.00	0.00	0.00	0.00
One-Stop Allocated Costs	0.00	0.00	(2,476.00)	(2,476.00)	0.00	0.00	0.00	0.00
<b>Total Overhead Costs</b>	<b>\$ 13,796.03</b>	<b>\$ 13,796.03</b>	<b>\$ 96,322.00</b>	<b>\$ 82,525.97</b>	<b>\$ -</b>	<b>\$ 295,730.33</b>	<b>\$ 296,232.00</b>	<b>\$ 501.67</b>
<b>Total Youth In-School Costs</b>	<b>\$ 58,605.16</b>	<b>\$ 58,605.16</b>	<b>\$ 217,545.00</b>	<b>\$ 158,939.84</b>	<b>\$ (368.00)</b>	<b>\$ 381,215.30</b>	<b>\$ 382,295.00</b>	<b>\$ 1,447.70</b>
<i>Future Obligations</i>		\$ 52,236.00				\$ 368.00		
<b>Youth: Out-of-School</b>								
<b>Direct Training Costs</b>								
Occupational Skills Training	4,546.00	4,546.00	81,467.00	76,921.00	(606.99)	65,766.74	78,773.00	13,613.25
Pre-Vocational Training	0.00	0.00	7,665.00	7,665.00	0.00	1,432.83	1,432.00	(0.83)
Supportive Services	33,774.58	33,774.58	93,888.00	60,113.42	0.00	34,897.88	29,860.00	(5,037.88)
On-the-Job Training	12,066.16	12,066.16	48,983.00	36,916.84	0.00	18,524.27	20,341.00	1,816.73
Work Experience	69,574.32	69,574.32	131,661.00	62,086.68	0.00	151,655.73	148,964.00	(2,691.73)
<b>Total Direct Training Costs</b>	<b>\$ 119,961.06</b>	<b>\$ 119,961.06</b>	<b>\$ 363,664.00</b>	<b>\$ 243,702.94</b>	<b>\$ (606.99)</b>	<b>\$ 272,277.45</b>	<b>\$ 279,370.00</b>	<b>\$ 7,699.54</b>
<b>Overhead Costs</b>								
Salaries & Wages	16,016.01	16,016.01	180,532.00	164,515.99	0.00	5,477.72	6,333.00	855.28
Fringe Benefits	3,850.91	3,850.91	54,168.00	50,317.09	0.00	2,317.34	2,681.00	363.66
Other Costs	2,183.32	2,183.32	34,982.00	32,798.68	0.00	103,303.19	93,912.00	(9,391.19)
Indirect Costs	2,370.37	2,370.37	26,719.00	24,348.63	0.00	0.00	0.00	0.00
One-Stop Allocated Costs	0.00	0.00	(7,427.00)	(7,427.00)	0.00	0.00	0.00	0.00
<b>Total Overhead Costs</b>	<b>\$ 24,420.61</b>	<b>\$ 24,420.61</b>	<b>\$ 288,974.00</b>	<b>\$ 264,553.39</b>	<b>\$ -</b>	<b>\$ 111,098.25</b>	<b>\$ 102,926.00</b>	<b>\$ (8,172.25)</b>
<b>Total Youth Out-of-School Costs</b>	<b>\$ 144,381.67</b>	<b>\$ 144,381.67</b>	<b>\$ 652,638.00</b>	<b>\$ 508,256.33</b>	<b>\$ (606.99)</b>	<b>\$ 383,375.70</b>	<b>\$ 382,296.00</b>	<b>\$ (472.71)</b>
<i>Future Obligations</i>		\$ 381,756.99				\$ 606.99		



**LOCAL WORKFORCE INNOVATION BOARD 23**  
**STATEMENT OF EXPENDITURES**  
September-24

	24-681023				23-681023			
	Current Period	Year-to-Date	Total Budget -	Budget	CEFS	LLC	Total Budget -	Budget
	Actual	Actual	Original	Variance	(After 10/1)	(Pre 9/30)	Original	Variance
<b>Administrative Costs</b>								
Salaries & Wages	0.00	0.00	142,225.00	142,225.00	2,807.09	83,195.06	123,173.00	37,170.85
Fringe Benefits	0.00	0.00	43,794.00	43,794.00	318.05	31,080.52	56,234.00	24,835.43
Other Costs	0.00	0.00	62,144.00	62,144.00	10,172.27	4,240.96	22,963.00	8,549.77
Indirect Costs	0.00	0.00	21,049.00	21,049.00	415.45	9,839.87	50,000.00	39,744.68
<b>Total Administrative Costs</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 269,212.00</b>	<b>\$ 269,212.00</b>	<b>\$ 13,712.86</b>	<b>\$ 128,356.41</b>	<b>\$ 252,370.00</b>	<b>\$ 110,300.73</b>
<b>Total Grant Costs</b>	<b>\$ 326,227.86</b>	<b>\$ 326,227.86</b>	<b>\$ 2,692,133.00</b>	<b>\$ 2,365,905.14</b>	<b>\$ 64,879.27</b>	<b>\$ 2,300,664.92</b>	<b>\$ 2,523,715.00</b>	<b>\$ 158,170.81</b>
<i>Future Obligations</i>		\$ 753,183.41				\$ 23,222.55		
<b>Program Benchmarks</b>								
Expenditures as a % of Funds	12%	12%	80%	-68%	3%	91%	100%	-6%
Obligations as a % of Funds	12%	40%		-40%	3%	92%		-5%
Out-of-School Youth Ratio	71%	71%	75%	-4%	62%	50%	50%	0%
<i>Grant Requirement</i>			50%				50%	
Youth Work-Based Learning Ratio	40%	40%	29%	12%	0%	22%	22%	0%
<i>Grant Requirement</i>			20%				20%	
Ad / DW Direct Training Ratio	44%	44%	56%	-12%	94%	50%	54%	-4%
<i>Grant Requirement</i>			50%				50%	

**LOCAL WORKFORCE INNOVATION BOARD 23**  
**STATEMENT OF EXPENDITURES**  
September-24

	24-681023				23-681023			
	Current Period	Year-to-Date	Total Budget -	Budget	CEFS	LLC	Total Budget -	Budget
	Actual	Actual	Original	Variance	(After 10/1)	(Pre 9/30)	Original	Variance
<b>Rapid Response</b>								
<b>Direct Training Costs</b>								
Occupational Skills Training	14,318.52	14,318.52	0.00	(14,318.52)	0.00	193,942.25	337,000.00	143,057.75
Pre-Vocational Training	0.00	0.00	0.00	0.00	0.00	12,833.92	0.00	(12,833.92)
Supportive Services	18,531.66	18,531.66	0.00	(18,531.66)	0.00	37,947.38	120,000.00	82,052.62
On-the-Job Training	4,377.91	4,377.91	0.00	(4,377.91)	0.00	7,582.32	16,000.00	8,417.68
Incumbent Worker	0.00	0.00	0.00	0.00	0.00	14,851.44	50,000.00	35,148.56
<b>Total Direct Training Costs</b>	<b>\$ 37,228.09</b>	<b>\$ 37,228.09</b>	<b>\$ -</b>	<b>\$ (37,228.09)</b>	<b>\$ -</b>	<b>\$ 267,157.31</b>	<b>\$ 523,000.00</b>	<b>\$ 255,842.69</b>
<b>Overhead Costs</b>								
Salaries & Wages	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Costs	0.00	0.00	0.00	0.00	0.00	150,000.00	150,000.00	0.00
Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
One-Stop Allocated Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total Overhead Costs</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 150,000.00</b>	<b>\$ 150,000.00</b>	<b>\$ -</b>
<b>Total Rapid Response</b>	<b>\$ 37,228.09</b>	<b>\$ 37,228.09</b>	<b>\$ -</b>	<b>\$ (37,228.09)</b>	<b>\$ -</b>	<b>\$ 417,157.31</b>	<b>\$ 673,000.00</b>	<b>\$ 255,842.69</b>
<i>Future Obligations</i>		\$ 108,580.20				\$ 267,157.81		

**LOCAL WORKFORCE INNOVATION BOARD 23**  
**EXPENDITURES BY COUNTY and TRAINING PROVIDER**  
**September-24**

	<b>Current Period</b>	<b>Year-to-Date</b>	<b>% of</b>
	<b>Actual</b>	<b>Actual</b>	<b>Total</b>
Clay County	14,817.11	60,855.42	9.6%
Clark County	4,164.09	19,725.16	3.1%
Coles County	17,803.01	70,954.53	11.1%
Crawford County	1,129.62	34,875.92	5.5%
Cumberland County	3,783.44	19,478.80	3.1%
Edgar County	7,382.20	26,724.90	4.2%
Effingham County	49,476.69	142,466.65	22.4%
Fayette County	31,465.62	103,711.11	16.3%
Jasper County	3,517.29	18,581.13	2.9%
Lawrence County	3,470.39	24,906.85	3.9%
Marion County	9,109.43	43,470.60	6.8%
Moultrie County	3,452.36	22,222.43	3.5%
Richland County	3,414.04	37,840.24	5.9%
Outside Territory	2,318.91	10,708.81	1.7%
<b>Total Direct Training Costs</b>	<b>\$ 155,304.20</b>	<b>\$ 636,522.55</b>	<b>100.0%</b>

	<b>Current Period</b>	<b>Year-to-Date</b>	<b>% of</b>
	<b>Actual</b>	<b>Actual</b>	<b>Total</b>
160 Driving Academy	19,800.00	47,325.00	14.3%
Illinois Eastern Community College:	-	80,227.73	24.2%
Kaskaskia College	-	30,589.62	9.2%
Lake Land College	444.46	164,624.14	49.6%
Parkland College	4,546.57	5,995.32	1.8%
Vincennes University	-	3,199.64	1.0%
Other	-	-	0.0%
<b>Total Direct Training Costs</b>	<b>\$ 24,791.03</b>	<b>\$ 331,961.45</b>	<b>100.0%</b>

## Report Template for Financial Oversight by LWIA 23 CEOs and the LWIB Report of County-level Participant Data

Fiscal Year: 7/1/2024 through 6/30/2025 Report for Month Ended: 11/30/2024\*\*

\*\*Numbers are for Oct & Nov.\*\*

WIOA Grant #: 23-681023 & 24-681023 & 23-651023

Trade Grant #: 22-661023 & 23-661023

County	Enrollments						Participants Served						Participants Served		
	WIOA			Trade	NEG	TOTAL	WIOA			Trade	NEG	IWT	TOTAL	Direct Training	Percent of Total
	Adult	DW	Youth				Adult	DW	Youth						
Clark	0	0	0			0								3	2%
Clay	0	0	1			1					2			8	5%
Coles	0	1	0			1								24	14%
Crawford	1	0	0			1								9	5%
Cumberland	0	0	0			0								6	4%
Douglas	X	X	X			0								0	0%
Edgar	0	0	0			0									0%
Effingham	0	1	0			1					1			48	28%
Fayette	0	0	0			0								23	14%
Jasper	0	0	0			0								2	1%
Lawrence	0	0	0			0								6	4%
Marion	0	1	0			1					1			21	12%
Moultrie	0	0	0			0								8	5%
Richland	0	0	1			1								12	7%
Other	0	0	0			0									0%
<b>Total</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>94</b>	<b>47</b>	<b>61</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>206</b>	<b>170</b>	<b>100%</b>

**Notes of Explanation:**

1. Report of County-level Participant Data is to be completed with IWDS data for each active grant.
2. Grant Number is the number DCEO assigns to the grant. If more than one WIOA or Trade grant is active, list each active grant number in the applicable field.
3. Report month is the month through which information is being reported. All reports are cumulative from the beginning of the fiscal year.
4. Enrollments are individuals assigned to LWIA 23 in IWDS. Enrolled individuals may not yet be receiving services.
5. Participants Served are individuals who have received at least one service from LWIA 23 as documented in IWDS.
6. Served Direct Training are individuals who have received at least one direct training service from LWIA 23 as documented in IWDS.
7. Percent of Total calculation based on Served Direct Training by county divided by Total Served Direct Training.

## Preliminary Outcomes

### LWA: 23 - CEFS Economic Opportunity Corporation

**Overall Outcome: FAIL****Program Year: 2024** through**Program Quarter: 2**

Performance Measurement	Negotiated Goal	90% Threshold	Actual Outcome	% of Negotiated Goal	% of Threshold Goal	Status
Youth Employment Rate Q2 (YER2) :	76.0%	68.4%	90.48%	119.05%	132.28%	EXCEED
Youth Employment Rate Q4 (YER4) :	74.0%	66.6%	83.64%	113.03%	125.59%	EXCEED
Youth Median Earnings Rate Q2 (YMER) :	\$5,500.00	\$4,950.00	\$6,634.53	120.63%	134.03%	EXCEED
Youth Credential Attainment Rate (YCAR) :	70.0%	63.0%	90.0%	128.57%	142.86%	EXCEED
Youth Measurable Skills Gain (YMSG) :	68.0%	61.2%	27.5%	40.44%	44.93%	FAIL
Adult Employment Rate Q2 (AER2) :	83.0%	74.7%	91.43%	110.16%	122.4%	EXCEED
Adult Employment Rate Q4 (AER4) :	81.0%	72.9%	87.84%	108.44%	120.49%	EXCEED
Adult Median Earnings Rate Q2 (AMER) :	\$8,000.00	\$7,200.00	\$6,830.93	85.39%	94.87%	FAIL
Adult Credential Attainment Rate (ACAR) :	70.0%	63.0%	68.06%	97.23%	108.03%	MEET
Adult Measurable Skills Gain (AMSG) :	62.0%	55.8%	28.13%	45.37%	50.41%	FAIL
DW Employment Rate Q2 (DER2) :	82.0%	73.8%	80.0%	97.56%	108.4%	MEET
DW Employment Rate Q4 (DER4) :	82.0%	73.8%	85.0%	103.66%	115.18%	EXCEED
DW Median Earnings Rate Q2 (DMER) :	\$10,000.00	\$9,000.00	\$9,397.45	93.97%	104.42%	MEET
DW Credential Attainment Rate (DCAR) :	76.0%	68.4%	80.0%	105.26%	116.96%	EXCEED
DW Measurable Skills Gain (DMSG) :	65.0%	58.5%	19.61%	30.17%	33.52%	FAIL

Business	Location	Industry	Committed	Paid	Status
Probst Auto Body	Dieterich	Automotive	\$14,000.00	\$11,169.96	Paid out 10/31
HV's Food & Spirit	Olney	Hospitality	\$700.52	\$547.39	Paid out 9/2
Mt. Vernon TV	Mattoon	Electrical	\$5,400.00	\$5,400.00	Paid out 9/11
Probst Auto Body	Dieterich	Automotive	\$12,500.00	\$10,883.20	Paid out 9/25
Fair-Rite	Flat Rock	Manufacturing	\$6,025.00		Contract signed. Training starts soon & covers over 4 months.
Dessert First	Olney	Hospitality	\$400.00		Contract signed. Training was rescheduled.
Conagra	St. Elmo	Manufacturing	\$20,430.00		Drawing up contract. Training starts in Jan.
Flex-N-Gate	Effingham	Manufacturing	\$15,800.00		Waiting on documention
Conagra	Centralia	Manufacturing	\$3,000.00		In progress till 12/31/24.
Clay Co. Hospital	Flora	Medical	\$32,000.00		Waiting to pay for fall & summer at end of Dec.

**Initial contacts:**

Milk & Honey      Mattoon      Hospitality  
Stagecoach      Paris      Hospitality

Possibly offer conflict resolution/leadership. Mgr (Presley) is new. They have strong social media presence.  
Possibly offer marketing/sales/social media training to cross over into additional markets.

**RAPID RESPONSE (1E) APPLICATION – PROGRAM YEAR 2022**

*This is a suggested project summary format for applicants requesting Rapid Response (1E) funds. Upon receiving a 1E funding commitment from the Illinois Department of Commerce and Economic Opportunity, grantees must submit a complete application, including the standard application form, budget, and implementation plan.*

APPLICATION INFORMATION			
LWIA	23	DATE SUBMITTED	Dec 3, 2024
DIRECTOR NAME		Kevin Bushur, CEO	
SIGNATURE			

PROJECTED OUTCOMES	
<i>Number of Dislocated Workers Served</i>	48
<i>Number of Layoffs Avoided</i>	
<i>Number of Businesses Assisted</i>	
<i>Other (Please Describe)</i>	

BUDGET	
<b>TOTAL FUNDING REQUEST</b>	<b>\$ 349,530</b>
<i>-Strategies to Rapidly Connect Jobseekers to Workers</i>	\$
<i>-Strategies to Expand Supportive Services</i>	\$ 349,530
<i>-Strategies to Support Workers in Targeted Industries</i>	\$
<i>-Strategies to Support Employers</i>	\$

**ACTION PLAN:** Provide a brief narrative of the local workforce innovation board’s (LWIB) plan to use 1E funds to help employers retain workers, prevent layoffs, and help job seekers get self-sustaining jobs. Include information on the specific needs of the job seekers, employers that will be served with these funds, and the layoff aversion activities. Include relevant information regarding the implementation of each strategy, including the projected activities, outcomes, and timeline for the project(s). Provide a summary for each applicable category outlined in Section V. Part A. of 22-NOT-04 planned to be implemented using 1E funds.

- *Strategies to Rapidly Connect Jobseekers to Workers*
- *Strategies to Expand Supportive Services*
- *Strategies to Support Workers in Targeted Industries*
- *Strategies to Support Employers*

**BUDGET:** Complete the budget table and provide a brief narrative of the funding request. Please provide enough detail to justify the reasonableness of the cost in the table or the narrative below. Note that grantees must submit a complete Budget using the State of Illinois Uniform Budget Template after DCEO makes a funding commitment.

BUDGET CATEGORIES	AMOUNT	NARRATIVE
Personnel	\$ 50,540	Career planners - Outreach and coordination (9
Fringe Benefits	\$ 12,121	FICA, Unemployment, WC, Group Health / Vision / Dental, Group Life, Retirement Plan
Direct Training	\$ 151,930	Classroom based training programs
Work-Based Training	\$ 9,000	On-the-job training
Other Program Costs	\$ 7,223	Travel, office supplies, IT services, occupancy, telecommunications, and other costs necessary to
Supportive Services	\$ 101,290	Childcare, participant travel, other supports / barrier reduction costs
Direct Administration	\$ 9,946	Program Director, Sr. Acct. (Salary and Fringe 6.5% of total time)
Indirect Costs	\$ 7,480	Federal NICRA (14.8% of Direct salaries & wages)
<b>GRAND TOTAL</b>	<b>\$ 349,530</b>	

**COMPANY CERTIFICATIONS AND COMMITMENTS**

Note that companies that are served must comply, or agree to comply, with the following federal and state laws and related regulations (as applicable) to be considered for an award:

- Workforce Innovation and Opportunity Act (Public Law 113-128) and applicable regulations;
- Equal Employment Opportunity/Nondiscrimination Provision and will comply with the physical, programmatic, and accessibility requirements;
- Protection of Personally Identifiable Information;
- Jobs for Veteran Act (Public Law 107-288);
- Flood Disaster Protection Act of 1973 as amended (42 U.S.C 4001);
- Architectural Barriers Act of 1968 as amended (42 USC 4151);
- Drug-Free Workplace Act of 1988 (41 USC 702 et seq., and 2 CFR § 182);
- Hotel Motel Fire Safety Act (15 USC 2225a);
- Buy American Act (41 U.S.C 10a);
- Copeland "Anti-Kickback" Act (18 USC 874 and 40 USC 276c);
- Davis-Bacon Act, as amended (40 USC 276a to a-7);
- Contract Work Hours and Safety Standards Act (40 USC 327-333);
- Rights to Inventions Made Under a Contract or Agreement;
- Clean Air Act (42 USC 7401 et seq.) and the Federal Water Pollution Control Act (33 USC 1251 et seq.), as amended;
- Byrd Anti-Lobbying Amendment (31 USC 1352);
- Uniform Administrative Requirements found at 2 CFR Part 200 and the US Department of Labor Exceptions found at 2 CFR Part 2900;
- Applicable State of Illinois Laws;
- State Workforce Innovation and Opportunity Act Policies; and
- Illinois Executive Order 2020-10 (COVID-19 Stay-at-Home Order).



### LAYOFF AVERSION RISK FACTORS

Projects that are providing layoff aversion activities should check the layoff aversion “at-risk” indicator(s) below that are applicable for the proposed projects (check as many as applicable)

- 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 (months or years), along with information that provides known or suspected reasons for the decline.
- Supply chain issues** - A company loses a supplier or consumer that threatens the employment of part of their workforce or acquires a new supplier that requires new skills to maintain the workforce. Supply chain issues must be accompanied by explaining why the change occurred.
- Industry/market trends** - The industry/market standards have changed to the point where new training is needed to retain the current workforce. For example, have the employer’s customers asked for the production or delivery of products to be handled in a specific way that requires skill upgrade training?
- 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 a 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 do not have the resources to take advantage of new business strategies.
- Worker does not have necessary skills** - A worker’s skills or functions are no longer relevant to the employer’s production process, and the worker is at risk of losing employment without training to acquire new skills.
- Strong possibility of a job if a worker attains new skills** - The worker is in a position that is subject to layoff, and by acquiring new skills training, they can move into a position that is not subject to layoff. New skills attainment may avert a layoff for individuals within a company or may make them more attractive to other companies.
- 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 Local Workforce Investment Area (LWIA) can gather with the consultation of the employer that puts part of their workforce “at risk” for layoff (e.g., the trend in company layoffs).

**LWIA #23 MOU**

**LOCAL MOU TEMPLATE**

**MEMORANDUM OF UNDERSTANDING**

**BETWEEN**

***LOCAL WORKFORCE INNOVATION BOARD #23***

**AND**

***ONE STOP PARTNERS***

*Cindy Mayer*

**Individual designated by the Local Board  
Chair to lead MOU negotiations**

*cmayer@cefseoc.org*

**Email address**

*Cindy Mayer*

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

*cmayer@cefseoc.org*

**Email address**

**1. PARTIES TO MOU (SEC. 121 (C)(1)) (GOVERNOR’S GUIDELINES, SECTION 1, ITEM (B))**

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

*Note: Please ensure abbreviations and acronyms are accurate and up to date for each required partner and partner agency.*

PARTIES TO MOU	TYPED NAME
Local Workforce Innovation Board Chair	Gareld Bilyew
Chief Elected Official	Nancy Purdy
Chief Elected Official	
Chief Elected Official	
Chief Elected Official	
Chief Elected Official	
Chief Elected Official	
Chief Elected Official	
Chief Elected Official	
Chief Elected Official	
Chief Elected Official	
Chief Elected Official	
Chief Elected Official	
Chief Elected Official	
Chief Elected Official	
Chief Elected Official	

REQUIRED PARTNERS AS PARTIES TO MOU	ENTITY (NOT NEGOTIATOR) ADMINISTERING PROGRAM TYPED NAME <sup>1</sup>
Title I: Adult, Dislocated Worker, Youth	C.E.F.S. Economic Opportunity Corporation
Title II: Adult Education and Literacy	Lake Land College Illinois Eastern Community Colleges Kaskaskia College
Title III: Employment Programs under Wagner-Peyser	Illinois Department of Employment Security
Title IV: Rehabilitation Services	Department of Human Services – Division of Rehabilitation Services
Perkins/Post-secondary Career & Technical Education	Lake Land College Illinois Eastern Community Colleges Kaskaskia College
Unemployment Insurance	Illinois Department of Employment Security
Job Counseling, Training, Placement Services for Veterans	Illinois Department of Employment Security
Trade Readjustment Assistance (TRA)	Illinois Department of Employment Security
Trade Adjustment Assistance (TAA)	C.E.F.S. Economic Opportunity Corporation
Migrant and Seasonal Farmworkers	Illinois Department of Employment Security
Community Services Block Grant (CSBG)	C.E.F.S. Economic Opportunity Corporation Embarrass River Basin Agency BCMWS (Bond, Clinton, Marion, Washington Counties)
Senior Community Services Employment Program (SCSEP)	National Able Caritas Family Solutions Goodwill of Evansville
TANF	Department of Human Services
Second Chance	
OTHER REQUIRED PROGRAMS OFFERED IN THIS LOCAL AREA AS PARTIES TO MOU	IF MARKED YES, LIST THE ENTITY ADMINISTERING PROGRAM
National Farmworker Jobs Program	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Housing and Urban Development Employment and Training Activities	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Job Corps	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Youth Build	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
ADDITIONAL PARTNERS AS PARTIES TO MOU	ENTITY ADMINISTERING PROGRAM

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

<p><b>2. DURATION OF AGREEMENT (Sec. 121(c)(2)(v)) (Governor’s Guidelines, Section 1, Item 10) (§ 678.500(b)(5))</b></p>
<ul style="list-style-type: none"> <li>• <i>Provide the effective date of the MOU (not the MOU Amendment).</i></li> <li>• <i>List the agreed upon expiration date (cannot exceed three years).</i></li> <li>• <i>Confirm the purpose of the umbrella MOU.</i></li> </ul>
<p>The effective date of the original MOU: July 1, 2023  The effective date of the MOU Amendment: <b>October 1, 2024</b>  Termination date of the MOU: June 30, 2026</p> <p>Purpose of the umbrella MOU: This Memorandum of Understanding (MOU) fulfills the WIOA requirement to document and come to agreement for State and local partners for negotiating cost sharing, service access, service delivery and other matters essential to the establishment of effective local workforce development services under WIOA (§678.705).</p> <p>This MOU describes the commitment of the partners to provide integrated delivery of federally-funded workforce services in Local Workforce Innovation Area #23, including services at the comprehensive one-stop centers identified in Section 6 of this MOU.</p> <p>The purpose of this MOU is to define the workforce services WIOA required partners will provide in LWIA 23, the methods partners will use to provide these services and the roles and responsibilities of all partners related to service delivery. The LWIB and partners enter into this agreement with the following general objectives:</p> <ol style="list-style-type: none"> <li>1. Implement the vision for the regional one-stop delivery system;</li> <li>2. Determine the amount of contribution by each partner for infrastructure and shared system costs to support the regional one-stop delivery system;</li> <li>3. Establish procedures and tracking methods for referrals between partners;</li> <li>4. Provide assurance of physical and programmatic accessibility, specifically addressing adults, individuals with disabilities, dislocated workers, youth and individuals with barriers to employment;</li> <li>5. Explain data sharing methods between partners at the local level to measure achievement of performance goals;</li> <li>6. Describe the process by which disputes will be resolved; and identify the manner in which this agreement may be amended, modified and renewed.</li> </ol> <p>An additional explanation of the MOU: 1. All State-level agencies and entities in Illinois responsible for planning and administration of Federally-funded workforce development programs (678.400 and 678.700(c)), and</p> <p>2. Local Workforce Innovation Boards (LWIBs) and Chief Elected Officials (CEOs) responsible for planning and administering workforce development services in a local workforce innovation area.</p> <p>The local MOU will be used as an essential tool for achieving a key goal of WIOA – establishing integrated and effective local workforce delivery systems that produce the skilled workers businesses in the local and regional economies require.</p> <p>All required partners, LWIBs and CEOs are expected to act in accordance with these guidelines and to otherwise comply with them. As required by WIOA, the State will monitor local areas to assure compliance with these guidelines.</p>

This Local MOU is intended to reflect the shared vision and commitment of local workforce innovation boards and required partners to high-quality workforce development systems and centers, and be consistent with the vision articulated by the Federal government and State, regional and local planning priorities.

This Local MOU is intended to reflect and document how each partner will contribute its proportionate share of infrastructure costs for the comprehensive one-stop center.

WIOA establishes ambitious goals for the integration of workforce service programs. These goals are intended to maximize the value and benefits to customers of services available to them under Federally-funded workforce development programs. Included are business customers seeking to acquire the talent and skills needed to compete in a global economy. Also included are program participants seeking to acquire skills and recognized credentials to move along pathways that lead to high-paying jobs in growing sectors of the economy that offer long-term opportunities for stable employment.

The intent of this MOU is to carefully plan and coordinate services among all Federally-funded workforce development programs as necessary to achieve the level of integrated service delivery WIOA envisions. This means that all Federally-funded workforce development programs work collaboratively in partnership to optimize the quality of services provided. Recognizing that successful integration is directly related to coordinated and joint use of resources, WIOA also requires each partner to contribute its proportionate share of costs required for operation of local one-stop delivery systems.

**3. VISION FOR THE SYSTEM (GOVERNOR’S GUIDELINES, SECTION 1, ITEM 1(B))**

- *Describe the shared vision for the system and the role of the local board and required partners to a high-quality local workforce delivery system (vision must be consistent with Federal, State, regional, and local planning priorities, as well as the Governor’s Guidelines).*

This MOU supports the vision to ensure collaboration among education, workforce, economic development and required partners as they provide program participants the ability to move along their chosen career pathway, leading to high paying jobs in growing sectors of the economy that offer long-term opportunities for stable employment and ultimately assist businesses in Illinois to be competitive in a global economy. Utilizing essential labor market data, LWIA 23’s Regional Plan provides equal opportunity for area residents to achieve economic independence and improved quality of life. These opportunities are provided through a collaborative workforce development system that promotes life-long learning and proactively addresses the workforce needs and requirements of employers.

This is achieved through a comprehensive Illinois WorkNet Center and access sites throughout our 13-county region. These centers provide business driven services, with emphasis on developing and strengthening career services for businesses and job seekers, strive for continuous improvement, and provide accountability for results. Effingham is the location of a centralized, comprehensive center, and this site will be responsive to the needs of customers as they arise. Access sites are located throughout the 13 counties. Office sites may change as determined necessary in order to meet the needs of customers.

The number one goal of the service delivery system is a shared commitment between the Local Workforce Innovation Board (LWIB) and the partner agencies. Developing a plan of action ensures the system becomes the primary Local Workforce Area resource to which employers and job-seekers turn for workforce development services.

<p><b>4. SERVICE INTEGRATION (<a href="#">ILLINOIS SERVICE INTEGRATION: OVERVIEW AND SELF-ASSESSMENT GUIDE</a>)</b></p>
<ul style="list-style-type: none"> <li>• <i>Identify commitments that required partners will make within the term of this MOU to implement strategies described in the area’s Service Integration Action Plan, which is hereby incorporated into this MOU.</i></li> </ul> <p><i>Note that this section will change in future years of the MOU as more state guidance becomes available.</i></p>
<p>The required partners have identified six goals to implement in an effort to reach full service integration. They are:</p> <ul style="list-style-type: none"> <li>• Communications occurs across one stop partners – the One Stop Operator will schedule quarterly meetings with the front line staff to get input on how to improve the customer experience, customer flow. They have established processes for customer referral within the One Stop Center and to agencies that are not physically located in the One Stop.</li> <li>• Job expectations communicated to staff – An asset map of services has been developed and distributed to all agencies’ employees. This will give the front line staff the knowledge of all WIOA services that are available and which agency administers them.</li> <li>• Staff Valued and respected – Front line staff are met with quarterly and their feedback is essential to the smooth customer flow and the seamless transition from one agency to another.</li> <li>• Customer input used to design and deliver services – Customers are given the opportunity to complete a customer satisfaction survey. These surveys and customer comments are the backbone of the decision making process for customer service delivery.</li> <li>• Customer information is shared – Through data sharing agreements, customer information is shared among partners to make referrals more seamless.</li> <li>• Equity and inclusivity of all staff members, participants, business partners</li> </ul>
<p><b>5. MOU DEVELOPMENT (Governor’s Guidelines, Section 1, Items 3-8)</b></p>
<ul style="list-style-type: none"> <li>• <i>Fully describe the process and efforts of the Local Workforce Innovation Board and required partners to negotiate the MOU, including draft and final versions of MOUs and annual amendments.</i></li> <li>• <i>Explain the process to be used if consensus on the MOU is not reached by partners during MOU negotiations.</i></li> <li>• <i>Explain the process and roles for conflict resolution in daily operations, including the protocol and authority of each entity in decision-making (e.g., leaseholders, one-stop operators, LWIB, State program administrators and local program partners).</i></li> </ul>

For purposes of this MOU, each party expressly agrees to participate in good faith negotiations to reach a consensus. All partners will use the prescribed process in the Governor’s Guidelines to achieve integration of program and service goals of WIOA. Over the course of several meetings, active involvement and equal opportunity to provide input by all core and required partners was demonstrated in the MOU negotiation process and is reflected in the MOU. This MOU and budget for cost sharing was negotiated and agreed upon at the local level. If such agreement is not reached in future negotiations, the State funding mechanism will be used as a negotiation tool.

Title 1 has the responsibility of completing the MOU template with the assistance of all other partners. The PY23 MOU Template was completed by LWIA 23 Board staff and then sent to all partners for their input and / or approval. All changes were given to the Board staff to make, then sent out to partners for approval. Through numerous virtual and physical meetings, the PY23 MOU Template as well as the PY23 Budget Template were approved. LWIA 23 Consortium committee, which consists of all required partners meets quarterly to discuss service delivery.

IDES is the leaseholder for the One Stop in Effingham. Central Management Services will have the final say in any issues regarding the landlord or facility. The daily operations are overseen by the IDES office manager and the Title I Supervisor. Any conflict resolution will come at the direction of the One Stop Operator during a regularly scheduled or emergency scheduled meeting.

**6. NAME AND LOCATION OF ALL SERVICE LOCATIONS (Governor’s Guidelines, Section 1, Item 8(d)) (§ 678.310, § 678.315 and § 678.320)**

- Provide the name and address of the comprehensive one-stop center(s) in the local service delivery system.
- Clearly identify and list any designated affiliate sites and specialized centers, clearly indicating which type of site has been designated.<sup>2</sup>

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

Comprehensive One-Stop Center(s)	Designated Affiliate Sites	Designated Specialized Centers
Illinois workNet Center 2311 Hoffman Dr. Effingham, IL 62401	[       ]	[       ]

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

- In the spaces provided below:
  - The agreed-upon plan for holding in-person orientations, workshops, or other group events, including capacity limits for such group events.
  - The Resource Room protocol when capacity is reached, and customers wait to access the Resource Room services.
  - The agreed-upon staffing plan to designate a program position to direct walk-in customers. The staffing plan must specify that if security personnel are present at the one-stop center, they cannot be responsible for determining which customers require an appointment and which customers can be seen on a walk-in basis. This is a program staff responsibility.

<sup>2</sup> All designated affiliate sites and specialized centers must be included in the Infrastructure Funding Agreement.

- *The agreed-upon messaging, signage, and communications planned to make it explicit to customers which services are available to walk in customer and which require appointments.*
- *If security personnel are present at the one-stop center(s), the agreed-upon plan to ensure initial staff interaction with the public is within the security personnel's line of sight, that security personnel are aware of the service area, and the protocol for alerting security if staff need assistance during service delivery.*
- *Explain the programs and services that correlate with the boxes checked in the Career Service Matrices.*
- *For each program, describe the staffing plan around which services will be provided by in-person staff, cross-trained partner staff (included the partner's name) or contract provider (include the provider's name), or direct linkage (include the specific method of direct linkage).*
- *For each program, describe whether services will be made available to walk-in customers, or whether an appointment will be required.*
- *Describe how each required program's services are provided in real time in all service locations during all regular business hours.*

The Illinois workNet Center (IWNC) Partners have a shared commitment to provide quality services, to meet the needs of both employer and job seeker customers as they enter the Effingham IWNC during regular business hours. The Partners of the Effingham IWNC already have strong interpersonal relationships and feel a sense of ownership in the Center and the services offered. The Effingham One Stop Resource Room (RR) Specialist has an asset map at their disposal. This is a map of all services that the partners provide. Trained staff who are knowledgeable and cross-trained on partner services can provide vital information on career services that allows each customer to take the next step. Every new customer that enters the One Stop is asked to complete a Customer Profile. All returning customers are checked to see if they have been entered into IWDS. If so, there services are recorded at that time. If customers are interested in WIOA services, they are scheduled for an orientation of all available programs. While completing the customer profile, the Resource Room specialist initiates a conversation to assess the customer as to their immediate needs. This individualized approach will allow the cross trained RR Specialist to identify the customers needs more quickly. If immediate needs are identified, each individual will be referred to the appropriate program using the approved referral form. If universal needs are identified, the customer attends an orientation, where all program services are discussed further and an appointment is made with a Title I Career Planner. After meeting with the Career Planner, the Career Planner and customer determine if any referrals are needed for immediate needs. At the time of assessment, the Career Planner, along with the customer, outline a strategy for the customer's needs and determine if any more referrals need to be made. The cross trained Career Planners will direct customers to the services that will best fit their needs, either in person or through direct linkage. Partners in the Effingham One Stop are Department of Employment Security and WIOA Title I. All other partners are available through direct linkage.

The Effingham One Stop's plan is to allow all Title I services to be available to all walk in customers. All group events will be by appointment only with a capacity of 12 individuals. In the event the resource room has met capacity at 12 customers, subsequent walk in customers will be put on a waiting list that is managed by the RR Specialist and asked to wait in their vehicle until at least one customer departs the building until they are called by the RR Specialist. A list will be established on a first come, first served basis for all waiting customers. The Resource Room Specialist will be the individual to determine if walk in customers can be seen by Title I representatives or if they will be required to make an appointment for IDES services.



The One Stop Operator has met with Title I and Title III representatives to discuss the proper signage at the entrance of the building. The agreed upon signage has been posted at the front door allowing for Title I walk in customers and notifying IDES customers of the requirement to make an appointment. The initial contact with a customer will be made by the Resource Room Specialist within direct eyesight of the Security personnel, which currently are familiar with the building layout and service area. There is a procedure for alerting the security personnel of a potential issue using code words and the plan is shared with all staff in the building and agreed upon by staff and the security.

**Title I (Adult, Dislocated Worker and Youth)** – Title I (Adult, Dislocated Worker and Youth) 3 FTE– - 2311 Hoffman Dr. - Effingham – Career Planners are on site full time. All adults 18 and older are eligible for walk in services. All customers are given WIOA program orientation. All customers’ intake and eligibility is the same at each location. Eligibility consists of providing proof that the customer is authorized to work in the United States and that they are in compliance with selective services. The total application, assessment of basic skills, aptitudes and abilities, and support services are completed. At this time the customer is required to be enrolled. The Family and Community Development (FCD) model is used to complete an extensive assessment of customers’ needs across multiple dimensions of his or her life. The assessment is the key to effective case management, allowing our specialist to determine the individual and family needs beyond workforce issues and to provide or arrange services to nurture progress toward self-sufficiency.

The assessment and case management procedure continues throughout enrollment. Each customer will have an Individual Employment Plan which will include: short and long-term goals, achievement objectives, types of service needed, and employment and follow-up services. Reading and math tests are given to assist with further case management decisions. A Career Scope test is administered to establish where the customers’ strengths are and to help them with a career decision. Counseling is also provided to each customer on an individual basis. Career Planners handle all aspects of customer service from orientation, intake and eligibility determination, assessment, case management and counseling, referrals and advocacy, provision for support services, placement to employment, and follow-up. This strategy has been very successful over many years, ensuring personalized service, coordination with other resources in the community, and accountability. This provides a remarkable overall customer experience.

All WIOA customers are eligible for self-assisted career services. If a customer needs staff assisted career services, an application and assessment are completed and the customer is registered. Career Scope is used as an assessment tool and completed for all customers interested in training. Each customer is given a Test of Adult Basic Education (TABE) Math and Reading to assist in the assessment process. An Individual Employment Plan is completed on all customers including the following information: field of interest, short and long-term goals, length of training program, type of supportive services needed, employment and follow-up services needed. A self-sufficiency review form is also completed. At this point based on these assessments the best training option is decided. Veterans are a priority. The WIOA customer is then registered for training services:

**Classroom Training:** Classroom training is provided to customers that are in a Local Board approved training program that is high growth and high demand occupation. ITA amount is \$10,000 per fiscal year.

**OJT:** On The Job training is provided to customers starting a new job that have a skills gap between current job skills and job skills that are needed to complete new job. OJT can be provided up to six months. OJT contract is developed with goals and objectives for customers to learn new skills

**Work Experience:** Paid work experience is provided to customers that have not had any work experience in the past, have not had work experience recently, or poor work history. Each month goals are set to learn work skills needed to obtain and retain unsubsidized employment. At the end of each month these goals are reviewed by customer, career planner, and worksite supervisor and new goals are made for the next month.

Other training provided to employers is incumbent worker. Each year the local board approves the budget and approves the amount to be used on incumbent worker training.

**Title II (Adult Education and Literacy) – Title II (Adult Education and Family Literacy) .25 FTE—** 5001 Lake Land Blvd., Mattoon - Lake Land College Adult Education serves all or part of the following counties: Christian, Clark, Clay, Coles, Crawford, Cumberland, Douglas, Edgar, Effingham, Fayette, Jasper, Macon, Montgomery, Moultrie, and Shelby. Lake Land College Adult Education Staff can be contacted by email or phone during normal college hours.

Lake Land College serves individuals 17 years of age or older with adult basic education (evidence-based reading instruction and math instruction), ASE/GED prep, and ELA support. It also provides an ICAPS welding certificate and a Bridge basic nursing assistant (BNA/CNA) program.

All Adult Education students meet with a Transition Coordinator at multiple points throughout their educational journey. The Transition Coordinators continually assess the students' needs and make additional referrals as needed, creating an environment supporting diversity, equity and inclusion for all students and staff.

Adult Education HSE classes are developed to prepare a student for the GED test. Students are assessed upon referral or during orientation. Orientations are held monthly at Lake Land College's extension centers and twice a year at the class locations; individually based on student needs and barriers to education. Orientations include meeting with an advisor, completing needed paperwork and assessment testing to assist the instructor on placement. Students are also referred to other WIOA partner services based on information attained during orientation and advisor meetings.

ELA students attend an orientation also, with an assessment based on English language skills (CASAS). Students are provided resources and English language skills in the classroom for the time that is comfortable for them. ELA classes are offered on site to assist employers with employment or promotion barriers.

Illinois Eastern Community Colleges (serving the counties of Clay, Crawford, Jasper, Lawrence, and Richland) provides the Adult Education and Family Literacy (AEFL) Program. IECC Adult Education staff can be contacted by phone during normal business hours. AEFL is a grant funded program that offers a variety of courses to meet the diverse needs of the individuals enrolling in the program. Classes and supportive services are offered at no cost to students. IECC AEFL program offers curriculum and instruction that are aligned with the current high school standards and career-and-college-readiness expectations. Adult Secondary courses are designed to prepare students for the GED® exam and prepare students for college and/or the workforce.

- Individuals enrolling in the program must be 16 years of age or older
- Individuals under the age 18 must provide formal separation documentation from the public school system
- All individuals enrolling in the program must complete the required assessments for class placement, advisement, and/or referrals.
- IECC currently offers a Career Bridge course and an ICAPS welding certificate.
- Transition assistance is available for all AEL students through the Coordinator of Transition Services.
- Students are also referred to other WIOA partner services based on information attained during orientation, transition, and advisor meetings.

The IECC Adult Volunteer Literacy (AVL) program is grant-funded by the Secretary of State and offers tutoring to meet diverse needs of learners. AVL also provides English as a Second Language (ESL) for those individuals below a ninth-grade level.

Kaskaskia College -27210 College Road – Centralia – Kaskaskia College Adult Education staff can be contacted by phone during normal business hours. Kaskaskia College Adult Education and Literacy (KC-AEL) has High School Equivalency certificate preparatory classes at eight different sites across the college district. Classes are offered at KC Greenville Education center, KC Nashville Education Center, KC Trenton Education Center, Centralia Library, Marion County Court Services, KC Salem Education Center, Case-Halstead Public Library Carlyle, and KC Vandalia Campus.

Kaskaskia College (serving Bond, Clinton, Fayette, Marion, and Washington counties) provides Adult Education and Literacy programs. All programming is grant funded. The Illinois Community College Board (ICCB) grant funds the Adult Secondary Education (ASE) and Adult Basic Education (ABE) programming. Classes are normally two times per week for three hours per session. The Adult Volunteer Literacy (AVL) program is grant-funded by the Secretary of State and offers tutoring to meet diverse needs of learners. AVL also provides English as a Second Language (ESL) and Adult Basic Education (ABE) for those individuals below a ninth grade level. All classes, programming, and tutoring are offered at no cost to students. All KC-AEL programs offer curriculum and instruction that align with the current high school standards and career –and-college readiness expectations.

Secretary of State grants also provide Adult and Family Literacy through local community partners.

**Title III (Employment Services under Wager-Peyser)** – Title III (Employment Services under Wager-Peyser) – 1.75 FTE - - 2311 Hoffman, Effingham – IDES Title III staff are onsite full time during normal business hours of 8:30 – 5:00. Customers may be seen by appointment only. 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.

IDES and other workforce partners have formed local Business Service Teams to coordinate the agencies' employer contacts and streamline services delivered to them. The teams establish their local American Job Center as the one-stop resource for employers' employment and training needs. As part of this effort, Illinois Job Link, available to all American Job Center partners, is one of the tools that facilitate service coordination.

**Title IV (Rehabilitation Services)** – Title IV (Rehabilitation Services) – .5 FTE - 2311 Hoffman, Effingham – Title IV staff are located on site part time and can also be reached for services via phone during normal business hours. Customers may also be seen by appointment. Vocational Rehabilitation Services helps individuals with disabilities prepare for and find quality employment that pays a living wage and offers opportunities for advancement. There are 46 offices located throughout the state of Illinois. Services include: Restorative services, training services, evaluation, guidance and counseling, job development, job placement and follow-up.

Serving youth and adults with disabilities who desire employment.

**Perkins/Post-Secondary Career and Technical Education** – Perkins/Post-Secondary Career and Technical Education – Technology - .25 FTE - Located at 3 community college districts in Mattoon, Olney, and Centralia – Perkins staff can be reached via phone / email during normal business hours. The Perkins V grant is a federal grant that is designed to improve the economy by building a stronger career and technical workforce. Perkins provides assistance to students through a variety of means. In order to qualify for Perkins, an individual must be enrolled in a career and technical certificate or degree program with the intent to enter a new occupation or improve skills for their current job, and they must attend at least 12 credit hours during an academic year. Perkins services are available through Lake Land College, Illinois Eastern Community Colleges and Kaskaskia College. Perkins Services include:

- Academic Support – tutoring
- Economic Assistance – Textbook and equipment loans, transportation assistance
- Mentoring
- Disability Services
- Career Exploration and Academic Advisement
- ACT WorkKeys testing for graduating student (IECC - CTE and GED)

**IDES/Unemployment Insurance (UI)** – IDES/Unemployment Insurance (UI) – 1.25 FTE - UI Staff are located on site full time during normal business hours of 8:30 – 5:00. Customers are seen by appointment only. The Unemployment Insurance program, administered by IDES, 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/Job Counseling, Training and Placement Services for Veterans** – IDES/Job Counseling, Training and Placement Services for Veterans – 1.50 FTE - Veterans Services staff are located on site full time during normal business hours of 8:30 – 5:00. Customers are seen by appointment only. IDES provides veterans priority of service over all other job applicants, actively promotes and develops employment opportunities, and provides placement and vocational guidance services. Veteran’s Representatives work in conjunction with Wagner-Peyser staff to assess the needs veterans, and assistance is then provided to ensure that the veteran is job-ready. If significant barriers to employment (SBEs) are identified, the veteran receives intensive service from a Veteran’s Representative. Those with SBEs work one-on-one with a Veteran’s Representative to overcome their barriers in order to become job-ready. Priority is given to veterans when referring candidates to open employment positions and dedicated staff continually do outreach with local employers to find current employment opportunities in the community that are suitable for job-ready veterans. Individualized labor market information is provided to veterans to help determine if additional training is needed to obtain employment that provides sufficient earnings. Referrals to supportive and/or partner services will be made as needed.

**IDES/Trade Readjustment Assistance** – IDES/Trade Readjustment Assistance – .25 FTE - TRA staff are located on site full time during normal business hours of 8:30 – 5:00. Customers are seen by appointment only. IDES administers Trade Readjustment Assistance, a benefit under the TAA program, providing income support to persons who have exhausted unemployment compensation and whose jobs were affected by foreign imports.

**Trade Adjustment Assistance (TAA)** – TAA services are available on-site provided by CEFS Career Planners as a component of their repertoire of standard services. Staff is physically present at the One-Stop Center during business hours and will continue to work closely with both on-site and off-site partners through the referral process. Walk in customers will be seen. The attached matrix accurately reflects the Trade Adjustment Assistance (TAA) services available. In addition to the One-Stop all TAA services are also available at access sites located throughout LWIA 23. These access locations are in Olney, Robinson, Lawrenceville, Vandalia, Mattoon, and Centralia

**IDES/ Migrant & Seasonal Farmworkers (MSFW)** – .25 FTE - IDES staff (on site) provides staff assisted services to migrant and seasonal farmworkers including job development, career guidance, referral to training and supportive services during normal business hours of 8:30 – 5:00. Customers are seen by appointment only. Wagner-Peyser staff will assist with the intake process by assessing the client’s needs, assisting with UI claims, and registering with Illinois Job Link in order for the claimant to immediately begin searching for work. Staff will also provide Labor Market Information to educate

clients on the current employment outlook and determine if further training will be necessary to enhance employment opportunities. Clients may be directed to work-readiness workshops or referred to partner agencies and/or supportive services, depending on the needs of the client.

**National Farmworker Jobs Program (NFJP) – [ ]**

**Community Service Block Grant (CSBG) – Community Service Block Grant (CSBG) – .25 FTE - - 1805 Banker, Effingham - CSBG staff can be reached via phone / email during normal business hours. CEFS/CSBG skills training dollars are provided to low-income individuals who qualify for CSBG assistance. These dollars pay for tuition towards a certification as well as pay for supplies and books required for the course. CSBG funds may be used to assist individuals to receive training/certification to help participants to gain skills necessary for sustainable employment. To refer an individual to the C.E.F.S. CSBG Skills Training program, contact the local C.E.F.S. Outreach office in the participant's county. Offices are located in Flora, Effingham, Vandalia, Shelbyville, Taylorville, Sullivan, and Taylor Springs.**

ERBA/CSBG - 400 W. Pleasant St, Greenup - employment and training dollars are used to help low-income people become more self-sufficient and are used to provide skill training to obtain skills and competencies required for employment. Short term training is offered to participants to gain skills necessary for sustainable employment. Offices located in Clark, Coles, Crawford, Cumberland, Edgar, Jasper and Lawrence Counties.

BCMW/CSBG employment and training dollars are used to help low-income people become more self-sufficient and are used to provide career readiness skill training to obtain skills and competencies required for employment. Short term training is offered through local community colleges in the areas of individuals gaining career readiness skills, adult education, and classroom instruction for certified nurse assistance certificate. BCMW offers an employee support program to assist CSBG eligible individuals to retain employment or upgrade skills to enhance employment opportunities in the areas of food service sanitation.

**Senior Community Services Employment Program (SCSEP) – Senior Community Services Employment Program (SCSEP) – .25 FTE - 201 N. Van Buren, Newton - National Able, through the Senior Community Service Employment Program (SCSEP), assists eligible individuals, participate in paid community service assignments at local public and nonprofit organizations. These assignments are a stepping stone to employment. We help foster individual economic self-sufficiency and promote useful part-time opportunities in community service assignments for unemployed low-income persons who are 55 years of age or older, particularly persons who have poor employment prospects, and to increase the number of older persons who may enjoy the benefits of unsubsidized employment in both the public and private sectors. Through these community services and related activities, the SCSEP enhances the skills and abilities of participants, increases their employability, develops appropriate job opportunities, and assists in placing them in unsubsidized employment after the completion of their community-service assignments.**

National Able serves individuals in Clark, Coles, Cumberland, Edgar, Effingham, and Moultrie counties.

Senior Community Services Employment Program (SCSEP) – Evansville Goodwill Industries – 920 S. 42nd Street, Mount Vernon, IL 62864 – Evansville Goodwill Industries is a subgrantee of Goodwill Industries International to provide employment services to eligible older Americans. SCSEP is an employment and training program designed to assist income eligible workers age 55 or older to re-enter the job market. Participants receive on-the-job training and upgrading of marketable skills. Work experience is provided through assignment to local not-for-profit organizations. Enrollees can train up to 20 hours per week at their assigned host agency and will receive minimum wage for those hours. Program staff provide intensive job search assistance after participants achieve their training objectives.

This assistance includes methods of job search, resume writing, application assistance and interview coaching.

Evansville Goodwill Industries serves individuals in Clay, Crawford, Jasper, Lawrence, and Richland counties.

Caritas Family Solutions - Technology - 900 Royal Heights Rd. Suite 2150, Belleville, IL. Caritas Family Solutions through a special program with the Department of Labor (DOL) and the Senior Community Services Employment Program (SCSEP), provides both community services and work-based training for qualifying older Americans 55+. Participants train an average of 20 hours a week, and are paid the highest of federal, state, or local minimum wage. They are placed in a wide variety of community service activities at non-profit institutions throughout eleven (11) counties in Southern Illinois.

In addition to the community service assignment, participants in the SCSEP get help accessing needed services, updating their employment skills, and developing a job search plan.

All Title V agencies' staff can be reached via phone / email during normal business hours.

**DHS/TANF** – DHS/TANF – .25 FTE - 1406 Martin, Olney – DHS/TANF staff can be reached via phone / email during normal business hours. The Illinois Department of Human Services (IDHS) provides many services to help people in Illinois have better lives, including information and referrals to services provided by other agencies and community partners. Through their programs, services, and prevention efforts, the IDHS Division of Family and Community Services (FCS) improves the health and well-being of individuals and promotes self-sufficiency and integrity of families in Illinois. FCS works with customers, providers, and advocates to achieve high standards of service. 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. Four different FCRCs serve the counties that make up LWIA 23:

Mid-Illinois FCRC (serving Clark, Coles, Cumberland, Edgar, Effingham, and Moultrie Counties)  
 1550 Douglas St  
 Charleston, IL 61920  
 (217) 345-2188

Crawford FCRC (serving Crawford and Jasper Counties)  
 1110 North Allen St  
 Robinson, IL 62454  
 (618) 544-3151

Richland FCRC (serving Clay, Lawrence, and Richland Counties)  
 1406 Martin St  
 Olney, IL 62450  
 (618) 392-3151

Marion FCRC (serving Fayette and Marion Counties)  
 800 S Locust St  
 Centralia, IL 62801  
 (618) 532-1966

Listed below are services available to meet the individual and family needs of IDHS customers:

- Medical Benefits
- SNAP Benefits
- Cash Assistance

- Employment and Training Services
- Alcohol and Substance Abuse Services
- Domestic Violence Services
- Mental Health Services
- Services for Pregnant Women
- Child Care Services
- Women, Infants and Children (WIC)
- Services for Teen Parents
- Services for People with Disabilities
- Group Care - Nursing Homes
- Services for Senior Citizens
- LIHEAP
- Earned Income Tax Credit (EITC)
- Crisis Nursery
- Food Pantries
- Healthy Families Illinois
- Homeless Services

**IDOC Second Chance – N/A**

**HUD Employment and Training Activities – N/A**

**Job Corps –** | N/A |

**YouthBuild –** | N/A |

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

- *Describe features or methods to ensure the comprehensive one-stop center and any designated affiliate sites or specialized centers provide access to all required career services in the most inclusive and appropriate settings for each individual participant, including assuring that individuals with barriers to employment, such as individuals with disabilities, can access available services (§678.500(b)(4)).*
- *Describe any specific human or financial commitments partners are making to coordinate the customer experience through a physical or virtual front door. Examples include: using career navigators, customer advocates, cross-program knowledge, frontline training, accessible technology or other support systems.*

*Note: Provide as much specificity as possible for each commitment made as a local workforce system, including whether individual partners are making a specific human or financial commitment to carry out that local system approach.*

All individuals, regardless of any barriers to employment or disability, will be given access to all 14 required career services on site and the opportunity to explore occupations to understand the technical and physical requirements. Accommodations will be made for individuals when necessary. Direct linkage is addressed in the referral process and will be with an actual person at the partner program if not onsite.

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 that such policies and procedures have been disseminated to their employees and otherwise posted as required by law. The partners further assure that they are currently in compliance with all applicable state and federal laws and regulations regarding these issues.

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 (i.e. JAWS and DRAGON) and assistive listening devices will be available.

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

- *Describe how—through specific examples and commitments—required partners will assure the physical accessibility of the comprehensive one-stop center(s) and any designated affiliate sites or specialized centers, including the following:*
  - *The designated service location layout supports a culture of inclusiveness.*
  - *The location is recognizable in a high-traffic area.*
  - *Access to public transportation is available within reasonable walking distance.*
  - *The location includes a dedicated parking lot, with parking lot spaces closest to the door designated for individuals with disabilities.*
  - *The agreed-upon plan for addressing waiting lines outside of the one-stop center entrance.*

Please affirm that the local one-stop system will comply with all federal and State physical inclusiveness and accessibility requirements, including the Americans with Disabilities Act (ADA) of 1990, Section 188 of WIOA, the Illinois Accessibility Code, the most recent ADA standards for Accessible Design and the Uniform Federal Accessibility Standards, and all other applicable statutory and regulatory requirements.

Please affirm that facilities are accessible during business hours to customers in accordance with the local area’s security and staffing plan.

The comprehensive one-stop center, located at 2311 Hoffman Dr., Effingham, IL 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, substantially meet compliance with 29 CFR Part 37, the 2010 or most recent ADA standards for Accessible Design, the Uniform Federal Accessibility Standards, and the Illinois Accessibility Code. 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.

- The location of the Comprehensive One Stop Center, featuring prominent Illinois workNet signage, is recognizable in a high traffic area, in the Southeastern region of the city, one block off of a major highway (IL Route 45), with close proximity to the Effingham Industrial Park, and directly next to a daycare/preschool facility.
- Access to public transportation is available at the One Stop Center entrance.
  - The designated parking spaces for individuals with disabilities are clearly marked and are closest to the entrance.

In the event the resource room has met capacity at 12 customers, subsequent walk in customers will be put on a waiting list that is managed by the RR Specialist and asked to wait in their vehicle until at least one customer departs the building and they are called by the RR Specialist. A list will be established on a first come, first served basis for all waiting customers.]

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

*[NOTE: Ensure that the following content agrees with and aligns to the budget spreadsheet and notes.]*

- Name the procured one-stop operator and identify the agreed-upon one-stop operator model for each one-stop center in the local area. The operator may be a single entity (public, private, or nonprofit) or a consortium of entities (if the consortium of entities is composed of one-stop partners, it must include a minimum of three of the one-stop partners).
- Describe the functions and scope of work of the one-stop operator as defined in the Request for Proposal or as planned for the competitive procurement process.
- Describe the payment provisions, including the term, frequency and method of payment for one-stop operator services.
- For each shared cost center, state the total cost of the one-stop operator and the required partners which are contributing to that cost.
- For each shared cost center, explain the method of contribution(s) (e.g., cash, non-cash, third-party in-kind) each required partner is contributing to the cost of the one-stop operator. Example: A consortium partner contributes a non-cash contribution in the amount of the market value for specific services under the One-Stop Operator Agreement.

By clicking on the boxes below, required partners in the local area affirm that the one-stop operator will not perform the following proscribed functions:

- convene system stakeholders to assist in the development of the local plan
- prepare and submit local plans (as required under sec. 107 of WIOA)
- 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
- develop and submit budget for activities of the Local WDB in the local area.

The One Stop Operator will be named the Core Partner Consortium. This consortium consists of representatives of Title I, Title II, Title III and Title IV. This committee will oversee the daily operations of the One Stop and shall be procured in accordance with State guidelines.

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.

The Scope of Work for the One Stop Operator is as follows:

- Coordinate service delivery among the partners of the public workforce system in the local workforce area.
- Coordinate service delivery among physical and electronic sites
- Coordinate services across the local area’s workforce system
- Provide basic services such as orientations, information on careers and labor markets, and resource rooms
- Implementation of Board policies
- Report to Board on operations, performance accountability and continuous improvements
- Manage hours of operation at all sites
- Manage technological resources such as websites, case management information, business networking software, on-line testing sites
- Manage daily operations through coordination with the stakeholders for lease, utilities, and other invoice remittance
- Manage partner responsibilities as defined in MOU
- Manage services for individuals
- Manage services for businesses
- Submit annual staffing and operational budgets
- Follow federal and state regulations pertaining to handling of EEO responsibilities, customer complaints, and physical and programmatic accessibility
- Fulfill other roles as identified by the Board

All required partners have agreed to the PY23 budget using the FTE method in determining the amounts each agency will contribute. All System Delivery contributions will be in cash with the exception of National Able, which will use in kind staffing (if the center is open to the public due to COVID)). All infrastructure costs will be paid in cash. All agencies will be billed semi-annually.

The One Stop Operator budget will be a total of \$48,000. Titles I – IV will contribute in kind staffing to cover this amount.

The four consortium partners contribute a non-cash contribution in the amount of the market value for specific services under the One-Stop Operator Agreement.

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

- *Describe the local one-stop operator’s role and responsibilities for coordinating referrals among required partners (§678.500(b)(3)).*
- *Complete the Referral System matrix included on page 12 of the original MOU Template.*

Comprised of the local representatives of the WIOA partners, the Core Partners will act as the One-Stop Operator. The LWIB determined that the Core Partners would be best suited to oversee the operations of the One-Stop. The LWIB will give the responsibility for coordinating referrals to the Core Partners for the subsequent coordination of services. The Core Partners will meet periodically to coordinate these activities among partners. Through the Core Partners, the partners have developed a centralized referral form to be used by all partners for referring customers between partners. A statewide software program is anticipated in order to assist with tracking referrals and customers, as well as related follow-up across all partners. This anticipated software will also assist with providing “real time” data for partners, local workforce boards, and the state.

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**12. SHARED DATA AND INFORMATION (Governor’s Guidelines, Section I, Item 8(k))**

- Describe how core program partners will share data and information and will collaborate to assure that all common primary indicators of performance for the core program partners in the local area will be collectively achieved.

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

Please affirm that notwithstanding any other provisions in this MOU, only partners who have executed a separate data sharing agreement with IDES will have access to wage records and other confidential IDES data.

Please affirm that participants’ Personally Identifiable Information (PII) will be kept confidential.

Partners agree to a data sharing agreement that allows each program to comply with the federal laws governing it and that will be used to improve mutual referrals and communication.

Partners agree to comply with federal and state laws governing protection of personally identifiable information while working toward greater integration of services across programs. We looked at the WIOA information regarding the indicators of performance below and determined that the core partners will respond to these areas as best they can, reporting on numbers served and program performance to assure that all common primary performance indicators are achieved. As most of us utilize sources of information stemming from IDES, we realize that the information may be two to three quarters behind in reporting of employment statistics. We will also report on employer contacts, services provided, and develop indicators that will establish our effectiveness. The core partners will report this as aggregate (totals) information on a quarterly basis to the consortium so that the information will not be individual customer specific.

The One Stop Operator (Titles 1 - 4) is scheduled to have bi-monthly meetings. All information (customer referrals, performance information, etc.) that is discussed at this meeting will be passed on to the Consortium. Also, during the Consortium meeting, all other partners report their information, which, in turn, is reported to the LWIB by the Consortium chair.

Establishes Common Performance Measures across Core Programs (WIOA Section 116 (b)(2)(A), Primary Indicators of Performance): WIOA includes six primary indicators of performance that will be negotiated with each State by the Secretaries of Education and Labor as part of the State plan.

\* The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program;

\* The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program;

\* Median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program;

\* The percentage of participants who obtained a recognized post-secondary credential or a secondary school diploma, or its recognized equivalent during participation in or within 1 year after exit from the program. A participant who has obtained a secondary school diploma or its recognized equivalent is only included in this measure if the participant is also employed or is enrolled in an education or training program leading to a recognized postsecondary credential within 1 year from program exit.

\* The percentage of participants who during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.

\* Effectiveness in serving employers, based on indicators developed as required by sec. 116(b)(2)(A)(iv) of WIOA.

Notwithstanding any other provisions in this MOU, only partners who have executed a separate data sharing agreement with IDES will have access to wage records and other confidential IDES data.

All customers that are referred between agencies will sign a referral form giving permission for agencies to share their confidential information regarding their participation in any of the partners programs. Information is shared only as needed so the counselors can provide integrated cross-program services to the client.

Adult Education / Perkins have transition specialists to assist participants with referrals to WIOA partners providing a seamless transition into education and / or workforce.

**13. COSTS AND COST SHARING OF SERVICES (Sec. 121 (c)(2)(ii)) (Governor’s Guidelines, Section 1, Item 1(c); Section 2) ((§ 678.510(a), §678.755 and §678.760)**

Please complete the Infrastructure Funding Agreement (fillable MOU budget spreadsheet) and submit annually with the MOU or MOU Amendment.

In the space below and following the Governor’s Guidelines – Revision 4, provide the following narrative:

1. Affirm in the narrative that required partners negotiated infrastructure and shared local service delivery system costs specific to the applicable program year for both comprehensive one-stop centers and any affiliate or specialized centers designated by the local workforce board.
2. Clearly identify in the narrative the time period for which the Infrastructure Funding Agreement is effective; e.g., July 1, 20XX through June 30, 20XX.
3. Specify in the narrative whether the budget submitted represents an interim or final budget agreement.
4. Describe in the narrative the agreed-upon method that each partner will contribute as a proportionate share of costs to support the services and operations of the local service delivery system.
5. Affirm in the narrative that each required partner meets the minimum FTE commitment of .25 FTEs in each comprehensive one-stop center and each designated affiliate site.
  - a. If all required partners agree for a partner to commit to less than .25 FTE, then the local board may submit a waiver using the waiver request form included in the

*Report of Outcomes template (Appendix G of the Governor’s Guidelines – Revision 4).*

6. Describe in the narrative whether and which staff will be cross-trained to provide services on behalf of another required partner.
  - b. For each required partner providing cross-trained staff to deliver services on behalf of another partner, confirm how the contributing partner’s shared cost allocations will be reduced in correlation with the number of FTEs that will be cross-trained to provide another partner’s programs.
7. Please describe the invoicing process and any special deadlines for determining actual costs for each partner included in this MOU. (Please note that CSBG’s grant cycle requires the partner to pay all actual costs within 30 days of the partner’s 12/31 invoicing deadline and within 30 days of its 6/30 invoicing deadline each program year.)

Using the table provided below, include the following additional financial information for each required program partner:

1. Each required program partner’s total cash contribution toward its proportionate share of infrastructure and local service delivery system costs; and
2. The dollar amount of a 10% variance from each partner’s total cash contribution in the case that actual costs exceed budgeted costs.

		Partner's Total Cash Contribution	Dollar Amount of 10% Variance (if applicable)	Partner's Total Cash Contribution plus 10% Variance (if applicable)
Commerce	Title IB - Adult, Youth, & Dis. Workers	40780	408	41188
	TAA	3398	340	3738
	CSBG	3398	340	3738
IDES	Title III - Wagner-Peyser	9888	989	10877
	Title III - MSFW	1413	142	1555
	Veterans Services	8475	848	9323
	UI Comp Programs	7063	707	7770
	TRA	1413	142	1555
ICCB	Title II - Adult Education	3398	340	3738
	Career & Tech Ed - Perkins	3398	340	3738
DHS	Title IV - Vocational Rehab	6797	680	7477
	TANF - DHS	3398	340	3738

<b>Aging</b>	<b>SCSEP</b>	3398	340	3738
<b>DOC</b>	<b>Second Chance</b>			
<b>HUD</b>				
<b>Title IC - Job Corp</b>				
<b>Title ID - National Farmworkers</b>				
<b>Title ID - YouthBuild</b>				
<b>Other 1</b>				
<b>Other 2</b>				
<b>Other 3</b>				
<b>Other 4</b>				

- ☒ In accordance with the State Finance Act (30 ILCS 105/30), this MOU is contingent upon and subject to the availability of funds. A State Agency Partner may terminate or suspend this MOU, in whole or in part, without penalty or further payment being required, if (i) the funds to which this MOU commits a State Agency Partner have not been appropriated or otherwise made available to the State Agency Partner by the State or the Federal funding source, (ii) the Governor or a State Agency Partner reserves funds, or (iii) the Governor or a State Agency Partner determines that funds will not or may not be available for payment. The State Agency Partner shall provide notice, in writing, to the other Partners of any such funding failure and its election to terminate or suspend this MOU as soon as practicable. Any suspension or termination pursuant to this paragraph will be effective upon the date of written notice unless otherwise indicated.
- ☒ All required partners as a party to this MOU acknowledge that the ability of any partner to contribute its agreed contribution to the One-Stop costs is contingent on the availability of State and/or federal funding for its respective program(s).

All required partners met on February 21, 2023 to negotiate the infrastructure and shared system costs for the period July 1, 2023 – June 30, 2024. All partners agreed on the proposed One stop budget for the office located at 2311 Hoffman in Effingham, IL. The budget that is submitted with this MOU is final. All partners are assigned a specific FTE that was determined by the number of employees that offer WIOA services in the Effingham office. Those agencies that have no physical presence in the office were assigned an FTE of .25 (State minimum requirement) and all agencies will provide cash for their share of the costs. Cross trained employees will work with customers on the beginning stages of program entrance before referring them to the correct agency for complete service, however, no cost allocations will be changed. The Resource Room Specialist has been trained by all required partners on the services that they offer so they can better refer customers to the appropriate agency for services. C.E.F.S. Economic Opportunity Corporation, IDES and Lake Land College will issue invoices for their respective costs associated with the One Stop. Invoices must be issued timely due to CSBG’s grant cycle. The State Funding Mechanism will be used if consensus cannot be reached in regards to infrastructure costs negotiations.

Dylan Pugh, Senior Grant Accountant, was appointed to complete the semi-annual reconciliation of budgeted costs to actual costs.

**14. AMENDMENT PROCEDURES AND RENEWAL PROVISIONS (Sec. 121 (c)(2)(v)) (Governor’s Guidelines, Sections 5 & 6) (§ 678.500(b)(5)(6))**

- Describe the procedures for amending the MOU with an annual one-stop operating budget with Infrastructure Funding Agreement.
- Describe the procedures for amending the MOU any time substantial changes have occurred before the MOU's three-year expiration date.

*NOTE: Ensure the MOU reflects the most recent date as amendments and renewals are approved.*

Partners will meet regularly to assess programs and services available at and through the Illinois workNet Center for effectiveness and make adjustments to improve service coordination. Annually, Center costs will be reconciled and reported out to Partners to assist in negotiating Cost Sharing agreement for the next year.

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

1. Termination of or addition or removal of a partner from this MOU.
2. Removal or addition of program responsibilities for any partner that administers more than one federal program.
3. A change in the one-stop operator or a change in the physical location of the comprehensive one-stop center.
4. A change in the services, service delivery methods currently utilized, referral methods, or methods to allocate costs.
5. The need to renegotiate a partner's proportionate share of costs based on changes in the method of service delivery or program or funding changes that affect a partner's continued ability to meet its shared cost obligations.
6. Annual cost negotiations or any substantial changes to the content of this MOU.

All amendments will involve the following process:

1. The Parties seeking an amendment will submit a written request to the LWIB 23 that includes:
  - The requesting party's name.
  - The reason(s) for the amendment request.
  - Each Article and Section of this MOU that will require revision.
  - The desired date for the amendment to be effective.
  - The signature of the requesting party's authorized representative.

If the request is approved, the LWIB 23 will notify the remaining parties of the intent to amend and will provide each remaining party thirty (30) days from the date of the notice (unless another time frame is specified in the notice) to review the anticipated changes and to submit a response to the LWIB 23. Failure by a party to respond within the prescribed timeframe will be deemed that party's approval of the proposed changes. In the event that a remaining party has questions and/or concerns regarding the proposed amendment, the party must list its questions and/or concerns in writing and submit the list to LWIB 23 within the specified timeframe.

LWIB 23 will review the listed questions/concerns and will issue a response within fifteen (15) days of receipt of the list. If LWIB 23 deems it necessary, the listed questions/concerns will be sent to all other parties and/or a meeting with all parties will be scheduled to discuss the proposed changes and to achieve consensus on a final amendment draft.

The final, approved amendment draft will be signed by authorized representatives of the affected partners, then submitted to LWIB 23 for the final signature.

LWIB 23 will distribute copies of the fully executed amendment to all Parties.

<b>15. ADDITIONAL LOCAL PROVISIONS (OPTIONAL) (Sec. 121(c)(2)(B)) (§678.500(c))</b>
<b>16. ADDITIONAL PARTNERS (Sec. 121 (b)(2))</b>
<b>17. AUTHORITY AND SIGNATURES (Governor’s Guidelines, Section 1, Item 8(p); Section 5, Items 28-29) (§678.500(d))</b>
<ul style="list-style-type: none"> <li>• <i>Include a statement that the individuals signing the MOU have authority to represent and sign on behalf of their program under WIOA.</i></li> </ul>
<b>18. ATTACHMENTS</b>
<p>Each Party acknowledges and agrees that the Attachments listed in this Section are attached hereto and incorporated into this MOU. Further, each Party acknowledges and agrees that by signing this MOU it agrees to be bound by the terms and conditions of the Attachments.</p> <p><b>LOCAL SERVICE MATRIX FOR COMPREHENSIVE ONE-STOP CENTERS</b> <input checked="" type="checkbox"/></p> <p>INCLUDES:</p> <ul style="list-style-type: none"> <li>• CAREER SERVICES AVAILABLE THROUGH THE LOCAL COMPREHENSIVE ONE-STOP CENTER(S)</li> <li>• OTHER PROGRAMS AND ACTIVITIES AVAILABLE THROUGH THE LOCAL COMPREHENSIVE ONE-STOP CENTER(S)</li> <li>• SERVICE DELIVERY METHOD THROUGH THE LOCAL COMPREHENSIVE ONE-STOP CENTER(S)</li> </ul> <p><b>IDES NON-DISCLOSURE AGREEMENT</b> <input checked="" type="checkbox"/></p> <p><b>ONE-STOP OPERATING BUDGET SPREADSHEET</b> <input checked="" type="checkbox"/></p> <p><b>CURRENT ONE-STOP OPERATOR AGREEMENT</b> <input checked="" type="checkbox"/></p> <p><b>DIRECT LINKAGE CHECKLIST</b> <input type="checkbox"/></p> <p><b>OTHER</b>    </p>



**TEMPLATE  
REFERRAL SYSTEM MATRIX**

<b>REFERRAL BETWEEN PARTNERS</b>																					
Instructions: Please indicate all partners to which each partner will make referrals																					
<b>REQUIRED PARTNERS</b>	Title I: Adult Dislocated	Title II: Adult Ed.	Title III: W-P	Title IV: Rehab. Services	Post-secondary CTE under Perkins	UI	Veterans Services	TRA	TAA	MSFW	NFJP	CSBG	SCSEP	TANF	Second Chance	HUD	Job Corps	YouthBuild	Other (specify)	Other (specify)	Other (specify)
Title I: Adult, Dislocated Worker, Youth	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Title II: Adult Education and Literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Title IV: Rehabilitation Services	<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 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Post-secondary Career and Technical Education under Perkins	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unemployment Insurance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job Counseling, Training and Placement Services for Veterans	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trade Readjustment Allowance (TRA)	<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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trade Adjustment Assistance (TAA)	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Migrant and Seasonal Farmworkers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National Farmworker Jobs Program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**TEMPLATE  
REFERRAL SYSTEM MATRIX**

<b>REFERRAL BETWEEN PARTNERS</b>																					
Instructions: Please indicate all partners to which each partner will make referrals																					
<b>REQUIRED PARTNERS</b>	Title I: Adult Dislocated	Title II: Adult Ed.	Title III: W-P	Title IV: Rehab. Services	Post-secondary CTE under Perkins	UI	Veterans Services	TRA	TAA	MSFW	NFJP	CSBG	SCSEP	TANF	Second Chance	HUD	Job Corps	YouthBuild	Other (specify)	Other (specify)	Other (specify)
Community Services Block Grant (CSBG)	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior Community Services Employment Program (SCSEP)	<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 checked="" type="checkbox"/>	<input 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"/>	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>	<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 (HUD)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job Corps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
YouthBuild	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>	<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"/>	<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"/>	<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**

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

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

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

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

**TEMPLATE**  
**LOCAL SERVICE MATRIX FOR COMPREHENSIVE ONE-STOP CENTERS**

<b>INDIVIDUALIZED AND FOLLOW-UP CAREER SERVICES</b>												
<b>REQUIRED PARTNERS</b>	<b>Comprehensive and specialized assessments</b>	<b>Development of an individual employment plan</b>	<b>Group counseling</b>	<b>Individual counseling</b>	<b>Career planning</b>	<b>Short-term pre-vocational services</b>	<b>Internships and work experience</b>	<b>Workforce preparation activities</b>	<b>Financial literacy services</b>	<b>Out-of-area job search assistance</b>	<b>English language acquisition</b>	<b>Follow-up services for participants in adult and dislocated worker programs</b>
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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Senior Community Services Employment Program (SCSEP)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
TANF	<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"/>	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
YouthBuild	<input 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"/>
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)	<ol style="list-style-type: none"> <li>1. Analysis and use of labor market data to support local economic development</li> <li>2. Business services - interactions with business and economic development representatives.</li> <li>3. Analysis and use of labor market data to support local economic development – interaction with business and economic development representatives</li> <li>4. Case management and local delivery of TAA services</li> </ol>
Title II: Adult Education and Literacy	<ol style="list-style-type: none"> <li>1. Student intake</li> <li>2. Assessment</li> <li>3. Student support services</li> <li>4. Instruction</li> <li>5. Online instruction –must meet minimum criteria</li> </ol>
Title III: Employment Programs under Wagner-Peyser	Hiring Events, workshops
Title IV: Rehabilitation Services	<ol style="list-style-type: none"> <li>1. Overview and orientation to vocational rehabilitation services</li> <li>2. Evaluation and assessment of eligibility for vocational rehabilitation services</li> <li>3. Vocational rehabilitation guidance and counseling</li> <li>4. Development of individualized plan for employment, including job placement, vocational training or post-secondary education services</li> </ol>
Post-secondary Career and Technical Education under Perkins	<ol style="list-style-type: none"> <li>1. Academic counseling and career advising</li> <li>2. Resume writing / interview skills</li> </ol>
Unemployment Insurance	Claims maintenance; General questions; Claims filing
Job Counseling, Training and Placement Services for Veterans	Case management; Workshops
Trade Readjustment Allowance (TRA)	Claims management; General questions
Trade Adjustment Assistance (TAA)	<ol style="list-style-type: none"> <li>1. State Merit Staff approval of training, waiver issuance, out of area job search and out of area relocation</li> </ol>
Migrant and Seasonal Farmworkers	<ol style="list-style-type: none"> <li>1. State Merit Staff approval of training, waiver issuance, out of area job search and out of area relocation</li> </ol>
National Farmworker Jobs Program	Not Present
Community Services Block Grant (CSBG)	<ol style="list-style-type: none"> <li>1. Employment and training services</li> <li>2. Employment support services (e.g., uniforms, protective gear, tools)</li> <li>3. Linkages – referrals to other programs</li> </ol>

**TEMPLATE**  
**LOCAL SERVICE MATRIX FOR COMPREHENSIVE ONE-STOP CENTERS**

<b>REQUIRED PARTNER</b>	<b>OTHER PROGRAMS AND ACTIVITIES PROVIDED</b>
Senior Community Services Employment Program (SCSEP)	<ol style="list-style-type: none"> <li>1. Outreach activities</li> <li>2. Professional development</li> <li>3. Recruitment</li> <li>4. Financial assistance</li> <li>5. Benefits screening</li> </ol>
TANF	<ol style="list-style-type: none"> <li>1. Job retention, services, preparation for employment, support services</li> </ol>
Second Chance	Not Present
Housing and Urban Development Employment and Training Activities	See CSBG
Job Corps	Not Present
YouthBuild	Not Present

## IDES NON-DISCLOSURE AGREEMENT

### Attachment to LWIA #23 MOU

The **Illinois Department of Employment Security (“IDES”)** agrees to share confidential information, as defined below, with each One-Stop Partner ( “**RECIPIENT**”) pursuant to the Memorandum of Understanding, effective on July 1, 2024 and ending on June 30, 2025, for the One-Stop Center located in Illinois Local Workforce Area #23(“MOU”), solely for the limited purpose and to the extent as set forth in this IDES Non-Disclosure Agreement (“Agreement”). IDES and the RECIPIENT are collectively referred to as the “Parties” and individually as a “Party.” This Agreement is made by and between IDES and each RECIPIENT and as such this Agreement is separately and individually enforceable against each RECIPIENT.

1. MOU. RECIPIENT acknowledges and agrees that by signing the MOU it agrees to be bound by the terms and conditions of this Agreement, which are attached to and incorporated into the MOU. RECIPIENT’s execution of the MOU is a prerequisite for receiving any confidential information under this Agreement. In the event of conflict, this Agreement shall prevail over the MOU
2. One-Stop Partner. RECIPIENT affirms and acknowledges that it is a One-Stop Partner, as defined by the Workforce Innovation and Opportunity Act of 2014, as amended, (WIOA). RECIPIENT affirms and acknowledges that, except as otherwise provided herein, it will remain a Party to this Agreement as long as it continues to administer at least one federally funded employment, training or education program at an Illinois One-Stop Center, as defined by WIOA.
3. Term and Termination. The term of this Agreement shall begin upon the date of full execution of the MOU and shall end upon the termination of the MOU. Notwithstanding any other provision to the contrary, IDES may immediately terminate or cancel this Agreement and cease providing confidential information if RECIPIENT fails to adhere to any provision set forth in this Agreement. RECIPIENT agrees that its responsibilities and duties under this Agreement, including but not limited to its obligations regarding confidentiality and data security, shall remain in effect following the termination of this Agreement.
4. Confidential Information.
  - a) For purposes of this Agreement, “confidential information” means all data and information in whatever form produced, prepared, observed, or received under this Agreement to the extent such information is confidential within the meaning of any governing law, regulation, or directive, including, without limitation, the Illinois statute codified at 820 ILCS 405/1900 (“Section 1900”).
  - b) RECIPIENT agrees to comply with applicable laws, materials, regulations and all other state and federal requirements with respect to the protection of privacy, security and dissemination of the confidential information, including Section 1900; which is incorporated by reference into this Agreement. Protection from unauthorized use and/or disclosure specifically includes storage in a place physically secure from access by unauthorized persons, maintaining information in electronic formats such as magnetic tapes, discs, or on servers in such a way that unauthorized persons cannot obtain the information by any means, destroying all confidential information in the manner directed



## IDES NON-DISCLOSURE AGREEMENT

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



**2024 - 2028**

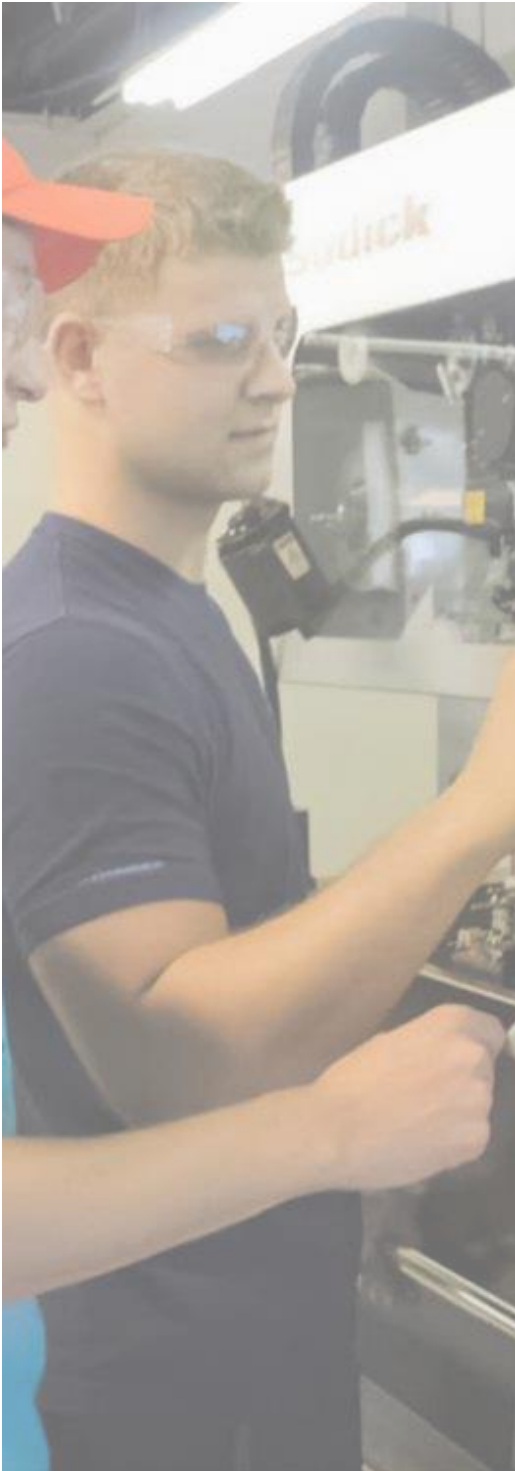
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**Southeastern Economic Development Region 7  
Local Workforce Innovation Area 23**

**Workforce Regional Plan**







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## INTRODUCTION

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The Workforce Innovation and Opportunity Act (WIOA) of 2014 is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. To foster regional collaboration, states identify regions within their state to promote alignment of workforce development programs with regional economic development strategies. In Illinois, the Governor defined the Southeastern Economic Development Region 7 (SEDR) to include the following counties: Clark, Clay, Coles, Crawford, Cumberland, Edgar, Effingham, Fayette, Jasper, Lawrence, Marion, Moultrie, and Richland counties. For the purposes of the local plan, the Local Workforce Innovation Area 23 (LWIA 23) consists of all the previously listed thirteen counties. The first three chapters of this plan fulfill the WIOA regional planning requirements intended to develop, align, and integrate service delivery strategies; support the state's vision and strategic and operational goals; and coordinate resources among multiple workforce partners in a region. Chapters 4, 5 and 6 address the local planning component of the plan. It contains information about operative systems and policies, performance goals and evaluation and technical requirements and assurances in LWIA 23.

### Planning Region

Under the Workforce Innovation and Opportunity Act (WIOA), Local Workforce Innovation Areas (LWIA) administer public workforce programs. An LWIA is composed of one or more counties that provide workforce development services under the leadership of a business-led Local Workforce Innovation Board (LWIB). For the regional plan, Economic Development Regions are considered as the planning region. An Economic Development Region (EDR) is a designated region consisting of a combination of local areas (or a single local area) that are partially or completely in a single planning region, labor market area, or other appropriate contiguous sub-area of a State, that is designated by the State under WIOA section 106(a), or a similar interstate region that is designated by two or more States under WIOA section 106(b).

This regional plan has been developed for the Southeastern Economic Development Region (SEDR) or EDR 7, which is comprised of solely LWIA 23 as shown in the map.

### Vision Statement and Guiding Principles

The Southeastern Economic Development Region (SEDR) is driven by the State of Illinois' workforce vision and guiding principles approved by the Illinois Workforce Innovation Board comprised of business, workforce, education, and state agency officials.

**Vision** - "Provide business-driven talent and data-driven 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 regional and state economies.”

### Guiding Principles

- Demand-Driven Orientation
- Strong Partnerships with Business at All Levels
- Pathways to Careers of Today and Tomorrow
- Cross-agency Collaboration and Connections
- Integrated Service Delivery
- Equitable Access and Opportunity for all Populations
- Clear Metrics for Progress and Success
- Focus on Continuous Improvement and Innovation

### Strategies

The SEDR will apply the following key strategies developed in the Illinois WIOA Unified Plan to ensure that future workforce, education, and economic development partnerships are business led while offering individuals clear opportunities to build and upgrade their skills and advance their careers.

- Uses a customer-centered approach to service delivery
- Advances diversity, equity, inclusion, and access
- Supports, informs, and enhances employers’ talent strategies
- Assists employers as they adopt a culture that promotes equity and accessibility
- Educates and supports job seekers regarding how to navigate the labor market
- Interacts with job seekers in the places where they live and visit

### Plan Development and Coordination

The SEDR or LWIA 23 Regional Plan has been developed in accordance with the WIOA federal and state guidelines for the purpose of developing, aligning, and integrating service delivery strategies; supporting the state’s vision and strategic and operational goals; and to coordinate resources among multiple partners in the region. The SEDR will undertake the processes and strategies outlined in this plan over the next four years in partnership with all WIOA core and required partners by integrating services as outlined in the IWIB Service Integration Policy (WIOA Policy 18-WIOA-1.13). Service integration is defined as a combination of strategies to align and simplify access to one-stop center services and supports for employers, job seekers and system customers with the goal of providing the best experience possible. Service integration may occur across entities delivering specific services or programs, across time as customer needs change, or both.



The Local Workforce Innovation Board (LWIB) from LWIA 23 along with regional workforce system partners will work together to enhance the productivity and competitiveness of communities by linking employers and individuals to the employment and training services they need. Effective coordination at the regional level will allow the workforce resources of the entire region to respond quickly to address workforce needs of local communities and individuals.

### Regional Planning Strategies

- Development of diverse regional partnerships to advance talent development
- Establishment of regional service strategies, including use of cooperative service delivery agreements
- Alignment of business and job seeker service delivery strategies to create a world class talent pipeline
- Development and implementation of sector initiatives for in-demand industry sectors or occupations for the planning region
- Collection and analysis of regional labor market data (in conjunction with the state) which must include the local planning requirements at § 679.560(a)(1)(i) and (ii)
- Coordination of administrative cost arrangements, including the pooling of funds for administrative costs, as appropriate
- Coordination of transportation and other supportive services as appropriate
- Coordination of services with regional economic development services and providers
- Establishment of an agreement concerning how the planning region will collectively negotiate and reach agreement with the Governor on local levels of performance for, and report on, the performance accountability measures described in WIOA Sec. 116(c) for local areas or the planning region

### Local Planning Strategies

- Direct investments in economic, education and workforce training programs to focus on providing relevant education and training to ensure that individuals, including youth and individuals with barriers to employment, have the skills to compete in the job market and that employers have a ready supply of skilled workers
- Apply job-driven strategies in the one-stop system
- Enable economic, education and workforce partners to build a skilled workforce through innovation in, and alignment of, employment, training, and education programs
- Incorporate the local plan into the regional plan per 20 CFR 679.540.

The core programs and agencies overseeing them for each LWIA are:

1. Title I Adults, Dislocated Workers, and Youth
  - a. C.E.F.S



2. Title II Adult Education
  - a. Lake Land College
  - b. Illinois Eastern Community Colleges
  - c. Kaskaskia College
3. Title III Employment Programs under Wagner-Peyser
  - a. Illinois Department of Employment Security (IDES)
4. Title IV Vocational Rehabilitation
  - a. Department of Human Services - Division of Rehabilitation Services (DRS)

#### Regional Planning Team

In accordance with the Governor's vision for the State Workforce System, the SEDR's regional planning team included representatives from the following core and required partners:

- C.E.F.S. Economic Opportunities Corporation - *Title I*
- City of Salem Economic Development
- Coles Together
- Crawford County Development Association (CCDA)
- Department of Commerce & Economic Opportunity (DCEO)
- Department of Corrections (DOC)
- Department of Human Services - Division of Family and Community Service - *TANF*
- Department of Human Services - Division of Rehabilitation Services (DRS) - *Title IV*
- East Central Illinois Development Corp. (ECIDC)
- Eastern Illinois Education For Employment System 340 (EIEFES)
- Effingham Regional Career Academy (ERCA)
- Effingham Regional Growth Alliance (ERGA)
- Elevate/Small Business Development Center @ Eastern Illinois University (SBDC-EIU)
- Embarras River Basin Agency, Inc. (E.R.B.A.) - *CSBG*
- Greater Wabash Regional Planning Commission (GWRPC)
- Illinois Department of Employment Security (IDES) - *Title III*
- Illinois Eastern Community Colleges (IECC)
  - Adult Education – *Title II*
  - *Perkins V*
  - Industry & Business
- Illinois Manufacturing Excellence Corp. (IMEC)
- Industry & Business/Small Business Development Center at IECC (SBDC at IECC)
- Kaskaskia College (KC)
- Kuhl's Trailer Sales\*
- Lake Land College (LLC)
  - Academic Services – Technology Division





- Adult Education – *Title II*
- Center for Business and Industry
- *Perkins V*
- LWIA 23 - Local Workforce Innovation Board & Staff
- New York University - Re-Entry Employment Grant
- North American Lighting\*
- Pump Repair Specialists Inc., PRSI\*
- Shelby County Economic Development Corp. (SCEDC)

\*Denotes private sector/employer representation



# 1. ECONOMIC & WORKFORCE ANALYSIS

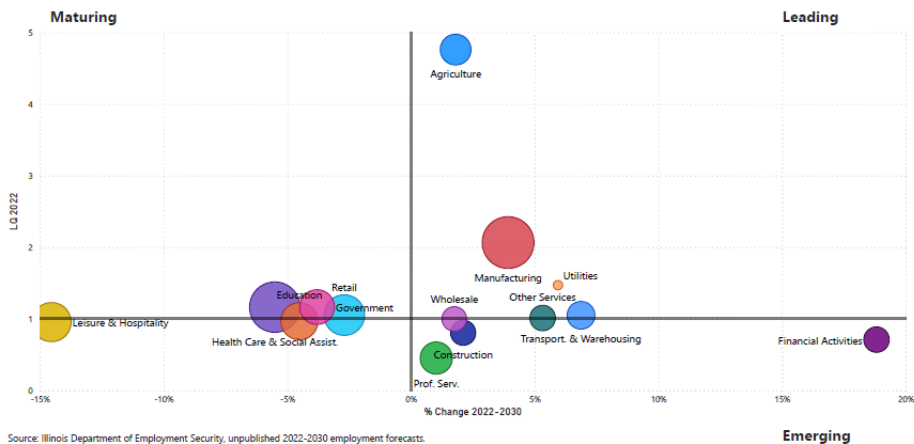
This chapter provides an analysis of the region’s workforce and economic factors. In creating the SEDR Regional Plan for program years 2024-2028, economic conditions encompassing both existing and emerging in-demand industry sectors and occupations were investigated. Supply and demand data was reviewed in the Occupational Employment Projections report provided by the Illinois Department of Employment Security as well as the Supply Gap Analysis and other reports in the 2024 Regional Plan Data Packet for SEDR 7. The data reports included statistics on the number of jobs established within the region, favorable location quotients, job growth numbers, job annual replacements, and information regarding leading, emerging, and maturing industries.

## 1.A Regional Analysis

Below is an assessment of the Southeast Region’s labor market, based on current and future economic conditions.

Economic conditions largely influence which industries and occupations will be in-demand throughout the upcoming decade. Economic conditions include local demand for goods and services, demand for exported goods and services, and macroeconomic conditions including the strength of the U.S. dollar, health of the financial system, and continuing viability of the physical and technological infrastructure that enables trade between regions and between countries.

Figure 1.1 – Employment and Location Quotients by Sector



Source: Illinois Department of Employment Security, unpublished 2022-2030 employment forecasts.



### 1.A.1.a. Targeted Industries & In-Demand Occupations

#### Targeted Industries

Through analysis of data garnered from the *SEDR 2024 Regional Data Packet* and data reports ran through *Lightcast*, along with considerations of quality-of-life impact, the workforce ecosystem partners determined that the same targeted industries from the previous regional plan will maintain their priority status in the next four years. Those targeted industries were determined to be:

1. Manufacturing
2. Transportation, Distribution, Logistics
3. Healthcare (including childcare)
4. Construction
5. Education

#### In-Demand Occupations

The occupations found to be in-demand based on projected job openings over a ten-year period, have been broken down by education requirement.

In-demand occupations *not* requiring an industry credential include:

- Retail Salespersons
- Stockers and Order Fillers
- Fast Food Workers
- Cashiers
- Light Truck Drivers
- Laborer & Freight, Stock, and Material Movers
- Restaurant Cooks
- Heavy & Tractor-Trailer Truck Drivers
- Maintenance and Repair Workers
- Sales Representatives
- Machinists
- Childcare Workers
- First-line Supervisors of Food Prep and Serving Workers

In-demand occupations requiring a *certificate or license* include:

- Nursing Assistants (CNAs)
- Automotive Service Technicians
- Preschool Teachers
- Medical Secretaries
- Hairstylists



- Licensed Practical Nurses (LPNs)
- Diesel Engine Mechanics
- Emergency Medical Technicians & Paramedics
- Library Technicians

In-demand occupations requiring an *Associate's Degree* include:

- Registered Nurses (RNs)
- Dental Hygienists
- Computer User Support Specialists
- Computer Network Support Specialists
- Paralegals
- Radiologic Technologists
- Computer Occupations, other
- Physical Therapist Assistants
- Health Technicians/Surgical Assistants

In-demand occupations requiring a *Bachelor's Degree* include:

- Project Managers & Business Operations Specialists
- Accountants & Auditors
- Elementary School Teachers
- Software Developers & Quality Assurance Analysts
- Secondary School Teachers
- Market Research Analysts
- Insurance Sales Agents
- Human Resource Specialists
- Computer Systems Analysts

In-demand occupations requiring an *Education Beyond a Bachelor's Degree* include:

- General & Operations Managers
- Financial Managers
- Management Analysts
- Sales Managers
- Clergy
- Marketing Managers
- Medical & Health Services Managers
- Administrative Services & Facilities Managers
- Computer & Info Systems Managers
- Lawyers



**Industries with Favorable Location Quotients**

Figure 1.1 (above) graphically depicts each sector of the region’s economy. The vertical axis represents each sector’s location quotient (LQ), while the horizontal axis depicts the percent growth in payroll jobs in that sector between 2022 and 2030. The size of each bubble demonstrates the current size of the region’s workforce in that sector.

As shown in the figure, the Southeast Region contains several industrial sectors with favorable LQs. Agriculture, Manufacturing, and Utilities are three outstanding sectors in the region, as determined by the region’s LQs. Construction, Transportation & Warehousing, Education, and Healthcare & Social Assistances also have favorable LQs.

**Favorable Demand Projections - Growth**

As Figure 1.1 demonstrates, the industries projected to have the greatest percent job growth in the region are Financial Activities, Transportation & Warehousing, and Utilities. The Other Services and Manufacturing industries are also anticipated to add payroll jobs at a modest pace through 2030. The projected increase in jobs is due to favorable economic growth trends in the region.

Table 1.1 displays the occupations which are anticipated to add personnel because of economic growth. Based on Illinois Department of Employment Security (IDES) projections, most job growth will occur in Transportation and Material Moving occupations, as well as in Management occupations.

Occupation Title (SOC 2-digit)	Median Annual Salary	Estimated annual job openings from economic growth
Transportation and Material Moving Occupations	\$39,221	84
Management Occupations	\$86,052	58
Food Preparation and Serving Occupations	\$28,661	49
Healthcare Support Occupations	\$32,592	34
Business and Financial Operations Occupations	\$62,618	32

Source: Illinois Department of Employment Security Employment Projections Program

**Favorable Demand Projections - Replacements**

According to the IDES occupational projections, the highest number of replacement positions will be available in Transportation and Material Moving, as well as in Production and Food Preparation occupations. A number of Sales and Office and Administrative Support positions will also become available in the region through 2030.



**Table 1.2: In-demand occupations based on projected replacements**

Occupation Title (SOC 2-digit)	Median Annual Salary	Estimated annual job openings from replacements
Transportation and Material Moving Occupations	\$39,221	919
Production Occupations	\$41,506	906
Food Preparation and Serving Occupations	\$28,661	862
Sales and Related Occupations	\$30,583	839
Office and Administrative Support Occupations	\$39,231	794

Source: Illinois Department of Employment Security Employment Projections Program

### Important but Maturing Industries

The percent of jobs in industrial sectors such as Health Care & Social Assistance, Retail Trade, and Government are each slightly higher in the region as compared with the United States, and are classified as maturing. However, in 2022 these sectors accounted for over 31% of the region's total employment and will remain a vital source of jobs going forward.

### Emerging Industries

The percentage of jobs in industrial sectors such as Professional & Business Services, Financial Activities, Construction, and Wholesale Trade are each lower in the region as compared with the United States and are classified as emerging.

### Projected Key In-Demand Occupations

Through analysis of data garnered from the *SEDR 2024 Regional Data Packet* and data reports ran through *Lightcast*, along with input from local-level information, the workforce ecosystem partners determined that the projected key in-demand occupations in the next ten years will be:

- Certified Nursing Assistants
- Licensed Practical Nurses
- Registered Nurses
- Automotive Techs/Mechanics
- EMTs and Paramedics
- Physical Therapist Assistants
- Teacher Assistants
- Childcare Workers
- Heavy & Tractor-Trailer Truck Drivers
- Industrial Maintenance Technicians

### Supply & Demand Data Sources



Supply and demand for occupations are provided through the Illinois Department of Employment Security's (IDES) Employment Projections program. The skills correlating with those occupations were identified by IDES through occupational descriptions obtained via O\*Net Online.

### **1.A.2 In-Demand Industry Employment Needs**

The following analysis is segmented by the extent to which education credentials are required for an entry-level position. Among occupations requiring a certificate or license, the top three occupations by projected annual openings are Nursing Assistants, Automotive Service Mechanics, and Preschool Teachers.

Among occupations requiring at least an Associate's degree, the top three occupations by projected annual openings are Registered Nurses, Dental Hygienists, and Computer User Support Specialists.

Among occupations requiring at least a Bachelor's degree, the top three occupations by projected annual openings are Project Management & Business Operations Specialists, Accountants & Auditors and Elementary School Teachers.

Among occupations requiring education beyond a Bachelor's degree, the top three occupations by projected annual openings are General & Operations Managers, Financial Managers and Management Analysts.

### **1.A.3 Knowledge & Skills Needed**

#### **Targeted Career Pathway Clusters**

Based on the Southeast Region's list of in-demand occupations, the following details form the basis for an ongoing nurturing of local career pathways.

- Health Sciences
  - Support Services pathway
- Manufacturing
  - Production pathway
  - Maintenance, Installation, & Repair pathway
  - Quality Assurance pathway
  - Logistics pathway
- Transportation, Distribution, & Logistics
  - Transportation Operations pathway
  - Sales & Service pathway
- Education & Training
  - Teaching & Training pathway
- Construction & Architecture
  - Construction pathway
  - Maintenance & Operation pathway



### ○ **In Demand Skills**

After review of several sources, the most common top skills for in-demand occupations across sectors, are: Active listening, reading comprehension, critical thinking, service orientation, social perceptiveness, learning strategies, resilience, mentoring, and digital literacy.

### **Hot Skills by Job Postings – *Lightcast***

- Sign Language
- Mentorship
- Multilingual/Spanish
- Budgeting
- Board Certified
- Case Management
- Clinical Practices
- Smart Phone Operation
- Information Systems
- Economics
- Detail Oriented
- Analytical Skills
- Quality Management

### **Skills Gap**

The current and projected labor market information indicate that the current skills gap between the needs of manufacturing, education, healthcare, transportation/logistics/warehousing, and construction employers and the skills of the available workforce will continue to increase.

Based on manufacturing employer surveys conducted in the region, current skill gaps identified by employers include difficulties to find applicants with the specific experience, training, skills and/or certification that they are seeking. Employers also identified customer service, attendance, time management, punctuality, communication skills, and accountability as examples of improved soft skills needed.

Other factors related to job applicants or employees include not being able to pass drug tests or background checks, frequent turnover in employees, unacceptable work schedules, and job applicants not interested to work for the wage or salary offered. Preliminary results from this employer survey indicate that the labor force in the region lacks specific hard skills (occupational skills) as well as some soft skills. Other hiring issues indicated by employers include lack of relevant work experience and issues with work schedule and compensation.

To address the skills gap within the region, regional workforce partners have begun hosting employer panels, roundtables, and TPM® Collaboratives, to collect data on their needs for targeted industry sectors. The Business Services Team is involved in employer outreach to gather information about skills and training needs of the employers in the region. Collecting ongoing input from employers will inform future efforts to address the skills gap.





### 1.A.4 Analysis of Regional Workforce

#### Regional Changes in Demographics & Labor Supply

In total, the region's population in 2022 was 266,331. Of the total, 94.3% of the population reported their race as White, while 3.2% were Black, 0.7% were Asian, 0.3% were American Indian, and 1.5% were either Pacific Islander or multi-race. In terms of demographics, the region has seen some demographic shifts between 2002 and 2022. In particular, the number of Black (+38%), Asian (+45%), and Pacific Islander/Multi-race (+131%) residents has risen dramatically in percentage terms, although the regional population of these racial groups has not increased by more than 5,000 residents each. Between 2002 and 2022, the number of residents under age 20 dropped 18.6%, while the number of residents age 60 and over increased 21.2%.

**Table 1.3: Labor supply and equilibrium labor demanded by occupation**

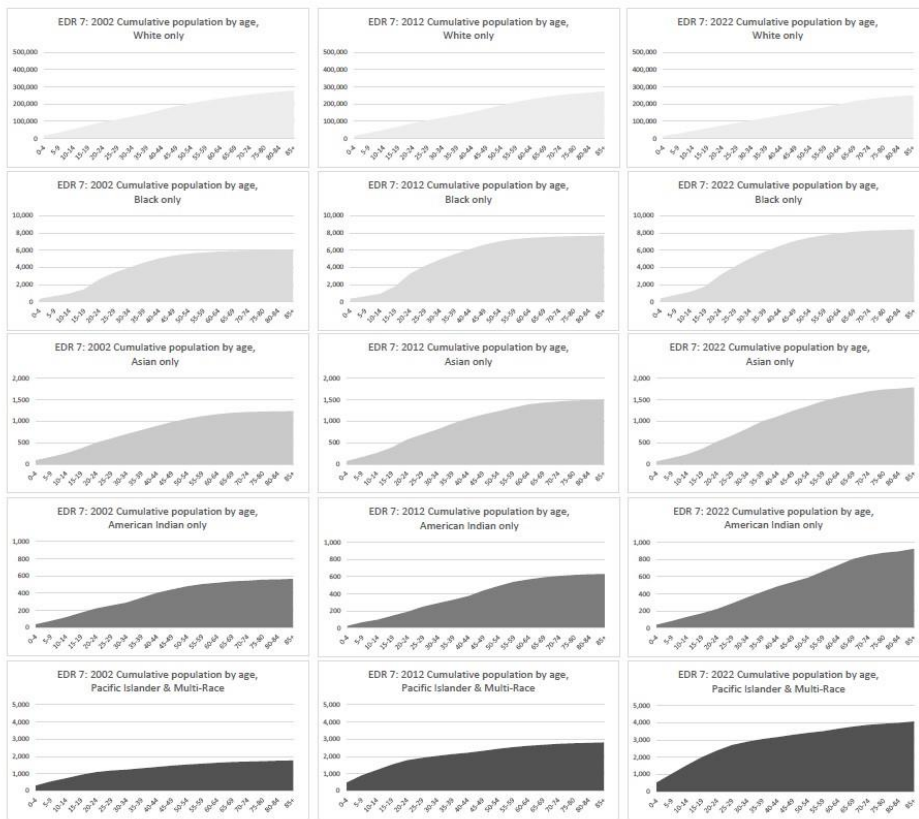
	2002	2012	2022
Labor Force	141,927	138,695	129,977
Unemployment	8,729	11,924	5,127
Unemployment Rate	6.2%	8.6%	3.9%
<b>Payroll Employment</b>			
Natural Resources and Mining	900	1,300	700
Construction	5,100	4,200	4,400
Manufacturing	23,000	18,900	19,200
Wholesale trade	4,400	4,300	3,900
Retail Trade	12,700	11,700	11,800
Transportation, Warehousing, and Utilities	4,700	5,100	5,600
Information	4,300	1,400	1,500
Financial Activities	4,100	4,100	4,200
Professional and Business Services	5,800	6,200	4,800
Educational and Health Services	14,900	16,000	17,800
Leisure and Hospitality	9,000	8,700	11,100
Other Services	4,100	4,000	4,400
Government	21,600	20,200	19,400
Federal Government	1,100	900	800
State Government	5,900	5,500	5,400
Local Government	14,600	13,800	13,200

Source: Illinois Department of Employment Security, U.S. Bureau of Labor Statistics

As seen in Table 1.3, the region's labor supply has contracted since 2002, in part due to the modest shift in local labor demand from industries such as information and manufacturing, as well as a decline in government employment at the federal, state, and local levels. Current labor force data shows unemployment is at an all-time low of 3.9%. However, the labor force participation counts have decreased significantly from 2012 to 2022. Do note that payroll employment is rounded to the nearest hundred in Table 1.3.



### Population age profile by race: 2002, 2012, 2022



Source: U.S. Census Bureau Population Estimates Challenge Program

### Special Populations in the Region

In this region, special populations include disabled persons, justice-involved individuals, a small homeless population, persons aged out of foster care, migrant workers, persons facing language or culture barriers, single parents, long-term unemployed individuals, persons living in qualified census tracts, and persons who are deficient in basic workforce skills.



*Low-income indicators<sup>1</sup>*

- TANF Persons, May 2023: 1,093
- TANF Cases, May 2023: 425
- SNAP Cases, April 2023: 28,499
- SNAP Households, April 2023: 14,744

*Foster care<sup>2</sup>*

- DCFS Foster Care 2023 in July 2023, by placement type
  - Total: 1,031
  - Relative care: 593
  - Foster care: 428
  - Group home / other: 10

*Justice-involved population<sup>3</sup>*

- Adult prison population (committing region): 947
- Adult parolee population (residence region): 569

*Persons with disabilities<sup>4</sup>*

- Total: 42,130
  - Hearing difficulties: 13,530
  - Vision difficulties: 7,474
  - Cognitive difficulties: 15,908
  - Ambulatory difficulties: 21,083
  - Self-care difficulties: 7,966
  - Independent living difficulties: 14,420

[SEDR 7 understands the importance of services being accessible to all individuals and businesses. To ensure accessibility, the regional service providers continuously look for referral and funding sources to meet all needs. LWIA 23's State Supplemental Grant focuses on services for single parents. LWIA 23 is also working with the local Continuum of Care to provide employment services for homeless individuals through the HOME Illinois grant. Adult Education providers include English as a Second Language classes which better equips](#)

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<sup>1</sup> Source: Illinois Department of Human Services  
<sup>2</sup> Source: Illinois Department of Children & Family Services  
<sup>3</sup> Source: Illinois Department of Corrections  
<sup>4</sup> Source: American Community Survey 5-year estimates



[migrant workers and those with language and cultural barriers to enter the workforce. Additionally, the Department of Rehabilitation Services assists people with disabilities obtain or maintain employment through supports such as vehicle adaptations to ensure transportation to employment, assistance in purchasing hearing aids, and job placements for people with disabilities.](#)

[To further ensure individual needs are met, policies are implemented to ensure compliance with Equal Opportunities and Affirmative Action. LWIA 23 has an EO officer to monitor any non-compliance with its policy. Workforce offices are monitored for compliance with ADA requirements as well.](#)

## **1.B Support for the Development of Sector Initiatives**

### **Convening Sector Partnerships**

The Local Workforce Innovation Board is to serve as the conveners of the workforce system, bringing together employers and community partners to promote economic growth through these partnerships and ensure alignment between education and workforce services. Active participation of all LWIB members and close collaboration with partners, including public and private organizations, is vital to this success.

As the convener, the LWIB will determine the relevant employers, foundations, institutions, and other stakeholders in the region who have a vested interest in the target sector partnerships. The LWIB will establish clear objectives of the partnership through defined goals and deliverables, whether that is addressing specific workforce needs, promoting economic development, or enhancing collaboration between industries and education. The LWIB will craft a communication plan to reach out to stakeholders and generate interest in participating. Utilize various channels such as emails, newsletters, social media, and personal outreach to ensure broad engagement.

The responsibility to organize and facilitate convening events resides with the LWIB. LWIA 23 aims to host events such as conferences, forums, and workshops to bring stakeholders together. These events provide opportunities for networking, sharing best practices, and brainstorming ideas for collaboration. Through the convening events, an interactive design convening events will encourage dialogue and collaboration among stakeholders. Another responsibility of the LWIB is to offer resources, tools, and technical assistance to support stakeholders in establishing and maintaining sector partnerships. This could potentially include funding opportunities, research insights, capacity-building workshops, and access to skilled facilitators. Through sector partnerships, the LWIB aims to empower stakeholders to take ownership of the sector partnerships by providing opportunities for leadership roles and decision-making. LWIA 23 encourages diverse perspectives and ensures representation from all relevant sectors.

To facilitate continuous learning and improvement, mechanisms for ongoing evaluation and feedback to assess the effectiveness of the sector partnerships and identify areas for improvement will be created and enforced.



Ultimately, LWIA 23 aims to foster a culture of continuous learning and adaptation to evolving workforce needs and market dynamics. Sector partnerships provide an ideal opportunity for local workforce partners to effectively support each other, drive collaborative efforts to address workforce challenges and to promote regional economic prosperity.

### **Active Sector Partnerships**

Several sector-based partnerships exist in the Southeastern Economic Development Region.

Illinois Eastern Community Colleges and Lake Land College boast a *Center for Business and Industry*.

Perkins V requires the regional post-secondary *Career & Technical Education programs to conduct Advisory Committee* meetings at least annually. These sector partnerships play an integral role in industry/sector-education alignment. The role of the advisory committees comprised of stakeholders play a direct role in regional planning by analyzing current sector happenings, identifying gaps, and forming strategies to improve the problems affecting the sectors.

*Illinois Manufacturing Excellence Center (IMEC)* is a sector-based partnership in SEDR. IMEC is a team of improvement specialists and technicians dedicated to providing manufacturing organizations in Illinois with the tools and techniques to create sustainable competitive futures. The experienced hands-on team at IMEC works closely with its clients to plan critical business improvements in the areas of Leadership, Strategy, Customer Engagement, Operations, and Workforce.

*Illinois Manufacturing Association (IMA)* is a sector-based advocacy agency for manufacturing interests in Illinois. The partnership with IMA members manifests in recruiting and training opportunities. Through partnership with IMA, the LWIB is able to stay abreast of current policies and events impacting the manufacturing sector. This is helpful in planning and strategizing within the EDR.

*Illinois Rural Health Association (IRHA)* is a sector-based collaborative association whose mission is to strengthen health systems for rural residents and communities through advocacy, education, networking, and leadership. The partnership between IRHA and the LWIB opens doors of communication and networking opportunities in which needs are addressed and information/resources are shared. The communication is helpful in short-term and long-term planning within the region.

[SEDR7 has hosted meetings for the hospitality, health care, manufacturing and IT sectors to initiate Talent Pipeline Management. SEDR7 will continue to develop collaboratives that are business led allowing business leaders to make decisions based on data and information provided by employers with TPM practitioners facilitation. The collaboratives will actively](#)



engage employers in these key sectors to identify workforce challenges, talent demands, and develop solutions tailored to the specific industry needs.

Through ongoing collaboration with educational institutions, training providers, and workforce development agencies, the collaboratives will play a critical role in shaping the region's workforce strategy as the voice of the business community will be at the forefront. This direct involvement will be essential for aligning training programs with the skills and competencies required by employers, enhancing the effectiveness of the WIOA planning process.

Talent Pipeline Management® (TPM®) Collaboratives for the Hospitality, Health Care, Manufacturing, and IT sectors exist in SEDR and are pivotal to ensuring the alignment of workforce development strategies with industry needs. These collaboratives are business-led initiatives, where business leaders make decisions based on data and information provided by employers with TPM® practitioners facilitation. The Collaboratives actively engage employers in these key sectors to identify workforce challenges, forecast talent demands, and co-create solutions tailored to their specific industry needs.

Through ongoing collaboration with educational institutions, training providers, and workforce development agencies, TPM® Collaboratives play a critical role in shaping the region's workforce strategy. By bringing together industry leaders, these collaboratives ensure that the voice of the business community is at the forefront of workforce planning. This direct involvement is essential for aligning training programs with the skills and competencies required by employers, thereby enhancing the effectiveness of the Workforce Innovation and Opportunity Act (WIOA) planning process.

In the context of the WIOA Regional Strategic Plan, TPM® Collaboratives serve as key partners in the design and implementation of sector specific strategies. Their insights and leadership ensure that the region's workforce initiatives are responsive to current and future industry demands, fostering a more resilient and competitive regional economy. Refer to Section 1.C for status and additional details for each of the sector Collaboratives.

Identifying and supporting additional business-led sector-based partnerships in the region is a priority of the LWIA 23 Business Services Team.

#### **Public-Private Partnerships**

Other public-private partnerships exist in the region that could potentially support sector strategies as follows:

*Effingham Chamber Workforce Readiness* which works with area businesses and manufacturers to assess employee skill sets needed. As an external stakeholder, the participants play an indirect role in planning.



*Entrepreneur programs within the schools*, such as: ClassE, CEO, and Excel help introduce students to business opportunities. As an external stakeholder, the participants play an indirect role in planning.

*Marshall Career Readiness school initiative* which prepares students for workforce training and career readiness upon graduation from high school by promoting career planning and exploration. As an external stakeholder, the participants play an indirect role in planning.

*Organized professional society groups such as SHRM and CFO* can provide information as to the skills and abilities needed not only in the organizations they represent, but in those of their group members. As an external stakeholder, the participants play an indirect role in planning.

*CTEC-Construction Trades, Effingham County* is a non-profit educational program dedicated to equipping students with skills and experience needed to secure a job within the construction trades upon high school graduation. As an external stakeholder, the partnership plays an indirect role in planning.

*Labor Union representatives* from targeted in-demand sectors on the LWIA Board can aid in developing training and employment opportunities. As an external stakeholder, the participants play an indirect role in planning.

*Effingham County Childcare Committee*, part of the Effingham County board's effort to research and identify underlying issues with the childcare services in Effingham County, and to develop a plan to overcome the workforce-related hurdles.

In general, WIOA staff will coordinate with other entities that offer supportive services to increase awareness of what each entity can provide to customers so as to not duplicate services and maximize funds efficiently. Specific policies and procedures will only generate from formal partnerships with an MOU and a direct role in regional WIOA economic development planning.

### **Neutral Conveners**

LWIA 23 staff to the LWIB serve as a neutral convener in the region. In addition to the public-private partnerships listed above, a multitude of entities with the capacity to establish sector partnerships exist in the region and provide direction in planning through their work with SEDR industries and businesses including: Chambers of Commerce, Small Business Development Centers, and Economic Development Organizations across the region, may also serve as neutral conveners.

*LWIA 23 Board members and Chief Elected Officials* provide oversight to all partners to ensure accessibility to and delivery of services available to community members and customers.

*Chambers of Commerce and Economic Development Organizations* throughout the region all focus on working with member businesses to facilitate and enhance relationships within their respective communities in areas such as workforce development and economic growth.



University of Illinois Extension creates and provides accessible, practical educational programming within the EDR 7 region.

Regional Planning Commissions and Development Organizations are partnerships focused on revitalizing neighborhoods, improving access to affordable housing, or providing social services. They often take on infrastructure projects and economic development initiatives to attract industry to the region.

### 1.C Talent Pipeline Management® Employer Collaboratives

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#### Manufacturing Collaborative

Manufacturing businesses across the region are actively engaged with the US Chamber of Commerce Foundation's Talent Pipeline Management® initiative. The LWIA 23 Business Services Team has facilitated the Collaborative to Strategy Three of the TPM® six strategies.

#### Healthcare Collaborative

Healthcare employers across the region are actively engaged with the US Chamber of Commerce Foundation's Talent Pipeline Management® initiative. The LWIA 23 Business Services Team has facilitated the Collaborative to Strategy Two of the TPM® six strategies.

#### IT Collaborative

IT employers across the region are actively engaged with the US Chamber of Commerce Foundation's Talent Pipeline Management® initiative. The LWIA 23 Business Services Team has facilitated the Collaborative to Strategy One of the TPM® six strategies.

#### Hospitality Collaborative

Hospitality businesses across the region are actively engaged with the US Chamber of Commerce Foundation's Talent Pipeline Management® initiative. The LWIA 23 Business Services Team has facilitated the Collaborative to Strategy Two of the TPM® six strategies.

At this stage, the workforce system is supporting the needs of the participating employers by facilitating dialogue, identifying common pain-points, and prioritizing pain-points in order to develop a solution-oriented plan.

#### **Workforce System Support for Employer-Led TPM Collaboratives**

*The workforce system plays a crucial role in addressing the needs of employer-led Talent Pipeline Management® Collaboratives by offering a suite of supportive services designed to meet industry demands effectively. Recognizing the importance of aligning workforce strategies with employer requirements, the workforce system provides the following tailored services:*





### Recruitment Events

*The workforce system organizes and hosts recruitment events that **will be** specifically designed to connect employers with qualified candidates. These events **will be** structured to align with the talent needs identified by TPM® Collaboratives, ensuring that employers have access to a pool of candidates with the skills and competencies necessary for success in their respective industries.*

### Workshops on In-Demand Topics

*In response to the skills and training needs highlighted by employers, the workforce system **will** **conducts** workshops on topics deemed critical by TPM® Collaboratives. These workshops **will** provide both job seekers and incumbent workers with the knowledge and skills that are in demand, helping to bridge skills gaps and enhance workforce readiness.*

### Transformative Consulting Approaches

*Moving beyond traditional transaction-based consulting, the workforce system offers transformative consulting services that focus on long-term, strategic workforce solutions. This approach is designed to foster deeper partnerships with employers, enabling more comprehensive and sustainable workforce development outcomes.*

### DOL Registered Apprenticeships

*The workforce system supports employers in the development and implementation of Department of Labor (DOL) registered apprenticeships. These apprenticeships provide a structured pathway for developing the skilled workforce needed by employers while offering job seekers valuable work-based learning opportunities.*

### Promoting Tax Credit Incentives

*The workforce system actively raises awareness among employers of available tax credit incentives that can support their workforce development efforts. By leveraging these incentives, employers can reduce costs while investing in the training and development of their workforce.*

### Economic Development Resources

*As economic development resources become available, the workforce system refers employers to these opportunities, ensuring that they have access to the tools and support needed to grow and thrive in the regional economy.*

*Through these supportive services, the workforce system is **not only meeting the immediate needs of TPM® Collaboratives but also** contributing to the long-term success of the region's key industries. This collaborative approach ensures that workforce development initiatives **are***



~~align~~ align with employer priorities, driving economic growth and competitiveness across the region.

### 1.D Economic Development Opportunities

Southeastern Illinois holds potential for economic development across various sectors and touching many aspects of quality of living. Several opportunities identified by the SEDR workforce ecosystem partners are discussed below.

*Agribusiness:* support growth of agribusiness, food processing, and ag technology.

*Renewable Energy:* regional potential for wind and solar energy development; investing in renewable energy infrastructure can create jobs and contribute to sustainability goals

*Manufacturing:* strategic location near major transportation routes makes the region suitable for manufacturing and logistics hubs. Encouraging manufacturing diversification and offering incentives for companies to establish operations can stimulate economic growth.

*Education and Healthcare:* Investing in education and healthcare infrastructure can create job opportunities and attract professionals to the region. Developing educational institutions and healthcare facilities can also improve the quality of life for residents.

*Technology and Innovation:* Supporting entrepreneurship, technology startups, and innovation hubs can foster a culture of innovation and attract talent and investment to the region. Providing resources and incentives for tech companies can drive economic development.

*Small Business Development:* Supporting small businesses through financing programs, technical assistance, and networking opportunities can stimulate economic activity and create employment opportunities in various sectors.

*Infrastructure Development:* Improving infrastructure such as transportation networks, broadband internet access, and utilities can enhance connectivity and accessibility, making the region more attractive to businesses and residents.

*Workforce Development:* Investing in workforce training programs and education initiatives aligned with emerging industries can prepare the local workforce for job opportunities and attract employers seeking skilled workers.

Regional workforce partners intend to foster collaboration amongst businesses, educational institutions, and community organizations with the ultimate outcome of Southeastern Illinois achieving sustainable economic development and improving the quality of life for its residents.



## 1.E Economic Challenges

Southeastern Illinois faces several economic development challenges that need to be addressed to promote growth and prosperity in the region.

*Decline of Traditional Industries:* The region has historically relied on industries like manufacturing, which have faced challenges such as automation, globalization, and environmental regulations. Evolving these industries for new technologies and efficiencies while mitigating job losses and supporting affected communities is a significant challenge.

*Population Decline and Brain Drain:* Many rural areas in Southeastern Illinois experience population decline as younger generations leave in search of better economic opportunities and amenities in urban areas. This "brain drain" can lead to a shrinking workforce, reduced consumer spending, and a loss of community vitality.

*Limited Access to Capital:* Small businesses and entrepreneurs in the region may struggle to access financing and investment capital, hindering their ability to start or expand operations. Improving access to capital through loan programs, grants, and incentives can stimulate entrepreneurship and economic growth.

*Infrastructure Deficiencies:* Aging infrastructure, including roads, bridges, water systems, and broadband internet access, can impede economic development by limiting connectivity, transportation efficiency, and access to essential services. Addressing infrastructure deficiencies requires significant investment and coordination among government agencies and stakeholders.

*Skills Mismatch and Workforce Development:* The mismatch between available jobs and the skills of the local workforce can hinder economic growth. Investing in workforce development programs, vocational training, and education initiatives tailored to the needs of emerging industries can help bridge this gap and enhance employment opportunities.

*Limited Diversification:* Overreliance on a few industries, such as agriculture and manufacturing industries, can make the region vulnerable to economic downturns and market fluctuations. Encouraging diversification into emerging sectors and supporting entrepreneurship can enhance resilience and economic stability.

*Perception and Marketing:* Southeastern Illinois may suffer from negative perceptions or lack visibility compared to more urbanized regions. Effective marketing and branding efforts can showcase the region's assets, attract investment and tourism, and improve its competitive position.

*Policy and Regulatory Barriers:* Complex regulations, bureaucratic hurdles, and inconsistent policies can create barriers to business growth and investment. Streamlining regulatory



processes, reducing red tape, and creating a business-friendly environment can encourage economic development in the region.

Addressing these challenges requires collaboration among businesses, educational institutions, community organizations, and other stakeholders to develop holistic strategies and initiatives that promote inclusive and sustainable economic development in Southeastern Illinois.

### **1.F Workforce Equity Lens: Collecting & Analyzing Labor Market Information**

SEDR workforce leaders use labor market information in development of the regional plan. Labor market information analyses for SEDR illuminated many inequities in our communities, which influence our goals for access to workforce services across populations.

According to the *2024 EDR 7 Data Packet* (See Attachment 24) children under the age of 5 (20.2%), females (15.5%), African Americans (38.8%), and individuals lacking a high school diploma or equivalent (26.3%) are more likely to live below poverty in our region. Correlations between education attainment and earned wages are evident. Thus, workforce partners are committed to providing workforce services in a way that addresses these disparities. Plans for strengthening our workforce will focus on increasing access to education and training to those experiencing poverty.

Our workforce leaders are morally obligated to create an equitable workforce system by ensuring all jobseekers can access training and employment via an accessible, coordinated workforce system. SEDR partners will strive to advance equity through targeted and strategic outreach efforts to the identified populations facing barriers to success and creating opportunities for individuals facing poverty to train for in-demand occupations with self-sustaining wages. Workforce leaders take on the responsibility to encourage all community services, local employers, and public departments to conduct formal equity analysis to determine service gaps.



## 2. STRATEGIES FOR SERVICE INTEGRATION

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This chapter covers regional service strategies, including use of cooperative service delivery strategies and the connection of job seekers with employers.

### 2.A Workforce Development Activities

The SEDR is utilizing the American Job Center (AJC) model to create a more integrated, career driven, public workforce system. The public workforce one-stop local delivery system brings together key workforce, education, and other partners to serve and connect job seekers and employers. The Effingham One-Stop Center strives to:

- Provide job seekers with the skills and credentials necessary to secure and advance in careers with wages that sustain themselves and their families.
- Provide access to all individuals the opportunity to prepare for, obtain, and advance in high quality in-demand jobs.
- Enable employers to easily identify and hire skilled workers.
- Provide employers access to work-based learning opportunities for their current workforce.

#### 2.A.1 Strength, Weakness, Opportunity, and Threat (SWOT) Analysis

As part of the WIOA regional planning process, partners analyzed the strengths and weaknesses of workforce development activities.

##### Strengths

- Strong collaborations between public and private sectors
- Demonstrated community dedication to workforce development
- Network of community colleges, educational institutions, and training providers in the region responding to education and skill needs of the workforce and considering employer needs
- Higher rates of residents with Associates Degrees compared to the state which creates a well-trained workforce
- Development of Talent Pipeline Management strategies to reinforce talent pipeline from CTE programs, pre-apprenticeships, and apprenticeships
- Multiple grants active in the region dedicated to skills training
- Active and vibrant Business Services Team working towards providing a common voice to market available programs to local employers



### **Weaknesses**

- Deficiency in referral and service alignment due to lack of shared data and common referral processes
- Lack of on-demand transportation services for the rural region
- Lack of shared messaging of workforce ecosystem results in low visibility and missed opportunities to serve job seekers and employers
- Funding or Resource limitations of partners

### **Opportunities**

- Growing demand for English as a Second Language (ESL)/English Language Acquisition (ELA) programs
- Narrative change around higher education and student loan debt aversion – more high school completers going directly to workforce
- Projected growth potential in many areas of business and industry
- Transformational relationships with employers to assess and identify future needs and develop new or enhanced programs to address the new needs
- Additional funding opportunities/grants to enhance current services or offer new services
- Develop a common intake/referral system to improve customer experience

### **Threats**

- Narrative change around higher education and student loan debt aversion – less skilled workers for entry-level positions
- Social factors – i.e., increased substance abuse/addiction impacting workforce participation; lack of public transportation options; scarcity of affordable childcare; lack of mental health services and resources
- Aging and impending retirement of many workers; overall decline in population levels
- Declining employability skills of new workforce generation

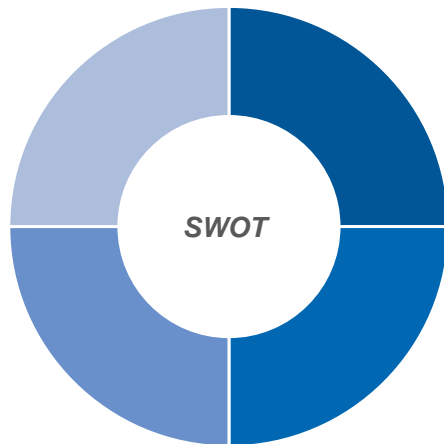


### STRENGTHS

- Public-Private Collab
- Community Dedication
- Network of Colleges, University, Training Providers
- TPM® Facilitators
- High Pop. With Associates Degrees
- Skills Training Grants
- Vibrant Business Services Team

### OPPORTUNITIES

- Growing ESL/ELL Population
- More High School Grads going to Workforce.
- Projected Growth Potential in multiple Sectors
- Transformational relationships with industry



### WEAKNESSES

- Deficiency in Referral System
- Lack of on-demand Transportation
- Lack of common messaging for Workforce System
- Limited Resources

### THREATS

- Less Skilled workers for Entry-level Positions
- Social Factors – lack of childcare; lack of transportation, lack of mental health services and resources
- Aging and impending Retirement
- Decline in Population

## 2.A.2 Regional Capacity for Education & Skills

Regional partners provide workforce development activities to address workforce education and skill needs (including to those of individuals with barriers to employment) by offering:

- Career and Technical Education at the secondary and post-secondary levels
- Customized upskilling for incumbent workers
- Job training services
- Job search assistance
- Career counseling
- Interview practice
- Resumé development
- Labor Market Information
- Employment workshops
- Career and interest assessments
- Accessibility and special accommodations for people with disabilities
- Access to ILJobLink.com
- Unemployment information
- Rapid Response events meet affected employees where they are



- Referral to additional supportive services (SNAP, Medicaid, emergency funds, scholarships, utility assistance, etc.)
- Collaborating with the SEDR partners, including cross-training among partners, to better facilitate service delivery
- Adult Education and ESL/ELA offered in multiple modalities
- Increased accessibility through multiple modalities, i.e., virtual services: apply online; meet with customers virtually; offer online webinars; virtual outreach events; and Virtual Job Fairs

### **2.A.3 Regional Capacity for Employer Needs**

SEDR is dedicated to serving local employers in ways that will lead to growth and prosperity. The LWIA 23 Business Services Team is an integrated team of workforce development partners seeking to connect employers and the workforce. Workforce development activities help local businesses develop and implement training programs for current and potential employees. Our programs offer workforce solutions, workforce training, and a workforce ecosystem. The purpose of the LWIA 23 Business Services Team is to promote long-term economic stability and growth by addressing the needs of businesses, workers, and communities through development of ongoing strategies and activities.

The goal of the LWIA 23 Business Services Team (BST) is to design a workforce system that is valuable to the business community and serves as a first-touch point to meeting their business needs. The services available through the partners of the LWIA 23 Business Services Team include:

- Access and analysis of Labor Market Information
- Assisting employers with job postings and resumé review on Illinois JobLink
- Assistance with Virtual Job Fairs, in-person job fairs, and hiring events
- Consultation on customized recruitment plans
- Provide pre-hire training for eligible applicants (work experience)
- Consulting to develop and source funding for Incumbent Worker Training projects
- Rapid Response and Layoff Aversion assistance
- Work experience and internships
- On-the-Job Training for eligible new employees
- Developing a Department of Labor Registered Apprenticeship Program
- Talent Pipeline Management® strategy facilitation/sector partnerships
- Transition services for employees and/or students to the next phase of education or to the workforce
- Understanding needs of employers through activities such as regional roundtable meetings and professional advisory committees





- Assisting with community workforce promotional events such as Manufacturing Day, 8<sup>th</sup> Grade Career Conference, Trades Expo, and career fairs
- Connecting employers with education providers to enhance job exploration and career pathways before secondary school

#### 2.A.4 Existing Training Programs

Existing training programs in SEDR prepare job seekers to enter and retain employment with regional businesses as evidenced by table 2.1.

LWIA 23 Table 2.1 Performance Outcomes - Program Year 2022		
	Performance Measurement	Actual Outcome
ADULT	Employment Rate Q4	88.17%
	Credential Attainment	- 67.05%
DISLOCATED WORKER	Employment Rate Q4	80.43%
	Credential Attainment	- 72.09%
YOUTH	Employment Rate Q4	78.43%
	Credential Attainment	58.33%

The region’s ability to prepare job seekers to obtain and retain employment is not accurately tracked outside of WIOA service participants. From the results of the WIOA workforce services, we can surmise that the training programs are adequate in preparing job seekers to enter and retain employment, with the understanding that individual case management also increases employment and retention rates as well.

#### 2.A.5 Summary of Commitments of Program Partners

WIOA emphasizes integrated service delivery. An integrated workforce system encourages partners to develop and share a common vision that supports the development of effective, high quality American Job Centers (AJC) - known as the Effingham OneStop Center in LWIA 23 - that connect customers with the full range of services available in their communities. While



integrating services is not a new concept, the WIOA regulations strengthen the ability to align investments in workforce, education, and economic development to regional in-demand jobs.

### Partner Commitments

The OneStop Operator, consisting of representatives of Titles I – IV will continue to meet monthly to address the strategies that are assigned to them via the SIS-A. The Operator is committed to revising the customer satisfaction survey to be able to use the data for continuous improvement; conducting quarterly cross training sessions with front line staff; as well as identifying and implementing a common intake system.

The Required partners of SEDR/LWIA 23 are committed to participating in cross training sessions as scheduled by the OneStop Operator; contributing updates to the Asset Map quarterly; sharing any policy changes; creating and using a common slide that outlines all partner agencies and services available; and participating in quarterly LWIB Consortium Committee meetings; sharing customer data with partners.

The Business Services Team is committed to meeting monthly and facilitating Talent Pipeline Management strategies in the spirit of sector partnership development. All SEDR partners will need to work in collaboration in order to identify and realize effective, employer-driven sector partnerships. The partners within the region will work in a collaborative manner to use their respective programs and resources to create solutions that meet the industry and job seeker needs and are right sized for regional demand.

### Partner Goals

The SEDR started developing service integration strategies in 2018 to align and simplify access to workforce services. In 2024, the strategies were reassessed. Workforce partners in the region are committed to implementing strategies to coordinate services and to maintain continuous improvement measures. Major priorities in the Region include communication across partners, which includes improving and expanding technological capabilities that can facilitate referrals; clear communication of job expectations to staff; facilitate sharing of customer data; value and respect staff; utilize customer input to design and deliver services. Because many of the challenges of integrating services across multiple areas and multiple programs cannot truly be solved at the local level, the Region continues to request from the State technological solution(s) that are system-wide, cross-program and customer-centered such as a single system-wide case management system. The LWIAs identified goals for service integration in their action plans. The following is the compiled list of the goals in order of priority across the SEDR:

1. *Communication across all One-Stop partners*
  - b. Develop/improve communication vehicles such as newsletters, meetings, event calendars, etc.



- c. Collaborate with Business Services Team for LWIA 23 to review referral system and develop a feedback process
  - d. Create and utilize brochure of partners' services
  - e. Increase knowledge of Career Pathways using common language across partner agencies
  - f. Update Asset Map quarterly
2. *Customer data sharing*
- a. Explore potential common intake system
  - b. Analyze results from customer satisfaction survey; share analysis with One-Stop Operator and Consortium Committee
3. *Value and respect Staff*
- a. Solicit frontline staff input for consideration in developing local policy
  - b. Ensure staff provided with time to discuss customer service, continuous improvement service integration, working relationships at regular staff meetings
4. *Utilize customer input to design and deliver services*
- a. Continue to use/revise/update existing customer satisfaction tools
  - b. Consider development of a universal intake form
  - c. Seek opportunities to implement an automated tracking system
  - d. Utilize online forms and applications
  - e. Assess value of creating an FAQ on partner programs for customers to use
  - f. Discuss and share customer input with One-Stop Operator, LWIA 23 Consortium Committee, and the LWIA 23 Business Services Team

As the partners work on these goals, the OneStop Operator Consortium will coordinate efforts to be more cost effective and better serve customers. Some goal-related strategies that have been implemented, or are in process, are a common referral system, data intake from OneStop customers, and monthly or quarterly newsletters.

## **2.B Transportation & Other Supportive Services**

The following list includes a wide variety of organizations in the SEDR that provide transportation or other supportive services such as work clothing, childcare, and work physicals.

### **Transportation Services**

- *Rides Mass Transit District (RMTD)*: operates public transportation services in seventeen counties, eight of which are within SEDR. RMTD offers fixed routes, hoppers, express service, direct door-to-door service, and ADA paratransit service buses. In addition to the local residential and in-district scheduled route services, RMTD also schedules out of district trips.



RMTD even offers a free app to install on a smart device for real-time tracking and route viewing. [www.ridesmtd.com](http://www.ridesmtd.com)

- *Dial-A-Ride*: provides safe, convenient, reliable, and low-cost general public transportation in Coles County and Douglas County. Service is provided within rural areas or between rural and urbanized areas. Dial-A-Ride provides demand response transportation whereby riders call ahead to request a specific pick-up time and location. There are also fixed routes with scheduled pick-up/drop-off points and the Coles County Zipline service.

[www.dialaridetransit.org/](http://www.dialaridetransit.org/)

- *Central Illinois Public Transit (CIPT)*: provides safe, convenient, reliable, and low-cost general public transportation in the counties of Christian, Clay, Effingham, Fayette, Montgomery, Moultrie, and Shelby. All vehicles are wheelchair accessible and ADA compliant. Service is provided within rural areas or between rural and urbanized areas. CIPT provides demand response transportation whereby riders call ahead to request a specific pick-up time and location. CIPT offers fixed route service in Effingham. [www.cefseoc.org/transportation-cipt](http://www.cefseoc.org/transportation-cipt)

- *Salvation Army*: social service program provides money or vouchers to pay for gasoline, bus passes, or taxi fare for necessary local or out-of-town travel.

[www.centralusa.salvationarmy.org/](http://www.centralusa.salvationarmy.org/)

- *Lake Land College Forsythe Emergency Fund*: emergency assistance to assist students with gas cards, Dial-A-Ride vouchers, or taxi fare for travel to/from classes.

- *DHS-Division of Rehabilitation Services (DRS)*: provides financial assistance for eligible customers towards the cost of transportation who are in vocational and academic training at the post-secondary level. DRS is also able to assist with transportation costs to access employment until the customer's first paycheck. DRS is also able to assist with the cost of vehicle modifications necessary to enable a customer to safely drive a vehicle independently.

### **Work Clothing**

- *Salvation Army*: provides quality and affordable items for those in our community. Items for sale include clothing, furniture, household essentials, books, movies, antiques, and much more. Salvation Army also provides emergency assistance to help with mortgage/rent, utility bills, clothing, medication bills, and other needs in order to keep families in their homes.

[www.centralusa.salvationarmy.org/](http://www.centralusa.salvationarmy.org/)

- *Standing Stone Community Center*: Provides five vouchers for clothing per family per month. Individuals can access donated interview suits and other professional attire as they endeavor to secure and/or retain gainful employment. <https://www.standingstonecc.com/>

- *Catholic Charities*: sells donated clothing items for women, men, and children.



- *Goodwill*: sells secondhand clothing and home goods. The revenue generated goes to train adults for employment, prepare young people for life and work, and help veterans readjust to civilian life.

### **Childcare**

- *Child Care Resource & Referral at Eastern Illinois University*: provides childcare referrals, information on evaluating quality childcare, and assistance in paying for childcare for income eligible families in Clark, Coles, Cumberland, Edgar, Moultrie, and Shelby counties.
- *Project Child*: administers the Illinois Department of Human Service's (IDHS) Child Care Assistance Program (CCAP) to families in southern Illinois. This program provides low-income, working families with access to quality, affordable child care. This child care allows them to continue working and/or complete their education. All families are required to cost-share on a sliding scale based on family size, and income.
- *Child Care Resource and Referral Network*: maintains a free online database of quality childcare providers in the state. [www.ccrn.com/](http://www.ccrn.com/)

### **Physical Exams**

- *County Health Departments*: provide basic and preventative health care including physical exams to uninsured and underinsured adults.

### **Other Services**

- *2-1-1 for Essential Community Services hotline systems*: provides easy access to information and referral to resources for case managers and participants. A directory of all social service agencies in Crawford, Marion, and Moultrie counties is maintained by Providing Access to Help (PATH), including mental health, housing, transportation, medical, vocational, and educational services.
- *Community Online Resource Directory (CORD)*: provides contact information for community agencies and programs by category, agency, or keywords. Includes agencies with a presence in Clark, Coles, Cumberland, Douglas, Edgar, Effingham, Fayette, Jasper, Shelby, and Moultrie counties.
- *Community Navigators*: Social service navigators support community members in their effort to find, understand, and obtain assistance. Community Navigators help connect community members to services such as: transportation; food banks; homeless shelters; substance abuse counseling; legal aid; veterans services, and more. Community navigators are usually based out of the local libraries. The following local libraries offer community navigator services: Charleston, Mattoon, and Effingham.
- *Resource Navigators at Community Colleges*: Beginning January 1, 2023, each public institution of higher education in Illinois is required to designate a staff member to serve as a



Benefits Navigator to help students in need to determine eligibility for benefit programs and identify campus wide and community resource support. The designated staff member will participate in a Communities of Practice (CoP) held by Illinois Board of Higher Education (IBHE) to coordinate with Benefits Navigators at other public institutions of higher education to develop best practices.

### **Promoting Coordination of Supportive Service Delivery**

Transportation and other supportive services are coordinated with SEDR through various partners and organizations. Using the *Regional Asset Map*, partners will refer customers to other partners within SEDR who provide the required service. For example, when an individual is participating in an approved TANF work and training activity, DHS will provide supportive service for transportation. By intentionally working as a net of support, SEDR partners can braid funds and efficiently respond to customer need without duplicating resources.

### **2.C Coordination of Services with Economic Development Organizations**

Several economic development organizations participated in the WIOA regional planning process and are actively engaged in regional planning initiatives. Participating organization include:

- City of Salem Economic Development
- Coles Together
- Crawford County Development Association (CCDA)
- Team RED at DCEO
- East Central Illinois Development Corp. (ECIDC)
- Effingham Regional Growth Alliance (ERGA)
- Elevate/Small Business Development Center @ Eastern Illinois University (SBDC-EIU)
- Greater Wabash Regional Planning Commission (GWRPC)
- Shelby County Economic Development Corp. (SCEDC)
- Small Business Development Center @ IECC (SBDC-IECC)

These organizations provide strong leadership within their respective geographic areas of service to meet the needs of business and grow their local economies.

All invited economic development organizations that participated in the development of the regional plan reviewed the data and provided input on regional industries and occupational growth and provided important insight on the key sectors of manufacturing, healthcare, education, building & construction, and transportation-distribution-logistics.



## 2.D Coordination of Costs

The coordination of administrative costs arrangements, possible pooling of funds for administrative costs, etc. for the One-Stop center is reviewed annually and documented in the MOU budget updates. All partners agree to use full-time equivalency (FTE) as the basis for determining cost-sharing and infrastructure. All partners will be responsible for their fair share of the Infrastructure and Delivery System costs for the Comprehensive One-Stop based on their agencies FTE's or a minimum of .25 FTE as required by the State Interagency Group. FTEs are determined by the number of staff that are physically located in the building for each agency that offer Career Services. If an agency has no staff member located in the building, they have agreed through negotiations to a .25 FTE to calculate their share of the costs. All partners will be billed biannually. By pooling and braiding partner funds, the SEDR can efficiently respond to regional needs without duplicating resources.

## 2.E Workforce Equity Lens: Regional Service Integration Strategies

A workforce equity lens is incorporated throughout SEDR's regional plan. In fact, equity is ingrained in the very fiber of the Workforce Innovation and Opportunity Act (WIOA). Each regional workforce leader expresses a commitment to equity and intentional coordination of service delivery strategies to job seekers and employers. Review of the most recent *Economic Development Region 7 Data Packet* (See Attachment 24) emphatically shows disparities in income, education attainment, and poverty levels for households with a female head and for People of Color when compared to men-lead households and Caucasian individuals. Using an equity lens, targeted and specific outreach will focus on those populations facing disparities. Considering the target populations, workforce agencies and partners will implement the following new tactics or expand on current tactics such as:

- Survey Head Start parents (predominantly single mothers, low-income, low education attainment) during in-home visits to identify interest and opportunity for additional support services such as Adult Education, skills training, unemployment benefits, or disability services. The intended result will be increased and intentional referrals to partners.
- Contact local employers in areas with Spanish-speaking populations to offer workplace ESL courses while simultaneously offering occupational Spanish skills to native English speakers in efforts to break down communication barriers on the job.
- Work with local employers who hire individuals without a high school diploma or GED® to offer workplace GED® preparatory classes.
- Focus initial Apprenticeship Navigator efforts in establishing apprenticeships and pre-apprenticeships in the healthcare field where we see heavy populations of women and women of Color in low paying positions like certified nursing assistants and in-home health caregivers. Offering career pathways to higher paying positions such as LPN and RN to the most in-need populations will increase equity in pay and skills.



- Continue case management style of assessing need and providing assistance to overcome barriers to success as this is the most effective method of addressing inequities on an individual level. Each partner agency provides superlative case-by-case support to help individuals along their identified career paths. WIOA partners will continue to serve those most in need of services.





## 3. VISION, GOALS, & STRATEGIES

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This section outlines the role of local boards in coordinating regional workforce, education, and economic development activities. It includes input from business, education and workforce development stakeholders who helped develop strategies that are consistent with existing plans.

### 3.A Strategic Vision

The SEDR Local Workforce Innovation Board (LWIB) 23 has generally adopted the state's strategic vision to support regional economic growth; however, localized the vision to focus mainly in the Southeastern Economic Development Region (SEDR) or colloquially known as LWIA 23. The vision for the region is expressed as:

“Our vision is to provide business-driven talent and data-driven 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 regional and state economies.”

Our vision aligns with the State of Illinois' vision, as declared in the 2024-2028 State of Illinois WIOA Unified State Plan, to foster a statewide workforce system that will meet employers, jobseekers, and community members where they are, centering customer experience in an interoperable, equitable, and accessible manner to ensure all customers achieve their goals. We will support employers by building diverse, quality career pathways and provide effective training, education and economic opportunities for jobseekers and communities to thrive.

The SEDR envisions a regional workforce ecosystem that:

1. Uses a customer-centered approach to service delivery
2. Advances diversity, equity, inclusion, and access
3. Supports, informs, and enhances employers' talent strategies
4. Assists employers as they adopt a culture that promotes equity and accessibility
5. Educates and supports job seekers regarding how to navigate the labor market
6. Interacts with job seekers in the places where they live and visit

See full list of Regional Goals in Attachment 22



### 3.B Goals for Preparing an Educated & Skilled Workforce

The SEDR Workforce Ecosystem will prepare an educated and skilled workforce by aligning and integrating partner programs and services. This alignment will include programs that focus on employer needs for a skilled workforce while working to improve access to sector-based education and training services to those facing barriers to employment. The region will use a diverse array of models to achieve training goals including:

- *Expand Career Pathways* focused on the primary targeted industry sectors of healthcare, transportation & warehousing, and manufacturing. Pathway creation for the secondary targeted industry sector, construction, will also be explored. These pathways will contain multiple entry and exit points to connect individuals of varying abilities with realistic and meaningful opportunities.
- *Expand Apprenticeships & Earn and Learn Opportunities* by leveraging the relationships between economic development partners and employers in the targeted industry sectors. Integrated business services will be developed so that employers can access training resources from all relevant partners.
- *Expand Talent Pipeline Solutions* that reengineer the concept of education and training design with the employer at the center. The region will further develop the already existing programs based on the concepts outlined in the talent pipeline approach.

Each WIOA program partner will evaluate existing programs with respect to the goal of preparing an educated and skilled workforce. For programs under Title I and Title IV, this may mean a review of the current curriculum funded within the targeted industry sectors. Programs under adult education may want to expand contextualization of curriculum around workforce and academic readiness. As a region, partner programs will review current assessment processes and tools and develop, to the extent possible, common assessment practices that address the needs of the targeted industry sectors.

Partners will work towards consistent program design that enables them to meet the following WIOA performance measures:

1. Percent Employed 2nd Quarter after exit (Adult Programs)
  - a. Placement in Employment/Education 2nd Quarter after Exit (Youth Programs)
2. Percent Employed 4th Quarter after exit (Adult Programs)
  - a. Placement in Employment/Education 4th Quarter after Exit (Youth Programs)
3. Median Earnings 2nd Quarter after Exit (All Programs)
4. Credential Attainment (up to 1 year after exit)
5. Measurable Skill Gains (All Programs except Wagner-Peyser)
6. Effectiveness in Serving Employers (All Programs)



The core program partners will meet with their respective partner agencies locally throughout each year to determine best practices on how to achieve local goals.

Each local area will utilize the following information when negotiating local goals:

- Illinois Department of Employment Security data for the region
- Previous 4 years of each area's local goal outcomes
- Previous 4 years of regional goal outcomes
- Regional economic development data regarding employer trends such as closings, expansions, rising/declining sectors, changes in demographics, etc.

### 3.C Strategies

#### Employer Engagement

The LWIA 23 Workforce Ecosystem will undertake the following strategies to **engage employers** in workforce development programs:

- Work with the region's economic development organizations to identify employers (large and small) throughout the region from the identified sectors of:
  - Manufacturing
  - Healthcare
  - Education
  - Transportation & Warehousing
  - Construction – Including Trade Unions
- Establish opportunities for employers to participate in functional teams designed to:
  - Identify existing career pathways in the identified industry sectors.
  - Explore development of career pathways in those industry sectors that do not currently have one.
  - Explore the establishment of talent pipelines in the region's identified growth sectors.
  - Partners from education, workforce development, and economic development will create a common message to market these functional teams to targeted employers and seek their participation.
- Through a collaborative effort, partner agencies will investigate the viability of developing employer-led initiatives to create apprenticeship programs in the manufacturing, healthcare, transportation, and construction sectors.

#### Meet Business Needs

The LWIA 23 Workforce Ecosystem will undertake the following strategies to **meet the needs of businesses** in local and regional workforce development:



- Coordinate business services among the partners to improve on existing models and expand on existing retention models.
  - Coordinate with all partners to communicate one message to employers that represents all services available.
  - Meet with businesses to address barriers to growth.
  - Leverage regional resources to help businesses launch or accelerate international trade programs.
  - Identify technology transfer opportunities within the public and private sectors that can be leveraged for growth.
  - Share information on regional, state, and federal financial tools for business development.
- Work with regional partners and economic development councils to foster a shared understanding of the needs of business and the skill needs of businesses in the targeted sectors.
- Improve outreach and recruitment of potential employees by leveraging existing federal, state, and regional career guidance tools and expanding their use throughout the region.
- Improve skills assessment of jobseekers by utilizing existing resources and identifying new tools.

The LWIA 23 Workforce Ecosystem will work to design policies and programs that facilitate better coordination between workforce and economic development programs. For example, enhanced career services (i.e., reemployment workshops, referrals to training and education providers, and direct referrals to jobs) offered at the comprehensive Effingham OneStop Center and affiliate WorkNet sites will strengthen the relationships between workforce development and unemployment insurance programs. With co-location and/or direct linkages between the two, recipients of unemployment insurance will be able to connect to all partner services in the region through the OneStop Center. In addition, partner programs can connect with recipients of unemployment insurance via Illinois JobLink to share individualized information about relevant programs and services.

### Coordinate with Economic Development

The LWIA 23 Workforce Ecosystem **coordinates workforce development programs with economic development** by working with existing economic development organizations, public and private organizations as well as ~~and~~ governmental ~~organizations or~~ agencies, such as:

- SCIGA, South Central Illinois Growth Alliance
- Effingham Regional Career Academy



- Center for Business and Industry, Lake Land College
- Greater Wabash Regional Planning Commission
- Paris Economic Development Corporation
- Coles Together

To strengthen the alignment between workforce development programs and economic development initiatives, the SEDR partners will implement a series of strategic actions aimed at fostering a more integrated and collaborative approach. This coordination is essential for building a robust workforce that meets the evolving needs of employers while driving regional economic growth.

The SEDR workforce and economic development partners will foster closer collaboration between workforce development agencies, economic development organizations, and industry leaders through regular joint planning sessions. These sessions will facilitate the alignment of workforce development strategies with economic development goals, ensuring that training programs and resources are targeted towards sectors with the greatest potential for growth and job creation.

By adopting sector-based strategies, the workforce partners will focus on key industries identified as priorities for economic development, such as Hospitality, Health Care, Manufacturing, and IT. Workforce development programs will be tailored to the specific needs of these sectors, providing targeted training and support that aligns with the skills and competencies demanded by employers. This sectoral approach will also allow for more effective use of resources and ensure that economic development efforts are reinforced by a skilled workforce.

The regional partners will work to align funding streams and resources across workforce development and economic development programs. This collaborative approach to resource allocation will ensure that investments are made in areas that offer the greatest potential for economic impact, such as upskilling and reskilling initiatives, entrepreneurship support, and infrastructure development. By coordinating investments, the region will maximize the return on investment and create a more cohesive economic development strategy.

To ensure that workforce development initiatives are responsive to the needs of employers, the SEDR ecosystem will establish continuous feedback loops with the business community. Through regular consultations, surveys, and engagement with TPM Collaboratives, workforce development agencies will gain insights into emerging industry trends, skills gaps, and workforce challenges. This feedback will be used to adjust programs and services in real-time, ensuring that they remain relevant and effective.



The regional partners will enhance the services offered to businesses by integrating economic development support with workforce development programs. This includes providing businesses with access to a wide range of resources, such as site selection assistance, business retention and expansion services, and incentives for job creation and capital investment. By offering a holistic suite of services, the region will support both the growth of existing businesses and the attraction of new industries.

The partners will leverage data analytics to inform workforce and economic development strategies. By analyzing labor market trends, economic indicators, and industry forecasts, the region will be able to make informed decisions about where to focus efforts and resources. This data-driven approach will help to identify opportunities for growth, anticipate future workforce needs, and measure the impact of coordinated efforts.

### **Strengthen Linkages between OneStop and Unemployment Insurance**

The LWIA 23 Workforce Ecosystem **strengthens linkages between the One-Stop delivery system and Unemployment Insurance** programs by:

- Conducting joint orientations with UI claimants and Title I customers
- Regular reviewal of referral process for effectiveness and potential improvements
- Cross-training OneStop Center staff for different programs at the OneStop Center
- Conducting combined Rapid Response meetings
- Title I trained to assist participants with use of the electronic job-matching system, IllinoisJobLink.com
- Data-sharing agreements

### **Promote Entrepreneurial Skills**

Within the LWIA 23 Workforce Ecosystem, there are several organizations that are **promoting entrepreneurial skills training** and micro-enterprising services. Workforce partners work with current organizations to provide referrals and support to individuals and businesses seeking entrepreneurial skills training and micro-enterprising services include:

- The Greater Wabash Regional Planning Commission covering SEDR counties of Crawford, Richland, and Lawrence has an economic plan with a strategy of creating a support system including programs and resources for entrepreneurs within the region.



- The SEED (Sustainable Entrepreneurship through Education and Development) Center at Eastern Illinois University (Charleston), provides free entrepreneurial coaching and mentoring, in addition to internship and scholarship opportunities.
- The Business Essentials Support and Technology Center (BEST), located at the Effingham Chamber of Commerce provides information, assistance, and services to individuals interested in starting a business and, for existing businesses, access to resources critical to making smart business decisions.
- The Elevate CCIC Innovation Center, funded through a Google grant and the USDA Coles County office, aids startup businesses in the region by creating a mixed-use, co-working space that provides resources and opportunities to nurture innovation and economic prosperity in the region through a collaborative community of entrepreneurs.

High schools in across the region have formed entrepreneurship clubs to help participants acquire 21<sup>st</sup> century skills of problem solving, teamwork, self-motivation, responsibility, higher-order thinking, and communication. Juniors and seniors in area high schools acquire a project-based experience by working with the local business community. The yearlong courses utilize business and education partnerships to provide an overview of business development and processes. Business investors provide funding, expertise, meeting space, business tours and one-on-one mentoring.

Additionally, iCREATE K-12 curriculum and community iCREATE Teams are piloted by the University of Illinois Extension in Clark, Crawford, and Edgar counties. These innovative programs help promote awareness, knowledge and skill building to create a habit and culture of young entrepreneurial-based thinking.

### **Implement Workforce Initiatives**

- Increase Incumbent Worker Training projects – promote IWT projects as a manner to address the skills gap for employers suffering during the skilled labor shortage induced by the pandemic.
- Provide On-The-Job training programs – promote OJT projects as a manner to help entry-level workers get to work and to help employers retain workers through training. High costs of turnover and an “employee’s choice market” have put a burden on employers which OJT reimbursements may alleviate.
- Development of Department of Labor Registered Apprenticeship Programs (RAPs)
- Develop Industry and sector strategies through Talent Pipeline Management<sup>®</sup> strategy framework



- Work with education providers to implement guided career pathways and stackable credentials
- Career exploration for adult and youth creating a pathway for education and the workforce
- Provide youth and adult Work Experience - promote Work Experience as a potential support for local employers as well as an opportunity to work directly with future talent pools before they enter the workforce.
- Coordinate to provide wrap around services to customers and businesses which include work-based learning initiatives such as on the job training, incumbent worker, and work experience.
- Design business services and strategies through the Business Service Integration Team to meet the needs of local business and industry in SEDR

### 3.D Regional Strategies to Increase Apprenticeship

Regional strategies to **increase apprenticeships** and other work-based learning opportunities include:

- The Illinois Workforce Innovation Board (IWIB) initiative for regional business roundtables by combining economic development regions to roll out apprenticeship programs with the revised navigator and intermediary roles.
- Coordinating meetings with business and industry and the area representative of the USDOL Office of Apprenticeship.
- Informing county leadership on the apprenticeship initiative and concept by providing information at County Board meetings.
- Working with economic development organizations to conduct regional business forums in order to introduce apprenticeship opportunities and detail work-based learning funding sources.
- Educating the private sector WIB members about apprenticeships and seeking their assistance in creating interest in their respective counties.
- Coordinating with community colleges in LWIA 23 to act as a resource to businesses and industries desiring to develop apprenticeships and related curriculum.
- Providing work experience for youth based on youth interests and skills.





LWIA 23 will employ an Apprenticeship Navigator to lead the LWIA 23 Apprenticeship Consortium of local partners in raising awareness of apprenticeship benefits and opportunities to local employers and job seekers. Through DCEO's Apprenticeship Expansion Grant, the Navigator position will be the initial contact for all things apprenticeship and will guide local businesses through the development of registered apprenticeships. The Navigator will work closely with local intermediaries – Lake Land College's Center for Business and Industry, Kaskaskia College, and Illinois Eastern Community Colleges – to support individuals through apprenticeship and pre-apprenticeship programs. The new Navigator can expect the support of all regional workforce development partners and the LWIA 23 Business Services Team (BST). Our goal is to establish at least five new apprenticeship programs by June of 2024. The initial project will be to focus on career pathways and apprenticeships in health care, specifically supporting home health caregivers and nursing assistants on a pathway to Licensed Practical Nursing and Registered Nursing. Also, a top priority will be to implement Talent Pipeline Management<sup>®</sup> with young adults interested in vocational training resulting in an earn-and-learn apprenticeship model for local employers.

### **3.E Initiatives to Shorten Time from Credential to Employment**

Shortening the time from credential to employment requires a coordinated effort between the LWIB and the education system. Several promising initiatives to achieve this goal and potential implementation methods exist in the region.

#### **Industry-Aligned Training Programs**

Training providers develop training programs that are directly aligned with the skill needs of local employers. Training providers work with industry partners to identify in-demand skills and competencies and design curriculum accordingly. This could involve creating short-term certificate programs, apprenticeships, or on-the-job training initiatives. Training providers engage employers in the design and delivery of training programs to ensure that curricula are relevant and responsive to industry needs. Training providers work with employers to establish partnerships, advisory boards, and workgroups that provide input on program development and offer opportunities for work-based learning and employment.

#### **Stackable Credentials**

Education providers implement a system of stackable credentials that allow individuals to earn credentials incrementally while gaining relevant work experience. Employers work with educational institutions to design pathways that enable learners to build upon their existing skills and credentials as they progress towards higher-level qualifications.



### Accelerated Learning Models

Education providers and workforce partners explore innovative learning models such as competency-based education, accelerated degree programs, or boot camps that enable individuals to acquire skills more rapidly. Workforce partners collaborate with educational providers to design flexible and intensive learning experiences that focus on real-world application and hands-on training.

### Work-Based Learning Opportunities

Workforce partners expand work-based learning opportunities such as internships, co-ops, and industry placements that allow individuals to gain practical experience while earning credentials. Workforce partners at educational institutions partner with employers to create structured learning experiences that integrate classroom instruction with on-the-job training.

### Prior Learning Assessment and Recognition (PLAR)

Education providers implement PLAR processes that enable individuals to receive credit for prior learning and work experience. Work with educational institutions to develop assessment mechanisms that evaluate and validate individuals' existing skills and knowledge, allowing them to accelerate their progress towards credentials.

### Data Sharing and Performance Tracking

Workforce partners establish mechanisms for data sharing and performance tracking to monitor the effectiveness of initiatives aimed at shortening the time from credential to employment. Workforce partners collaborate with educational institutions to collect and analyze data on student outcomes, employment placement rates, and employer satisfaction to inform continuous improvement efforts.

### Multiple Learning Modalities

Workforce partners invest in digital learning platforms or online resources that provide flexible and accessible training options for individuals seeking to acquire new skills or upgrade existing ones. Workforce partners explore and implement competency-based education for appropriate training programs. Workforce partners explore flexible scheduling and delivery models for educational programs, such as evening classes, weekend workshops, or hybrid learning formats. Partner with educational institutions to offer alternative learning pathways that accommodate the needs of working adults and non-traditional learners. Workforce partners



collaborate with educational institutions to leverage innovative approaches to delivering curriculum content and facilitating interactive learning experiences.

### Career Pathway Navigation Services

Education providers offer career pathway navigation services to help individuals identify their skills and career goals, explore available training options, and navigate the credentialing process. Workforce partners work with educational institutions to provide personalized guidance and support services that facilitate individuals' transition to employment.

### Continuous Improvement and Evaluation

Workforce partners establish mechanisms for continuous improvement and evaluation to assess the effectiveness of initiatives aimed at shortening the time from credential to employment. Workforce partners work collaboratively with educational institutions to collect and analyze data on student outcomes, employer satisfaction, and workforce needs, and use findings to inform programmatic adjustments and strategic planning efforts.

By implementing these initiatives collaboratively, the LWIB and the education system can work together to shorten the time from credential to employment, ensuring that individuals are equipped with the skills and qualifications needed to succeed in the workforce.

## 3.F Align & Integrate Education, Workforce Development, and Economic Development

In support of the state goals to **align and integrate education, workforce development, and economic development**, the EDR 7 team will:

- Work with current projects on a local level. Due to the size of SEDR, it is extremely difficult to ensure that all local parties are acting in the same manner. There is also diversity within industry that may make this difficult. Therefore, to keep business engaged, our communications must be clear, concise, meaningful, and value-added.
- Integrated Business Service Team is collaborating with partners and employers.
- Educate local education leaders on labor market indicators.
- Utilize Perkins Comprehensive Local Needs Assessment to educate local education leaders.
- Utilize and expand skills gap surveys.



- Work with youth programs and regional planning groups that have goals and strategies to develop a consortium that includes the business community; K-12 community and higher education; create a Partners in Education group (PIE) for each of their community college areas; develop opportunities for tours/internships/job shadowing between K-12 and the business community; give the region's K-12 students the tools, knowledge, and a plan necessary for successful employability upon high school graduation; work with Leadership programs in the region's K-12 schools; in partnership with community colleges, provide dual-credit opportunities for target sectors for SEDR
- Integrated Business Service Team meets with economic development leaders to communicate services provided to community members.

### Sector Partnerships

Fostering the improvement and expansion of regional **sector partnerships** will allow a regional focus on critical in-demand occupations. Employer-driven sector partnerships play a crucial role in aligning and integrating education, workforce, and economic development initiatives by fostering collaboration and coordination among key stakeholders. SEDR Workforce Ecosystem will foster collaboration by identifying industry needs, using industry feedback to develop curriculum, facilitate the creation of work-based learning experiences, enhance professional development opportunities, and establish clear pathways to careers through Talent Pipeline Management® development.

### Career Pathways

Expand **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. Steps required to expand career pathway opportunities include:

- Increase and expand Incumbent Worker program through the collaboration and integration of partners and business services.
- Utilize business services team to assist with expanding career pathways.
- Post-education survey to employers to establish if employee meets their needs.
- Guided pathways developed at community colleges.
- Stackable credentials increase opportunities.



## Career Services

**Expand career services** and opportunities for populations facing multiple barriers to close the gap in educational attainment and economic advancement through career pathways and improved career services and expansion of bridge programs. The following will be possibilities that will be available to customers:

- Workforce and community college partners collaborate to increase bridge programs providing work-based learning during the bridge program.
- Vocational Rehabilitation can assist with career assessment services and training opportunities to persons with disabilities.
- DHS/TANF can assist with training opportunities.
- Provide individualized education and employment plans.
- All partners will work with customers that have multiple barriers to employment and share data to cross reference potential services to the customer from other partner agencies.
- CSBG: Providing individualized case management for those that are facing multiple barriers to provide holistic approach. (CEFS provides these using their Homeless Case Managers.)

## 3.G Goal Monitoring & Evaluation

**State Goal 1 - Illinois Workforce Development System is an example of excellence in its approach to collaboration and customer service.**

**LWIA Goal 1 - The Workforce Development System uses a customer-centered approach to service delivery.**

- Job Seeker Service Integration:
  - Measure: LWIA 23 OneStop Operator Consortium will complete a new service integration self-assessment tool by January 2024. The self-assessment will serve as a foundation for identifying and implementing specific goals and strategies aimed at enhancing the overall effectiveness of integrated services. Progress on goals and strategies will be monitored and reported quarterly.
- Business Services Integration:
  - Measure: By the conclusion of the four-year plan, achieve a 20% improvement in customer satisfaction scores related to business services. Additionally, enhance data utilization by 25% and identify innovative methods for measuring customer-centered service delivery by Quarter 3 of Program Year 2025.



- Streamlining Referrals:
  - Measure: Develop a referral tracking system by Program Year 2028. Additionally, establish partnerships with at least three required partners, leading to a 25% increase in referrals from required partner sources. Progress will be monitored and reported quarterly.

**LWIA Goal 2 - Core partners in LWIA 23 advance diversity, equity, inclusion, and access.**

- Identify and Strategically Craft Message:
  - Measure: Over the four-year plan duration, achieve a 20% increase in the representation of underrepresented populations accessing workforce services. Conduct at least four strategic outreach activities each year, resulting in a 15% increase in participation from historically underserved communities. Regular data analysis will be conducted to monitor progress and adjust strategies accordingly. The goal is to achieve the specified improvements by the end of Program Year 2028, with ongoing monitoring of participation rates by the target audience and adjustments as needed.

**State Goal 2: Illinois' Workforce Development System will enhance employers' abilities to hire and retain skilled workers that meet their emerging needs.**

**LWIA Goal 3: The Workforce Development System supports, informs, and enhances employers' talent strategies.**

- Promote Talent Pipeline Management Strategies®:
  - Measure: Engage with at least 200 business leaders through informational presentations and TPM® Collaboratives by Program Year 2028. Additionally, achieve a 20% improvement in employer satisfaction scores related to talent strategies.
- Expanding Apprenticeships:
  - Measure: Establish or expand at least twenty (20) DOL-Registered Apprenticeship Programs by Program Year 2028. Additionally, achieve a 15% increase in employer satisfaction scores related to apprenticeship programs.

**LWIA Goal 4: The Workforce Development System will build out tools and practices that can help employers adopt a culture that promotes equity and accessibility.**

- Promote Importance and Benefits of Equity & Accessibility:
  - Measure: Coordinate or facilitate a minimum of one equity and accessibility workshop or training session for each Talent Pipeline Management Collaborative

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annually. Lead Collaboratives to design a process to track and measure successful implementation of equity and accessibility practices.

**State Goal 3: Illinois' Workforce Development System will use customer-centered and data-informed practices to improve the quality of the job seeker experience in pursuing fulfilling career pathways in a manner that is equitable and accessible.**

**LWIA Goal 5: The Workforce Development System educates and supports job seekers regarding how to navigate the labor market.**

- Navigating the Labor Market:
  - Measure: Achieve a 20% increase in job seeker satisfaction and a 15% increase in job placement rates by Program Year 2028. Progress will be reviewed quarterly.

**LWIA Goal 6: The Workforce Development System interacts with job seekers in the places where they live and visit.**

- Beyond the OneStop Center:
  - Measure: Increase service reach to job seekers residing in underserved counties by 25% by the end of Program Year 2028. Conduct regular assessments and quarterly reviews to evaluate progress and adapt strategies.

See Attachment 22 for complete Regional Goals with descriptions.

### **3.H Workforce Equity Lens: Implementation of Regional Strategies**

A workforce equity lens is incorporated in the implementation of regional workforce, education, and economic development strategies in that all partners identify disparities and advocate for inclusion for those most in need. Drilling into regional data, workforce partners are painfully aware that women earn less than male-led households; as well as, People of Color are more likely to experience poverty and less likely to obtain postsecondary education than Caucasian populations in our region.

Southeastern Economic Development Region does not boast a metropolis; rather the region is chiefly rural and spans a vast geographical area of approximately 6,250 square miles. Transportation, specifically lack of mass public transportation systems, pose obstacles for rural residents to get to work, school, or resources in-person. Long drive times to meet in a central location pose time constraints on local business and education partners, making it difficult for even those with reliable transportation to join in-person meetings on location. Adoption of hybrid meeting modalities will increase accessibility for job seekers, customers, and partners alike.



Education partners offer options for distance learning, with the intent on making education accessible for students without transportation or responsibilities that require them to stay at home. Several programs at the colleges and high schools offer assistance to increase access to online capabilities through lending laptops or providing free WIFI hotspots. Asynchronous classes provide flexibility for students to work and care for their families while working on classwork in a time that fits their hectic schedules. Such flexible modalities will significantly affect women with families, with intentions to mitigate the disparities in income and education.

Local community organizations now offer online applications in addition to the standard paper application. A new development in the pandemic is the ability to share sensitive documents via encrypted email while maintaining security integrity.

Economic development organizations in the region embraced informational webinars free to any local business on a variety of pertinent topics. Webinar topics include but are not limited to: access to capital for starting a business; apprenticeships; Illinois' Business Enterprise Program (BEP); COVID-19 relief resources; FAME component of Advantage Illinois; and many more. This tactic brought information and resources directly to local small businesses that faced the brunt of the pandemic's economic impact. Economic development organizations committed to using multiple modalities in spreading awareness of state and federal programs available to small business owners. Economic development partners continue to emphasize opportunities for equity-focused initiatives, such as Fund for Advancement of Minority Enterprises (FAME) and Business Enterprise Program (BEP) for businesses owned by minorities, women, and persons with disabilities.





## 4. OPERATING SYSTEMS & POLICIES

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### 4.A Coordination of Planning Requirements

The Local Workforce Innovation Area 23 *Memorandum of Understanding* provides a description of the one-stop delivery system, and other information that is essential to the establishment and operation of effective local workforce development systems as required by the WIOA Rule (20 CFR Part 678.705). The Memorandum of Understanding and any subsequent modifications is incorporated by reference into this plan. (See Attachment 25)

The Local Workforce Innovation Area 23 *Service Integration Action Plan* provides a description of how local workforce partners will align and coordinate services as required by the State of Illinois Service Integration Policy (WIOA Policy Chapter 1, Section 13). Information from the initial *Service Integration Action Plan* is included below. Any subsequent modifications to the *Service Integration Action Plan* are incorporated by reference into this plan. (See Attachment 26)

### 4.B Local Policies & Agreements

The following policies and agreements can be found in the Appendix Section or available upon request:

- Chief Elected Official (CEO) Functions and Agreement Between Multiple Chief Elected Officials
- Chief Elected Official Delegation of Authority and Acknowledgment of Financial Liability
- Local Workforce Innovation Board (LWIB) Certification and Recertification Requirements
- One-Stop Operator Procurement
- Career Planning
- General Follow-Up Services
- Selective Service Registration Requirements
- Youth Eligibility
- Service Priorities
- Veterans' Priority of Service Requirements
- Individual Training Accounts
- On-the-Job Training
- Incumbent Worker Training
- Work Experience (WEX) and Transitional Jobs
- Training Provider and Training Program Eligibility – Eligible Training Provider List



- Supportive Services
- Privacy and Security
- Property Control for Property Purchased with WIOA Funds
- Compliant and Grievance Procedures (Nondiscrimination)

#### **4.C Technology in the OneStop Delivery System**

##### **Intake & Case Management Information System**

Identifying, implementing, and transitioning to an integrated, technology-enabled intake and case management information system for programs carried out in LWIA 23 will continue to be a topic of interest for the region. Numerous discussions, both formal and informal, have revolved around the issue of integrated information systems. Within our *Service Integration Self-Assessment Action Plan* (Attachment 26), we acknowledge a common database with uniform application will enable agencies to track customer progress and potential early warning alerts for vulnerable students/customers/clients. There are major obstacles preventing the adoption and implementation of an integrated system despite the universal opinion that all partners and stakeholders would benefit dramatically. All state partners would have to agree to the shared system; however, it would not be easily feasible on a local level without support from the State level. LWIA 23 spans across thirteen counties, parts of three community college districts, parts of four Regions of Education (ROE), and two IDHS regions. The efforts required to get the entire LWIA onto an integrated system are beyond that of a region and will have to span multi-regions in multi-agencies. The initiative needs to begin at the State level to produce viable, useful, accurate database interface. The LWIB will continue to explore options and strategies that may work for our unique region, but ultimately will continue to advocate for and highlight why we need better integration of case management information systems at the State level.

The Effingham OneStop Center and access sites have committed to identifying ways to use ADA-accessible technology to connect the career services listed above with the clients that need them. The OneStop Operator Consortium recently discovered a digitized intake process allowing for check-in through the website and/or tablets at the front desk. The digital intake process could potentially allow the OneStop Center to streamline client referrals as well as document the different services being utilized by clients throughout all of the counties in the area. The goal is to get a demonstration of this digitalized intake process and explore similar products available to us with the goal to choose and implement such a process until a formal statewide intake and referral system is created.



### Multiple Methods for Orientations

In pursuit of comprehensive workforce development, the OneStop Service Delivery System prioritizes individualized service delivery that meets the unique needs of each participant. As part of the commitment to accessibility and flexibility, partners offer service orientations on-demand. This approach ensures that participants can access essential information and resources tailored to their specific circumstances and aspirations. These orientations are done in a method that best fits the needs of the individual. Orientations can be offered on a one-on-one basis or in a group setting. They are completed in-person at the One-Stop or other local venues such as libraries, community colleges, etc. as necessary. If an in-person orientation does not suit the needs of an individual, orientations can be offered via Zeema virtual platform, as well.

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### Facilitating Access to Services through Technology

The Local Workforce Board facilitates access to services provided via the OneStop delivery system. While current operations primarily rely on traditional paper-based applications, the Title I Service Provider offers an online application option. However, it's important to note that as of now, mobile workforce centers are not operational within our region. Furthermore, the Effingham OneStop Center Resource Room, while equipped to serve various needs, currently lacks the capability for video conferencing or online meetings.

## 4.D Support of Strategies Identified in the Unified State Plan

### 4.D.1 Expanding Access for Individuals Facing Barriers to Success

The Local Workforce Innovation Board (LWIB) plays a crucial role in expanding access to employment, training, education, and supportive services for eligible individuals through workforce development initiatives and programs. The LWIB for LWIA 23 supports the WIOA State Plan strategies for expanding access by using a customer-centered approach in assessing accessibility of services, physical accessibility of the OneStop Center, developing a marketing plan to increase awareness of the local workforce system, and ensure frontline staff has the resources and skills necessary to best serve customers.

Through referrals and collaborations with partners, participants' barriers to employment will be addressed and effective wrap around services will be provided. -LWIA 23 is collaborating with the IL-15 Continuum of Care to provide case management, shelter, supportive services, and employment needs to homeless individuals in the shared service area. Additionally, referrals to Department the Department of Rehabilitation will be made to address needs of those with disabilities. Such referrals may address work experience placement, adaptations to vehicles so those with disabilities have the ability to can continue

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[working, etc. For those with limited English language, referrals to Adult Education programs will be made for ESL classes. SEDR 7 will continue to build upon current collaborations and build new collaborations to ensure all barriers to employment will be addressed.](#)

### Scaling Integrated Education & Training Models

To support scaling up the use of integrated education and training (IET) models to help adults obtain their State of Illinois high school diploma, the LWIB will strengthen the partnership with adult education providers; develop outreach strategies to reach adults who could benefit from IET programs, especially underserved populations; provide holistic wrap-around services; and advocate for supportive policies at the local and state levels.

### Holistic Business Services for Employers

Offering holistic support for employers involves addressing their various needs beyond just finding qualified candidates. The LWIA 23 Business Services Team will provide local employers assistance in workforce planning; recruitment and hiring support; training and skill development; retention strategies; access to incentive programs; networking and collaboration opportunities; and feedback mechanism. By providing holistic support for employers, the local workforce board can help businesses thrive, strengthen the local economy, and create more opportunities for job seekers and workers in the community.

### Increasing Awareness of Services

[LWIA 23 uses many avenues to bring awareness of the services provided including Facebook and a website. Partners also participate in job fairs and career days to inform the ~~general~~ public about services but also attend ~~inter-community-based~~ agency meetings to spread the word with other service providers and receive additional referral resources. ~~One-page~~ flyers listing the services and eligibility requirements are distributed. Additionally, ~~The Summary of Services is available to all partners and is used to inform partners of available services, eligibility, and locations for each partner. This allows partners to provide information and referrals for all services available in the region. Another avenue for bringing awareness is~~ with our LWIB board members and CEOs— They are considered liaisons in each of the counties and help provide referrals information about employment and business services provided in the local area.](#)

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### Effective Marketing of Prior Learning Assessments

The Local Workforce Innovation Board for LWIA 23 recognizes that more knowledge and understanding of Prior Learning Assessments must be achieved before providing assistance in developing a marketing method on the subject.

### Targeted Marketing to Labor Force Segments

The Local Workforce Innovation Board (WIB) will support targeted marketing efforts to segments of the labor force such as mature workers, the underemployed, and younger job seekers in several ways:

- *Segmented Messaging:* Develop segmented marketing messages tailored to the specific needs and interests of each target group. Highlight the value proposition of workforce development services in addressing their unique challenges and helping them achieve their career goals.
- *Multichannel Marketing:* Utilize a variety of communication channels to reach different segments of the labor force effectively. This may include traditional channels such as print media, radio, and television, as well as digital channels such as social media, email marketing, websites, and online advertising.
- *Partnerships and Collaborations:* Forge partnerships with community organizations, educational institutions, employers, industry associations, and other stakeholders that have existing relationships with the target groups. Collaborate on marketing campaigns and outreach efforts to leverage their networks and reach a broader audience.
- *Targeted Outreach Events:* Organize targeted outreach events and workshops specifically tailored to the needs and interests of each segment of the labor force. For example, host job fairs, career exploration sessions, skill-building workshops, and networking events focused on mature workers, the underemployed, or younger job seekers.
- *Personalized Assistance:* Offer personalized assistance to individuals within each target group, including one-on-one career counseling, resumé writing assistance, interview preparation, and job search support. Tailor the support services to meet the unique needs and preferences of each individual.
- *Resource Materials:* Develop and distribute resource materials such as brochures, flyers, and online content that provide information about available workforce development services, training programs, job opportunities, and support resources. Ensure that these materials are accessible, easy to understand, and culturally relevant.



- *Testimonials and Success Stories:* Showcase testimonials and success stories from individuals within each target group who have benefited from workforce development services. Highlight their experiences, achievements, and the positive impact that participation in training programs or employment services has had on their lives and careers.
- *Data-Driven Approach:* Use data analytics and market research to identify trends, preferences, and opportunities within each target group. Monitor the effectiveness of marketing campaigns, track engagement metrics, and adjust strategies based on feedback and insights gathered from target audience interactions.

By implementing targeted marketing strategies tailored to the needs and preferences of mature workers, the underemployed, and younger job seekers, the local WIB can effectively raise awareness of available workforce development services, expand access to employment opportunities, and empower individuals to achieve their career aspirations.

### **Development and Co-Enrollment in Career Pathways**

By supporting the facilitation and development of career pathways and co-enrollment in core programs, the LWIB can help individuals gain the skills and credentials needed to succeed in the workforce, meet the talent needs of local employers, and drive economic growth and prosperity in the community. The LWIB in LWIA 23 will do this through established partnerships with educational institutions, employers, and other stakeholders to develop comprehensive career pathways that align with local labor market demands. The LWIB, through the service provider, will provide career coaching service to help individuals identify their interests, skills, and career goals. Local employers will be actively engaged in the development and implementation of career pathways through input and hosting work-based learning opportunities list internships, apprenticeships, on-the-job training, and employment opportunities for program completers.

### **Improving Access to Industry-Recognized Credentials**

The Local Workforce Innovation Board (WIB) supports access to activities leading to a recognized post-secondary credential through various initiatives and partnerships. In alignment with the WIOA State Plan, LWIA 23 will utilize the following strategies:

- *Resource Navigation:* Provide information and guidance to individuals on the various post-secondary education and training opportunities available in the local area. This



includes assistance with navigating the application process, understanding financial aid options, and accessing support services.

- *Credential Attainment:* Encourage and motivate individuals in the goals to earn credential attainment in alignment with their career goals and in-demand training programs. Potential credentials may include short-term certificate programs, industry-recognized certifications, apprenticeships, and degree programs.
- *Work-Based Learning Opportunities:* Facilitate work-based learning opportunities such as internships, apprenticeships, and co-op programs that allow individuals to gain hands-on experience in their chosen field while earning a recognized post-secondary credential. Partner with employers to create and support these opportunities.
- *Supportive Services:* Offer financial assistance programs such as scholarships, grants, and tuition assistance to help individuals cover the costs associated with post-secondary education and training programs. Collaborate with educational institutions, employers, and community organizations to leverage funding resources. Provide wraparound support services such as academic advising, career counseling, tutoring, childcare, transportation, and assistance with basic needs to help individuals overcome barriers to accessing and completing post-secondary education and training programs.
- *Career Pathway Development:* Work with educational institutions, employers, and industry associations to develop career pathways that align with local workforce needs and lead to recognized post-secondary credentials. These pathways should provide clear progression routes from education and training programs to employment opportunities.
- *Outreach and Recruitment:* Conduct outreach and recruitment efforts to target populations that may face barriers to accessing post-secondary education and training, including low-income individuals, minorities, veterans, individuals with disabilities, and displaced workers. Develop targeted marketing materials and outreach strategies to raise awareness of available opportunities.
- *Data Collection and Evaluation:* Collect and analyze data on the outcomes of individuals participating in post-secondary education and training programs to assess program effectiveness and inform continuous improvement efforts. Track metrics such as completion rates, credential attainment, employment outcomes, and wage gains.

By implementing these strategies, the LWIB can effectively support access to activities leading to a recognized post-secondary credential, helping individuals gain the skills and credentials needed to succeed in the workforce and advance their careers.



## 4.E Local Coordination Strategies

### Title I – Adult, Dislocated Worker, and Youth

*Under WIOA Title I, LWIA 23 provides Adult, Dislocated Worker and Youth employment and training activities through CEFS Community Action Agency, as described in the MOU.*

#### *Adult & Dislocated Worker*

CEFS conducts case assessments and case management procedures for participants. Each customer will have an Individual Employment Plan, which will include: short and long-term goals, achievement objectives, types of service needed, and employment and follow-up services. Reading and math tests are given to assist with further case management decisions. A Career Scope test is administered to establish where the customers' strengths are and to help them with a career decision. Counseling is also provided to each customer on an individual basis. Career Planners handle all aspects of customer service from orientation, intake and eligibility determination, assessment, case management and counseling, referrals and advocacy, provision for support services, placement to employment, and follow-up. This strategy has been very successful over many years, ensuring personalized service, coordination with other resources in the community, and accountability. This provides a remarkable overall customer experience.

All WIOA customers are eligible for self-assisted career services. If a customer needs staff-assisted career services, an application and assessment are completed and the customer is registered. Career Scope is used as an assessment tool and completed for all customers interested in training. Each customer is given a Test of Adult Basic Education (TABE) Math and Reading to assist in the assessment process. An Individual Employment Plan is completed on all customers including the following information: field of interest, short and long-term goals, length of training program, type of supportive services needed, employment and follow-up services needed. A self-sufficiency review form is also completed. At this point based on these assessments the best training option is decided. Veterans are a priority.

#### *Youth*

In collaboration with CEFS (Title I provider), LWIA 23 provides services to both Youth In-School (Ages 14-21) and Youth Out-of-School (Ages 16-24). Through partnerships with local businesses, the Pathways Program, and ERBA, CEFS connects with youth to provide skills and training for the workforce. Youth/young adult customers may receive vocational training in WIOA-approved programs, GED® tutoring/attainment, job search assistance, resumé development, paid work experience, mentoring and development of leadership skills, job readiness training, financial literacy, and additional supportive services such as uniforms, transportation, child care, required learning materials/tools, and more as needed.





## **Title II – Adult Education & Literacy Activities**

### ***Lake Land College***

Lake Land College Adult Education serves all or part of the following counties: Christian, Clark, Clay, Coles, Crawford, Cumberland, Douglas, Edgar, Effingham, Fayette, Jasper, Macon, Montgomery, Moultrie, and Shelby. Lake Land College Adult Education Staff can be contacted by phone during college business hours.

Lake Land College serves individuals 17 years of age or older with adult basic education (evidence-based reading instruction and math instruction), ASE/GED® prep, and ELA support. It also provides an ICAPS welding certificate and a Bridge basic nursing assistant (BNA/CNA) program.

All Adult Education students meet with a Transition Coordinator at multiple points throughout their educational journey. The Transition Coordinators continually assess the students' needs and make additional referrals as needed, creating an environment supporting diversity, equity and inclusion for all students and staff.

Adult Education HSE classes are developed to prepare a student for the GED® test. Students are assessed upon referral or during orientation. Orientations are held monthly at Lake Land College's extension centers and twice a year at the class locations; individually based on student needs and barriers to education. Orientations include meeting with an advisor, completing needed paperwork and assessment testing to assist the instructor on placement. Students are also referred to other WIOA partner services based on information attained during orientation and advisor meetings.

ELA students attend an orientation also, with an assessment based on English language skills (CASAS). Students are provided resources and English language skills in the classroom for the time that is comfortable for them. ELA classes are offered on site to assist employers with employment or promotion barriers.

### ***Illinois Eastern Community Colleges***

Illinois Eastern Community Colleges (serving the counties of Clay, Crawford, Jasper, Lawrence, and Richland) provides the Adult Education and Family Literacy (AEFL) Program. IECC Adult Education staff can be contacted by phone during normal business hours. AEFL is a grant funded program that offers a variety of courses to meet the diverse needs of the individuals enrolling in the program. Classes and supportive services are offered at no cost to students. IECC AEFL program offers curriculum and instruction that are aligned with the current high school standards and career-and-college-readiness expectations. Adult Secondary courses are designed to prepare students for the GED® exam and prepare students for college and/or the workforce.



- Individuals enrolling in the program must be 16 years of age or older
- Individuals under the age 18 must provide formal separation documentation from the public school system
- All individuals enrolling in the program must complete the required assessments for class placement, advisement, and/or referrals.
- IECC currently offers a Career Bridge course and an ICAPS welding certificate.
- Transition assistance is available for all AEL students through the Coordinator of Transition Services.
- Students are also referred to other WIOA partner services based on information attained during orientation, transition, and advisor meetings.

The IECC Adult Volunteer Literacy (AVL) program is grant-funded by the Secretary of State and offers tutoring to meet diverse needs of learners. AVL also provides English as a Second Language (ESL) for those individuals below a ninth-grade level.

#### ***Kaskaskia College***

Kaskaskia College (serving Bond, Clinton, Fayette, Marion, and Washington counties) provides Adult Education and Literacy programs. All programming is grant funded. The Illinois Community College Board (ICCB) grant funds the Adult Secondary Education (ASE) and Adult Basic Education (ABE) programming. Classes are normally two times per week for three hours per session. The Adult Volunteer Literacy (AVL) program is grant-funded by the Secretary of State and offers tutoring to meet diverse needs of learners. AVL also provides English as a Second Language (ESL) and Adult Basic Education (ABE) for those individuals below a ninth-grade level. All classes, programming, and tutoring are offered at no cost to students. All KC-AEL programs offer curriculum and instruction that align with the current high school standards and career/college readiness expectations.

*In LWIA 23, the community colleges, including Lake Land College, Kaskaskia College, and Illinois Eastern Community Colleges, hold the funding for Title II--Adult Education and Literacy. The Area Planning Council meets twice per year to disseminate information regarding students eligible for WIOA services. The core and required partners share information to eliminate duplication of services while discussing opportunities for students. During the spring of each year, all Area Planning Councils are required to present the APC plan to the LWIB Board to show the services offered in each area by each of the Title II providers. If more than one provider is offering services in the same area, the LWIB Board will determine the services offered.*

#### **Title III – Wagner-Peyser Act Services**

IDES' Employment Services and outreach is a 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 an individual's 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. Wagner-Peyser staff assist with the intake process by assessing the client's needs, assisting with UI claims, and registering with Illinois Job Link in order for the claimant to immediately begin searching for work. Staff also provide Labor Market Information to educate clients on the current employment outlook and determine if further training will be necessary to enhance employment opportunities. Clients may be directed to work-readiness workshops or referred to partner agencies and/or supportive services, depending on the needs of the client.

Employment services offered include assessments for job placement, job search assistance, and online job application processing. Employment Security is responsible for increasing community awareness about the services provided via job fairs, community collaborations, onsite recruitments, resource linkage and presentations to both job seekers and employers. Wagner-Peyser Employment Services are available for all U.S. citizens and those eligible to work in the U.S.

IDES also employs dedicated staff who conduct outreach to migrant and seasonal farmworkers to inform them of services available in the AJCs, their employment rights, and how to file any employment-related complaints. IDES also employs an MSFW State Monitor Advocate who monitors whether MSFWs are receiving equitable services as required under Wagner-Peyser.

Section 7b of the Wagner-Peyser Act provides that 10% of the state's allotment under the Wagner-Peyser Act is reserved for providing activities and services groups with special employment needs. IDES focuses its use of Wagner-Peyser 7b funds on services to youth through Hire the Future (HTF), and to returning citizens through Re-Entry Employment Services (RESP.)

Hire the Future is designed to provide qualified candidates for employers seeking to fill positions within their respective companies. HTF strives to give the youth of Illinois opportunities to gain work experience with employers who understand the importance of encouraging career growth by collaborating with those employers as well as other workforce partners to hold youth-centered hiring events. In addition, IDES staff conduct outreach to schools to present information regarding career planning through the Illinois Career Information System (CIS) and other employment readiness topics.

Re-Entry Employment Services offers assistance to Returning Citizens (persons who are residents of a given area who were previously involved with the justice system) by helping them to overcome their employment hurdles and barriers to employment. Employment Services staff administer direct case management through Illinois JobLink to returning citizens.



This assistance begins with an assessment interview and may include: referrals to other WIOA workforce partners; staff assisted services; career guidance; job search activities; referral to employment opportunities; resumé assistance; and, interview coaching. In addition, IDES staff strive to develop relationships with employers who may be open to hiring Returning Citizens so that quality employment referrals can be made.

### **Reemployment Services and Eligibility Assessment**

Reemployment Services and Eligibility Assessment (RESEA) is an Unemployment Insurance eligibility program funded by the U.S. Department of Labor to assist unemployment insurance claimants with returning to work. IDES's Economic Information and Analysis Division (EI&A) has developed a predictive analog that identifies claimants with the highest propensity for exhausting UI benefits, in addition to transitioning veterans receiving Unemployment Compensation for Ex-Service Members (UCX). UI claimant participation in RESEA is required, for those identified, to remain eligible for UI benefits. Services provided by the RESEA teams include, but are not limited to, orientations to the American Job Centers and services offered by our workforce partners, development of individual employment plans, labor market information, career information, job readiness assistance, employment retention services and referrals to employment, training, and educational services.

### **WorkShare Illinois**

WorkShare IL is Illinois' Short-Term Compensation (STC) program. WorkShare IL is a voluntary unemployment insurance program that provides employers with an alternative to layoffs during an economic downturn. IDES administers this program and coordinates with DCEO on outreach to employers who may see this layoff diversion program as a solution in order to keep trained employees engaged and on the job.

### **Foreign Labor Certification**

IDES assists employers in complying with federal requirements when they seek to hire foreign workers under the federal H2A (seasonal agricultural jobs) and H2B (non-agricultural jobs) visa programs. IDES assists with activities to ensure that if there are not enough qualified U.S. workers available to perform the work, then the hiring of foreign workers will not adversely affect the wages and working conditions of similarly employed U.S. workers. IDES staff assist with the posting of employer job orders into IllinoisJobLink, inspection of housing for agricultural workers, and conduct field visits.



### Work Opportunity Tax Credit

Work Opportunity Tax Credit (WOTC) is a federal income tax credit incentive provided to private sector employers. An employer may be eligible for WOTC when they hire from certain target groups of job seekers who face employment barriers. The requirements for the program are set by the Internal Revenue Service and the U.S. Department of Labor, Employment and Training Administration. WOTC is an incentive for employers and is intended to help individuals move from economic dependency, while participating employers can reduce their income tax liability. IDES processes WOTC certification requests submitted by employers.

### Fidelity Bonding Program

The U.S. Department of Labor established the Fidelity Bonding Program (FBP) to provide fidelity bonds that guarantee honesty for “at-risk,” hard-to-place job seekers. The bonds cover the first six months of employment. There is no cost to the job applicant or the employer. The bonds issued by the FBP guarantee the job honesty of job seekers to employers who want to hire them. IDES assists employers who can request the bonds as an incentive to hire these applicants.

### IDES Business Services

The Business Services Team (BST) comprises of both Wagner-Peyser and JVSG (Veterans) Staff. The BST provides outreach to businesses and community organizations in support of IDES Services such as the State Labor Exchange system (IllinoisJobLink.com), WorkShare IL, Fidelity Bonding, and WOTC, as well as Workforce Partner Initiatives. Working with workforce partners, BST plans and organizes in-person and virtual events including: hiring events, career fairs, employer seminars, employer/jobseeker workshops, veteran resource fairs, veteran stand-downs, and veteran workshops. The BST provides outreach assistance to workforce partners and sends out email blasts in support of employer and jobseeker events and initiatives.

### Jobs for Veterans State Grant Program

The Jobs for Veterans State Grant Program (JVSG) has its own four-year “Stand-Alone” State Plan that is approved by the U.S. Department of Labor – Veterans Employment and Training Services. IDES manages the federal Jobs for Veterans State Grant ensuring that eligible Veterans and spouses receive priority of service to successfully meet their training and employment needs. The JVSG Grant supports the following: Disabled Veteran Outreach Program Representative (DVOP) also known as the Veteran Career Coach and Local Veteran



Employment Representative (LVER) also known as the Veteran Business Specialist. Veteran Career Coach-DVOP provides individualized career services utilizing a case management framework to eligible Veterans and spouses who have self-identified as having one or more Significant Barriers to Employment (SBE) as defined by the Department of Labor – Veterans Employment and Training Services. Veteran Business Specialist-LVER provides outreach to employers in support of Veteran Programs and to advocate for all Veterans seeking employment, regardless of SBE. Veterans and other eligible persons seeking employment assistance that do not meet the SBE criteria can receive services at the AJC's.

JVSG staff conduct virtual Illinois Veteran Transition Pathways (IVTP) workshops each quarter to incarcerated veterans in Correctional Centers throughout Illinois.

The JVSG team also provides employment services to Chapter 31 referred veterans from the USVA - Veteran Readiness and Employment.

#### Re-Entry Virtual Job Fair

This initiative began with collaboration between New York University (NYU) Re-Entry Grant, Man-Tra-Con, IDOC, and IDES Business Services. NYU in partnership with Man-Tra-Con provides training and employment counseling to participants returning to EDRs 7, 8, and 9 residing within facilities in the EDRs. IDES Southern Region Business Services Manager Hosts and organizes this event for EDRs 7, 8, and 9. The format provides basic overview of services available and information from local employers actively recruiting. IDES Business Services unit along with Title I partners Man-Tra-Con, Southern 14, St Clair County, Madison County, and CEFS actively recruit employers to present during event. IDOC invites returning citizens within 90 days of release as of event date and provides space and technology for participants to view and participate in the event. IDES Southern Region Business Services Manager compiles all presentation materials together and hosts the event via virtual meeting platform every two months. Man-Tra-Con presents for all WIOA services. The event ends with a Q & A session after presentations. Current participation levels are over one-hundred individuals.

#### Regional Office of Education Career Fairs

IDES Business Services recognize the importance of youth initiatives to support talent pipelines. Thus, strong partnerships with Regional Offices of Education (ROEs) are established and nurtured through collaborative efforts to hold K-12 career fairs. IDES Business Services will continue to plan, support, promote, and expand K-12 career fairs in support of EDRs' focus on youth initiatives.



### Rapid Response Job Fairs

As part of the Rapid Response efforts to WARN activities, IDES Business Services partners with Title I Partners to plan and host job fairs for those affected by layoff. The job fairs consider positions and skills of affected job seekers to ensure that employers recruited provide the best possible match to skills and equivalent pay.

### Job Fairs/Hiring Events/Workshops

IDES will actively seek to connect with Title I partners in planning, organizing, and advertising Job Fairs/Hiring Events/Workshops within the Region. IDES assists with outreach activities to employers and jobseekers.

### Outreach

IDES Business Services conducts outreach to employers in support of IDES services as well as Partner services. IDES Business Services will upon request send out “email blasts”, or targeted email campaigns, for partner services to include WIOA Initiatives, Apprenticeships, Adult Education Programs, Workshops, Seminars, and hiring events. IDES Business Services will also conduct in-person outreach to support our partner initiatives with employers.

### Title IV – Vocational Rehabilitation Services

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 through an individualized planning process.

Illinois Department of Human Services/Division of Rehabilitation Services (DRS) provides services to individuals with disabilities who desire employment and are age 14 and over. DRS offers services to youth through STEP (Secondary Transition Experience Program). STEP also includes instruction in self-advocacy, job exploration counseling, workplace readiness training, counseling on post-secondary education, and work-based learning experiences. Services include Job Placement Assistance, Vocational Counseling and Guidance, Information and Referral Services, Assessment and Evaluation, Job Retention Training, and Mental and Physical Restoration Services. These services are also available for youth with disabilities who do not participate in STEP.



DRS also provides services to adults with disabilities. These services include Vocational Counseling and Guidance, Information and Referral Services, Assessment and Evaluation, Job Placement Assistance, Job Retention Training, and Mental and Physical Restoration Services. Through these services, customers may also receive assistance such as short- and long-term training programs to receive a certificate or degree, on-the-job evaluation, on-the-job training, job coaching and placement follow-up.

Customers seeking vocational rehabilitation services can access IDHS/DRS services through the internet, call for services, or come in person to one of the IDHS/DRS offices. Customers seeking specific vocational rehabilitation services can also arrange to meet with vocational rehabilitation counselors in other locations. By using the web-based case management system with access via remote technology through laptop computers, counselors can meet with customers almost anywhere.

#### **Career & Technical Education: Secondary & Post-Secondary**

Strong working relationships continue to grow amongst LWIA 23 WIOA, Perkins, Adult Education, and Eastern Illinois Education for Employment #340. The directors of these programs often meet, confer, share information resources, and engage each other in planning and decision-making. Perkins offers supportive services to Special Populations, which generally overlap WIOA's target populations. In determination to provide optimal wrap-around supports, Perkins and CEFS often refer customers/students to each other and make conscientious efforts to avoid duplication of services. Through a case management approach and communications between the two programs, students/customers are offered an equitable, individual plan that fits their needs with the goal to remove as many barriers to success as possible.

The LWIA 23 staff attends Career and Technical Education program's advisory committees when invited. By having a presence at the advisory committees, WIOA strategies can be better broadcasted to CTE instructors and business partners as well as further enhance partnership and collaboration.

#### **Perkins V Comprehensive Local Needs Assessment**

To advance robust coordination between workforce and educational services throughout the region, the Perkins programs of the three community colleges in SEDR will complete a Comprehensive Local Needs Assessment (CLNA), a data-driven strategic planning tool with all appropriate partners to assess for equity gaps and collaboration opportunities. The LWIA 23 Director participates on the CLNA team for Lake Land College and contributed to discussions as well as participated at ICCB/OCCRL sponsored workshops. Other partners were





represented on the team as well, such as the local Education for Employment Director and Adult Education Director. For the development of this plan, the Perkins representatives from all three of the region’s community colleges were invited and actively engaged.

### Local Supportive Services Policies

It is the policy of Local Workforce Innovation Area 23 (LWIA23) to provide supportive services to customers in accordance with the aforementioned definition. Such supportive services may include, but not limited to, transportation, child care (including associated costs as required), or any other supportive service allowable under the Act. Supportive Services funds shall not be used to duplicate services provided by any other public or private source that are available to participants without cost. All supportive services requests will be made on an individual basis. Program directors, or their designee, will have discretion as to the amount and types of supportive services available based on budget restrictions, the cost of the supportive service, the appropriateness of the service to the authorized activity, and the allowability of the supportive service under law.

See *Supportive Service Policy* Attachment 16

#### Avoiding Duplication of Services

While services with the partners are often braided, steps are taken to ensure services are nevermitigate duplication of services.ted. Through cross training, partners learn about the services and eligibility for each program. Cross trainings are completed quarterly at the One Stop. This assists in properly assessing participant needs, and providing appropriate referrals, and effective wrap around services.

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Partners also engage in quarterly consortium meetings which provide opportunities for partners to inform each other about services and provide updates. Thus ensuring services are braided but not duplicated. Additionally, Business Service Team meetings are held monthly. Going forward, these meetings will provide discussion on business contact and needs allowing for a more concise plan for businesses in need of services.

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Finally, building and maintaining relationships with other service providers whether formerly through memorandums of understanding and agency agreements or informally, is an integral part of service delivery. Knowing what services are available allows staff to provide proper referrals. Also, knowing what services are offered in the region provides assistance in planning for funding opportunities (will this provide a new service or is the service already being provided).



## 4.F Adult & Dislocated Worker Training Activities

### Training Activities

All customer eligibility, intake, and orientation are consistent across access sites and at the comprehensive One-Stop Center. Eligibility consists of providing proof that the customer is at least 18 years of age, is authorized to work in the United States, and is in compliance with the Selective Service Act. Veterans are a priority for services followed by customers who are basic skills deficient. The application and assessment of basic skills, aptitudes, and abilities are then completed. At this time, the customer is required to be enrolled in a Title I program. The Family and Community Development (FCD) Model is used to complete an extensive assessment of customers' needs across multiple dimensions in his or her life. The assessment battery is the key to effective case management, allowing the career planner to determine the individual and family needs beyond workforce issues and to provide or arrange services that nurture progress toward self-sufficiency.

Assessment and case management continues throughout enrollment through each customer's Individual Employment Plan, which includes: short and long-term goals, achievement objectives, types of services needed, and employment and follow-up services. Additional testing, including reading and math tests, are given to assist with further case management decisions. A Career Scope test is administered to identify the customers' strengths and to help them with career decisions. Individual counseling is also provided to each customer. Career Planners handle all aspects of customer service from orientation, intake and eligibility determination, assessment, case management, counseling, referrals and advocacy, provision for support services, placement to training and/or employment, and follow-up. This strategy has been very successful over many years at ensuring personalized service, coordination with other resources in the community, and accountability, therefore providing a remarkable overall customer experience.

All WIOA customers are eligible for self-assisted career services. If a customer requires staff-assisted career services, an application and assessment are completed, and the customer is registered. The Career Scope assessment tool is completed for all customers interested in training. Each customer is given a Test of Adult Basic Education (TABE) in Math and Reading to complete the assessment process. After assessments are completed and reviewed, training options are decided upon in the development of the Individual Employment Plan, which is completed on all customers and includes the following information: field of interest, short and long-term goals, length of training program, type of supportive services needed, and employment and follow-up services needed. A self-sufficiency review form is also completed for the Individual Employment Plan.



The WIOA customer is then registered for training services:

- *Classroom Training*: Classroom training is provided to customers in a LWIB approved-training program in a high-growth and high-demand occupation field. The Individual Training Account (ITA) amount is \$10,000 per fiscal year, per customer, with exceptions on a case-by-case basis.
- *On-the-Job Training (OJT)*: On-The-Job training is provided to customers who are starting a new job and have a skills gap between current job skills and job skills required to complete the new job. OJT contracts are developed with goals and objectives for learning new skills and can be provided for up to six months.
- *Work Experience*: Paid work experience is provided to customers who have no past work experience, have no recent work experience, or have a poor work history. Each month, goals are set to learn employability skills needed to obtain and retain unsubsidized employment. At the end of each month, progress toward these goals is reviewed by the customer, career planner, and worksite supervisor, and new goals are set for the next month.

Other training provided to employers is Incumbent Worker Training (IWT). Each year, the LWIB may allocate an amount of Dislocated Worker or Adult funds for IWT, up to the percent allowed by law.

Through targeted outreach and customer enrollment, the Title I Service Provider aims to address the deficiency of skilled employees in the local workforce. Adult and Dislocated Worker programs provide supportive services and mentorship to job-seekers as they navigate the workforce and progress on their chosen Career Pathway. This will include the aforementioned classroom training, On-the-Job Training, and Work Experience. The mentorship provided by Career Planners includes a built-in accountability checker and incentivizes individuals facing barriers to persevere and maintain gainful employment as well as self-sufficiency.

Title I will work with all workforce partners as part of the Business Services Team to engage with local employers to assess their needs to achieve growth. Incumbent Worker Training will encourage local employers to upskill their current staff and promote from within their companies. Apprentices in any newly developed apprenticeships will be vetted to determine if they qualify for WIOA services. By proactively vetting apprentices, WIOA funding may be used to alleviate financial burden for employers to provide training. The development of pre-apprenticeships will be considered to create an intentional talent pipeline from local schools to the local workforce.



### **Rapid Response Activities**

The LWIB will follow the Rapid Response procedures developed by DCEO. The Illinois Worker Adjustment and Retraining Notification Act (“Illinois WARN”) effective January 1, 2005, requires employers to give a 60-day notice of a plant closing or mass layoff to employees, their unions, DCEO’s Bureau of Workforce Development and the Illinois Department of Labor. The Illinois WARN applies to employers with 75 or more full-time workers. If a closing or layoff results in 24 or more affected workers, the Illinois DCEO Rapid Response Unit will initiate and coordinate rapid response activities. If a closing or layoff results in 24 or fewer affected workers, CEFS will take the leadership role to coordinate Rapid Response services between the employer, IDES, Public Health, DRS, and any employee union representative. The CEFS WIOA Director, WIOA Operations Manager, and TAA Coordinator will lead the CEFS Rapid Response team.

The CEFS Rapid Response team will meet to identify customer needs and basic demographics. Based on the customer needs, the Rapid Response Team will initiate an on-site orientation, at the employer’s convenience, with all rapid response agencies present. Each agency will present provided services and required deadlines in order to receive services at the orientation. After the initial on-site orientation, CEFS will send multiple career planners to provide intakes, job-search assistance, and initial counseling at the work site. If on-site services are not feasible during the layoff period, then arrangements will be made to provide services at the local WIOA office at the convenience of the employees. This rapid response process will help to ease the employee transition from layoff to the dislocated worker program. CEFS will provide on-site services until the layoff begins, and services will then continue at the nearest CEFS WIOA office.

### **4.G Youth Activities**

In collaboration with CEFS (Title I provider), LWIA 23 provides services to both Youth In-School (Ages 14-21) and Youth Out-of-School (Ages 16-24). Through partnerships with local businesses, CEFS connects with youth to provide skills and training for the workforce. Youth/young adult customers may receive vocational training in WIOA-approved programs, GED® tutoring/attainment, job search assistance, resumé development, paid work experience, mentoring and development of leadership skills, job readiness training, financial literacy, and additional supportive services such as uniforms, transportation, child care, required learning materials/tools, and more as needed.

#### **Youth Activities**

Below are the required elements and descriptions of youth WIOA services to be provided by the CEFS WIOA Program in the Illinois workNet Center and at WIOA satellite offices:



1. Tutoring, study skills training, and instruction leading to secondary school completion, including drop out strategies
2. Alternative secondary school offerings
3. Paid and unpaid work experiences including summer employment, pre-apprenticeship programs, internships, job shadowing, and On-the-Job Training
4. Occupational skills training at local colleges
5. Leadership development opportunities
6. Supportive services
7. Adult mentoring for duration of at least 12 months
8. Follow-up services for one year
9. Comprehensive guidance and counseling as well as referrals to counseling
10. Education offered concurrently with and in the same context as workforce preparation activities
11. Financial literacy education
12. Entrepreneurial training
13. Services providing labor market and employment information about in-demand industry sectors such as career awareness, career counseling, and exploration services
14. Activities to help youth prepare for and transition to postsecondary education and training

The most successful of these activities is paid work experience. After intake and assessment, an Individual Service Strategy is developed, which identifies any special needs accommodations required by the customer. Youth are matched with work sites that meet their needs and offer youth the opportunity to succeed. During the first day of work, the career planner, youth, and worksite supervisor develop work skill goals for the first month of work.

Career Planners are in constant contact with worksite supervisors and Career Planners visit the worksite at least twice a month to meet with the youth and worksite supervisor to develop and evaluate new work skill goals; the ultimate goal is for the youth to develop all skills necessary for obtaining unsubsidized employment. When a Youth participant reaches all goals and has necessary skills to obtain unsubsidized employment, job search assistance starts and paid work experience ends. Many times, during this process, the young adult in paid work experience is also receiving support services, financial literacy education, and GED® attainment.

The continued challenge, however, is to develop a comprehensive outreach program to make all service providers and customers aware of the services listed above. The intention is to be inclusive, not exclusive. Outreach to the community cannot rely solely upon word-of-mouth; it must also be conducted through a comprehensive, well thought out marketing plan. Hence, this challenge will be a primary focus of the Youth Committee.

Many of the young adults, who are identified as deficient in basic literacy skills, school dropout, individual with a disability; homeless, runaway, or foster child; pregnant or parenting; or



offender, face multiple barriers to employment. Many of them lack the educational skills, occupational skills, and job readiness skills to be successful in the labor market. The services to be provided that will address the special needs will include academic training, vocational training, work experience, on-the-job training, job mentoring, job shadowing, youth employment competencies, job search assistance, and possibly special youth programs.

### **Serving Youth with Disabilities**

The Local Title IV Partner, DHS-DRS agency, also operates the Secondary Transitional Experience Program (STEP). This program is currently being offered to the high schools in the region for youth with disabilities between the ages of 14 ½ until 22. This program helps youth with disabilities transition to employment and community participation during and after high school. Students learn to become self-sufficient adults. STEP offers a variety of services as listed below:

- Job exploration Counseling
- Work-Based Learning Experiences
- Counseling on Post-Secondary Education
- Workplace Readiness Training
- Instruction in Self-Advocacy

In addition, the Eastern Illinois Area of Special Education (EIASE) hosts LIFE Academy for students who have major physical and/or physical disabilities ages 3-21 and the Adult LIFE Academy 18-21. This program helps students to learn a variety of self-care activities such as learning how to cook, make phone calls, do laundry, go shopping, how to clean a home, make a bed, personal hygiene and so much more. Adult LIFE Academy also runs the Recycling Center Program where some students learn to sort recyclable materials that are either sold or made into weather-resistant picnic tables and benches. These students work with a job coach and visit local businesses to pick up materials and find new customers. Here they learn valuable job skills, such as teamwork, following directions, safety, communication, etc.

Many secondary schools within the region offer Special Education Cooperative Education, through EIASE, for students who have IEPs. These students are placed in business partner host sites where they work during the end of the school day. Most placements are paid and all offer high school credit for participation. This program teaches students to be work-ready: they create resumés, practice completing applications, learn work ethics, gain basic employment skills, and of course have hands-on work experience at local businesses.



### **Minimum Expenditure Rate – Youth Out of School**

The Title I service provider, CEFS, conducts a monthly budget and encumbrance process that manages funds to ensure all target expenditure levels are met. These financial processes have been effective in the workforce program for over 38 years. The financial encumbrance process allows planning and continued services to customers throughout the year. Lake Land College (fiscal agent) and CEFS (Youth service provider) work together to meet the financial requirements of Title I. At the beginning of each fiscal year, CEFS and Lake Land College develop a program budget and forecast enrollment for the youth program, both in-school and out-of-school. Career Planners enroll Youth participants based on this forecast, and all partners will assist with possible referrals to identify out-of-school youth.

### **Youth Program Design Framework**

Designing a framework for youth programs involves careful consideration of the unique needs, interests, and aspirations of young people in the local area. The local Workforce Innovation Board (WIB) will play a central role in developing this framework, which will encompass the 14 program elements outlined by the Workforce Innovation and Opportunity Act (WIOA).

The LWIA 23 Design Framework of the WIOA Youth and Young Adult Program is as follows:

1. Intake and eligibility: Career Planners assess the participants unique set of circumstances and uses an equity lens to determine best approach to ensure full understanding and support of participant.
  - a. Eligibility overview
  - b. Workshops, toolkits, and resources
  - c. Interest surveys
2. Objective assessments: With a strengths-based approach and managing expectations, Career Planners guide the assessment experience for the individual and serve them effectively to develop educational and career pathway planning.
  - a. Successful intake and assessment process/procedure
  - b. Career assessments
  - c. Interest profiles
  - d. Life Skills resources
  - e. Financial Literacy assessments and resources
3. Individual service strategy: Career Planners conduct a multitude of assessments to get an objective gauge of youth's past and present and then develop an ISS, not for the youth but with the youth. This ensures youth buy-in to work towards their career and life goals. The progressing trust building between the youth and the professional is documented with regular updates to the ISS.

See Attachment 23 for the *14 Youth Program Elements* and how they are available to program participants.



#### 4.H Priority Population Services

In accordance with the Jobs for Veterans Act, priority and services will be delivered first and foremost to qualified veterans in LWIA 23.

##### Priority Populations

All required WIOA partners identify the following targeted populations in accordance with the State Unified Plan:

- Long-term unemployed
- Low-income adults
- Individuals with disabilities
- Public Aid Recipients
- Out-of-school youth
- Migrant and seasonal farmworkers
- Re-entry individuals (ex-offenders)
- English Language Acquisition (ELA) or English Learners and those facing cultural barriers
- Older individuals
- Homeless
- Single parents
- Youth in foster care or aged out of the system
- Displaced homemakers
- Low-literacy adults
- Low-skilled
- Basic Skills Deficient
- Active-duty military dependents

SEDR will consider the above targeted populations as priority. Within the WIOA partner programs, services are available to assist these targeted populations. Specifically, while CEFS Adult and Dislocated Worker programs serve various populations, it has a policy in place to provide services for those most in need. CEFS utilizes a priority rating sheet to document all known barriers and targeted populations. The priority rating sheet is completed at time of application identifying all barriers. Each barrier is assigned a specific point value and documented on the form by the Career Planner. The priority rating sheet is calculated, adding all points together for a total score and is part of the customer's file. When selecting for "enrollment into training activities", priority is given to those customers with the most points as documented on the priority rating sheet. In order to best serve the customers in LWIA23, the local board has agreed to follow the State Unified Plan when identifying target populations and barriers.

##### Mitigating Barriers to Employment & Training

The Local Workforce Innovation Board adopts the State's stance that equitable access is a fundamental principle within WIOA and makes it the utmost priority. The work of the LWIB is to establish goals to improve inequities for the populations we serve, create accessible career pathways for all customers that address barriers to employment and enhance equality among partners. The LWIB of LWIA 23 mitigates barriers to success through several strategies.





- Work-Based Training – including On-the-Job Training (OJT), Registered Apprenticeship training, Customized Training, Paid and Unpaid Work Experience, Pre-Apprenticeship Training, and Incumbent Worker Training. Policies on each of these strategies can be found in Attachments 12, 13, and 14.
- Individual Training Accounts (ITAs) - used to assist eligible adults, dislocated workers, and youth in the Workforce Innovation and Opportunity Act (WIOA) program. Participants must be certified by a Career Planner as eligible to receive WIOA Title I training services and accepted for admission to a training institution prior to being approved for an ITA. Examples of services requiring an ITA include occupational skills training, skill upgrading and retraining, entrepreneurial training, and adult education and literacy activities.
- Individuals eligible for an ITA must have the skills and qualifications to successfully participate in the selected training program and must select a training program directly linked to local employment opportunities (labor market demand). The WIOA service provider will utilize the Illinois WorkNet website, IDES Labor Market Data, and various assessment tools to ensure informed client choice in the selection of training programs.
- An individual must have applied for federal student financial aid prior to receiving an ITA and whenever possible, an individual should also apply for state or local financial aid and scholarship awards. An individual may receive both financial aid and an ITA, however they cannot be used to pay for the same services.
- In accordance with the Workforce Innovation and Opportunity Act, ITAs will be the primary method of payment of occupational skills training for adults, dislocated workers, and out-of-school youth through the system, however contracts for services or vendor agreements will be used in place of ITAs for on-the-job training, incumbent worker, or other training that meets the federal definition and requirements of allowable non-ITA training.
- WIOA requires States to establish procedures under which Local Workforce Innovation Boards will certify training providers by program. The provider certification process is intended to ensure that quality-training programs are available to customers of the workforce development system, providing customers data to make an informed decision when selecting a training program. The following section includes the procedures/policy the Local Area will follow when certifying training providers.

## **Equitable Access to Services**

### *Revealing Disparities*

Drilling into regional data, workforce partners are painfully aware that women in SEDR earn less than male-led households. People of Color are also more likely to experience poverty and



less likely to obtain postsecondary education than Caucasian populations in our region. Analysis of the disaggregated data and review of current policies and programs reveal opportunities to develop apprenticeships in health care fields and potentially education as well. Establishing apprenticeships and pre-apprenticeships in career pathways where concentrated populations of women and women of Color are likely to work in low paying positions, like certified nursing assistants and in-home health caregivers, will begin to bridge the wage and skill inequities in our region. The regional workforce leaders will take a continuous improvement approach in data analysis and seeking additional opportunities to address inequities in our communities. Future outreach efforts will be strategic and targeted to populations experiencing disparities.

#### *STEM Careers for High School Students*

Regional partners collaborate to identify opportunities to increase STEM career exposure to area high school students.

- Lake Land College Perkins Program already partners with Eastern Illinois Education for Employment System 340 (EIEFES) to organize the annual *8th Grade Career Conference* which provides career exploration to local eighth-grade students. All Career Clusters are represented at the Conference with heavy emphasis on STEM careers.
- EIEFES also organizes the Construction Trades Expo each year.
- [Leaders Innovating for Tomorrow \(LIFT\) is a Regional Innovation and Technology Center set up to allow high school students the opportunity to align their learning with their interests and talents. There are seven “pathways” offered including Childcare, Communications, Culinary Arts and Hospitality, HVAC and Green Energy, and Information Technology.](#)
- [Effingham Regional Career Academy will begin providing courses to high school students in 2025. The core programs include Information Technology, Advanced Manufacturing, Healthcare, Transportation, and Explore \(local occupational opportunities such as agriculture\). ERCA will provide high schools and current professionals with hands-on learning opportunities and introduce students to local career paths.](#)
- [OKAW Area Vocational Center is another program in the region providing education and hands-on experience to high school students. OKAW programs include Auto Body, Auto Mechanics, Building Trade, Computer Aided Drafting, Computer Technology and Networking, Culinary Arts, Graphic Design, Health Occupations, Office Technology, Welding/Metal Fabrication, and Power Mechanics.](#)
- Effingham County Chamber of Commerce, Coles Together and several major industrial employers offer students the chance to participate in Manufacturing Day events where



high school aged children visit a job-fair style conference as well as go on tours of local manufacturing facilities.

- [PAVE \(Promoting a Vision for Effingham County\)](#) provides Summer [Build It Camp, an opportunity for children in Effingham County to be exposed to woodworking construction and tools.](#)
- [Sarah Bush Lincoln Health System Hospital](#) is establishing the [Health Care Academy: a summer program giving high school students the opportunity to go on the hospital campus and learn first hand about various positions in the medical field.](#)
- [Several Chambers of Commerce offer CEO classes to local high school students, This provides students the opportunity to learn about business ownership and leadership, providing exploration to a variety of sectors.](#)

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[At present time, all the programs described are marketed to expose all students, including young women and minorities, to careers in the respective fields. There has been a shift in marketing materials to include pictures of women and minorities in fields that are normally gender dominated. For example, Lakeland College Perkins program has a flier showing a woman mechanic and a male dental hygienist. Additionally, the local community colleges will provide annual Career fairs specifically designed to expose students including young women and minorities to the variety of careers available in science, technology, engineering, and math.](#)

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### **Mentor Programs for Adults**

Partners will continually explore mentoring programs and evaluate current programs for their efficacy in the adult populations, and specifically adults who have been displaced or are moving to a new career. Each Title partner utilizes a mentorship model in some manner.

- Title I service provider uses a case-management approach to all individuals receiving services. WIOA services are provided to individual customers depending on their own specific needs. In other words, each unique case is viewed through an equity lens to determine the barriers preventing the individual customer from reaching their goals and customized supports are administered.
- Title II partners employ Transition Specialists to support Adult Education students in their journey from GED® attainment to the workforce or post-secondary instruction. Transition Specialists also approach each individual with an equity lens to determine their exact needs and bridge gaps.
- Title III promotes equity through Employment Specialists who work with veterans and other special populations who need additional supports.
- Title IV also takes a case management approach to mentor individuals through their progress to obtaining their goals.

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Each Title partner fully supports the concept of mentoring and guiding individuals through the obstacles they face as they push towards their career pathways. Case managers, Career Planners, Employment Specialists, and Transition Specialists all have different titles, but each serves in a mentor role. In a bid for continuous improvement, Title partners frequently reflect on how the mentorship approach can be improved or expanded.

#### *Strategically Locating Services*

In an effort to ensure workforce services are strategically located in relation to the population in need, partners will utilize offsite locations and technology when needed. Additionally, given the rural area of LWIA 23, partners will travel to customers, if necessary.

### **4.1 Customer-Centered Approach in Service Delivery**

#### **Human-Centered Approach**

The LWIB will facilitate access to services provided through the One-Stop delivery system, including those in remote areas, through the use of technology and other means. This will be accomplished as follows:

Title I service offers an online application and the option to meet customers via Zoom, by telephone, at public locations, or at outdoor open-air venues convenient to the customer. Title I services will continue to be offered in multiple modalities indefinitely.

Customers seeking Title IV services can access services through the internet, telephone call for services, or visit one of the DHS offices in person. Customers seeking specific vocational rehabilitation services can also arrange to meet with vocational rehabilitation counselors in other locations. By using the web-based case management system with access via remote technology through laptops with air cards or similar means, counselors can meet with customers almost anywhere. Customers seeking IDES services can access services in-person or through technological methods.

All other partner services will be available via technology. All partners recognize the importance of being flexible to adjust to circumstances at the moment to meet the need of the individuals we serve.

#### **Meeting Customers Where They Are**

The Title I service provider has satellite WorkNet offices in Fayette, Coles, Marion, Crawford, Richland, and Lawrence counties in addition to the Effingham One-Stop Center/Illinois workNet Center with Career Planners present on location. All WIOA Career Planners have access to laptop computers that allow the Career Planners to complete intakes and assessments



anywhere in the thirteen-county region. If a customer is unable to travel to meet CEFS personnel or lacks the technology to access services remotely, a Career Planner will go to the customer.

### **Referral Process Continuous Improvement**

Identifying, implementing, and transitioning to an integrated, technology-enabled intake and case management information system for programs carried out in LWIA 23 will continue to be a topic of interest for the region. Numerous discussions, both formal and informal, have revolved around the issue of integrated information systems. Within our *Service Integration Self-Assessment Action Plan* (Attachment 26), we acknowledge a common database with uniform application will enable agencies to track customer progress and potential early warning alerts for vulnerable students/customers/clients.

The OneStop Operator Consortium recently discovered a digitized intake process/software allowing for check-in through the website and/or tablets at the front desk. The digital intake process could potentially allow the OneStop Center to streamline client referrals as well as document the different services being utilized by clients throughout all of the counties in the area. The goal is to get a demonstration of this digitalized intake process and explore similar products available to us with the goal to choose and implement such a process until a formal statewide intake and referral system is created.

## **4.J Local Area Training Policies & Activities**

### **Work-Based Learning**

Use of work-based learning strategies is encouraged and supported by all stakeholders of the workforce ecosystem in the SEDR. The support methods generally involve engaging stakeholders, fostering partnerships, promoting awareness, and providing support.

#### **Title I**

Before the start of each fiscal year, Lake Land College and CEFS develop a budget. Work-based learning activities are included in the budget for youth, dislocated worker, and adult training activities. Enrollment is also projected from this budget. A Lake Land College WIOA service representative and CEFS WIOA Program Manager, as well as other program staff, meet regularly with businesses to discuss work-based learning opportunities and promote available incentives to encourage employers to participate in work-based learning initiatives.

Career Planners develop work sites for paid **work experiences**, which are often developed after the customers' needs are identified. Or, worksites are developed first and then



appropriate customers are matched to the worksite. CEFS has over 171 worksite agreements in the 13-county region.

**Apprenticeships** are designed to meet business needs for a highly-skilled workforce. They can be registered, non-registered, or in pre-apprenticeship form. Business and industry benefit from apprenticeships as they reduce employee turnover by fostering greater employee loyalty, increase productivity, and improve the bottom line. Workers gain career opportunities and improving wages by obtaining credentials for skills through this work-based learning model.

### Regional Work-Based Learning Efforts

Across the region, there is tremendous emphasis on the important of work-based learning and experiential learning as well as career exploration. Some of the regional activities include:

- *Tech 2-Day*- Flexible options for technology certificate or degree programs at Lake Land College. The program schedule is designed around the needs of business and will incorporate competency-based lab work.
- *Teens with Tools* – Lake Land College’s summer youth program focused on experiential learning specifically designed for middle school students
- *LIFT* - LIFT is a regional innovation and technology center located in Mattoon. LIFT offers advanced programming in seven different pathways with a menu of courses for students to choose from. Most courses end with industry credential, certification, dual credit, and workplace experience.
- *Effingham Regional Career Academy (ERCA)* - The Effingham Regional Career Academy provides an innovative outlet through which educators and employers inspire students to pursue training for high-demand careers in the regional workforce. Creating targeted educational opportunities and a pipeline of skilled individuals for area employers will positively impact future access to a skilled workforce, and our region’s agility in adapting to forthcoming industry trends.
- *BenchWorx Summer Camp* - BenchWorx is a mobile education program whose mission is to introduce students of all ages to the art of woodworking. The program teaches children to use tools safely, effectively, and eventually independent of adult assistance. Each class begins with the introduction of a new tool, followed by safety demonstrations. Children create toys and useful projects using hand tools. They do not need any prior experience and all of the tools/materials required to make the projects are provided by BenchWorx.
- *Kids Camp at Lincoln Trail College* – variety of classes for youth including photography, career exploration, American Sign Language, and more.
- *Lincoln Trail College Summer Theater Camp* – First through ninth grade students have hands-on involvement in designing and producing two theatrical productions including costume design, set design, and performance production.



- *Supervised Occupational Experience (SOE)* – courses embedded in some CTE programs at community colleges which place students in full-time training experiences with industry employers. The college instructor and employer supervise and evaluate the trainee. Often incorporated into Agriculture programs.
- *Clinicals* – supervised work experience for students in Allied Health programs such as Certified Nurse’s Assistant, Nursing, Dental Hygiene, Emergency Medical Technician, Physical Therapy Assistant, and more.

### Goals for Work-Based Learning Activities

*Expanding Apprenticeships:* LWIA 23 Business Services Team (BST) will optimize support for employers' talent strategies by enhancing the existing apprenticeship infrastructure. The focus is on aligning partners, funding, and services to seamlessly integrate within the LWIA 23 workforce ecosystem. To achieve this, LWIA 23 will target innovative programs in Educational Services (K-12 Teachers), Health Care, Technology/Cybersecurity, Transportation, and the Supply Chain, with the aim of expanding current or creating new Department of Labor (DOL)-Registered Apprenticeship Programs.

By the end of Program Year 2028, the goal is to establish or expand at least twenty (20) DOL-Registered Apprenticeship Programs in the targeted industries of LWIA 23. The Business Services Team aims to create employer buy-in for sponsorship through incentives such as Illinois state tax credits, supplemental grant funding, and proven return-on-investment.

Through the BST’s Apprenticeship Navigator service, at least two new partnerships with local businesses and educational institutions will form each year. New partnerships will be defined as collaborations resulting in training contracts or other memoranda of understanding (MOU) agreements. Additionally, the goal is to achieve a 15% increase in employer satisfaction scores related to apprenticeship programs, as measured through post-engagement surveys. The BST will initiate the planning and development of apprenticeship programs within the next three months, with the goal of having at least three programs established or expanded within the fiscal year. Regular assessments will be conducted to measure progress, and status will be reported to the LWIA 23 Consortium Committee and LWIB in quarterly meetings.

The BST will collaborate with industry associations, educational institutions, and businesses in the targeted sectors to identify opportunities for apprenticeship program development or expansion. Partnerships will be formed to secure funding and support services, ensuring the sustainability and effectiveness of the apprenticeship programs. The team will leverage existing resources while actively seeking additional funding sources to achieve the established goals.



### Professional Development for Front-Line Staff

Providing comprehensive professional development opportunities for staff on topics related to equity, access, trauma-informed care, and customer-centered service delivery is a rising priority for the workforce development ecosystem. Through high-quality professional development, workforce partners can ensure that staff are well-equipped to provide high-caliber, inclusive, and responsive services to all individuals accessing workforce development support. Currently the following resources are leveraged for professional development:

- *Family Community Development Certification* - More popularly known as FCD Specialist training, this learning opportunity equips community action staff with the mindset and skills needed to work with families and individuals who experience low-income obstacles. Using a blend of problem-based learning with the strength-based perspective, FCD Specialist curriculum consists of: poverty informed practices; trauma informed practices; goal setting; cultural competency; and more.
- *Illinois Association of Community Action Agencies (IACAA)*- IACAA offers a variety of comprehensive training programs in support of the Illinois CAA network. Some of the training programs include: Community Needs Assessments; Customer Service; Poverty Informed; CSBG Contractual Trainings; Trauma-Informed; Poverty Simulation; and more.
- *WIOA Professional Development w. ICSPS* – WIOA professional development facilitated by ICSPS and includes Wednesday Workforce Webinars; Workforce Academy; WIOA Summit; Returning Citizens; Identity & Innovation; and more.
- *National Veteran Training Institute* - The National Veterans' Training Institute (NVTI) provides specialized training and professional skills enhancement for veterans' service providers' staff. Focusing primarily on training individuals who help veterans secure long-term employment, NVTI is committed to ensuring that those who are tasked with this critical responsibility have the knowledge and tools necessary to perform their jobs effectively.
- *Illinois Center for Specialized Professional Support (ICSPS)* - ICSPS designs and delivers professional development, technical assistance, and program improvement strategies for career, technical, and adult education, as well as workforce professionals. The Center focuses on equity, access, diversity, and inclusion in recruitment, retention, completion, and transition for Illinois students - encouraging achievement of special population learners. ICSPS offers customized professional development on Universal Design for Learning, strategies to enhance recruitment and retention, embracing a growth mindset, and supporting special populations students.





## Individual Training Accounts

The Local Workforce Innovation Board 23 (LWIB), through its selected service provider, desires to empower and encourage customers in decision-making to achieve individual employment goals. The LWIB desires to assist in the advancement of long-term employability and economic self-sufficiency of incumbent, dislocated and potential workers who lack marketable skills.

The purpose of the Individual Training Account (ITA) is to assist One-Stop customers in developing technical or vocational skills in demand occupations so they may compete in the labor market. Funding may be authorized for course work necessary to satisfy technical or vocational competencies, apprenticeships, entrepreneurship opportunities tied to technical or vocational competencies, or for requirements of a certificate, license, or degree. It is the policy of the Local Workforce Innovation Board 23 that ITA's will be issued to customers for training that is the most expeditious and most appropriate for a customer to achieve employment in a self-sufficient occupation. ITA's are issued annually based on funds available. The time period that an individual attends training will vary based on the program of study and course availability. The board's intention is to indicate that when funds are limited ITA programs lasting the least amount of time in duration will receive priority over programs lasting longer periods of time. The board considers it necessary to help customers seek additional sources of funding for training activities. This will help defray the ITA costs of the local workforce area, thus allowing the service provider the ability to serve more customers. Therefore, ITA funds are not to be considered the only source of available funds. The board is requiring and placing trust in its Service Provider to actively assist customers in seeking additional sources of funding; including not just the required federal and state student assistance, but alternate sources of funds such as scholarships, grants, and other forms of financial assistance.

### Customer Choice and Education

Individual Training Accounts will:

- maximize informed participant choice and flexibility in service delivery
- focus on the immediate and long-term needs of the individual
- place trust in joint participant and advisor decision-making
- issue payment to the training provider and not directly to participant
- utilize the Individual Employment Plan, objectives, and comprehensive career assessment as the basis for the selection of occupational training in demand that is delivered by a Certified Training Provider.

Customers will receive the following educational guidance related to ITA's:



- verbal and written communication will be in language that is easy to understand
- a complete list of Certified Training Providers will be made available to customers in multiple formats and media
- career exploration will be offered through Illinois Job Link, and/or other resources available in the One-Stop Centers

### General Provisions

ITA candidates must be assessed by a Service Provider case manager and have an Individual Employment Plan developed prior to selecting a training program. The assessment must be a comprehensive career assessment. Candidates must select training programs that are directly linked to available employment opportunities and that are published in the Illinois Statewide Certified Training Provider listing.

### Value, Cost and Duration of ITA's

The Value of the ITA is determined by three factors: demand and growth occupations; cost of training required for particular skill sets; and customer skill levels.

ITA's will normally be issued by case managers for an amount not to exceed \$10,000 per fiscal year, (July 1 to June 30). In exceptional case by case situations, based on the assessment, other ITA requirements, and the availability of funds, this amount may be increased to \$20,000 per fiscal year (July 1 to June 30). Any person who will seek funding over the \$10,000 ceiling will require an approval from the Program Manager of Dislocated Workers or the Adult and Youth program with a second approval required by LLC Director of Workforce Investment. With these two written approvals (Program Manager and LLC Director of Workforce Investment), services can proceed. In the event that the total projected training costs exceed \$20,000, the case manager must work with the customer to implement a plan as to how the difference will be paid. This system for ITA valuation will allow the most flexibility and promote a more conducive environment to achieving the goal of the Individual Training Account, which is to empower and encourage customers in decision-making to achieve individual employment goals and to assist in the advancement of long-term employability and economic self-sufficiency of incumbent, dislocated and potential workers who lack marketable skills.

ITAs may be used to cover the cost of tuition, student fees, and books. Neither the LWIB nor the Service Provider assume liability for any cost not specifically authorized nor for costs incurred by individuals not certified prior to participation.



The Service Provider will monitor the availability of WIOA training dollars to ensure funds are available to complete approved individual training plans. Note: Supportive Services needed to complete a training plan are not part of the ITA. These costs include: tools, transportation, child care and other supportive services. Supportive Service expenditures are governed by separate LWIB and agency policies.

### ITA Issuance

ITAs are established by the Service Provider on behalf of a customer, and payment will be issued by the service provider to the Certified Training Provider. Payments may be made by electronic transfer of funds through financial institutions, vouchers, or other appropriate methods. Payments will be made incrementally, with portions paid at different points during training based on satisfactory progress as outlined in the IEP. With the review and approval of board oversight staff, the service provider will develop forms and procedures to manage the issuance and tracking of ITAs in the one-stop system.

### Coordination of ITAs with Other Grant Assistance

ITAs must be coordinated with other available resources to cover the costs of training and related expenses before WIOA funds may be used, in whole or in part. Such coordination must be documented by service provider staff in the case file. Pell grants will be awarded to the customer to offset any expenses incurred during their training per WIOA Section 134 (3)(B)(ii) and (iii). Other grant assistance included, but is not limited to MAP Awards; other federal and state financial aid (including TAA); private tuition assistance or scholarships

### Certified Training Provider Agreements

The Certified Training Provider will inform the service provider of the amount and disposition of any financial assistance and grant awards for WIOA customers and will assure that any duplicated payment will be refunded to the service provider. The Certified Training Provider will adjust charges as appropriate to the service provider if eligibility for financial assistance is not established until after a customer is referred to the provider.

The LLC staff and the Service Provider will have access to customer information compiled by the Certified Training Provider including their financial assistance package, academic progress, grades, and classroom attendance. This information will be provided to the above-mentioned organizations upon presentation of a waiver concerning the release of confidential information signed by the customer.



All Certified Training Providers are required to maintain copies of all eligibility documents necessary to be listed as a certified training provider. This information will be monitored and reviewed by LLC oversight staff.

### **Role of the Service Provider Staff**

Customer will be assisted early in the assessment process to establish eligibility for Higher Education Act Title IV funds and other forms of financial aid. This includes guiding the customer in accessing, completing, and submitting appropriate applications or forms.

Service Provider staff will work with customers and Certified Training Providers to calculate the total funding resources available, as well as to assess the full education and education-related costs (training and supportive services) necessary for the customer to complete the chosen program.

Service Provider staff are also required to obtain a signed release of information from all ITA customers. This is necessary so the Service Provider staff can better coordinate customer services and LWIB staff may access information necessary to complete monitoring reviews and efficiency or effectiveness studies. The information to be released, and to be addressed in the release of information, at a minimum will include financial assistance package information, academic progress, grades, classroom attendance or disciplinary actions taken against customers. This information release must be reviewed and approved by LWIB oversight staff.

For additional information see the policy on *Individual Training Accounts* - Attachment 11.

### **Continuous Improvement of Service Providers**

Annual monitoring of the Title I service provider ensures continuous improvement. The LWIB staff reviews the service provider for non-discrimination compliance, ADA accessibility, WIOA registrant review, fiscal monitoring of contracts, and security reports. Upon completion of each review, a monitoring report is sent to all parties involved with a list of recommendations and/or findings. These parties are given the chance to respond with a corrective action and assurance that all findings have been corrected. A follow-up review is conducted to ensure compliance with the monitoring report. The completed monitoring reports are presented to the Local Workforce Innovation Board's Planning and Oversight Committee and/or Youth Committee for review and determination if further action is required.



### **Tracking Basic Services**

Through partner discussion and inquiries, it has been determined that most core partners do not formally track services provided to non-enrolling individuals. There are informal tracking mechanisms such as sign-in sheets, IWDS visitor reports, and ESL profiles.

### **4.K Title IB Workforce Fund Transfers**

#### **Adult & Dislocated Worker Transfers**

Transfer funds between adult and dislocated worker funding streams:

1. Upon notice of allocations for the program year, the Service Provider (CEFS) and Fiscal Agent/Grant Recipient (Lake Land College) meet to discuss program needs of the two funding streams. Items taken into consideration are funds carried forward from previous program year, current fund obligations, and future market of participants.
2. Upon results of analysis, a determination is made if funds should be transferred to best meet the needs of our workforce area. Decisions made are communicated with the Planning and Oversight Committee and Chief Elected Officials. The local area limitation on funds available to transfer annually is equal to the maximum allowed by the Illinois Department of Commerce.

#### **Incumbent Worker Training Funds**

The local area will take into account funds available, business demand, and individual need for services, to determine the amount of funds to set aside for incumbent worker training. As allowed under WIOA Section 134(d), a maximum of 20% of Dislocated Worker and Adult funds can be allocated. The intent is to also apply for additional funding opportunities outside of WIOA formula allocations as they become available.

#### **Transitional Jobs**

The Local Workforce Innovation Board chooses not to use funds for transitional jobs.

#### **Pay-for-Performance**

The Local Workforce Innovation Board chooses not to use funds for pay-for-performance contracts.



#### **4.L Workforce Equity Lens: Operating Systems and Policies**

Equity is interwoven in the very fabric of WIOA programs and services. Case management approach to supporting residents in overcoming barriers to success in a holistic, customize manner is a tried-and-true method of addressing inequities. Title partners work together to create targeted outreach efforts to reach those most in need of assistance. New technologies implemented during the COVID-19 pandemic, brought light to innovative ways to increase accessibility of services to individuals. Regional workforce development leaders are committed to using an intentional approach to improving equity throughout our daily operations and in development of new initiatives directly addressing disparities. As a region, we prioritize bringing opportunities to marginalized individuals. Each new workforce endeavor will be assessed with an equity lens to uphold accountability.



## 5. PERFORMANCE GOALS & EVALUATION

### 5.A.1 Performance Measures

The Local Board will evaluate performance based on the following locally negotiated performance standards. ~~In For~~ Program Year 2022~~4~~, the following performance goals were negotiated:

- **Adults**
  - ~~87~~<sup>83</sup>% will be employed at the 2<sup>nd</sup> quarter after exit
  - ~~84~~<sup>81</sup>% will be employed at the 4<sup>th</sup> quarter after exit
  - Will have a median earning of ~~\$7,500~~<sup>\$8,000</sup> at 2<sup>nd</sup> quarter after exit
  - ~~69~~<sup>70</sup>% will attain a credential
  - ~~56~~<sup>62</sup>% will achieve measurable skills gains
- **Dislocated Worker**
  - ~~79~~<sup>82</sup>% will be employed at the 2<sup>nd</sup> quarter after exit
  - 82% will be employed at the 4<sup>th</sup> quarter after exit
  - Will have a median earning of ~~\$8,700~~<sup>\$10,000</sup> at 2<sup>nd</sup> quarter after exit
  - ~~78~~<sup>76</sup>% will attain a credential
  - ~~68~~<sup>65</sup>% will achieve measurable skills gains
- **Youth**
  - ~~72~~<sup>76</sup>% will be placed in employment/secondary education at the 2<sup>nd</sup> quarter
  - ~~72~~<sup>74</sup>% will be placed in employment/secondary education at the 4<sup>th</sup> quarter
  - ~~Will have a median earning of \$5,500 at 2<sup>nd</sup> quarter after exit~~
  - ~~60~~<sup>70</sup>% will attain a credential
  - ~~60~~<sup>68</sup>% will achieve measurable skills gains

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The Local Board will continuously monitor the performance outcomes for the local fiscal agent, eligible providers under Title I, and the One-Stop delivery system. The Local Board will also integrate the use of the performance outcomes into its local continuous improvement planning.

The local partners will develop a system of measuring the satisfaction of customers to the regional workforce development system, through an interagency effort that includes all the required partners in the Effingham OneStop Center and affiliate sites.

### 5.A.2 Additional State Performance Measures

The primary indicator for the **Effectiveness in Serving Employers** indicator has not yet been defined. For this reason, the recent negotiations processes did not include this indicator. The



purpose is to establish a primary indicator of performance for effectiveness of serving employers through piloting two new measures:

1. Retention with the same employer - Number and percentage of students employed by the same employer in Qtr. 2 and Qtr. 4 post-exit from their program.
2. Employer Penetration Rate - Number and percentage of employers providing services divided by the total number of employers in the region.

### 5.B Current & Planned Evaluation Activities

Within SEDR, existing service-delivery strategies will be reviewed and analyzed to determine what strategies will be expanded upon based on the promising return on investment (ROI).

Each of the partners will continue with their respective services. No specific service strategies have been certified viable for expansion as of Year One of the four-year plan. During the course of the first half of the plan time line, LWIB partners intend to design and develop methods of evaluation for promising return on investment. Collectively, the team will examine how services can be collaboratively reviewed and expanded upon to meet ROI. The first step is to define what a “promising” return on investment means in regards to each partner and for each service. Secondly, identifying accurate methods to generate and collect appropriate data for measurement. Finally, results from the analysis will allow all partners to recognize which strategies warrant expansion. This collaboration will occur from the consortium level of partners to the direct service staff in various communities, with a focus on networking with the partnership and improving communications.

Previous methods used to review and analyze ROI have been very general and broad-spectrum. As opposed to disaggregating data for each service or strategy, a cumulative approach was taken. Return on investment was reviewed for the Adult and Dislocated Worker funding streams by comparing the estimated annual wage of participants to the direct training expenditures. For PY 2022, the ROI for Title I Services:

Table 5.1 - PY 2022 Return on Investment	
Program	Est. Annual Wage/Direct Training Expenditures
Adult	\$0.65
Dislocated Worker	\$2.68
<i>Average</i>	\$1.39





### 5.B.1 Expanding Strategies Based on ROI

Title I will continue to provide Individual Training Accounts (ITA), supportive services, work experiences, On-the-Job Training (OJT), and Incumbent Worker Training (IWT). OJT, work experience, and IWT programs will continue to grow as collaborations develop with partners and businesses in the communities. A priority will be to link partner resources in order to market these services as a partnership. For example, community colleges, in cooperation with the regional Business Service Team, need to be able to talk with businesses about funds available for incumbent worker training when businesses ask for such training. The Business Service Team will continue to partner with employers when hiring the unemployed, thereby taking advantage of the OJT and work experience programs offered by other partners. Moreover, Adult Ed continues to expand Integrated Career & Academic Preparation System (ICAPS) programming in the future. An expansive asset map has been developed and is expanding to include community partners. An increase in shared referrals among partners is a desired goal of this collaboration.

### 5.B.2 Reducing Strategies Based on ROI

At the present time, no delivery strategies will be eliminated. The LWIB will eliminate training programs from Eligible Training Programs List that are not in high-demand within our region.

### 5.B.3 Creating New Strategies Based on ROI

A crucial step in assessing the need for new strategies is an analysis of multiple data sources. LWIA23 will use the information gathered from the annual follow-up with participants, satisfaction surveys, employment rates of participants, employer surveys, and success stories to assist in determining what barriers exist and if new strategies need developed to be developed. Additionally, data from resources such as ONET and IDES will aid in this process.

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A specific strategy used by LWIA23 is the use of training proposals. WIOA participants enrolling in training must complete a request for training proposal that requires the participation of labor market research for three employers that have open positions available in their requested training field. This request for training proposal makes the participant aware of openings that may or may not be available, wages for the positions, and job duties. This allows the participants and WIOA staff see the real up to date outcome data of their local community for the training programs and openings for those positions. Through this process, barriers are addressed with the participants and WIOA staff and decisions are made quickly



with participants if the training program is viable for their individual situation and in their community.

LWIA 23 has found the most cost-effective way to address identified barriers is through collaborating with partners to provide referrals. This “braided funding” allows each participant to receive all services needed to meet his or her individualized needs and each provider to focus on providing the best services possible for the participants while staying “within their lane” with the services they are the expert on.-

-A future goal is to implement a shared, automated referral system.

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### **5.C Workforce Equity Lens: Analysis of Performance Goals & Evaluation Activities**

A workforce equity lens will be incorporated in future analysis of performance goals and implementation of evaluation activities across LWIA 23. Performance Measures are the gold standard of evaluations for WIOA partners statewide; however, they are not necessarily based on equity beyond serving individuals facing barriers to employment. The Title I service provider currently issues Customer Service Surveys to all WIOA customers; CEFS has determined that the Surveys do not include equity or accessibility measures and thus need to be reviewed with that equity lens. CEFS also assesses the needs of customers not only at enrollment, but also continuously throughout their participation with WIOA. Equity is ingrained in the holistic, customized assessment of barriers that change and evolve.



## 6. TECHNICAL REQUIREMENTS & ASSURANCES

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### 6.A.1 Fiscal Management

The Chief Elected Officials selected Lake Land College based in Mattoon, as Fiscal Agent/Grant Recipient, effective July 1, 2014. Lake Land College is the entity responsible for the disbursement of grant funds.

### 6.A.2 Local Procurement Policies & Procedures for Subgrants & Contracts

LWIA 23 follows the grant recipient/fiscal agent procurement policy. (See Attachment 20: *Purchasing and Bidding Policy*)

LWIA 23 follows a competitive proposal policy to select sub-grantees and contracts. (See Attachment 21: *Competitive Proposals Policy*)

Service Provider Request for Proposals (RFP) will be developed and the funding opportunities will be publicly advertised. All potential providers who have expressed an interest in being considered for awards will be sent Requests for Proposals (RFP) for the area or areas of service for which they wish to be considered. The list will be considered public information.

The primary consideration in selection of sub grantees to deliver services within the workforce investment area will be the effectiveness of the agency or organization in delivering comparable or related services based on demonstrated performance; in terms of the likelihood of meeting performance goals; cost; quality of training; and characteristics of participants to be served. In addition, proper consideration will be given to community-based organizations, including organizations providing non-traditional training for women, as service providers. Appropriate educational agencies in the local area will be given the opportunity to provide educational services unless alternative agencies or organizations demonstrate they would be more effective or would have greater potential to enhance the participants' continued occupational and career growth.

The following criteria will be considered in evaluating proposals (order of listing does not represent priority ranking):

1. Clear statement of documented needs and ability of program to serve those needs
2. Ability to serve target populations and provide meaningful work
3. Coordination with other organizations, evidence of co-operative planning, and utilization of non-LWIA resources
4. Supervisory capability



5. Administrative capability, including ability to conform to fiscal and programmatic reporting requirements
6. Reasonableness of budget
7. Compliance with federal regulations and RFP guidelines
8. Funds are not used to duplicate effective services or facilities in the area

### 6.B Physical & Programmatic Accessibility

SEDR will comply with the Americans with Disabilities Act of 1990. IDES and DHS are mandatory partners in the Illinois Employment and Training Centers. Cooperative efforts will be made to provide services and activities to individuals with disabilities. As required by WIOA, DHS has individuals in each office whose responsibilities include the promotion and development of job opportunities for individuals with disabilities.

The Effingham OneStop Center is also equipped with state-of-the-art equipment to allow for accessibility to persons with disabilities. Partners will take a joint effort in maintaining the equipment as well as ensuring all staff are trained to use equipment.

American Disabilities Act (ADA) accessibility of the Illinois WorkNet system is regularly reviewed for compliance to ADA standards and requirements. Partners are committed to making reasonable accommodations for all individuals seeking services by assessing needs and making appropriate resource referral.

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 are available in a convenient, high traffic and accessible location considering reasonable distance from public transportation and adequate parking (including parking clearly marked for individuals with disabilities). Indoor space is designed in an “equal and meaningful” manner providing access for individuals with disabilities.

[The One Stop MOU outlines the responsibilities of each partner for ensuring integration and access of services. A copy of the MOU is attached. In addition, cross training occurs quarterly. This assists in properly assessing participant needs and providing appropriate referrals. Partners also engage in quarterly consortium meetings which provide opportunities for partners to inform each other about services and provide updates. Finally, the Summary of Services was developed to be an easily accessible guide making the referral process easier. The Summary of Services provides information on services, eligibility, service area, and](#)

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[contact information for each partner. The Summary of Services is accessible to all partners and is updated periodically to ensure up-to-date information is available.](#)

### 6.C Plan Development & Public Comment

The Local Workforce Innovation Board has charged representatives, its board members, and the core partners in LWIA 23 with the task of drafting the regional plan. The plan is developed with the regional workforce partners in consultation with the LWIB. Upon final approval from the LWIB, the regional plan is then submitted to the Chief Elected Officials for approval.

Chief Elected Officials then review and have the opportunity to comment on the plan. Other local elected officials, the business community, labor organizations, educators, vocational rehabilitation agencies, service providers, welfare agencies, community-based organizations, transportation providers, and advocates have opportunities collaborate in the development of the local plan through plan development sessions, committee meetings and the plan's public comment period.

The LWIB provides a 30-day public comment period prior to submission of this plan, including an opportunity for input into the development of the local plan, particularly for representatives of businesses, education, and labor organizations. LWIA 23 advertises the plan's availability for public comment on social media platforms (Figure 6.1), as well as in the local newspaper, *Effingham Daily News*. The newspaper announcement directs interested individuals to the LWIA 23 website ([www.lwa23.net](http://www.lwa23.net)) to view the regional plan draft. The plan remains posted on the LWIA 23 website for 30 days prior to the submission of the plan. Any public comments received during the 30-day window will be brought to the LWIB for consideration.

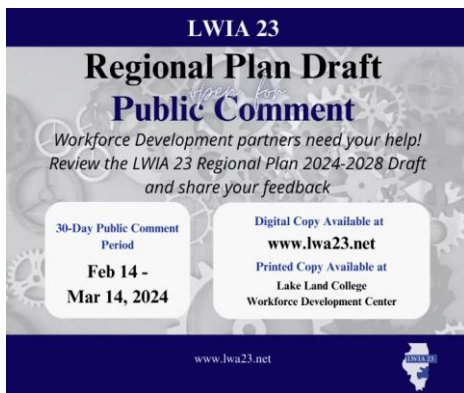


Figure 6.1 - Social Media Posting



[The draft of the LWIA 23 Regional Plan 2024-2028 was made available for public review and comment on the \[www.lwa23.net\]\(http://www.lwa23.net\) website. During the designated public comment period, no comments were received from the public.](#)

[When there is a request to modify this plan, a meeting with the partners will be convened to review the information being presented relating to the requested modification. When partners agree a modification is necessary, the modification will be made and then to go to the Planning and Oversight Committee for approval. The full Local Area Workforce Board will have final say on the approval. Once approved, the modified plan will then be submitted to DCEO and made available for public viewing.](#)

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#### **6.D Workforce Equity Lens: Meeting Administrative Requirements of WIOA**

Incorporating a workforce equity lens into meeting the administrative requirements of the Workforce Innovation and Opportunity Act (WIOA) at the local workforce area level involves a deliberate and comprehensive approach to ensuring that all individuals, particularly those who have historically faced barriers to employment, have equitable access to opportunities and resources. The SEDR workforce system is committed to implement an equity lens through several methods.

*Data Collection and Analysis:* reviewing and analyzing data on the demographics of the local workforce area, including race, gender, age, disability status, and other relevant factors. Gaps identified in the analysis will be brought to the forefront and root causes of the gaps will be researched in an effort to reduce disparities and identify areas for improvement.

*Identifying Disparities:* Use the data analysis to identify disparities in access to workforce development programs, training opportunities, job placements, and employment outcomes among different demographic groups. This step is crucial for understanding where inequities exist and where interventions are needed.

*Developing Equity Goals and Strategies:* Based on the identified disparities, develop specific equity goals and strategies for addressing them. These goals should be aligned with the overarching objectives of the WIOA, such as promoting economic self-sufficiency and ensuring equal access to high-quality employment services.

*Engaging Stakeholders:* Engage a diverse range of stakeholders, including community organizations, advocacy groups, employers, and individuals from marginalized communities, in the planning and decision-making process. Their input is essential for designing effective strategies that are responsive to the needs of the local workforce.



*Adopting Inclusive Practices:* Integrate inclusive practices into all aspects of workforce development programming, from outreach and recruitment to service delivery and evaluation. This may include offering culturally competent services, providing accommodations for individuals with disabilities, and addressing language barriers.

*Monitoring and Evaluation:* Establish mechanisms for ongoing monitoring and evaluation to track progress towards equity goals and outcomes. Regularly review data on program participation, employment outcomes, and customer satisfaction to assess the effectiveness of equity initiatives and make adjustments as needed.

*Continuous Improvement:* Foster a culture of continuous improvement by soliciting feedback from stakeholders, learning from best practices, promising approaches, and adapting strategies in response to changing needs and circumstances.

By incorporating a workforce equity lens into the implementation of the WIOA at the local level, the workforce ecosystem can work towards creating a more inclusive and equitable workforce system that benefits all members of the community.



## CONCLUSION

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The Southeastern Economic Development Region (SEDR) – also known locally as LWIA 23 - plan adheres to WIOA guidelines, emphasizing a customer-centered approach, diversity, equity, and inclusion, and employer engagement. Over the next four years, LWIA 23, in partnership with workforce stakeholders, will implement strategies to enhance regional coordination, develop talent pipelines, and align service delivery to meet the evolving needs of businesses and job seekers. Through collaboration and innovation, SEDR aims to build a skilled workforce, promote economic prosperity, and ensure equitable access to opportunities for all populations.





## Appendix List

Attachments	
<b>POLICIES – ATTACHED SEPARATELY</b>	
1	Chief Elected Official (CEO) Functions and Agreement Between Multiple Chief Elected Officials
2	Chief Elected Official Delegation of Authority and Acknowledgment of Financial Liability
3	Local Workforce Innovation Board (LWIB) Certification and Recertification Requirements
4	One-Stop Operator Procurement
5	Career Planning
6	General Follow-Up Services
7	Selective Service Registration Requirements
8	Youth Eligibility
9	Service Priorities
10	Veterans' Priority of Service Requirements
11	Individual Training Accounts
12	On-the-Job Training
13	Incumbent Worker Training
14	Work Experience and Transitional Jobs
15	Training Provider and Training Program Eligibility – Eligible Training Provider List
16	Supportive Services
17	Privacy and Security
18	Property Control for Property Purchased with WIOA Funds
19	Compliant and Grievance Procedures
20	Purchasing & Bidding Policy
21	Competitive Proposals Policy
<b>APPENDIX DOCUMENTS</b>	
22	Regional Goals for 2024-2028
23	14 Youth Program Elements
24	2024 EDR 7 Data Packet
25	MOU Agreement
26	Service Integration Self-Assessment Action Plan
27	Youth Individual Service Strategy Template



Policy Attachments 1-21 are attached separately and will be made available at [www.lwa23.net](http://www.lwa23.net).

Document Attachments 24-27 are attached separately and will be made available at [www.lwa23.net](http://www.lwa23.net).



## REGIONAL GOALS 2024-2028 (ATTACHMENT 25)

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State Goal 1 = LWIA Goals 1 & 2

State Goal 2 = LWIA Goals 3 & 4

State Goal 3 = LWIA Goals 5 & 6

### **State Goal 1: Illinois Workforce Development System is an example of excellence in its approach to collaboration and customer service.**

**LWIA Goal 1: The Workforce Development System uses a customer-centered approach to service delivery.**

#### *Job Seeker Service Integration*

The OneStop Operator Consortium and partners will continue efforts to align service delivery in a way that best helps the customers through intentional, diligent assessment and continuous improvement processes.

Measure: LWIA 23 OneStop Operator Consortium will complete a new service integration self-assessment tool to support will ensure continuous improvement is made on service integration. From the self-assessment, goals and strategies will be identified and implemented. Service Integration Self-Assessment to be complete in February 2024. The self-assessment will serve as a foundation for identifying and implementing specific goals and strategies aimed at enhancing the overall effectiveness of integrated services. Progress on goals and strategies inspired from the Self-Assessment will be monitored and reported out to the LWIA 23 Consortium Committee and the LWIB quarterly meetings.

#### *Business Services Integration*

The LWIA 23 Integrated Business Services Team will systematically identify, review, and leverage existing data related to a customer-centered approach to business service delivery. The team will focus on pinpointing areas for improvement in service delivery and integration. Additionally, the BST will actively seek input from business partners to identify and implement innovative methods for measuring the effectiveness of a customer-centered approach.

Achievable: The BST will collaborate with business partners through focus groups, surveys, and regular feedback sessions to gather input on the effectiveness of service delivery. Existing data collection processes will be optimized for efficiency and relevance to customer-centered



metrics. The team will identify and implement at least two innovative methods for measuring customer-centered service delivery, ensuring practicality and effectiveness.

**Measurable:** By the conclusion of the four-year plan duration, the goal is to achieve a 5% improvement in customer satisfaction scores related to business services, as measured through post-engagement surveys. The BST aims to enhance data utilization by 15%, as evidenced by increased analysis of customer feedback and streamlined integration of feedback into service improvement strategies. The BST will conduct a comprehensive review of existing data and implement improvements within the first half of Program Year 2024. Innovative methods for measuring customer-centered service delivery will be identified and implemented by Quarter 3 of Program Year 2025. The Business Service Team partners will discuss progress, bottlenecks, new findings at monthly BST meetings. Regular assessments will be conducted to measure progress and report findings to the LWIA 23 Consortium Committee and LWIB in quarterly meetings. The goal is to achieve the specified improvements by the end of Program Year 2028, with ongoing monitoring and adjustments as needed.

### *Streamlining Referrals*

The LWIA 23 OneStop Operator Consortium and partners will conduct a comprehensive review of the current referral process, encompassing a broader examination of service integration. The goal is to recommend efficiencies and best practices to enhance the referral process for both customers and staff. Additionally, the partners will explore and establish enhanced referral streams from non-WIOA partner programs to foster collaboration and expand service reach.

**Measurable:** By Program Year 2028, the goal is to develop a referral tracking system to measure efficiency and quality of the referral processes. The OneStop Operator aims to implement recommended best practices in collecting, assessing, and utilizing front-line staff input on referral practices. Moreover, the OSO aims to establish partnerships with at least three required partners, leading to a 15% increase in referrals from required partner sources. The comprehensive Service Integration Self-Assessment January 2024 and recommendations for the referral process will be made by the end of Program Year 2023. Implementation of recommended best practices and the establishment of enhanced referral streams will occur in Program Year 2024. Monthly assessments will be conducted to measure progress, during the OneStop Operator Consortium monthly meetings. Progress towards goals will be reported to the LWIA 23 Consortium Committee and LWIB in quarterly meetings. The goal is to achieve the specified improvements by the end of the four-year plan cycle, with ongoing monitoring and adjustments as needed.



Achievable: The OneStop Operator will collaborate with staff, stakeholders, and external partners to gather insights into the current referral process. Best practices will be identified through benchmarking with similar programs, and a structured plan will be developed to implement the recommended improvements. Efforts will be made to establish partnerships with external programs to create seamless referral streams.

## **LWIA Goal 2: Core partners in LWIA 23 advance diversity, equity, inclusion, and access**

### *Identify and Strategically Craft Message*

Core partners in LWIA 23 will actively advance diversity, equity, inclusion, and access through a comprehensive strategy that involves data analysis and strategic outreach activities. This includes identifying and addressing disparities in service delivery, ensuring equitable access, and promoting an inclusive environment for both job seekers and employers.

Measurable: Over the course of the four-year plan duration, the goal is to achieve a 10% increase in the representation of underrepresented populations accessing workforce services, as measured through demographic data analysis. Additionally, the partners aim to conduct at least four strategic outreach activities each year, resulting in a 10% increase in participation from historically underserved communities. Regular data analysis will be conducted to monitor progress and adjust strategies accordingly. The goal will be measured against the benchmark of current inequities in target populations at the end of Program Year 2023 and set goal may fluctuate to increase participation rates of underserved populations to more closely reflect regional population; monitor participant demographic data quarterly and assess for progress toward goal through four-year plan duration. The core partners will initiate the data analysis and outreach strategy in Quarter 1 of Program Year 2024, with a goal to implement the initial strategic outreach activities in Quarter 2 of Program year 2024. Regular assessments will be conducted to measure progress, and findings will be reported to the LWIA 23 Consortium Committee and LWIB in quarterly meetings. The goal is to achieve the specified improvements by the end of Program Year 2028, with ongoing monitoring of participation rates by target audience and adjustments as needed.

Achievable: The core partners will collaborate with community organizations, advocacy groups, and local leaders to conduct meaningful data analysis, identifying disparities and barriers in service delivery. A strategic plan will be developed to implement targeted outreach activities that address the identified issues and engage underrepresented populations effectively.



## **State Goal 2: Illinois' Workforce Development System will enhance employers' abilities to hire and retain skilled workers that meet their emerging needs.**

**LWIA Goal 3: The Workforce Development System supports, informs and enhances employers' talent strategies.**

### ***Promote Talent Pipeline Management Strategies®***

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LWIA 23 will actively support, inform, and enhance employers' talent strategies by implementing Talent Pipeline Management® (TPM®) facilitation. The LWIA 23 Business Services Team will educate business leaders throughout the region on TPM® sector strategies. This includes conducting informational presentations and facilitating TPM® Collaboratives to operationalize public-private partnerships, sector partnerships, and various Talent Pipeline Management® concepts.

**Measurable:** By the end of Program Year 2028, the goal is to have engaged with at least 100 business leaders in the region through informational presentations and TPM® Collaboratives, measured through attendance records and participant feedback. The Business Services Team aims to facilitate the establishment of at least five sector Collaboratives by the end of Program Year 2024, measured by participating employers. All five TPM® Collaboratives will demonstrate progress in operationalizing Talent Pipeline Management® strategies on an annual basis through the duration of the four-year plan cycle. Additionally, the goal is to achieve a 10% improvement in employer satisfaction scores related to talent strategies, as measured through post-engagement surveys. Regular assessments will be conducted to measure progress and gather feedback, with findings reported to the LWIA 23 Consortium Committee and LWIB in quarterly meetings.

**Achievable:** The Business Services Team will collaborate with industry experts, education providers, and business associations to develop and deliver educational content on TPM® sector strategies. Collaborative sessions will be designed to encourage active participation and partnership formation. The team will establish connections with local businesses and industry associations to identify and engage potential participants for TPM® Collaboratives.

### ***Expanding Apprenticeships***

LWIA 23 Business Services Team (BST) will optimize support for employers' talent strategies by enhancing the existing apprenticeship infrastructure. The focus is on aligning partners, funding, and services to seamlessly integrate within the LWIA 23 workforce ecosystem. To achieve this, LWIA 23 will target innovative programs in Educational Services (K-12 Teachers), Health Care, Technology/Cybersecurity, Transportation, and the Supply Chain, with the aim of



expanding current or creating new Department of Labor (DOL)-Registered Apprenticeship Programs.

**Measurable:** By the end of Program Year 2028, the goal is to establish or expand at least twenty (20) DOL-Registered Apprenticeship Programs in the targeted industries of LWIA 23. The Business Services Team aims to create employer buy-in for sponsorship through incentives such as Illinois state tax credits, supplemental grant funding, and proven return-on-investment. Through the BST's Apprenticeship Navigator service, at least two new partnerships with local businesses and educational institutions each year, measured by executed On-the-Job Training or Incumbent Worker Training contracts, or other memoranda of understanding (MOU) agreements. Additionally, the goal is to achieve a 10% increase in employer satisfaction scores related to apprenticeship programs, as measured through post-engagement surveys. The BST will initiate the planning and development of apprenticeship programs within the next three months, with the goal of having at least three programs established or expanded within the fiscal year. Regular assessments will be conducted to measure progress, and status will be reported to the LWIA 23 Consortium Committee and LWIB in quarterly meetings.

**Achievable:** The BST will collaborate with industry associations, educational institutions, and businesses in the targeted sectors to identify opportunities for apprenticeship program development or expansion. Partnerships will be formed to secure funding and support services, ensuring the sustainability and effectiveness of the apprenticeship programs. The team will leverage existing resources while actively seeking additional funding sources to achieve the established goals.

**LWIA Goal 4: The Workforce Development System will build out tools and practices that can help employers adopt a culture that promotes equity and accessibility.**

*Promote Importance and Benefits of Equity & Accessibility*

The LWIA 23 Business Services Team will actively integrate existing equity and accessibility tools into their business services to assist employers in fostering a culture that promotes equity and accessibility within their organizations. This includes providing guidance on inclusive hiring practices, reasonable accommodations, and diverse workforce development.

**Achievable:** The team will collaborate with local equity and inclusion organizations to leverage existing tools and resources. They will develop partnerships with a minimum of two TPM Collaboratives (sector partnerships) to pilot and refine the integration of these tools into their business operations, ensuring practicality and effectiveness.

**Measure:** The BST aims to coordinate or facilitate a minimum of one equity and accessibility workshop or training session for each of the Talent Pipeline Management Collaboratives



established in the region, on an annual basis. Additionally, the BST will lead the Collaboratives to design a process to track and measure successful implementation of equity and accessibility practices and within the collaborating businesses and set attainable, realistic goals for each unique sector.

**State Goal 3: Illinois' Workforce Development System will use customer-centered and data-informed practices to improve the quality of the jobseeker experience in pursuing fulfilling career pathways in a manner that is equitable and accessible.**

**LWIA Goal 5: The Workforce Development System educates and supports jobseekers regarding how to navigate the labor market.**

*Navigating the Labor Market*

The workforce partners will enhance the quality of the job seeker experience by implementing targeted educational programs and support services. This includes providing comprehensive guidance on navigating the labor market, understanding career pathways, and acquiring the necessary skills for sustainable employment.

Achievable: The system will collaborate with local educational institutions, training providers, and employers to develop and offer relevant educational programs. Workshops and one-on-one counseling sessions will be conducted to equip job seekers with essential skills, such as resumé building, interview preparation, and understanding industry trends.

Measure: By Program Year 2028, the goal is to achieve a 10% increase in job seeker satisfaction, as measured through post-training and support service surveys. Additionally, the system aims to track and improve job placement rates by 3%, ensuring that job seekers are successfully connected with fulfilling career pathways. They partners will establish benchmarks using Program Year 2023 performance results. In Quarter 1 of PY2024, partners will begin implementation of connecting jobseekers to career pathways through individualized assessment and coaching. Progress towards goal will be reviewed quarterly and strategies will be adapted as needed based on feedback.

**LWIA Goal 6: The Workforce Development System interacts with jobseekers in the places where they live and visit.**

*Beyond the OneStop Center*

The Core WIOA partners will research, assess, and consider best practices regarding service delivery outside of the Effingham OneStop Center and access WorkNet offices. This involves





identifying and implementing innovative strategies to expand accessibility and effectiveness in delivering workforce services to a broader audience across an expansive rural area.

**Achievable:** The Core WIOA partners will collaborate with community organizations, local businesses, and technology providers to explore and implement alternative service delivery methods, such as virtual workshops, mobile service units, and online resources. Pilot programs will be established in collaboration with at least two community partners to test and refine these methods.

**Measure:** By the end of Program Year 2028, the goal is to increase service reach to job seekers residing in counties lacking a physical office thereby increasing numbers of individuals accessing WIOA services from the underserved counties by 15% of the benchmark metrics. The partners will implement the changes in Program Year 2024, conducting regular assessments to measure the impact on service reach and customer satisfaction. Quarterly reviews will be conducted to evaluate progress, adapt strategies based on feedback, and ensure compliance with WIOA regulations. The goal is to achieve the specified improvements by the end of Program Year 2028, with ongoing monitoring and adjustments as needed.



Attachment 26

14 Elements of Youth Program

	CEFS	ADULT ED	VOCATIONAL TRAINING PROGRAM	K-12 EDUCATION	COMMUNITY BASED ORGANIZATIONS	EMPLOYERS/WORK SITES
Tutoring, Study Skills Training, Instruction, and Dropout Prevention activities that lead to completion of a high school diploma or recognized equivalent	Makes Referrals to...	✓	✓	✓		
Alternative Secondary School and Dropout Recovery Services assist youth who have struggled in traditional secondary education or who have dropped out of school	Makes Referrals too...	✓		✓		
Paid and Unpaid Work Experience is a structured learning experience in a workplace and provides opportunities for career exploration and skill development	✓					✓
Occupational Skills Training is an organized program of study that provides specific skills and leads to proficiency in an occupational field	✓ Provide Approved Training Program list and assist in enrollment of a vocational program					
Education Offered Concurrently with Workforce Preparation is an	Makes Referrals to...	✓	✓			



integrated education and training model combining workforce preparation, basic academic skills, and occupational skills			
Leadership Development Opportunities encourage responsibility, confidence, employability, self-determination, and other positive social behaviors	✓		
Supportive Services enable an individual to participate in WIOA activities	✓		
Adult Mentoring is a formal relationship between a youth and an adult mentor with structured activities where the mentor offers guidance, support, and encouragement	✓		✓
Follow-up Services are provided following program exit to help ensure youth succeed in employment or education	✓		
Comprehensive Guidance and Counseling provides individualized counseling to participants, including drug/alcohol and mental health counseling	Makes Referrals to...		✓
Financial Literacy Education provides youth with the knowledge and skills they need to achieve long-term financial stability	✓		



Entrepreneurial Skills Training provides the basics of starting and operating a small business and develops entrepreneurial skills

Makes Referrals to...



Services that Provide Labor Market Information offer employment and labor market information about in-demand industry sectors or occupations



Postsecondary Preparation and Transition Activities help youth prepare for and transition to postsecondary education and training





## GLOSSARY OF ACRONYMS

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### A

<b>ABE</b>	Adult Basic Education
<b>ADA</b>	Americans with Disabilities Act
<b>AEFL</b>	Adult Education & Family Literacy
<b>AJC</b>	American Job Center
<b>ASE</b>	Adult Secondary Education
<b>AVL</b>	Adult Volunteer Literacy

### B

<b>BEP</b>	Illinois Business Enterprise Program
<b>BEST</b>	Business Essentials Support and Technology Center
<b>BST</b>	Business Services Team also Integrated Business Services Team

### C

<b>C.N.A</b>	Certified Nursing Assistant
<b>CBO</b>	Community Based Organization
<b>CCAP</b>	Child Care Assistance Program
<b>CCDA</b>	Crawford County Development Association
<b>CEO</b>	Chief Elected Official
<b>CIPT</b>	Central Illinois Public Transit
<b>CIS</b>	Illinois Career Information System
<b>CLNA</b>	Comprehensive Local Needs Assessment
<b>CoP</b>	Communities of Practice
<b>CORD</b>	Community Online Resource Directory
<b>CSBG</b>	Community Services Block Grant
<b>CTE</b>	Career and Technical Education



**D**

- DCEO** Department of Commerce & Economic Opportunity
- DCFS** Department of Children and Family Services
- DEIA/B** Diversity, Equity, Inclusion, Access/Belonging
- DETS** Dislocation Event Tracking System
- DHFS** Department of Healthcare and Family Service
- DHS** Department of Human Services
- DHS-DRS** Department of Human Services - Division of Rehabilitation Services
- DOC** Department of Corrections
- DOE** Department of Education
- DOL** Department of Labor
- DOTL** Demand Occupation Training List
- DVOP** Disabled Veteran Outreach Program
- DW** Dislocated Worker Program

**E**

- ECIDC** East Central Illinois Development Corp.
- EDO** Economic Development Organization
- EDR** Economic Development Region
- EEO** Equal Employment Opportunity
- EFE** Education for Employment
- EI&A** Economic Information and Analysis Division at IDES
- EIASE** Eastern Illinois Area Special Education
- EIEFES** Eastern Illinois Education For Employment System 340
- ELA** English Language Acquisition
- ELL** English Language Learner
- EO** Equal Opportunity
- ERBA** Embarras River Basin Agency, Inc.
- ERCA** Effingham Regional Career Academy



<b>ERGA</b>	Effingham Regional Growth Alliance
<b>ESL</b>	English as a Second Language
<b>ETPL</b>	Eligible Training Provider List
<b>F</b>	
<b>FAME</b>	Fund for Advancement of Minority Enterprises
<b>FBO</b>	Faith-Based Organization
<b>FBP</b>	Fidelity Bonding Program
<b>FTE</b>	Full-Time Equivalent
<b>FTE</b>	Full-Time Equivalent
<b>FY</b>	Fiscal Year
<b>G</b>	
<b>GED</b>	General Equivalency Diploma
<b>GWRPC</b>	Greater Wabash Regional Planning Commission
<b>H</b>	
<b>HSE</b>	High School Equivalency
<b>HTF</b>	Hire the Future
<b>I</b>	
<b>IACAA</b>	Illinois Association of Community Action Agencies
<b>IBHE</b>	Illinois Board of Higher Education
<b>ICAPS</b>	Integrated Career & Academic Preparation System
<b>ICCB</b>	Illinois Community College Board
<b>ICSPS</b>	Illinois Center for Specialized Professional Support
<b>IDES</b>	Illinois Department of Employment Security
<b>IDES</b>	Illinois Department of Employment Security
<b>IECC</b>	Illinois Eastern Community Colleges
<b>IEN</b>	Illinois Entrepreneurship Network
<b>IEP</b>	Individual Employment Plan OR Individual Education Plan (K-12)
<b>IESBGA</b>	Illinois Entrepreneurship and Small Business Growth Association



<b>IET</b>	Integrated Education and Training; see ICAPS
<b>IJL</b>	Illinois Job Link <a href="http://illinoisjoblink.com">illinoisjoblink.com</a>
<b>IMEC</b>	Illinois Manufacturing Excellence Corp.
<b>IRHA</b>	Illinois Rural Health Association
<b>ISS</b>	Individual Service Strategy
<b>ISTEP</b>	Illinois Support Training and Employment Program
<b>ITA</b>	Individual Training Account
<b>IVTP</b>	Illinois Veteran Transition Pathways
<b>IWDS</b>	Illinois Workforce Development System
<b>IWIB</b>	Illinois Workforce Innovation Board
<b>IWP</b>	Illinois Workforce Partnership
<b>IWT</b>	Incumbent Worker Training
<b>IWTS</b>	Incumbent Worker Tracking System
<b>J</b>	
<b>JVSG</b>	Jobs for Veterans State Grant Program
<b>K</b>	
<b>KC</b>	Kaskaskia College
<b>L</b>	
<b>LLC</b>	Lake Land College
<b>LMI</b>	Labor Market Information
<b>LPN</b>	Licensed Practical Nurse
<b>LQ</b>	Location Quotient
<b>LVER</b>	Local Veteran Employment Rep
<b>LWIA 23</b>	Local Workforce Innovation Board & Staff
<b>LWIA</b>	Local Workforce Innovation Area
<b>LWIB</b>	Local Workforce Innovation Board
<b>M</b>	
<b>MOU</b>	Memorandum of Understanding





<b>MSFW</b>	Migrant and Seasonal Farmworker
<b>N</b>	
<b>NAICS</b>	North American Industry Classification System
<b>NVTI</b>	National Veteran Training Institute
<b>NYU</b>	New York University - Re-Entry Employment Grant
<b>O</b>	
<b>OET</b>	Office of Employment and Training
<b>OJT</b>	On-the-Job Training
<b>OMB</b>	Office of Management and Budget
<b>ONET</b>	Occupational Information Network
<b>OSO</b>	One-Stop Operator
<b>OSO</b>	OneStop Operator
<b>P</b>	
<b>PATH</b>	Providing Access To Help
<b>PEDCO</b>	Paris Economic Development Corporation
<b>PII</b>	Personal Identifiable Information
<b>PLAR</b>	Prior Learning Assessment and Recognition
<b>PY</b>	Program Year
<b>Q</b>	
<b>R</b>	
<b>RAP</b>	Registered Apprenticeship Program
<b>RESEA</b>	Reemployment Services and Eligibility Assessment
<b>RESP</b>	Re-Entry Employment Services
<b>RFA</b>	Request for Application
<b>RFP</b>	Request for Proposal
<b>RMTD</b>	Rides Mass Transit District
<b>RN</b>	Registered Nurse
<b>ROE</b>	Regional Office of Education



## S

<b>SBDC</b>	Small Business Development Center
<b>SBDC-EIU</b>	Elevate/Small Business Development Center @ Eastern Illinois University
<b>SBDC-IECC</b>	Industry & Business/Small Business Development Center at IECC
<b>SBE</b>	Significant Barriers to Employment
<b>SCEDC</b>	Shelby County Economic Development Corp.
<b>SCIGA</b>	South-Central Illinois Growth Alliance
<b>SEDR</b>	Southeast Economic Development Region 7
<b>SIS-A</b>	Service Integration Self-Assessment
<b>SNAP</b>	Supplemental Nutrition Assistance Program
<b>SOE</b>	Supervised Occupational Experience
<b>STC</b>	Short Term Compensation Program
<b>STEM</b>	Science/Technology/Engineering/Math
<b>STEP</b>	Secondary Transition Experience Program

## T

<b>TAA</b>	The Trade Adjustment Assistance Act
<b>TANF</b>	Temporary Assistancess for Needy Families
<b>Team RED</b>	Team Regional Economic Development at DCEO
<b>TPM®</b>	Talent Pipeline Management®

## U

<b>UCX</b>	Unemployment Compensation for Ex-Service Members
<b>UI</b>	Unemployment Insurance
<b>USDA</b>	US Department of Agriculture
<b>USDOL</b>	United States Department of Labor

## V

## W

<b>WARN(O)</b>	Worker Adjustment & Retraining Notification
<b>WD</b>	Workforce Development



- WDS** Workforce Development System
- WE(X)** Work Experience
- WIOA** Workforce Innovation and Opportunity Act
- WOTC** Work Opportunity Tax Credit
- X**
- Y**
- Z**