ILLINOIS NORTHERN STATELINE

ECONOMIC DEVELOPMENT REGION 5

WORKFORCE INNOVATION AND

OPPORTUNITY ACT REGIONAL PLAN

The Workforce Connection

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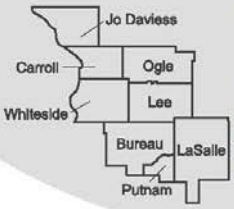

BEST, Inc.

Business Employment Skills Team
Serving Northwest Central Illinois

www.best-inc.org

ILLINOIS workNet® Partner

Years 2020 – 2024

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INTRODUCTION AND OVERVIEW

What is the Regional Plan?

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

The Northern Stateline Region consists of Boone, Ogle, Stephenson, and Winnebago counties. They are already connected by virtue of being a Combined Statistical Area, a federal designation that recognizes economic and social linkages. The Region is served by two Workforce Development Boards that entered this process already experienced in working together. As outlined below, this plan is also built upon existing collaboration on regional economic development priorities that include workforce development.

Unless otherwise noted, all data used for the purposes of this plan was compiled from Department of Commerce and Economic Opportunity (DCEO) using various partner agencies for each economic development region (EDR) and is attached for reference in the appendix.

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

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

CHAPTER 1: REGIONAL ECONOMIC AND WORKFORCE ANALYSIS- REGIONAL COMPONENT

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

From 2014 to 2019, our region had seen a steady decrease in unemployment. Statewide, the lowest unemployment rate in the past decade (3.6%) was reached in both May and September of 2019 (Illinois Department of Employment Security, data packet referenced in the appendix).

However, in November 2019 our region was at 5.1% unemployment – still the highest in the state of Illinois (IDES, data packet). The highest county for unemployment is Winnebago, with Rockford having a 6.1% unemployment rate in November 2019. From 2014 to 2019, jobs increased by 1.5% in 4 Illinois Counties from 192,805 to 195,740 (IDES, data packet). This change fell short of the national growth rate of 6.9% by 5.4% (IDES, data packet). As the number of jobs increased, the labor force participation rate increased from 61.0% to 63.7% between 2014 and 2019 (IDES, data packet). With the numerous projects being developed in our region and growth predictions, it is likely we will continue to see a labor demand as long as shortages and supply chain issues are alleviated.

Yet, when the COVID-19 pandemic hit in March of 2020, our region – like the rest of the nation – was significantly impacted by unprecedented unemployment. In March 2020 alone, unemployment claims more than tripled from March the year prior, to 15,247 claims, per the Illinois Department of Employment Security. Our most significantly impacted industry has been and continues to be the leisure and hospitality industry.

Our Region has also been facing an ongoing decrease in population, as well as an aging population. From 2014 to 2019, the region's population declined by 2.0%, falling by 8,945, (Annual County Resident Population, June 2019). Population is expected to decrease by 1.0% between 2019 and 2024, losing 4,498 individuals (Annual County Resident Population, June 2019). As of 2020, the current total population in Boone, Stephenson, Ogle, and Winnebago counties is 435,216 (2022 Data Packet). Reasons for population loss include residents moving elsewhere for better job prospects, taxation and business climate concerns, and quality of life issues. The median age in Illinois has been steadily increasing over the past decade. In 2018, the median age was 38.3 compared to 36.6 in 2010 (Annual County Resident Population, June 2019. Statewide, nearly 16% of Illinois residents are age 65 and over (Annual County Resident Population, June 2019). This is concerning for ensuring the future of the workforce, given that we will see a continual growth in jobs but a decline in the available working population. Of the overall population in the region age 25 and over, only 14.3% of the selected regions' residents possess a bachelor's degree (6.8% below the national average), and 9.4% hold an associate degree (1.3% above the national average) (American Community Survey, 2019, Table S1501).

There is also an average veteran population as compared to the nation, with 26,240 veterans (American Community Survey, 2019, Table S2101), however we have seen a decline of roughly 2,000 veterans in our region since 2017. The majority of these veterans are ages 65- 74, served in Vietnam

and are white (American Community Survey, 2019, Table S2101). About 38% of these veterans have an Associate of Arts degree or some college, and 34% have a high school diploma or general education development (GED) (American Community Survey, 2019, Table S2101). While we recognize that Veterans have a higher education attainment rate than the general population and that our region has numerous veterans, we also know that of those who are able to work, the population of unemployed veterans in each working-age group fall below 0.01% of the total veteran population (American Community Survey, 2019, Table S2101). This indicates the efforts put towards the education and placement of veterans is working. However, more work is needed to continue this trend with working-age veterans.

Economic Development Region 5 has a notable population of individuals living with disabilities and English as a Second Language. Those with disabilities account for 58,467 people in the region, and 13.4% of residents within the region speak English as a Second Language. Both of these populations face barriers to employment, which is expounded on later under the “Barriers to Employment” section.

A notable element of our region’s population is the median income disparity between African American households and other groups. The majority of African American households financially attain less than White households in every county of our region, nearly two times as less in Winnebago and Stephenson counties. (American Community Survey, 2019, Table S1903). IDES noted in its “Women and Minorities in the Illinois Workforce, June 2021” report that, “historically, African Americans have had unemployment rates that are at least double the rate for whites”. Given the African American population makes up about 10% of our overall population, these individuals deserve additional focus

and attention in order to assist with their barriers to employment and attaining a livable wage. Currently, the causation behind the research remains inconclusive, as we are only reliant on correlational data regarding the reasoning behind this disparity.

Additionally, median income household statistics indicate a high level of working poor. Derived from the U.S. Census Bureau data from 2019, the poverty rate in the state of Illinois is 12.5%, and 44.6% of the population in poverty worked full-time, year round. The majority of the population living below poverty are ages 18-64 and female, and have a high school diploma or GED. . The region does have a large number of working community members, who live below the poverty line, as defined by the state. These segments of the population are at an increased need for assistance and require additional assistance to address their needs and barriers.

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

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

- Increase efforts to attract and retain workers, particularly younger, educated workers who can fill the pipeline of in-demand occupations.
- Train those who live in the region to fit the needs of employers.

- Increase the workforce participation rate through better job opportunities and education/training of the unemployed and underemployed.
- Target populations in need of services based on data.

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

Employment needs of employers

The targeted industries for the plan are divided into two sections: leading industries (those that have shown success in our region and will continue to) and emerging industries (which are those predicted to thrive based on upcoming projects and other factors). The following data regarding industries, sectors, and occupations are sourced from QCEW State and County Map as of Quarter 1 of 2021. Manufacturing is the most mature industry in our region, seeing much growth over the years and remaining vital. The Manufacturing industry in our region will see a need to replace jobs rather than the creation of new jobs, in response to the aging working population in this industry. The leading industries in our region continue to be Transportation & Warehousing and Health Care & Social Assistance, however, due to the ongoing COVID-19 health emergency, we have seen an increase for Agricultural Production and Utilities as leading industries. The emerging industries are Leisure & Hospitality, Self-Employed Workers, Natural Resources & Mining, Retail Trade, Government, and Educational Services. Many of these industries have become an emerging industry as a result of the pandemic. Each of these industries have significant location quotient and high employment change. Location quotient refers to the density of job availability within a given industry for the region of consideration; in this case, that is Boone, Stephenson, Winnebago and Ogle counties. Many of these sectors are influenced by another's efforts, for example, the increase in hospitality and healthcare in

our region will require additional construction. There are additional industries that, while they may not be a targeted industry, they either are intertwined in many of the targeted industry sectors or have the potential for high prosperity.

Information Technology (IT) is an industry sector that has not had a historically high rate of employment opportunities or high concentration (location quotient) in our region, but because of the climate of society and the way technology is integrated into every industry in some fashion, it is important to take note of the need for workers in the sector, including IT Services and Software as sub-sectors. As a result of the transition to a digital world due to the ongoing COVID-19 pandemic, we have seen a significant increase in demand of IT occupations and the industry as a whole. In 2022, many of our workers are traveling to DeKalb, IL for work at the Facebook data center.

Agricultural Production, including crop production and distribution, are very prominent in the rural counties of our region. Despite our region having cannabis-related workforce development as permitted by the State of Illinois for the recreational and medical use of cannabis, because federal law prohibits it, WIOA funds cannot be used in this industry.

Knowledge and Skills Needed to Meet the Employment Needs of Employers in the Region

Targeted career pathway clusters for our region include healthcare, manufacturing, and transportation, and specific occupations are outlined in the remaining few paragraphs of this section below. In terms of occupations with the largest gap between job openings and qualified, trained or educated applicants, they are categorized by the credential or education

required. The largest supply gap ratio requiring on the job training are within the

Manufacturing and Transportation sectors. For occupations requiring certificates, the data shows the supply gap is highest in Automotive Service Techs/Mechanics, Emergency Medical Technicians and Paramedics, and Nursing Assistants. In 2017, Nursing Assistants was the top occupation with a supply-gap and Automotive Service Techs/Mechanics were lower. As we have seen this change in 2019 data, we can identify that there has been positive progress in getting Nursing Assistants certified. However, due to the pandemic, healthcare employers have shared the dire needs for nursing professionals overall, as a toll has been taken on these workers (Illinois Department of Employment Security, Illinois Board of Higher Education, & Illinois Community College Board, data packet).

As of 2019 data, occupations requiring an Associate's Degree with a supply-gap have transitioned to almost entirely to work in the IT industry. Computer Network Support Specialists, Computer User Support Specialists, Electrical & Electronic Engineering Techs, and All Other Computer Occupations are the most significant.

Occupations requiring a bachelor's degree with a supply-gap include Secondary Teachers and Elementary School Teachers (Illinois Department of Employment Security, Illinois Board of Higher Education, & Illinois Community College Board, data packet).

Occupations that require education beyond bachelor's Degree with supply-gap include Educational Administrators in both Elementary and Secondary Education. (Illinois Department of Employment Security, Illinois Board of Higher Education, & Illinois Community College Board, data packet). Given the demand in these industries and occupations, educational or certification attainment is crucial in these positions.

The top occupations in demand in Economic Development Region 5, consisting of Boone, Ogle, Stephenson, and Winnebago counties, requiring a certificate or license include: Hairdressers/Hairstylists/Cosmetologists, Massage Therapists, Emergency Medical Techs & Paramedics, and Automotive Service Techs/Mechanics. Occupations requiring an Associate's Degree that are in demand include: Engineering Techs, Ex. Drafters, Physical Therapist Assistants, Registered Nurses, Computer User *and* Network Support Specialists. For demand occupations requiring a Bachelor's Degree, they include: Mechanical Engineers, Business Operations Specialists, Buyers & Purchasing Agents, and Insurance Sales Agents. And for our demand occupations requiring an education beyond a Bachelor's Degree include: Marketing Managers, General & Operations Managers, Financial Managers, and Management Analysts.

Most of the common skills required for the annual openings in EDR 5 are for active listening, critical thinking, speaking, service orientation, and reading comprehension (source of skills from Illinois Department of Employment Security, Illinois Board of Higher Education, & Emsi-Burning Glass, 2021, as displayed in the 2022 EDR 5 data packet in the appendices).

LWA 4 indicated that there are a number of individuals in our region's talent pool that are not being tapped into, which has only increased further through the pandemic. There are also a number of people exiting the workplace, and the State of Illinois overall, throughout the pandemic and the availability of existing skilled individuals has declined.

LWA 3 has noted that there is also a need to set proper expectations of employers in terms of the existing skillset in the region, including what are reasonable requirements for a position. LWA 4 added to this that some small businesses will offer health insurance but do not pay for the health insurance, which can outweigh the wages, and that some of our younger population are cognizant of other public

health resources for part-time workers and will determine they are financially better off with this latter route.

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

Data for our Region's workforce indicates a large population of those working still live in poverty. In November 2019 our region was at 5.1% unemployment – still the highest in the state of Illinois (IDES, data packet). The highest county for unemployment is Winnebago, with Rockford having a 6.1% unemployment rate in November 2019. From 2014 to 2019, jobs increased by 1.5% in 4 Illinois Counties from 192,805 to 195,740 (IDES, data packet). As of 2019 the region's population declined by 2.0% since 2014, falling by 8,945 (IDES, data packet). While we are seeing a projection in continual decline of the population, it is less severe than it has been the last decade and the region continues to see new businesses and projects in development to build our region. The data shows a large population in need of education and training in order to serve workforce needs, including literacy skills. Literacy data for our region has not been consistently collected. Available data from the last National Center for Education Statistics (NCES) report is from 2003, but indicates a 8-11% range of residents lacking basic prose literacy skills. The Workforce Connection and BEST, Inc. have outlined strategies to address working age adults lacking literacy skills within the region in Chapter 2(A), including partnerships with other organizations like The Literacy Council. Recognizing the barriers to employment that low literacy levels can have on individuals, we intend to work to develop regional data collection for the next regional plan.

In relation to the special needs' population, 11% of the Northern Stateline population has some form

of a disability, with 27.5% being ambulatory and 41.4% being ages 35-64 (American Community Survey, 2017, Table S1810). To ensure that the service implications are being met for the most significant disability affecting our region's population, all American Job Centers are handicap accessible, and assistive devices are available at every location. More information on how we serve the disabled population is clearly outlined throughout the remainder of the plan.

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

The industry clusters listed above in Chapter 1 indicate the region's priorities. The leading industries are Manufacturing, Transportation & Warehousing, and Healthcare & Social Assistance. The industries emerging in our region include Leisure & Hospitality and Professional & Business Services. While not explicitly ranked by priority by stakeholders, Manufacturing is the most important due to the size of the cluster and the above-average wages it provides.

Healthcare is prioritized for its growth and increased need for training and education. Transportation & Warehousing industry sector requires less investment in training and education programs in comparison to other clusters, and employers have noted the need for assistance in the recruitment of workers and development of basic skills for their workforce. Most of the common skills required for the annual openings in EDR 5 are for speaking, active listening, critical thinking, service orientation, and speaking (source of skills from ONet, as displayed in the EDR 5 data packet in the appendices).

Sector partnerships and public-private partnerships

The Northern Stateline Region has strong sector and public-private partnership activity that can assist with implementation of the regional plan and can identify more opportunities for partnership. In this section beginning with the below chart, you will find a complete list of partnerships within the region the key partners involved, and their role in the regional workforce plan. These neutral conveners have the ability to help establish sector partnerships in the region and were all invited to partake in the regional and local planning process.

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

Name & Brief Description	Key Partners	Geographic Area	Industry(s)
Rockford Area Aerospace Network (RAAN) Consortium of companies implementing a strategic plan to increase the competitiveness of the Rockford Region for aerospace expansion and attraction. Major subsectors include AS9100 and Nadcap certified suppliers of: Electric power generation systems, Power management, Actuation systems, Metal component fabrication, Aircraft interior manufacturing, and Maintenance repair	RAEDC; key aerospace companies in the Region including UTC Aerospace Systems, Woodward, and GE Aviation; education, training, and support providers	All counties	Aerospace

and overhaul (MRO).			

Additional partnership events in the area include:

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

internships, etc. These are all managed in the online database system.			
Dual credit Dual credit program coordinated with Rock Valley College (RVC) Early College and offers courses in multiple career and technical areas.	School Districts, who coordinate dual credit, CareerTEC, Highland Community College, CEANCI, RVC Sauk Valley Community College (SVCC) and Whiteside Area Career Center (WACC)	Boone, Ogle, and Winnebago counties.	Various.
Manufacturing Day Coordinate and financially support student involvement, grades 9-12 with targeted interests to promote career awareness campaign for manufacturing.	CEANCI, RVC, Illinois Manufacturing Education Consortium (IMEC), local manufacturers, Rockford Area Economic Development Council (RAEDC), Rockford Chamber, CareerTEC, Belvidere Area Chamber of Commerce and Growth Dimensions Economic Development, school districts, and member schools.	Boone, Ogle, Stephenson, and Winnebago counties.	Manufacturing.
Construction Trades Career Expo	CEANCI, Northwestern Illinois	Boone, Ogle, and	Construction

Coordinate and financially support student involvement, grades 6-8 and targeted high school students, to promote career awareness campaign for trades.	Building Trades Union (NWIBT), and CareerTEC.	Winnebago counties.	Trades.
<u>Industry Briefs</u> Northwest Central Illinois Works (NCI Works) spotlights an industry critical to the area's economy. Local business leaders are invited to present information on the occupations that make up their workforce, the education and training needed for those occupations, the skill sets they look for in potential	Business partners from the featured industry used on the podcast, Starved Rock Media, and other various community partners depending on the topic.	Ogle county.	Various.

employees, and the challenges the industry is facing today. After each meeting, real-time information along with other related information is published in an Industry Brief that is then distributed to workforce partners, schools, libraries, elected officials, economic development organizations and local chambers. To reach an even broader audience, NCI Works hosts podcasts on the featured industry.			
Careers on Wheels Coordinate and financially support student involvement, grade 6, to promote career	CEANCI & consortium districts.	Boone, Ogle, and Winnebago counties.	Various.

awareness campaign for 16 career cluster occupations that are mobile.			

The region's four economic development corporations – Growth Dimensions Economic Development for Belvidere-Boone County, the Greater Freeport Partnership (GFP), the Greater Rochelle Economic Development Corporation (GREDCO), and the Rockford Area Economic Development Council (RAEDC) – are public- private partnerships with strong business and government investments. Each has particular strengths in developing sector partnerships (Growth Dimensions Economic Development – Automotive, GFP – Food Processing, RAEDC – Aerospace) that can be leveraged as part of this plan. In fact, Growth Dimensions facilitates the Automotive Innovation Network, which works to identify and address workforce, innovation and training challenges, providing a greater breadth of resources to the automotive industry. The birth of the Reimagining Electric Vehicles (REV) Illinois Act, signed in November 2021, derived from the work here. These partners all participated in the Regional Plan process. They are critical partners to assist with establishing new sector partnerships, as well as workforce development agencies and, Chambers of Commerce.

Each sector partnership described above or implemented is a result of regional collaboration and is formed in part to address that sector's workforce needs. Employers will drive the sector strategies and partnerships, with WIOA Core Partners (Title IB, Adult Education, Wagner-Peyser, and Vocational Rehabilitation), Required Partners and other Stakeholders leveraging program resources to address

workforce skill gaps. Partners are committed to collaborate on solutions, provide integrated services, and braid funding to effectively and efficiently meet regional business needs. One opportunity is to use the existing integration of Career Services and Business Services that connects career seekers with training to meet employer-identified needs and further connecting that process to employer-led partnerships described here to meet sector-specific needs.

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

Core partners are collaborating with secondary and post-secondary education and trainers to meet employer needs through these sector strategies. As noted in the examples above, secondary education is a key partner in developing the Region's future workforce and actively engaged as part of this Regional Plan. Core partners will continue to serve as a connecting piece between educators and employers, including making sure key employers participate in events like Manufacturing Day and ensuring WIOA Youth programming directs participants into training opportunities consistent with future employer demand. Post-secondary education and training providers already collaborate with employers and core partners in these sector strategies, with the goal of helping employers clearly communicate their needs and aggregate demand for training so small- and mid-sized companies can

participate. Through Career Services programming, we will communicate with educators and trainers on how program offering can meet the needs of career seekers; while Business Services will play a direct role in connecting educators and trainers with business needs. Another example, detailed in Chapter 2, is the use of Integrated Career and Academic Preparation System (ICAPS) career pathways programming in the region.

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

By applying principles of the TPM Model, we engage employers in demand planning, communicate competency and credential requirements and analyze talent flows. In an economy where the national unemployment rate was 3.4% in December of 2019, the unemployment rate for Rockford sits at 5.8% (IDES, data packet). If we want to increase economic development for our region, considerations must be made to create an economy that works for everyone by increasing the skills of the workforce, including those with barriers to employment.

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

the businesses. Additional resources are sought after and leveraged based on projects we select to implement

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

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

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

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

The process for implementing RTPI utilizes five process steps: Identify and Recruit Employers with identified needs, Assess Skill Needs and Pipeline Options, Develop an RTPI Plan, Implement the RTPI Plan with the employer's approval, and Review the Outcomes. The process is designed to be collaborative among partners, focused on working with smaller numbers of employers to identify specific talent needs and solutions, faster at responding to those needs by using existing programs whenever possible, and data driven so that new project will benefit from what has been learned in

previous project. To implement this process LWA 4 established a team of partners from across the area that have a vested interest in assisting the business community. For the core team those partners include: BEST, Inc., IDES, Blackhawk Hills Regional Council, Sauk Valley Area Chamber of Commerce, Illinois Valley Community College, and Sauk Valley Community College. Additional team members are recruited to address a specific need and those could include, but are not limited to, additional economic development entities, additional chambers of commerce, career and technical education centers, additional training providers that fit a specific need, and industry experts.

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

While many of the hiring events have not produced the number of candidates desired by the companies participating, relationships between the RTPI team and the company have been established and efforts to recruit will be ongoing. In addition, 10 companies within these same sectors received funding through LWA 4's incumbent worker training program to increase the skill levels of their current

employees. A total of $109,787.68 has been committed to these incumbent training project, three of which are for registered apprenticeship programs. LWA 4 will continue to utilize incumbent worker training funds to assist area companies, across all sectors requesting help, in upskilling and retaining their workforce.

C. As part of the 2022 modification, if needed, describe the impact of the pandemic on the ability to collect and analyze regional labor market information not mentioned in the previous sections. Include what steps, to the extent known, that will be taken over the next two years to adapt to the impact of the pandemic.

Using the data from the Illinois Employment Business System (IEBS), the unemployment rate in the Northern Stateline has consistently been at or above the State unemployment rate between April 2020 and April 2022. However, it is important to note that, while manufacturing remains a high-growth industry for our region, this industry also represents 43.8% of the industry layoffs.

A significant group of related employers in the region have been experiencing long-term layoffs and has now been certified as a Trade Event due to the shifting of jobs to other countries. Stellantis in Boone County and its supplier businesses have laid off more than 1,000 employees. The Workforce Connection has partnered with IDES, DCEO, and UAW 1268 to provide Rapid Response services to the individuals affected by the layoffs, including hiring events with other businesses paying at or above wages that the individuals were receiving. Some of these dislocated workers were hesitant to accept

the services because they were under the impression they may be called back to work from historical experience, but that has not been the case. The Workforce Connection continues to collaborate with partners to address this ever-growing concern.

The difficulty in being able to aptly collect and analyze regional labor market information because of the COVID-19 pandemic is simply the lag in data. Most of our recent data comes from 2019, when the pandemic did not begin until 2020. Therefore, LWA 3 and 4 are relying on their expertise, the expertise of Board Members and Chief Elected Officials, and employers to share the impact COVID-19 has had on their organization, industry, and our region's economy. As a response, LWA 3 and 4 have developed methods of researching the implications through employer and individual surveys, and noting any significant impacts in order to appropriately address them.

D. As part of the 2022 modification, describe how a *workforce equity lens* is incorporated into the local planning requirements for collecting and analyzing labor market information.

Throughout the pandemic, it came to light more than ever before how many disparities and workforce inequities continue to exist in our region, and nation overall. As a result, LWAs 3 and 4 have made a concerted effort to identify these inequities through the analysis of labor market information, particularly the demographics impacted most significantly as addressed in the above data, and have developed strategies and initiatives to address these concerns.

Both BEST, Inc. and The Workforce Connection have conducted evaluations of data to ensure the

demographics served are comparable to what the population represents. The Workforce Connection commissioned an independent study in 2021 disaggregating its data to provide insight into the equity of services to the populations in need. It found that The Workforce Connection is proportionately serving the demographics identified in this regional and local plan.

The Workforce Connection and BEST, Inc. have agreed to continue exploring ways to collaborate on any initiatives that would address disparities on a regional level and look at data through an equity lens. BEST, Inc. has identified further details in their local plan on how to utilize annual data monitoring to evaluate efficacy of programs and service delivery.

CHAPTER 2: REGIONAL INTEGRATION OF STRATEGIES AND SERVICES

A. Provide an analysis of workforce development activities, education and training, and including strengths and weaknesses and capacity to address the education and skill needs of the workforce, including individuals with barriers to employment, and the employment needs of employers. Where applicable, address the impact of COVID-19 any plans for mitigating.

The Northern Stateline Region's workforce development system has a strong track record of connecting well-trained workers to job opportunities, is respected by and responsive to employers, and is thoroughly collaborative. However, due to the complex challenges of an aging workforce, a gap in the area of middle skilled jobs and nationwide challenges faced by the Manufacturing sector,

significant work remains to be done. As part of the WIOA regional planning process, partners analyzed the strengths and weaknesses of workforce development activities using employer, customer, and stakeholder feedback.

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

The Workforce Connection has been and continues to be proactive in outreach and recruitment to ensure the community is aware of services available. TWC has taken a community approach, ensuring that we "meet people where they are", rather than requiring individuals to come to our three main career centers. TWC staff is regularly visible at community events, including block parties, resource events, and special events, to share information and services, connecting with individuals in their own neighborhoods and at partner agencies they frequent. For example, TWC staff provide orientation, intake, enrollment, and case management at several community agencies, including Goodwill, YouthBuild, High Schools and Alternative programs, Boys and Girls Club, at Parole/Probation, and the Winnebago County Jail.

BEST, Inc. has initiated contact with Kishwaukee Community College and Highland Community College to share referral information in an endeavor to reach as many potential customers as possible. BEST, Inc. has requested and received specific data from each Community College on the number of students enrolled, specifically for Ogle County for this plan's purposes. Printed information has been shared with those institutions to share with Ogle County residents on the services available to them from the BEST office in Oregon, IL.

BEST, Inc. (LWA 4) also references the need to meet people where they are in their local plan, and has implemented strategies of mobile case management, public meeting places like the local libraries, and utilizing electronic forms and signatures to ease the transportation barrier for individuals.

TWC has also ensured WIOA programs are easy to understand and enroll in so the process and programs do not mystify individuals, by simplifying processes and forms so they can easily understand documents and information. TWC is dedicated to ensuring time frames and documents are not a barrier to entry.

Strengths of the regional workforce system

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

workforce development system. The Region's community colleges have developed new programs in direct response to employer needs.

The private sector has responded by providing strong leadership and engagement with the Region's workforce development boards, and by participating in this planning process. Business leaders have been at the forefront of identifying and addressing workforce needs and advocating for improvements that support the system. Additionally, government leaders actively serving on our Board as Chief Elected Officials (CEOs) are engaged in the workforce development system, providing feedback on plans and policies, and aligning their priorities with identified workforce needs. Both groups provided key feedback to assist with the creation of this plan.

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

Sauk Valley Community College offers a Certified Nursing Assistant (CNA) credential through its ICAPS program. This program is offered through the Adult Education Program and couples secondary and post-secondary opportunities in achieving both certifications. Ogle
County youth benefit from the Whiteside Area Career Center. Programs of study include: Allied Health, Automotive, Building Trades, Creating Entrepreneurial Opportunities, Computer Technology,

Cosmetology, Criminal Justice, Culinary Arts, Digital Media, and Early Childhood Education, Health Occupations (CNA), Multi-craft with extended internship program and Welding and Manufacturing technology.

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

Educational partners are collaborating on the Illinois Integrated Education and Training Models (ICAPS),

which seeks to address the needs of the adults in our community who need a high school diploma and technical skills for the workplace. The ICAPS program includes dual enrollment in Adult Education and Career and Technical Education courses, leading to completion of the high school equivalency (GED), an institutional certificate, and at least one industry certification. Each program includes a pathway for students to continue their education, leading to a degree.

Intense support services and a career navigator work with each student, assisting the student with any obstacles that arise. The ICAPS programs are short-term and currently offered for Industrial Welding, IT Network Technician, and Mechatronics.

LWIA 4's Board recently approved a policy modification to encourage ICAPS enrollment, by waiving the high school diploma requirement for ITA enrollment if the individual is enrolled in an ICAPS program.

To provide equal opportunity to returning citizens, Rock Valley College and Winnebago County have a partnership co-located at the Winnebago County jail, which offers manufacturing training specific to computer numerical machines along with workplace readiness. The Workforce Connection also goes to the Winnebago County jail on a monthly basis to provide services.

Weaknesses of the regional workforce system

Increased coordination is needed between workforce development, economic development, and other partners with regard to employer outreach. Employers feel over-surveyed and invited to too many meetings, with confusion about which organization does what.

Improvements are being made on this front, with early conversations about combining Business

Services visits and economic development outreach. Local Workforce Area 3 serving Boone, Stephenson and Winnebago counties have also implemented a Customer Relationship Management (CRM) system through Salesforce to share data amongst the business services team in order to alleviate employer outreach concerns.

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

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

<u>Key findings from the report conducted include:</u>

- The capabilities in highest demand by local businesses are the Associate degree or certification-level

skills, referred to as “middle skills”. Approximately 55% of all jobs and 32% of manufacturing job openings in our region require middle skills.

- The middle skills needed for each manufacturing sector vary. There is not a standard manufacturing skill set.
- There is a lack of prerequisite skills that serve as the foundation for advanced manufacturing training.
- The report also underscores the urgency in addressing the middle skills workforce demand from current and potential employers. Regional employers consistently rank the lack of middle-skilled talent as their single biggest obstacle to growth. Closing the skills gap will require collaboration and community action from both public and private sector partners.
- Food manufacturers and processers in the region feel they are underserved and there are no known local training programs for the certifications they require. This is particularly an issue because the cluster is scattered around the Region and not centered near any single training provider or educational institution. It was determined in the regional planning process that while the Region is heading in the right direction in addressing its Targeted Industry cluster needs, more work will be done for the food manufacturing industry.

- There is also concern among all sectors about “soft skills” of many job applicants, and the region must develop a more cohesive approach to providing training and other solutions to that problem. Many unconnected programs have been developed in the Region to address soft skills and other basic training needs, but there is a growing fear of duplication and inefficient use of limited resources.

- Customers of the workforce system report some barriers to training and employment that should be

addressed. Transportation was often raised as a barrier, as customers near the fixed-route transit system in and around Rockford often report long commute times and inflexible work schedules. Others say it's hard for them to even reach the fixed-route system. For residents in the three other counties of the Region, there are limited on-demand services, so they are reliant on their own vehicles. Customers also note child care is a barrier and suggest improving the offerings of child care and other supportive services. Customers and other stakeholders also indicate the need for a more coordinated intake system among different workforce partners to reduce duplicative paperwork and also assure that customers are connected to all programs they qualify for.

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

Capacity of the regional partners to provide workforce development activities to address the education and skill needs of the workforce including individuals with barriers to employment

The Region is primarily served by two community colleges – Rock Valley College and Highland

Community College – with Kishwaukee College and Sauk Valley Community College serving portions of Ogle County, and McHenry County College serving a small area in Boone County. Rock Valley and Highland combined awarded 966 associate degrees and 1,262 certificates in fiscal year 2018. Several

four-year institutions located within our EDR serve our region, including Rasmussen College (to be known as Rasmussen University in October 2020), Rockford Career College, Rockford University, and Northern Illinois University, which has a Rockford center and a main campus in neighboring DeKalb County. The educational institutions are ready and willing partners in these workforce development activities with long track records of producing quality graduates and certificate-holders and trusted by business and industry.

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

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

- Long-term unemployed and individuals identified as likely to exhaust UI benefits are served by WIOA-funded workforce programs and other service providers.
- Individuals with disabilities, including youth with disabilities are served by the Division of Rehabilitation Services staff, and given priority for WIOA workforce development programs. The Vocational Rehabilitation Step-Up program is available in schools for transition-age students. Additionally, NCI Works has established a Targeted Population standing committee to address the needs of individuals with barriers to employment, specifically individuals with disabilities, returning citizens and veterans.
- Out-of-school youth will be served by programming that meets the requirement set forth by the

Workforce Innovation and Opportunity Act (WIOA).

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

- Youth served include individuals from various special populations, such as youth with limited-English or youth with special-needs. Entry into and "exits" from youth programming is on-going and programming is flexible, based upon the needs of the youth in the program.

- Veterans receive priority status for adult employment and training activities. Veterans' service representatives with Illinois Department of Employment Security (IDES) are on- site full-time providing specialized assistance. Additionally, NCI Works has established a Targeted Population standing committee to address the needs of individuals with barriers to employment, specifically individuals with disabilities, returning citizens and veterans.

- Migrant and seasonal farmworkers receive specialized service from the Illinois Migrant Council (IMC), a

community-based nonprofit organization that promotes employment, educational, and other opportunities for migrant and seasonal farmworkers and their families to achieve economic self-sufficiency and stability. IMC offers National Farmworkers Jobs Program training and support, partners with the Illinois Department of Employment Security on the Migrant Seasonal Farmworker Program and provides English as a Second Language (ESL) training, among other services.

- Returning citizens (ex-offenders) receive assistance through multiple programs including WIOA Title IB and the Illinois Department of Employment Security programs. Additionally, NCI Works has established a Targeted Population standing committee to address the needs of individuals with barriers to employment, specifically individuals with disabilities, returning citizens and veterans. Currently, this committee is developing a workshop for citizens who experience challenges getting a job due to criminal background issues.

- English Language Learners have multiple options for ESL classes, as well as training and materials provided in Spanish. Utilizing WIOA workforce development funds, TWC Board has secured a contractor to provide work readiness training and work based/place training for adult English Language Learners. The NCI Works partners also provide English language acquisition and integrated education and training programs.

- Older individuals are provided specialized services through the Senior Community Services Empowerment Program (SCSEP), which trains qualified seniors 55 years and up with the skill sets needed to re-enter the workforce. Seniors who don't qualify for the program will be referred to other

employment services or to a Senior Servicescenter.

- Low literacy adults, including those without a high school diploma have multiple options for literacy programs. Tutoring and specialized services for low literacy adults are provided by The Literacy Council. Rock Valley College, Highland Community College and Rockford School District 205 – Roosevelt High School provide adult basic education classes and high school equivalency classes, along with transitional services, bridge programs and ICAPS. NCI Works will further coordinate with literacy program providers in its service territory.

- Low-skilled adults can receive specialized training to increase basic skills and occupational specific skills. Career Services are available through American Job Centers (AJC) and access sites. Specific occupational training programs are available through Rock Valley College, Highland Community College, Sauk Valley CommunityCollege, Kishwaukee and other local eligible training providers.

Throughout the COVID-19 pandemic, our region's educational institutions implemented hybrid or remote learning in order to continue addressing the education needs of the workforce. LWAs 3 and 4 have continued to maintain a strong relationship and communication system to ensure that, while digital options are being offered to students, that they are also receiving digital literacy training and digital access. One example of how this has been done is LWA 3 received a grant to provide Chromebooks to career-seekers who needed this technology for education or employment purposes. This allowed the students to continue in their education and employment efforts without a significant disruption.

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

There is ample capacity to provide the needed workforce development activities outlined in this plan, as well as the Local Plans for the two Local Workforce Areas in the Northern Stateline Region. The Region is served by two workforce innovation boards – The Workforce Connection Board and NCI Works, many WIOA approved training providers and community colleges – Rock Valley College, SVCC, Highland and Kishwaukee, and Regional Access and Mobility Project (RAMP Center for Independent Living). All have a vested interest in a trained workforce for our region, supporting the need of local businesses.

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

At this time, the only strategy being curtailed is a de-emphasis on training programs for lower- demand

occupations to focus on the above strategies.

In response to the COVID-19 pandemic, the capacity for regional partners to provide activities to address the needs of employers has experienced slight impact, as employers have been more limited in their available time and many of them were forced to shut down, either altogether or just their physical location, partners have experienced difficulty in connecting with employers.

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

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

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

As the pandemic impacted industries in different ways and the needs of career-seekers became more visible, there was a shift in offering and the method of providing training to these individuals to ensure they retain employment with regional businesses. However, in cases where completion of a training program required in-person efforts or assessments, these programs have been significantly impacted in their ability to timely complete.

The Great Resignation has disrupted the momentum of business and negatively affected culture of organizations nationwide. For example, material moving workers (53-7000), and food and beverage serving workers (SOC35-3000), across multiple industry sectors, have some of the highest turnover rates. Strategies to move entry-level workers towards increased skills include incumbent worker training and work-based learning, which we have found great success with. Utilizing the outreach methods identified earlier in this plan, The Workforce Connection and BEST, Inc. continue to convene industry leaders through Board meetings to discuss industry trends and best practices, offer retention services (like Incumbent Worker Training) to employers, and provide accessible training and workshops to individuals in order to meet the needs of employers.

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

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

LWA 3

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

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

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

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

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

LWA 4

- Create a program service team (PST).
- Visit each workforce partner location.
- Share written information and educate frontline staff of all workforce partners.
- Program service team reports out to One-Stop Operator (OSO) and leadership team.
- Responsiveness to Notice of Funding Opportunity (NOFO) in order to obtain funds to create a shared database to capture data.
- Program service team meetings to share information.

- Utilize journey mapping, which is a career planning model for frontline staff to use when creating a career pathway for an individual, usually a shared customer.
- Create uniform policies and procedures regarding referrals and follow up.
- Training and implementation of follow up procedures.
- Leadership team is developing an evaluation tool to show effectiveness of referral and follow up processes and procedures.
- Enhance engagement with NCI Works by developing and implementing an educational and interactive action plan involving partner staff and board members.

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

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

B. Describe how transportation and other supportive services are coordinated within the region. Where applicable, address the impact of COVID-19 and any plans for mitigating.

Transportation services

Rockford Mass Transit District (RMTD) provides fixed-route and demand-response service for the cities of Rockford, Loves Park, Belvidere, and Machesney Park. RMTD's fixed-route service area is roughly 155 square miles with a potential service population of just over 260,000.

Service runs seven days a week. In 2018, 1.7 million riders used the fixed-route system and almost 100,000 used the demand- response service. In 2020 and 2021, RMTD made many adjustments to their routes and also offering free or discounted rates to students and veterans.

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

As such, R1PC is a prime convener of the coordination of transportation services in a large part of the Region and a key partner.

Transportation and supportive services are offered through WIOA programming and LWA 3 has implemented additional supports through the Community Navigator. This position, which started through a service integration grant, is an integral part of the workforce system. The community navigator helps individuals connect to resources in the community, leveraging and maximizing all of the resources the community has to offer and helping individuals navigate to separate systems. The

Community Navigator has been a critical addition to The Workforce Connection team, which connects participants, partners, and the community together, ensuring wrap around supports so the individuals can be successful once enrolled. The community navigator assists individuals in obtaining IDs and documents, helps complete forms, provides referrals, and connects individuals to programming and resources that meet their needs.

TWC's metrics of this position solidify the need, which is why it was extended from a grant-funded position into a permanent position. In program year 2020 (July 1, 2020 through June 30, 2021), the community navigator provided 539 referrals. TWC has seen the growth of this position in program year 2021, as the first half of it (July 1, 2021 through December 31, 2021), the community navigator provided 548 referrals to our partner programs and agencies – surpassing the first year implementation metrics within the first six months of the second year. These referrals are not just handing a customer a piece of paper or phone number, they are warm hand offs with partners, with follow through to ensure that individuals get connected to an individual at the agency that provides the services they need.

Transportation is certainly the most common barrier seen in the region and most programs provide basic assistance, including access to bus passes. In the regional area, even with a variety of public transit options, some training locations and employers are difficult if not impossible to get to through public transit.

Rural Boone County received demand-response service by the Boone County Council on Aging (BCCA). Service is available regardless of age. BCCA is also a member of the R1PC Mobility Subcommittee,

providing further coordination. The Stateline Mass Transit District provides demand-response service to northern Winnebago County and connects with RMTD fixed-route service. Coordination is provided through regulation communication and meeting attendance by each agency. The Lee-Ogle Transportation System provides demand-response service in Ogle County, and Pretzel City Area Transit serves Stephenson County. The workforce system One-Stop Centers, partner agencies, and educational institutions provide information about the various transit services and communicate regularly with the transit providers in their service territories.

Supportive services

TWC Board coordinates supportive services in LWA 3 through its Supportive Services policy, which ensures the appropriate use of supportive services and that eligible individuals receive the supportive services necessary to enable them to participate in activities authorized under WIOA. This includes "not-to-exceed" payments toward childcare, transportation (via transportation allowance or RMTD bus pass), and a variety of supplemental support items.

Supportive services are provided in coordination with AJC Partner programs and other community-based and faith-based organizations. WIOA workforce development funds are available to provide supportive services for enrolled participants if supportive services are not readily available through other organizations.

The COVID-19 pandemic has disproportionately affected women who have exited the workforce because child care services are unavailable or unstable. As parents struggle to re-enter the workforce because their children could be required to quarantine at any point at home, many two-person

households are having one stay home. Child care facilities also typically feature predominantly female workers, so that has also been an impact on the ability of facilities to remain open.

LWA 3 has made an effort to address supportive services needs by applying for the Job Training and Economic Development (JTED) barrier-reduction funding to allow greater flexibility in providing supportive services.

C. Describe the coordination of services with regional economic development services and providers. Address the impact of the COVID-19 National Health Emergency and any plans for mitigating.

Stakeholders who provided feedback and input in the creation of this plan included economic development organizations such as Growth Dimensions Economic Development of Boone County, Greater Freeport Partnership for Stephenson County, and the Rockford Area Economic Development Council (RAEDC) for Winnebago County, as well as workforce representatives, government leaders, and private sector representatives from various key sectors. All of our partners and economic development organizations were invited and attended our meetings to discuss the regional plan, with varying levels of engagement and suggestions. In order to continue collaborating with economic development organizations, WIOA service providers, and businesses, we connected on a virtual platform to ensure that COVID-19 did not impact an organization's ability to participate in regional planning.

Additionally, Blackhawk Hills Regional Council's Comprehensive Economic Development Strategy (CEDS) plan covers Ogle and Stephenson Counties, and includes an objective to strengthen its

collaboration with NCI Works “to find ways to economically train our existing and future advanced manufacturing workforce.”

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

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

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

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

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

E. As part of the 2022 modification, if needed, describe the impact of the pandemic on the regional service strategies, including use of cooperative service delivery strategies and the connection of job seekers with employers, not covered in the above sections. Include what steps, to the extent known, that will be taken over the next two years to adapt to the impact of the pandemic regarding the regional service strategies, including use of cooperative service delivery strategies and the connection of job seekers with employers.

Throughout the COVID-19 pandemic, many organizations stopped programming or moved programming to virtual models and a great impact was felt, especially in adult education and vocational programs. Many programs ceased or were interrupted and many participants had to stop attending for a number of reasons related to the pandemic,

including educational providers and the difficulties for those with children at home. The educational difficulties were also found throughout the workforce, especially as parents had to choose work or being with their children during this time. In this time, LWA 3 recognized the needs of the community and ensured operations continued through creative means. We provided services online, on the phone and opened as soon as possible with safe measures in a different location due to partner restrictions in our regular space.

Additionally, the urgency of organizations to work together to assist individuals was heightened and many of our partnerships were greatly enhanced during this time. For example, partnerships with the Chambers of Commerce, the health departments, and other entities grew as we worked together to provide solutions to individuals and businesses rapidly.

F. As part of the 2022 modification, describe how a *workforce equity lens* is or will be incorporated in the regional service integration strategies, including the coordination of service delivery strategies to job seekers and employers.

Each LWA will continue to identify and address workforce inequities and disparities and implement solutions into its strategic plan and initiatives. Some examples of this would include providing accessibility via phone, email, or online to those where public transportation is an issue and in areas of the community that are disproportionately affected. Additionally, LWA 3 has implemented strategies to source the best method of connecting with our most at-risk populations, including offering services within the Winnebago County Jail.

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

A. Describe the local strategic vision to support state and regional economic growth. Describe how this aligns with the State of Illinois' vision and principles. Include a description of how the region and local areas will adapt to the impact of COVID-19 to accomplish the local strategic vision and support state and regional economic growth.

Partners in the Northern Stateline Region are excited about the opportunities under the Workforce Innovation and Opportunity Act and the Illinois WIOA Unified Plan for increased collaboration. This regional plan builds upon the recent success within the Northern Stateline Region in developing business- driven talent solutions (as highlighted in the State's Vision Statement) that have support a path forward to economic growth. Workforce development has become a key piece of the ongoing conversation about bringing jobs to the Region and bringing residents to jobs. Workforce is also a major element of a regional collective impact model that is being developed through accountable partnerships like Rockford Community Partners (RCP), and stakeholders have noted WIOA provides inherent connections with this model. This is why the strategic vision for the Northern Stateline Region is about more than just fulfilling traditional workforce development goals and is broadly aligned with other regional strategies. As we continue to navigate the implications of the COVID-19 pandemic, EDR 5 and the individual LWAs will continue to collaborate using virtual technology and adapting its regional and local strategies to ensure state and regional economic growth. This includes continuing to

collaborate and communicate with state, regional, and local partners related to the strategies outlined in the plan.

Vision Statement

The State of Illinois' vision and principles is to "Foster a Statewide workforce development system that supports the needs of individuals and businesses to ensure Illinois has a skilled workforce to effectively compete in the global economy", which aligns directly with our LWA's vision.

The vision for Economic Development Region 5 is to "provide a fully integrated and accessible workforce development system that balances the needs of individuals and businesses to ensure our region has a skilled workforce to effectively compete in the global economy".

The vision, goals, and strategies are driven by every guiding principle from the State of Illinois:

- 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

B. Describe the local goals for preparing an educated and skilled workforce (including

youth and individuals with barriers to employment) and goals relating to the performance accountability measures based on performance indicators. Include a description of how the region and local areas will adapt to the impact of COVID-19 in accomplishing goals for preparing an educated and skills workforce.

Regional Goals

The Northern Stateline Region's Goals were written to align with the State Goals of the Illinois WIOA Unified Plan while also incorporating the six broad themes that came up repeatedly in the regional planning process. In keeping with the Regional Vision of giving "opportunities to all residents" these goals are intended to benefit the entire workforce, including youth and individuals with barriers to employment.

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

- Expanding work-based learning programs
- Provide Incumbent Worker Training to upskill current workforce
- Supporting regional career pathways for secondary and post-secondary Career and Technical Education (CTE) programs, including bridge programs made up of basic and technical skills
- Better connect residents of all skill levels and socioeconomic groups to career opportunities by

addressing barriers to traditional employment and education by:

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

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

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

EDR 5 will adapt to the impact of COVID-19 to accomplish its goals of preparing an educated and skilled

workforce by listening to the needs of employers. We will continue to work with our training providers, One-Stop providers, and employers in order to meet these goals. Because there is a lag in data, being able to make regional/local change to meet the needs of regional employers requires us to connect with our businesses and individuals real-time and respond to their needs as it arises.

EDR 5 began addressing digital literacy and digital equity as a means to ensure individuals are supported and able to receive their education and skills to enter or re-enter the workforce.
When we were thrown into COVID-19, virtual intake forms or ability to sign forms digitally were used very infrequently, but since then, we have created these processes to help us accomplish our goals. Additionally, Incumbent Worker Training has been identified as a significantly important option for employers who are facing the realization of their workforce's skillset and abilities and need to upskill those workers.

C. Provide a description of the regional and local strategies that will achieve the vision and principles. This must include a description of the strategies and services that will be used in the local areas. To the extent possible, the 2022 modification must describe how regional partners are adapting or will adapt their approaches to meeting each of the strategies described in the 2020 plan as a result of the COVID-19 National Health Emergency.

LWA 3 quickly adapted and offered services in a variety of ways, including online and phone, and as soon as we were able, safely in person. Our partners have also adapted and our community navigator

became even more important, helping customers navigate different agencies and programs and especially those who were virtual. LWA 3 was also able to provide Chromebooks and digital literacy skills to help individuals adapt to new virtual programming, including GED classes and vocational programs. Although the community navigator grant ended 12/31/2021, LWA 3 is continuing this program and the Community Navigator position, as it has become critical to our services and partner programs. The community navigator model mentioned above will be sustained throughout our programming to strengthen linkages throughout the entire system, and will collaborate with one stop and unemployment insurance.

In order to promote entrepreneurial skills training and microenterprise services, LWA 3 has developed partnerships with the Small Business Development Center, Think Big School of Business, and the Chambers in each area of our region to provide opportunities and share information, as well as entrepreneurial skills training services. Growth Dimensions provides a virtual and facilitated training program for entrepreneurs and managers called “FastTrac”. This program is sponsored through the Kauffman Foundation and funded through Growth Dimensions and business sponsors. In addition, Compass is a tool to connect business leaders to resources for building a comprehensive ecosystem, no matter where they are in their journey.

TWC’s Business Services Team was enhanced during this time to more effectively provide customer services to employers, including funding supplementation and training programs, such as On-the-job training and Work Experience, sector strategies, career pathways, and apprenticeship navigation. This enhancement and evolution of the team will continue to ensure that our business services affectively meet the needs of organizations of all sizes in the communities we serve.

Additional tools have been implemented for youth participants or for those re-entering the community from incarceration or workforce interruptions. These include work skills and training programs to ensure that participants understand employer expectations and can fill the needs of employers upon hire.

LWA 3's partners have also adapted to COVID-19 with their approach to meeting the strategies identified by transitioning the services into hybrid or remote, so individuals and employers are not held back from receiving workforce development services.

LWA 4 adapted and offered services in a variety of ways, including online and phone, and as soon as we were able, safely in person during this Pandemic. DocuSign was purchased as well as company cellular phones for each staff member to use in conjunction with laptop computers. All staff were introduced to zoom and became proficient in a short amount of time. Virtual Job Seeking workshops were created on YouTube and the social media avenues increased use. Virtual and Drive Thru Job Fairs became an avenue for businesses to continue to use services through the agencies. Electronic forms for all aspects of services were created and used which led to be very beneficial and will continue to be used when needed.

LWA 4's partners within the Center and at their access sites have also adapted to COVID-19 with their approach to meeting the strategies identified by transitioning the services into hybrid or remote, so individuals still had the opportunities for services. Communication between partners continued electronically and the vision of integrated services continued on a remote basis. A number of very valuable service strategies were learned and will continue to be used in the coming years.

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

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

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

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

Strategy 1.2: Increase communication between all partners.

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

Activity 1.2B: American Job Center staff will coordinate the appropriate resources to career seekers, including connecting them with the Illinois Department of Employment Security (IDES), and ensuring the participants have assistance with applying/certifying for unemployment as necessary, which strengthens the linkage between the American Job Centers and IDES.

Activity 1.2C: All core partners will connect monthly to collaborate and support one another's

programs.

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

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

Regional Goal 2: Measure meaningful outcomes and continuous improvement.

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

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

Activity 2.1A: TWC Board will consult with outside a data evaluation organization to analyze the efficacy of our data collection and program models.

Activity 2.1B: All compliance staff will be provided with updating training and report out on all One-Stop Operator grants monthly.

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

Activity 2.2A: TWC Board will develop data to address equity issues in our region.

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

Activity 2.3A: Program piloting a new online system for referrals.

Activity 2.3B: We will implement a method of tracking referral sources through WIOA applications.

Strategy 2.4: Work with employers to develop "earn and learn" models such as apprenticeships.

Activity 2.4A: The OSO will promote and educate career-seekers on "earn and learn" models, specifically with GED students.

Activity 2.4B: TWC's Apprenticeship Navigator will educate employers in our region on apprenticeships through the grant period of December 31, 2021.

Activity 2.4C: TWC's Business Services Team will educate employers in our region on apprenticeships after the conclusion of the apprenticeship navigator grant, beginning on January 1, 2022.

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

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

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

Activity 3.1A: The American Job Centers will connect monthly with all partners through a connection meeting to address issues and collaborate.

Strategy 3.2: Support implementation of the Illinois State Board of Education's Career Cluster

Framework which includes career clusters, career pathways and programs of study.

Activity 3.2A: The Pathways to Careers committee will work on initiatives, projects, and marketing of career pathways and knowledge around them.

Tactic 1: TWC Board staff will make career pathways information available on the website.

Tactic 2: TWC Board staff will implement a bi-monthly industry breakdown article to inform career-seekers and employers for those within our targeted industries.

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

Activity 3.3A: Provide training-choice guidance, career counseling, and virtual or in- person career services.

Tactic 3.3A(1): Career counseling will be provided as needed to each individual by career planners and/or job coaches.

Tactic 3.3A(2): Virtual presentations will be provided on high-growth and in-demand careers.

Activity 3.3B: Offer the most relevant and accredited education and training options, which are reviewed and approved by the board.

Tactic 3.3B(1): TWC Board will vote to approve new training programs as they arise and will vote to re-approve training programs every two years.

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

Activity 3.4A: Classes will be offered on a reoccurring basis to career-seekers which build essential workplace skills.

Activity 3.4B: A combination of virtual and in-person job clubs will be hosted on a weekly basis.

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

Activity 3.5A: Services will be offered within County jail(s) to provide easy access for re-entry individuals.

Activity 3.5B: "Train the Trainer" will be offered to partner organizations to ensure they are capable of assisting participants navigate through services.

Activity 3.5C: Service Integration Specialist will assist career-seekers with enrollment, transportation, housing, and other barriers.

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

Activity 3.6A: "Train the Trainer" will be offered to partner organizations to ensure they are capable of assisting participants navigate through services.

Regional Goal 4: Connect career seekers with employers.

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

Strategy 4.1: Offer cohort training models for targeted sectors.

Activity 4.1A: Two cohort trainings will be provided annually for targeted sectors.

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

Activity 4.2A: Hiring events and resource fairs will be offered monthly in collaboration with partners and businesses.

Activity 4.2B: Business Services Team will engage or develop relationships with 60 employers monthly.

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

Activity 4.3A: Utilize a consultative approach with employers to ensure that the specific needs are being met.

Tactic 4.3A(1): Needs Assessment will be integrated into the customer relationship management (CRM) system.

Activity 4.3B: Implement an upgraded customer relationship management system to increase follow-up, outline processes, and team collaboration.

Activity 4.3C: Business services team will use business intelligence to identify employers within the targeted industries and high-growth, in-demand occupations to ensure sector needs are being addressed.

Activity 4.3D: Apprenticeship program expansion in the region to include the hiring of an apprenticeship navigator who will work with local businesses to serve as an intermediary to inform and educate regional employers about the value of apprenticeship models and how it

can serve as a recruitment and retention strategy for their workforce.

Activity 4.3E: Business Services Team will use business intelligence to identify employers within LWIA 3's targeted industries.

Strategy 4.4: Partner and collaborate with business associations and business development agencies.

Activity 4.4A: Business Services Team and OSO will develop a list of business associations for each county.

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

Activity 4.5A: Industry champions will be identified to facilitate the knowledge of their industry's talent pipeline.

Activity 4.5B: Career-seekers will be developed to employer-needs through Certificate of Essential Workplace Skills.

Activity 4.5C: TWC will educate training institutions and employers on the available workforce pool.

Activity 4.5D: TWC will survey no less than once annually both employers and career-seekers to identify their needs, and use these results to strategically guide work.

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

Activity 4.6A: All employer contacts will be logged in the CRM database to track metrics and

conversion rates of efforts.

Activity 4.6B: OSO and Board Staff will collaborate with economic development partners to enhance knowledge in the community about resources.

Activity 4.6C: Staff will be trained on engagement strategies and the tools available to businesses.

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

Activity 4.7A: The OSO will promote and educate career-seekers on "earn and learn" models, specifically with GED students.

Activity 4.7B: TWC's Apprenticeship Navigator will educate employers in our region on apprenticeships through the grant period of December 31, 2021.

Activity 4.7C: TWC's Business Services Team will educate employers in our region on apprenticeships after the conclusion of the apprenticeship navigator grant, beginning on January 1, 2022.

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

Strategy 5.1: Increase organizational credibility with external regional leaders.

Activity 5.1A: TWC will measure success by tracking invitations to partner or present on workforce issues.

Strategy 5.2: Utilize technology to efficiently advance our work.

Activity 5.2A: A CRM will be developed and implemented for the Business Services Team's use.

Activity 5.2B: Regional and local plan efforts will be tracked using a collaborative technology tool, such as Mpowr's Envision.

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

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

Activity 5.4A: Rapid Enrollment opportunities will be offered to reduce the number of participant appointments in the American Job Centers.

Activity 5.4B: Supportive Service Program will be developed to assist individuals in obtaining and paying for documentation required for employment and housing.

Activity 5.4C: OSO will streamline the intake and enrollment process.

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

Activity 5.5A: Increase entrepreneur connection with organizations whose mission is to assist in the development of entrepreneurial skills training and microenterprise services.

- Examples include the Small Business Development Council (SBDC), a division of the Rockford Chamber of Commerce which provides a vast array of technical assistance to small businesses and aspiring entrepreneurs. As well as Mexico Americanos Saliendo Adelante (MASA), which is a 501(c)3 designated nonprofit organization who provides entrepreneurial education for aspiring and current business owners and organizations, youth mentoring for young at-risk Latinos in the tri-county area, and cultural

education.

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

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

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

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

Our region is committed to continually working with key stakeholders in the community to assist in finding solutions to employment needs by connecting employers with highly trained individuals. The Local Workforce Boards have representatives from the following regional stakeholders on our boards who can assist us in reaching out to employers in all industries in our region to develop

apprenticeships: Chicago Rockford International Airport, Highland Community College, Rock Valley College, Rasmussen College, Freeport Health Network, SwedishAmerican Health System, Rockford Area Economic Development Council, Greater Freeport Partnership, OSF Healthcare, Rockford Chamber of Commerce, Plumber and Pipefitters Local Union 23, Northwestern Illinois Building and Construction trades, United Way of Rock River Valley, Berner Food and Beverages, Custom Metal Works, Sinnissippi Centers, F.N. Smith Corporation, Blackhawk Hills Regional Council, Northwestern Illinois Community Action Agency and Area Health Education Center (AHEC).

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

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

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

time instead of having to wait for the beginning of a semester to begin training which can lengthen the time it takes an individual to earn a credential and become employed.

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

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

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

The region will continue to support the state's effort to align and integrate education, workforce, and economic development. Both Local Workforce Boards in EDR 5 and/or their committees have representation from secondary and post-secondary education, agencies and organizations that work in the workforce area, and economic development representatives of all 4 counties in the economic development region. This coordination between agencies allows for communication to ensure that all

parties are aware of initiatives that are being developed throughout the region. This allows all agencies to provide input and feedback that ensures individuals and employers in the region benefit from the program and projects being developed within the region.

EDR 5 will foster the improvement and expansion of employer-driven regional sector partnerships to increase the focus on critical in-demand occupations in key sectors that are the engine of economic growth for the state and its regions through apprenticeships. The Workforce Connection was awarded the Apprenticeship Navigator grant in 2020, which is intended to address apprenticeship needs in the economic development region. The Apprenticeship Navigator is a one-year contract position beginning on July 8, 2020 through June 30, 2021. The navigator will work with employers to build and foster employer engagement to improve and expand employer-driven regional partnerships to increase the focus on critical in- demand occupations in key sectors. Apprenticeships allow the employer to identify the needs of their workforce, identify positions that, when filled, will grow their business and train their existing workforce to fill these critical positions. The Apprenticeship Navigator willhelp businesses understand the value of apprenticeship programs for their organization and assist them in removing the barriers that might exist and are a hindrance from implementing these programs.

Examples of career pathways opportunities through accelerated and work-based training are to utilize incumbent worker training to provide training to employees, giving them additional skills and assisting in their advancement. Through the incumbent worker program with The Workforce Connection, SwedishAmerican Hospital worked to fill their need to train and hire Certified Medical Assistants (CMAs). SwedishAmerican partnered with MedCerts, an approved on line training provider, to train

and certify 5 CMAs. All 5 individuals were current employees of the hospital. This partnership and training path were successful in filling a need of the hospital system. Swedish American and The Workforce Connection have begun a dialogue on developing an apprenticeship model around the training program that was used during the incumbent worker training project.

Additionally, through a cohort of area manufacturers and working with Highland Community College, The Workforce Connection was able to assist in advancing the Industrial Maintenance Accelerated Program. Each individual in the cohort successfully completed the training and are currently utilizing the skills they obtained with their current employer. The Workforce Connection is also working with Rock Valley College on a curriculum for a short-term Integrated System Training program to help upgrade the skills of individuals, as well as an apprenticeship model on maintenance technicians.

In order to address 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, we create innovative partnerships to co-enroll individuals in need of educational services, career development, and support. For example, the Elevate youth program works with the Life Launch program, which is a re-entry program for youth that have involvement with the justice system. The programs work together to provide comprehensive services for youth that have justice involvement, as well as educational barriers. Many of the youth do not have a GED or high school diploma, nor any employable credentials or education. The youth obtain case management, work experience in a supportive environment, credential attainment, and employment placement assistance. Additionally, to assist with educational barriers and the difficulty of attending class when youth need to work and bring in a paycheck, the Elevate youth program partners with the program to

enroll the youth in virtual GED classes and create a space at the work site where they can log into the classes, so that they have a place to complete their classes with internet and computer access.

Another partnership created to ensure career growth and opportunities is with YouthBuild. Students are co-enrolled in Elevate and YouthBuild to allow them to not only get their high school diploma, but also obtain training that will help them obtain career growth. For example, students are co-enrolled to obtain their GED while simultaneously attending welding classes and obtaining their credentials that lead to employment.

Another example is to ensure that youth get both career readiness and work experience that they can contextualize. Youth have career readiness courses, as well as job coaching on site with the work experience, so that they can understand the workplace environment as well as how to appropriately interact with co-workers and supervisors to increase their success in the future. These efforts contribute to long term career growth as youth learn to interpret and understand supervisors' directives, as well as how to appropriately ask questions to ensure understanding of employer expectations.

Economic Development Region 5 is improving the Illinois public-private data infrastructure to support the alignment and integration of economic development, workforce development and education initiatives for supporting sector partnerships and career pathways by implementing two crucial pieces of technology and another board-approved initiative. The first technology initiative is to build a board-owned customer relationship management system, to be used by the business services team, to track and improve employer initiatives and meeting the needs of businesses. The other technology initiative

is for strategic planning which allows board staff to monitor and analyze the progress of the regional and local workforce plans, improving our ability to report back on the alignment of initiatives. The final initiative that improves our support of alignment and integration has been researched and shown to our committees for their suggestions and collaboration. In order to support both partnerships and career pathways, local workforce board #3 will develop industry-based resource guides which indicate the occupations, pathways, wages, companies in the region hiring, skillset needed, education or certifications required, and other relevant information to share electronically with the public.

G. As part of the 2022 modification, if needed, describe the impact of the pandemic on how the Local Workforce Board(s) will coordinate the regional workforce, education and economic development activities with regional activities that are carried out in the local areas not covered in the above sections. Include what steps, to the extent known, that will be taken over the next two years to adapt to the impact of the pandemic regarding how the Local Workforce Board(s) efforts for regional coordination.

EDR 5 will continue to collaborate with the involved LWA's, economic development agencies, Chambers, educational institutions, and employers in a virtual manner until it safe to do so in-person. Continued communication and collaboration will allow the region to promptly respond to issues that arise. An example of this is when the initial OSHA Vaccine Mandate requirements were established, our region collaborated with partners and local, state, and national leaders to identify the impact on our

region's workforce, specifically businesses.

H. As part of the 2022 modification, describe how a *workforce equity lens* is or will be incorporated in the implementation of regional workforce, education, and economic development strategies.

In 2021, LWIA 3 developed a statement of workforce equity through its Human Resources committee. *"Recognizing its economic, societal and organizational benefits, we are committed leaders of workforce diversity and inclusion, advocating and supporting equitable access to career and employment opportunities and partnering with employers to create equity within their workplaces for all in our region."*

This statement is a reflection of the continuous efforts made by LWIA 3 to ensure it is equitably serving individuals and employers and addressing the inequities that exist in our region. Examples of these efforts include:

- an external audit of LWIA 3's data, analyzing the impact of its workforce system on those that are most in need
- providing career-seekers with Chromebooks to ensure they can complete their virtual education, edit their resume, and apply for employment
- applying for the Job Training and Economic Development (JTED) grant to reduce barriers for career-seekers disproportionately affected
- positioning Career Center staff in courthouses to assist re-entry citizens
- hosting a series of diversity, equity, and inclusion workshops through an external facilitator for businesses in the region

LWIA 4 recognizes the diversity that exists between each of its counties and continues to make accommodations for each area based on its needs. This includes:

- mobile case management for those without transportation options
- drive-thru job fairs as an option during COVID-19
- courthouse alternatives for those who feel uncomfortable

LWA 4 is committed to help everyone find their place in the communities both as an employer and a program. Our differences together make us a stronger one with fair and equitable treatment, access, opportunity and engagement for all. Our targeted population committee for the workforce board is working closely with the employer engagement committee to ensure services for all populations are equal and aligned. Customers who are not able to come into an office for whatever reason virtual services, mobile case management, and alternate meeting locations are arranged.

While strategies for workforce diversity, equity, and inclusion vary based on the make-up of each individual area, both LWA's make necessary accommodations for career-seekers and employers to ensure equitable accessibility to the services available and to urge workplaces to become diverse, equitable, and inclusive. Our region is dedicated to continuous improvement, expanded access, and strategies that reflect range of our EDR.

CHAPTER 4: OPERATING SYSTEMS AND POLICIES - LOCAL COMPONENT

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

The Local Workforce Area (LWA) 3 Memorandum of Understanding (MOU) provides a description of the one-stop delivery system and other information that is essential to the establishment and operation of effective local workforce development systems as required by the WIOA Rule (20 CFR Part 678.705). The Memorandum of Understanding and any subsequent modifications is incorporated by reference in this plan.

The Local Workforce Innovation Area #3 Service Integration Action Plan provides a description of how local workforce partners will align and coordinate services as required by the State of Illinois Service Integration Policy (WIOA Policy Chapter 1, Section 13). 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.

B. Provide information regarding the use of technology in the one-stop delivery system, including a description of technology integration and how the Local Board will facilitate access to services, and how lessons learned about the remote delivery of services during COVID-19 will be adapted into operations.

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

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

In order to continue adapting operations over the next two years as we deal with the impacts of the COVID-19 pandemic, we have implemented lessons learned about remote delivery into our plan. Some elements of remote delivery will continue beyond the pandemic, as they have assisted individuals with transportation barriers in accessing services. The opportunity to have virtual appointments for those who have technology will continue, as well as the opportunity for electronic signatures and other tools that enhance the ability to connect to the system. These tools will be used in conjunction with digital skills training, access to tools and resources, and in person services so that the best method for the individual is chosen.

C. Describe how the Local Board will support the strategies identified in the Unified State Plan and work with entities carrying out core programs, including Integrated Education and Training models, insight from dual credit programs, targeted marketing segments of the labor force, and the development of career pathways, noting significant implications of COVID-19, where applicable.

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

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

Each of these programs are two semesters long.

Our local workforce area has numerous successful dual credit models, which we have used to scale up similar efforts in sectors that are in-demand and high growth throughout the region. Each high school within LWA 3 has an active articulation agreement with their local community college allowing for high school students to take dual credits while still in high school. These agreements allow the college courses that high school students take to count for college credits once they complete high school. Community Colleges in LWA 3 are also marketing similar programs to underserved individuals in the region. Through their testing centers, community colleges in our region are using prior learning assessments to offer credits for adult students who want to earn an associate degree or certification. These prior learning assessments assist community colleges in identifying tasks an individual has performed while on the job which would translate into mastery of that skill as it relates to a specific course which is part of a certification or associate degree program. By offering adult learners' credit for these mastered skills, it shortens the length of the program which allows them to earn their certification or degree more quickly. Our area has seen success in enrolling participants in short term training programs (programs that take less than 12 months to complete) at a variety of the training institutions in our region. CDL A (truck driver) training in the area has been a vehicle for individuals to earn an industry recognized certification in under 8 weeks. There are numerous training programs in the region that focus on CDL-A certification. These short-term training programs are filling positions in the high growth/high demand sector of transportation and logistics. Positions which require a CDL-A license produce a livable wage for individuals and allow them the opportunity for wage increases and promotions.

According to HCC, who has their own method of determining tactics, examples of the effective marketing tactics to disseminate information to college students on prior learning assessments (PLA), which give

credit to college students for knowledge they acquired through non-traditional classroom means, include social media messaging, flyers devoted to PLA, website placement, and including the optional assessments with the relevant coursework from career counselors to students.

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

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

The Workforce Connection Board, Core Partners, and Required Partners will actively participate in developing a clear path for employers, residents, and partners to access the services and programs of

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

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

The Workforce Connection Board will continue to develop and enhance partnerships with education providers in the region to further career awareness and career pathway development. The Workforce Connection Board will continue to convene stakeholders to develop new career pathways programs based on Illinois Pathways in partnership with the region’s community colleges and secondary schools.

Programs in development relevant to Targeted Industries include Manufacturing, Engineering, Certified Medical Assistant (CMA), and aviation maintenance. The Regional Partners will work to strengthen existing pathways in food manufacturing, transportation, logistics, and distribution (including truck drivers and moving people into supply chain management) by exploring modular, shorter-term training and stackable credentials in order to develop and deploy training more quickly and responsively. Credentials will be assessed from a pathways perspective to articulate stackable credentials and connect all populations to pathways.

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

Throughout the pandemic, TWC has worked to provides services in a person-centered manner, ensuring that we are providing the tools and resources most in need for our customers and community. While many services went digital, TWC quickly saw the need for digital literacy and access to tools, including Chromebooks, hotspots and Wi-Fi, and other basic needs. TWC provided and continues to provide services in a way that works for the customer; at times, this is by phone, in person, through zoom, FaceTime, or another mechanism. Many times, it includes assisting with the technology and teaching technology as we provide services. As TWC continues serving, we will maintain this practice of providing services in the best way for the customer.

D. Provide information regarding the local coordination strategies with state (including the Unified State Plan), regional and local partners to enhance services and avoid duplication of activities, noting any significant implications of the COVID-19 National Health Emergency, where applicable.

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

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

The Operations Management Council focuses on the local service delivery system. This Council develops and implements strategies to create a coordinated and integrated workforce development system with all partner programs to serve the diverse populations that reflect our current and future workforce. The Council will develop system measures for the service centers and oversee the One-Stop

Operator and Operations. The Council is comprised of The Workforce Connection Board members and representatives of all AJC Partner Programs.

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

Many of the partner agencies have experienced a significant impact in their ability to provide services due to the ongoing COVID-19 pandemic. Community Comprehension Solutions (CSS) has been able to pivot to virtual and online and ensure compliance, but community service and the after-school program has been negatively impacted due to the restriction of individuals entering facilities.

For many of our education partners, such as Rock Valley College, that provide educational services, transitional services, and connection to workforce services, they have been able to provide alternative delivery methods using best practices. While the availability of services remained available, they have noted limitations of going virtual and that in-person remains to be the most effective delivery method. The Literacy Council has also experienced the transition to virtual and identified the concerns of

operating less effectively in that manner. They noted that recruitment efforts are still a challenge, but have become as flexible as possible by offering hybrid, in-person at times, and virtual.

The Department of Human Services continues to deliver services but noted that the TANF program has experienced a struggle in getting them into the training programs, especially as these mandates have been temporarily lifted.

TWC's One-Stop Operator noted that there is a continued struggle in adapting to job fairs, as our area has not had success in virtual job fairs, only with in-person and drive-thru job fairs.

National Able continues to struggle with the lack of 1:1 conversations, especially with their seniors who are in need and desire that personal connection. They have offered smaller trainings, limited to 4 or 5 people, which has seen success. National Able has continued in its efforts to be proactive but many of their host sites have closed with the continuous changes from COVID-19, which affects their ability to host trainings.

The City of Rockford's Community Actions Program through its Human Services Department closed its offices at the onset of the COVID-19 pandemic, but quickly had to pivot in order to continue serving clients. The changes implemented were intakes by phone, including all Direct Client Services, and were able to screen and process more applications in this way. They were able to send the customer a "Universal Signature Form" that worked across all of their programs and asked that customers send in their supporting documents along with the universal signature form via a secure email. In order to

ensure equitable access to services for those unable to access technology, the Community Actions Program set up a printer in the vestibule area where clients could make copies of their documents, put them in an envelope, and drop them in the mail slot, which as effective.

It was noted through multiple agencies that losing the human connection component meant losing out on people telling the agencies their story when face to face, and knowing their "story" is how these agencies can ensure assistance is provided for all services needed.

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

Adult, Dislocated Worker and Youth employment and training activities under WIOA Title I are provided by sub-recipients secured through a competitive procurement process. Services are provided on-site at the AJCs. Services are customer centered and aligned and integrated with Partner services. High quality basic career services are provided including, but not limited to, basic assessment, career counseling, and job search assistance. Coordination with AJC Partners leverages supportive services, basic education offerings, and training opportunities.

Individualized career services provide further assessment, individual goal planning, and further connection to training opportunities and supportive services. Training may include tuition assistance through Individual Training Accounts (ITAs), On-the-Job Training (OJT), Apprenticeship, or other work-based learning options. Coordination with Partner programs occurs on a consistent basis. Career seekers are often co-enrolled to fully address customer need and maximize resources.

WIOA Title 1 staff actively participate on the Business Services Team and participate with local

community-based organizations to address poverty through neighborhood programs, connect returning citizens to supportive services and employment / training opportunities, and create and implement customized programs for target populations.

Adult education and literacy activities under WIOA Title II

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

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

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

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

Board and the Operations Management Council. IDES staff provides staff and community training on IllinoisJobLink.com, which is the primary labor exchange medium for The Workforce Connection Partners.

Vocational rehabilitation service activities under WIOA Title IV

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

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

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

Relevant secondary programs are coordinated with entities such as Alignment Rockford, the backbone agency for collective impact activities, focused on college and career readiness with the Rockford

Public School District and their career academy focus in high school; and with CareerTEC and Career Education Associates of North Central Illinois (CEANCI), addressing dual credit and career preparation programming in high school.

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

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

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

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

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

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

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

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

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

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

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

The provider of WIOA Adult and Dislocated Worker employment and training activities is competitively procured in conjunction with the procurement for the AJC. The services will be provided by a partnership of agencies – Rock Valley College Employment Grants Division; Goodwill Industries of

Northern Illinois; and Illinois Department of Employment Security. Rock Valley College and Goodwill Industries are the current primary providers of Title I adult and dislocated worker services.

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

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

individuals for unsubsidized employment or training;

- Internships and work experiences that are linked to careers;
- Workforce preparation activities;
    - Financial literacy services;
- Out-of-area job search assistance and relocation assistance;
    - English language acquisition and integrated education and training programs; Referrals to:
- Adult Basic Education and High School Equivalency (HSE) preparation activities
- Bridge Programs
- Occupational Training (Eligible Training Providers and Programs);
- On-going Case Management and Coaching;
    - Unsubsidized Job Development and Placement Assistance; and Access to the following Training

Services:

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

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

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

- Leveraging and coordination of community and public resources for layoffs, including linking to AJC partners and Trade Act programs and promoting seamless delivery of services to affected businesses and employees.
- Implementing strategies for promoting Rapid Response so that everyone involved in dislocation events is aware and takes full advantage of the full range of available re- employment services.
- Response to all Rapid Response requests within the times and process designated by IL DCEO Rapid Response procedures and policy.
- Provision of services in locations and times convenient for affected workers.
- Whenever possible, provides On-Site contact with the employer, representatives of the affected workers, and the local community, which may include assessment of their layoff plans and employer schedule.
- Assessment of the potential for averting the layoff(s) in consultation with state, regional and local economic development agencies, including private sector economic development entities.
- Developing a plan for background and probable assistance needs of the affected workers; reemployment prospects for workers in the local community and available resources to meet the short-and-long term assistance needs of the affected workers.
- Provision of information and access to unemployment compensation benefits, workforce services/system services, and employment and training activities, including information on Trade Adjustment Assistance program.
- Core Service providers assisting the local board and chief elected officials to develop a coordinated response to the dislocation event and, as needed, obtaining access to additional funding to help with Rapid Response Services as needed.

- Scheduling a local response when a lay-off event is less than 500 workers.
- Preparing for an early start based on media, social media, and private sources or by employer request. This early start involves several visits to the employer prior to the layoff to ensure the employees affected by the layoff have a clear understanding of the services available to them through the local workforce board and its partners.
- As a last resort, when on-site access is not permitted, working through regular IDES services to provide information about Trade Adjustment Assistance services directly to affected workers seeking employment services.
- Partnering with area Community Colleges and other Eligible Training Providers to provide information about services to affected workers seeking out training options.

As a result of the COVID-19 pandemic, many industries and businesses were forced to close down or lay-off workers. In response, TWC has continued to provide Rapid Response activities and applied for a National Dislocated Worker grant to ensure those dislocated workers are appropriately serviced with their employment changes.

F. Provide a description of how the local area will provide youth activities related to the type and availability of youth workforce investment activities in the local area, including activities for youth who are individuals with disabilities. Describe how youth activities will address the impact and recovery from the COVID-19 National Health Emergency.

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

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

Services include:

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

concurrently with work-based training through: Work Experiences, Job Shadowing, Internships, Pre-apprenticeship programs, On-the-Job Training opportunities

- Job Development and Placement Assistance, coordinated with The Workforce Connection's Business Services Team
- Supportive Services
- Follow-up of youth who have left the program
- Comprehensive Guidance and Counseling

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

The local Youth Service model is designed to enhance the overall Youth Program Outcomes. A strong case management component, the central function of the service delivery system, ties all programming together using work-based learning, combining academic/occupational training and work experiences. Enrollment in program services is an on-going, open enrollment process. The Youth Service system offers work-based learning with a strong job placement/work exposure component that connects youth

to internships, work experiences, on-the-job training, job shadowing, and unsubsidized employment to address their job-seeking and job-keeping skills. The WIOA Youth Service model's activities/services are also coordinated with other community services/activities serving youth.

Impact of COVID-19 on Youth Employment

Among young people who were unemployed in July 2020, over half were out of work due to the pandemic. Likely due to the fact that they mostly held entry-level positions, in particular, the leisure and hospitality industry.

In July 2021, 25 percent (5.2 million) of employed 16-to 24-year-olds worked in the leisure and hospitality industry, the largest share of youth workers, one of our region's largest industries.

As we move through the "recovery phase" of COVID-19, teenagers have become one of the largest segments of the working population, showing great interest/need in working. In May 2021, 33.2% of teens ages 16 to 19 were in the national workforce, the highest figure for teen workers since the Great Recession of 2008. Teens are more inclined to take jobs that others won't and at non-traditional work hours. So as businesses struggle to find talent, hiring youths with on the job training is a successful strategy.

It has been identified that in order for employers to tap into this talent pool, our youths are in need of additional skills training in reading and comprehension, as well as needing to receive additional insight into the occupations and pathways that exist in our region. In response to this and the significant

Healthcare shortage that the COVID-19 pandemic brought on, LWA 3 has developed an initiative for a Community Campaign on the Certified Nursing Assistant occupation. It was also identified that LWA 3 Board Staff may need to coordinate with legislators and licensing agencies on the restrictions imposed on these licenses that affect our youth's ability to enter the field.

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

The focus of WIOA Youth services is on out-of-school youth with 80% of the local WIOA formula funds budgeted to provide out-of-school services. The local workforce area recognizes the current waiver in place for the State of Illinois which allows for up to 50% of youth whoare enrolled in programming to be in-school youth. In coordination with the program provider of youth services, The Workforce Connection will monitor the current employment and education landscape to ensure money allocated to youth services are spent in an appropriate manner Strategies for ensuring that a minimum of 50% of money is spent on out of school youth include:

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

apprenticeship.

- Co-enrollment as appropriate in programs such as Youth Build, Job Corps, or the WIOA adult program services.

  As part of the 2022 modification, describe how youth activities will address the impact and recovery from the COVID-19 National Health Emergency.

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

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

- Long-term unemployed and individuals identified as likely to exhaust UI benefits are served by WIOA-funded workforce boards and service providers.
- Low-income adults and those receiving public assistance will be provided priority service by workforce boards and training providers.
- Individuals with disabilities, including youth with disabilities will be served by the Division of Rehabilitation Services staff, and given priority for WIOA Title 1B programs. The Vocational Rehabilitation Step-Up program is available in schools for transition-age students.
- Out-of-school youth will be served by programming that meets the requirement set forth by WIOA.
- Veterans receive highest priority for adult employment and training activities. Veterans' service representatives with IDES are on-site, fulltime to provide specialized assistance. Additionally, NCI

Works has established a Targeted Population standing committee to address the needs of individuals with barriers to employment, specifically individuals with disabilities, returning citizens and veterans.

- Migrant and seasonal farmworkers receive specialized service from the Illinois Migrant Council (IMC), a community-based nonprofit organization that promotes employment, educational, and other opportunities for migrant and seasonal farmworkers and their families to achieve economic self-sufficiency and stability. IMC offers National Farmworkers Jobs Program training and support, partners with the Illinois Department of Employment Security on the Migrant Seasonal Farmworker Program, and provides ESL training, among other services.
- Returning citizens (ex-offenders) receive assistance through multiple programs including WIOA Title IB and the Illinois Department of Employment Security programs. As part of the Strong Cities, Strong Communities designation through the City of Rockford, TWC Board received U.S. Department of Labor, Employment and Training Administration technical assistance to identify best practices and establish procedures to enhance and develop services for returning citizens. Additionally, NCI Works has established a Targeted Population standing committee to address the needs of individuals with barriers to employment, specifically individuals with disabilities, returning citizens and veterans.
- English Language Learners have multiple options for ESL classes, as well as training and materials provided in Spanish. Utilizing WIOA Title IB Adult funds, TWC Board has secured a contractor to provide work readiness training and work-based/place training for adult English Language Learners. NCI Works and its partners also provide English language acquisition and integrated education and training programs.
- Older individuals are provided specialized services through the Senior Community Services Empowerment Program (SCSEP), which trains qualified seniors 55 years and up with the skill sets

needed to re-enter the workforce. Seniors who don't qualify for the program will be referred to other employment services or to a Senior Servicescenter.

- Low literacy adults, including those without a high school diploma have multiple options for literacy programs. Tutoring and specialized services for low literacy adults are provided by The Literacy Council. Rock Valley College, Highland Community College and Rockford School District 205 – Roosevelt High School provide adult basic education classes and high school equivalency classes, along with transitional services, bridge programs and ICAPS.
- Women and communities of color. According to the "Women and Minorities in the Illinois Workforce" 2022 progress report from IDES, "The Illinois labor force participation rate increased in 2021 for both genders and nearly all racial/ethnic groups, with African-American men and women as exceptions".

In the June 2021 report, "the long-term implications are clear: the pandemic has exacerbated inequalities between women and men, as well as racial and ethnic inequalities in employment outcomes and economic independence". Although "earnings for women in Illinois increased at a slightly higher rate (+5.1%) than they did for men (+4.8%) in 2020 (the most current year for wage data)", it is critical that our stakeholders and systems weigh the consequences of the pandemic on our women and communities of color, and develop policies that support their employment.

- Low-skilled adults can receive specialized training to increase basic skills and occupational specific skills. Career Services are available through WIOA Title IB and specific training services are available through Rock Valley College, Highland Community College and other local eligible training providers.

Business Employment Skills Training Inc. will also provide skills training.

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

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

- Disaggregating data by race, gender and target population to reveal where disparities and inequities exist in policies and programs. The Workforce Connection has a Performance and Accountability Committee (PAC) which disaggregates data and makes recommendations to program providers based on all available data. In 2021, TWC procured an external data auditor to analyze and evaluate the efficacy of our workforce development efforts in the populations that the data revealed disparities in. It was identified that the populations TWC serves are consistent with the demographics in need of being served.
- Developing equity goals in conjunction with education system and prepare action plans to achieve them. The Workforce Connection will continue to work with our secondary and post-secondary education partners in the area. Through these partnerships, as well as representation from secondary and post-secondary institutions on The Workforce Connection Board and their involvement in standing committees, the area will be able to develop equity goals which will benefit the residents of our area.

- Exposing more high schools' students, particularly young women and minorities, to careers in science, technology, engineering, and math fields. The local workforce board will collaborate with the youth providers in the area, as well as CareerTEC in Stephenson and CEANCI in Winnebago County who specifically work on exposing high school students to career opportunities, in marketing careers in

STEM and other related careers to local high school students.

- Explore how effective mentor programs can be expanded to adults, particularly those who are displaced and moving to new careers. In coordination with Economic Development and program partners, the local workforce board will work with local businesses who have openings in high growth high demand fields to recruit mentors from these businesses to assist individuals who are making the transition into these careers.

- Provide training to workforce program staff on data-driven approaches to address equity gaps. The local workforce board will present the data that was analyzed at the performance and accountability committee to sub award recipients to ensure their staff, as well as other program staff are educated and understand the data related to equity gaps. Training of program staff was also identified as a priority for the local workforce board and its partners through the service integration action plan.

- Ensure workforce services are strategically located in relation to the population in most need including individuals who are long-term unemployed, individuals identified as likely to exhaust UI benefits, and individuals with disabilities.

H. Provide a description of training policies and activities in the local area, including meeting the annual Training Expenditure Requirement, and any significant implications of the COVID-19 National Health Emergency as applicable.

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

In-demand industry clusters and occupations in LWA 3 require certifications and credentials for most entry level positions. Service providers focus on stackable credentials, requiring WIOA training investments for program participants. In addition, OJT, Incumbent Worker Training, Customized Training, and other work-based learning activities provide exceptional opportunities for skill attainment specific to an employer's need and expenditures contribute to the 50% requirement.

Despite the many challenges the COVID-19 pandemic has presented, TWC has continued to exceed its training expenditure requirements and does not anticipate this will be an issue. TWC will continue to identify in-demand fields in our region, share information and opportunities for individuals to explore these careers, and provide funding and support so individuals can enter these career pathways.

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

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

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

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

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

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

Local Individual Training Account Policy, including if contracts for training services will be used, how the use of such contracts will be coordinated with the use of individual training accounts under that chapter, and how the Local Board will ensure informed customer choice in the selection of training program regardless of how the training services are to be provided

A copy of The Workforce Connection Board-approved Individual Training Account (ITA) Policy is contained in the Appendix. ITAs will be used only for funding vocational (occupational skills) training

programs. All participants must apply for the Free Application for Federal Student Aid (FASFA) and any other appropriate grant assistance, and provide proof of application for this aid. The Pell grant funding received by a participant must be applied toward the participant's tuition and other education-related expenses.

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

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

- Tuition
- Fees

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

Local training provider approval policy and procedures and how the local board will ensure the continuous improvement of eligible providers of services through the system and that the providers will meet the employment needs of local employers, workers, and career seekers

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

Training customers are offered options of training providers.

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

program completers.

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

I. Describe if the local workforce board will authorize the transfer of WIOA Title 1B workforce funds, including the maximum dollar amount and/or percentage that is authorized to be transferred on an annual basis.

To transfer funds between the adult and dislocated worker funding streams

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

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

To use funds for incumbent worker training

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

To use funds for transitional jobs

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

To use funds for pay for performance contracts

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

J. As part of the 2022 modification, if needed, describe the impact of the pandemic the operating systems and policies within the Local Workforce Innovation Areas (LWIAs) otherwise not already described above. Include what steps, to the extent known, that will be taken over the next two years to adapt to the impact of the pandemic regarding the operating systems and policies within the Local Workforce Innovation Areas (LWIAs).

LWA 3 will continue to monitor the efficacy of our policies and operation systems as we move through the pandemic. The Workforce Connection's Board Staff has standing meetings with the One-Stop Operator Staff to discuss any issues that arise and quarterly conversations to discuss the progress related to goals. As such, many policies have already been implemented to address the impact of the COVID-19 pandemic. For example, because of the spread of COVID-19 and participants either unable or unwilling to meet in-person, as well as many staff and contract agencies temporarily telecommuting, the paper voucher system for Individual Training Accounts (ITA) was transitioned to electronic; meetings with participants were offered by phone or through a virtual meeting platform such as Zoom; WIOA applications were made available online; and signatures were allowed to be collected via DocuSign in some cases.

K. Describe how a workforce equity lens is or will be incorporated in the operating systems and policies as part of the Local Workforce Innovation Areas (LWIAs).

TWC/LWA 3 will continue to monitor and evaluate workforce diversity and inclusion to ensure equitable access to career and employment opportunities. As inequities are identified, TWC will make modifications to its policies and/or operating systems. LWA 3's Human Resources committee of the Board continues to evaluate and address equity issues.

CHAPTER 5: PERFORMANCE GOALS AND EVALUATION - LOCAL COMPONENT

A. Provide information regarding the local levels of performance negotiated with the Governor and chief elected officials' consistent with WIOASec.

116. To be used to measure the performance of the local area and to be used by the Local Board in measuring the performance of the local fiscal agent (where appropriate), eligible providers under WIOA Title 1 Subtitle B and the one-stop delivery system (core and required partners as applicable in the local area.

WIOA Performance Measures

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

	PY 2019/2020

PERFORMANCE MEASURE	**Performance Goal**
Adult	
Employment Rate 2nd Quarter after Exit	65%
Employment Rate 4th Quarter after Exit	64%
Median Earnings	$4,000
Credential Attainment	55%

Dislocated Workers	
Employment Rate 2nd Quarter after Exit	69%
Employment Rate 4th quarter after Exit	69%
Median Earnings	$5,500
Credential Attainment	50%
Youth	
Employment / Placement in Education Rate 2nd Quarter after Exit	55%
Employment / Placement in Education Rate 4th Quarter after Exit	54%
Credential Attainment	60%

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

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

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

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

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

The local workforce board will continue to monitor the performance of program providers as they are brought forward for re-approval. The local board will consider the performance measures listed above as well as cost and alignment with employment opportunities that are in high growth/high demand fields. The local workforce staff will also continue to research training programs that are not currently approved locally but are operated by approved training providers in Illinois that are cost effective, show measurable outcomes in terms of completion, certification, and employment outcomes. These types of training programs will include weekend-only training programs in high growth high demand fields which will allow individuals to work during the week and take their training on the weekend as well as on line training programs that allow participants similar flexibility in continuing to work and obtaining industry recognized certifications in a timely manner.

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

The board will begin a review of OJT and incumbent worker agreements with employers and measure their effectiveness and the retention rates of participants with these companies. The board will use

these reviews to measure return on investments (ROI) with regional employers to ensure programmatic goals are meeting the needs of regional employers.

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

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

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

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

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

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

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

D. As part of the 2022 modification, if needed, describe the impact of the pandemic on

the regional service strategies, including use of cooperative service delivery strategies and the connection of job seekers with employers, not covered in the above sections. Include what steps, to the extent known, that will be taken over the next two years to adapt to the impact of the pandemic in regard to the regional service strategies, including use of cooperative service delivery strategies and the connection of job seekers with employers.

Integrated service delivery has been a focal point of TWC since before the pandemic even. As such, TWC applied for a grant to fund a Service Integration Specialist position, who connects career-seekers to services. Although the grant concluded, LWA 3 has retained this position because of its vital importance to the region. In 2019, a service integration plan was developed and these strategies have been implemented and monitored over the years. LWA 3's Operations Management Council continues to be the committee of the Board to ensure strategic service delivery alignment.

E. As part of the 2022 modification, describe how a *workforce equity lens* is or will be incorporated in the analysis of performance goals and implementation of evaluation activities.

LWA's external audit of equity data ensured that the efforts we have been making over recent years are proving to be effective in addressing inequities. As we continue to monitor all areas of the workforce area's efforts, we will ensure that the goals are equitable and fair. This effort requires our LWA to check our assumptions and maintain an honest and transparent procedure.

CHAPTER 6: TECHNICAL REQUIREMENTS AND ASSURANCES - LOCAL COMPONENT

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

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

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

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

structure and format of the supplier's response. RFPs will reflect the strategy and short/long-term program objectives, providing enough detail for potential suppliers to offer a matching perspective.

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

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

<u>Request for Proposal (RFP) Distribution</u>

A notice regarding the availability of a Request for Proposals and, if scheduled, the date of the Bidders' Meeting is placed in the Legal Notices section of the *Rockford Register Star* or *Freeport Journal Standard*, as applicable. Notice of the availability of an RFP and the Bidders' Meeting (if scheduled) is also sent to a list of potential bidders for the particular programming sought and posted on The Workforce Connection Board's website, www.theworkforceconnection.org.

Potential bidders may attend the Bidders' meeting, if scheduled, at which time electronic copies of the RFPs are distributed. Otherwise, potential bidders will be sent an electronic copy RFP, upon their request, or they may download the RFP from The Workforce Connection Board's website where all RFPs are posted. Due to the U.S. Postal Service delays during the COVID-19 pandemic, hard copies are not being mass mailed and are only sent by request.

Bidders' Meetings

Bidders' Meetings are often held to distribute and discuss the RFPs. (Whether or not a Bidders' Meeting is held usually depends on the complexity of the RFP, the programming changes being made, etc.). At the Bidders' meetings, staff 1) review selected areas of the RFP, including, as applicable, the changes in the RFP from previous years; 2) discuss important topics relating to the programming sought (e.g., performance measures, budget development); and 3) answer initial questions. A second bidders' meeting may be held for the specific purpose of answering potential bidders' questions. The questions/responses are then posted on The Workforce Connection Board's website. Due to the COVID-19 pandemic, these meetings are and will continue to be held virtually until it is safe and desired to resume in-person.

Proposal Review and Evaluation

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

Proposal Evaluators

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

Proposal Evaluation Review Levels

Level 1: Technical Review of Proposals

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

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

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

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

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

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

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

This will complete the Bidder's appeal process at the local Workforce Board level. Level 2: Evaluation of Proposals by Review Team

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

Evaluation Tool scoring and priority for funding.

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

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

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

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

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

The review team will then prepare its funding priority recommendations. Bidders will not necessarily be

recommended for funding based on their Evaluation Score in relation to the Evaluation Scores of other bidders.

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

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

The Workforce Connection Board and CEOs will act on the program funding recommendations. Bidders will be notified of The Workforce Connection Board and CEO action.

Bidders may contact The Workforce Connection Board Executive Director and request a debriefing of their proposal's evaluation.

Cost/Price Analysis:

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

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

The Workforce Connection Board conducts an EO compliance assessment annually for all of The American Job Centers. The AJC - Rockford and affiliate sites in Belvidere and Freeport maintain a culture of inclusiveness in compliance with Section 188 of WIOA, the Americans with Disabilities Act (ADA) of 1990 and all other applicable statutory and regulatoryrequirements.

Additionally, the physical characteristics of the facilities, both indoor and outdoor, meet compliance with 29 CFR Part 37, the 2010 or most recent ADA standards for Accessible Design and the Uniform Federal Accessibility Standards. Services are offered in convenient, high traffic and accessible locations. The AJC - Rockford is a stop for public bus transportation; and the bus transit center is 3 blocks from the Center. Parking for individuals with disabilities is clearly marked in the lower level of the public parking deck connected to the Center and near the 3rd floor deck entrance to the center.

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

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

federal laws and regulations regarding accessibility and they are unaware of any claims currently pending against them before any court or administrative body relative to alleged violations of such laws.

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

Executed cooperative agreements (as applicable) which define how all local service providers, including additional providers, will carry out the requirements for integration of and access to the entire set of services available in the local one-stop system with respect to efforts that will enhance the provision of services to individuals with disabilities

The Memorandum of Understanding (MOU) will identify goals and strategies for integrations of

services to ensure accessibility for all populations, including individuals with disabilities. The Memorandum of Understanding, when completed for PY2022, will be provided in the Appendix Section.

C. Plan Development and Public Comment

Process used by the Local Board, consistent with WIOA Sec. 108(d), to provide a 30-day public comment period prior to submission of the plan, including an opportunity to have input into the development of the local plan, particularly for representatives of business, education and labor organizations

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

- A press alert was sent out on January 23rd regarding the posting of the plan for public comment.
- A press conference occurred on January 27th, 2020 announcing the posting of the plan for public comment for 30 days.
- A notice of the availability of the Plans for public review and comment was posted on The Workforce Connection website, www.theworkforceconnection.org/2020-regional- plan-public-comment/
- A notice of the availability of the Plans for review and comment was sent to all One-Stop Partners,

Regional Planning Partners, The Workforce Connection Board members, and Chief Elected Officials.

- Multiple presentations throughout the region were made available to share information on the regional plan and encourage public comment.

While no formal public comment was received, The Workforce Connection received much praise from community leaders and members regarding the plan and the encouragement it provides for the region's workforce and businesses. However, had any formal public comment been received, it would have been added to this section and addressed in the plan.

For our two-year modification requirement, we made these revisions available on our website for public comment from January 24, 2022 through end of business day February 23, 2022. The following mechanisms were used to engage with stakeholders and alert the public:

- A press alert was sent out on January 24th regarding the posting of the plan for public comment.
- A notice of the availability of the Plans for public review and comment was posted on The Workforce Connection website, https://www.theworkforceconnection.org/modifying-regional-and-local-workforce-plan-to-address-covid-19-and-workforce-equity/. It was also featured on the homepage slider on the website.

- A notice of the availability of the Plans for review and comment was sent to all One-Stop Partners, Regional Planning Partners, The Workforce Connection Board members, Chief Elected Officials, and employers in our email database, totaling over 1,400 contacts.
- We reiterated in each of our committee meetings, external meetings with partners, our regional

business services team meetings with core and outside partners, and also posted on our social media pages.

No public comment was received as of 5:00 p.m. on February 23, 2022. However, our Boone County Economic Development partner, Growth Dimensions, did share additional details related to their organizations' workforce development offerings which we integrated into pages 14, 27, and 64.

Any modifications required for compliance by the WIOA Interagency Technical Assistance Team will be due within 30 days of receipt of the letter and must follow the guidelines addressed, which does not include a 30-day public notice prior to submission, but does include encouragement to make revised documents available for public viewing. Upon any changes to our regional and local plan from required modifications, the day we submit to the state the revised plan we will also post the revised plan on our website (www.theworkforceconnection.org) to replace the existing document.

Other circumstances where a modification may be necessary are when a two-year economic snapshot is due, when a major regional economic event occurs, or the LWIB formally adopts a major shift in strategies to do things differently than described in the plan. If and when those modifications occur, the revised plan will be available on our website and announced on our social media channels, as well as communicated during board and committee meetings.

D. Describe how a *workforce equity lens* is or will be incorporated in with meeting the administrative requirement of the Workforce Innovation and Opportunity Act programs.

LWA 3 will continue to seek and apply for grants to address regional inequities or issues that create a disparity for individuals in connecting to employment. LWA 3 will also continue to conduct research and studies into workforce equity issues and administer strategies to address these issues.

APPENDIX

GLOSSARY OF

TERMS POLICIES

MEMORANDUM OF UNDERSTANDING

SERVICE INTEGRATION ACTION PLAN

ECONOMIC DEVELOPMENT REGION 5 DATA (2020)

ECONOMIC DEVELOPMENT REGION 5 DATA (2022)

GLOSSARY OF TERMS

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

GLOSSARY OF TERMS

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

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

Reference Number: 2016-500-04

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

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

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

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

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

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

b.) The training provider's program provides only basic skills and/or remedial training.

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

B. **Registered Apprenticeship (RA) programs registered with the USDOL, Office of Apprenticeship** - Registered Apprenticeship programs will be added to the ETPL list on a statewide basis

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

C. Initial Eligibility

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

D. Agreement Requirements

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

E. Eligibility Timeline

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

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

F. Next Eligibility Date/Review

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

G. Continued Eligibility Process

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

H. Training Provider or Training Program Change in Information

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

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

a. All of the "mandatory" fields on the Training Program Basic Information record in IWDS. Change(s) in any significant information must be entered in IWDS within ten (10) business days of the changes being entered into IWDS.

b. Submission of a change in significant information indicates a training provider's intent to renew eligibility and prompts the same requirements as under the current eligibility determination.

2. Training programs will be subject to renewal of eligibility status by the TWC board committee whenever non-significant information on the training program changes prior to the continued eligibility date. Non-significant information is any information that is a "mandatory" field (but not considered "significant") on the Training Program Basic Information application in IWDS, including O*Net codes associated with the training program. (These items are identified by a * on Attachment A – Requirements for Training Program Initial Eligibility and Continued Eligibility process in the DCEO WIOA Policy 15-WIOA-5.3 - WIOA Training Provider and Training Program Eligibility. The TWC board committee shall review the training program and all the changes to determine if the changes have affected the conditions of the program eligibility determinations. If the changes have significantly altered the training program, the committee will send the training program to TWC board for the renewal of the current eligibility approval.

I. Performance Measures

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

J. Denial or Revocation of Eligibility

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

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

K. Notification and Appeal Process

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

a. The training program(s) being denied or revoked eligibility;
b. The reason(s) for the denial or revocation; and
c. Information about the opportunities the provider has to appeal the decision

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

L. Reinstatement on the Statewide List

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

Action Required:

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

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

Effective Date:
Immediately

The Workforce Connection, Inc.	***Approved: 11/03/15***
Policy Title: Procurement	***Effective: 11/03/15***
	Status: Active
Reference Number 2016-100-08	***Modifications: 1 11/01/16***
	2 06/06/17
	3 03/06/18
	4 05/27/21

Introduction:

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

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

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

References:
TEGL 15-16
Uniform Guidance 2 CRF part 200

Procurement Principle:

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

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

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

Definitions:

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

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

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

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

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

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

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

Competitive Procurement Procedures

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

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

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

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

Request for Proposals (or Bids) for Programming

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

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

Request for Proposal (RFP) Distribution:
A notice regarding the availability of a *Request for Proposals* and, if scheduled, the date of the Bidders' Meeting is posted on TWC BOARD's website, www.theworkforceconnection.org.. Notice of the availability of an RFP and the Bidders' Meeting (if scheduled) may be sent to a list of potential bidders for the particular programming sought.Potential bidders may attend the Bidders' meeting. Potential bidders may download the RFP from TWC BOARD's website where all RFPs are posted prior to the bidders' meeting.

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

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

A. Proposal Evaluators

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

B. Proposal Evaluation Review Levels

Level 1: Technical Review of Proposals

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

a) TWC Board staff will notify bidders via e-mail of the results of the technical review of their proposals. If a proposal is denied based on a technical review, bidders may then request a debriefing of their proposal's technical review. TWC Board Executive Director or designee must receive this request via e-mail within two working days of the day the Bidder was e-

mailed notification that their proposal was rejected based on the technical review

b) The debriefing will be held within two working days of TWC Board Executive Director's or designee's receipt of the bidder's request for a debriefing of their proposal's technical review.

c) After the debriefing, the bidder will have three working days to present to TWC Board Executive Director or designee a written appeal of any aspect of their proposal's technical review.

d) TWC Board Executive Director or designee will review the written appeal and make the final decision regarding any action on the appeal.

e) The Bidder will be notified in writing within three working days of the Board Executive Director or designee's decision regarding the appeal.

Level 2: Evaluation of Proposals by Review Team

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

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

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

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

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

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

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

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

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

2. TWC Board and CEOs will take action on the program funding recommendations.

3. Bidders will be notified of the TWC Board/CEO action.

4. Bidders may contact the TWC Board Executive Director or designee and request a debriefing of their proposal's evaluation.

D.Cost/Price Analysis:

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

Purchasing Policies, Standards, and Procedures

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

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

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

All procurement activities shall allow for open and free competition among potential vendors for services. Awards for contracts are made to vendors who can provide services that are the most advantageous to the workforce system regarding service, price, specific factors, and meeting the needs of the individuals served with funding that is under the purview of TWC Board.

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

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

Procurement Procedures

A. The following procurement guidelines will be adhered to:
   - Avoid purchasing unnecessary items.
   - Where appropriate, make an analysis of lease and purchase alternatives to determine which would be most economical and practical procurement using Federal funds.
   - Ensure that solicitations for goods and services provide for all of the following:
   - A clear and accurate description of the technical requirements for the material, product, or service to be procured--in competitive procurements, such a description shall not contain features which unduly restrict completion;
   - Requirements which the bidder/offeror must fulfill and all other factors to be used in evaluating bids or proposals;
   - A description, whenever feasible, of technical requirements in terms of functions to be performed or performance required, including the range of acceptable characteristics or minimum acceptable standards;
   - The specific features of 'brand name or equal" descriptions that bidders are required to meet when such items are included in the solicitation;
   - Preference, to the extent practicable and economically feasible, for products and services that conserve natural resources and protect the environment and are energy efficient.

B. Make positive efforts to use small businesses, minority-owned firms, and women's business enterprises, whenever possible.

C. Use procuring instruments (e.g., fixed price contracts/agreements, cost reimbursable contracts/agreements, purchase orders, and performance-based contracts/agreements) that are appropriate for the particular procurement and for promoting the best interest of the program or project involved.

D. Initiate contracts/agreements with responsible contractors who possess the potential ability to perform successfully under the terms and conditions of the proposed procurement. (Consideration shall be given to such matters as contractor integrity, record of past performance, financial and technical resources or accessibility to other necessary resources.)

E. On request, make available for the local, state or federal awarding agencies, pre-award review and procurement documents.

Cost/Price Analysis

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

allowable and able to be allocated.

Procurement Records

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

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

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

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

Date Effective: November 3, 2015

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

NAME: _____

STATEMENT OF CONFIDENTIALITY:

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

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

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

_____

_____

Date: _____ **Signature:** _____

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

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

Important Terms:

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

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

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

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

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

Office _____

Entity receiving funds _____

Funding Source(s) _____

Notes:

_____

_____

_____

_____

CHARACTERISTICS

EXPLANATIONS

Decision Making Authority

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

a. Does the entity determine who is eligible to participate in the federal program? Yes ☐ No ☐

200.330 a.3 Has responsibility for programmatic decision making;

a. Does the entity have the ability to make decisions about how services will be delivered to participants, in accordance with federal programmatic requirements? Yes ☐ No ☐

OR

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

b. Does the entity provide goods or services for the recipient's own use? Yes ☐ No ☐

b. Does the entity provide services designated by the recipient to serve the recipient's participants without regard to specific federal programmatic requirements? Yes ☐ No ☐

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

Subrecipient	Contractor

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

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

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

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

Nature of Award

EXPLANATIONS

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

a. Are the scope of work (or portion, if applicable) and terms and conditions of the agreement the same for the entity as they are for the recipient that received the federal funds? Yes ☐ No ☐

a. Is the entity carrying out completion of the goal of the grant (or part, if applicable) as stated in the federal award? Yes ☐ No ☐

OR

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

b. Does the recipient develop the scope of work and terms and conditions of the agreement to meet the recipient's needs? Yes ☐ No ☐

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

Subrecipient	Contractor

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

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

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

Award Risk

EXPLANATIONS

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

a. Funding to the entity depends on the entity's ability to best meet the objectives of the award. Although performance is measured against federal award objectives, the entity assumes little risk if the objectives are not met. Yes ☐ No ☐

OR

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

b. The entity assumes financial risk if they fail to deliver the goods or services agreed upon. Yes ☐ No ☐

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

Subrecipient	Contractor

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

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

Criteria for Selection

EXPLANATIONS

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

a. Does the entity demonstrate a financial or public need for funding to carry out a project or provide a service? Yes ☐ No ☐

a. Will the entity be contributing match or other non-Federal funding in support of the award? Yes ☐ No ☐

a. Will the entity be reimbursed for only actual costs incurred? Yes ☐ No ☐

OR

200.330 b.3 Normally operates in a competitive environment;

b. Were procurement policies applied in the selection of the entity? Yes ☐ No ☐

b. Was the entity's proposed price a factor in the selection process? Yes ☐ No ☐

b. Will the entity derive a profit from the agreement? Yes ☐ No ☐

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

Subrecipient	Contractor

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

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

Entity's Business Environment

EXPLANATIONS

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

b. Is the entity's normal business to provide the goods or services being purchased in the agreement? Yes ☐ No ☐

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

b. Does the entity provide the same goods or services to other organizations? Yes ☐ No ☐

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

Subrecipient	Contractor

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

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

Determination

EXPLANATIONS

Final Determination

Subrecipient	Contractor

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

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

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

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

The Workforce Connection, Inc.

Policy Title: **Supportive Services**	***Approved:*** ***06/07/2016***
	Effective: ***06/07/2016***
Reference Number 2016-400-04	***Status:*** ***Active***
	Modifications: ***1 11/01/2016***
	05-2017 Name Change
	2-11/21/17
	3 4/3/2018

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

References:

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

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

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

Policy/Procedures:

- **Participant Eligibility-** Supportive Services are available for WIOA program enrollees. Supportive Services needed by individuals will be identified and documented as necessary for individuals to participate in activities authorized under the WIOA, to include Basic Career Services, Individualized Career Services, and Training based on the Demand Occupation list for EDR5 or Statewide or an occupation (not on the demand list) that is part of an occupational career pathway identified through an approved individual employment plan (IEP) that will lead to a demand occupation. Other eligible activities include On the Job Training (OJT) and Apprenticeships. Individual programs will establish procedures to document the participant's need for supportive services and verify that such services are not available through other programs or sources. Documentation of the participant's need for supportive services will be maintained by the programs and staff will ensure case notes reflect the need and receipt of such support.

- **Training-** Participants attending training will be eligible for assistance under this policy if the program/classes they are attending lead to occupations identified on the Demand Occupation list for EDR5 or Statewide, or an occupation that is part of an occupational career pathway identified through an approved individual employment plan (IEP) , whether or not that training is actually being funded by WIOA. Other eligible training activities include One the Job Training (OJT), Apprenticeships and pre-vocational training classes.

- **On-Going Supportive Services-**The availability of On-going Child Care and Transportation assistance is based upon the availability of funds and the participant's demonstrated need**. All rates (Child Care rates for Licensed Day Care Center, License-Exempt Day Care Center, Licensed Day Care Home or Licensed Group Day Care Home, and License-Exempt Day Care Home or Care in Child's**

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

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

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

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

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

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

TRANSPORTATION

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

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

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

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

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

SUPPLEMENTAL SUPPORT ITEMS

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

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

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

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

Car Repairs

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

Auto Insurance/License/Registration

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

Job Related Tools / Uniforms

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

Job Search Assistance

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

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

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

Approval

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

Documentation

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

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

Action Required:

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

Inquiries:

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

Effective Date:

Immediately

The Workforce Connection Board

Policy Title: **Individual Training Accounts (ITAs)**

Reference Number: 2016-500-03

Approved: ***10/03/2000***
Effective: ***06/07/2016***
Status: ***Active***
Modifications: ***06/06/2017***
2-04/03/2018

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

References:
WIOA epolicy Chapter 7 Section 2 – Training
WIOA epolicy Chapter 7 Section 2.1 – Individual Training Accounts (ITAs)
WIOA epolicy Chapter 8 Section 4.1 – Allowable Costs Towards Training Expenditure
20 CFR 680.230
20 CFR 679.380

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

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

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

Definitions:

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

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

Policy/Procedures:
A. Individual Training Accounts:

1. ITAs will be used only for funding vocational (occupational skills) training programs.
2. All participants must apply for Pell, FASFA and any other appropriate grant assistance, and provide proof of application for this aid. The Pell grant funding received by a participant must be applied toward the participant's tuition and other education-related expenses. If funding is required beyond available grant funds (i.e., PELL grants, WIOA funds, etc.), participants are required to arrange other means of financial aid; or they have the option of choosing a less expensive training program.
3. Programs and training providers must coordinate funds available to pay for training. Staff administering ITAs from WIOA funds may take into account the full cost of participating in training services, including the cost of supportive services and other appropriate costs, approved by WIOA Program Director.
4. WIOA Program Director must coordinate training funds available and make funding arrangements with one-stop partners and other entitles. All staff must consider the availability of other sources of grants to pay for training costs including Federal PELL Grants, so that WIOA funds supplement other sources of training grants.
5. For WIOA approved programs, ITA will cover the cost of participants' required books and reasonable cost of special supplies, including uniforms and tools required for the WIOA approved course or program.

-6. Supportive Services for participants in ITA eligible training programs will be determined on an individual basis and based on participants' needs.

7 Supportive Services (e.g., transportation, child care, emergency housing) will not be available to participants choosing to attend ITA eligible training programs beyond 100 miles from their homes. (This policy does not apply to TAA participants.)

8. The participant and his/her WIOA career planner must jointly develop a plan for a participant to complete the training (including pre-requisite courses) preferably within two years.

9. If more than 1 (one) Eligible Training Provider offers the appropriate course work/training program identified for an ITA, the participant will research at least 2 Eligible Training Providers which may include an interview and/or a site visit. The participant will complete and sign the Institutional Preference Attestation document stating this was an informed decision.

10. To continue to receive ITA funding, participants must:
    a. Maintain an overall C or equivalent average*;
    b. Bring/send their grade or progress records to their WIOA Career planner prior to the start of a new semester/quarter to prove they maintained a C or equivalent average; and
    c. Report their progress in training to their WIOA Career planner at least once each month.

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

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

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

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

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

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

12. A per participant Individual Training Account cap of $13,000 applies to the total Training and Training-related costs for approved Eligible Training programs, pre-requisite courses, and other courses (excluding Basic Skills Upgrading/HSE Preparation course, English as a Second Language upgrading courses, Employment Transitions course, and transportation/child care costs). The Training and Training-related costs covered under the $13,000 ITA cap include:
    - Tuition
    - Fees
    - Books
    - Supplies
    - Tools
    - Uniforms
    - Anything necessary for the training that is on the class syllabus
    - Credentialing exam fees and license fees

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

TAA Customer Exception to $13,000 Cap Policy

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

Initial Enrollment for Individual Training Account (ITA)

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

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

selected training;

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

Re-enrollment in ITA Training

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

- The completion of the previous WIOA training program occurred at least 24 months prior to the re-enrollment date; and

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

Participants' Appeal Process

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

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

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

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

1. Courses must be directed toward growth and in-demand occupational employment;

2. Courses must be specifically approved by The Workforce Connection Board (initially approved by the One-Stop Operations Management Council) as *Skill Upgrading or Retraining* or be included in an ITA eligible program certified by The Workforce Connection Board (initially approved by the One-Stop Operations Management Council);

3. Individuals must be unable to obtain other funding sources to cover the cost to the *Skill Upgrading or Retraining* courses;

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

C. Internal Procedures Related to ITAs

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

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

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

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

Effective Date:
Immediately

LWIA #03 MOU

LOCAL MOU TEMPLATE

MEMORANDUM OF UNDERSTANDING
BETWEEN
LOCAL WORKFORCE INNOVATION BOARD #3
AND
LOCAL WORKFORCE AREA #3 ONE-STOP PARTNERS

Lisa M. Bly-Jones, Ed.D	*Lbly-jones@theworkforceconnection.org*
Individual designated by the Local Board Chair to lead MOU negotiations	**Email address**
Dan White	*dwhite@theworkforceconnection.org*
Impartial individual designated by the Local Board Chair to lead annual budget negotiations	**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	Frank Rotello
Chief Elected Official	Thomas P. McNamara
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	
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Chief Elected Official	
Chief Elected Official	
Chief Elected Official	

REQUIRED PARTNERS AS PARTIES TO MOU		ENTITY (NOT NEGOTIATOR) ADMINISTERING PROGRAM TYPED NAME[1]
Title I: Adult, Dislocated Worker, Youth		City of Rockford
Title II: Adult Education and Literacy		Rock Valley College; Rockford Public Schools; The Literacy Council; and Highland Community College
Title III: Employment Programs under Wagner-Peyser		IL Department of Employment Security
Title IV: Rehabilitation Services		IL Department of Human Services – Department of Rehabilitation Services
Perkins/Post-secondary Career & Technical Education		Rock Valley College and Highland Community College
Unemployment Insurance		IL Department of Employment Security
Job Counseling, Training, Placement Services for Veterans		IL Department of Employment Security
Trade Readjustment Assistance (TRA)		IL Department of Employment Security
Trade Adjustment Assistance (TAA)		City of Rockford
Migrant and Seasonal Farmworkers		IL Department of Employment Security
Community Services Block Grant (CSBG)		City of Rockford Human Services Department; and Northwest Illinois Community Action Agency
Senior Community Services Employment Program (SCSEP)		National Able Network, Inc.
TANF		IL Department of Human Services
Second Chance		N/A
OTHER REQUIRED PROGRAMS OFFERED IN THIS LOCAL AREA AS PARTIES TO MOU		**IF MARKED YES, LIST THE ENTITY ADMINISTERING PROGRAM**
National Farmworker Jobs Program	☐ Yes ☒ No	[ ]
Housing and Urban Development Employment and Training Activities	☒ Yes ☐ No	*Rockford Housing Authority*
Job Corps	☐ Yes ☒ No	[ ]
Youth Build	☒ Yes ☐ No	*Comprehensive Community Solutions*
ADDITIONAL PARTNERS AS PARTIES TO MOU		**ENTITY ADMINISTERING PROGRAM**
[ ]		[ ]
[ ]		[ ]
[ ]		[ ]
[ ]		[ ]

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

- *Provide the effective date of the MOU (not the MOU Amendment).*
- *List the agreed upon expiration date (cannot exceed three years).*
- *Confirm the purpose of the umbrella MOU.*

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

The effective date of the MOU is July 1, 2020 with an agreed upon expiration date of June 30, 2023.

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

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

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

- *Describe the shared vision 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).*

- *Outline the general steps to achieve the shared vision, including the aspects of the vision currently in place and a timeline of steps to implement aspects not currently in place within the current term of the MOU.*

  Note: It is acceptable to describe activities that may take multiple years within the term of this MOU to work towards the vision.

As a shared vision "the Partners of The Workforce Connection will advance the economic vitality of the region by providing a fully integrated and accessible workforce development system that balances the needs of individuals and businesses to ensure our region has a skilled workforce to effectively compete in the global economy.

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

The Workforce Connection Partners are committed to the following principles:
- The needs of business and career seekers will drive workforce solutions;
- One-Stop Center will provide excellent customer service to career seekers and employers and focus on continuous improvement; and
- The workforce system will support a strong regional economy and play an active role in community and workforce development.

The Workforce Connection Partners are addressing the key aspects of the vision - integrated, accessible, and employer-driven.

- All partners have established either on-site presence at The Workforce Connection Center or provide direct linkage to promote integration.
- Joint participation in workshop development and delivery for both career seekers and employers. Career Seeker workshops on various topics such as Resume Writing, Motivational interviewing; Legal Aid Online and in person; and Navigating the public transit system. Workshops are held several times throughout the month.
- Common materials with common branding.
- Increase staff awareness of all services to increase referrals and common case management through quarterly staff development training sessions.
- Professional development, customer satisfaction, referrals/common data collection, common approach to mitigate customer barriers, business services and continuous improvement are addressed bi-monthly through The Workforce Connection Board committees. These committees include core partners, business partners and education partners as well as employers and community leaders.

- One-Stop partners are invited to participate in quarterly professional development workshops. Topics have included the following: Partner training on Refugee/Immigrant Services, Veterans Services, and WIOA Adult and Dislocated Worker services; Equal Opportunity Training; Trauma 101; Non-violent crisis intervention; and Cultural Competency and Bias. A recorded training is shared every 6 months to ensure all partners are up-to-date on required partner services and any new staff receive the information.

Strategies and Goals of the Business Services Team (PY2021):

- Offer cohort training models for targeted sectors
    - Trainings are provided, often by a board staff member, on a quarterly basis regarding the targeted industries based on data from EMSI and IDES Labor Market Report
- Increase outreach and engagement with small to mid-size employers that require specialized attention:
    - BST staff will expand their network of employers by identifying businesses within our targeted industries, and utilize customer relationship management (CRM) system to assess current relationship with regional employers. .
    - BST staff/management will develop a written outreach plan for in-demand sectors targeted in the regional plan and provide monthly updates to Board Staff.
- Enhance and develop the regional business services team to meet the needs of regional employers
    - The regional BST and necessary Board Staff will meet on a twice-monthly basis to review budget and project updates, provide training, connect with other LWA BST staff in our economic development region to further develop and integrate goals and strategies.
    - Utilize a consultative approach with employers to ensure that the specific needs are being met:

- BST staff are allocated to a specific county within our region and are trained on all services. When they meet with an employer, they will utilize our assessment form to determine their needs and from there, develop a comprehensive solution.
- The employer's point person will be the BST staff member who is allocated to their county.
- BST staff and Business Account Manager will utilize the (CRM – Salesforce) on a daily basis to track communications, interactions, and projects with employers:BST staff management will monitor their staff's use of the system to ensure its required regular use.
- Board staff will generate a monthly data report on activities (calls, emails, etc.) with employers to share with TWC Board committees on the work of the BST as a whole and develop rolling data for comparison.
- Board staff will assist and provide additional training on the CRM as needed.

- Business services team will use business intelligence to identify employers within the targeted industries and high-growth, in-demand occupations to ensure sector needs are being addressed
  - BST staff are trained on which sectors are targeted, based on the regional plan findings.
  - Strategic Initiatives Manager will provide a bi-weekly list of employers within targeted industries that have hiring needs, based on labor market reporting.

- Board Staff will develop a written comprehensive communication plan to be used by the BST for a unified approach and consistent messaging with standardized timeframes to respond to businesses.

  BST will educate regional employers about the value of apprenticeship models and how it can serve as a recruitment and retention strategy for their workforce.

4. SERVICE INTEGRATION (Illinois Service Integration: Overview and Self-Assessment Guide**)**

- *Identify steps that required partners will take within the term of this MOU to implement the strategies described in the Service Integration Action Plan.*

Strategy: Increase communication to all partners

- Quarterly staff development workshops for core and required partners to cross train and share consistent information.
- Quarterly meetings for on-site and direct linkage partners.
- Quarterly meetings to increase career pathway knowledge utilizing common language across partners about in-demand career options.

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

- Quarterly Unified Business Service Team meetings to increase knowledge of the needs of regional employers without multiple touches.
- Strengthen sector partnerships by identifying sector champions to lead the way as the business services team supports industry initiatives related to regional workforce needs.
- Increase outreach and engagement with small to midsize employers who require specialized attention so they are educated and informed about workforce system resources.

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

- Administer common needs assessment to all customers. Customer barriers will be identified, appropriate career goals will be developed and additional referrals will be made.
- Increase collection of partner referral forms for core, required and other community agencies.
- Develop a cross agency follow-up process resulting in increased collaboration among partners.

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

- *Fully describe the process and efforts of the Local Workforce Innovation Board and required partners to negotiate the MOU.*
- *Explain the process to be used if consensus on the MOU is not reached by partners*
- *To demonstrate the engagement of required partners and the Local Workforce Innovation Board, describe the process to review both draft and final commitments to:*
  - *service delivery methods,*
  - *service locations, and*
  - *shared costs.*

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

1. Partners discussed the proposed budget and provided thoughts about items to include and what items to leave out.
2. After all statements of positions were made, Partners indicated whether they " support" or "cannot support" the proposal under discussion. There was a consensus.

3. If there is consensus the majority of Partner entities, then the decision is determined to have been made. If not, the consensus building process would be repeated.
4. If impasse is determined, the issue would be elevated to the Executive Committee and/or full Board and CEOs to determine next steps.

Active involvement and equal opportunity to provide input by all core and required partners was demonstrated during this MOU negotiation process and is reflected in the MOU. All required Partners have participated in MOU discussions and meetings (either by phone or in person). Results of this MOU negotiation will be reported to the Office of the Governor through Appendix Item G of the Governor's Guidelines - Revision 4.

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.*[2]

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

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))

- *Complete a local service matrix provided as Appendix F. This appendix must be updated annually (the State-level service matrix provided in Appendix F is intended to serve as a reference for local negotiations).*
- *In the spaces provided below:*
  - *For each partner, describe how the committed number of FTEs will allow services to be made available during all business hours, including capacity or training of onsite staff, use*

[2] All designated affiliate sites and specialized centers must be included in the Infrastructure Funding Agreement.

of contractors and use of direct linkage[3] (as described in each partner's corresponding Direct Linkage Checklist). If there are multiple providers of a program's services, please describe each provider's method of service delivery.

- *Please describe how each partner will ensure services are provided in real time in all service locations during all regular business hours given the number of FTEs committed.*

As Partners of The Workforce Connection, we are committed to coordination of services and integration to the extent possible to maximize resources, ensure accessibility to services, address target and under-served populations, meet the needs of our residents, and continuously improve in our service delivery and overall effectiveness. We are committed to achieving the vision as established in this document. We will achieve that vision by addressing the goals, strategies and actions established in the Northern Stateline (EDR) Regional Plan and the Local Plan for LWIA 3. To address integration specifically, Goal 1 of the Regional Plan is to unite workforce partners around regional cluster strategies. Regional cluster strategies will focus resources in the industries with the highest potential to add jobs and increase prosperity in regions across Illinois. These strategies bring together the public and private sectors in each region to build on their unique strengths. Strategy 1.1: Increase collaboration, communication and shared resources between workforce, education, and economic development efforts to move the region's strategies forward.

As partner agencies, we are committed to providing the best possible services to career seeking customers and businesses. We realize that integration of services and collaboration among the agencies is absolutely essential to success. Collaboration will be provided in a number of ways including in person, electronically (e-mail, Skype, other electronic means), and via telephone. Partners will work together to refer customers to programs, as well as track referrals and report monthly to the One Stop on referrals given and received. Additionally, partners will share program information and updates to ensure appropriate referrals are made. Staff development and training activities have begun and will continue into PY21 and beyond. Responsibilities for coordination of efforts are incorporated into the duties of the one-stop operator.

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

Title I (Adult, Dislocated Worker and Youth) – Title I programs will offer all services on a full-time basis through the comprehensive one-stop center, The Workforce Connection at 303 North Main Street, Rockford, IL and the access sites at 530 S. State Street, Belvidere, IL and 307 W. Main St., Freeport, IL. Access points will be established with partner organizations as needed to ensure accessibility for all. Basic career services, individualized career services, and training services are provided with priority for serving low-income individuals, recipients of public assistance, as well as individuals who are basic skills deficient. Adult, Dislocated Workers and Youth will integrate services with the partners of

[3] Be as specific as possible when describing services being provided via direct linkage. Descriptions using vague terminology, such as describing services being "provided through technology" will not be accepted as a complete and compliant description of direct linkage.

WIOA. Title I offers co-enrollment as an opportunity to maximize resources and provide a comprehensive approach to serving our common customers. Title I funds may be leveraged to supplement services/participation in partner programs. These funds may be used for training, supportive services. Title I will also collaborate with the WIOA partners to offer common intake/information sessions as appropriate. Title I staff will be trained to understand the services provided by the partners. These staff will participate in delivering basic career services and coordinate referrals to all partner programs. Title I staff will be assigned to work with the integrated business service team to deliver comprehensive and seamless services to area businesses.

Title II (Adult Education and Literacy) – Title II program basic career services are provided through direct linkage by service providers – Rock Valley College, Rockford Public Schools Roosevelt Community Education Center, The Literacy Council, and Highland Community College. Program classes are offered at various community locations to be accessible to students. The primary locations are as follows:
Rock Valley College Downtown – 99 E. State Street, Rockford IL
RPS 205 Roosevelt Community Education Center – 978 Haskell Avenue, Rockford, IL
The Literacy Council – 982 North Main Street, Rockford, IL
Highland Community College – 2998 W. Pearl City Road, Freeport, IL

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

Title III (Employment Services under Wager-Peyser) – 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.

Employment Services under Wagner-Peyser are offered on-site at The Workforce Connection Comprehensive One Stop Center.

Title IV (Rehabilitation Services) – Title IV basic career services are provided on a part-time, scheduled basis at the comprehensive one-stop center – The Workforce Connection at 303 North Main Street, Rockford, IL and through direct linkage to the primary office locations of ILDHS, DRS at 171 Executive Parkway, Rockford, IL and 1828 South West Avenue, Freeport, IL via telephone to a

designated staff person. Vocational Rehabilitation, under Title IV of WIOA, seeks to improve integration with WIOA service partners through: co-enrollment of participants as appropriate; coordinated outreach and recruitment; staff assigned to participate on the Business Service Team; blending and braiding of funding to address career seeker needs; and providing fulltime, on-demand staff assistance, in person and through direct linkage.

Perkins/Post-Secondary Career and Technical Education – Perkins Post-Secondary Career and Technical Education basic career services are provided through direct linkage to primary service locations:
Rock Valley College – 3301 Mulford Road, Rockford, IL
Highland Community College – 2998 West Pearl City Road, Freeport, IL

Perkins/Post-Secondary Career and Technical Education is committed to coordinated service delivery. Students enrolled in Career & Technical Education programming will be referred to partner agencies for co-enrollment should barriers to employment be identified. Coordinated training opportunities between college staff and one-stop partner/WIOA Title I staff are being developed to ensure consistent service is being provided. Collaboration regarding internships and apprenticeships is also being initiated in order to strengthen services to both customers and area businesses. Services are provided at the One-Stop Center through Direct Linkage via real-time web-based communication using Skype or Zoom.

IDES/Unemployment Insurance (UI) – 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.

Unemployment Insurance services are offered (on-site/by direct linkage) at The Workforce Connection Comprehensive One Stop Center.

IDES/Job Counseling, Training and Placement Services for Veterans – 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.

Job Counseling, Training, and Placement Services for Veterans are offered (on-site/by direct linkage) at The Workforce Connection Comprehensive One Stop Center.

IDES/Trade Readjustment Assistance – 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.

TRA services are offered (on-site/by direct linkage) at The Workforce Connection Comprehensive One Stop Center.

Trade Adjustment Assistance (TAA) –Basic services are available on a full-time basis through the comprehensive one-stop The Workforce Connection at 303 North Main Street, Rockford, IL and the access sites at 530 S. State Street, Belvidere, IL and 307 W. Main St., Freeport. Trade staff will co-enroll trade eligible customers into WIOA Title I as appropriate to leverage staff resources and supportive services. TAA will integrate services with WIOA partners to maximize resources, efficiencies and effectiveness in serving the common customer. TAA staff are trained on partner programs and resources. These staff will participate in delivering basic career services and coordinate referrals to all partner programs.

IDES/ Migrant & Seasonal Farmworkers (MSFW) – IDES provides staff assisted services to migrant and seasonal farmworkers including job development, career guidance, and referral to training and supportive services. 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 client 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.

MSFW services are offered on-site at The Workforce Connection Comprehensive One Stop Center.

National Farmworker Jobs Program (NFJP) – N/A

Community Service Block Grant (CSBG) – Community Service Block Grant basic career services are provided through direct linkage for the comprehensive one-stop center in Rockford and the access sites in Belvidere and Freeport. Primary service locations are:
City of Rockford Human Services Department – 612 North Church Street, Rockford, IL
Northwest Illinois Community Action Agency (NICAA) – 27 S. State Street, Ste. 201, Freeport, IL.
Community Service Block Grant administering agencies will demonstrate commitment to service integration by co-enrolling participants as appropriate to ensure participants are receiving a full continuum of service options and needed supportive services, service locations will serve as access points for information and referrals to Partner programs, staff will participate on the Business Service Team, and SKYPE connections are established to ensure immediate access to services and information.

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

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

IDOC Second Chance – N/A

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

Job Corps – N/A

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

8. PROGRAMMATIC ACCESSIBLITY (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)).*

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

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

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

posted as required by law. The partners further assure that they are currently in compliance with all applicable state and federal laws and regulations regarding accessibility.

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

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

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 of a dedicated parking lot, with parking lot spaces closest to the door designated for individuals with disabilities*

☒ 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.

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

10. 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 used 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).*
- One-Stop Operator Services Solicited Under this RFP: The Workforce Connection is seeking an entity (public, private, or nonprofit) or consortium of entities to coordinate the following One-Stop Operator services and activities: • Coordination of Resource Area and Basic Career services in The Workforce Connection Centers – Rockford, Belvidere, and Freeport. • Coordination of Reception and initial registration services for all customers. • Implement and fulfill cooperative agreements and memoranda of understanding (MOU) with partners. • Coordinate one-stop partner services, with guidance from TWC board. • Provide effective allocation of staff among all The Workforce Connection Centers. • Coordinate access to virtual resources at appropriate partner locations, libraries, and other points within the 3-County area. • Develop processes to ensure that all customers receive appropriate, timely, and effective Career Services including appropriately communicating with persons with disabilities. The Workforce Connection Request for Proposals January 2021 One-Stop Operator & Career Services 2 • Develop and implement a formal referral process for services within and outside of the Center(s); define minimum standards for referral, meet referral follow-up requirements, and document referrals made and received, which also include tracking outcomes. • Provide reports as required to TWC and its Board of Directors. • Manage technological resources such as webinars and virtual/online trainings, case management information, business networking software and on-line testing • Actively lead the Core and Required Partners to integrate services in the One-Stop System of Boone, Stephenson, and Winnebago Counties. • Perform continuous improvement activities to achieve high level service quality and exceptional customer service including implementation of a customer feedback system and provide quarterly reports of feedback and improvements made. • Develop and implement a coordinated staff development / training plan (customer service, cross training on partner services, community resources, etc.) for The Workforce Connection Center(s) staff and Partner program staff. • Manage partner responsibilities as defined in the Memorandum of Understanding (MOU) • Manage hours of operations at all sites using The Illinois Department of Health Services guidance as a guideline for a safe opening or reopening of access sites and career centers to provide in-person services • Submit annual staffing and operational budgets, including modifications when required • Ensure implementation of branding standards for the Federal- a proud partner of the American Job Center network, State - Illinois Work Net center and Local Workforce area - The Workforce Connection. • Follow federal and state regulations pertaining to handling of EEO responsibilities, customer complaints, and physical and programmatic accessibility • Ensure compliance with all Federal, State and Local policies and procedures relative to the One-Stop System and One-Stop Centers and access sites. • Fulfill other roles and responsibilities as identified by the board*Describe the payment provisions, including the term, frequency and method of payment for one-stop operator services. A subaward agreement exists between The Workforce Connection, Inc. as the fiscal agent for the grant recipient, the City of Rockford; the local Workforce Innovation Board (WIB), and the entity contracted to provide One-Stop Operator (OSO) services. The OSO submits a monthly reimbursement report to the fiscal agent which includes a general ledger printout from the OSO's accounting system showing actual costs incurred and timesheets/activity reports for all staff*

charged in whole or in part to the subaward agreement. Payment is made to the OSO within 30 days by the fiscal agent.

- *For each shared cost center, state the total cost of the one-stop operator and the required partners which are contributing to that cost. The Rockford shared cost center budgeted onestop operator costs for PY2021 are $280,000. Title 1B will contribute 100% of these costs via the method described above.*
- *For each shared cost center, explain the method of contribution(s) (e.g. cash, non-cash, 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. The fiscal agent for the Title 1B funds is paying 100% of the costs of the OSO agreement directly from Title 1B funds. Since the payments are entirely within the Title 1B "system" it is considered a non-cash contribution.*

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.

[ ]

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

- *In the spaces provided below, address all of the following:*
  - *Identify the method of making referrals for each partner.*
  - *Identify the method of tracking referrals.*
  - *In the introductory paragraph of this section, describe the local one-stop operator's role and responsibilities for coordinating referrals among required partners (§678.500(b)(3)).*

Please complete the Referral System matrix included on page 11 of this MOU Template.

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

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

Participants who enter the career centers complete a basic assessment on their holistic needs. Based on their unique situation, the Service Integration Specialist (formerly the transitions coordinator) provides information and referral to the core and other partners based on their needs. Referrals are sent immediately to different agencies and if multiple needs are noted, the specialist works with the participant to determine their priorities.

Participant referrals can be done by a variety of means, but typically done on a paper referral form that includes a release of information. The referral is sent to the contact at the organization by email and a phone call is made at times to introduce the person to the person at the agency. The service integration specialist tracks the information in an excel sheet. The Service Integration Specialist follows up with the participant to see if they got the service or if they need additional navigation assistance. Follow up is done at different points in time depending on the referral. Follow up is typically done at 5 days for most referrals and again at 30 days. The Specialist also follow up with agencies to check on status or re-connect the parties.

The information is tracked to document the number of referrals as well as the impact of the service.

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

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

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

Title IV (Rehabilitation Services) –Title IV makes referrals to all other partner programs (Title I - Adult Dislocated Worker and Youth; Rehabilitation Services; Perkins/Post-Secondary Career and Technical Education; IDES for Unemployment Insurance, Veterans Services, Wagner Peyser Employment Services, TRA, and MSFW; TAA; NFJP; CSBG; HUD Employment and Training; SCSEP; TANF; Youth Build; and other community-based services as needed to provide comprehensive

services to individuals. Referral are made using a paper referral form, 211, e-mail or direct contact with agencies. Follow-up of referrals is through staff contact with the individual, contact with the agency referred to, or e-mail responses between agencies.

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

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

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

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

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

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

National Farmworker Jobs Program (NFJP) –N/A

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

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

referrals is through staff contact with the individual, contact with the agency referred to, or e-mail responses between agencies.

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

IDOC Second Chance –N/A

HUD Employment and Training Activities –HUD Employment and Training makes referrals to all other partner programs (Title I -Adult Dislocated Worker and Youth; Rehabilitation Services; Perkins/Post-Secondary Career and Technical Education; IDES for Unemployment Insurance, Veterans Services, Wagner Peyser Employment Services, TRA, and MSFW; TAA; NFJP; CSBG; HUD Employment and Training; SCSEP; TANF; Youth Build. Referrals are made by direct contact with Partner agencies, 211, or e-mail connection. Follow-up on referrals is through staff contact with the individual, contact with the agency referred to, or e-mail responses between agencies.

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

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.*
- *Cite examples of how service integration is leading to greater customer access for services and appropriate customer information being shared among partners. Include specific actions, partners involved and how customer access and/or information sharing improved.*

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 of The Workforce Connection agree to share data to the fullest extent possible through agreements and practices that allow each program to comply with the federal laws governing it to protect

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

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

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

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 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, 2021 through June 30, 2022.*
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).*
8. *Using the table provided below, include the following additional financial information for each required program partner:*

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

		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	-16968	-1696	-18664
	TAA	819	81	900
	CSBG	819	81	900
IDES	Title III - Wagner-Peyser	364	36	400
	Title III - MSFW	52	5	57
	Veterans Services	416	41	457
	UI Comp Programs	3794	379	4173
	TRA	52	5	57
ICCB	Title II - Adult Education	3277	327	3604
	Career & Tech Ed - Perkins	819	81	900
DHS	Title IV - Vocational Rehab	3277	327	3604
	TANF - DHS	819	81	900
Aging	SCSEP	819	81	900
DOC	Second Chance			

HUD	819	81	900
Title IC - Job Corp			
Title ID - National Farmworkers			
Title ID - YouthBuild	819	81	900
Other 1			
Other 2			
Other 3			
Other 4			

☒ 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 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).

The infrastructure and shared system costs for this MOU among and between the One-Stop Partners will be negotiated and agreed to annually. Attached Appendix Item 8 reflects the cost allocation and funding agreement for PY2021 (July 1, 2021 through June 30, 2022) and represents a final budget agreement. Costs have been allocated based upon FTE. Partners agree to cover costs through cash and in-kind contributions. Non-cash contributions are provided by partners who directly pay for the costs listed and In-Kind staffing contributions are provided by the following partners: Title 1B, TAA, CSBG, Wagner Peyser, MSFW, Veterans Services, UI Comp Programs, TRA, Adult Education, Career & Tech Ed, Vocational Rehab, DHS, SCSEP, HUD, and YouthBuild. These partners “work off" their portion of the shared delivery costs by spending time in the resource center providing basic career services, such as job search and vacancy listing, availability of supportive services, information on in-demand industry sectors and occupations, referrals to and coordination of activities and services with other agencies.

The Partners in The Workforce Connection follow the process identified in the Governor’s Guidelines for Negotiating Shared Costs to reach consensus. Budget items are negotiated and agreed upon as items needed for sustainability of services and serving the whole verses a few programs. As negotiations continue in future years, each budget item will be reviewed and consensus reached as to need, sustainability and benefit to the system as a whole.

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

Partners agree to actively participate in future MOU negotiations in good faith to reach consensus. All partners agree to use the process identified in the Governor’s Guidelines and the “consensus decision making process” as identified under Section 5 of this Memorandum of Understanding.

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

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

The estimated costs of the one-stop operator for PY21 are $280,000 and will be paid by the Title 1B partner.

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 annually or 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.

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

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

Prior to the three-year expiration date of the MOU, the local board will convene both current partners and new partners, if any, to review the current MOU and decide on any changes needed for the new MOU including a Draft Budget review related to shared costs. This will occur in January of the expiration year. Then the partners will be convened in March of that same year to finalize the draft MOU and budget and gather partner approval. Once approval is received, the MOU narrative and budget will be sent for signature to all the partners.

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

Termination Provision: The parties understand the implementation of collaborative, integrated services through The Workforce Connection, as the public workforce system, is dependent on everyone's good faith effort to work together to improve services to the community. In the event that it becomes necessary for one or more parties to cease being a party to this MOU that said party (ies) shall notify the other parties, in writing, sixty (60) days in advance to that intention. The other parties shall then determine how to replace or offset the loss of participation and resources to the System. Termination

by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.

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

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

None

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

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

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

18. ATTACHMENTS

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.

LOCAL SERVICE MATRIX FOR COMPREHENSIVE ONE-STOP CENTERS [X☐]

INCLUDES:

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

IDES NON-DISCLOSURE AGREEMENT X☐

ONE-STOP OPERATING BUDGET SPREADSHEET FOR PY21 [X☐]

OTHER N/A

TEMPLATE
REFERRAL SYSTEM MATRIX

REFERRAL BETWEEN PARTNERS Instructions: Please indicate all partners to which each partner will make referrals																					
REQUIRED PARTNERS	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	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☒	☐	☒	☐	☐	☐
Title II: Adult Education and Literacy	☒	☐	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☒	☐	☒	☐	☐	☐
Title III: Employment Programs under Wagner-Peyser	☒	☒	☐	☒	☐	☒	☒	☒	☒	☐	☐	☒	☐	☐	☐	☒	☐	☐	☐	☐	☐
Title IV: Rehabilitation Services	☒	☒	☒	☐	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☒	☐	☒	☐	☐	☐
Post-secondary Career and Technical Education under Perkins	☒	☒	☐	☐	☐	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Unemployment Insurance	☒	☐	☒	☐	☐	☐	☒	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Job Counseling, Training and Placement Services for Veterans	☒	☒	☒	☒	☐	☒	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐
Trade Readjustment Allowance (TRA)	☒	☐	☒	☐	☐	☒	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Trade Adjustment Assistance (TAA)	☒	☒	☒	☒	☐	☒	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐
Migrant and Seasonal Farmworkers	☒	☒	☒	☐	☐	☒	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐
National Farmworker Jobs Program	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

TEMPLATE
REFERRAL SYSTEM MATRIX

REFERRAL BETWEEN PARTNERS Instructions: Please indicate all partners to which each partner will make referrals																					
REQUIRED PARTNERS	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)	☒	☒	☒	☒	☒	☒	☒	☐	☐	☐	☐	☐	☐	☒	☐	☒	☐	☒	☐	☐	☐
Senior Community Services Employment Program (SCSEP)	☒	☒	☒	☒	☒	☒	☒	☐	☐	☐	☐	☒	☐	☐	☐	☒	☐	☐	☐	☐	☐
TANF	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐	☐	☒	☐	☐	☐	☐	☒	☐	☐	☐
Second Chance	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Housing and Urban Development Employment and Training Activities (HUD)	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐	☐	☒	☐	☐	☐
Job Corps	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
YouthBuild	☒	☒	☒	☒	☒	☒	☒	☐	☐	☐	☐	☒	☐	☒	☐	☐	☐	☐	☐	☐	☐
Other (specify): [ ]	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other (specify): [ ]	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other (specify): [ ]	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐	
Title II: Adult Education and Literacy	☐	☒	☒	☐	☒	☐	☒	☒	☒	☐	☐	
Title III: Employment Programs under Wagner-Peyser	☐	☒	☐	☒	☒	☒	☐	☒	☒	☒	☐	
Title IV: Rehabilitation Services	☐	☒	☒	☒	☒	☐	☒	☐	☒	☐	☒	
Post-secondary Career and Technical Education under Perkins	☐	☒	☒	☒	☒	☐	☒	☒	☒	☐	☒	
Unemployment Insurance	☐	☒	☐	☐	☒	☐	☐	☐	☐	☒	☐	
Job Counseling, Training and Placement Services for Veterans	☐	☒	☐	☒	☒	☒	☐	☒	☒	☐	☐	
Trade Readjustment Allowance (TRA)	☐	☒	☐	☐	☒	☐	☐	☐	☐	☒	☐	
Trade Adjustment Assistance (TAA)	☐	☒	☒	☒	☒	☒	☒	☒	☒	☐	☒	
Migrant and Seasonal Farmworkers	☐	☒	☐	☒	☒	☐	☐	☐	☒	☐	☐	
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Community Services Block Grant (CSBG)	☐	☒	☒	☐	☒	☐	☐	☐	☒	☐	☐	
Senior Community Services Employment Program (SCSEP)	☐	☒	☒	☐	☒	☐	☐	☐	☒	☐	☐	
TANF	☐	☒	☒	☐	☐	☐	☐	☐	☒	☐	☐	
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Housing and Urban Development	☐	☒	☒	☐	☒	☐	☐	☐	☒	☐	☐	

TEMPLATE
LOCAL SERVICE MATRIX FOR COMPREHENSIVE ONE-STOP CENTERS

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

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

TEMPLATE
LOCAL SERVICE MATRIX FOR COMPREHENSIVE ONE-STOP CENTERS

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

TEMPLATE
LOCAL SERVICE MATRIX FOR COMPREHENSIVE ONE-STOP CENTERS

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

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

TEMPLATE
LOCAL SERVICE MATRIX FOR COMPREHENSIVE ONE-STOP CENTERS

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

PROGRAM	SERVICES PROVIDED THROUGH *OWN STAFF*	SERVICES PROVIDED THROUGH *CROSS-TRAINED PARTNER STAFF*	SERVICES PROVIDED THROUGH *CONTRACTOR PROVIDER*	SERVICES PROVIDED THROUGH *DIRECT LINKAGE*
Title I (Adult, Dislocated Worker, Youth)	Basic Career Services; Individualized and Follow-up Career Services; Access to Training Services; and Business Services.	Services: Partner:	Services: Provider:	Services: Method:
Title II: Adult Education and Literacy	Access to Adult Education and Literacy Training Services	Services: Partner:	Services: Provider:	Services: Title II Basic Career Services; Individualized and Follow-up Career Services; and access to Adult Education and Literacy Training services Method: Phone and/or Technology via Virtual Video Conferencing
Title III: Employment Programs under Wagner-Peyser	Title III Basic Career Services; Individualized and Follow-up Career Services; and Business Services	Services: Partner:	Services: Provider:	Services: Method:
Title IV: Rehabilitation Services	Title IV Basic Career Services; and Business Services	Services: Partner:	Services: Provider:	Services: Title IV Basic Career Services; Individualized and Follow-up Career Services. Method: Phone and/or Technology via Virtual Video Conferencing
Post-secondary Career and Technical Education under Perkins		Services: Partner:	Services: Provider:	Services: Basic Career Services; Individualized and Follow-up Career Services. Method: Phone and/or Technology via Virtual Video Conferencing
Unemployment Insurance	Basic Career Services	Services: Partner:	Services: Provider:	Services: Method:
Job Counseling, Training and Placement Services for Veterans	Basic Career Services; Individualized and Follow-up Career Services; business Services	Services: Partner:	Services: Provider:	Services: Method:
Trade Readjustment Allowance (TRA)	Trade Readjustment Assistance, a benefit under the TAA program, providing income support to persons who have exhausted unemployment	Services: Partner:	Services: Provider:	Services: Method Trade Readjustment Assistance, a benefit under the TAA program, providing

TEMPLATE
LOCAL SERVICE MATRIX FOR COMPREHENSIVE ONE-STOP CENTERS

PROGRAM	SERVICES PROVIDED THROUGH *OWN STAFF*	SERVICES PROVIDED THROUGH *CROSS-TRAINED PARTNER STAFF*	SERVICES PROVIDED THROUGH *CONTRACTOR PROVIDER*	SERVICES PROVIDED THROUGH *DIRECT LINKAGE*
	compensation and whose jobs were affected by foreign imports.			income support to persons who have exhausted unemployment compensation and whose jobs were affected by foreign imports.
Trade Adjustment Assistance (TAA)	Basic Career Services; Individualized and Follow-up Career Services; business Services	Services: Partner:	Services: Provider:	Services: Method:
Migrant and Seasonal Farmworkers	Basic Career Services and Individualized and Follow-up Career Services	Services: Partner:	Services: Provider:	Services: Method:
		Services: Partner:	Services: Provider:	Services: Method:
Community Services Block Grant (CSBG)		Services: Partner:	Services: Provider:	Services: Basic Career Services and Individualized and Follow-up Career Services. Method: Phone and/or Technology via Virtual Video Conferencing
Senior Community Services Employment Program (SCSEP)	Basic Career Services and Individualized and Follow-up Career Services	Services: Partner:	Services: Provider:	Services: Method:
TANF	Basic Career Services	Services: Partner:	Services: Provider:	Services: Basic Career Services and Individualized and Follow-Up Career Services. Supportive services information. Method: Phone and/or Technology via Virtual Video Conferencing
		Services: Partner:	Services: Provider:	Services: Method:
Housing and Urban Development Employment and Training Activities		Services: Partner:	Services: Provider:	Services: Basic Career Services and Individualized and Follow-up Career Services Method: Phone and/or Technology via Virtual Video Conferencing

TEMPLATE
LOCAL SERVICE MATRIX FOR COMPREHENSIVE ONE-STOP CENTERS

PROGRAM	SERVICES PROVIDED THROUGH *OWN STAFF*	SERVICES PROVIDED THROUGH *CROSS-TRAINED PARTNER STAFF*	SERVICES PROVIDED THROUGH *CONTRACTOR PROVIDER*	SERVICES PROVIDED THROUGH *DIRECT LINKAGE*
	[ ]	Services: [ ]	Services: [ ]	Services: [ ]
	[ ]	Partner: [ ]	Provider: [ ]	Method: [ ]
YouthBuild		Services: [ ]	Services: [ ]	Services: Basic Career Services and Individualized and Follow-up Career Services
		Partner: [ ]	Provider: [ ]	Method: Phone and/or Technology via Virtual Video Conferencing
Other (specify): [ ]	[ ]	Services: [ ]	Services: [ ]	Services: [ ]
		Partner: [ ]	Provider: [ ]	Method: [ ]
Other (specify): [ ]	[ ]	Services: [ ]	Services: [ ]	Services: [ ]
		Partner: [ ]	Provider: [ ]	Method: [ ]
Other (specify): [ ]	[ ]	Services: [ ]	Services: [ ]	Services: [ ]
		Partner: [ ]	Provider: [ ]	Method: [ ]

IDES NON-DISCLOSURE AGREEMENT

Attachment to LWIA #03 MOU

The **Illinois Department of Employment Security ("IDES")** agrees to share confidential information, as defined below, with each One-Stop Partner ("**RECIPIENT")** pursuant to the Memorandum of Understanding, effective on July 1, 2020 and ending on June 30, 2023, for the One-Stop Center located in Illinois Local Workforce Area #03("MOU"), solely for the limited purpose and to the extent as set forth in this 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

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 administrating an employment, training or education program through an Illinois One-Stop Center in accordance with WIOA. Any dissemination or use of the confidential information other than for the purpose and use set forth in this Section without the express written authority of the Director of IDES is specifically prohibited.

7. Indemnification. To the extent authorized by law, RECIPIENT agrees to indemnify, assume all risk of loss, and hold harmless IDES from and against all liabilities, claims, suits, actions, judgments, damages and expenses related to or arising in connection with any acts or omissions of RECIPIENT in connection with this Agreement. RECIPIENT shall do nothing to prejudice the rights of IDES to recover against third parties for any loss.

8. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Illinois. Any claim against IDES arising out of this Agreement must be filed exclusively with the Illinois Court of Claims, 705 ILCS 505/1 et seq., when said claim is within the jurisdiction of the Court of Claims.

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

Appendix J

Next Steps Action Planning Tool

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

Increase communication to all partners.

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

Appendix J

Next Steps Action Planning Tool

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

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

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

Appendix J

Next Steps Action Planning Tool

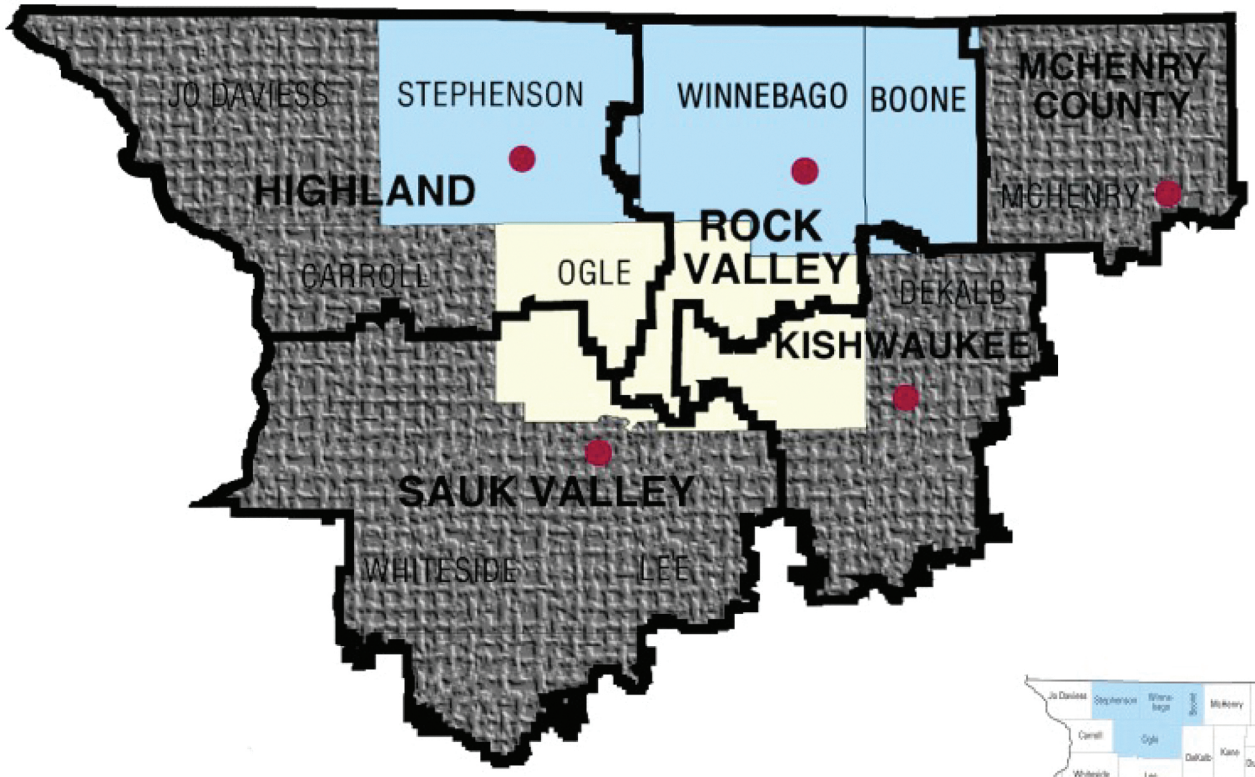
Policy Goal Being Addressed: Goal #9. Processes are streamlined and aligned.

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

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

2020 Regional Plan Data Packet

EDR 5 - Northern Stateline



LWIA 4

LWIA 3

Community College District Boundaries & Locations

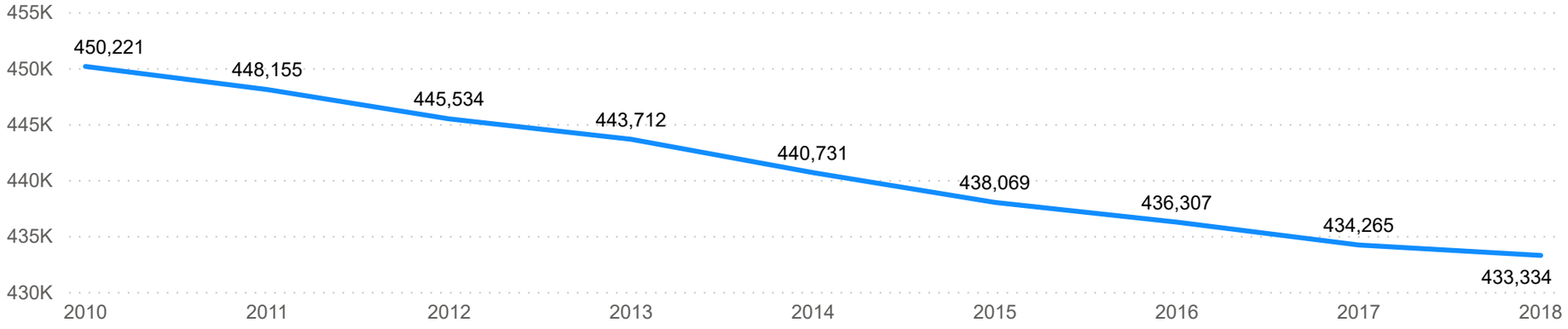
Population Trends

Northern Stateline

1	2	3	4	5	6	7	8	9	10

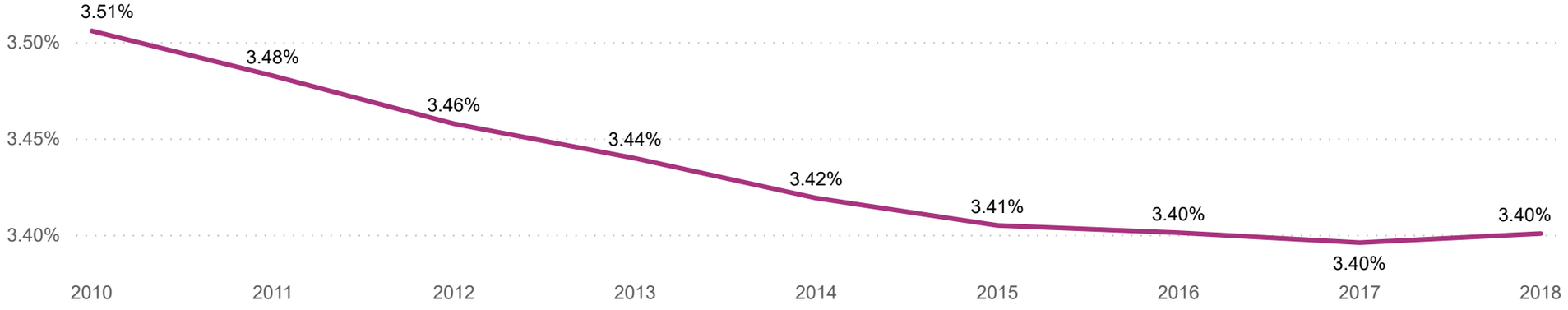
Illinois has a population of approximately 12,854,526 and is the 6th largest state in the nation.

Total Population by Year



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

Proportion of Illinois Population



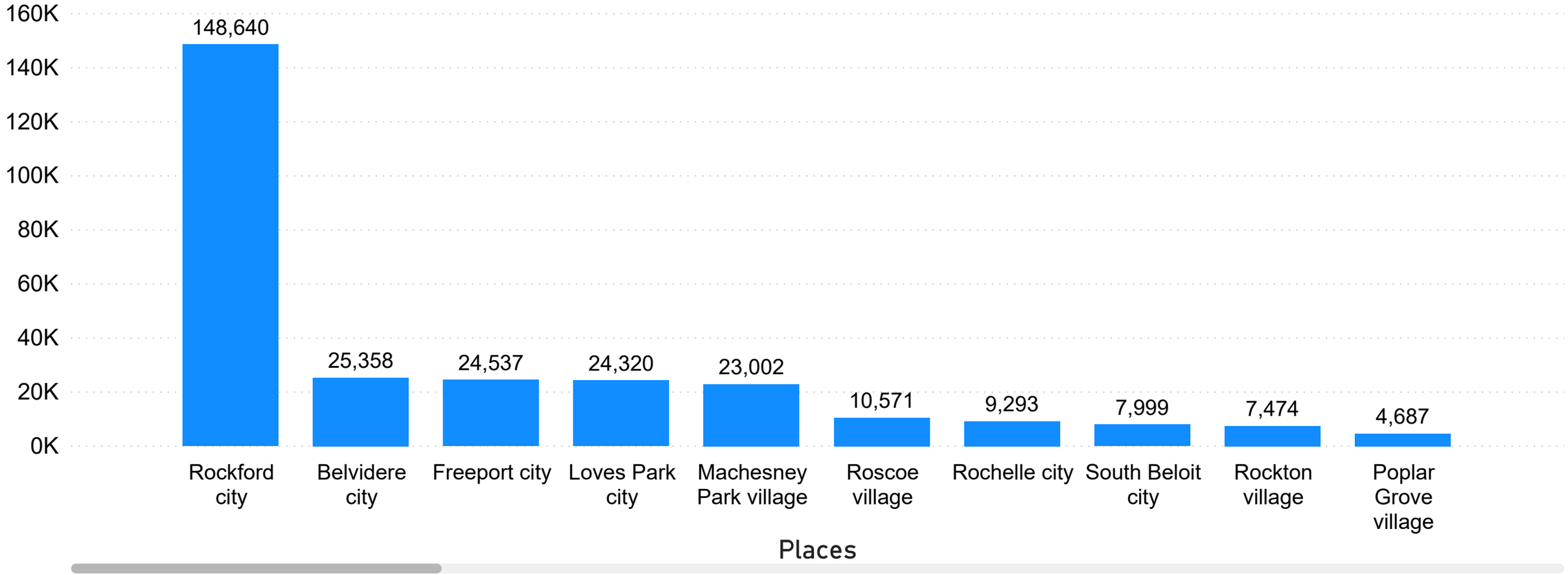
Source: Annual County Resident Population, June 2019

Population by Largest Cities in Region

Northern Stateline

1	2	3	4	5	6	7	8	9	10

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

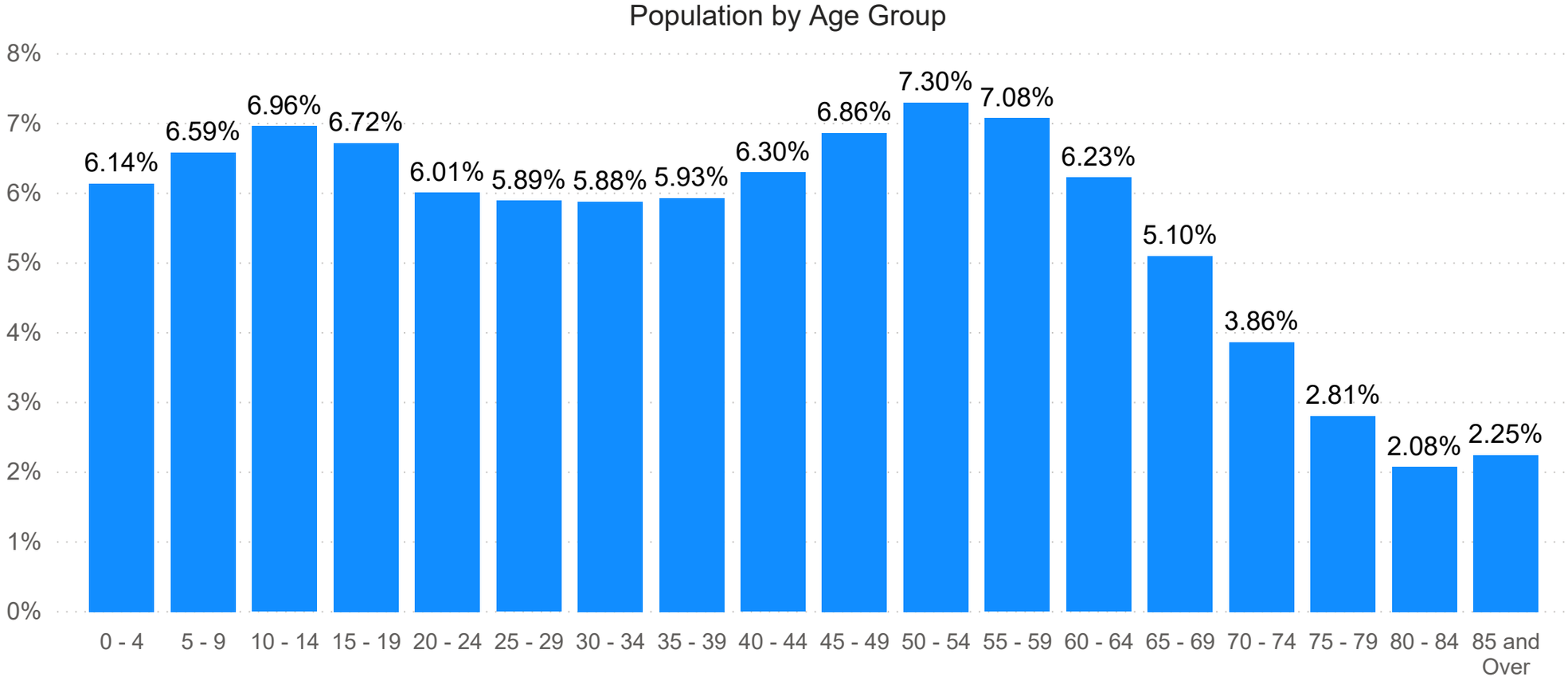


Source: American Community Survey, 2017 and U.S. Census allocation factors from the Missouri Census Data Center Geographic Correspondence Engine

Population Trends

Northern Stateline

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



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

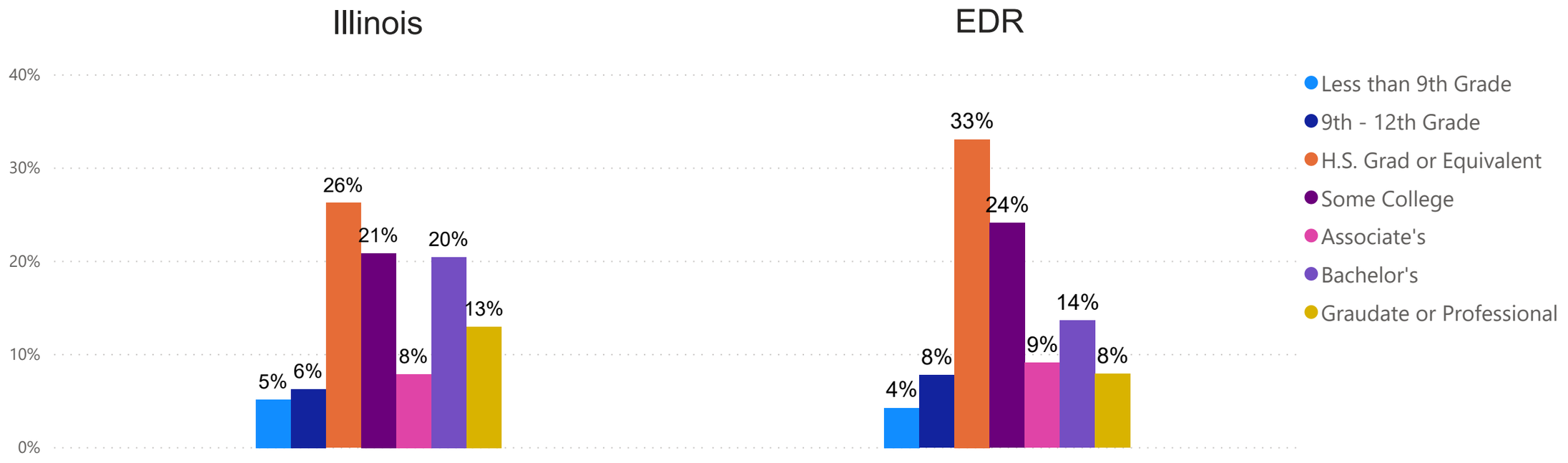
Source: Annual County Resident Population, June 2019

Education Attainment of Population 25 & over

Northern Stateline

1	2	3	4	5	6	7	8	9	10

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



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

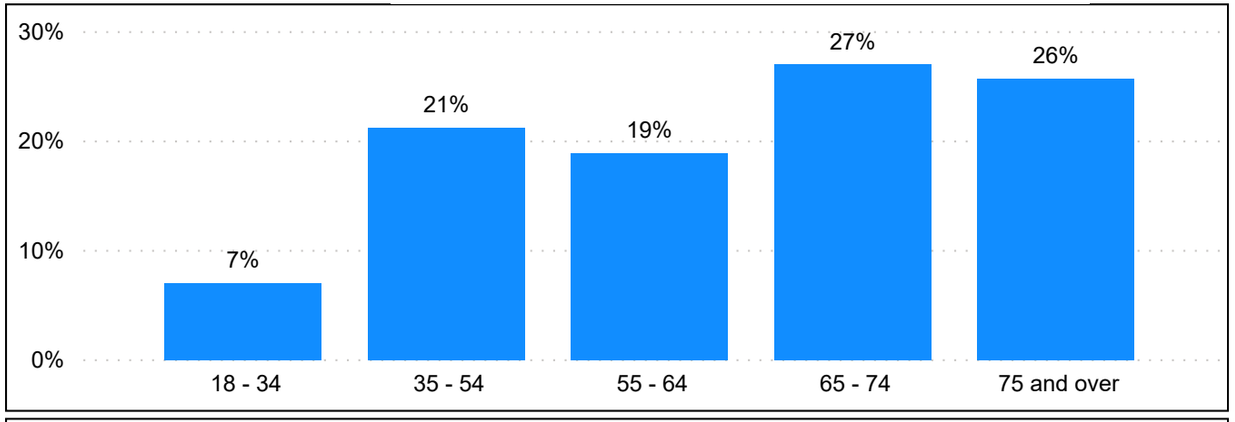
Source: American Community Survey, 2017, Table S1501

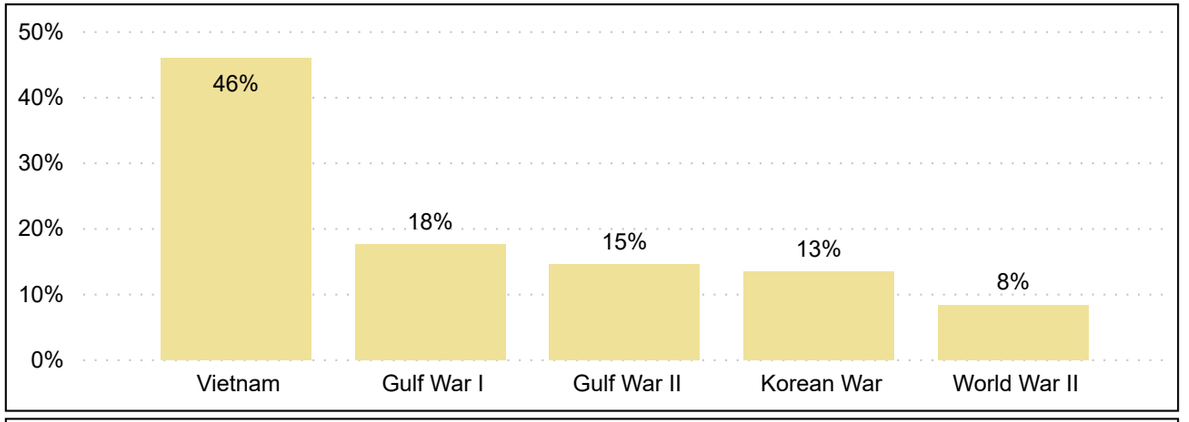
Veteran Population by Age, Type, Race, & Education

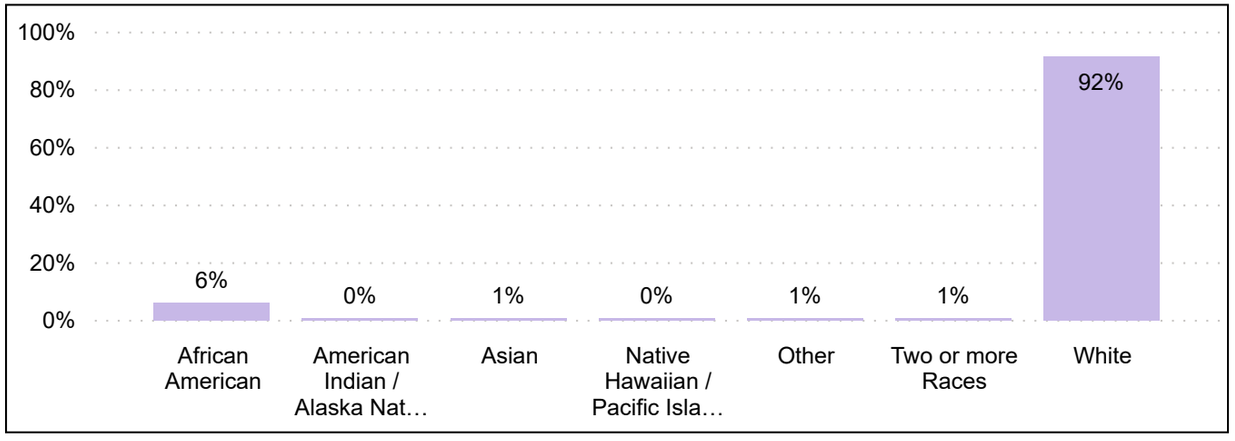
Northern Stateline

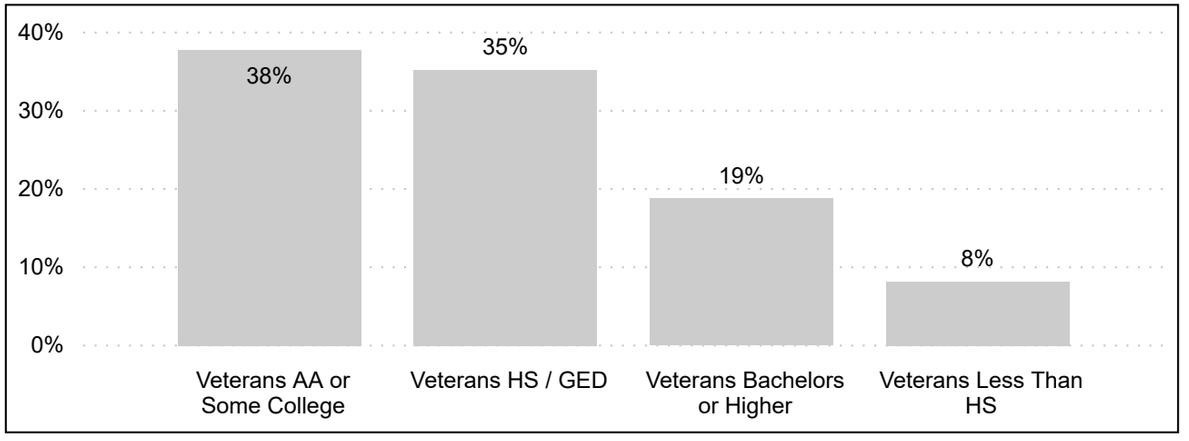
Statewide, there are 614,725 veterans in Illinois, which is about 5% of the total population. On the national level, veterans represent about 6% of the total population.

Regional Veteran Population: 28,634









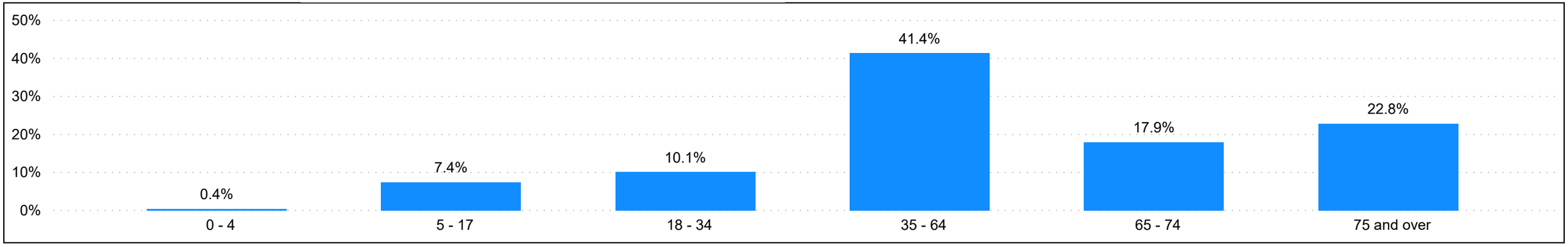
Source: American Community Survey, 2017, Table S2101

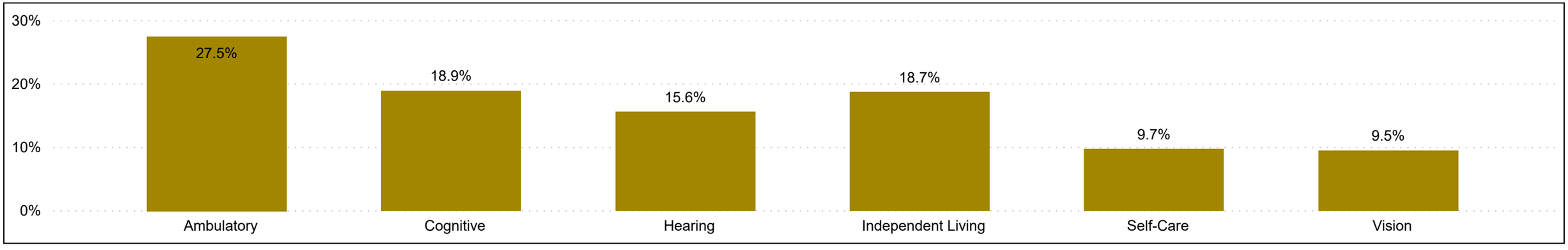
Disabled Population by Age & Type

Northern Stateline

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

Regional Disabled Population: **58,756**





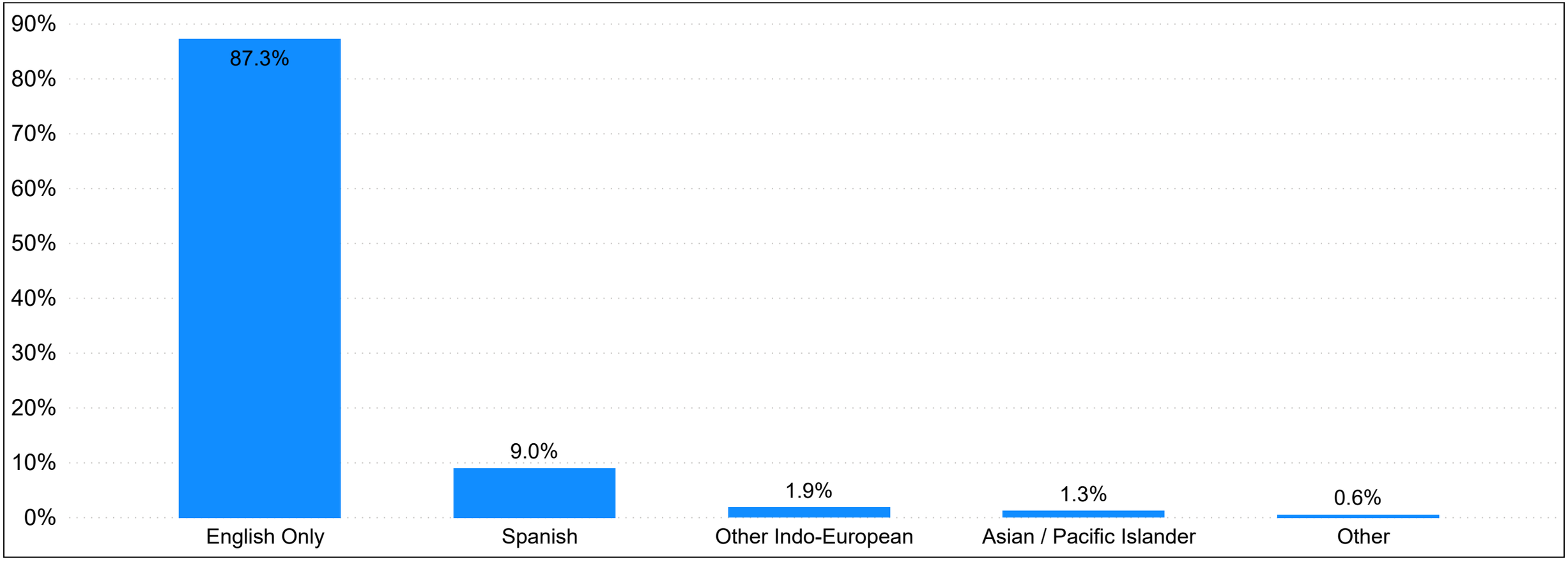
Source: American Community Survey, 2017, Table S1810

Population by Language

Northern Stateline

1	2	3	4	5	6	7	8	9	10

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

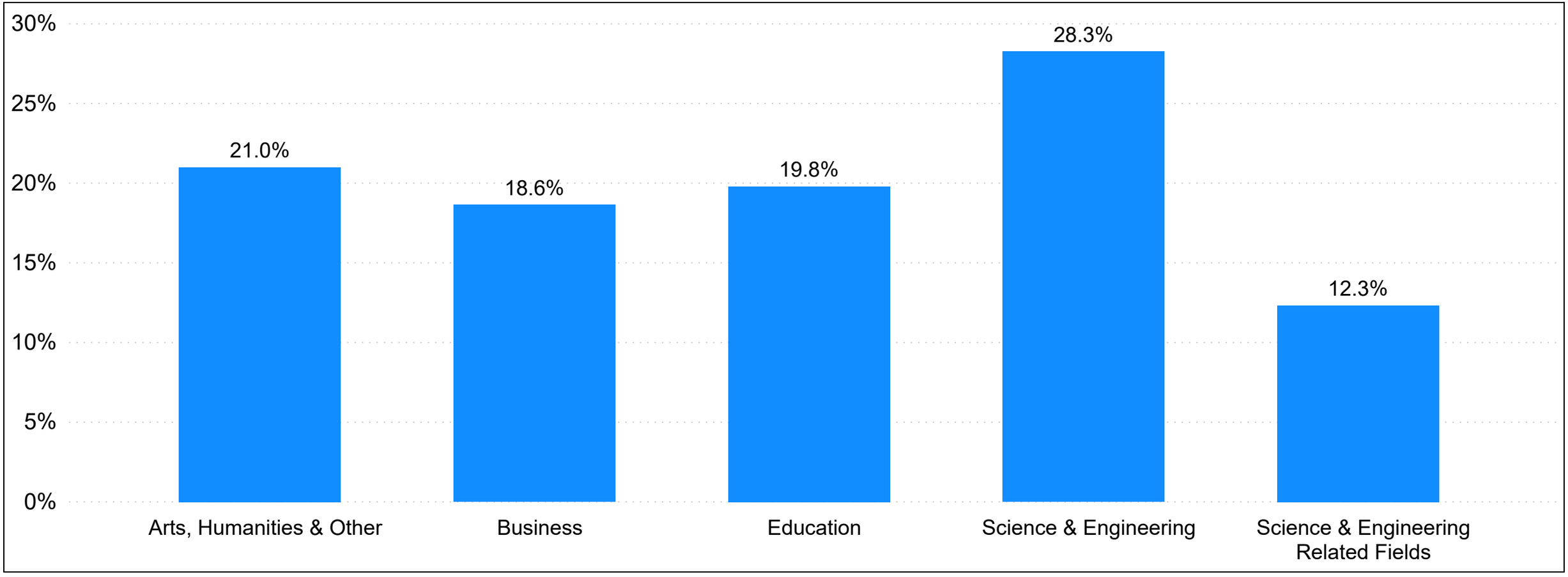


Source: American Community Survey, 2017, Table S1601

Bachelor Degree Population by Field

Northern Stateline

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



Source: American Community Survey, 2017, Table S1502

Median Income by County - Households with Children

Northern Stateline

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

Married Couples with Children

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

Male Household with Children

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

Female Household with Children

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

Source: American Community Survey, 2017, Table S1903

Median Income by County and Race

Northern Stateline

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

African American Household

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

American Indian Household

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

Asian Household

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

Source: American Community Survey, 2017, Table S1903

Median Income by County and Race

Northern Stateline

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

Latino Household, any race

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

Other Race Household

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

White Household

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

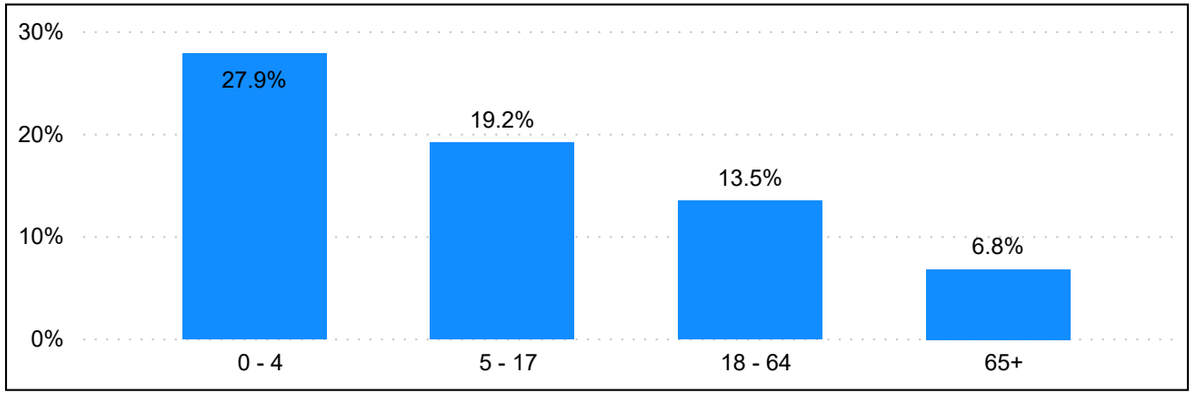
Source: American Community Survey, 2017, Table S1903

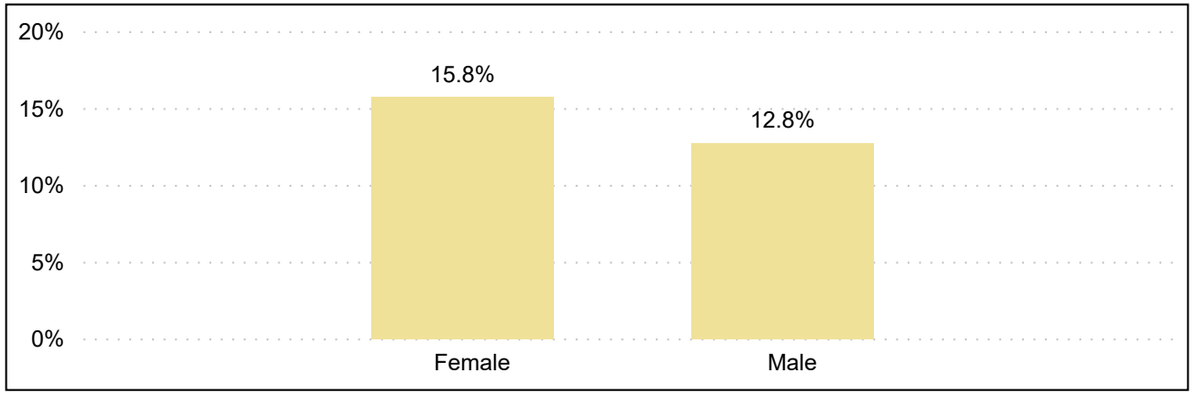
Percent of Population Below Poverty

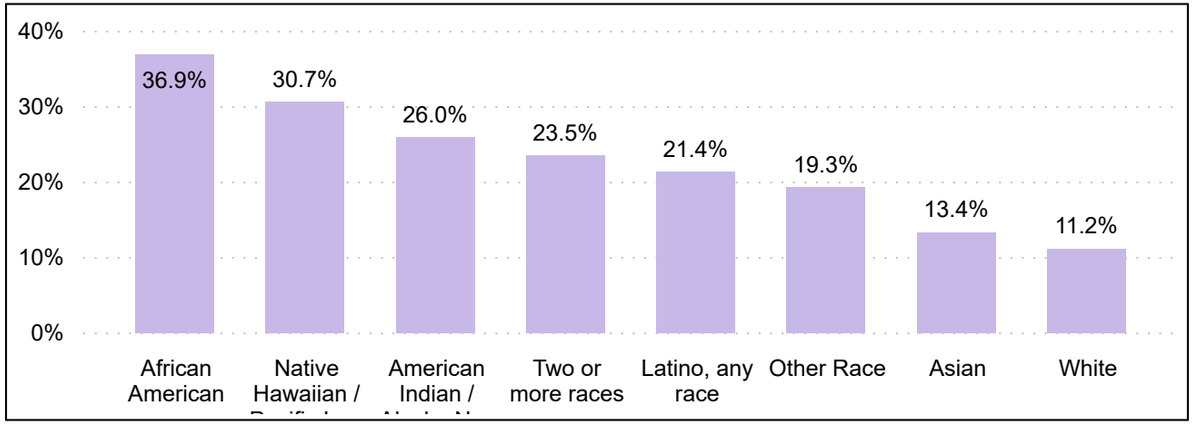
Northern Stateline

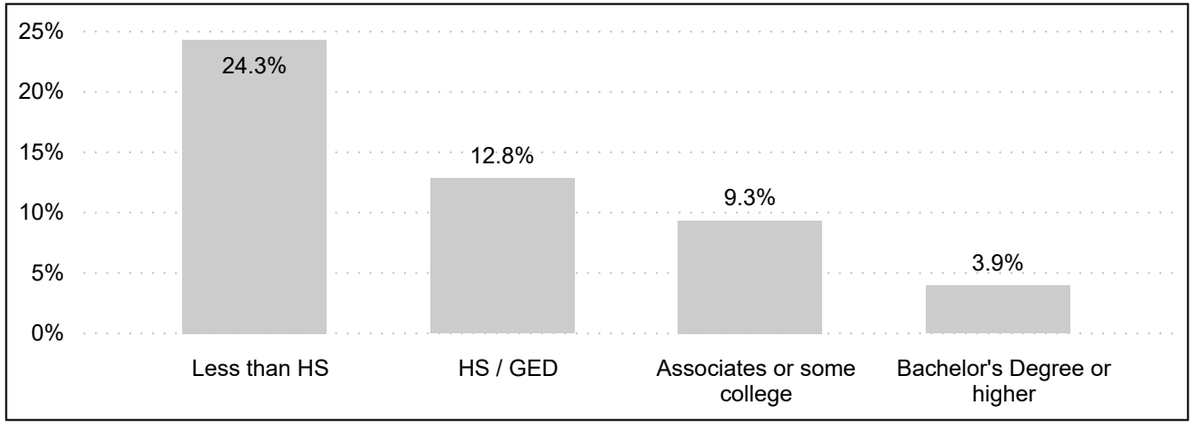
1	2	3	4	5	6	7	8	9	10

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









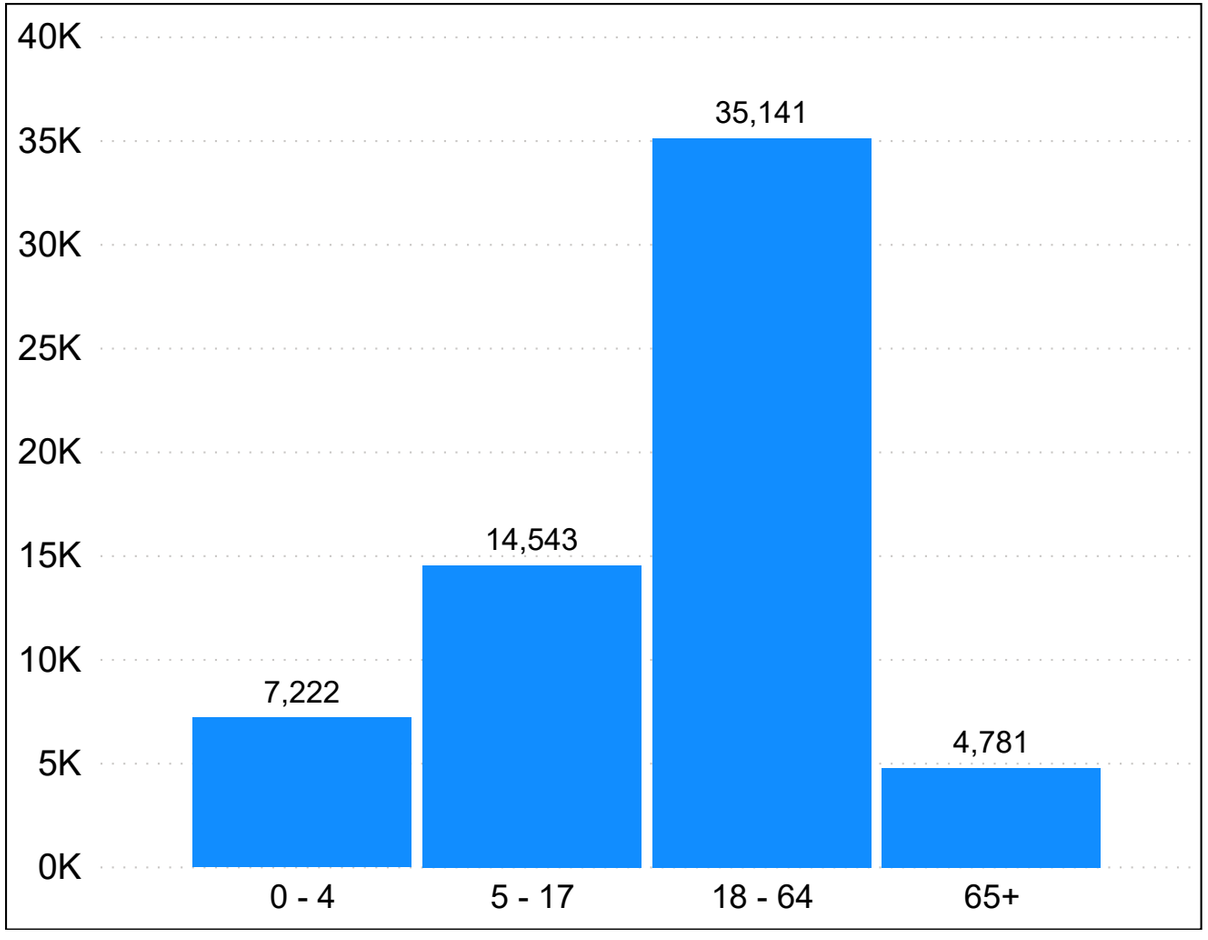
Source: American Community Survey, 2017, Table S1701

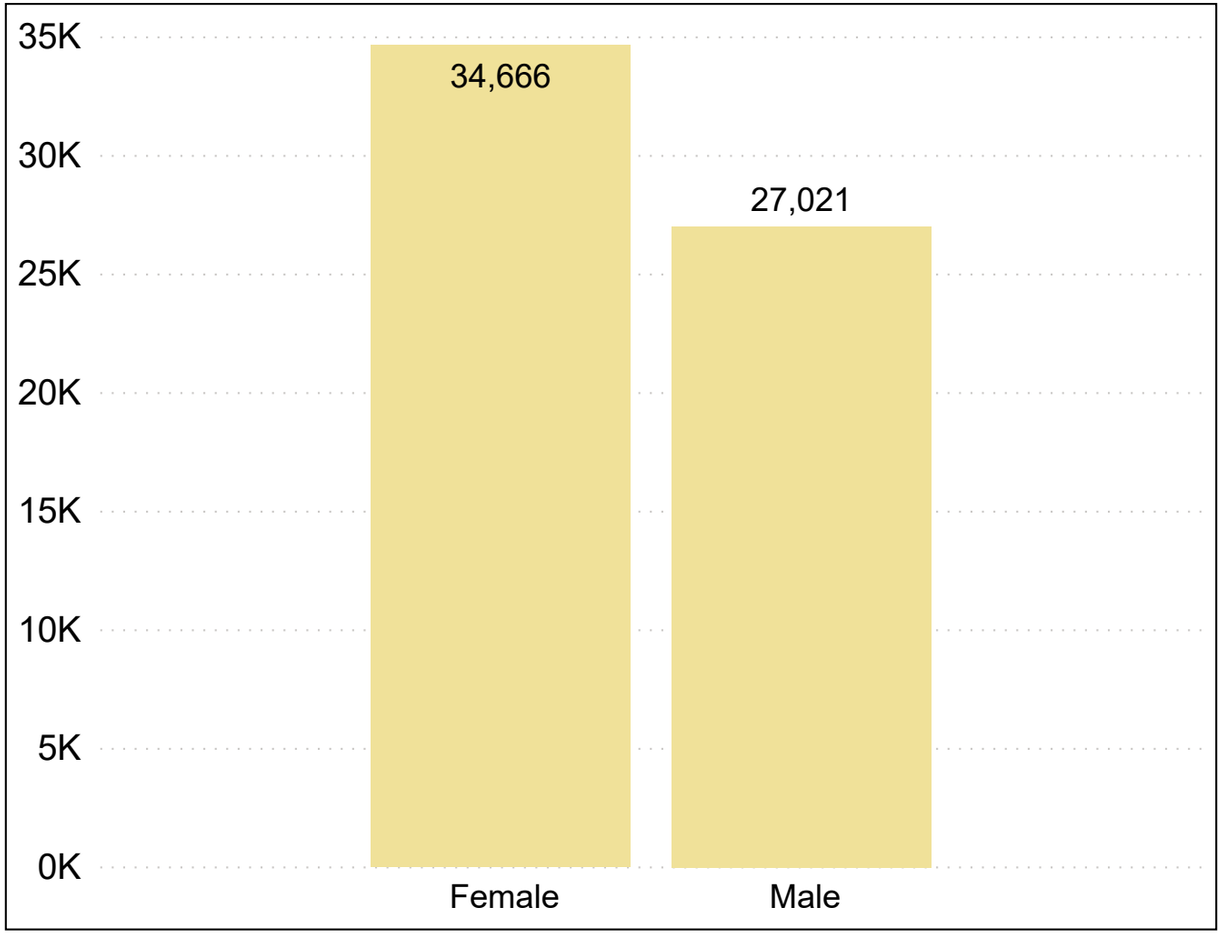
Population Below Poverty

Northern Stateline

1	2	3	4	5	6	7	8	9	10

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





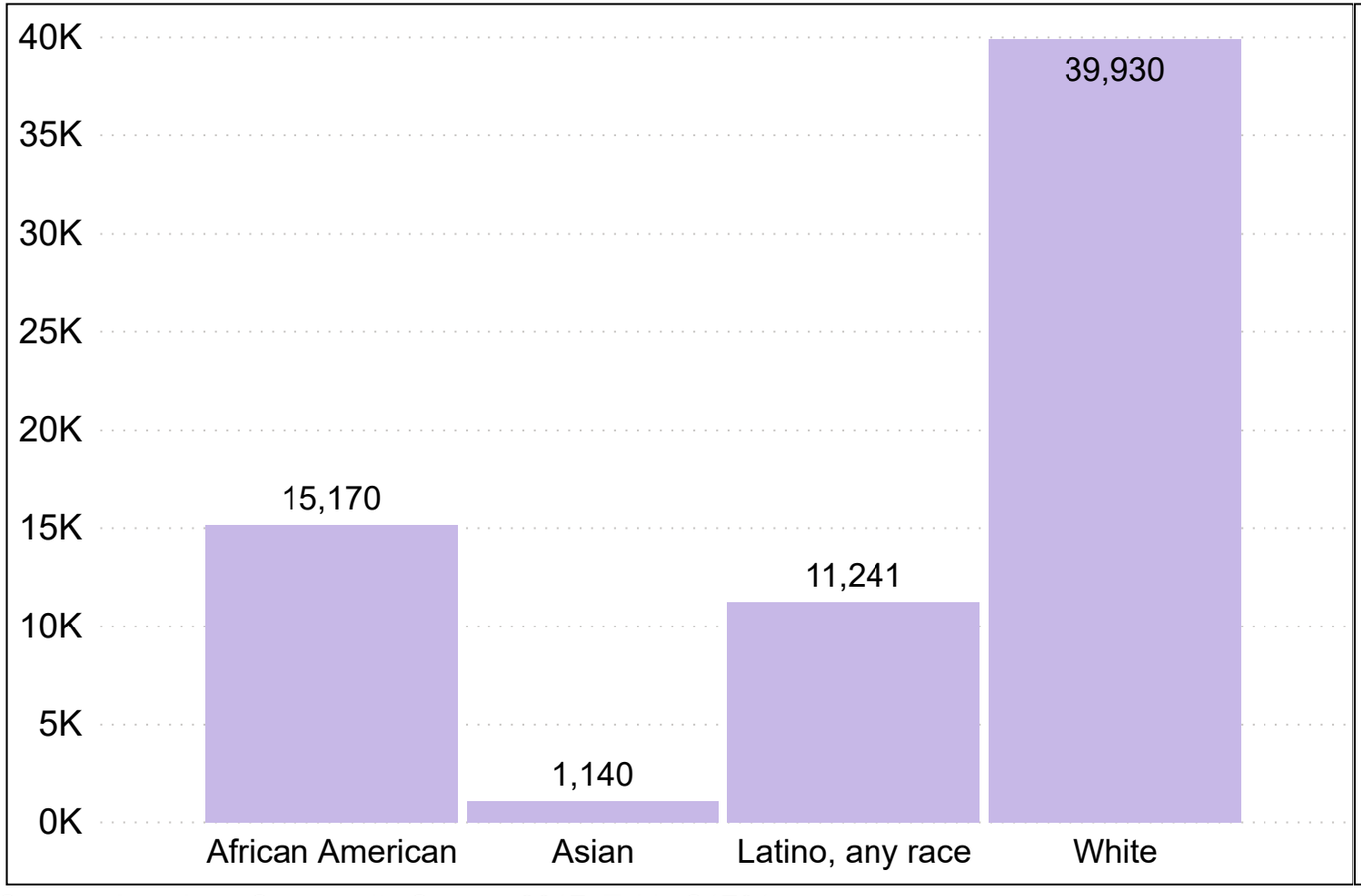
Source: American Community Survey, 2017, Table S1701

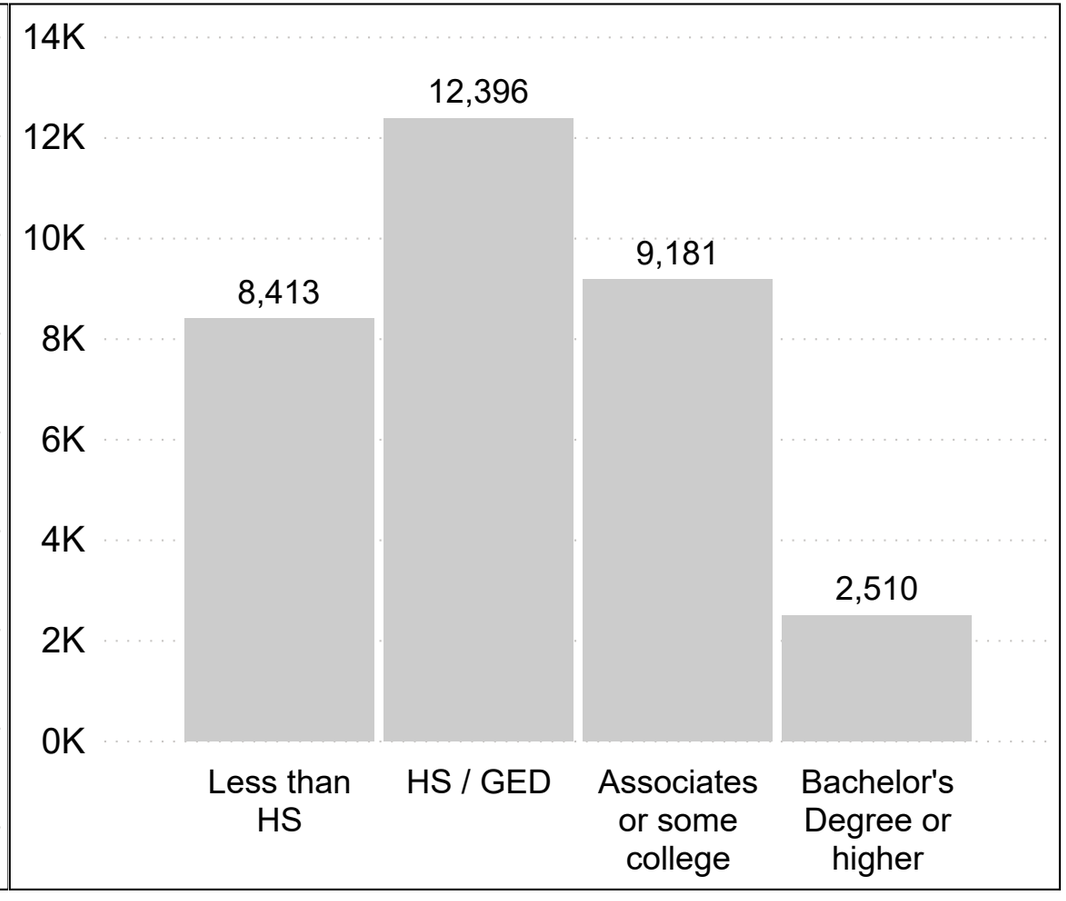
Population Below Poverty

Northern Stateline

1	2	3	4	5	6	7	8	9	10

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





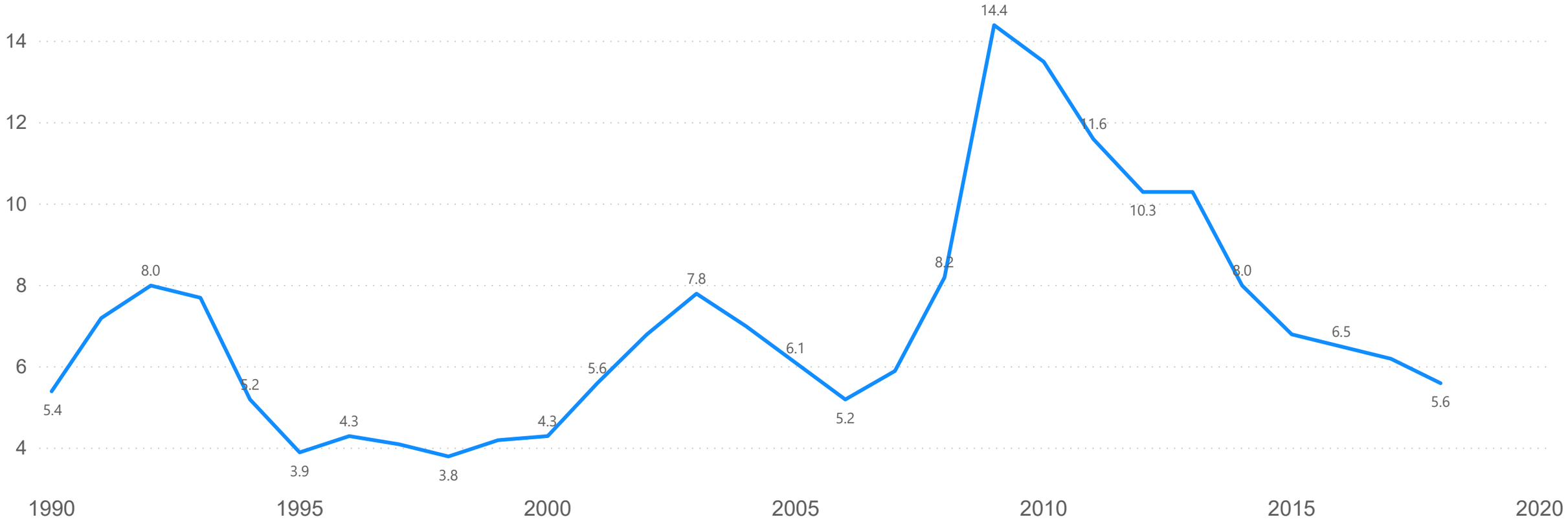
Source: American Community Survey, 2017, Table S1701

Unemployment Rate by Year

Northern Stateline

1	2	3	4	5	6	7	8	9	10

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



Source: Illinois Department of Employment Security

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

Low-Income Indicators:

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

Disability Indicators:

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

Foster Care Indicators:

- DCFS Foster Care 2019 by Placement Type Total 809
  - Foster Care (Dept/Fictive/Private) 257
  - Relative 523
  - Institution/Group Home 29

- DCFS Exiting Foster Care 2019 Age 18 and Over
  - Cook County 439
  - Downstate 406
  - State 845

DOC Indicators:

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

Other Indicators:

- Migrant/Seasonal Farm Workers (WIOA Eligible) 0
- Single Parents
  - Male Householder, No Wife Present 8,120
  - Female Householder, No Husband Present 25,974

- Adult Population at Risk
  - Age 16 and Over w/out a HS Diploma 27,701
  - Immigrants 7,710

Sectors, Industries & Clusters

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

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

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

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

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

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

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

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

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

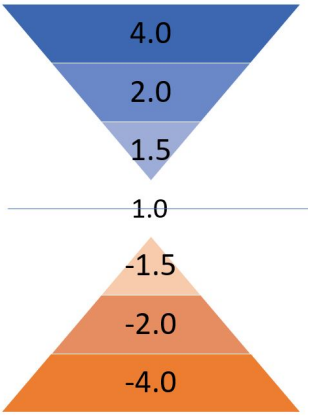
For example, the NAICS "Information" sector includes industries primarily focused on: publishing, motion pictures, broadcasting, internet publishing and broadcasting, telecommunications, data processing etc. Occupations requiring "information technology" skills are embedded in companies from all sectors.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

Regional Sector Analysis
Change in Employment and Location Quotient

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

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

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



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

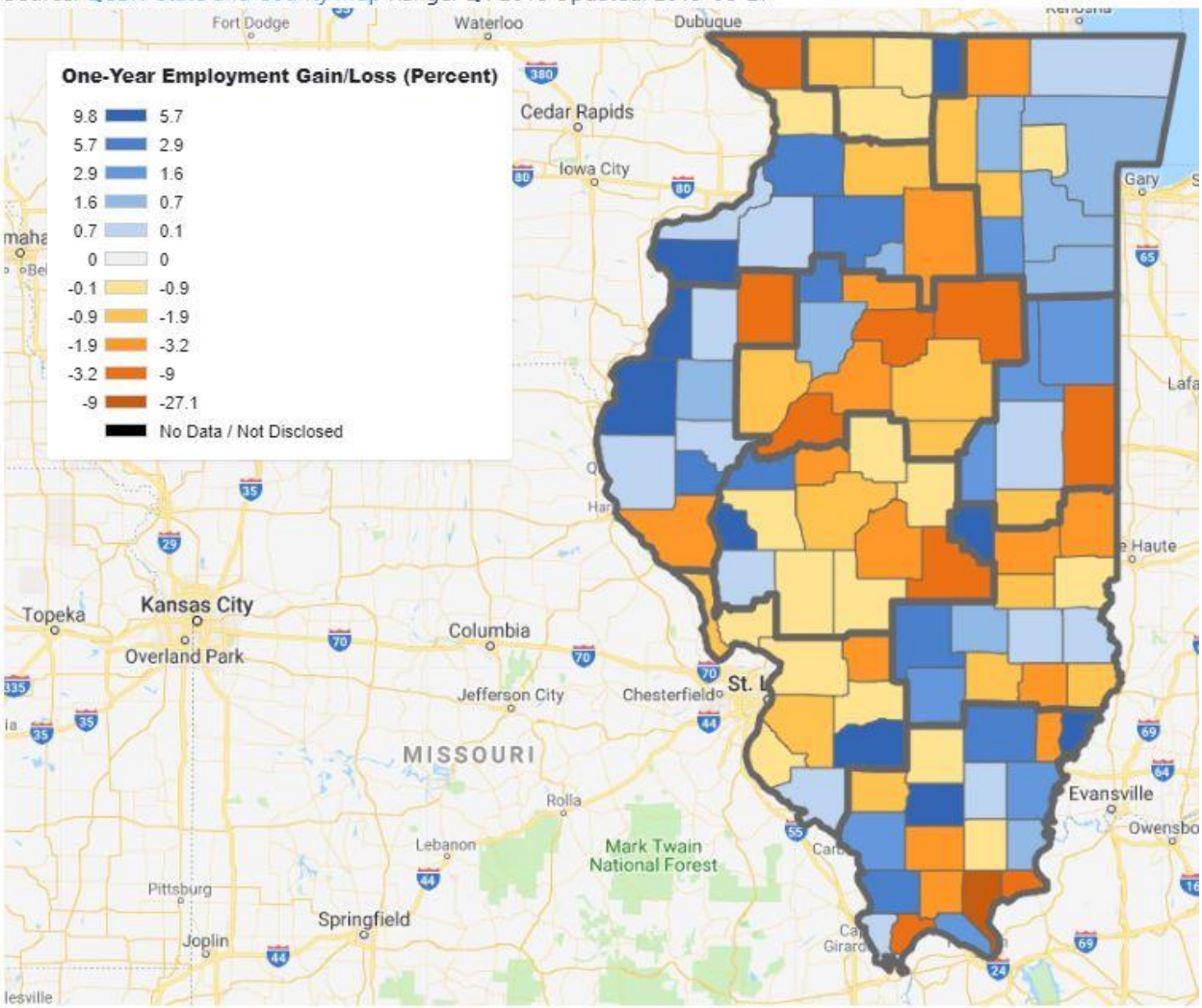
NOTE: Counties shaded black have insufficient numbers of workers to reach the federal employment reporting threshold.

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

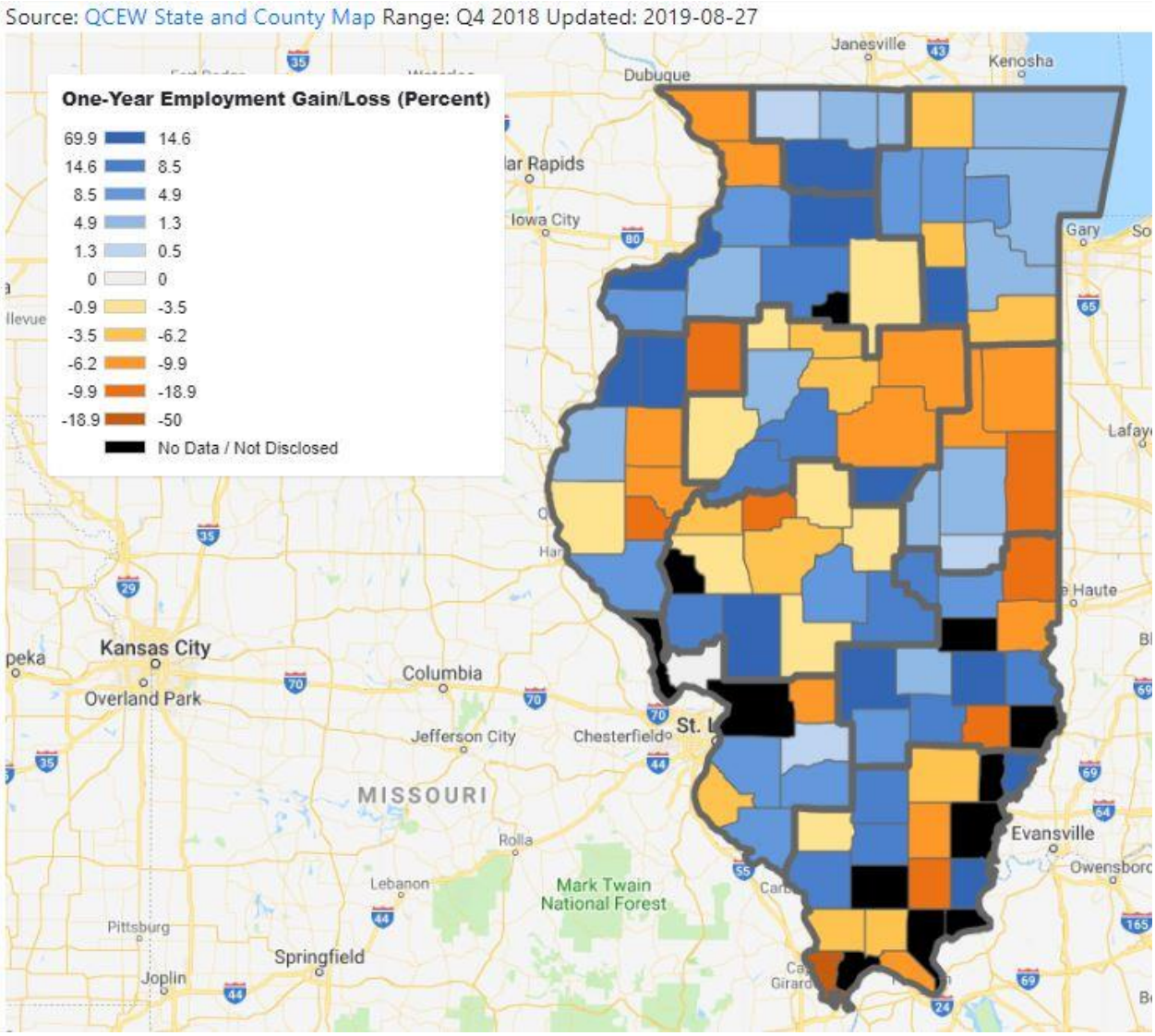
Regional Employment Change and Location Quotient Maps as of Quarter 4 2018

All Industry 12 Month Employment Change

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



Construction 12 Month Employment Change



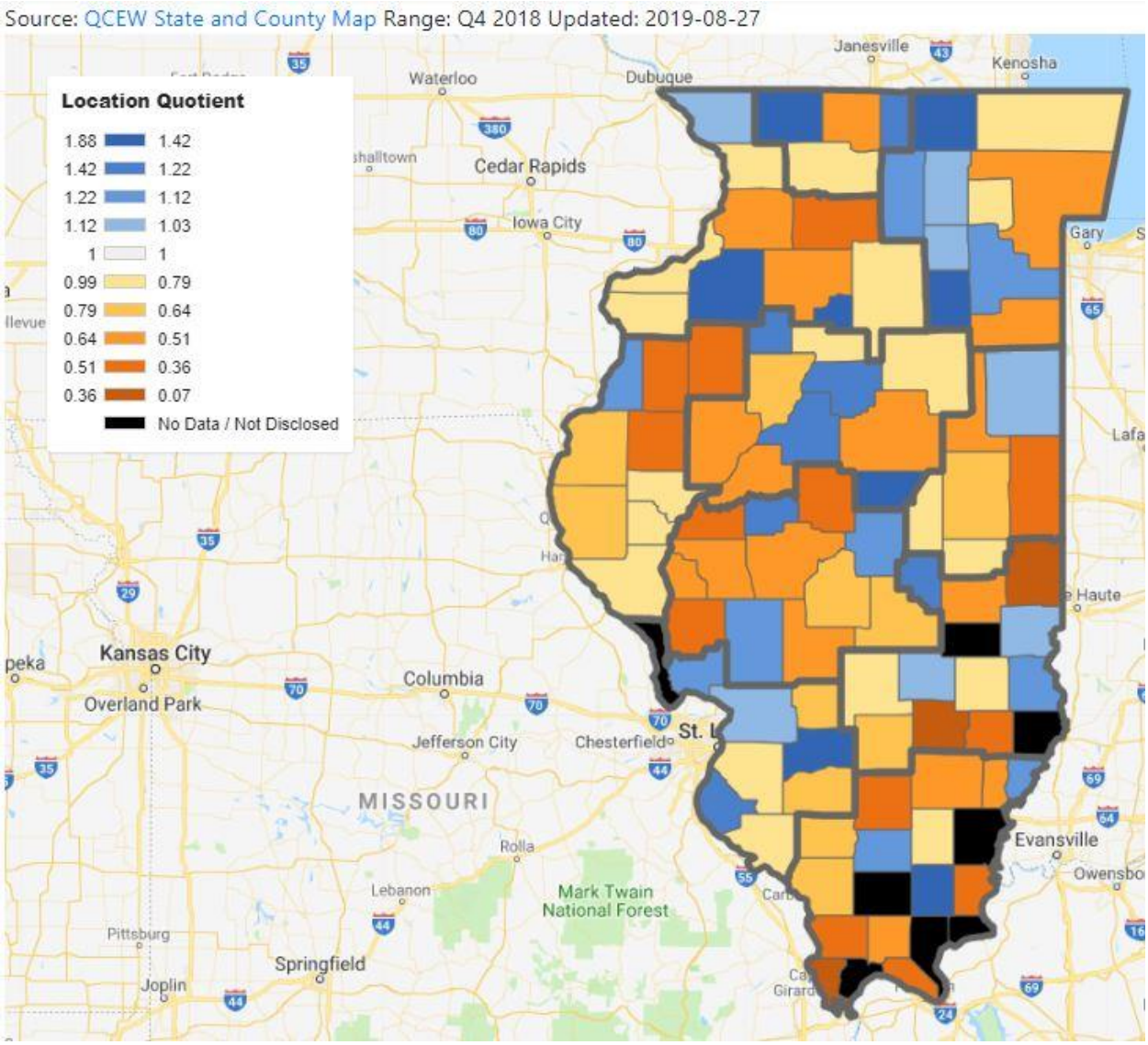
Construction (NAICS 23)

Construction of Buildings (NAICS 236)

Heavy and Civil Engineering Construction (NAICS 237)

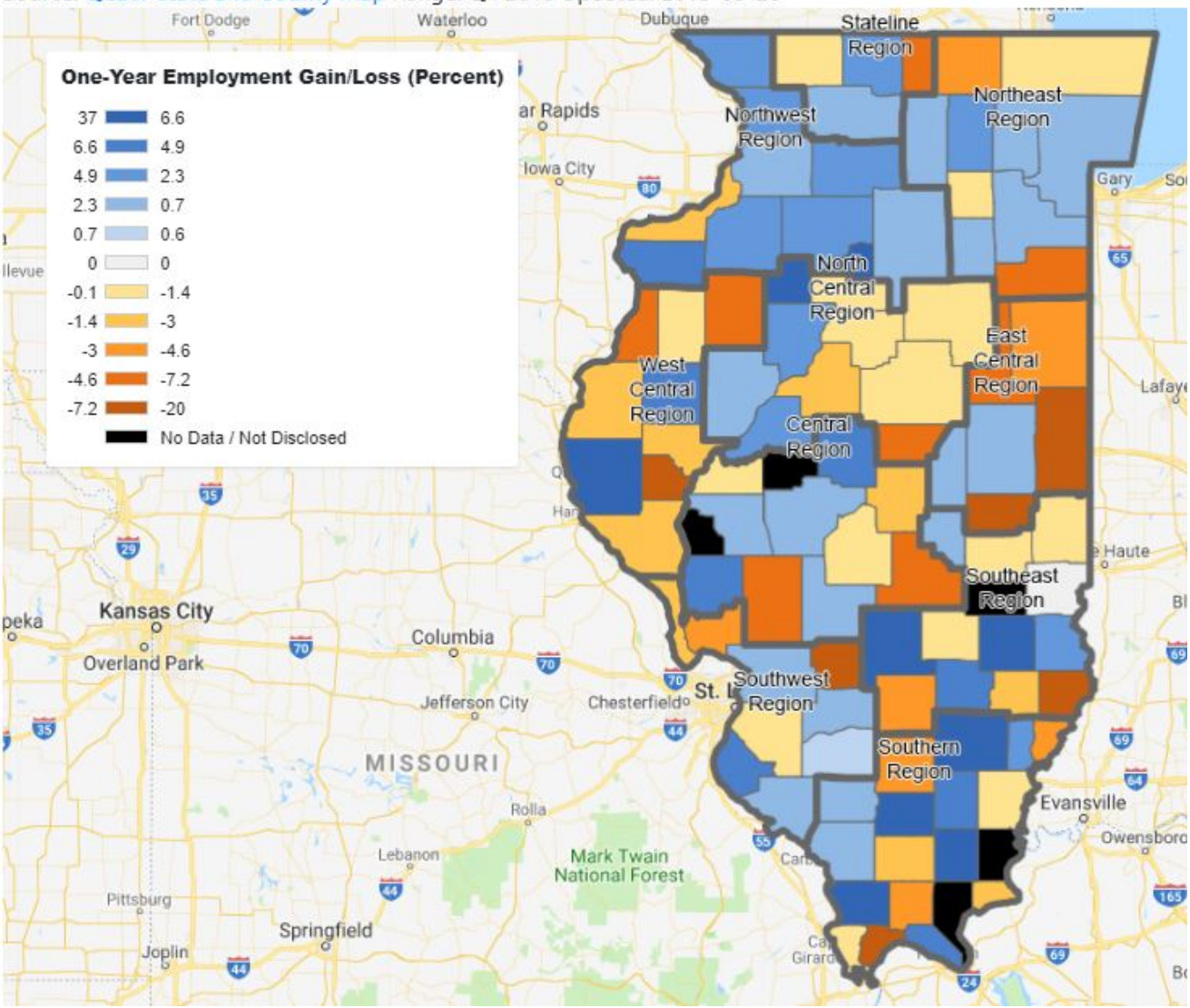
Specialty Trade Contractors (NAICS 238)

Construction Location Quotient



Education and Health 12 month Employment Change

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

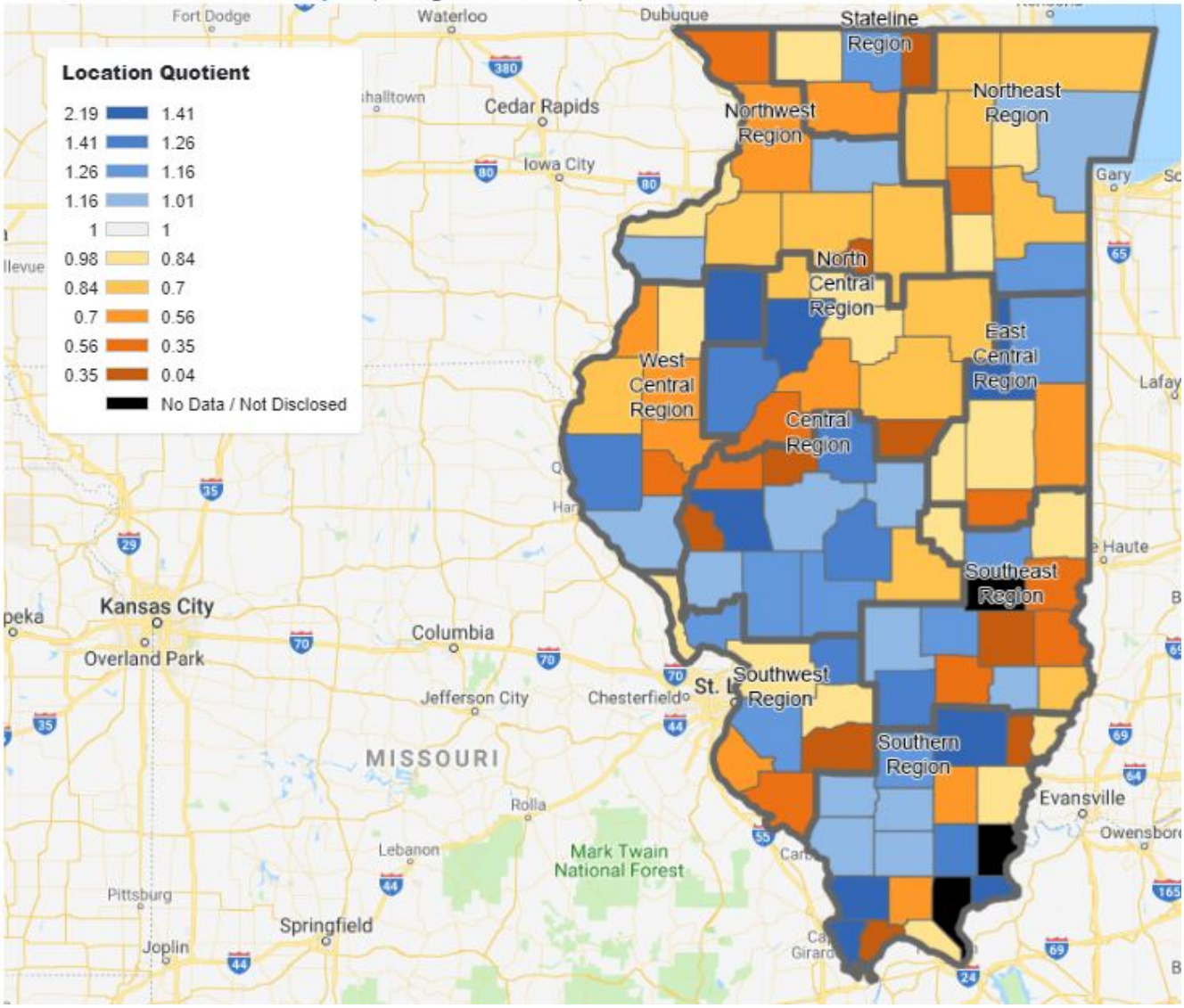


Education and Health Services

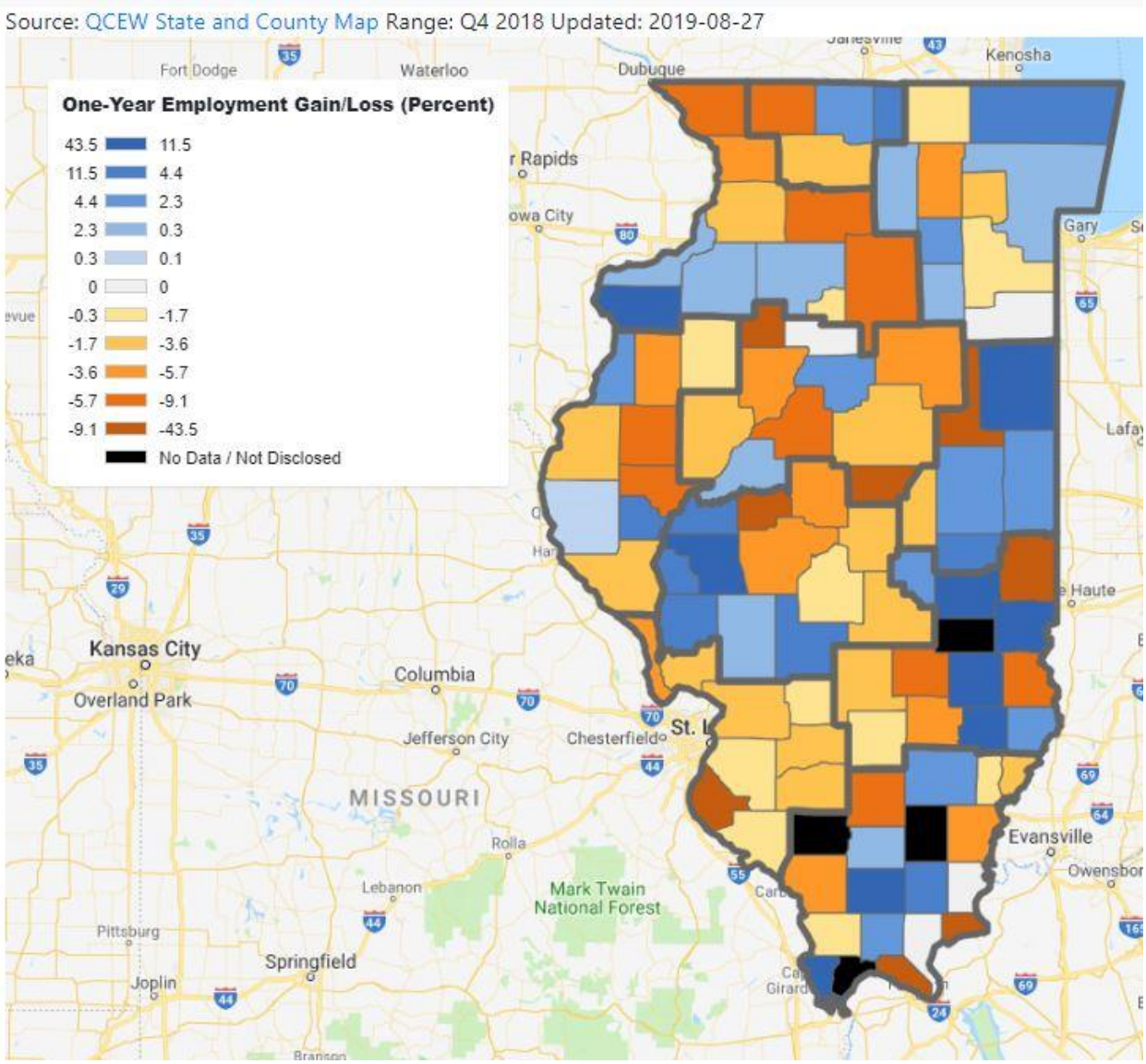
Educational Services (NAICS 61)
Health Care and Social Assistance (NAICS 62)
Ambulatory Health Care Services (NAICS 621)
Hospitals (NAICS 622)
Nursing and Residential Care Facilities (NAICS 623)
Social Assistance (NAICS 624)

Education and Health Location Quotient

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



Financial Activities 12 Month Employment Change

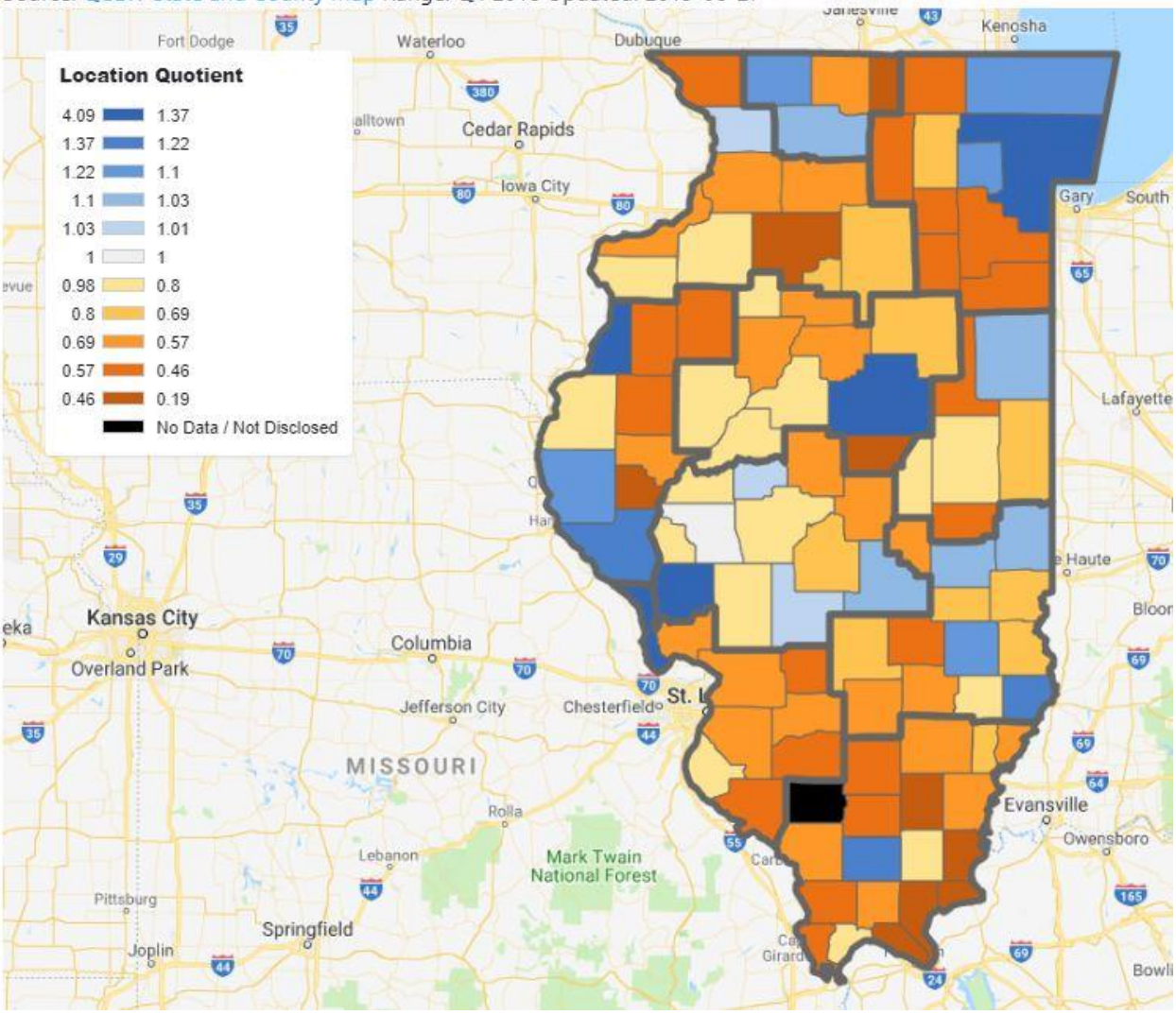


Financial Activities

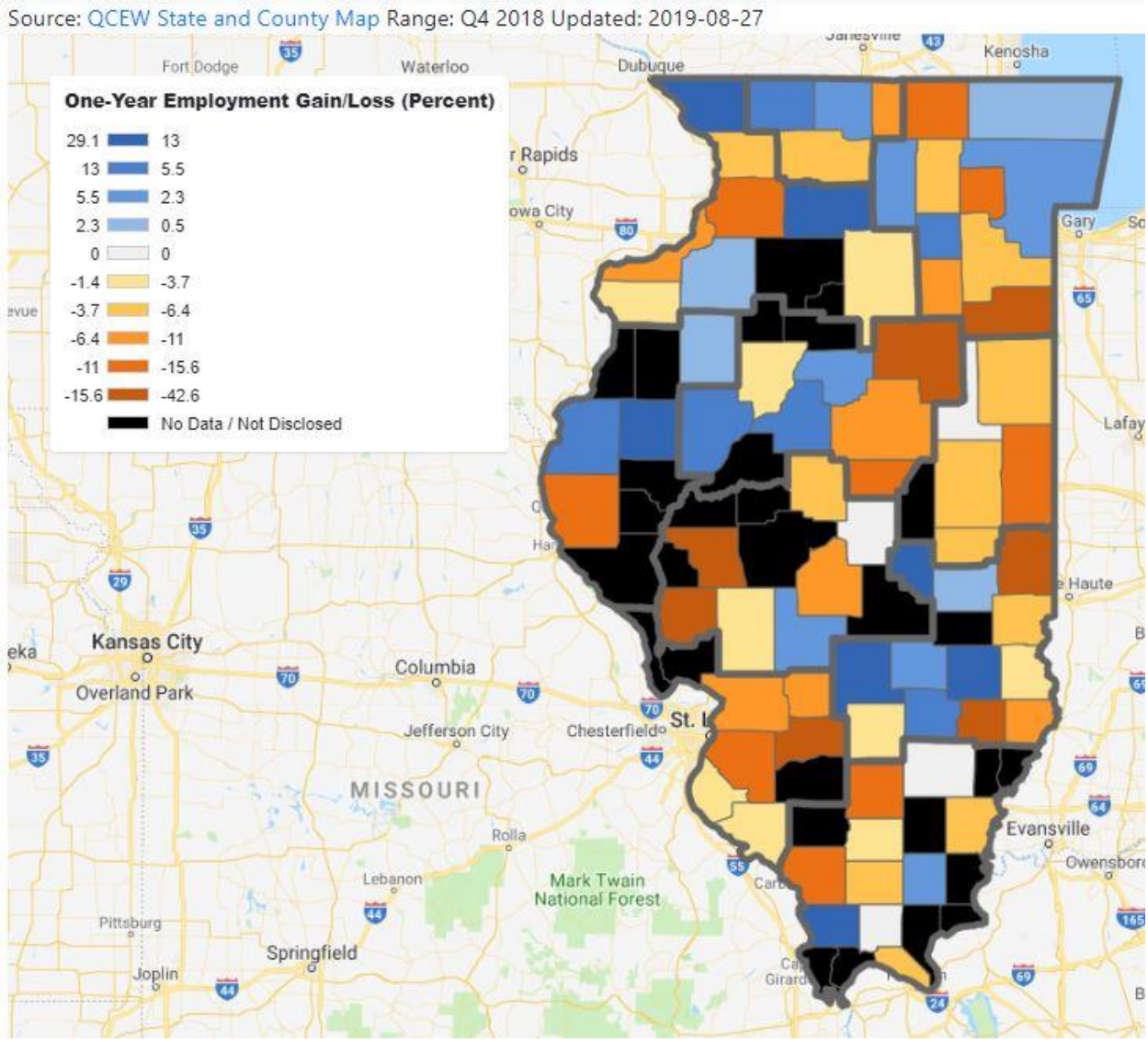
Finance and Insurance (NAICS 52)
Monetary Authorities - Central Bank (NAICS 521)
Credit Intermediation and Related Activities (NAICS 522)
Securities, Commodity Contracts, and Other Financial Investments and Related Activities (NAICS 523)
Insurance Carriers and Related Activities (NAICS 524)
Funds, Trusts, and Other Financial Vehicles (NAICS 525)

Financial Activities Location Quotient

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



Information 12 Month Employment Change



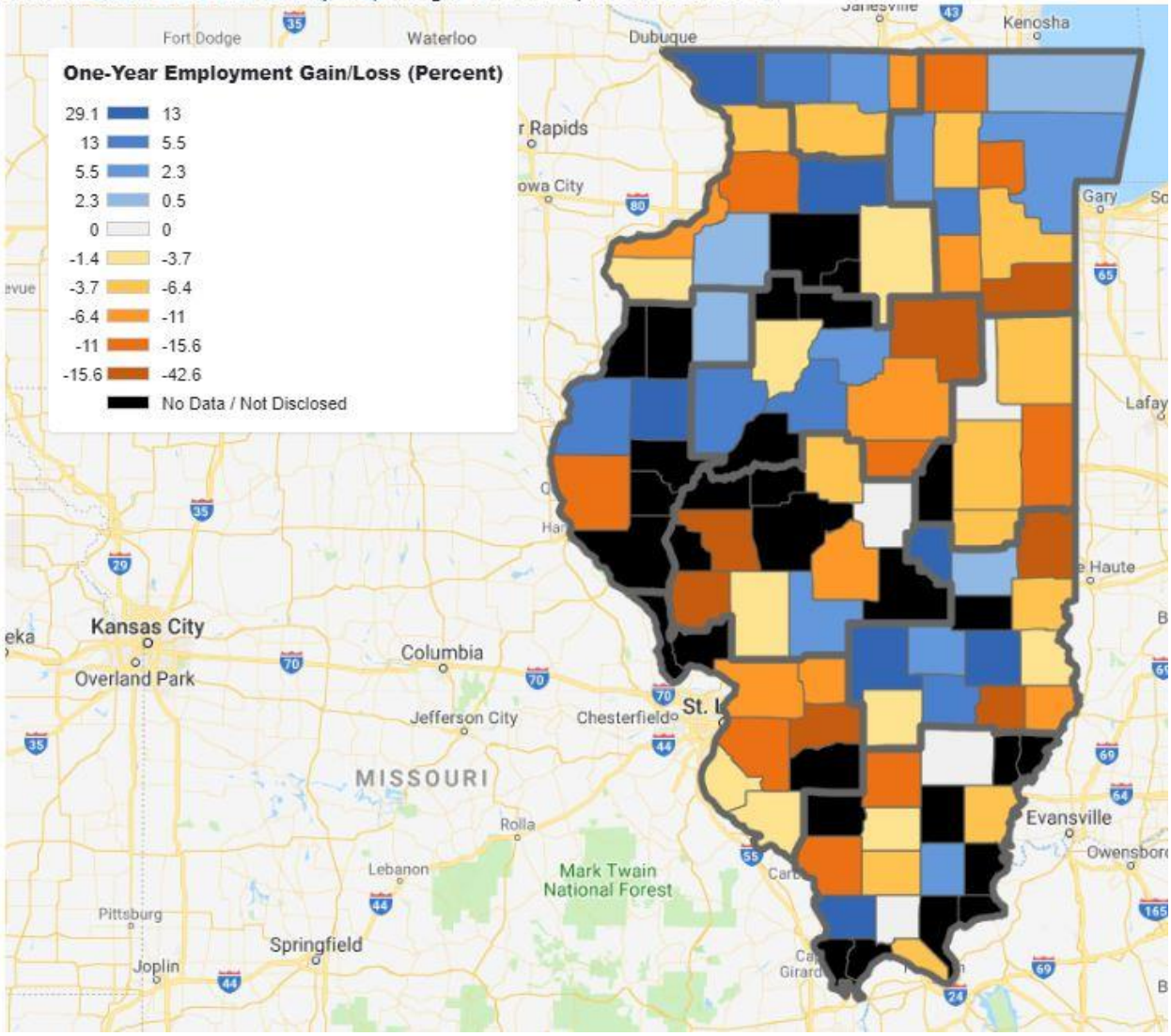
Information (NAICS 51)

Publishing Industries (except Internet) (NAICS 511)
Motion Picture and Sound Recording Industries (NAICS 512)
Broadcasting (except Internet) (NAICS 515)
Internet Publishing and Broadcasting (NAICS 516)
Telecommunications (NAICS 517)
Data Processing, Hosting, and Related Services (NAICS 518)
Other Information Services (NAICS 519)

* NOTE - Internet Publishing and Broadcasting and Data Processing, Hosting and Related Services includes COMPANIES primarily focused on this activity. Nearly all companies across all sectors employ workers in Information Technology occupations. Most IT workers are counted in the sector of their employer.

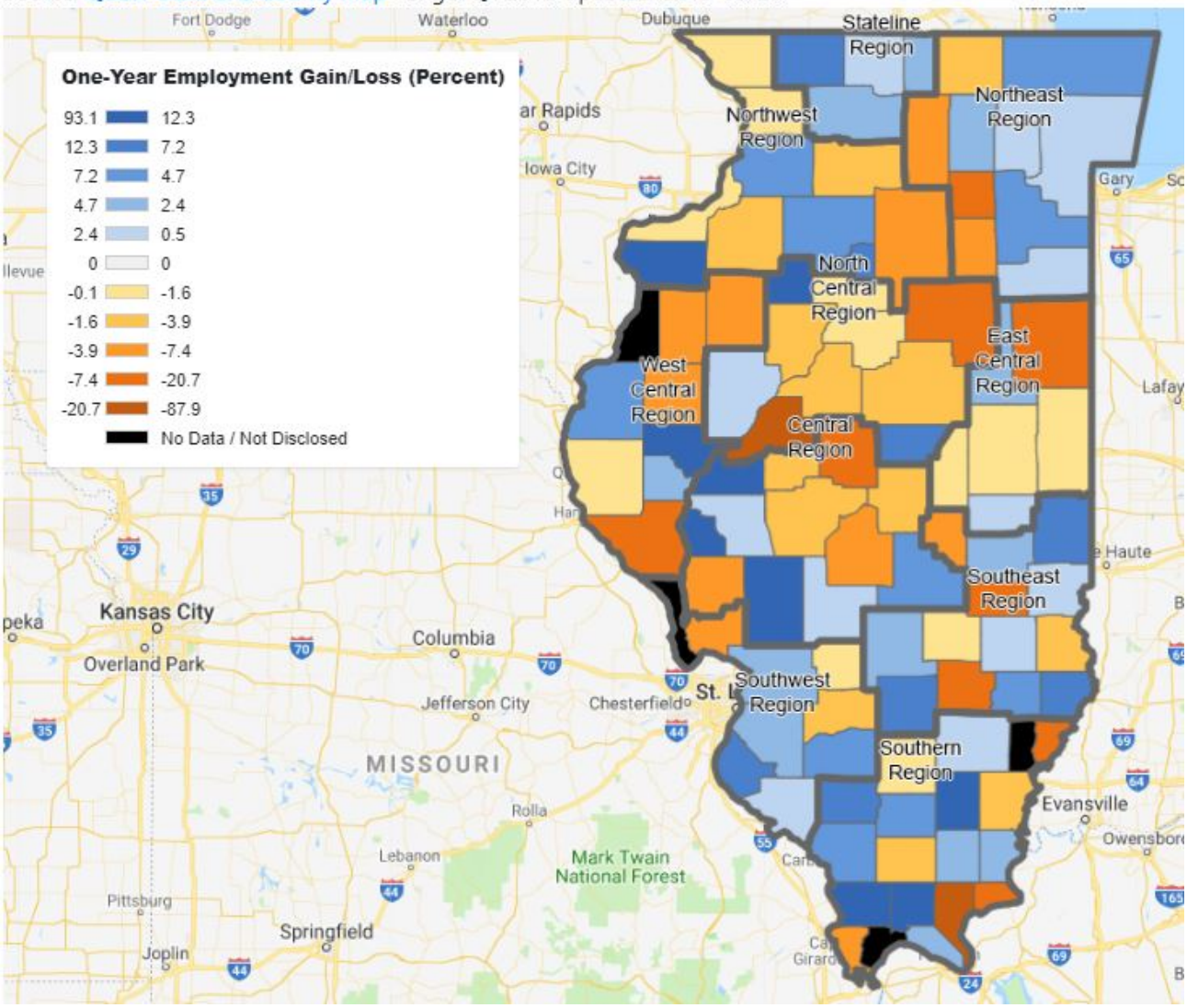
Information Location Quotient

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



Leisure & Hospitality 12 Month Employment Change

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



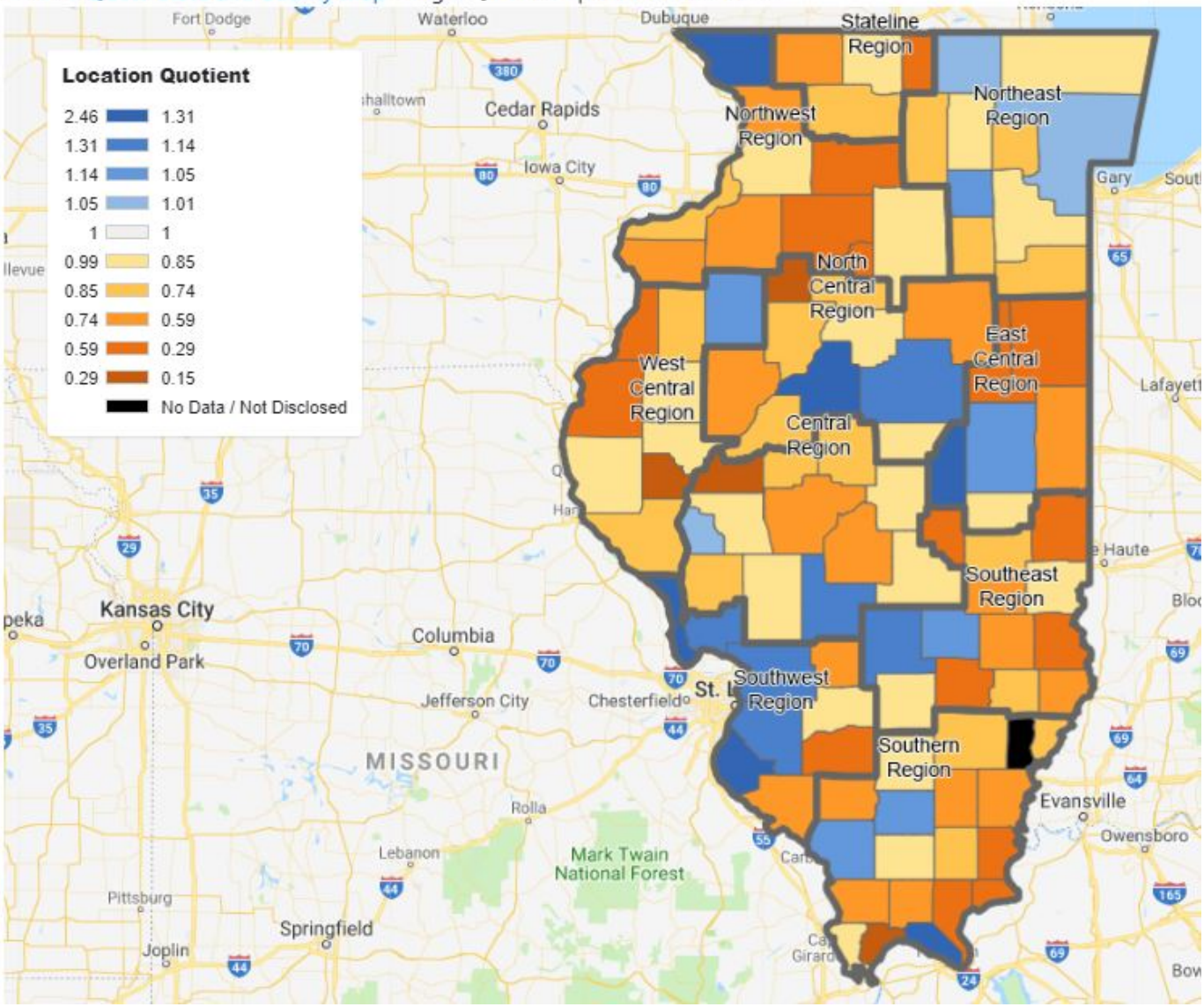
Leisure and Hospitality

Arts, Entertainment, and Recreation (NAICS 71)
- Performing Arts, Spectator Sports, and Related Industries (NAICS 711)
- Museums, Historical Sites, and Similar Institutions (NAICS 712)
- Amusement, Gambling, and Recreation Industries (NAICS 713)

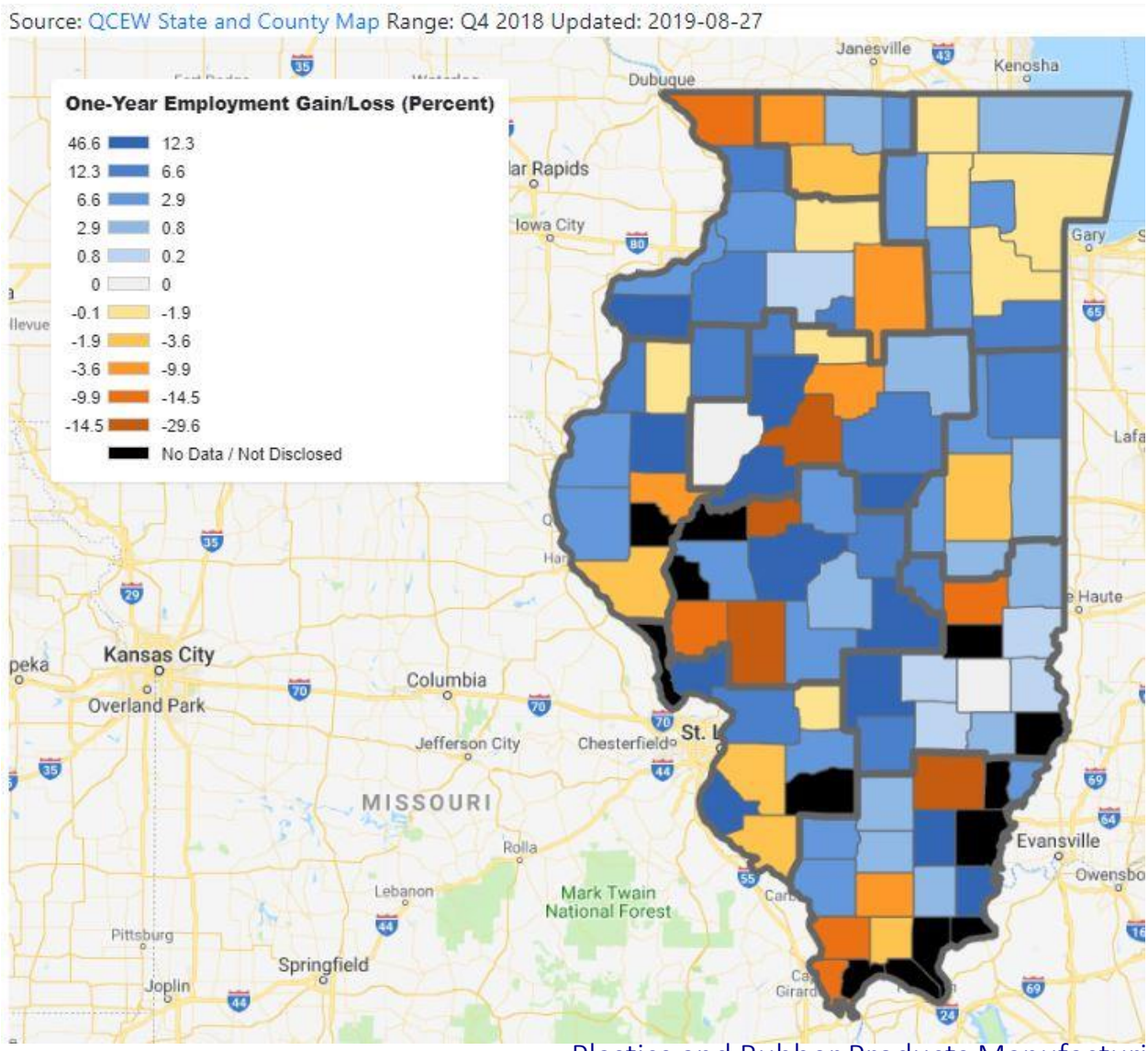
Accommodation and Food Services (NAICS 72)
- Accommodation (NAICS 721)
- Food Services and Drinking Places (NAICS 722)

Leisure & Hospitality Location Quotient

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

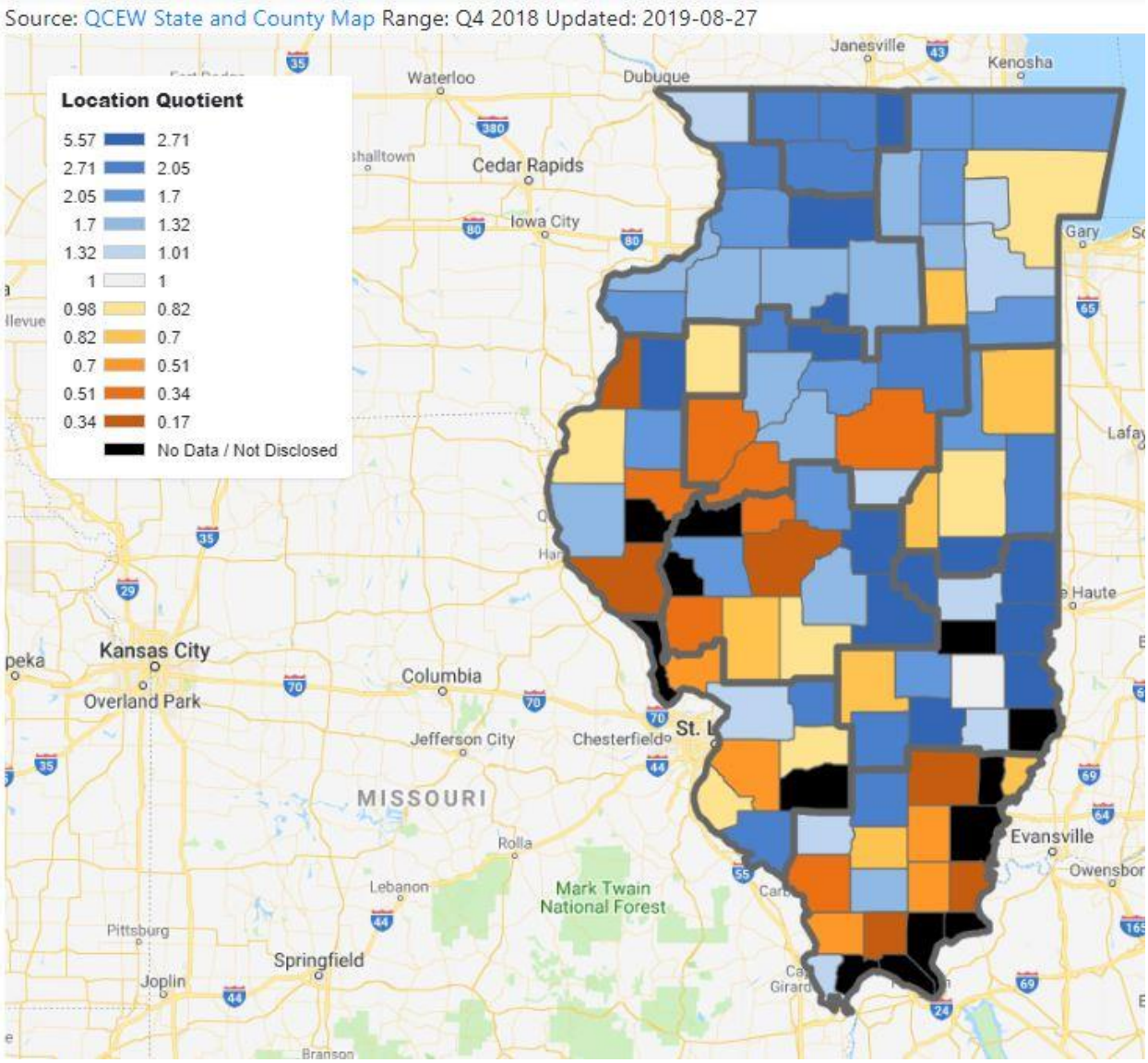


Manufacturing 12 Month Employment Change



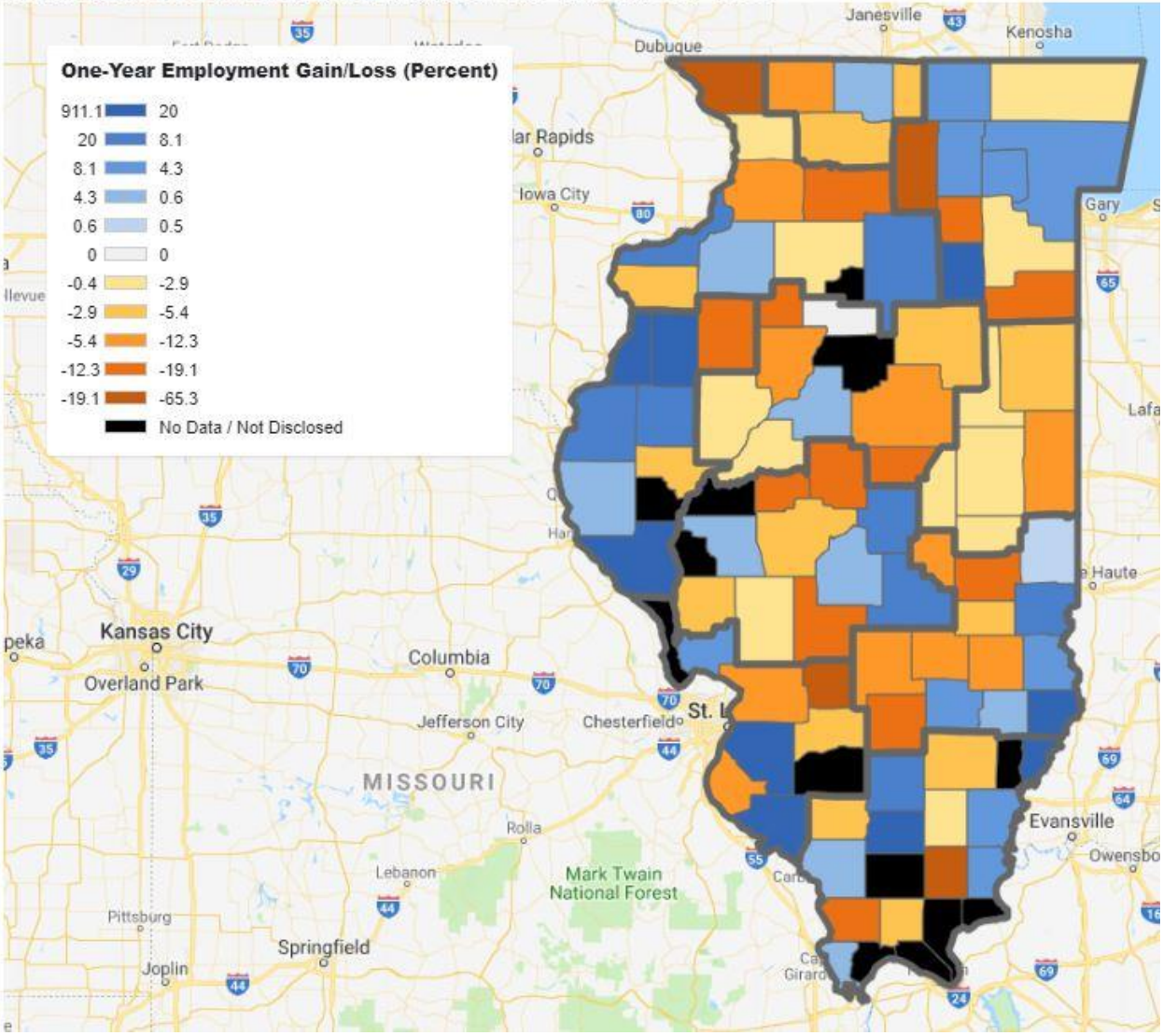
Manufacturing (NAICS 31-33)
- Food Manufacturing (NAICS 311)
- Beverage and Tobacco Product Manufacturing (NAICS 312)
- Textile Mills (NAICS 313)
- Textile Product Mills (NAICS 314)
- Apparel Manufacturing (NAICS 315)
- Leather and Allied Product Manufacturing (NAICS 316)
- Wood Product Manufacturing (NAICS 321)
- Paper Manufacturing (NAICS 322)
- Printing and Related Support Activities (NAICS 323)
- Petroleum and Coal Products Manufacturing (NAICS 324)
- Chemical Manufacturing (NAICS 325)
- Plastics and Rubber Products Manufacturing (NAICS 326)
- Nonmetallic Mineral Product Manufacturing (NAICS 327)
- Primary Metal Manufacturing (NAICS 331)
- Fabricated Metal Product Manufacturing (NAICS 332)
- Machinery Manufacturing (NAICS 333)
- Computer and Electronic Product Manufacturing (NAICS 334)
- Electrical Equipment, Appliance, and Component Manufacturing (NAICS 335)
- Transportation Equipment Manufacturing (NAICS 336)
- Furniture and Related Product Manufacturing (NAICS 337)
- Miscellaneous Manufacturing (NAICS 339)

Manufacturing Location Quotient



Natural Resources & Mining 12 Month Employment Change

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

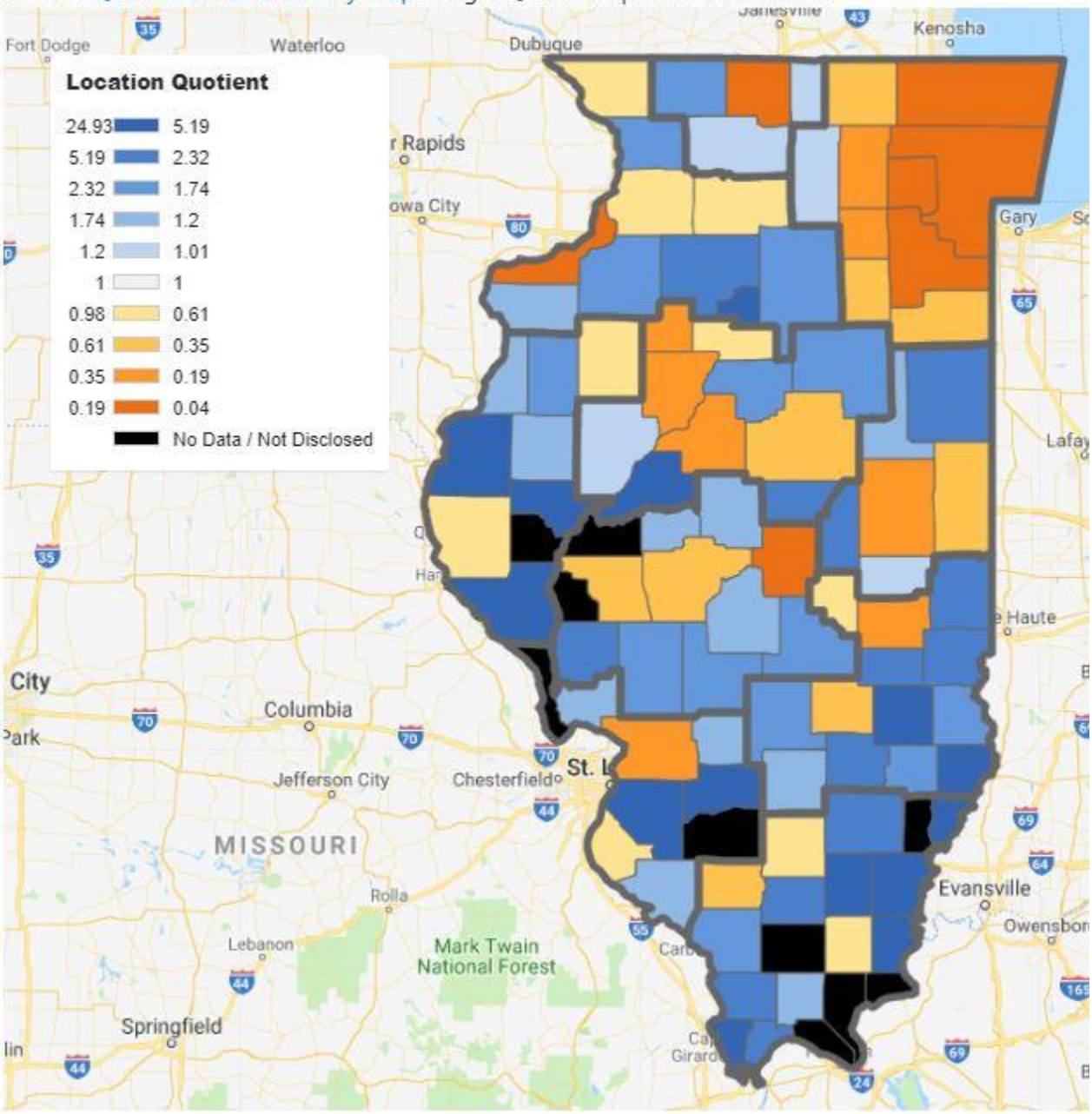


Natural Resources and Mining

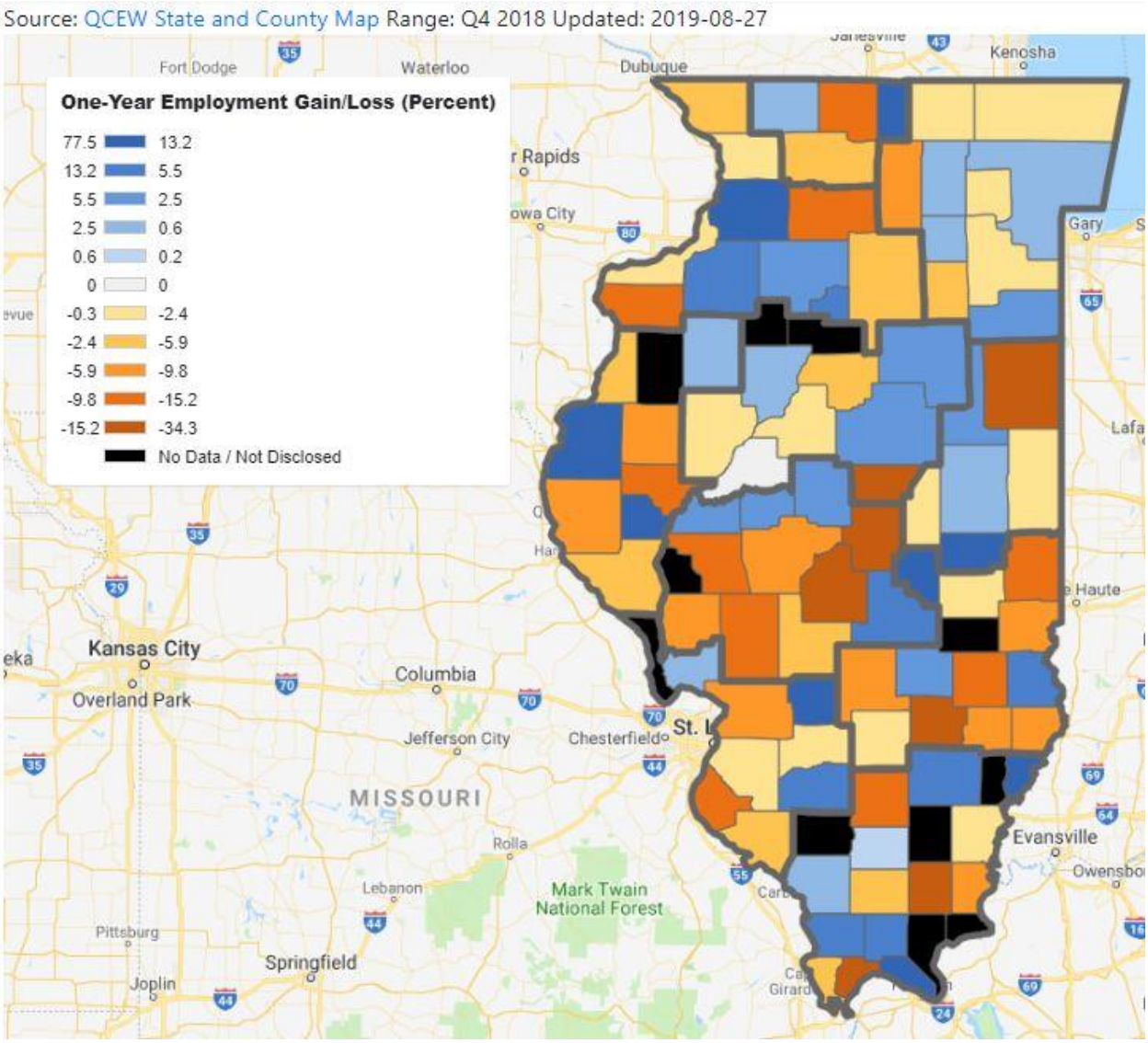
- Agriculture, Forestry, Fishing and Hunting (NAICS 11)
  - Crop Production (NAICS 111)
  - Animal Production (NAICS 112)
  - Forestry and Logging (NAICS 113)
  - Fishing, Hunting and Trapping (NAICS 114)
  - Support Activities for Agriculture and Forestry (NAICS 115)
- Mining, Quarrying, and Oil and Gas Extraction (NAICS 21)
  - Oil and Gas Extraction (NAICS 211)
  - Mining (except Oil and Gas) (NAICS 212)
  - Support Activities for Mining (NAICS 213)

Natural Resources & Mining Location Quotient

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



Professional & Business Services 12 Month Employment Change



Professional and Business Services

Professional, Scientific, and Technical Services (NAICS 54)

Management of Companies and Enterprises (NAICS 55)

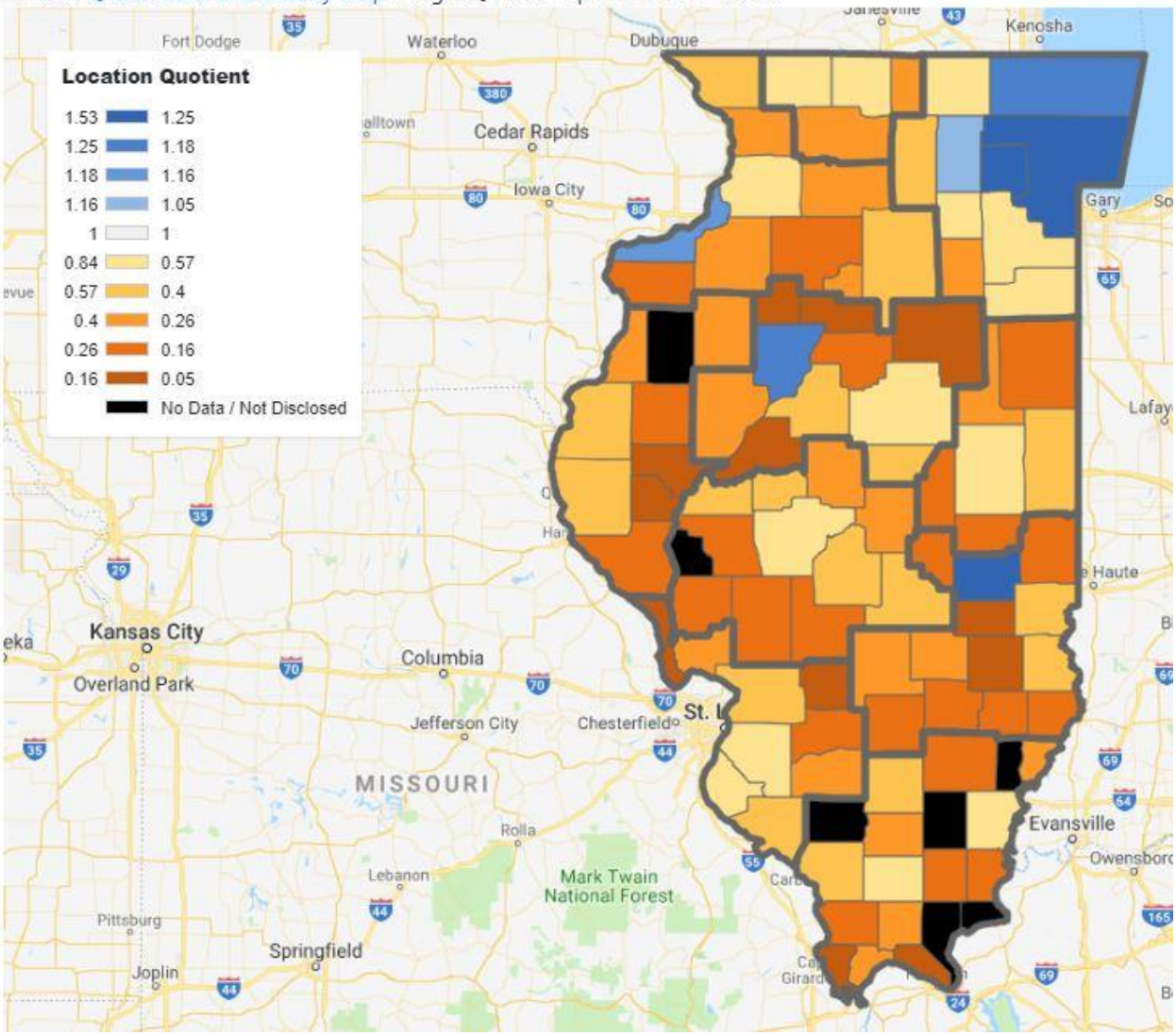
Administrative and Support and Waste Management and Remediation Services (NAICS 56)

Administrative and Support Services (NAICS 561)

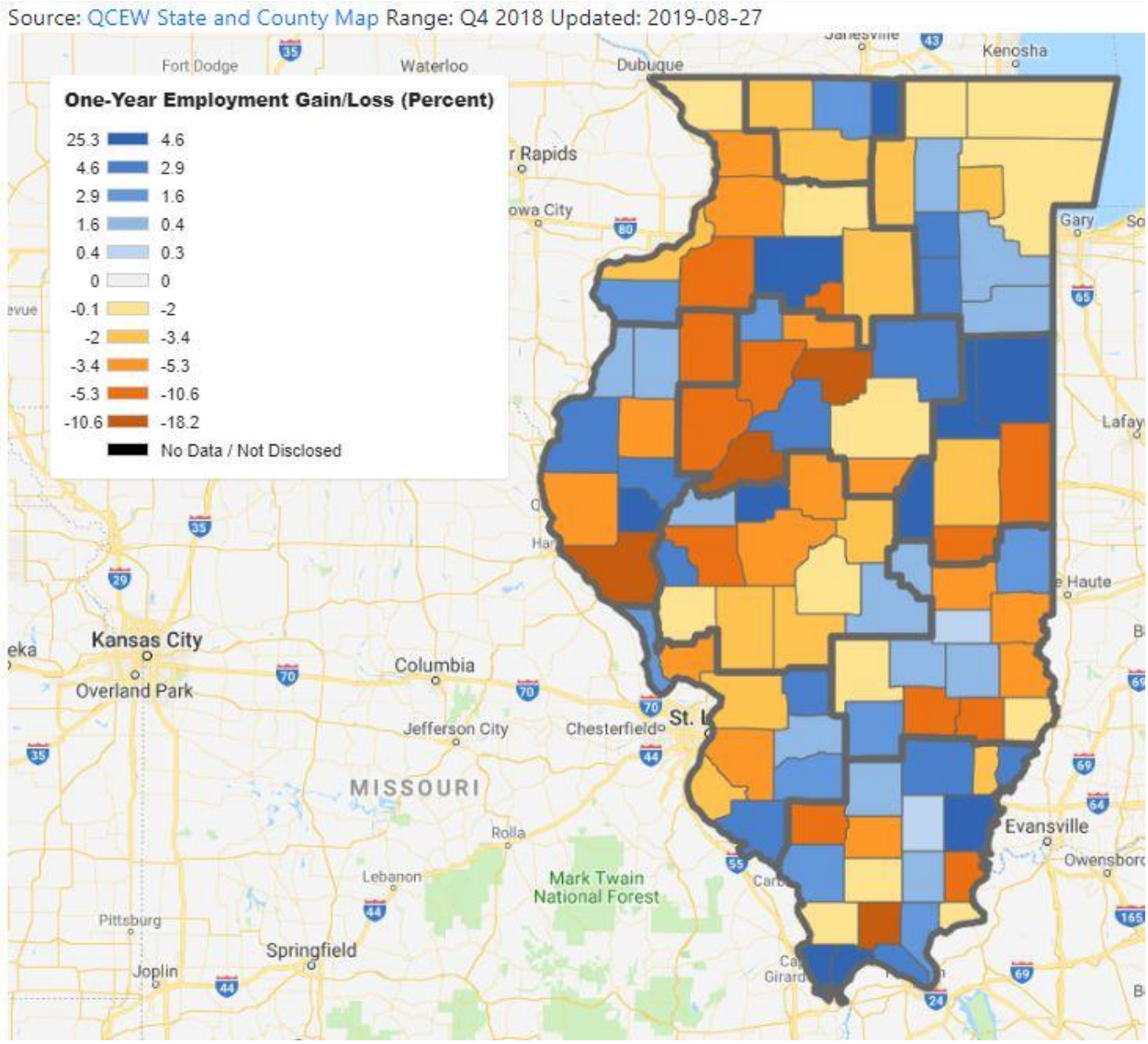
Waste Management and Remediation Services (NAICS 562)

Professional & Business Services Location Quotient

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



Trade, Transportation, & Utilities 12 Month Employment Change



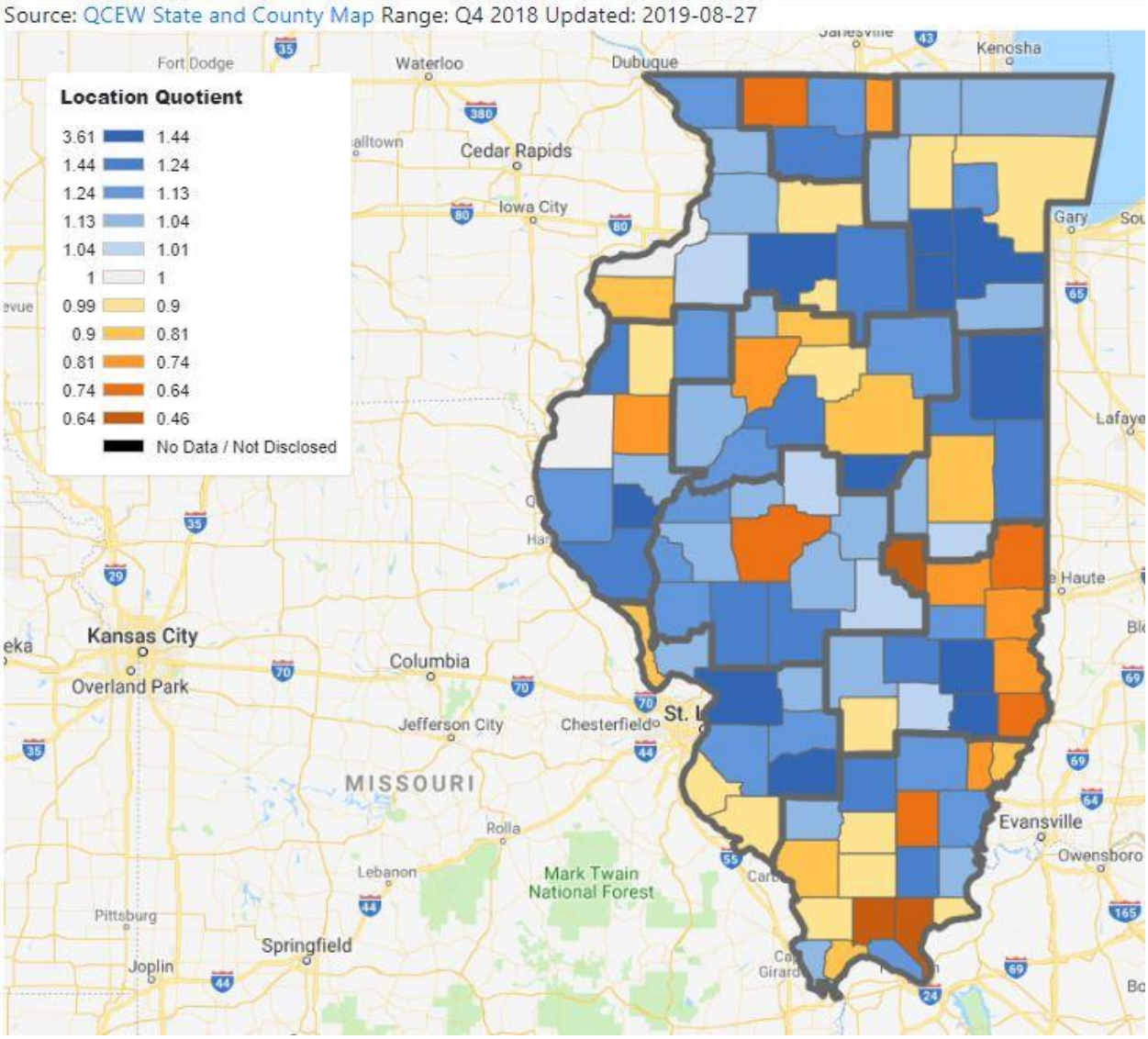
Trade, Transportation, and Utilities *(List Continues on next page)*

- Wholesale Trade (NAICS 42)
  - Merchant Wholesalers, Durable Goods (NAICS 423)
  - Merchant Wholesalers, Nondurable Goods (NAICS 424)
  - Wholesale Electronic Markets and Agents and Brokers (NAICS 425)

- Retail Trade (NAICS 44-45)
  - Motor Vehicle and Parts Dealers (NAICS 441)
  - Furniture and Home Furnishings Stores (NAICS 442)
  - Electronics and Appliance Stores (NAICS 443)
  - Building Material and Garden Equipment and Supplies Dealers (NAICS 444)
  - Food and Beverage Stores (NAICS 445)
  - Health and Personal Care Stores (NAICS 446)
  - Gasoline Stations (NAICS 447)
  - Clothing and Clothing Accessories Stores (NAICS 448)
  - Sporting Goods, Hobby, Book, and Music Stores (NAICS 451)
  - General Merchandise Stores (NAICS 452)
  - Miscellaneous Store Retailers (NAICS 453)
  - Nonstore Retailers (NAICS 454)

Trade, Transportation, & Utilities Location Quotient

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



Retail Trade (NAICS 44-45) *(continued from preceding page)*

- Miscellaneous Store Retailers (NAICS 453)
- Non-store Retailers (NAICS 454)

Transportation and Warehousing (NAICS 48-49)

- Air Transportation (NAICS 481)
- Rail Transportation (NAICS 482)
- Water Transportation (NAICS 483)
- Truck Transportation (NAICS 484)
- Transit and Ground Passenger Transportation (NAICS 485)
- Pipeline Transportation (NAICS 486)
- Scenic and Sightseeing Transportation (NAICS 487)
- Support Activities for Transportation (NAICS 488)
- Postal Service (NAICS 491)
- Couriers and Messengers (NAICS 492)
- Warehousing and Storage (NAICS 493)

Utilities (NAICS 22)

NORTHERN STATELINE REGION

EMPLOYMENT BY MAJOR INDUSTRY CATEGORY

NAICS Title	2016 Employment	Projected 2026 Employment	Net Employment Change 2016-2026	Percent Employment Change	Concentration (Location Quotient)
TOTAL, ALL INDUSTRIES	**198,918**	**213,917**	**14,999**	**7.5%**	
Self Employed Workers	8,840	8,969	129	1.5%	0.80
Agricultural Production	4,195	4,236	41	1.0%	1.47
Natural Resources & Mining	34	34	-	0.0%	0.04
Construction	6,992	8,257	1,265	18.1%	0.78
Manufacturing	37,443	38,066	623	1.7%	2.39
Wholesale Trade	6,716	8,284	1,568	23.3%	0.93
Retail Trade	19,386	19,794	408	2.1%	0.99
Utilities	1,637	1,723	86	5.3%	2.39
Transportation & Warehousing	9,282	12,320	3,038	32.7%	1.39
Information	1,893	1,557	(336)	-17.7%	0.54
Financial Activities	7,647	8,070	423	5.5%	0.72
Professional & Business Services	18,400	19,985	1,585	8.6%	0.71
Educational Services	14,345	14,923	578	4.0%	*
Health Care & Social Assistance	26,012	28,479	2,467	9.5%	1.06
Leisure & Hospitality	16,573	19,332	2,759	16.6%	0.82
Other Services	10,457	10,521	64	0.6%	1.28
Government	9,066	9,367	301	3.3%	*

Manufacturing and Utilities are both more highly concentrated in this region than in any other region of the state. However, Transportation & Warehousing is the sector with the highest job creation expectation through 2026.

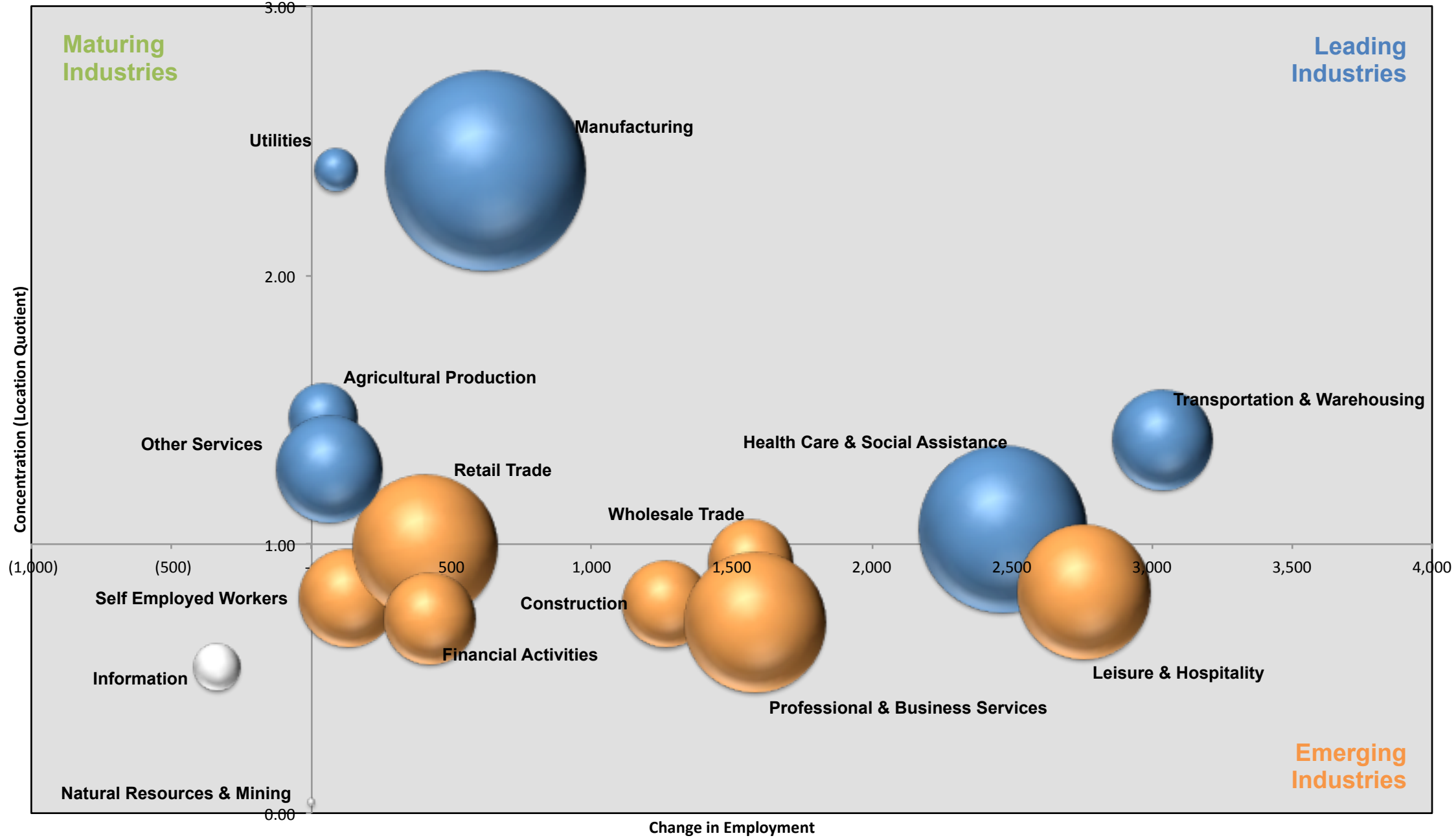
* LQs for Educational Services and Government are not displayed due to discrepancies in how different BLS data sources treat these industry classifications.

Leading Industries

Emerging Industries

Maturing Industries

EMPLOYMENT BY MAJOR INDUSTRY CATEGORY IN THE NORTHERN STATELINE REGION

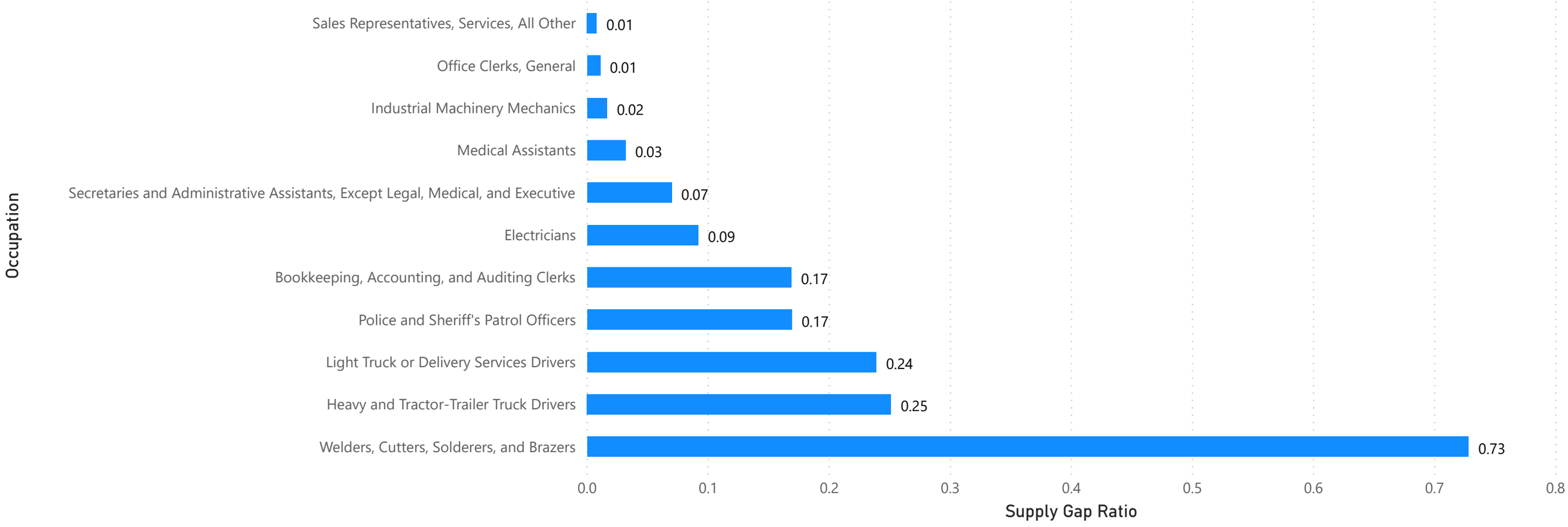


Supply Gap Analysis for Occupations Requiring On-The-Job Training

Northern Stateline

1	2	3	4	5	6	7	8	9	10

The supply gap ratio is a proxy measure that provides insight on how closely supply aligns with demand for selected occupations. The calculation of the ratio is supply / demand. In this case, the supply is the number of program completions in the region associated with the occupation and the demand is the estimated number of regional job openings. The occupations with the smallest values (at the top of the chart) are the ones with the largest gap between the current supply and the anticipated demand for that occupation. All of the occupations on the chart are from the regional list of annual job openings on the slides immediately following the gap ratio charts.



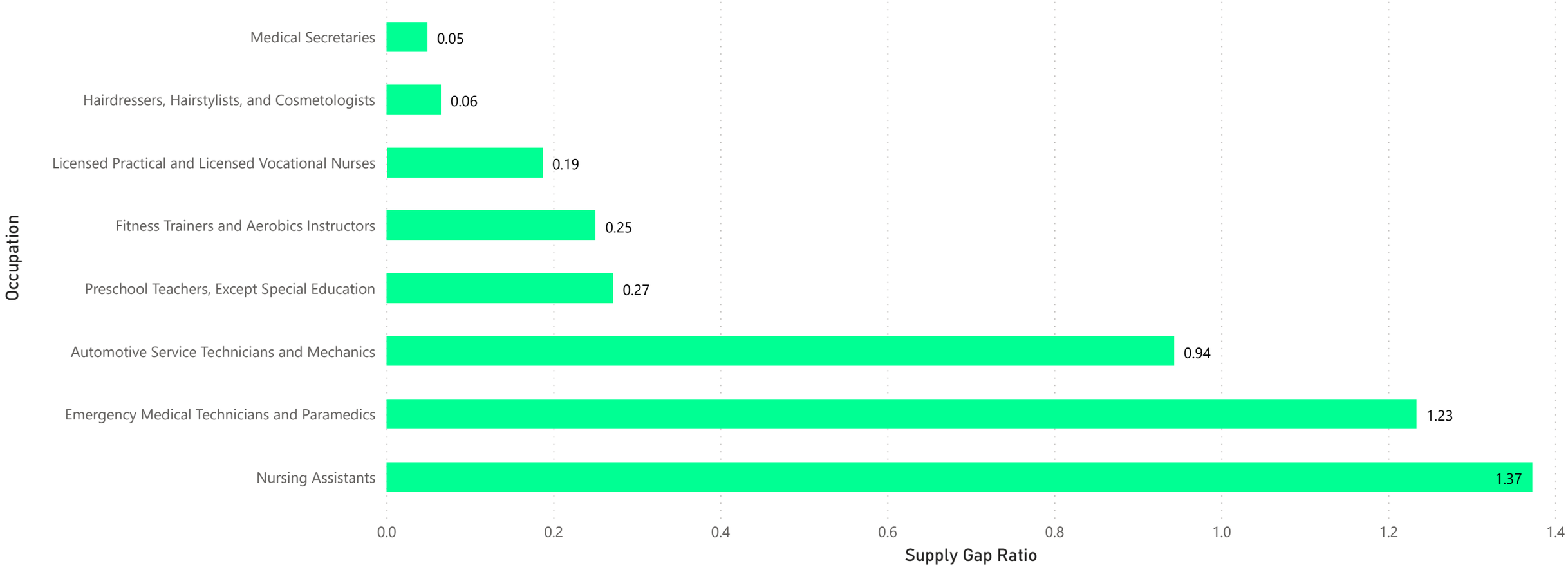
Source: Illinois Department of Employment Security, Illinois Board of Higher Education, & Illinois Community College Board

Supply Gap Analysis for Occupations Requiring Certificates

Northern Stateline

1	2	3	4	5	6	7	8	9	10

The supply gap ratio is a proxy measure that provides insight on how closely supply aligns with demand for selected occupations. The calculation of the ratio is supply / demand. In this case, the supply is the number of program completions in the region associated with the occupation and the demand is the estimated number of regional job openings. The occupations with the smallest values (at the top of the chart) are the ones with the largest gap between the current supply and the anticipated demand for that occupation. All of the occupations on the chart are from the regional list of annual job openings on the slides immediately following the gap ratio charts.

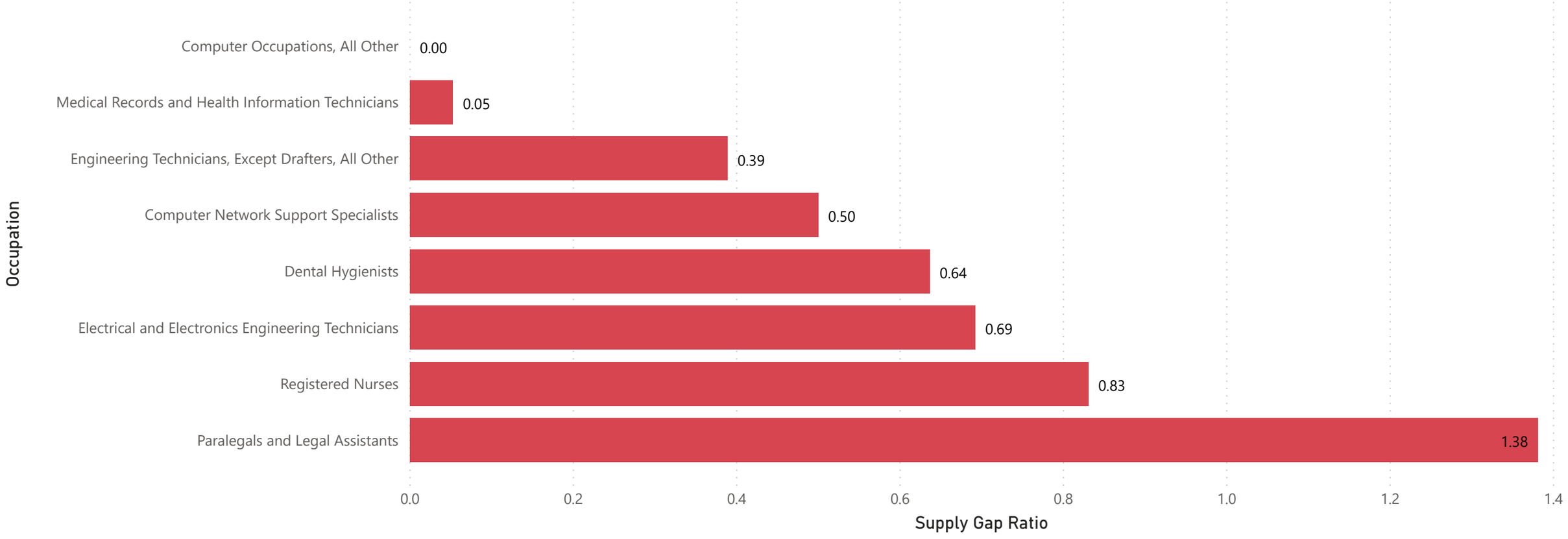


Supply Gap Analysis for Occupations Requiring Associate's Degrees

Northern Stateline

1	2	3	4	5	6	7	8	9	10

The supply gap ratio is a proxy measure that provides insight on how closely supply aligns with demand for selected occupations. The calculation of the ratio is supply / demand. In this case, the supply is the number of program completions in the region associated with the occupation and the demand is the estimated number of regional job openings. The occupations with the smallest values (at the top of the chart) are the ones with the largest gap between the current supply and the anticipated demand for that occupation. All of the occupations on the chart are from the regional list of annual job openings on the slides immediately following the gap ratio charts.



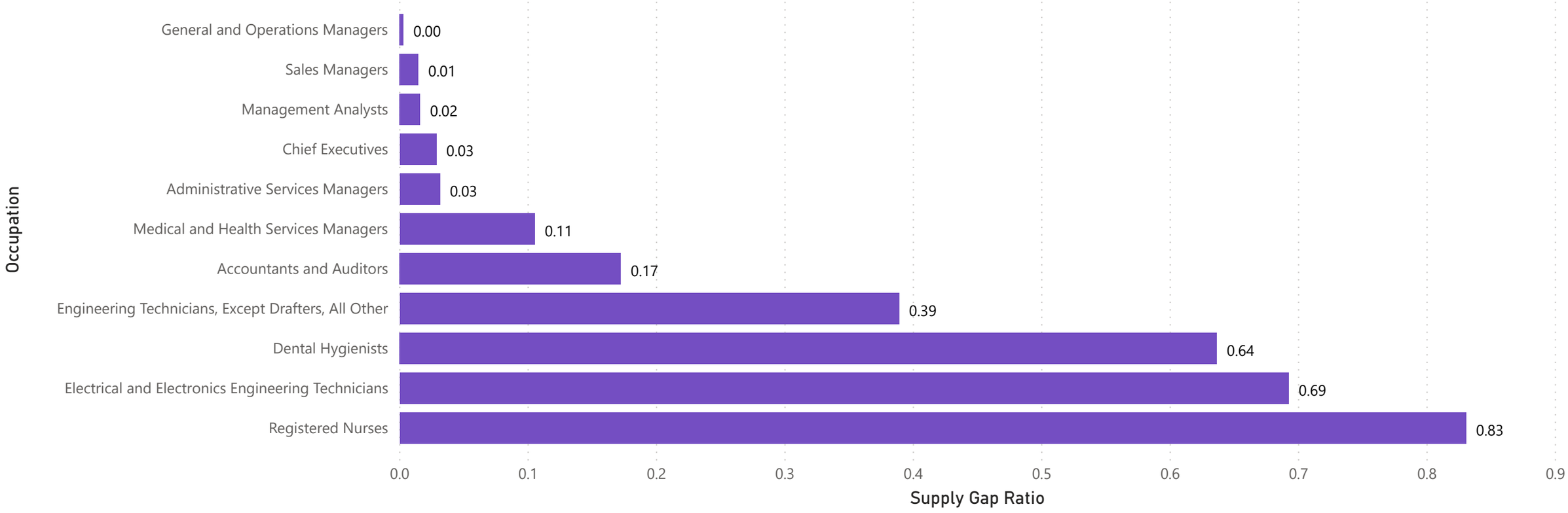
Source: Illinois Department of Employment Security, Illinois Board of Higher Education, & Illinois Community College Board

Supply Gap Analysis for Occupations Requiring BA or Higher

Northern Stateline

1	2	3	4	5	6	7	8	9	10

The supply gap ratio is a proxy measure that provides insight on how closely supply aligns with demand for selected occupations. The calculation of the ratio is supply / demand. In this case, the supply is the number of program completions in the region associated with the occupation and the demand is the estimated number of regional job openings. The occupations with the smallest values (at the top of the chart) are the ones with the largest gap between the current supply and the anticipated demand for that occupation. All of the occupations on the chart are from the regional list of annual job openings on the slides immediately following the gap ratio charts.



Source: Illinois Department of Employment Security, Illinois Board of Higher Education, & Illinois Community College Board

Following are the occupations with the most annual job openings by education attainment level.
These are the occupations that were used to create the gap analysis on the previous pages.

Education Beyond Bachelor's Degree Occupation	Average Annual Job Openings	Hourly Wages Entry	Experienced	Skills
General & Operations Managers	343	$18.56	$62.40	Active Listening, Coordination, Monitoring
Clergy	88	$9.74	$25.92	Speaking, Active Listening, Service Orientation
Financial Managers	76	$28.70	$59.93	Active Listening, Critical Thinking, Monitoring
Sales Managers	69	$29.13	$61.04	Persuasion, Active Listening, Speaking
Management Analysts	63	$16.65	$44.83	Active Listening, Critical Thinking, Reading Comprehension
Medical & Health Services Managers	38	$29.26	$58.41	Speaking, Critical Thinking, Active Listening
Lawyers	36	$24.50	$66.20	Active Listening, Speaking, Reading Comprehension
Chief Executives	35	$46.57	$120.01	Judgment/Decision Making, Complex Problem Solving, Critical Thinking
Marketing Managers	32	$30.92	$56.59	Active Learning, Active Listening, Critical Thinking
Administrative Services Managers	32	$28.13	$48.34	Speaking, Active Listening, Coordination

Bachelor's Degree Occupation	Average Annual Job Openings	Hourly Wages Entry	Experienced	Skills
Registered Nurses	295	$25.14	$33.92	Active Listening, Social Perceptiveness, Service Orientation
Business Operations Specialists, All Other	141	$16.28	$37.04	Active Listening, Critical Thinking, Reading Comprehension
Accountants & Auditors	122	$18.84	$34.08	Active Listening, Mathematics, Reading Comprehension
Insurance Sales Agents	93	$12.76	$27.17	Active Listening, Reading Comprehension, Speaking
Substitute Teachers	82	$12.13	$16.63	Speaking, Instructing, Learning Strategies
Market Research Analysts & Specialists	71	$15.77	$31.78	Reading Comprehension, Active Listening, Complex Problem Solving
Industrial Engineers	63	$30.14	$44.79	Reading Comprehension, Active Listening, Complex Problem Solving
Mechanical Engineers	60	$26.86	$43.37	Active Listening, Critical Thinking, Mathematics
Human Resources Specialists	58	$15.31	$30.20	Active Listening, Speaking, Reading Comprehension
Directors, Religious Activities & Education	43	$14.87	$25.41	Social Preceptiveness, Speaking, Active Listening

Associate's Degree Occupation	Average Annual Job Openings	Hourly Wages Entry	Experienced	Skills
Registered Nurses	295	$25.14	$33.92	Active Listening, Social Perceptiveness, Service Orientation
Computer User Support Specialists	43	$12.79	$27.01	Active Listening, Speaking, Reading Comprehension
Dental Hygienists	22	$31.99	$38.13	Speaking, Active Listening, Critical Thinking
Physical Therapist Assistants	22	$15.88	$29.25	Active Listening, Monitoring, Social Perceptiveness
Computer Occupations, All Other	21	$24.79	$48.38	Critical Thinking, Reading Comprehension, Active Listening
Paralegals & Legal Assistants	21	$13.67	$29.17	Reading Comprehension, Active Listening, Speaking
Medical Records/Health Information Techs	19	$12.97	$21.95	Reading Comprehension, Active Listening, Critical Thinking
Engineering Techs, Ex. Drafters, All Other	18	$18.97	$30.51	Active Listening, Critical Thinking, Reading Comprehension
Computer Network Support Specialists	14	$18.77	$31.38	Critical Thinking, Active Listening, Judgement/Decision Making
Electrical & Electronic Engineering Techs	13	$22.94	$32.70	Reading Comprehension, Complex Problem Solving, Critical Thinking

Postsecondary Vocational Award Occupation	Average Annual Job Openings	Hourly Wages Entry	Experienced	Skills
Nursing Assistants	269	$11.08	$14.63	Service Orientation, Active Listening, Social Perceptiveness
Automotive Service Techs/Mechanics	105	$13.28	$25.74	Equipment Maintenance, Repairing, Troubleshooting
Hairdressers/Hairstylists/Cosmetologists	93	$9.56	$18.03	Active Listening, Speaking, Service Orientation
Fitness Trainers & Aerobics Instructors	84	$9.67	$26.85	Instructing, Service Orientation, Social Perceptiveness
Medical Secretaries	62	$13.95	$18.29	Speaking, Active Listening, Service Orientation
Licensed Practical & Vocational Nurses	59	$20.48	$24.57	Service Orientation, Active Listening, Coordination
Preschool Teachers, Ex. Special Education	48	$10.53	$18.75	Speaking, Learning Strategies, Instructing
Emergency Medical Techs & Paramedics	30	$10.57	$16.98	Critcal Thinking, Active Listening, Coordination
Bus/Truck/Diesel Engine Mechanics	30	$16.37	$25.51	Repairing, Troubleshooting, Operation & Control
Library Technicians	26	$10.13	$14.68	Reading Comprehension, Speaking, Active Listening

Long-Term On-the-Job Training Occupation	Average Annual Job Openings	Hourly Wages Entry	Experienced	Skills
Machinists	271	$13.16	$23.16	Operation Monitoring, Critical Thinking, Operation & Control
Cooks, Restaurant	218	$10.38	$14.16	Coordination, Monitoring, Active Listening
Maintenance & Repair Workers, General	218	$11.48	$22.90	Equipment Maintenance, Repairing, Troubleshooting
Welders, Cutters, Solderers & Brazers	125	$14.43	$22.28	Critical Thinking, Operation & Control, Reading Comprehension
Carpenters	115	$15.32	$32.80	Active Listening, Monitoring, Speaking
Electricians	109	$20.35	$40.47	Troubleshooting, Repairing, Active Listening
Plumbers, Pipefitters & Steamfitters	83	$16.81	$44.27	Active Listening, Critical Thinking, Judgement/Decision Making
Police & Sheriff's Patrol Officers	71	$20.44	$36.12	Active Listening, Critical Thinking, Speaking
Industrial Machinery Mechanics	61	$18.71	$33.01	Equipment Maintenance, Repairing, Operation Monitoring
Bakers	46	$9.40	$12.76	Monitoring, Active Learning, Active Listening

Moderate-Term On-the-Job Training Occupation	Average Annual Job Openings	Hourly Wages Entry	Experienced	Skills
Customer Service Representatives	523	$10.69	$17.56	Active Listening, Speaking, Service Orientation
Truck Drivers, Heavy & Tractor-Trailer	275	$15.85	$23.64	Operation & Control, Operation Monitoring , Time Management
Sales Reps/Whlesale/Mfg,Ex.Tech/Scntifc	265	$15.54	$37.94	Active Listening, Speaking, Persuasion
Production Workers, All Other	247	$12.20	$18.76	Operation & Control, Active Listening, Monitoring
Secretaries, Ex. Legal/Medical/Executive	244	$11.60	$18.56	Writing, Active Listening, Reading Comprehension
Bookkeeping/Accounting/Auditing Clerks	172	$11.85	$20.80	Active Listening, Reading Comprehension, Speaking
Construction Laborers	142	$14.30	$31.56	Active Listening, Coordination, Operation Monitoring
Inspect/Testers/Sorters/Samplers/Weighers	130	$12.53	$21.54	Quality Control Analysis, Active Listening, Critical Thinking
Sales Representatives, Services, All Other	129	$13.56	$35.21	Critical Thinking, Reading Comprehension, Active Listening
Medical Assistants	95	$13.10	$18.09	Speaking, Active Listening, Reading Comprehension

Short-Term On-the-Job Training Occupation	Average Annual Job Openings	Hourly Wages Entry	Experienced	Skills
Laborers/Freight/Stock & Material Movers	965	$10.64	$15.88	Coordination, Critical Thinking, Operation & Control
Combined Food Prep. & Serving Workers	947	$8.96	$10.68	Active Listening, Service Orientation, Speaking
Retail Salespersons	814	$9.27	$14.82	Active Listening, Persuasion, Speaking
Cashiers	805	$9.01	$11.47	Active Listening, Service Orientation, Speaking
Waiters & Waitresses	568	$8.87	$10.46	Active Listening, Service Orientation, Social Perceptiveness
Stock Clerks & Order Fillers	501	$9.70	$15.33	Speaking, Active Listening, Social Orientation
Office Clerks, General	468	$10.68	$20.11	Active Listening, Reading Comprehension, Speaking
Janitors/Cleaners, Ex.Maids/Housekeepers	371	$9.96	$14.75	Active Listening, Coordination, Critical Thinking
Packers & Packagers, Hand	318	$10.24	$13.33	Monitoring, Active Listening, Coordination
Truck Drivers, Light or Delivery Services	289	$10.76	$22.31	Operation & Control, Active Listening, Speaking

Source: Annual Openings - IL Department of Employment Security - Economic Development Region Occupational Projections 2016-2026
Wage Data - IL Department of Employment Security – Occupational Employment Statistics
Skills – Top 3 skills from ONet

Northern Stateline
Economic Development Region - Illinois Community College System
Fiscal Year 2018 Summary of Career and Technical Education Degree and Certificate Graduates

District ID	College Name	Associate in Applied Science	Certificates of One Year or More	Certificates of Less Than One Year	Total
51101	Rock Valley	201	210	474	885
51901	Highland	91	36	250	377
Northern Stateline Total		292	246	724	1,262
State Total		**10,582**	**6,365**	**23,966**	**40,913**
% of State Total		**2.76%**	**3.86%**	**3.02%**	**3.08%**

Illinois Community College Board

More detailed curriculum-level data about Illinois Community College System students and graduates are available through the ICCB Databook (Table III-3 and Table III-9).

ICCB Databook:
https://www.iccb.org/data/data-characteristics/

Source of Data: ICCB Centralized Data System

Northern Stateline
Economic Development Region - Illinois Community College System
Fiscal Year 2018 Summary of Transfer and General Studies Degree and Certificate Graduates

District ID	College Name	Associate in Arts	Associate in Science	Associate in Arts and Science	Associate of Arts in Teaching	Associate in Engineering Science	Associate in Fine Arts	Associate in Liberal Studies & General Ed	General Studies Certificate	Total
51101	Rock Valley	574	198	0	0	20	0	1	0	793
51901	Highland	88	59	0	0	2	0	24	0	173
Northern Stateline Total		662	257	0	0	22	0	25	0	966
State Total		**13,349**	**6,466**	**409**	**3**	**325**	**96**	**3,095**	**15**	**23,758**
% of State Total		**4.96%**	**3.97%**	**0.00%**	**0.00%**	**6.77%**	**0.00%**	**0.81%**	**0.00%**	**4.07%**

Northern Stateline
Economic Development Region - Illinois Community College System
Fiscal Year 2018 Summary of Unduplicated Headcount Enrollment by Program Classification

District ID	College Name	Bacc / Transfer	Vocational	Career and Technical Ed.	ABE	ASE	ESL	General Studies	General Associates	Total	Noncredit Total
51101	Rock Valley	6,823	362	1,993	323	301	584	0	1	10,387	11,304
51901	Highland	2,221	104	574	33	36	9	502	89	3,568	1,087
Northern Stateline Total		9,044	466	2,567	356	337	593	502	90	13,955	12,391
State Total		**265,464**	**36,059**	**131,076**	**20,354**	**6,509**	**29,669**	**1,839**	**28,417**	**519,387**	**169,902**
% of State Total		**3.41%**	**1.29%**	**1.96%**	**1.75%**	**5.18%**	**2.00%**	**27.30%**	**0.32%**	**2.69%**	**7.29%**

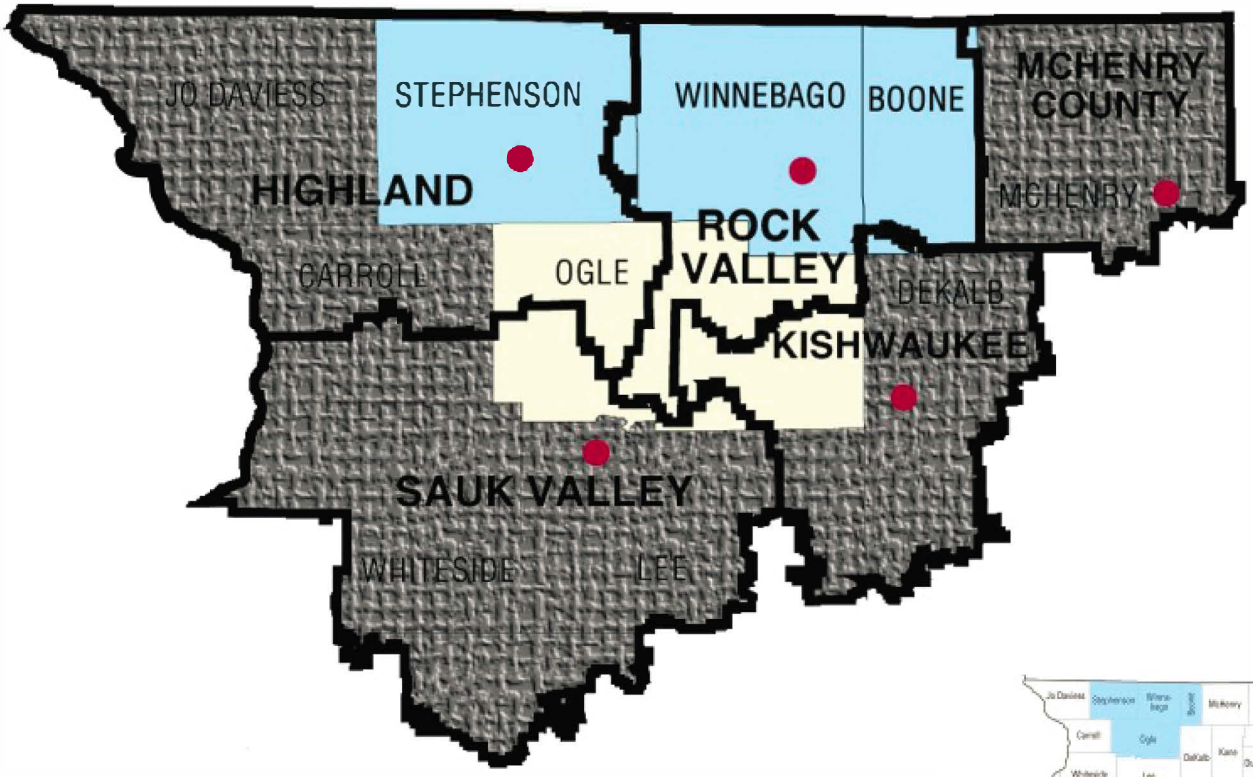
ABE = Adult Basic Education; ASE = Adult Secondary Education; ESL English-as-a-Second Language

** Noncredit instruction provides activities that do not meet ICCB Rules for credit courses, such as those designed for specific employers, professional development, or others offered for hobby, leisure, or recreational

Northern Stateline Economic Development Region - Illinois Community College System Fiscal Year 2018 Summary of Graduates by Career Cluster																			
District ID	**College Name**	**Agriculture, Food and Natural Resources**	**Architecture and Construction**	**Arts, Audio/Video Technology and Communications**	**Business, Management and Administration**	**Education and Training**	**Finance**	**Government & Public Administration**	**Health Science**	**Hospitality and Tourism**	**Human Services**	**Information Technology**	**Law, Public Safety, Corrections and Security**	**Manufacturing**	**Marketing Sales and Service**	**Science, Technology, Engineering and Mathematics**	**Transportation, Distribution, and Logistics**	**Associate - Transfer**	**Total**
51101	Rock Valley	0	35	13	42	11	0	0	325	0	9	59	24	84	0	0	283	793	1,678
51901	Highland	16	0	0	37	4	0	0	188	2	28	5	3	32	0	0	62	173	550
Northern Stateline Total		16	35	13	79	15	0	0	513	2	37	64	27	116	0	0	345	966	2,228
State Total		**1,171**	**3,110**	**783**	**3,141**	**758**	**17**	**0**	**15,930**	**1,510**	**1,873**	**2,101**	**2,164**	**3,874**	**333**	**24**	**4,139**	**23,743**	**64,671**
% of State Total		**1.37%**	**1.13%**	**1.66%**	**2.52%**	**1.98%**	**0.00%**	**N/A**	**3.22%**	**0.13%**	**1.98%**	**3.05%**	**1.25%**	**2.99%**	**0.00%**	**0.00%**	**8.34%**	**4.07%**	**3.45%**

2022 Regional Plan Data Packet

EDR 5 - Northern Stateline



LWIA 4

LWIA 3

Community College District Boundaries & Locations

Population Trends

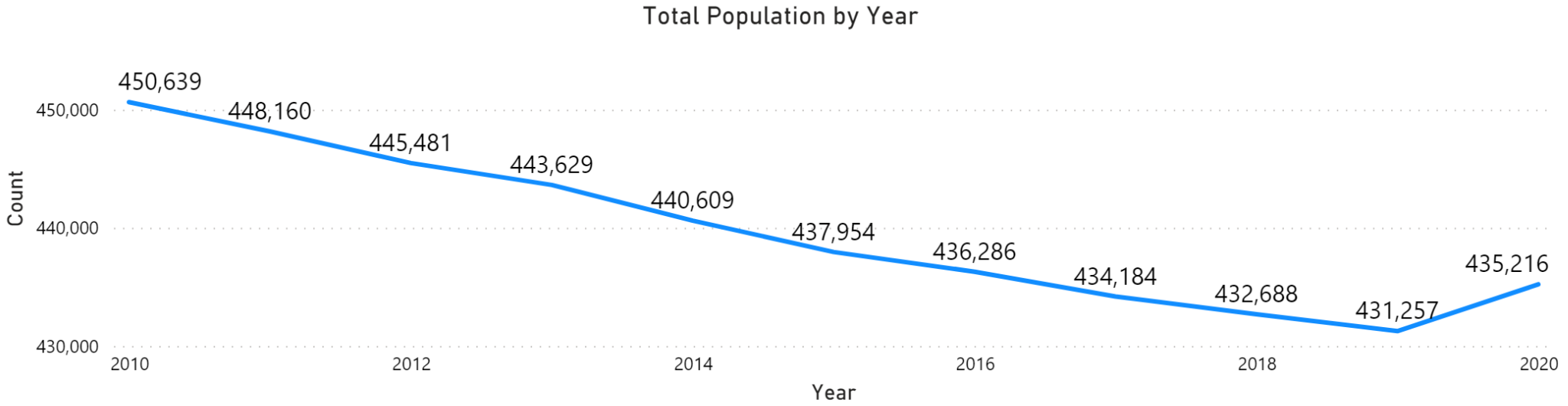
Region

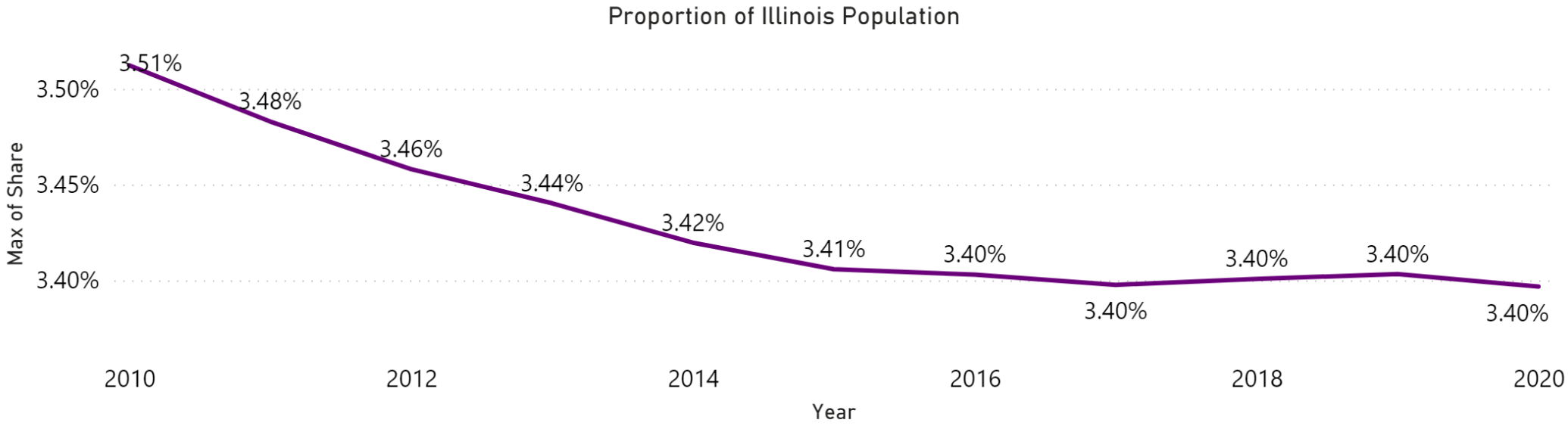
Northern Stateline

Illinois has a population of 12,812,508 and is the 6th largest state in the nation.

Counties in Region

County	Population in 2020
Winnebago	285,350
Boone	53,448
Ogle	51,788
Stephenson	44,630
Total	**435,216**





Source: U.S. Census Bureau, Population Estimates Program, 2019 & 2020 Census Redistricting Data.

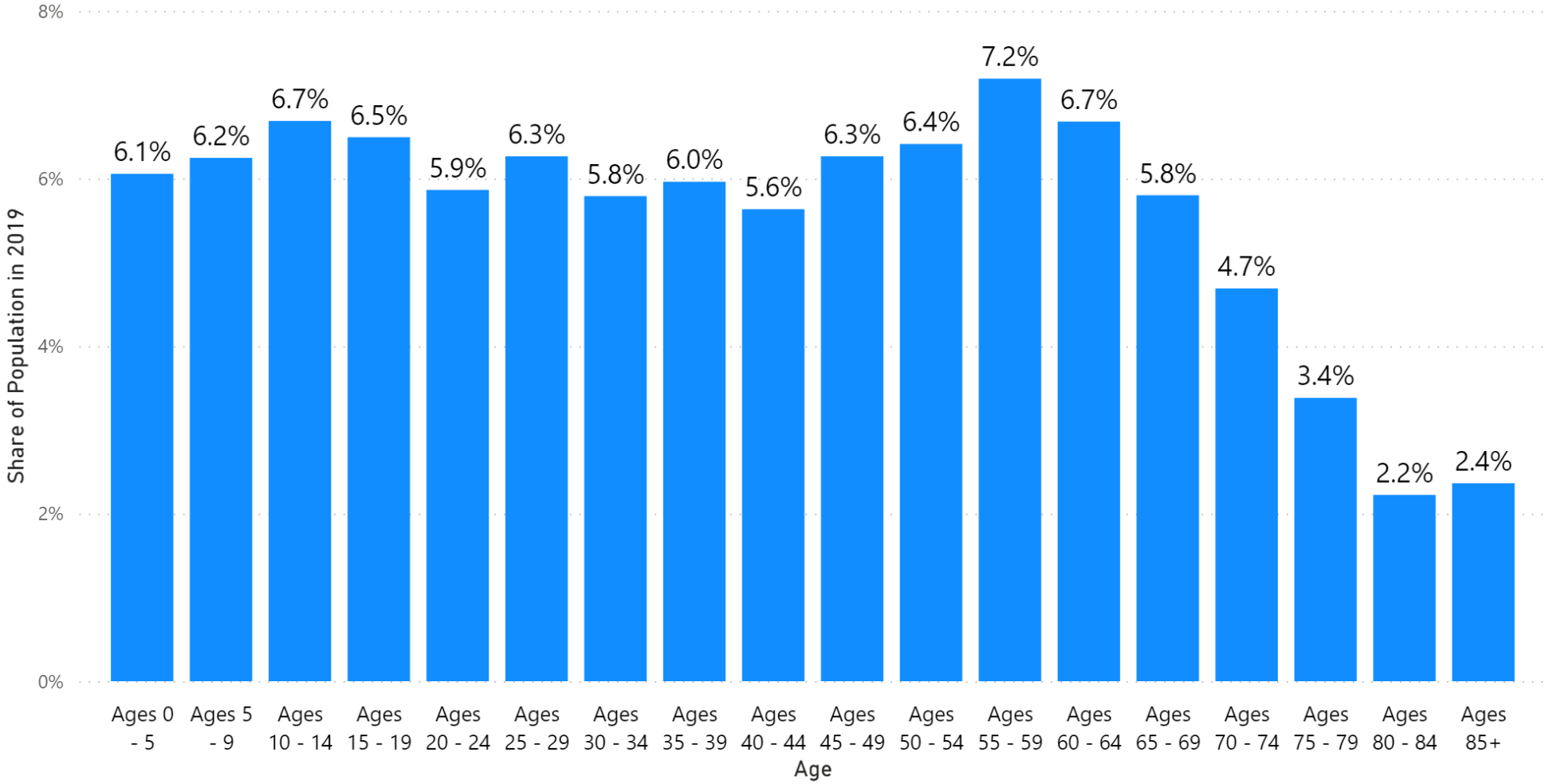
Population Trends

Region

Northern Stateline

The median age in Illinois has been steadily increasing over the past decade. In 2019, the median age was 38.6 compared to 36.6 in 2010. Statewide, just over 16% of Illinois residents are age 65 and over.

Population by Age Group



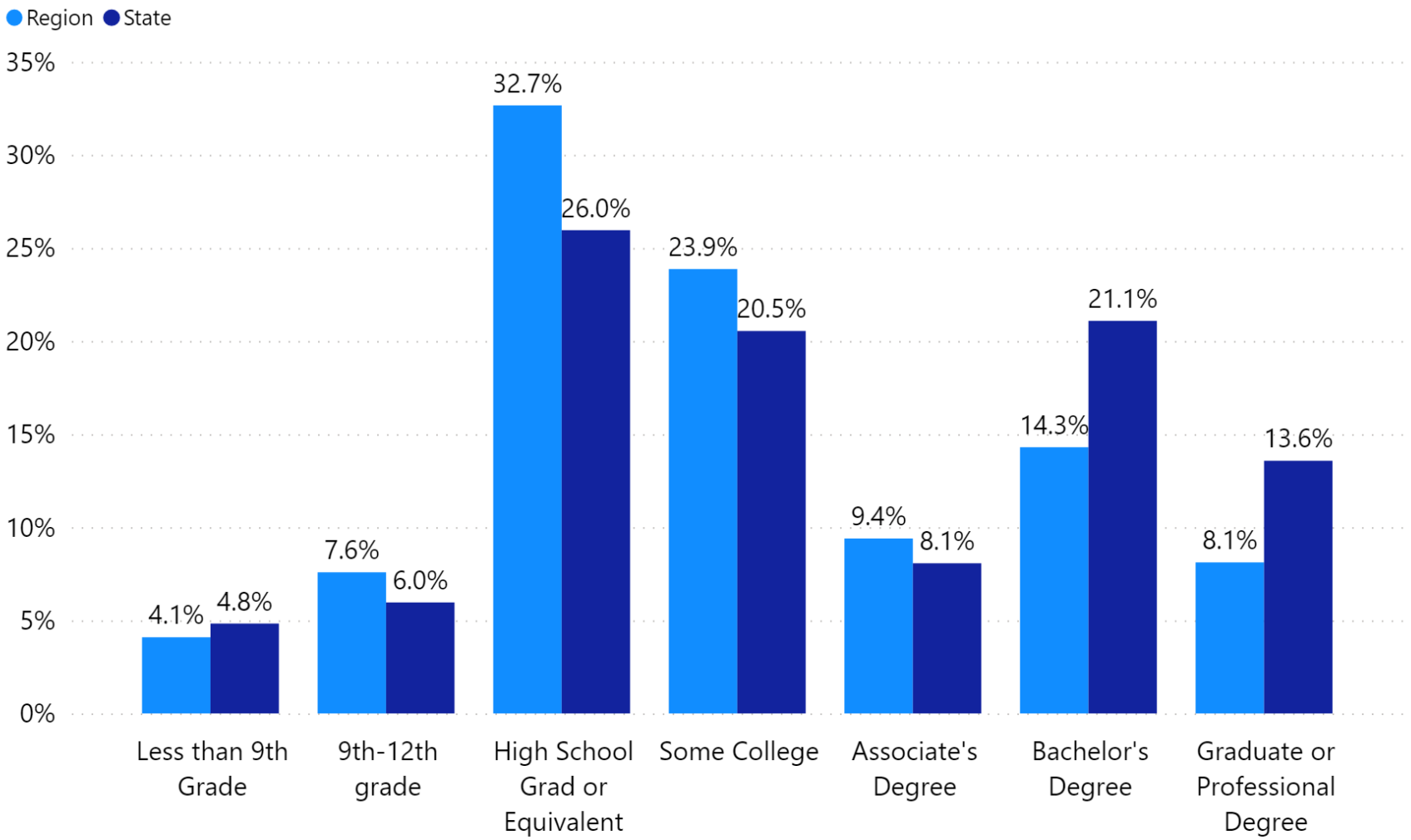
Age Group	2019 Population
Ages 0 - 5	26,117
Ages 5 - 9	26,937
Ages 10 - 14	28,838
Ages 15 - 19	28,001
Ages 20 - 24	25,288
Ages 25 - 29	27,016
Ages 30 - 34	24,969
Ages 35 - 39	25,709
Ages 40 - 44	24,295
Ages 45 - 49	27,018
Ages 50 - 54	27,652
Ages 55 - 59	31,015
Ages 60 - 64	28,806
Ages 65 - 69	25,014
Ages 70 - 74	20,216
Ages 75 - 79	14,584
Ages 80 - 84	9,591
Ages 85+	10,191
Total	**431,257**

Source: U.S. Census Bureau, Annual County Resident Population, 2019.

Education Attainment of Population 25 & Over

Region
Northern Stateline

Over 63% of Illinois residents 25 & over continued education past high school.



	Population Ages 25+
Less than 9th Grade	12,131
9th-12th grade	22,479
High School Grad or Equivalent	96,855
Some College	70,786
Associate's Degree	27,862
Bachelor's Degree	42,404
Graduate or Professional Degree	24,057
Total	**296,574**

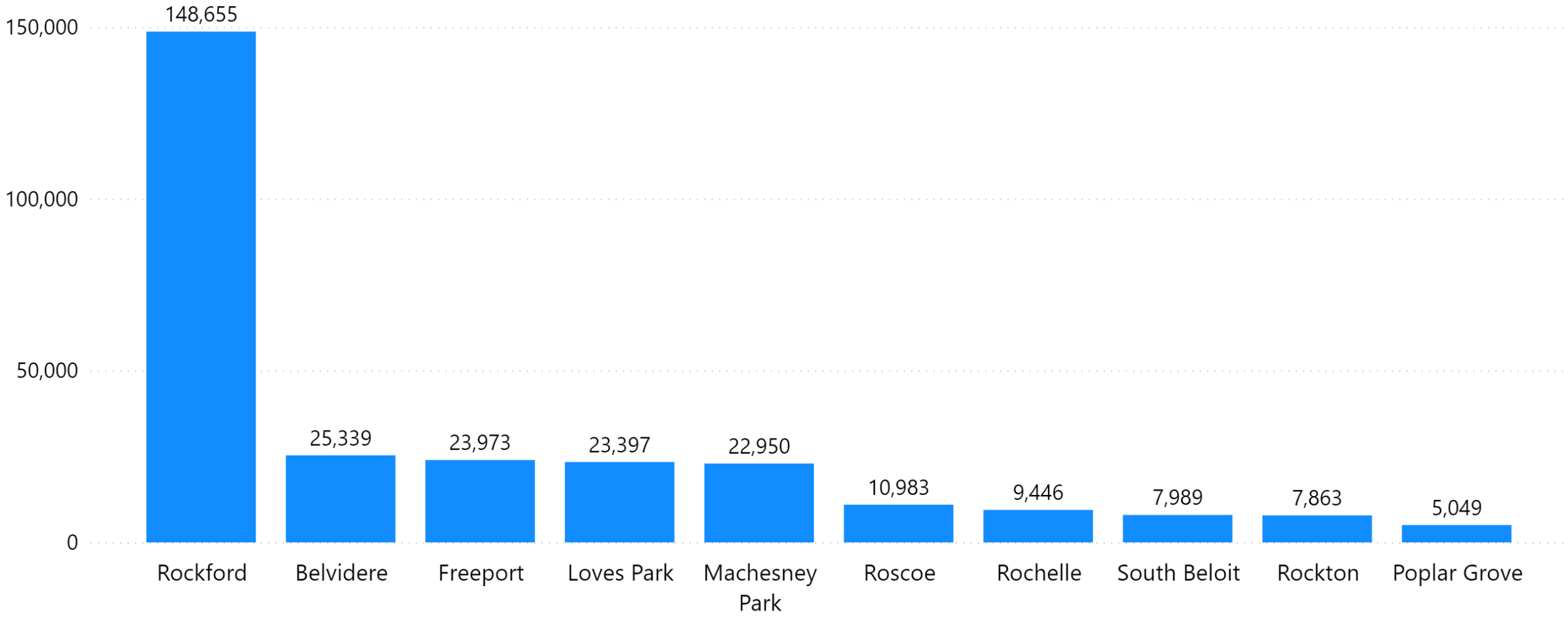
Source: U.S. Census Bureau, 2015-2019 American Community Survey, Table S1501.

Population by Largest Cities in Region

Region

Northern Stateline

Statewide, Illinois has a current population of 12.8 million people (4% of the US Population). The population of Illinois declined each year between 2013 and 2019, but it increased in 2020.



Source: U.S. Census Bureau, 2020 Census Redistricting Data. City-to-region crosswalk based on GIS analysis by the Center for Governmental Studies at Northern Illinois University.

Veteran Population by Age, Type, Race, & Education

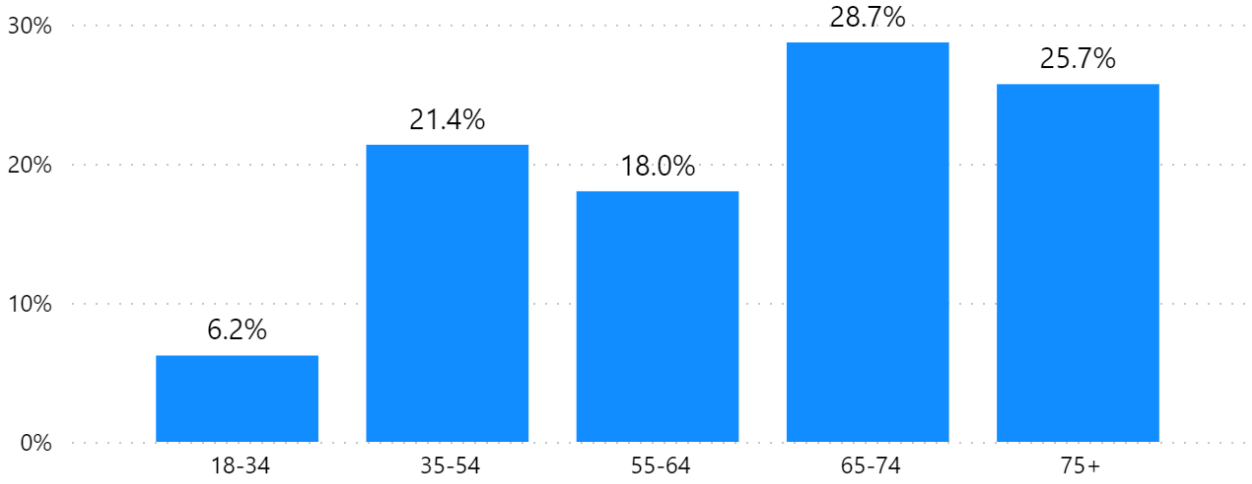
Region

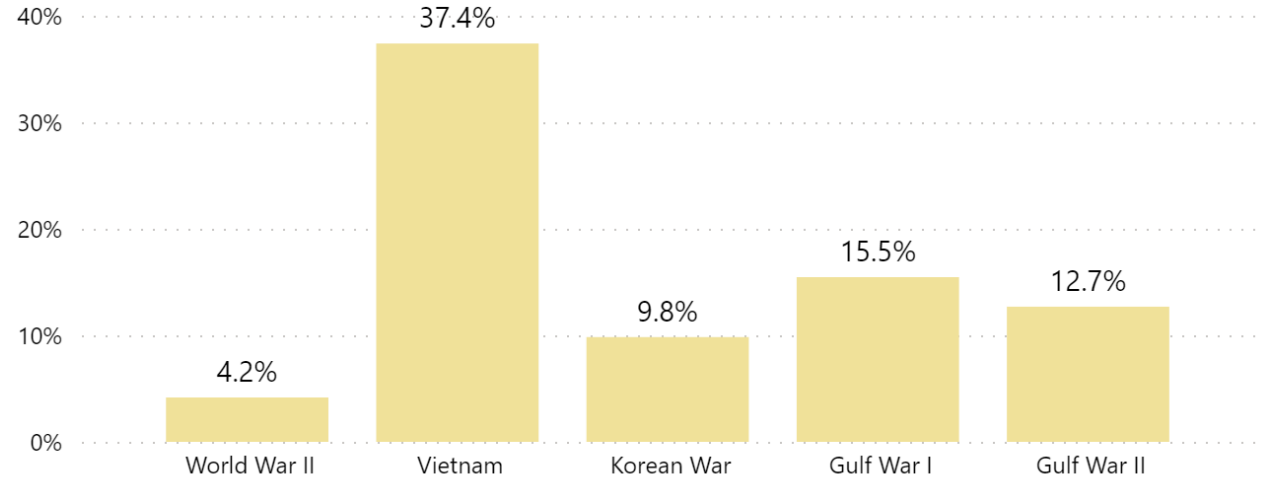
Northern Stateline

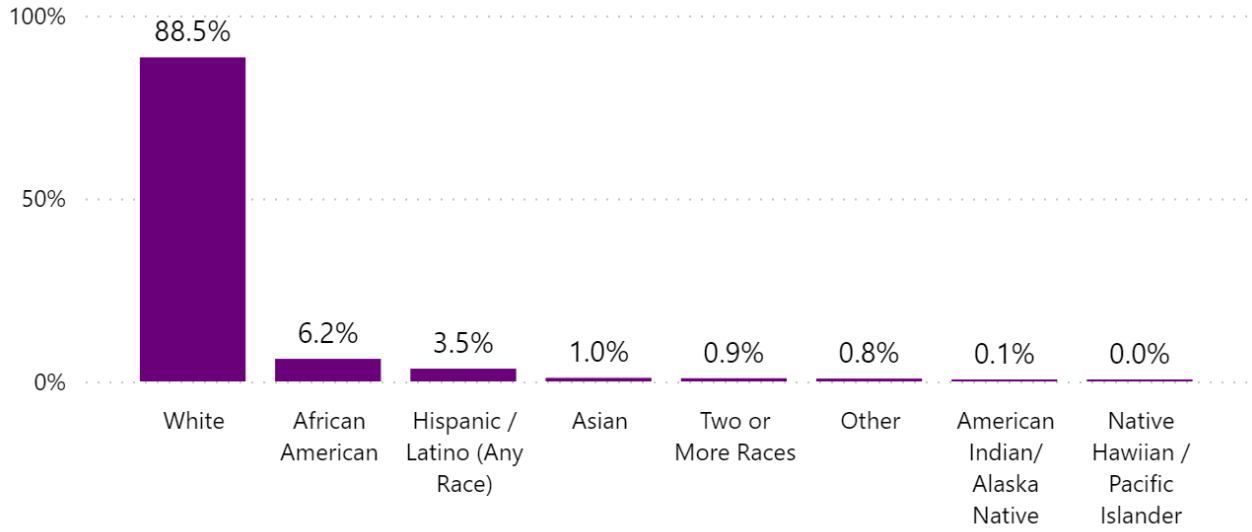
26,240

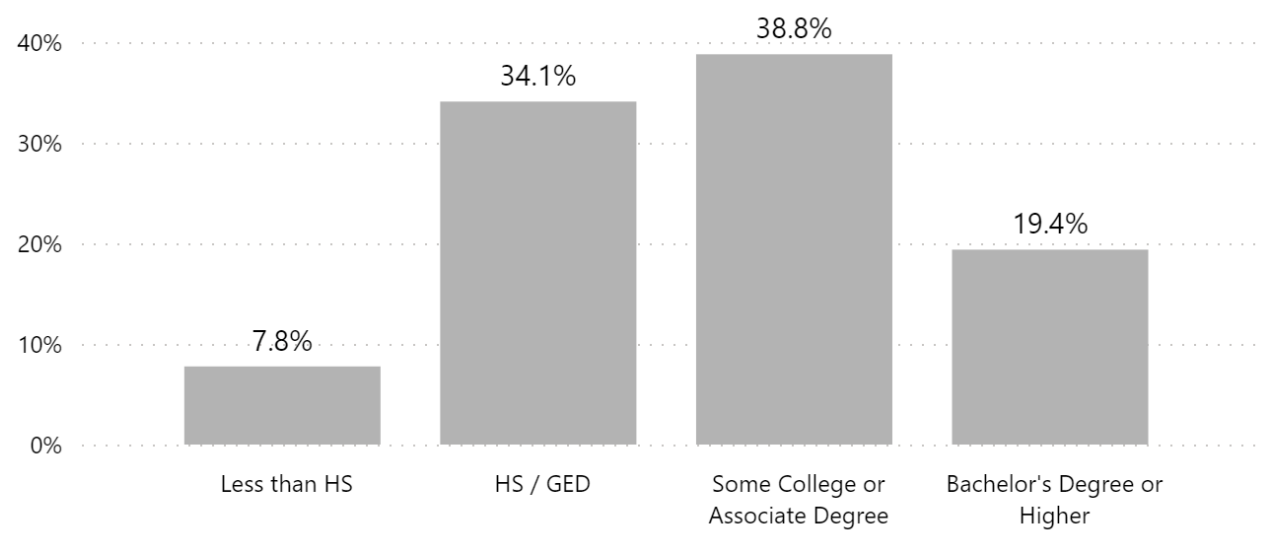
Regional Veteran Population

Statewide, there are 570,264 veterans in Illinois, which is about 4% of the total population. On the national level, veterans represent about 6% of the total population.









Source: U.S. Census Bureau, 2015-2019 American Community Survey, Table S2101.

Population with Disabilities by Age and Type

Region

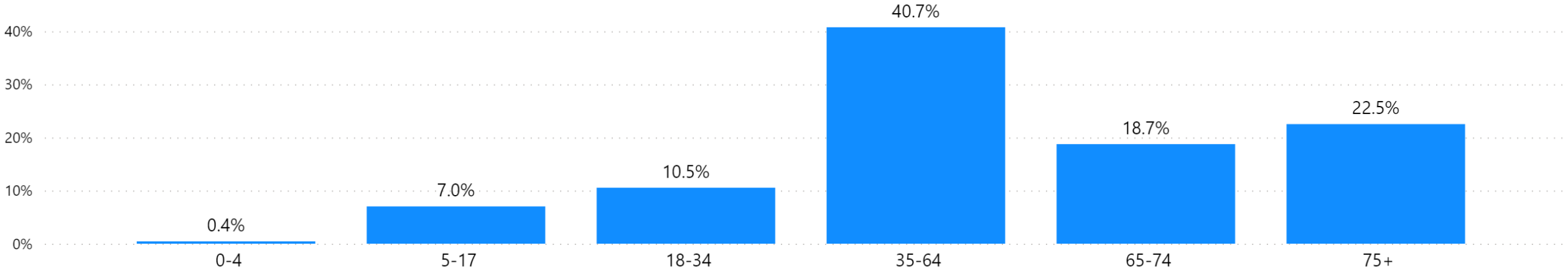
Northern Stateline

58,467

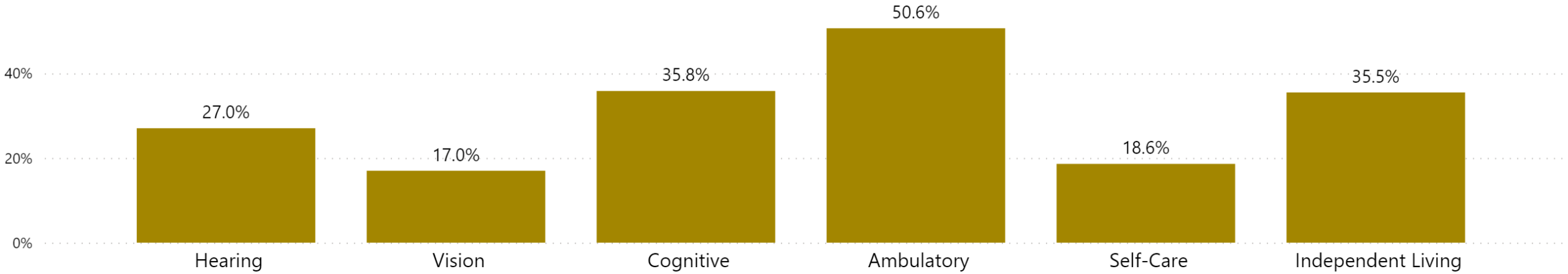
People with disabilities in region

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

Share of Persons with Disabilities by Age



Share of Persons with Disabilities by Type*



*Sum of percentages can exceed 100 due to persons with multiple disabilities.

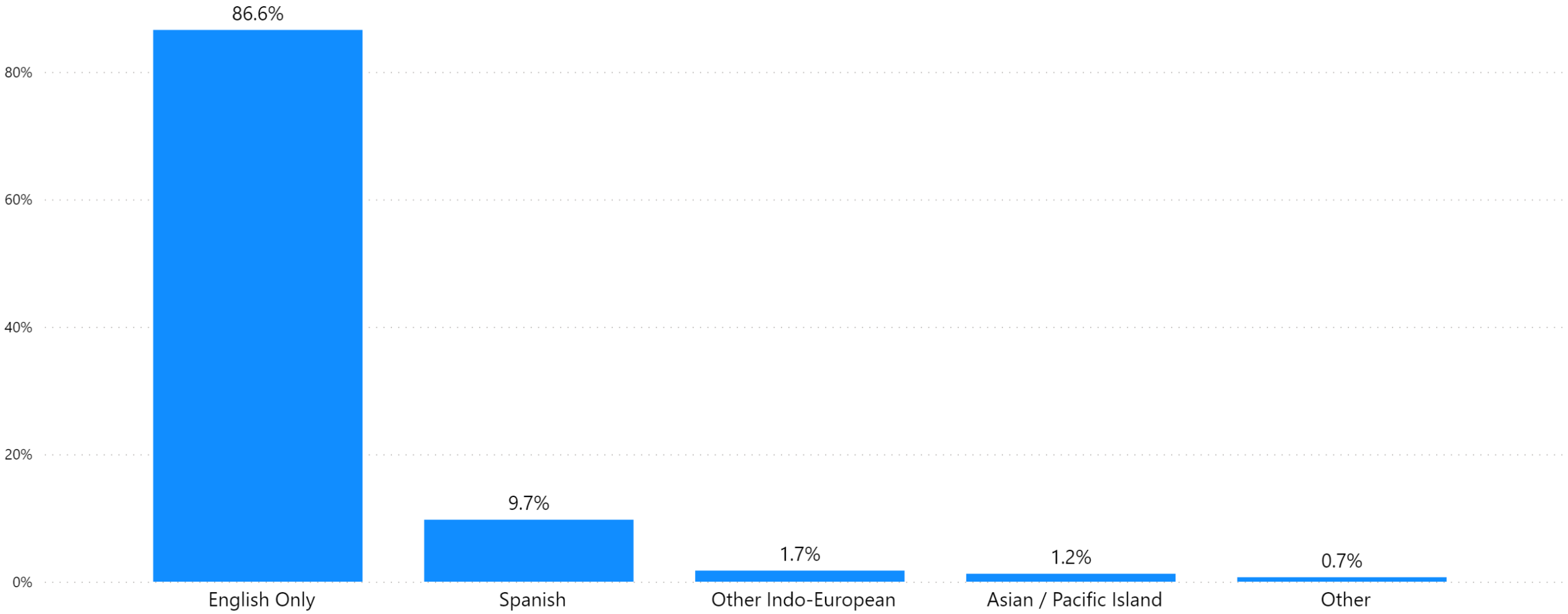
Source: U.S. Census Bureau, 2015-2019 American Community Survey, Table S1810.

Population by Language

Region

Northern Stateline

Statewide, 23.1% of Illinois residents speak a langauge other than English at home. On the national level, 21.6% of the population speaks a language other than English at home.



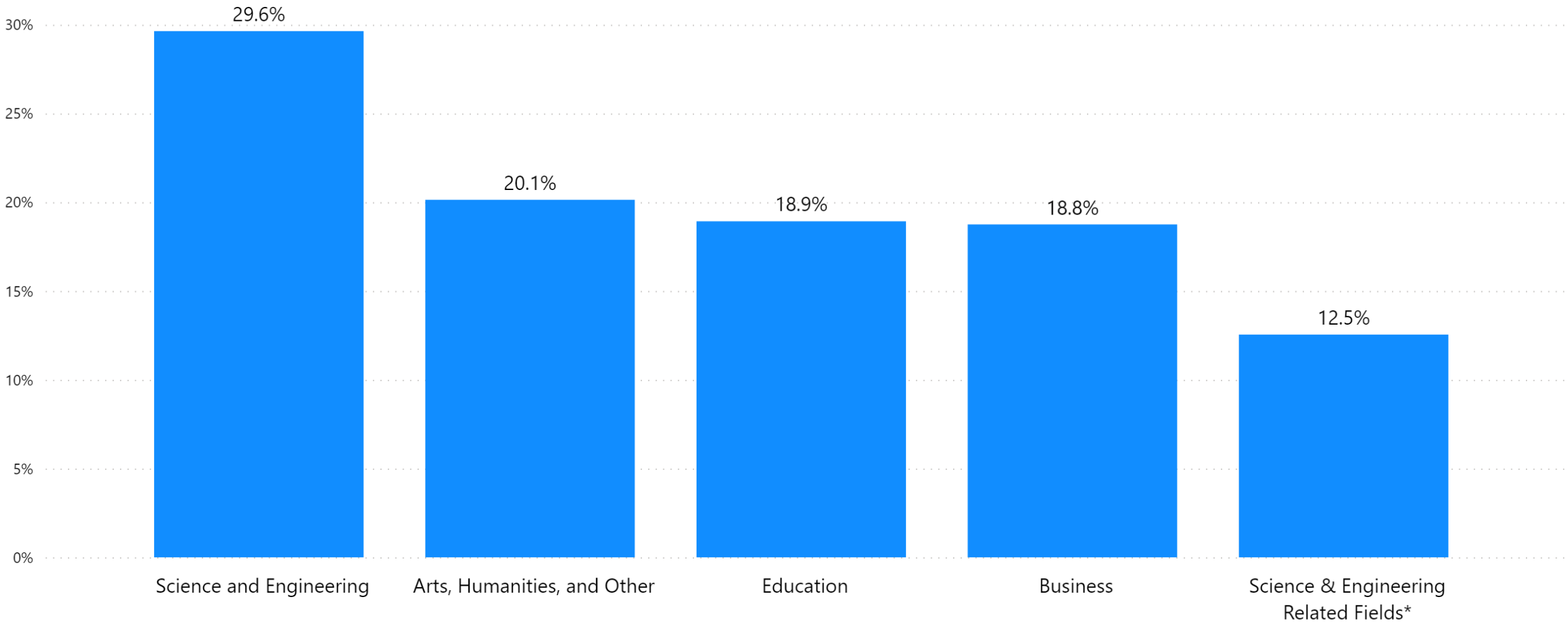
Source: U.S. Census Bureau, 2015-2019 American Community Survey, Table S1601.

Bachelor Degree Population by Field

Region

Northern Stateline

In Illinois, 36% of individuals 25 or older hold at least a Bachelor's degree, which is higher than the national figure of 32%.



*E.g., pre-med, engineering technology.

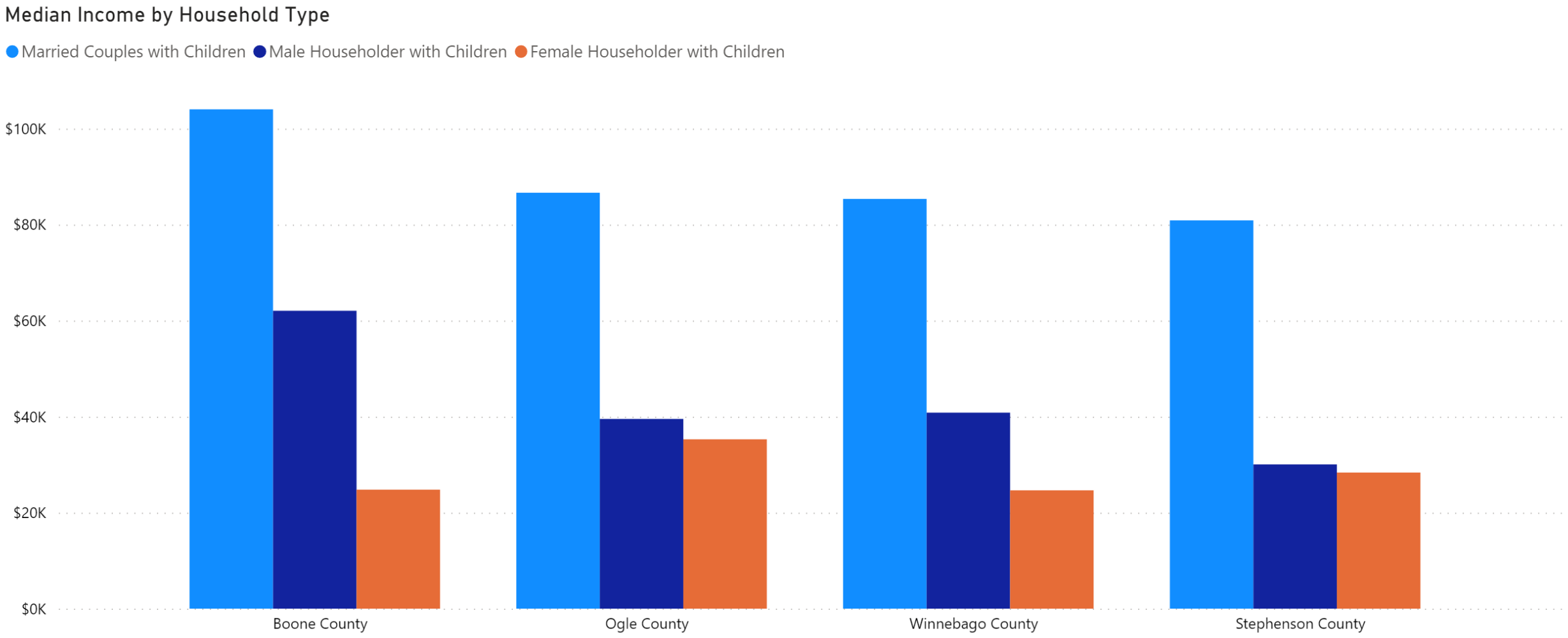
Source: U.S. Census Bureau, 2015-2019 American Community Survey, Table S1502.

Median Income by County- Households with Children

Region

Northern Stateline

The statewide median income for all households was $65,886, which is 5% higher than the national level of $62,843. In Illinois, the median income was $107,172 for married couples with children, $44,318 for male householders with children, and $39,720 for female householders with children.



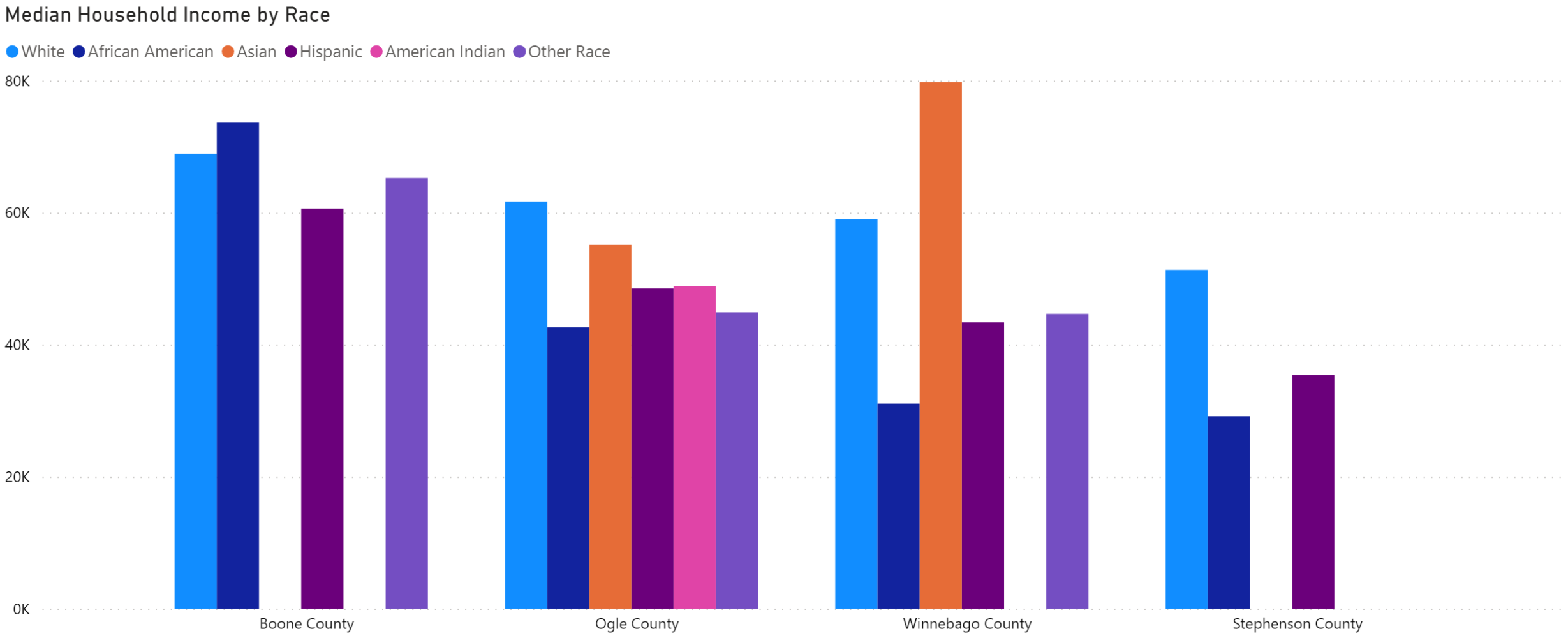
Source: U.S. Census Bureau, 2015-2019 American Community Survey, Table S1903.

Median Income by County and Race

Region

Northern Stateline

Statewide, the median income for African American households is $38,573, American Indian households is $49,634, Asian households is $90,278, Hispanic households is $55,836, White households is $71,922, and Other Race households is $52,832.



Source: U.S. Census Bureau, 2015-2019 American Community Survey, Table S1903.

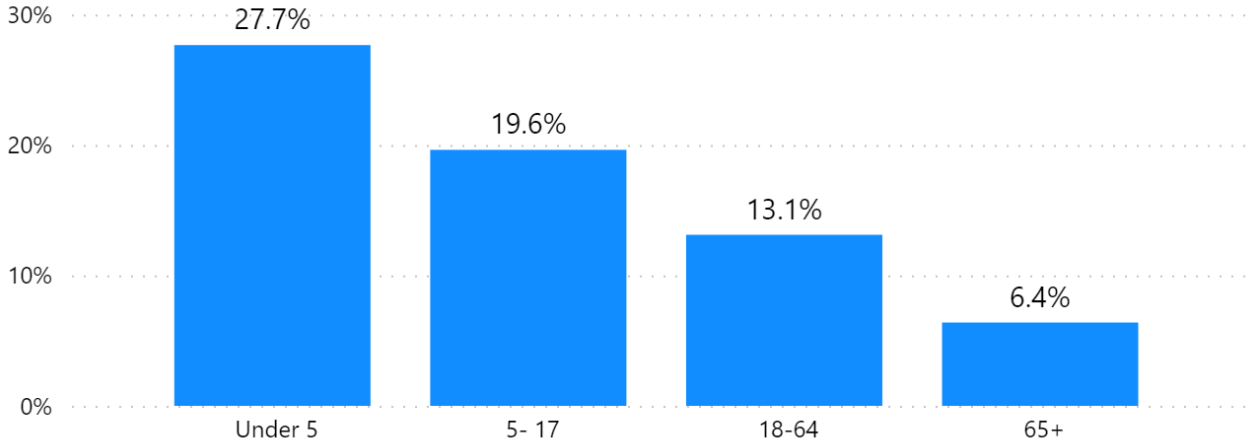
Percent of Population Below Poverty

Region

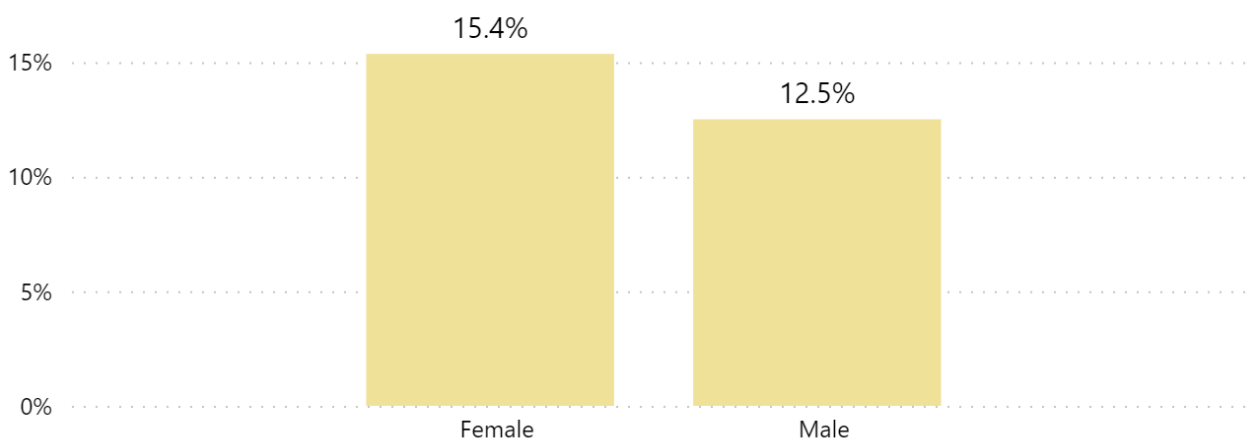
Northern Stateline

Roughly 1.6 million Illinois residents live below poverty. Children under the age of 5 (19%), females (14%), African Americans (26%), and individuals lacking a high school diploma or equivalent (23%) are more likely to live below poverty.

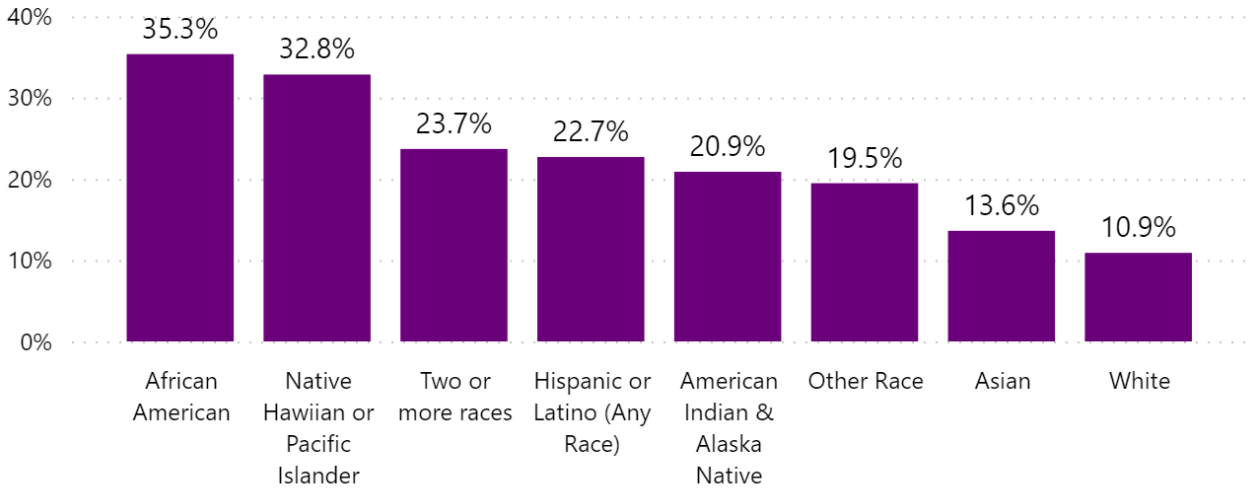
By Age

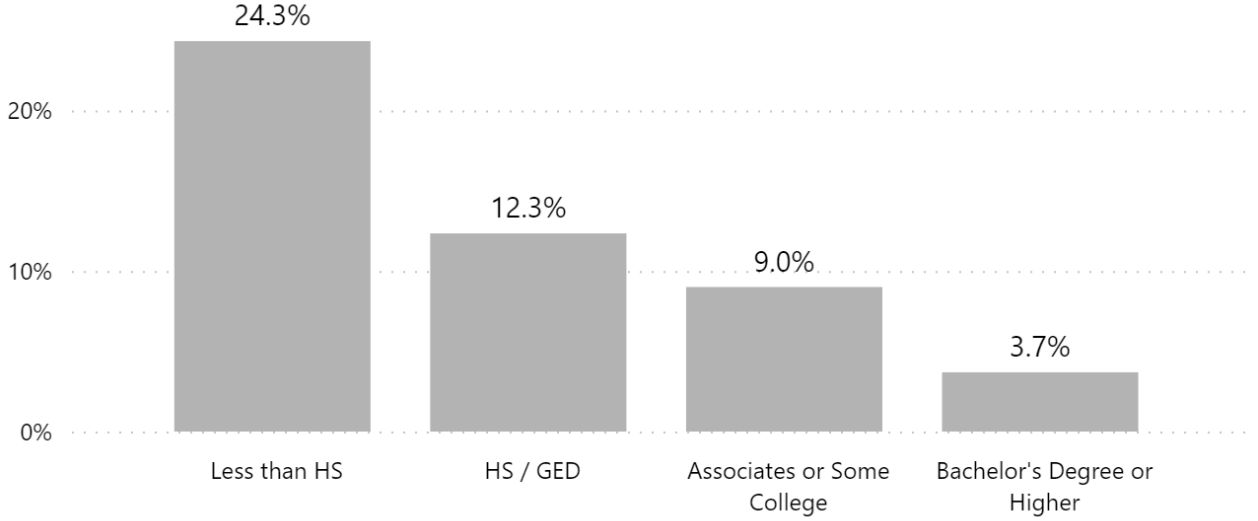


By Sex



By Race/Ethnicity





Source: U.S. Census Bureau, 2015-2019 American Community Survey, Table S1701

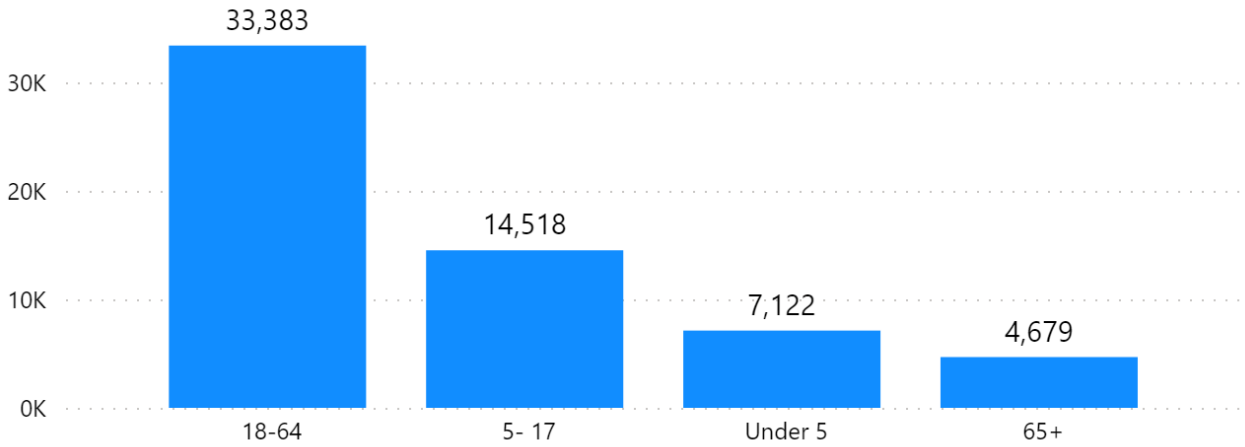
Counts of Population Below Poverty

Region

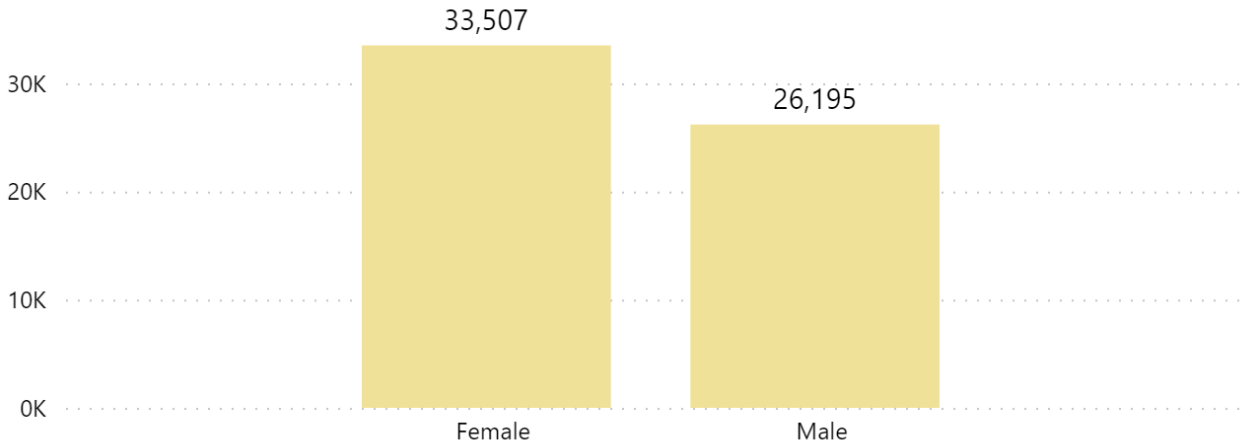
Northern Stateline

Roughly 1.6 million Illinois residents live below poverty. Children under the age of 5 (19%), females (14%), African Americans (26%), and individuals lacking a high school diploma or equivalent (23%) are more likely to live below poverty. Approximately 12.5% of the population in Illinois are below the poverty level compared to 13.4% nationwide. About 44.6% of the population in poverty worked full-time, year round, 23.3% worked part-time or part-year, and 32.0% did not work.

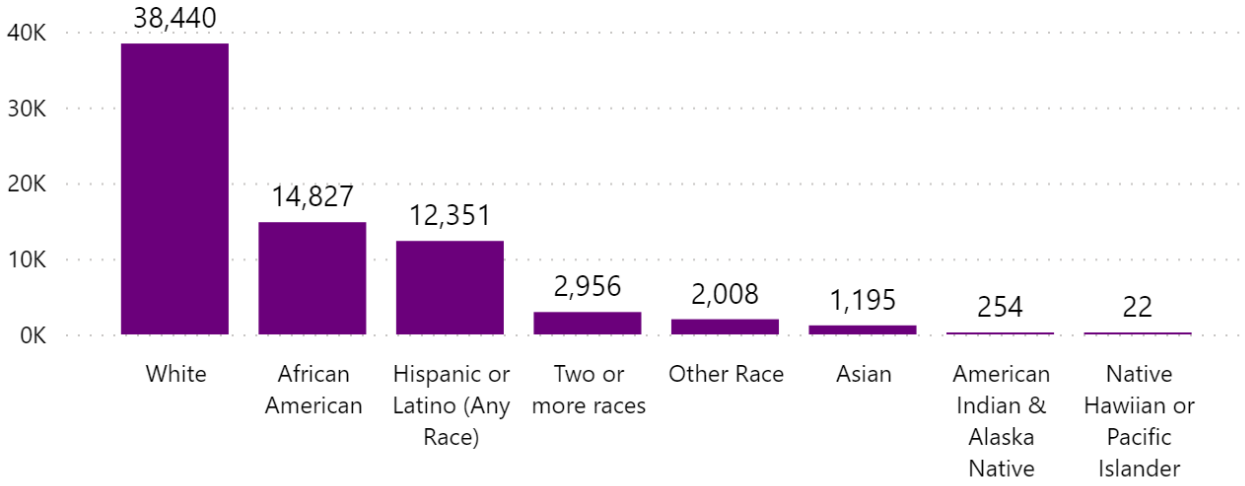
By Age

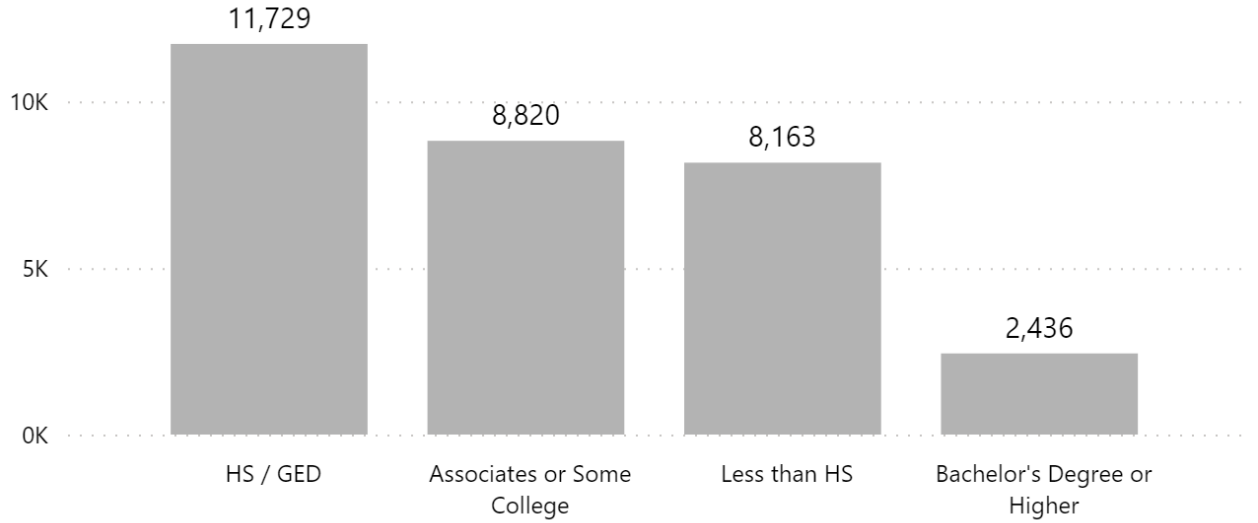


By Sex



By Race/Ethnicity





Source: U.S. Census Bureau, 2015-2019 American Community Survey, Table S1701

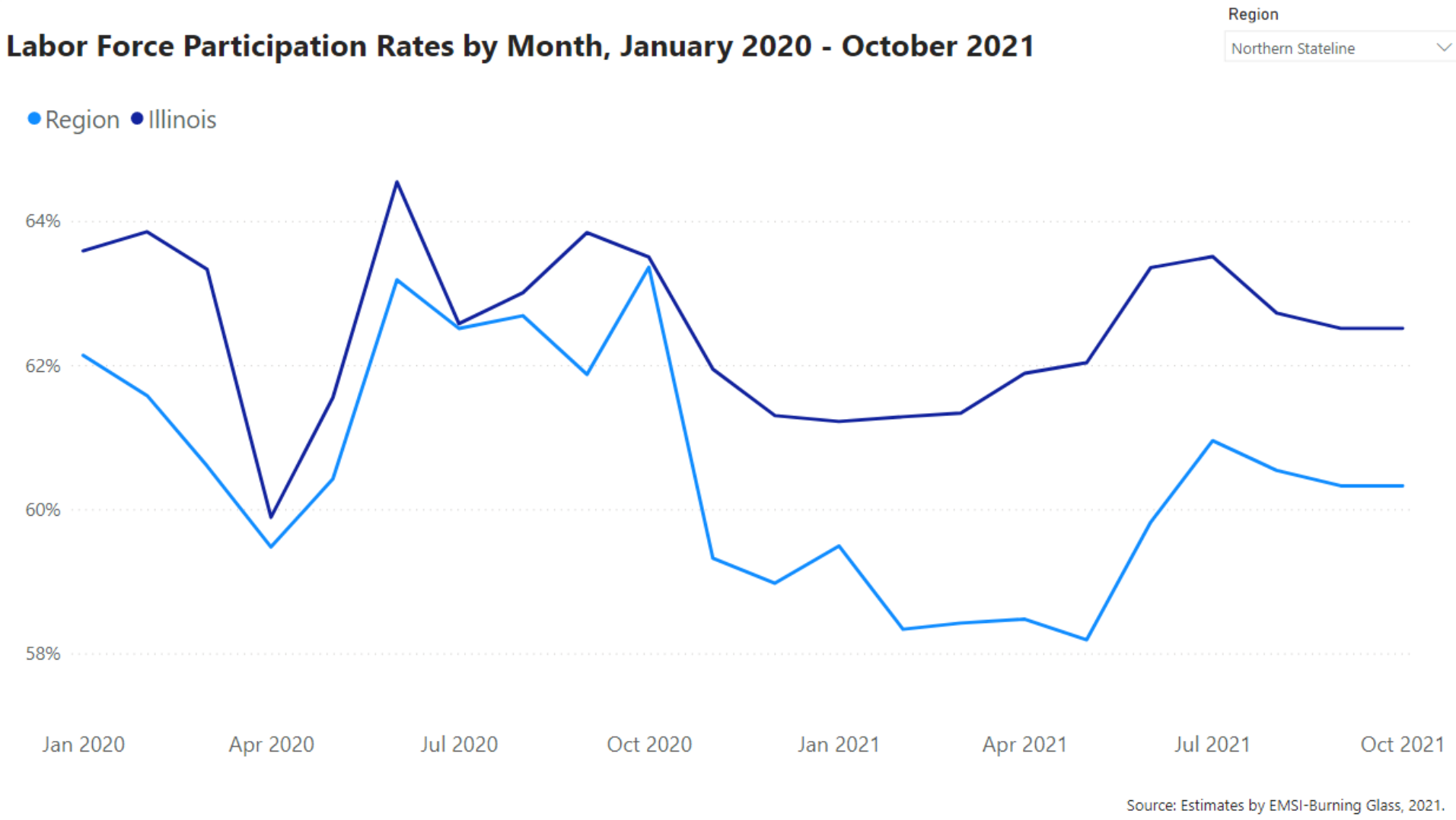
ADDITIONAL TARGET POPULATION STATISTICS

EDR 5 Northern Stateline

(Boone, Ogle, Stephenson, Winnebago)

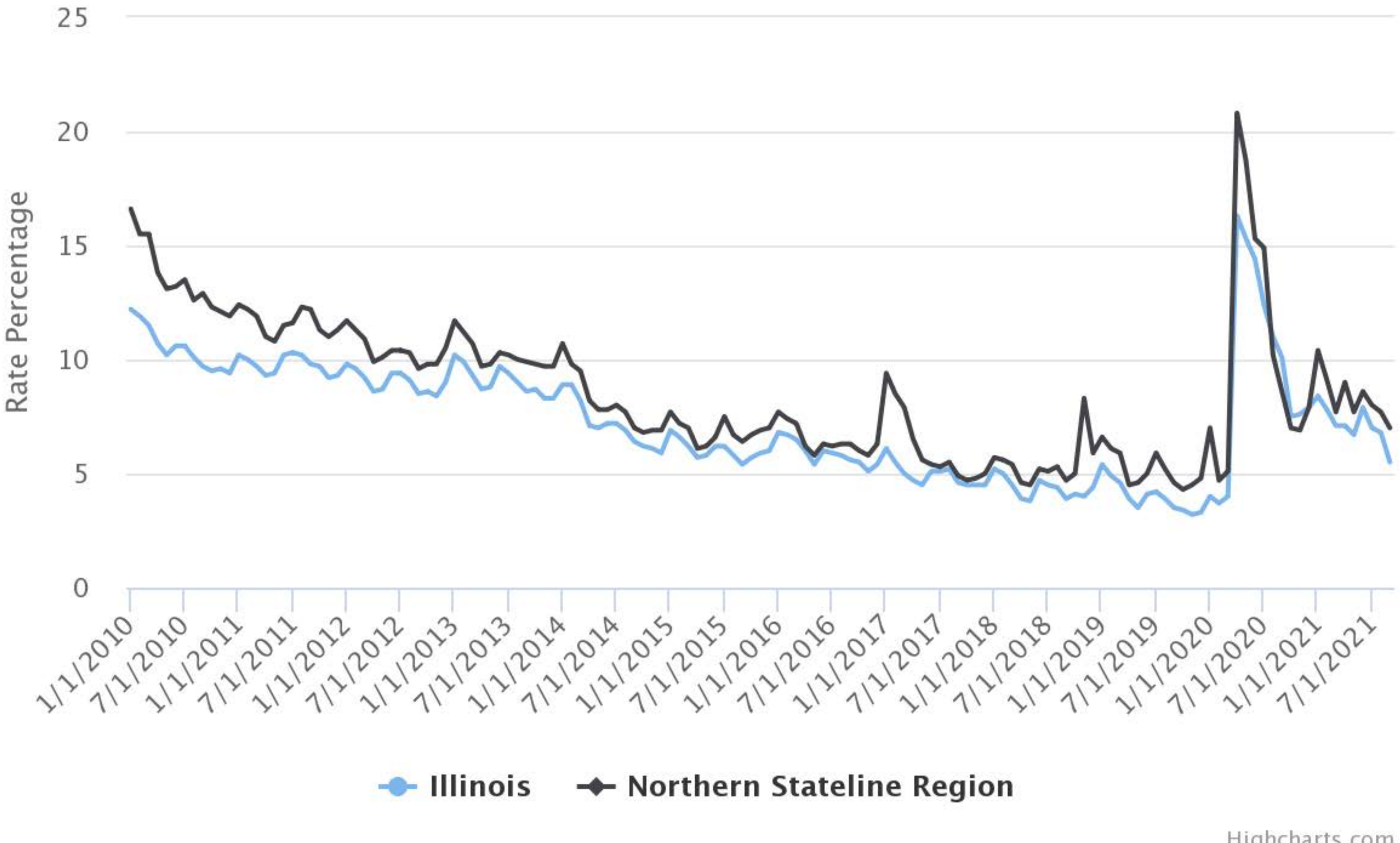
Low-Income Indicators	
SNAP Households, Monthly Average 2020	41,314
SNAP Cases, Monthly Average 2020	81,953
TANF Cases, Monthly Average 2020	1,087
TANF Persons, Monthly Average 2020	3,169
Foster Care Indicators	
Total Foster Youth, October 31, 2021	864
Foster Youth- Foster Care	347
Foster Youth- Relative	493
Foster Youth- Institution or Group Home	16
Other Foster Youth	8
DOC Indicators	
Adult Prison Population by Sentencing Region, June 30th, 2021	1,227
Adult Parolee Population by Region of Residence, June 30, 2021	1,001
Average Daily Juvenile Detention Population, June 2021	18
Other Indicators	
Single Parents	
Male Householder with own children, no partner present	2,898
Female Householder with own children, no partner present	11,315
Adult Population at Risk	
Foreign Born Population	32,736
Age 18+ without high school diploma	40,235

Northern Stateline



Source: Estimates by EMSI-Burning Glass, 2021.

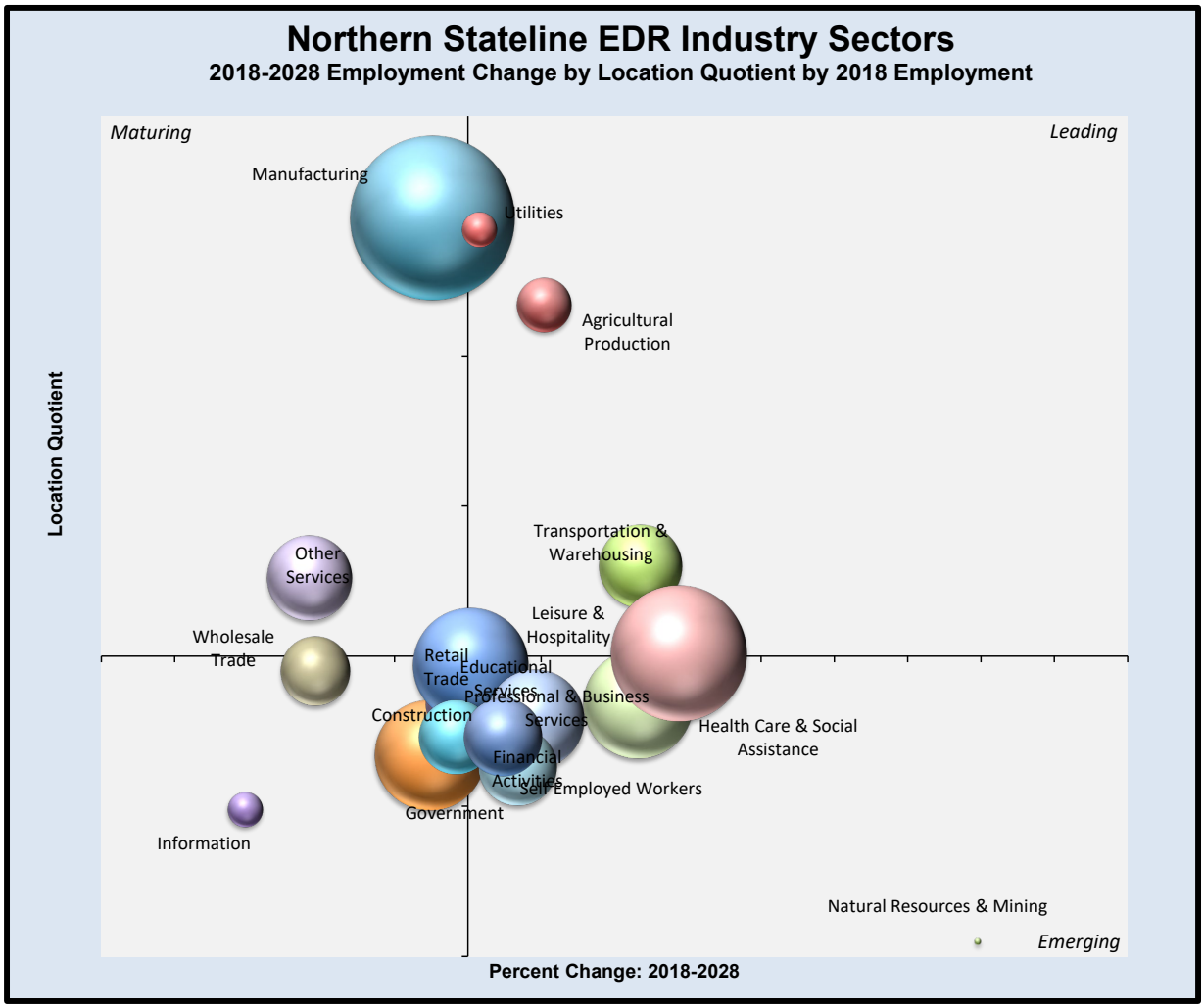
Not Seasonally Adjusted Monthly Unemployment Rate



Highcharts.com

NAICS Title	2018 Employment	Projected 2028 Employment	Net Employment Change 2018 -	Percent Employment Change	Concentration (Location Quotient)
TOTAL, ALL INDUSTRIES	201,392	203,800	2,408	1.2%	
Self Employed Workers	8,886	8,994	108	1.2%	0.73
Agricultural Production	4,202	4,310	108	2.6%	2.17
Natural Resources & Mining	46	54	8	17.4%	0.05
Construction	7,613	7,600	(13)	-0.2%	0.84
Manufacturing	39,106	38,636	(470)	-1.2%	2.46
Wholesale Trade	6,918	6,561	(357)	-5.2%	0.95
Retail Trade	19,203	19,225	22	0.1%	0.97
Utilities	1,676	1,683	7	0.4%	2.42
Transportation & Warehousing	9,807	10,388	581	5.9%	1.30
Information	1,729	1,597	(132)	-7.6%	0.49
Financial Activities	7,795	7,767	(28)	-0.4%	0.73
Professional & Business Services	17,682	17,454	(228)	-1.3%	0.67
Educational Services	13,965	14,286	321	2.3%	0.79
Health Care & Social Assistance	26,634	28,554	1,920	7.2%	1.01
Leisure & Hospitality	17,098	18,083	985	5.8%	0.84
Other Services	10,448	9,881	(567)	-5.4%	1.26
Government	8,584	8,727	143	1.7%	0.63

Leading
Maturing
Emerging


Northern Stateline EDR Industry Sectors
2018-2028 Employment Change by Location Quotient by 2018 Employment
Maturing
Leading
Manufacturing
Utilities
Agricultural Production
Transportation & Warehousing
Other Services
Leisure & Hospitality
Wholesale Trade
Retail Trade
Educational Services
Professional & Business Services
Construction
Health Care & Social Assistance
Financial Activities
Self-Employed Workers
Government
Information
Natural Resources & Mining
Emerging
Location Quotient
Percent Change: 2018-2028

Sectors, Industries & Clusters

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

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

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

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

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

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

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

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

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

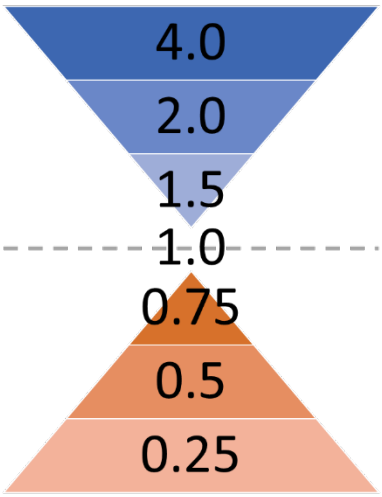
For example, the NAICS "Information" sector includes industries primarily focused on: publishing, motion pictures, broadcasting, internet publishing and broadcasting, telecommunications, data processing etc. Occupations requiring "information technology" skills are embedded in companies from all sectors.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

Regional Sector Analysis
Change in Employment and Location Quotient

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

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

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



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

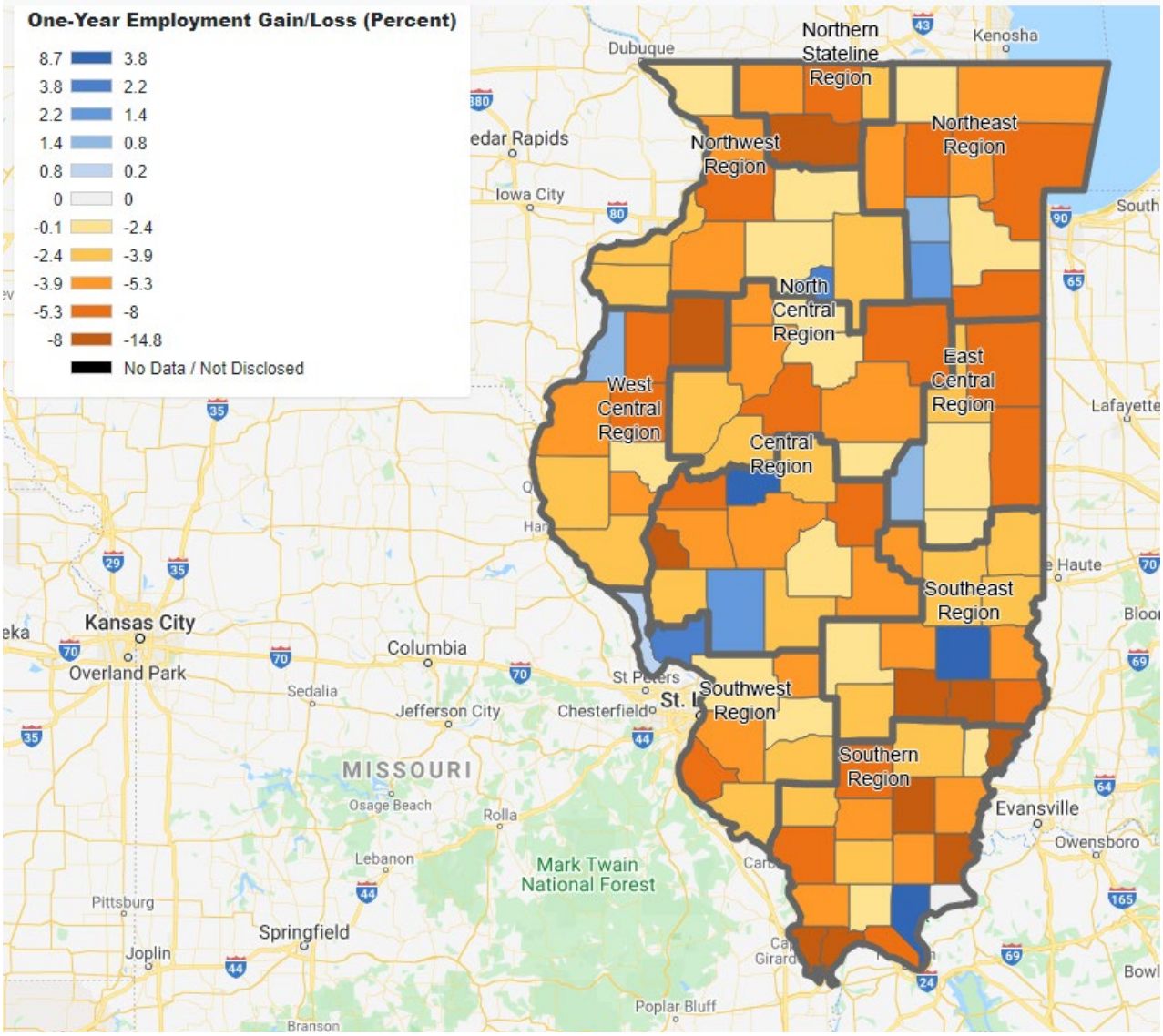
NOTE: Counties shaded black have insufficient numbers of workers to reach the federal employment reporting threshold.

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

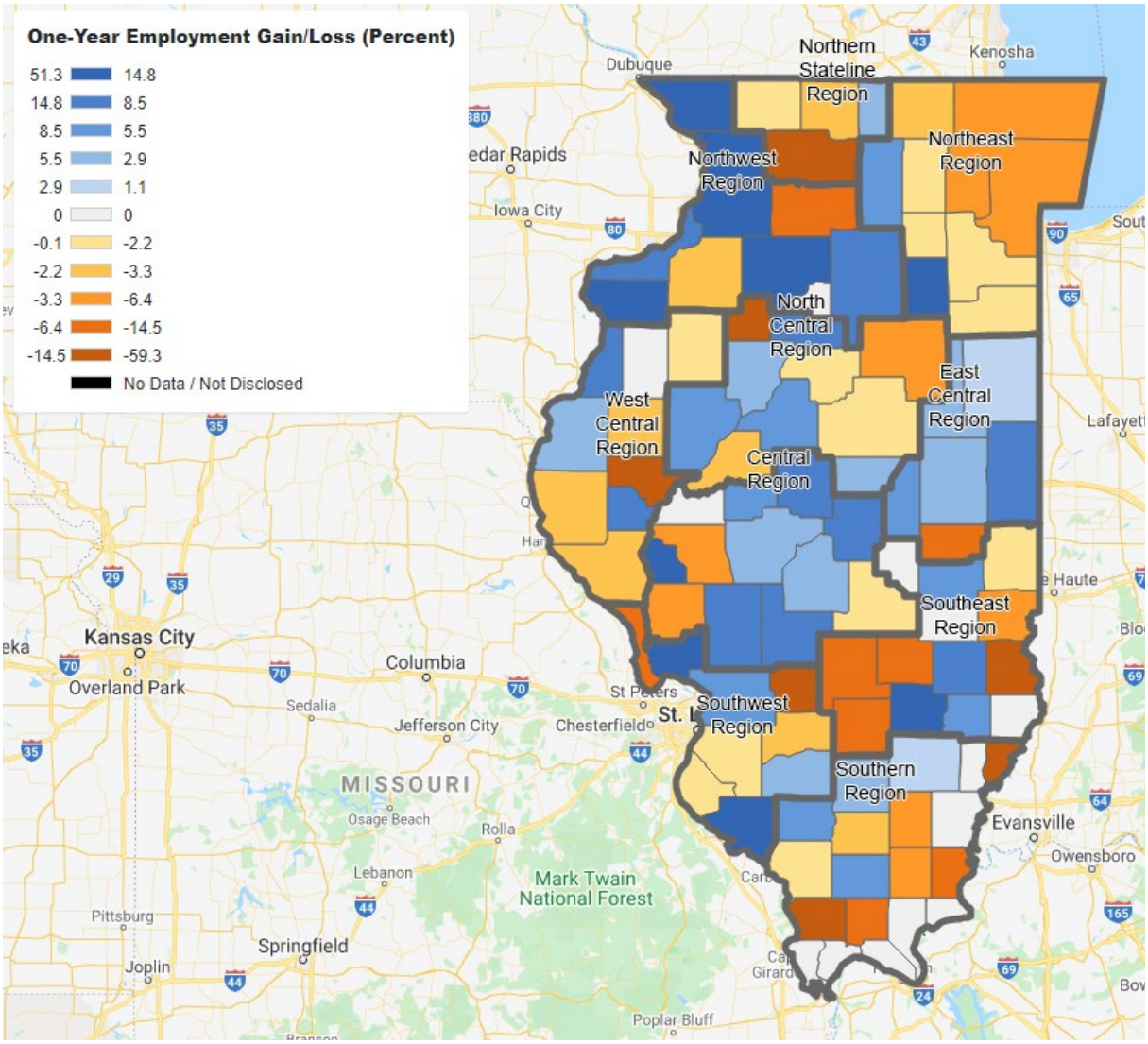
Regional Employment Change and Location Quotient Maps as of Quarter 1 2021

All maps retrieved from the Illinois Employment Business System at Illinois workNet. Underlying data is from the U.S. Census Bureau, Quarterly Census of Employment and Wages.

All Industry 12 Month Employment Change

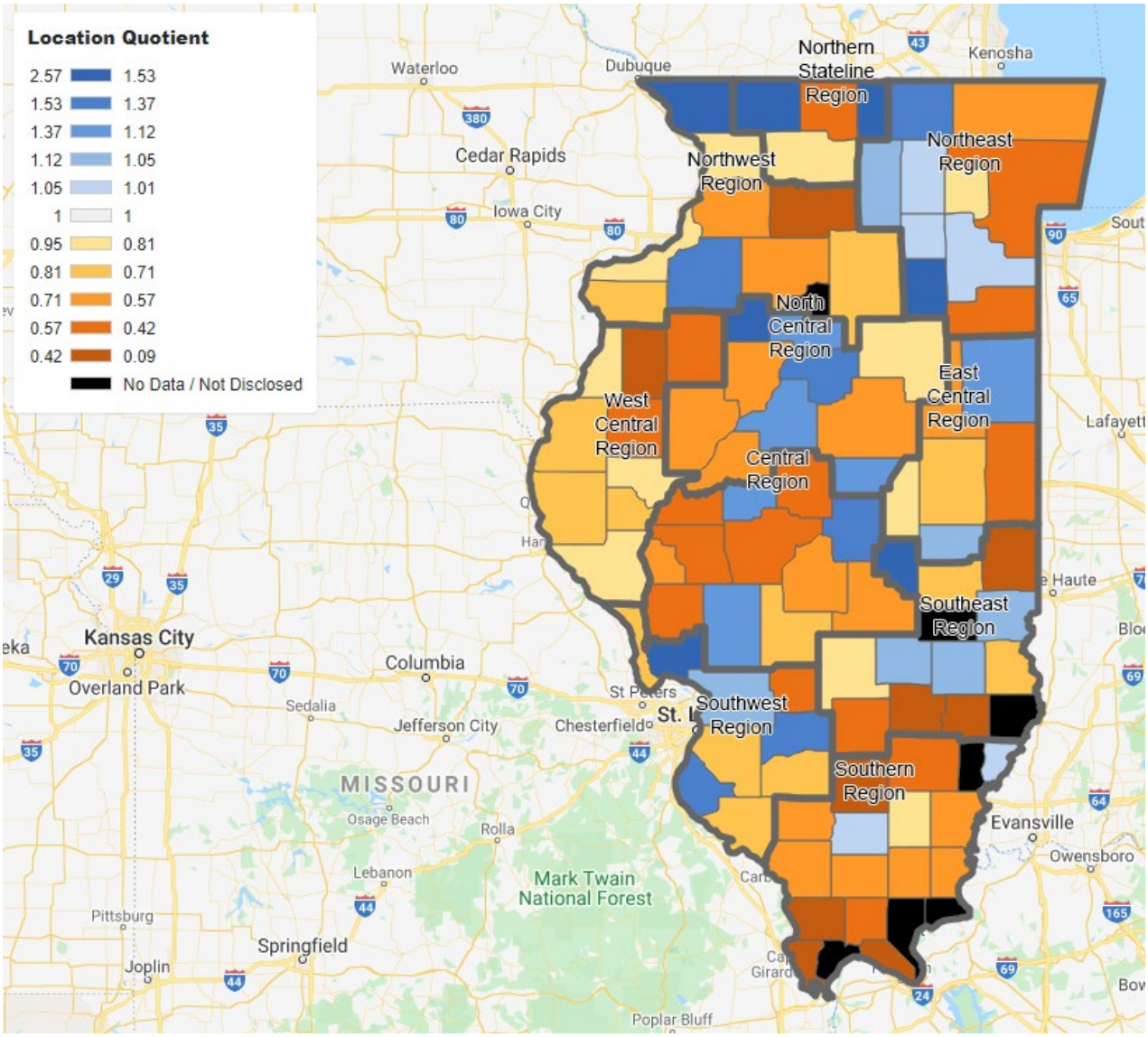


Construction 12 Month Employment Change

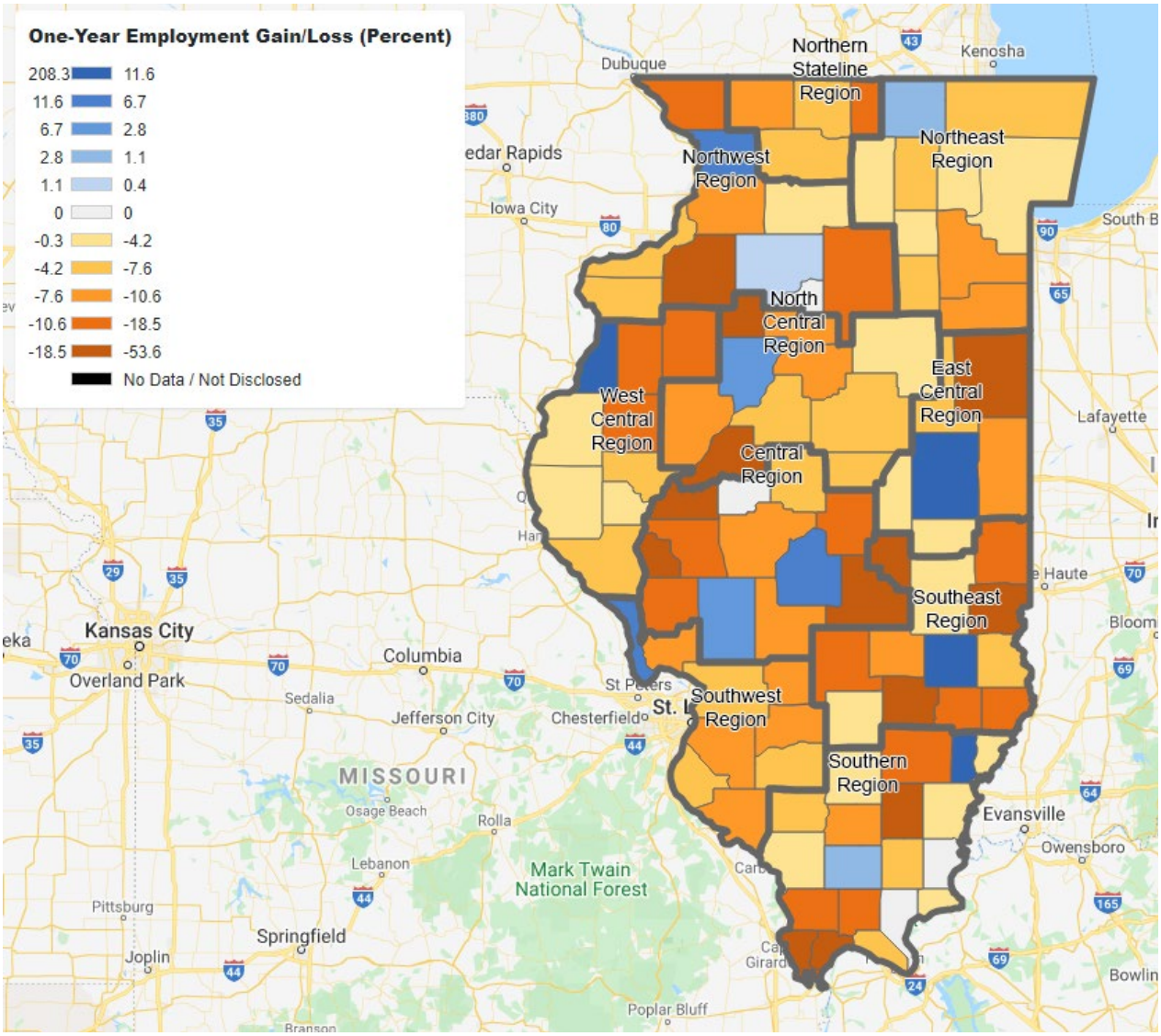


Construction (NAICS 23)
- Construction of Buildings (NAICS 236)
- Heavy and Civil Engineering Construction (NAICS 237)
- Specialty Trade Contractors (NAICS 238)

Construction Location Quotient

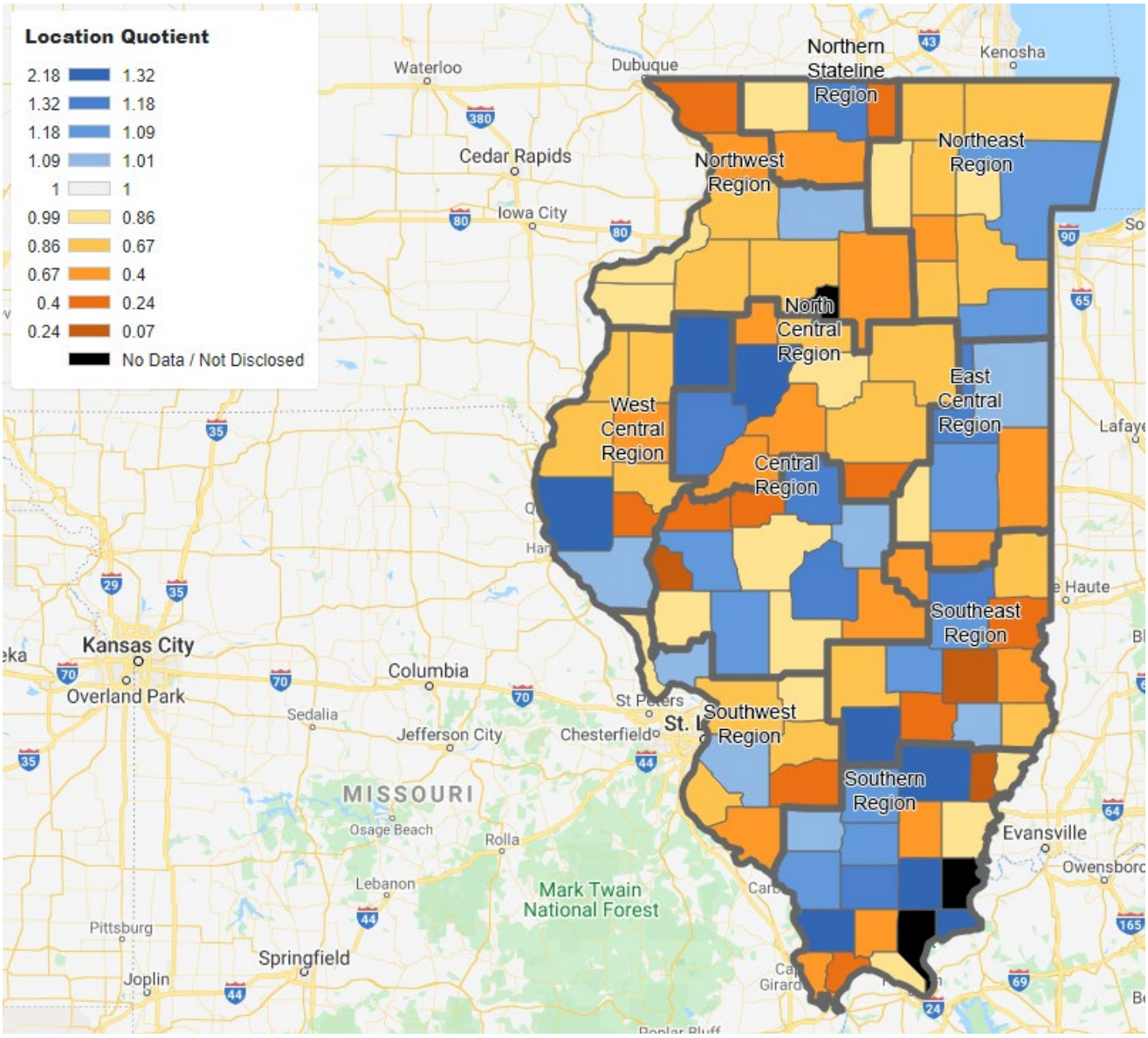


Education and Health 12 month Employment

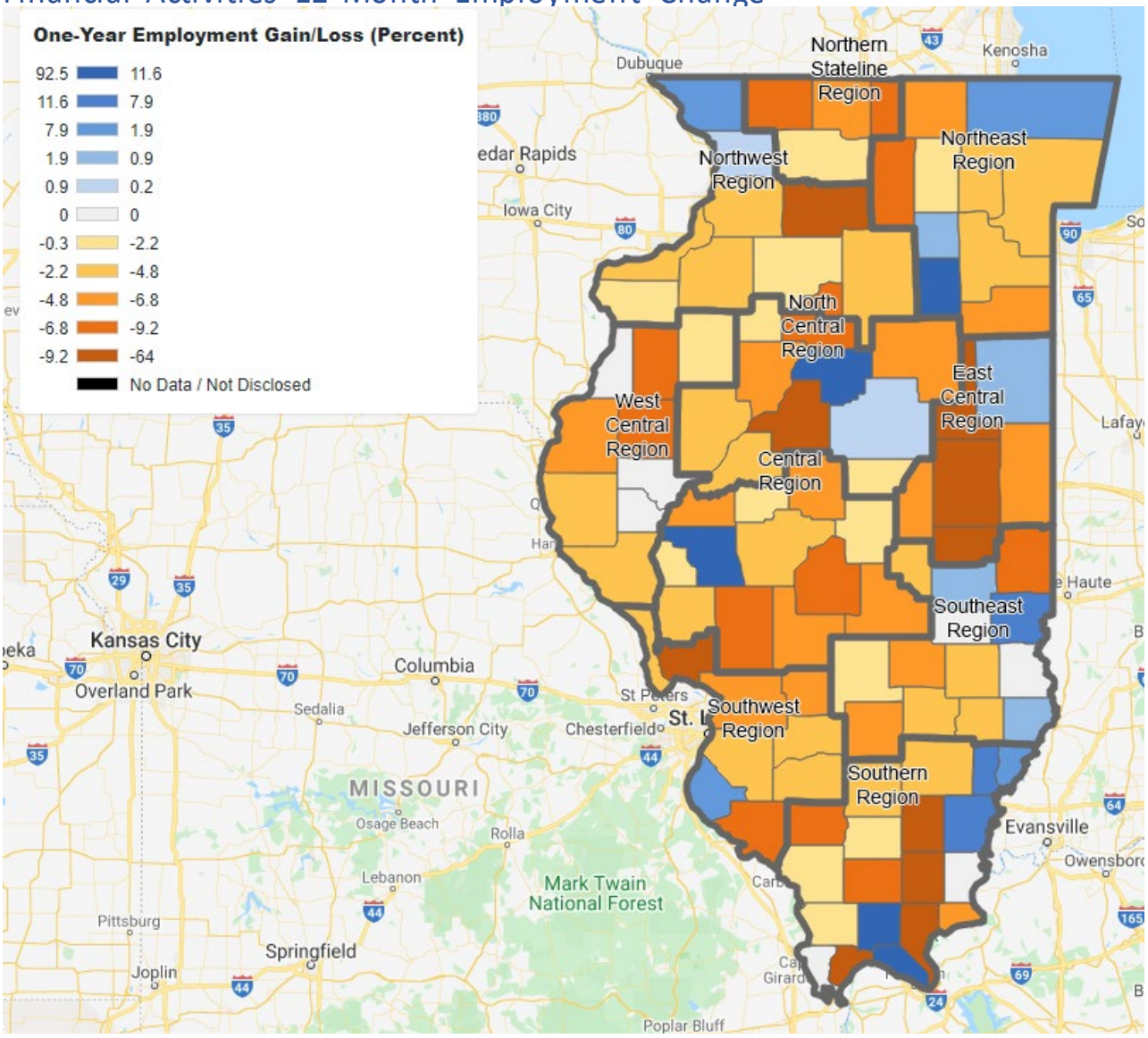


Education and Health Services
Educational Services (NAICS 61)
Health Care and Social Assistance (NAICS 62)
Ambulatory Health Care Services (NAICS 621)
Hospitals (NAICS 622)
Nursing and Residential Care Facilities (NAICS 623)
Social Assistance (NAICS 624)

Education and Health Location Quotient



Financial Activities 12 Month Employment Change



Financial Activities

Finance and Insurance (NAICS 52)

Monetary Authorities - Central Bank (NAICS 521)

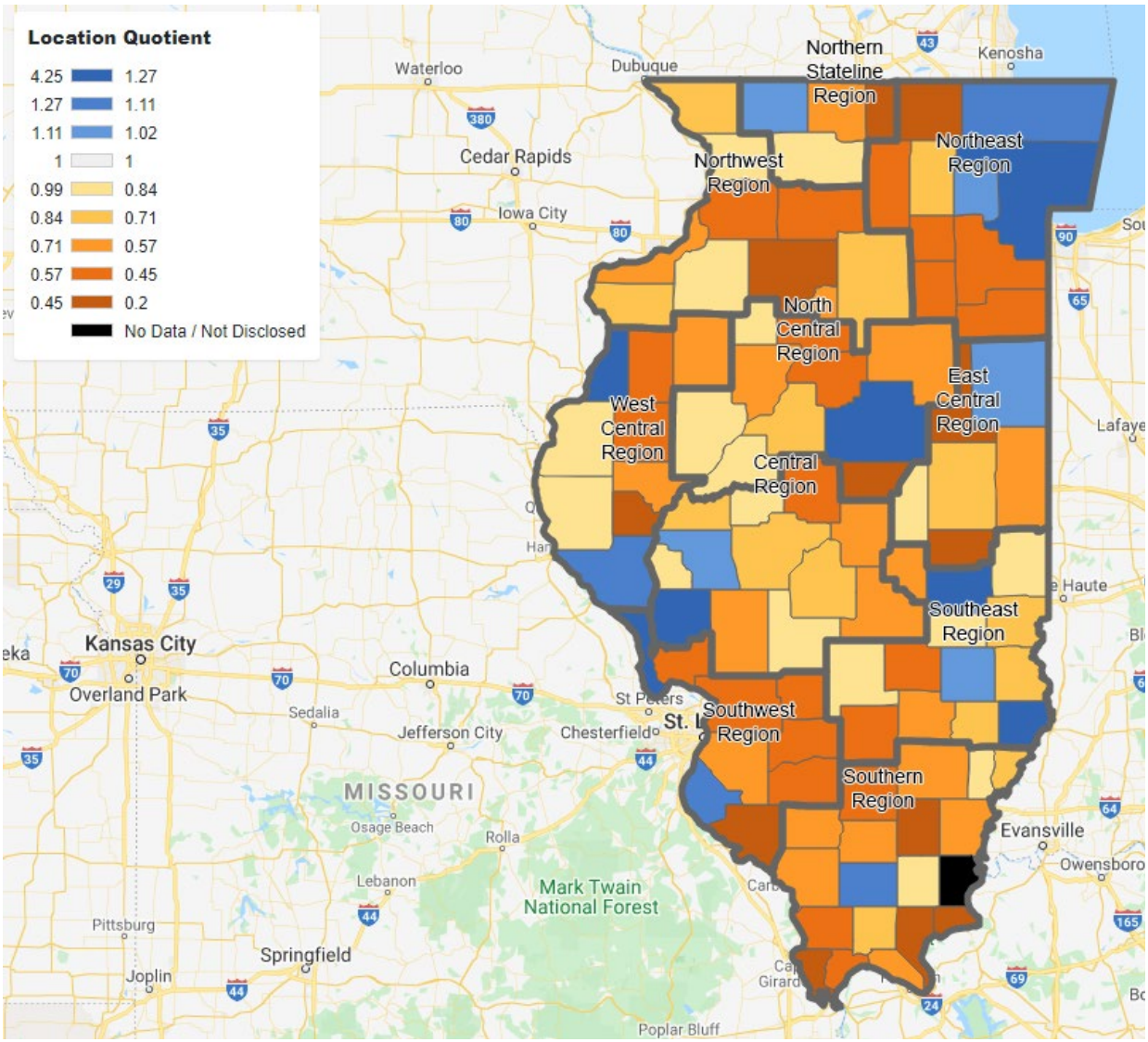
Credit Intermediation and Related Activities (NAICS 522)

Securities, Commodity Contracts, and Other Financial Investments and Related Activities (NAICS 523)

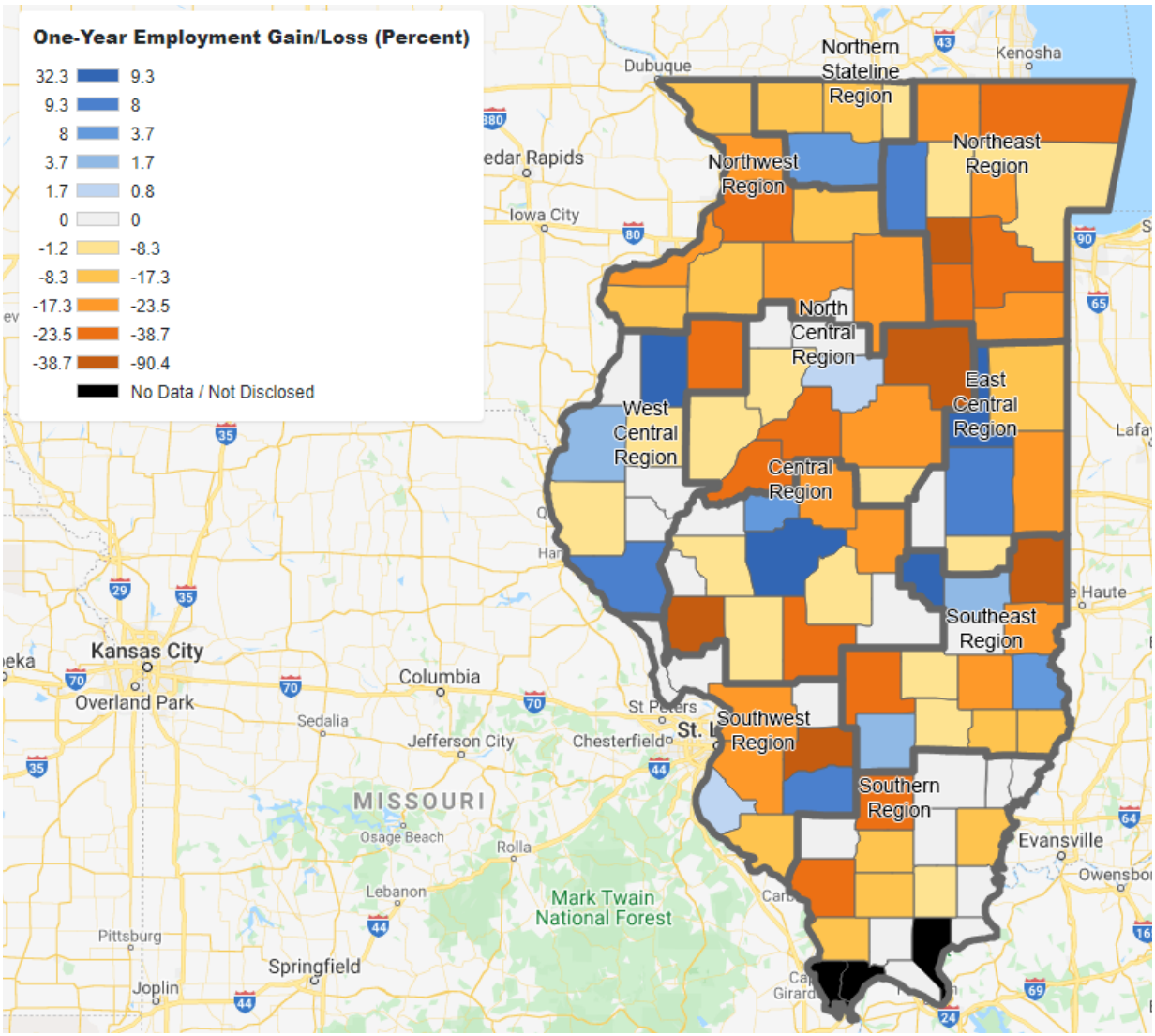
Insurance Carriers and Related Activities (NAICS 524)

Funds, Trusts, and Other Financial Vehicles (NAICS 525)

Financial Activities Location Quotient



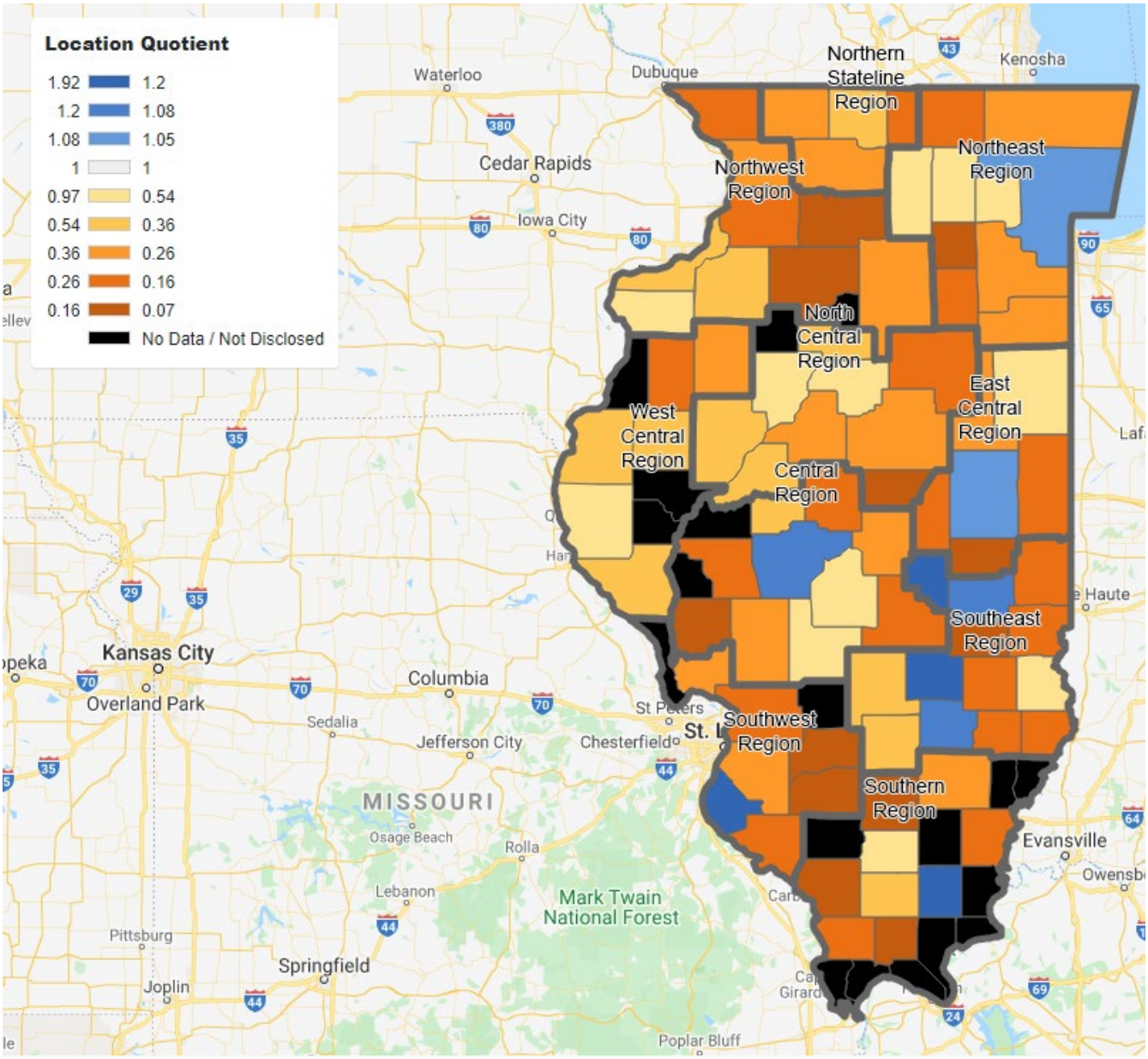
Information 12 Month Employment Change



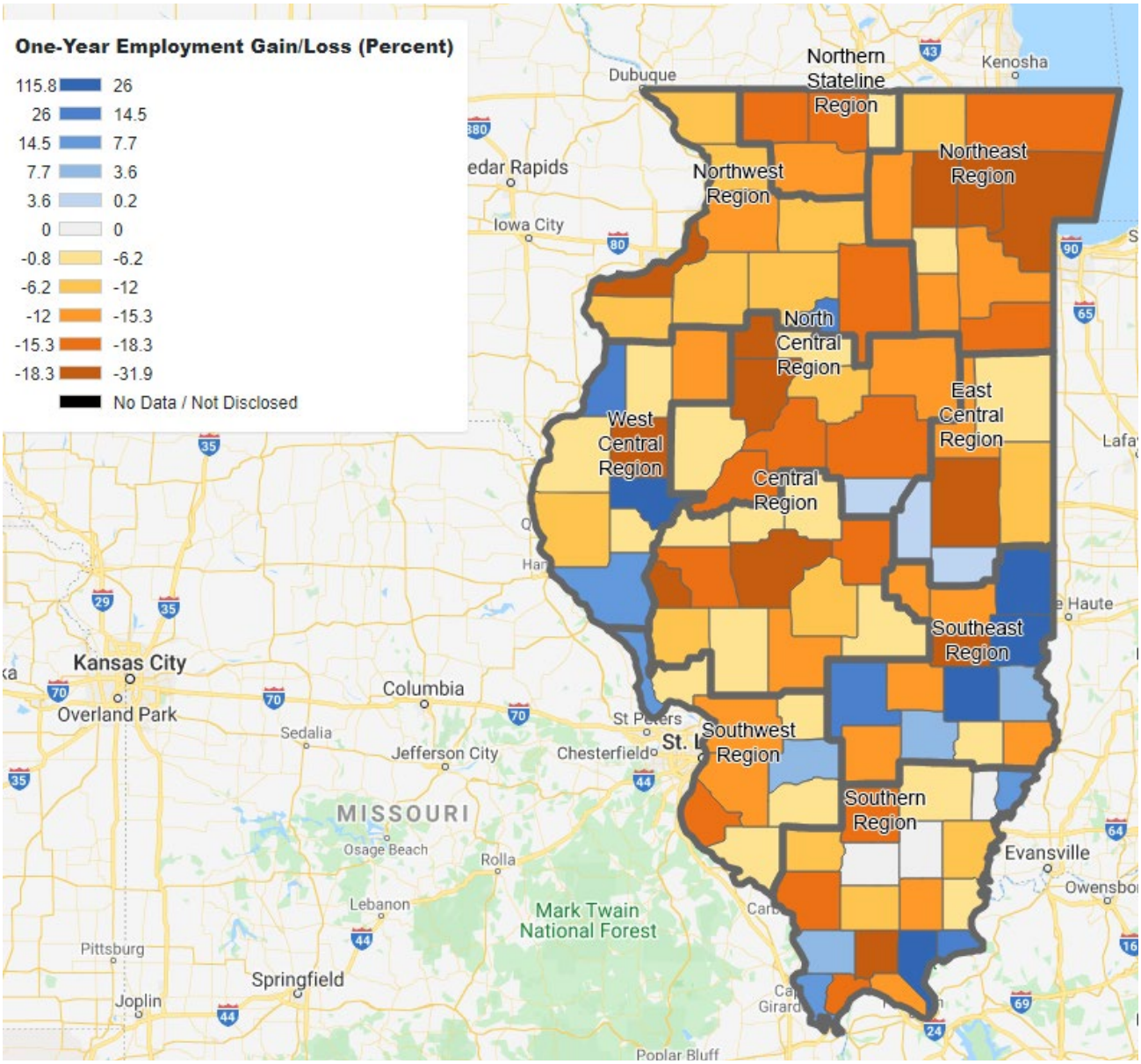
Information (NAICS 51)
- Publishing Industries (except Internet) (NAICS 511)
- Motion Picture and Sound Recording Industries (NAICS 512)
- Broadcasting (except Internet) (NAICS 515)
- Internet Publishing and Broadcasting (NAICS 516)
- Telecommunications (NAICS 517)
- Data Processing, Hosting, and Related Services (NAICS 518)
- Other Information Services (NAICS 519)

* NOTE - Internet Publishing and Broadcasting and Data Processing, Hosting and Related Services includes COMPANIES primarily focused on this activity. Nearly all companies across all sectors employ workers in Information Technology occupations. Most IT workers are counted in the sector of their employer.

Information Location Quotient



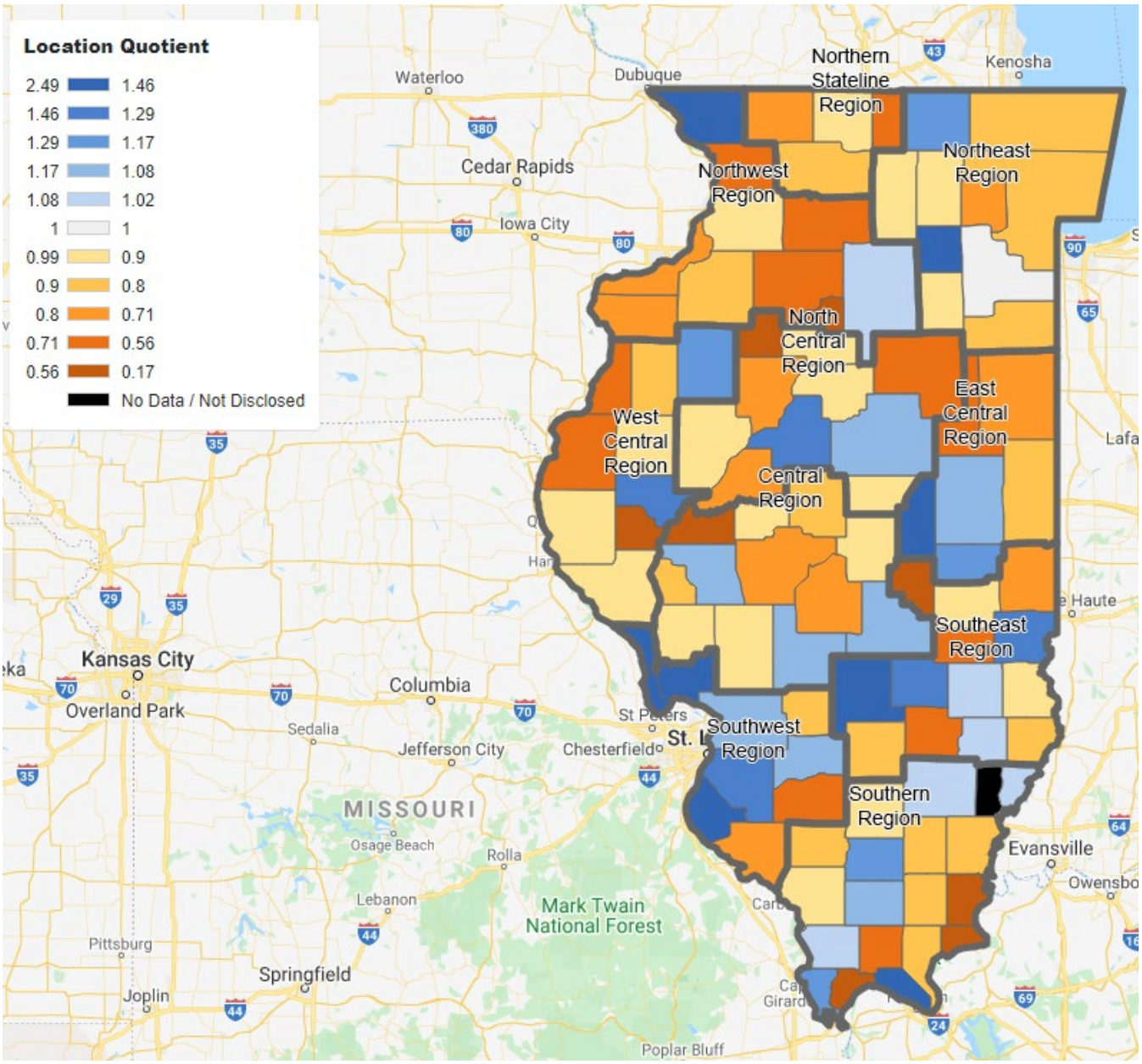
Leisure & Hospitality 12 Month Employment



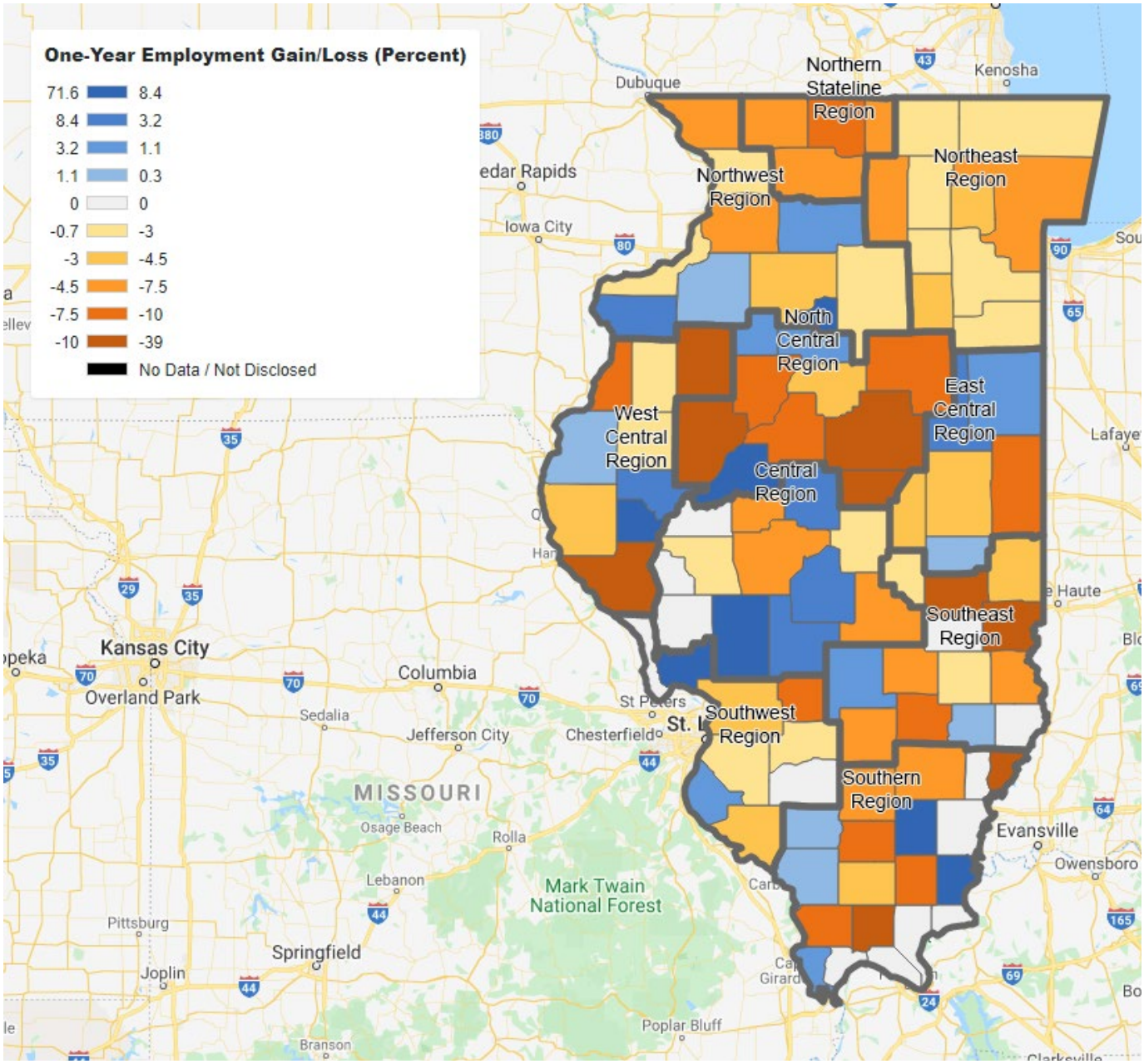
Leisure and Hospitality
- Arts, Entertainment, and Recreation (NAICS 71)
  - Performing Arts, Spectator Sports, and Related Industries (NAICS 711)
  - Museums, Historical Sites, and Similar Institutions (NAICS 712)
  - Amusement, Gambling, and Recreation Industries (NAICS 713)

Accommodation and Food Services (NAICS
- 72) Accommodation (NAICS 721)
- Food Services and Drinking Places (NAICS 722)

Leisure & Hospitality Location Quotient

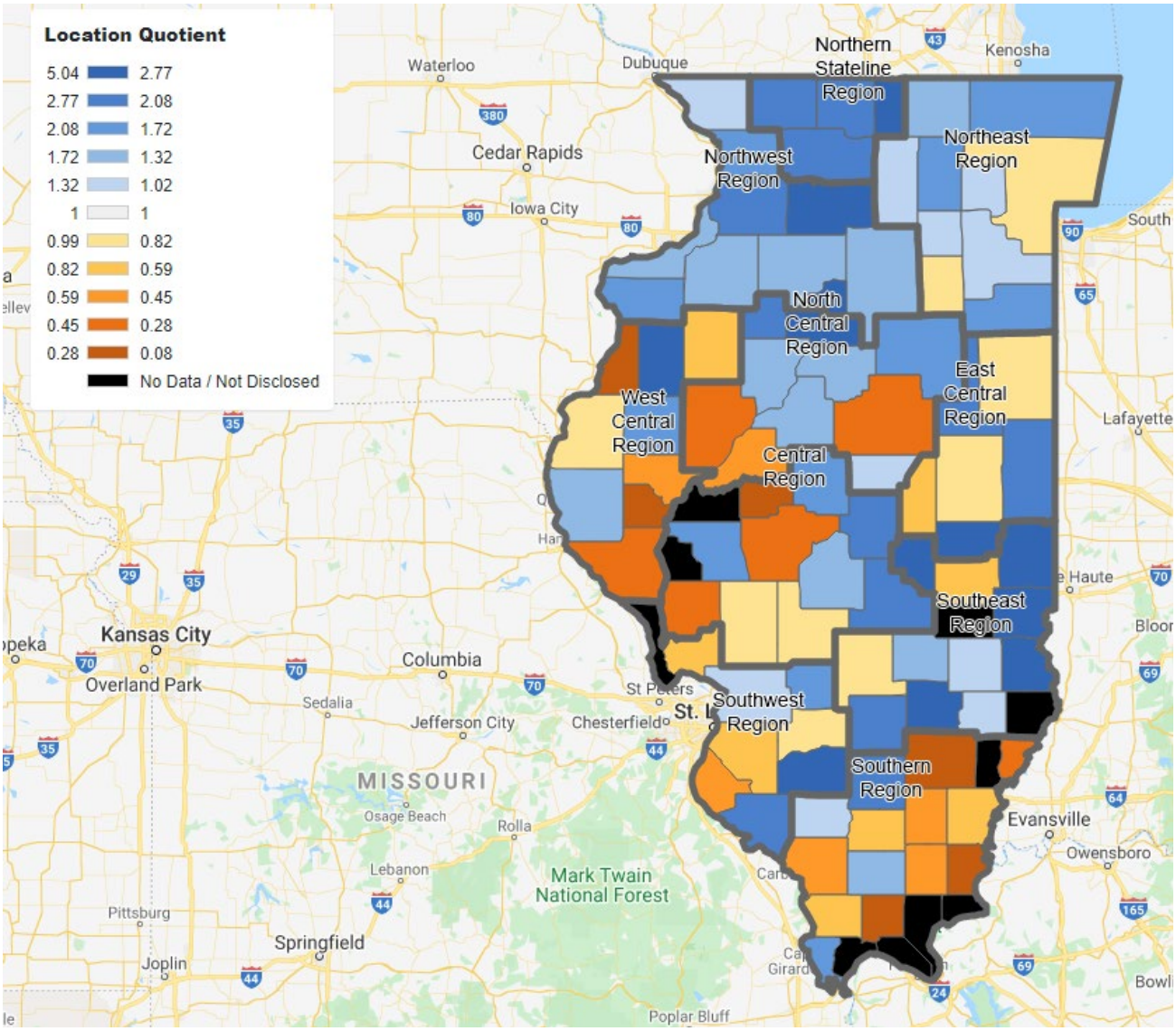


Manufacturing 12 Month Employment Change

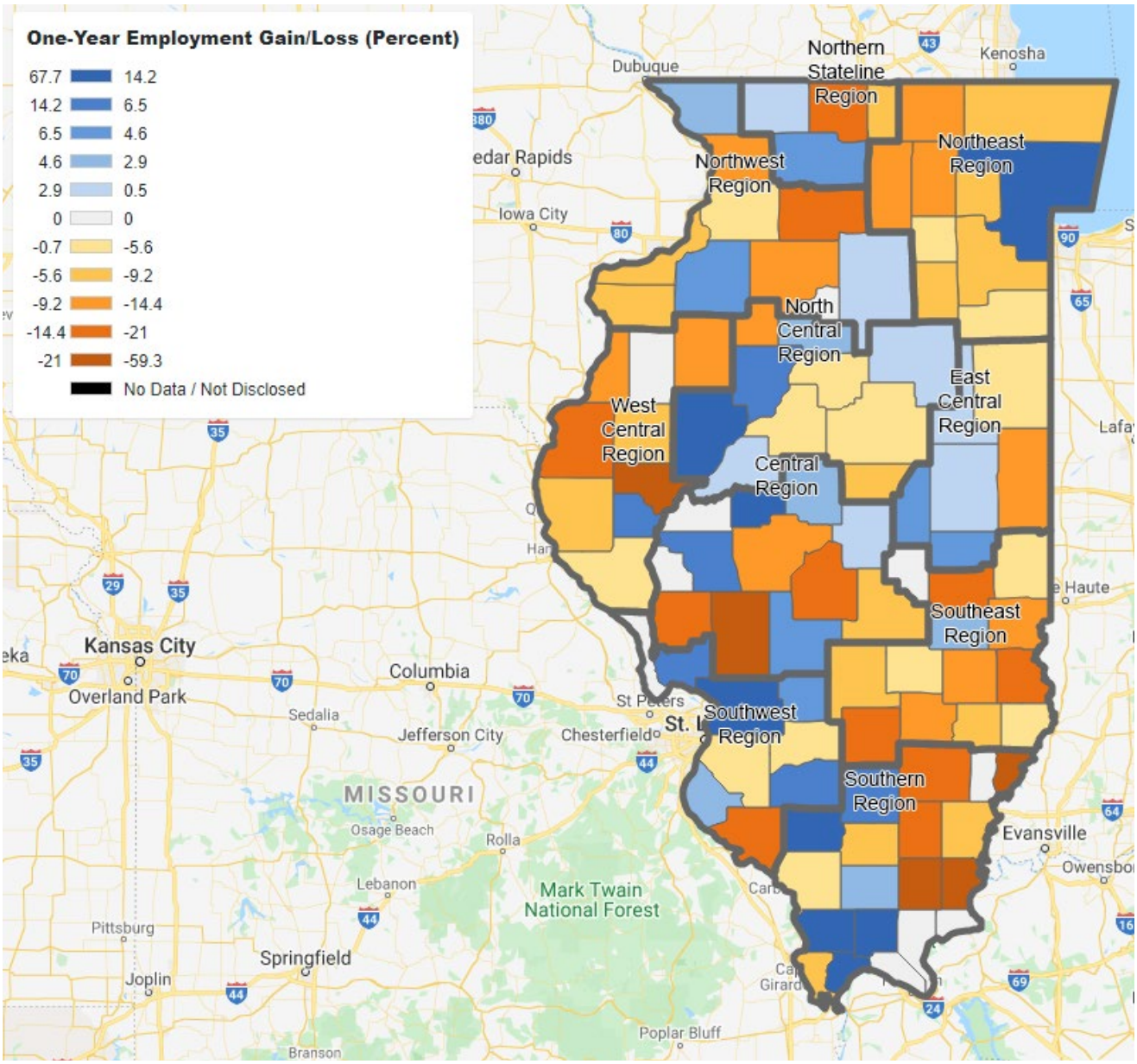


Manufacturing (NAICS 31-33)
Food Manufacturing (NAICS 311)
Beverage and Tobacco Product Manufacturing (NAICS 312)
Textile Mills (NAICS 313)
Textile Product Mills (NAICS 314)
Apparel Manufacturing (NAICS 315)
Leather and Allied Product Manufacturing (NAICS 316)
Wood Product Manufacturing (NAICS 321)
Paper Manufacturing (NAICS 322)
Printing and Related Support Activities (NAICS 323)
Petroleum and Coal Products Manufacturing (NAICS 324)
Chemical Manufacturing (NAICS 325)
Plastics and Rubber Products Manufacturing (NAICS 326)
Nonmetallic Mineral Product Manufacturing (NAICS 327)
Primary Metal Manufacturing (NAICS 331)
Fabricated Metal Product Manufacturing (NAICS 332)
Machinery Manufacturing (NAICS 333)
Computer and Electronic Product Manufacturing (NAICS 334)
Electrical Equipment, Appliance, and Component Manufacturing (NAICS 335)
Transportation Equipment Manufacturing (NAICS 336)
Furniture and Related Product Manufacturing (NAICS 337)
Miscellaneous Manufacturing (NAICS 339)

Manufacturing Location Quotient

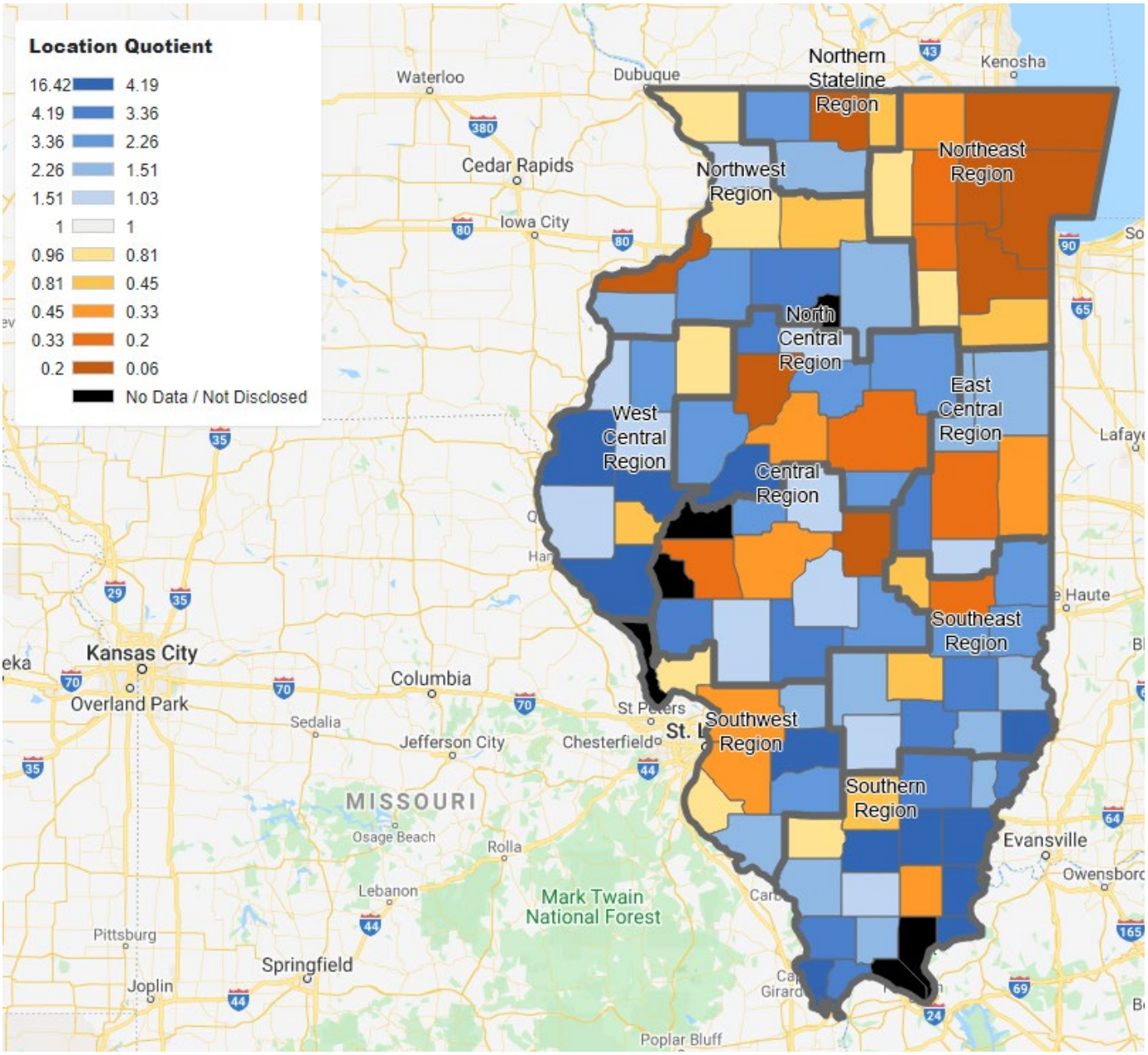


Natural Resources & Mining 12 Month Employment Change

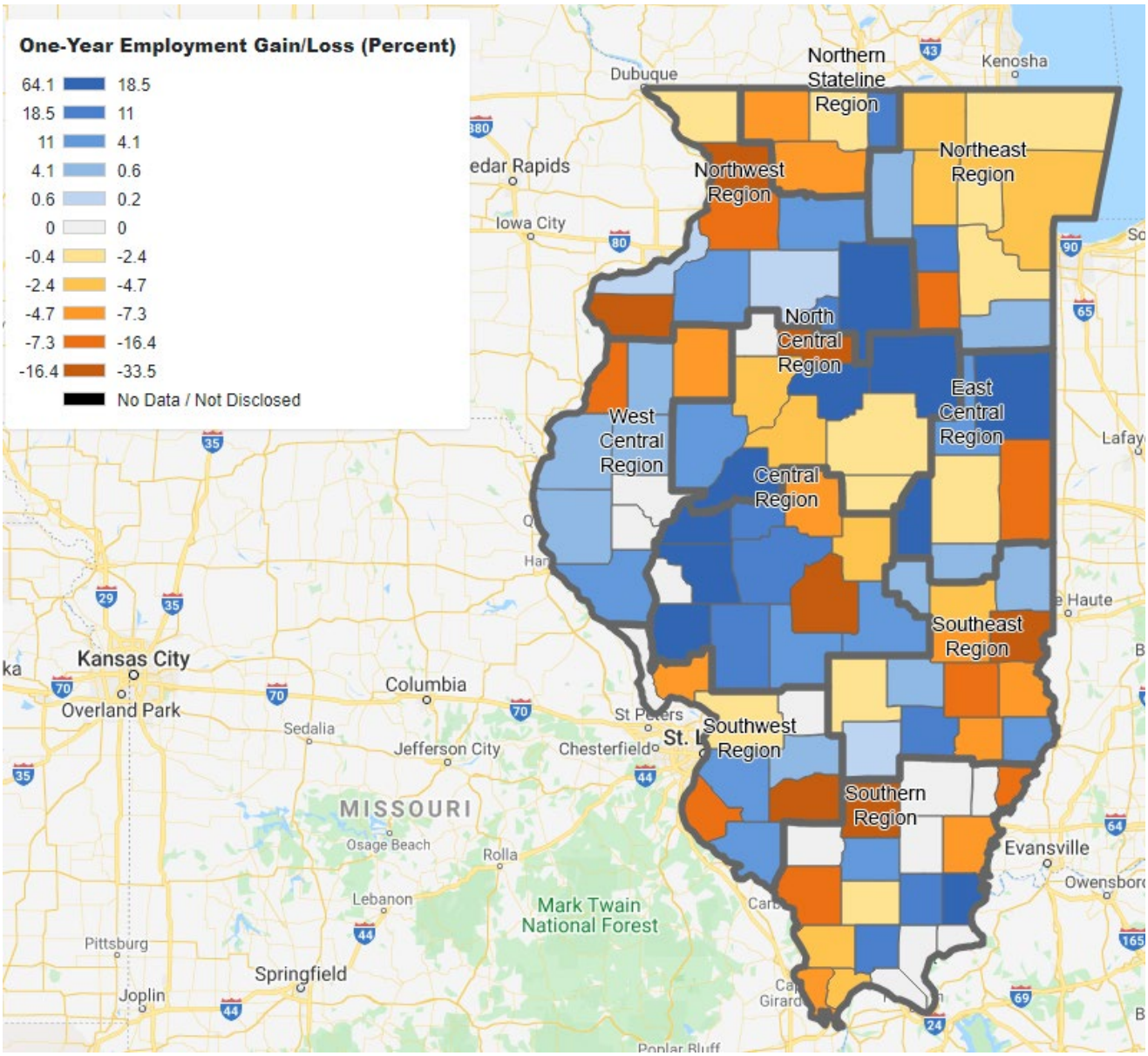


Natural Resources and Mining
- Agriculture, Forestry, Fishing and Hunting (NAICS 11)
  - Crop Production (NAICS 111)
  - Animal Production (NAICS 112)
  - Forestry and Logging (NAICS 113)
  - Fishing, Hunting and Trapping (NAICS 114)
  - Support Activities for Agriculture and Forestry (NAICS 115)
- Mining, Quarrying, and Oil and Gas Extraction (NAICS 21)
  - Oil and Gas Extraction (NAICS 211)
  - Mining (except Oil and Gas) (NAICS 212)
  - Support Activities for Mining (NAICS 213)

Natural Resources & Mining Location Quotient

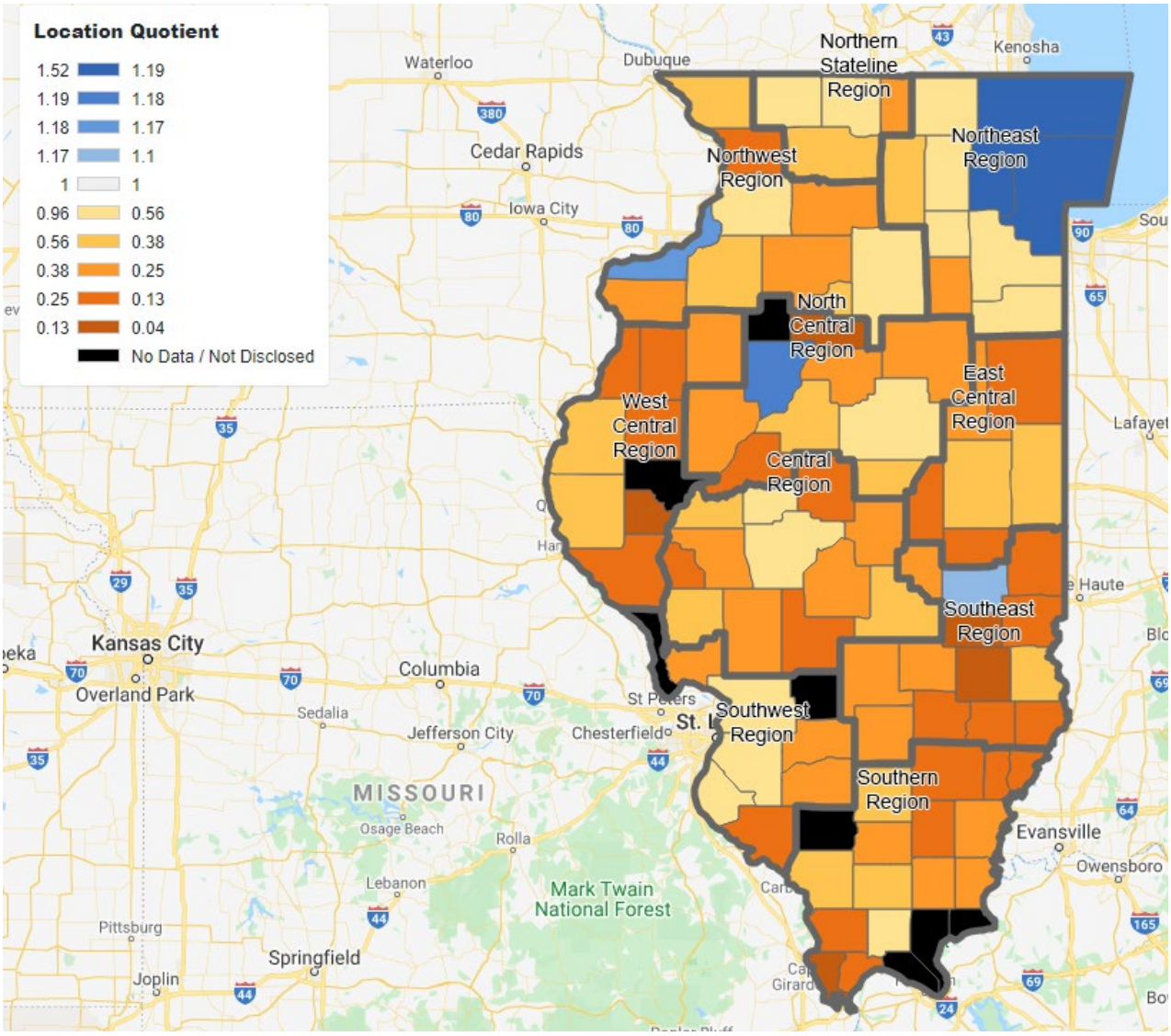


Professional & Business Services 12 Month Employment Change

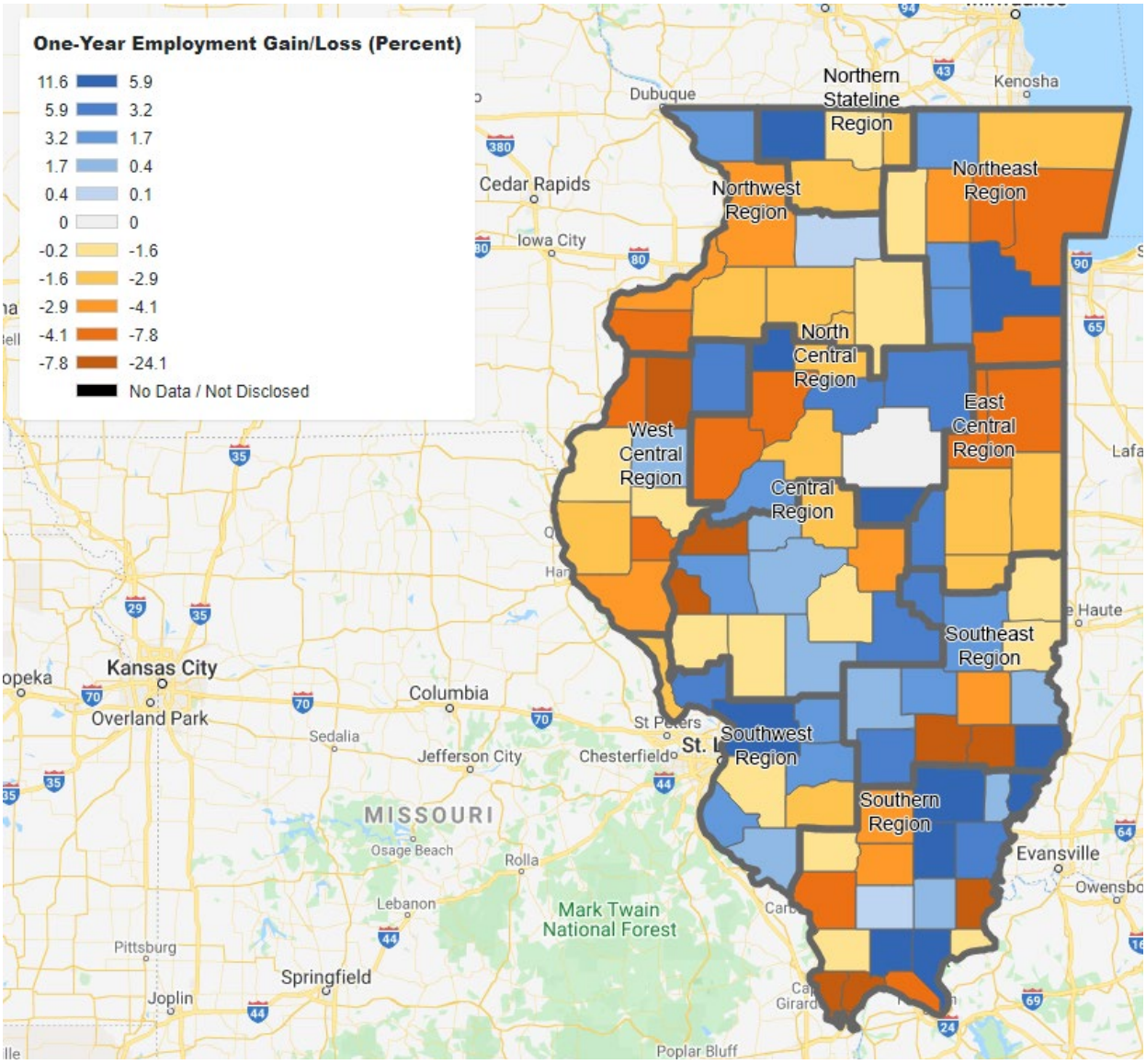


Professional and Business Services
Professional, Scientific, and Technical Services (NAICS 54)
Management of Companies and Enterprises (NAICS 55)
Administrative and Support and Waste Management and Remediation Services (NAICS 56)
Administrative and Support Services (NAICS 561)
Waste Management and Remediation Services (NAICS 562)

Professional & Business Services Location Quotient



Trade, Transportation, & Utilities 12 Month Employment Change



Trade, Transportation, and Utilities *(List Continues on next page)*

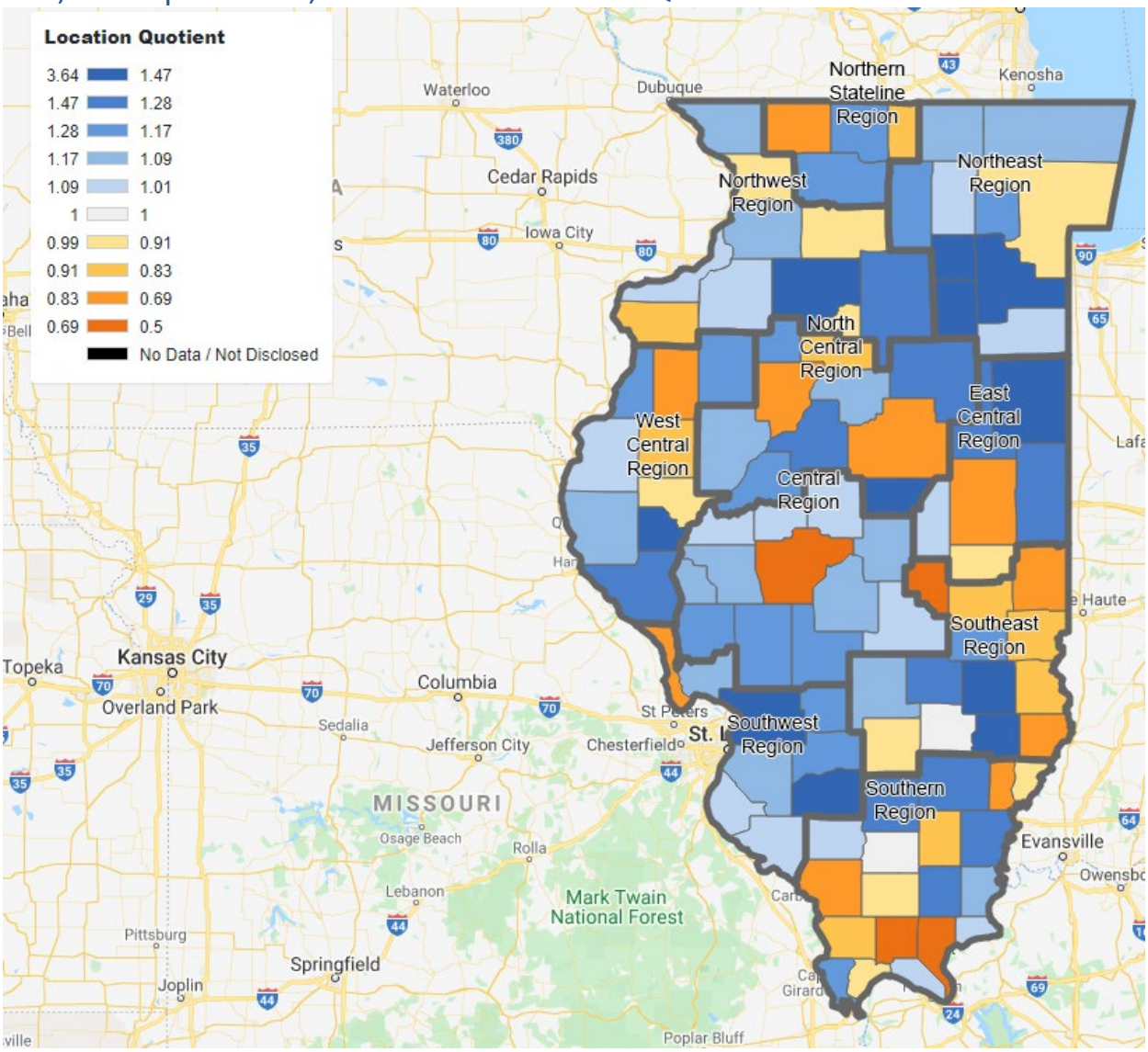
Wholesale Trade (NAICS 42)
- Merchant Wholesalers, Durable Goods (NAICS 423)
- Merchant Wholesalers, Nondurable Goods (NAICS 424)
- Wholesale Electronic Markets and Agents and Brokers (NAICS 425)

Retail Trade (NAICS 44-45)
- Motor Vehicle and Parts Dealers (NAICS 441)
- Furniture and Home Furnishings Stores (NAICS 442)
- Electronics and Appliance Stores (NAICS 443)
- Building Material and Garden Equipment and Supplies Dealers (NAICS 444)
- Food and Beverage Stores (NAICS 445)
- Health and Personal Care Stores (NAICS 446)
- Gasoline Stations (NAICS 447)
- Clothing and Clothing Accessories Stores (NAICS 448)
- Sporting Goods, Hobby, Book, and Music Stores (NAICS 451)

- General Merchandise Stores (NAICS 452)
- Miscellaneous Store Retailers (NAICS 453) Nonstore Retailers (NAICS 454)
- Miscellaneous Store Retailers (NAICS 453)
- Non-store Retailers (NAICS 454)

- Transportation and Warehousing (NAICS 48-49) Air Transportation (NAICS 481)
  - Rail Transportation (NAICS 482)
  - Water Transportation (NAICS 483) Truck Transportation (NAICS 484)
  - Transit and Ground Passenger Transportation (NAICS 485) Pipeline Transportation (NAICS 486)
  - Scenic and Sightseeing Transportation (NAICS 487) Support Activities for Transportation (NAICS 488) Postal Service (NAICS 491)
  - Couriers and Messengers (NAICS 492)
  - Warehousing and Storage (NAICS 493)
- Utilities (NAICS 22)

Trade, Transportation, & Utilities Location Quotient



Northern Stateline
Econmic Development Region - Illinois Community College System
Fiscal Year 2020 Summary of Career & Technical Education Degree & Certificate Graduates

District ID	College Name	Associate in Applied Science	Certificates of One Year or More	Certificates of Less Than One Year	Total
51101	Rock Valley	142	236	308	686
51901	Highland	75	129	275	479
Northern Stateline Total		217	365	583	1,165
Statewide Total		**9,217**	**5,493**	**20,201**	**34,911**
% of Statewide Total		**2.35%**	**6.64%**	**2.89%**	**3.34%**

Illinois Community College Board
More detailed curriculum-level data about Illinois Community College System students and graduates are available through the ICCB Databook (Table III-3 and Table III-9).

ICCB Databook:
http://www2.iccb.org/data/data-characteristics/

Source of Data: ICCB Centralized Data Systen

Northern Stateline
Econmic Development Region - Illinois Community College System
Fiscal Year 2020 Summary of Transfer & General Studies Degrees & Certificates Awarded

District ID	College Name	Associate in Arts	Associate in Science	Associate in Arts and Science	Associate in Arts in Teaching	Associate in Engineering Science	Associate in Fine Arts	General Education Core Curriculum Credential	Associate in Liberal Studies & General Ed	General Studies Certificates	Total
51101	Rock Valley	559	172	0	0	27	0	0	0	0	758
51901	Highland	103	54	0	0	1	0	99	42	0	299
Northern Stateline Total		662	226	0	0	28	0	99	42	0	1,057
Statewide Total		**13,579**	**5,039**	**308**	**0**	**312**	**111**	**8,819**	**2,622**	**6**	**30,796**
% of Statewide Total		**4.88%**	**4.49%**	**0.00%**	**0.00%**	**8.97%**	**0.00%**	**1.12%**	**1.60%**	**0.00%**	**3.43%**

Northern Stateline
Econmic Development Region - Illinois Community College System
Fiscal Year 2020 Summary of Unduplicated Headcount Enrollment by Program Classification

District ID	College Name	Bacc / Transfer	Vocational	Career and Technical Ed.	ABE	ASE	ESL	General Studies	General Associates	Total	Noncredit Total
51101	Rock Valley	6,564	183	1,912	480	92	569	0	1	9,801	8,647
51901	Highland	2,035	84	515	59	8	18	110	78	2,907	604
Northern Stateline Total		8,599	267	2,427	539	100	587	110	79	12,708	9,251
State Total		**249,146**	**27,898**	**119,269**	**16,680**	**3,366**	**26,557**	**1,216**	**28,346**	**472,478**	**139,808**
% of State Total		**3.45%**	**0.96%**	**2.03%**	**3.23%**	**2.97%**	**2.21%**	**9.05%**	**0.28%**	**2.69%**	**6.62%**

ABE = Adult Basic Education; ASE = Adult Secondary Education; ESL = English-as-a-Second Language

** Noncredit instruction provides activities that do not meet ICCB Rules for credit courses, such as those designed for specific employers, professional development, or others offered for hobby leisure, or recreational purposes.

Northern Stateline

Econmic Development Region - Illinois Community College System

Fiscal Year 2020 Summary of Graduates by Career Cluster

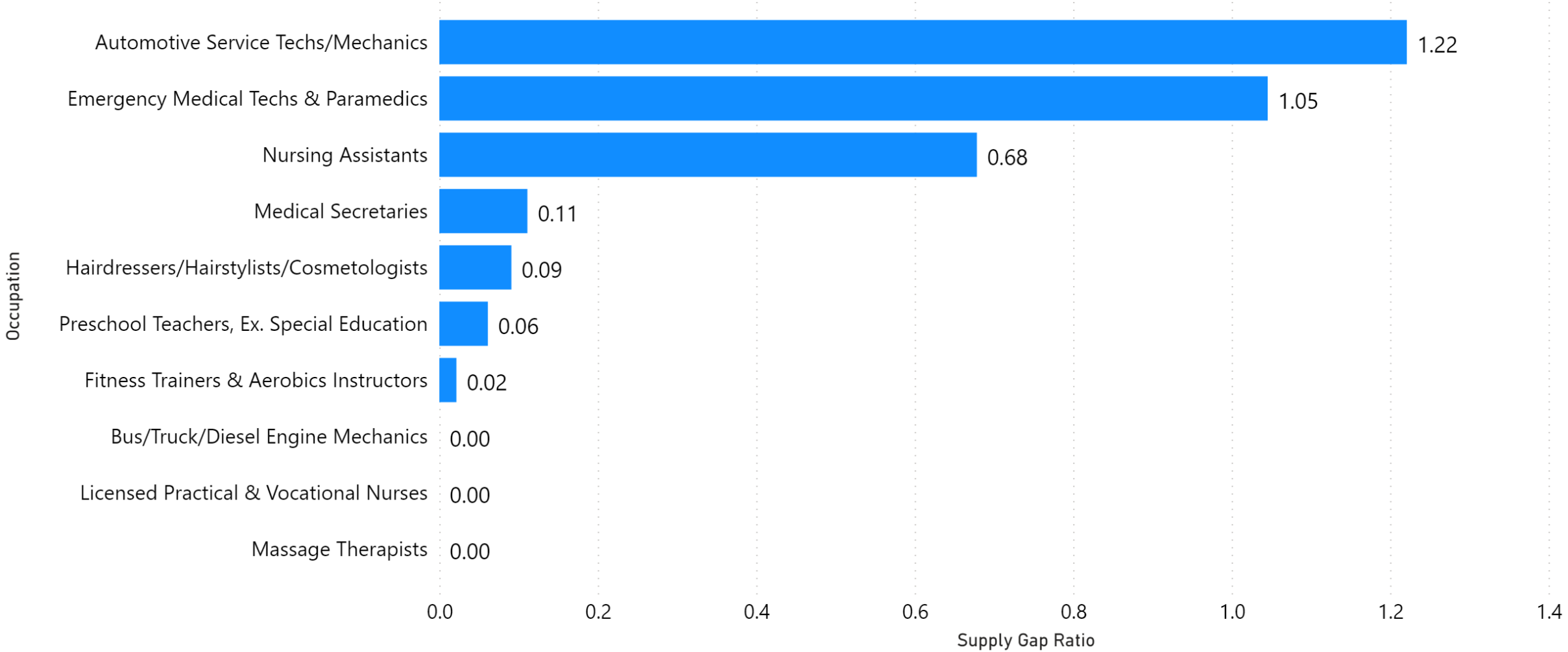
District ID	College Name	Agriculture, Food & Natural Resources	Architecture & Construction	Arts, Audio/Video Technology & Communications	Business Management & Administration	Education & Training	Finance	Government & Public Administration	Health Science	Hospitality & Tourism	Human Services	Information Technology	Law, Public Safety, Corrections & Security	Manufacturing	Marketing	Science, Technology, Engineering & Mathematics	Transportation, Distribution & Logistics	Associate - Transfer	General Education Core Curriculum Credential (GECC)	Total
51101	Rock Valley	0	5	17	19	2	10	0	220	0	9	69	24	90	0	1	220	758	0	1,444
51901	Highland	77	0	19	37	3	14	0	122	0	15	3	9	39	0	0	141	200	99	778
Northern Stateline Total		77	5	36	56	5	24	0	342	0	24	72	33	129	0	1	361	958	99	2,222
State Total		**1,497**	**2,650**	**613**	**2,915**	**333**	**760**	**0**	**12,607**	**1,065**	**1,899**	**1,896**	**1,580**	**3,556**	**229**	**126**	**3,191**	**21,971**	**8,819**	**65,707**
% of State Total		**5.14%**	**0.19%**	**5.87%**	**1.92%**	**1.50%**	**3.16%**	**0.00%**	**2.71%**	**0.00%**	**1.26%**	**3.80%**	**2.09%**	**3.63%**	**0.00%**	**0.79%**	**11.31%**	**4.36%**	**1.12%**	**3.38%**

Supply Gap Analysis for Occupations Requiring a Certificate or License

Region

Northern Stateline

The supply gap ratio is a proxy measure the provides insight on how closely supply aligns with demand for selected occupations. The calculation of the ratio is supply / demand. In this case, the supply is the number of program completions in the region associated with the occupation and the demand is the estimated number of regional job openings. A gap ratio of one indicates one completer per projected job opening. Gaps lower than one indicate more job openings than completers, and gaps greater than 1 indicate more completers than openings.



Completers do not include most apprenticeships and true OJT provided solely by employers.

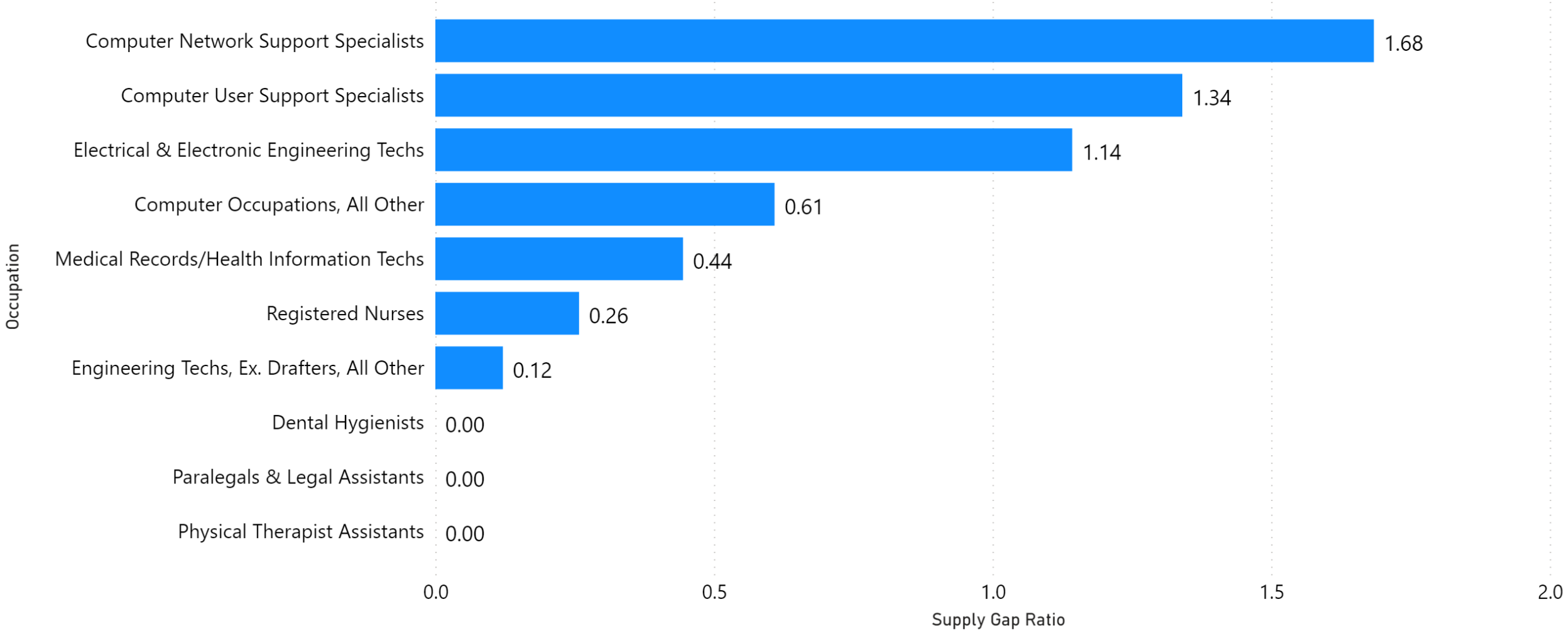
Source: Illinois Department of Employment Security, Illinois Board of Higher Education, & Emsi-Burning Glass, 2021.

Supply Gap Analysis for Occupations Requiring an Associate's Degree

Region

Northern Stateline

The supply gap ratio is a proxy measure the provides insight on how closely supply aligns with demand for selected occupations. The calculation of the ratio is supply / demand. In this case, the supply is the number of program completions in the region associated with the occupation and the demand is the estimated number of regional job openings. A gap ratio of one indicates one completer per projected job opening. Gaps lower than one indicate more job openings than completers, and gaps greater than 1 indicate more completers than openings.



Completers do not include most apprenticeships and true OJT provided solely by employers.

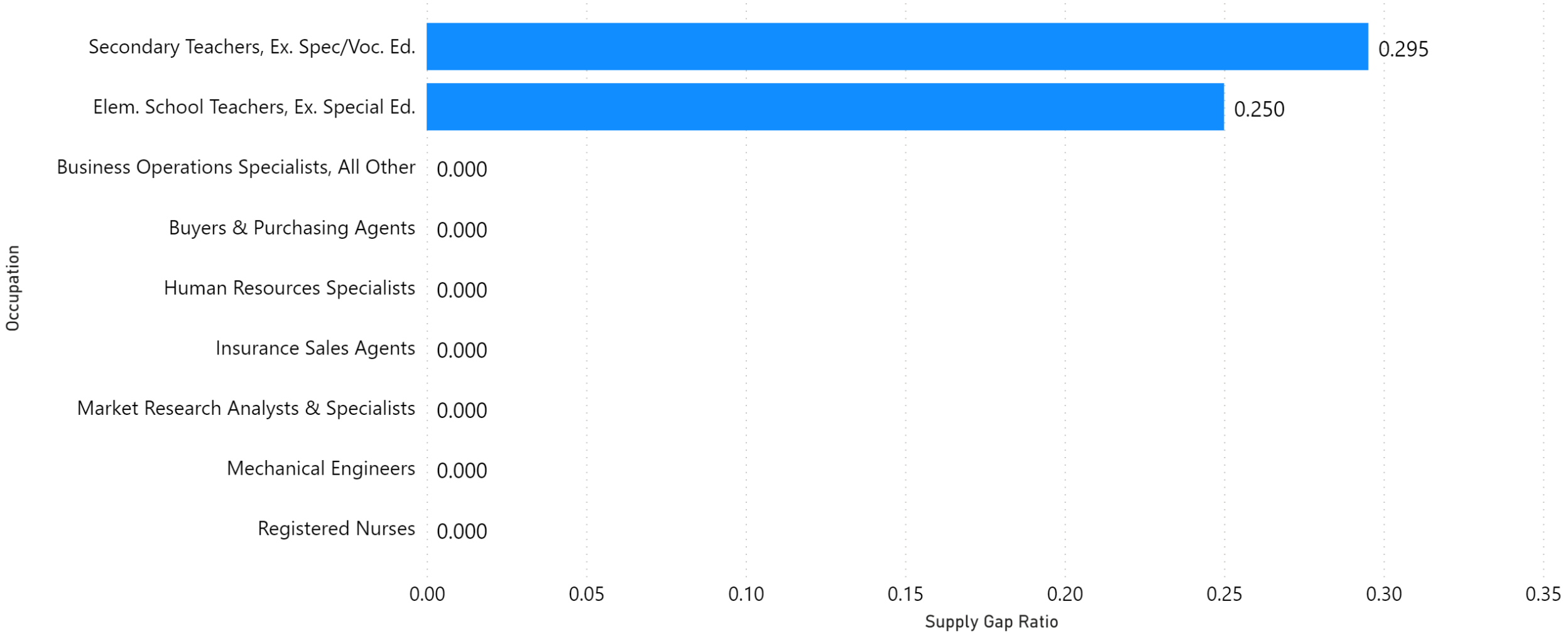
Source: Illinois Department of Employment Security, Illinois Board of Higher Education, & Emsi-Burning Glass, 2021.

Supply Gap Analysis for Occupations Requiring a Bachelor's Degree

Region

Northern Stateline

The supply gap ratio is a proxy measure the provides insight on how closely supply aligns with demand for selected occupations. The calculation of the ratio is supply / demand. In this case, the supply is the number of program completions in the region associated with the occupation and the demand is the estimated number of regional job openings. A gap ratio of one indicates one completer per projected job opening. Gaps lower than one indicate more job openings than completers, and gaps greater than 1 indicate more completers than openings.



Completers do not include most apprenticeships and true OJT provided solely by employers.

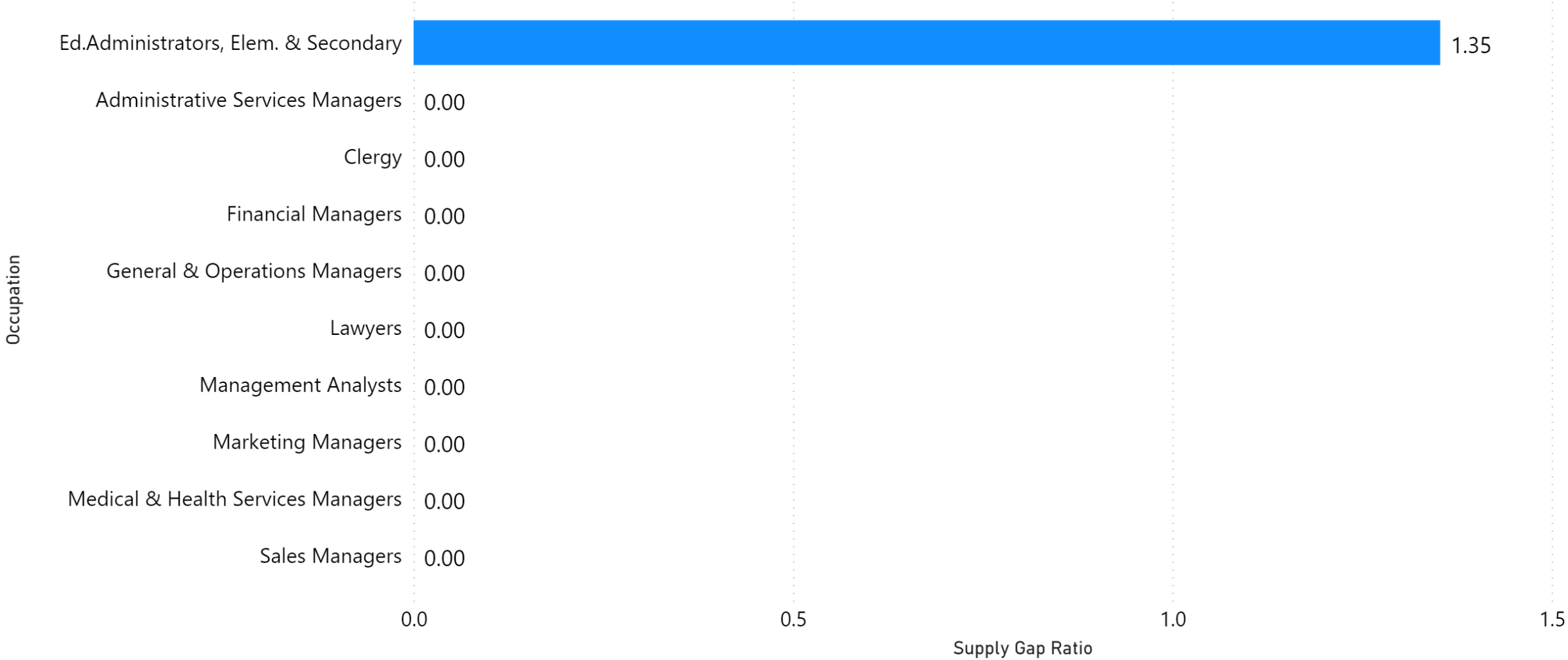
Source: Illinois Department of Employment Security, Illinois Board of Higher Education, & Emsi-Burning Glass, 2021.

Supply Gap Analysis for Occupations Requiring more than a Bachelor's Degree

Region

Northern Stateline

The supply gap ratio is a proxy measure the provides insight on how closely supply aligns with demand for selected occupations. The calculation of the ratio is supply / demand. In this case, the supply is the number of program completions in the region associated with the occupation and the demand is the estimated number of regional job openings. A gap ratio of one indicates one completer per projected job opening. Gaps lower than one indicate more job openings than completers, and gaps greater than 1 indicate more completers than openings.



Completers do not include most apprenticeships and true OJT provided solely by employers.

Source: Illinois Department of Employment Security, Illinois Board of Higher Education, & Emsi-Burning Glass, 2021.

Region

Northern Stateline

Demand Occupations Requiring a Certificate or License

Occupation	Average Annual Job Openings	Skills	Hourly Entry Wage	Hourly Experienced Wage
Hairdressers/Hairstylists/Cosmetologists	88	Active Listening, Speaking, Service Orientation	11.83	14.65
Massage Therapists	23	Active Listening, Speaking, Social Perceptiveness	21.38	25
Emergency Medical Techs & Paramedics	22	Critcal Thinking, Active Listening, Coordination	11.86	19.15
Automotive Service Techs/Mechanics	95	Equipment Maintenance, Repairing, Troubleshooting	21.29	25.28
Fitness Trainers & Aerobics Instructors	93	Instructing, Service Orientation, Social Perceptiveness	14.37	20.46
Bus/Truck/Diesel Engine Mechanics	30	Repairing, Troubleshooting, Operation & Control	21.47	24.51
Licensed Practical & Vocational Nurses	61	Service Orientation, Active Listening, Coordination	24.79	27.85
Nursing Assistants	283	Service Orientation, Active Listening, Social Perceptiveness	12.18	15.49
Medical Secretaries	72	Speaking, Active Listening, Service Orientation	16.57	18.36
Preschool Teachers, Ex. Special Education	49	Speaking, Learning Strategies, Instructing	14.53	20.71

Demand Occupations Requiring an Associate's Degree

Occupation	Average Annual Job Openings	Skills	Hourly Entry Wage	Hourly Experienced Wage
Engineering Techs, Ex. Drafters, All Other	33	Active Listening, Critical Thinking, Reading Comprehension	20.04	35.07
Physical Therapist Assistants	19	Active Listening, Monitoring, Social Perceptiveness	28.25	31.82
Registered Nurses	318	Active Listening, Social Perceptiveness, Service Orientation	33.79	36.81
Computer User Support Specialists	47	Active Listening, Speaking, Reading Comprehension	16.67	29.87
Computer Network Support Specialists	19	Critical Thinking, Active Listening, Judgement/Decision Making	18.15	30.8
Computer Occupations, All Other	23	Critical Thinking, Reading Comprehension, Active Listening	21.17	46.72
Medical Records/Health Information Techs	18	Reading Comprehension, Active Listening, Critical Thinking	14.57	25.15
Paralegals & Legal Assistants	23	Reading Comprehension, Active Listening, Speaking	24.87	28.44
Electrical & Electronic Engineering Techs	14	Reading Comprehension, Complex Problem Solving, Critical Thinking	29.56	34.19
Dental Hygienists	24	Speaking, Active Listening, Critical Thinking	34.21	37.6

Source: Illinois Department of Employment Security, Illinois Board of Higher Education, & Emsi-Burning Glass, 2021.

Region

Northern Stateline

Demand Occupations Requiring a Bachelor's Degree

Occupation	Average Annual Job Openings	Skills	Hourly Entry Wage	Hourly Experienced Wage
Mechanical Engineers	71	Active Listening, Critical Thinking, Mathematics	38.33	44.91
Business Operations Specialists, All Other	120	Active Listening, Critical Thinking, Reading Comprehension	19.18	43.16
Buyers & Purchasing Agents	121	Active Listening, Mathematics, Reading Comprehension	27.75	35.34
Insurance Sales Agents	91	Active Listening, Reading Comprehension, Speaking	23.07	33.04
Registered Nurses	318	Active Listening, Social Perceptiveness, Service Orientation	33.79	36.81
Human Resources Specialists	63	Active Listening, Speaking, Reading Comprehension	24.47	29.42
Secondary Teachers, Ex. Spec/Voc. Ed.	105	Instructing, Learning Strategies, Speaking	NA	NA
Elem. School Teachers, Ex. Special Ed.	164	Instructing, Speaking, Learning Strategies	NA	NA
Market Research Analysts & Specialists	80	Reading Comprehension, Active Listening, Complex Problem Solving	24.83	30.61
Substitute Teachers	95	Speaking, Instructing, Learning Strategies	NA	NA

Demand Occupations Requiring Education Beyond a Bachelor's Degree

Occupation	Average Annual Job Openings	Skills	Hourly Entry Wage	Hourly Experienced Wage
Marketing Managers	40	Active Learning, Active Listening, Critical Thinking	47.37	61.26
General & Operations Managers	318	Active Listening, Coordination, Monitoring	39.93	61.16
Financial Managers	84	Active Listening, Critical Thinking, Monitoring	46.23	63.75
Management Analysts	66	Active Listening, Critical Thinking, Reading Comprehension	30.15	41.69
Ed.Administrators, Elem. & Secondary	34	Active Listening, Reading Comprehension, Speaking	34.51	48.73
Lawyers	33	Active Listening, Speaking, Reading Comprehension	36.41	53.18
Sales Managers	62	Persuasion, Active Listening, Speaking	49.46	67.92
Administrative Services Managers	37	Speaking, Active Listening, Coordination	27.13	51.85
Clergy	77	Speaking, Active Listening, Service Orientation	26.69	30.06
Medical & Health Services Managers	41	Speaking, Critical Thinking, Active Listening	49.66	66.93

Source: Illinois Department of Employment Security, Illinois Board of Higher Education, & Emsi-Burning Glass, 2021.

Sector	Agribusiness_AgTech
Region	Northern_Stateline
* Data sourced from Burning Glass 2021 estimates	

SOC	Description	2021 Hires	2021 Separations	2021 Turnover Rate	2021 Jobs
45-2000	Agricultural Workers	1,053	986	117%	846
53-7000	Material Moving Workers	10,984	11,439	96%	11,933
39-2000	Animal Care and Service Workers	326	338	87%	390
43-9000	Other Office and Administrative Support Workers	3,199	3,627	79%	4,599
43-4000	Information and Record Clerks	3,380	3,613	75%	4,808
43-3000	Financial Clerks	1,916	2,205	68%	3,258
53-3000	Motor Vehicle Operators	3,838	3,899	67%	5,840
51-3000	Food Processing Workers	1,024	1,059	63%	1,690
31-9000	Other Healthcare Support Occupations	1,118	1,128	62%	1,826
51-9000	Other Production Occupations	2,832	3,303	58%	5,701
51-6000	Textile, Apparel, and Furnishings Workers	288	315	56%	562
49-9000	Other Installation, Maintenance, and Repair Occupations	2,033	2,139	54%	3,978
13-1000	Business Operations Specialists	2,242	2,173	53%	4,123
11-1000	Top Executives	1,584	1,713	49%	3,515
43-5000	Material Recording, Scheduling, Dispatching, and Distributing Workers	1,212	1,329	48%	2,766
11-3000	Operations Specialties Managers	795	814	36%	2,258
51-1000	Supervisors of Production Workers	473	526	36%	1,466
11-9000	Other Management Occupations	1,516	1,576	36%	4,407
41-4000	Sales Representatives, Wholesale and Manufacturing	531	547	36%	1,537
29-2000	Health Technologists and Technicians	1,468	1,402	35%	4,011
29-1000	Healthcare Diagnosing or Treating Practitioners	1,868	1,751	23%	7,777
Totals		43,682	45,884	59%	77,292

Sector	Energy				
Region	Northern_Stateline				
*Data sourced from 2021 Burning Glass estimates					

SOC	Description	2021 Hires	2021 Separations	2021 Turnover Rate	2021 Jobs
47-3000	Helpers, Construction Trades	221	241	127%	190
47-5000	Extraction Workers	66	81	120%	68
41-2000	Retail Sales Workers	7,708	8,174	97%	8,469
53-7000	Material Moving Workers	10,984	11,439	96%	11,933
47-1000	Supervisors of Construction and Extraction Workers	399	371	87%	429
47-2000	Construction Trades Workers	5,215	5,246	84%	6,219
43-9000	Other Office and Administrative Support Workers	3,199	3,627	79%	4,599
43-4000	Information and Record Clerks	3,380	3,613	75%	4,808
43-3000	Financial Clerks	1,916	2,205	68%	3,258
53-3000	Motor Vehicle Operators	3,838	3,899	67%	5,840
43-6000	Secretaries and Administrative Assistants	1,899	2,201	66%	3,329
19-4000	Life, Physical, and Social Science Technicians	167	157	65%	243
51-9000	Other Production Occupations	2,832	3,303	58%	5,701
41-3000	Sales Representatives, Services	1,062	1,060	56%	1,887
49-9000	Other Installation, Maintenance, and Repair Occupations	2,033	2,139	54%	3,978
13-1000	Business Operations Specialists	2,242	2,173	53%	4,123
41-1000	Supervisors of Sales Workers	695	703	51%	1,390
51-2000	Assemblers and Fabricators	2,665	3,773	50%	7,494
13-2000	Financial Specialists	918	867	49%	1,753
11-1000	Top Executives	1,584	1,713	49%	3,515
43-5000	Material Recording, Scheduling, Dispatching, and Distributing Workers	1,212	1,329	48%	2,766
49-2000	Electrical and Electronic Equipment Mechanics, Installers, and Repairers	195	231	48%	484
51-8000	Plant and System Operators	120	132	46%	288
51-4000	Metal Workers and Plastic Workers	2,584	3,132	39%	7,938
17-3000	Drafters, Engineering Technicians, and Mapping Technicians	332	363	38%	953
15-1200	Computer Occupations	743	646	37%	1,732
11-3000	Operations Specialties Managers	795	814	36%	2,258
11-9000	Other Management Occupations	1,516	1,576	36%	4,407
41-4000	Sales Representatives, Wholesale and Manufacturing	531	547	36%	1,537
17-2000	Engineers	446	502	26%	1,920
Totals		61,498	66,260	64%	103,510

Sector	Healthcare				
Region	Northern_Stateline				
*Data sourced from 2021 Burning Glass estimates					
SOC	Description	2021 Hires	2021 Separations	2021 Turnover Rate	2021 Jobs
35-3000	Food and Beverage Serving Workers	9,905	11,457	156%	7,334
35-2000	Cooks and Food Preparation Workers	3,425	3,743	117%	3,197
41-2000	Retail Sales Workers	7,708	8,174	97%	8,469
31-1100	Home Health and Personal Care Aides; and Nursing Assistants, Orderlies, and Psychiatric Aides	4,802	3,909	84%	4,634
37-2000	Building Cleaning and Pest Control Workers	3,237	3,260	82%	3,965
43-9000	Other Office and Administrative Support Workers	3,199	3,627	79%	4,599
43-4000	Information and Record Clerks	3,380	3,613	75%	4,808
43-3000	Financial Clerks	1,916	2,205	68%	3,258
43-6000	Secretaries and Administrative Assistants	1,899	2,201	66%	3,329
31-2000	Occupational Therapy and Physical Therapist Assistants and Aides	129	99	65%	153
31-9000	Other Healthcare Support Occupations	1,118	1,128	62%	1,826
43-1000	Supervisors of Office and Administrative Support Workers	675	717	54%	1,320
21-1000	Counselors, Social Workers, and Other Community and Social Service Specialists	1,676	1,778	54%	3,302
13-1000	Business Operations Specialists	2,242	2,173	53%	4,123
15-1200	Computer Occupations	743	646	37%	1,732
11-9000	Other Management Occupations	1,516	1,576	36%	4,407
29-2000	Health Technologists and Technicians	1,468	1,402	35%	4,011
29-1000	Healthcare Diagnosing or Treating Practitioners	1,868	1,751	23%	7,777
Totals		50,905	53,459	74%	72,242

Sector	Hospitality
Region	Northern_Stateline
*Data sourced from 2021 Burning Glass estimates	

SOC	Description	2021 Hires	2021 Separations	2021 Turnover Rate	2021 Jobs
39-3000	Entertainment Attendants and Related Workers	799	928	233%	398
35-3000	Food and Beverage Serving Workers	9,905	11,457	156%	7,334
35-9000	Other Food Preparation and Serving Related Workers	1,209	1,376	151%	910
35-2000	Cooks and Food Preparation Workers	3,425	3,743	117%	3,197
39-7000	Tour and Travel Guides	28	35	113%	31
35-1000	Supervisors of Food Preparation and Serving Workers	1,041	1,164	110%	1,056
33-9000	Other Protective Service Workers	955	983	106%	930
41-2000	Retail Sales Workers	7,708	8,174	97%	8,469
39-6000	Baggage Porters, Bellhops, and Concierges	35	38	96%	39
37-2000	Building Cleaning and Pest Control Workers	3,237	3,260	82%	3,965
37-3000	Grounds Maintenance Workers	1,212	1,180	80%	1,480
43-9000	Other Office and Administrative Support Workers	3,199	3,627	79%	4,599
43-4000	Information and Record Clerks	3,380	3,613	75%	4,808
39-1000	Supervisors of Personal Care and Service Workers	193	200	75%	266
39-9000	Other Personal Care and Service Workers	1,456	1,734	71%	2,452
43-3000	Financial Clerks	1,916	2,205	68%	3,258
27-2000	Entertainers and Performers, Sports and Related Workers	483	570	65%	873
41-3000	Sales Representatives, Services	1,062	1,060	56%	1,887
51-6000	Textile, Apparel, and Furnishings Workers	288	315	56%	562
43-1000	Supervisors of Office and Administrative Support Workers	675	717	54%	1,320
49-9000	Other Installation, Maintenance, and Repair Occupations	2,033	2,139	54%	3,978
13-1000	Business Operations Specialists	2,242	2,173	53%	4,123
37-1000	Supervisors of Building and Grounds Cleaning and Maintenance Workers	168	159	52%	304
11-1000	Top Executives	1,584	1,713	49%	3,515
11-9000	Other Management Occupations	1,516	1,576	36%	4,407
Totals		49,748	54,138	84%	64,161

Sector	InfoTech
Region	Northern_Stateline

*Data sourced from 2021 Burning Glass estimates

SOC	Description	2021 Hires	2021 Separations	2021 Turnover Rate	2021 Jobs
53-7000	Material Moving Workers	10,984	11,439	96%	11,933
47-2000	Construction Trades Workers	5,215	5,246	84%	6,219
43-9000	Other Office and Administrative Support Workers	3,199	3,627	79%	4,599
43-4000	Information and Record Clerks	3,380	3,613	75%	4,808
43-3000	Financial Clerks	1,916	2,205	68%	3,258
43-6000	Secretaries and Administrative Assistants	1,899	2,201	66%	3,329
51-9000	Other Production Occupations	2,832	3,303	58%	5,701
41-3000	Sales Representatives, Services	1,062	1,060	56%	1,887
49-9000	Other Installation, Maintenance, and Repair Occupations	2,033	2,139	54%	3,978
13-1000	Business Operations Specialists	2,242	2,173	53%	4,123
51-2000	Assemblers and Fabricators	2,665	3,773	50%	7,494
13-2000	Financial Specialists	918	867	49%	1,753
11-1000	Top Executives	1,584	1,713	49%	3,515
43-5000	Material Recording, Scheduling, Dispatching, and Distributing Workers	1,212	1,329	48%	2,766
49-2000	Electrical and Electronic Equipment Mechanics, Installers, and Repairers	195	231	48%	484
11-2000	Advertising, Marketing, Promotions, Public Relations, and Sales Managers	358	436	47%	919
19-1000	Life Scientists	72	85	45%	190
51-4000	Metal Workers and Plastic Workers	2,584	3,132	39%	7,938
17-3000	Drafters, Engineering Technicians, and Mapping Technicians	332	363	38%	953
15-1200	Computer Occupations	743	646	37%	1,732
11-3000	Operations Specialties Managers	795	814	36%	2,258
11-9000	Other Management Occupations	1,516	1,576	36%	4,407
41-4000	Sales Representatives, Wholesale and Manufacturing	531	547	36%	1,537
17-2000	Engineers	446	502	26%	1,920
Totals		48,713	53,022	60%	87,703

Sector	Life_Science				
Region	Northern_Stateline				
*Data sourced from 2021 Burning Glass estimates					
SOC	Description	2021 Hires	2021 Separations	2021 Turnover Rate	2021 Jobs
35-3000	Food and Beverage Serving Workers	9,905	11,457	156%	7,334
35-2000	Cooks and Food Preparation Workers	3,425	3,743	117%	3,197
41-2000	Retail Sales Workers	7,708	8,174	97%	8,469
31-1100	Home Health and Personal Care Aides; and Nursing Assistants, Orderlies, and Psychiatric Aides	4,802	3,909	84%	4,634
37-2000	Building Cleaning and Pest Control Workers	3,237	3,260	82%	3,965
43-9000	Other Office and Administrative Support Workers	3,199	3,627	79%	4,599
43-4000	Information and Record Clerks	3,380	3,613	75%	4,808
39-9000	Other Personal Care and Service Workers	1,456	1,734	71%	2,452
43-3000	Financial Clerks	1,916	2,205	68%	3,258
43-6000	Secretaries and Administrative Assistants	1,899	2,201	66%	3,329
31-9000	Other Healthcare Support Occupations	1,118	1,128	62%	1,826
51-9000	Other Production Occupations	2,832	3,303	58%	5,701
21-1000	Counselors, Social Workers, and Other Community and Social Service Specialists	1,676	1,778	54%	3,302
49-9000	Other Installation, Maintenance, and Repair Occupations	2,033	2,139	54%	3,978
13-1000	Business Operations Specialists	2,242	2,173	53%	4,123
11-1000	Top Executives	1,584	1,713	49%	3,515
19-1000	Life Scientists	72	85	45%	190
15-1200	Computer Occupations	743	646	37%	1,732
11-3000	Operations Specialties Managers	795	814	36%	2,258
11-9000	Other Management Occupations	1,516	1,576	36%	4,407
29-2000	Health Technologists and Technicians	1,468	1,402	35%	4,011
17-2000	Engineers	446	502	26%	1,920
29-1000	Healthcare Diagnosing or Treating Practitioners	1,868	1,751	23%	7,777
Totals		59,319	62,933	69%	90,784

Sector	Manufacturing
Region	Northern_Stateline

*Data sourced from 2021 Burning Glass estimates

SOC	Description	2021 Hires	2021 Separations	2021 Turnover Rate	2021 Jobs
53-7000	Material Moving Workers	10,984	11,439	96%	11,933
47-2000	Construction Trades Workers	5,215	5,246	84%	6,219
43-9000	Other Office and Administrative Support Workers	3,199	3,627	79%	4,599
43-4000	Information and Record Clerks	3,380	3,613	75%	4,808
43-3000	Financial Clerks	1,916	2,205	68%	3,258
53-3000	Motor Vehicle Operators	3,838	3,899	67%	5,840
51-5100	Printing Workers	107	153	64%	238
51-9000	Other Production Occupations	2,832	3,303	58%	5,701
51-7000	Woodworkers	157	178	56%	320
49-9000	Other Installation, Maintenance, and Repair Occupations	2,033	2,139	54%	3,978
13-1000	Business Operations Specialists	2,242	2,173	53%	4,123
51-2000	Assemblers and Fabricators	2,665	3,773	50%	7,494
11-1000	Top Executives	1,584	1,713	49%	3,515
43-5000	Material Recording, Scheduling, Dispatching, and Distributing Workers	1,212	1,329	48%	2,766
51-4000	Metal Workers and Plastic Workers	2,584	3,132	39%	7,938
17-3000	Drafters, Engineering Technicians, and Mapping Technicians	332	363	38%	953
15-1200	Computer Occupations	743	646	37%	1,732
11-3000	Operations Specialties Managers	795	814	36%	2,258
51-1000	Supervisors of Production Workers	473	526	36%	1,466
11-9000	Other Management Occupations	1,516	1,576	36%	4,407
41-4000	Sales Representatives, Wholesale and Manufacturing	531	547	36%	1,537
17-2000	Engineers	446	502	26%	1,920
Totals		48,784	52,898	61%	87,003

Sector	Transportation_Logistics				
Region	Northern_Stateline				
*Data sourced from 2021 Burning Glass estimates					
SOC	Description	2021 Hires	2021 Separations	2021 Turnover Rate	2021 Jobs
41-2000	Retail Sales Workers	7,708	8,174	97%	8,469
53-7000	Material Moving Workers	10,984	11,439	96%	11,933
43-9000	Other Office and Administrative Support Workers	3,199	3,627	79%	4,599
43-4000	Information and Record Clerks	3,380	3,613	75%	4,808
53-2000	Air Transportation Workers	133	130	71%	183
43-3000	Financial Clerks	1,916	2,205	68%	3,258
53-3000	Motor Vehicle Operators	3,838	3,899	67%	5,840
43-6000	Secretaries and Administrative Assistants	1,899	2,201	66%	3,329
53-4000	Rail Transportation Workers	102	126	63%	200
53-1000	Supervisors of Transportation and Material Moving Workers	324	311	61%	509
51-9000	Other Production Occupations	2,832	3,303	58%	5,701
49-3000	Vehicle and Mobile Equipment Mechanics, Installers, and Repairers	1,161	1,273	55%	2,303
43-1000	Supervisors of Office and Administrative Support Workers	675	717	54%	1,320
49-9000	Other Installation, Maintenance, and Repair Occupations	2,033	2,139	54%	3,978
13-1000	Business Operations Specialists	2,242	2,173	53%	4,123
41-1000	Supervisors of Sales Workers	695	703	51%	1,390
11-1000	Top Executives	1,584	1,713	49%	3,515
43-5000	Material Recording, Scheduling, Dispatching, and Distributing Workers	1,212	1,329	48%	2,766
11-2000	Advertising, Marketing, Promotions, Public Relations, and Sales Managers	358	436	47%	919
15-1200	Computer Occupations	743	646	37%	1,732
11-3000	Operations Specialties Managers	795	814	36%	2,258
41-4000	Sales Representatives, Wholesale and Manufacturing	531	547	36%	1,537
Totals		48,344	51,518	69%	74,671

Sector	Warehouse_Transportation
Region	Northern Stateline
*Data sourced from 2021 Burning Glass estimates	

SOC	Description	2021 Hires	2021 Separations	2021 Turnover Rate	2021 Jobs
53-2031	Flight Attendants	<10	<10	N/A	<10
53-7064	Packers and Packagers, Hand	1,428	1,646	113%	1,456
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	6,031	6,379	101%	6,305
53-7065	Stockers and Order Fillers	2,343	2,302	88%	2,627
43-9061	Office Clerks, General	2,891	3,311	81%	4,074
43-4051	Customer Service Representatives	1,959	2,035	80%	2,544
43-4181	Reservation and Transportation Ticket Agents and Travel Clerks	86	98	72%	136
53-7051	Industrial Truck and Tractor Operators	593	504	72%	700
53-3033	Light Truck Drivers	1,336	1,269	69%	1,832
53-3052	Bus Drivers, Transit and Intercity	145	189	67%	283
53-3032	Heavy and Tractor-Trailer Truck Drivers	1,568	1,563	63%	2,470
53-1047	First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	312	299	61%	494
53-3058	Passenger Vehicle Drivers, Except Bus Drivers, Transit and Intercity	309	350	58%	609
43-5032	Dispatchers, Except Police, Fire, and Ambulance	94	98	55%	176
43-1011	First-Line Supervisors of Office and Administrative Support Workers	675	717	54%	1,320
53-2011	Airline Pilots, Copilots, and Flight Engineers	19	20	54%	38
43-5071	Shipping, Receiving, and Inventory Clerks	488	534	50%	1,064
11-1021	General and Operations Managers	1,477	1,581	50%	3,157
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	128	128	46%	276
43-5011	Cargo and Freight Agents	40	38	46%	83
49-3011	Aircraft Mechanics and Service Technicians	101	104	43%	242
43-5021	Couriers and Messengers	31	33	37%	90
Totals		22,054	23,201	77%	29,981