

STATE OF ILLINOIS  
Illinois Workforce Innovation Board

ILLINOIS WORKFORCE DEVELOPMENT  
Annual Report  
FPY '17/SFY '18



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## Introduction

Illinois made significant progress on Workforce Innovation and Opportunity Act (WIOA) priorities at the state, regional, and local level in Program Year 2017 (PY2017). These priorities include strategic alignment, accountability, improving the American Job Center system and services to employers, and promoting work-based learning. As detailed in this report, efforts by the Illinois Workforce Innovation Board (IWIB), the WIOA core and required partners, and local workforce boards resulted in a more collaborative approach to achieving the vision laid out by WIOA and the Illinois WIOA Unified State Plan.

Strategic planning efforts by the IWIB, the Illinois Community College Board (ICCB), core and required partners, and the private sector community built upon and aligned with earlier planning efforts. The plans place an emphasis on aligning system resources to provide employers and job seeker services that promote better economic opportunities, greater equity, and sustainable career pathways. This is achieved through focusing on work-based learning/apprenticeship, utilizing technology to better serve customers, integrating partner services, and continuous improvement through evaluation.

Through leadership from the Illinois Governor's office and the IWIB, significant progress was made on engaging businesses to expand work-based learning and apprenticeships. This was achieved through alignment of state agency policies, stronger business outreach and marketing, and innovative funding opportunities. The state came out of PY2017 with a stronger base to expand the use of apprenticeships to nontraditional occupations and hard to serve populations.

The IWIB's strategic planning process resulted in the creation of a new standing committee focused on data and technology and charged with leading the state's effort to harness the information contained in state agency records to better understand and serve employer and job seeker needs. This will require reconciling differences among incompatible legacy systems for data sharing to provide a complete picture of the workforce, education and economic development systems and customer outcomes.

Illinois' system also made strides in coordinating and aligning services for job seekers and employers. The strategic planning priorities resulted in policies that guide the operations of American Job Centers as they integrate programs and resources in a seamless service delivery model.

Importantly, these planning and policy efforts are being monitored and evaluated to ensure the system learns from successes and failures, incorporating best practices into future directives. These lessons will be captured and disseminated through the IWIB Evaluation and Accountability Committee, which formed in PY2017. This practice will lead to a continuously improving system that better serves customers.

The report is divided into five sections. Section 1, *Illinois Unified Plan Vision and Goals*, describes progress made in achieving the state's strategic vision and goals as described in Illinois' WIOA Unified State Plan and Modifications, including progress made in implementing sector strategies and career pathways. Section 2, *Planning and Service Integration*, includes updates of system planning and service integration efforts in the Unified Plan and Modifications. This includes any workforce system technical assistance needs. Section 3, *Performance and Evaluation* covers evaluation, customer satisfaction approaches, and performance indicators including Illinois' pilot approaches to measuring Effectiveness in Serving Employers. Section 4, *Layoff Aversion and Dislocated Workers*, details efforts supported by funds reserved by the governor, rapid response and layoff aversion activities, Illinois' dislocated worker grant activities, and Trade Adjustment Assistance. Finally, Section 5, *Challenges and Promising Practices*, includes the use of waivers.

# 1. Illinois Unified State Plan Vision and Goals

The vision adopted in the Illinois WIOA Unified State Plan is as follows:

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

It aligns with the Illinois Workforce Innovation Board's vision and mission statements as outlined in their Strategic Plan. Together they provide the framework for strategic decisions that lead the workforce system.

## Core Program Activities to Implement the State's Strategy

A number of goals were identified to provide guidance towards achieving the state's vision. Policy strategies were developed to reach the goals of the Illinois WIOA Unified State Plan. Attached to each strategy are specific implementation activities that leverage the collective experience of the core and required partners and build upon experience gained through public and private sector innovation initiatives. The core partner programs under the Workforce Innovation and Opportunity Act (WIOA) are fully committed to achieving improved service delivery through program alignment. Under the direction of the Illinois Workforce Innovation Board (IWIB) and the Interagency Work Group, each program is taking steps to assess how services overlap and to identify opportunities for improved service alignment in support of the state strategies.

A broad overview of the state's approach to strategy implementation is included in Attachment A. Descriptions of the progress achieved on individual strategies related to the goals are described in the following pages.

## Goals for Preparing an Educated and Skilled Workforce

**Goal #1:** Illinois looks to **expand career pathway opportunities** by providing more accelerated and work-based training and aligning and integrating programs of study leading to industry-recognized credentials and improved employment and earnings.

### Strategy: Provide Career Pathways for Economic Advancement

The IWIB continues to strengthen alignment with education groups to advance career pathways for all individuals to prepare them for economic self-sufficiency. In Illinois, the Illinois P-20 Council (P represents preschool and 20 stands for grade 20, education after college), which has a business membership emphasis, has become the venue to develop a framework to better align the state's education systems. The IWIB Business Co-Chair plays a major role in the council and is the chair of the P-20 Council's School, College and Career Readiness Committee. This uniquely positions the IWIB to facilitate connections among workforce, education, and business and industry partners. The IWIB will also be in position to create a common set of expectations, assumptions and definitions that will enable the alignment of career pathways programs and build a stronger talent pipeline across all populations. Additionally, the IWIB Business Co-Chair and one of the required state legislative members of the IWIB were actively engaged in the Higher Education Commission on the Future of the Workforce, who sought to ensure that practices and policy recommendations to increase post-secondary education attainment and address regional workforce needs are embedded into WIOA implementation strategies.

The Illinois Community College Board (ICCB), through its Adult Education and Workforce Division, has developed model strategies to assist individuals with multiple barriers to employment. For example, ICCB has created and implemented Pre-bridge, Bridge, and Integrated Education and Training (IET) programs such as I-CAPS (Integrated Career and Academic Preparation System) that are designed to improve access to training for in-demand occupations for very-underserved populations. With the implementation of two strategic plans, the Workforce Education Strategic Plan and the Adult Education Strategic Plan, the ICCB has identified strategies and goals that address early interventions, transition to postsecondary education and employment and college and career readiness.

Policies and practices recommended from these efforts will be operationalized through current and future state and regional sector initiatives, such as those mentioned in the activities below.

**Activity: Promote Leading Career Pathway Models and Best Practices**

Illinois' current efforts to align education, workforce and economic development are also laying a solid foundation to promote leading career pathway models and best practices. Career pathway development in Illinois is being expanded to encompass every level of the education system and to meet the needs of our diverse populations, including those that face multiple barriers to achieving self-sufficiency. The IWIB and some of the core and required partner agencies adopted a statewide definition of "Career Pathways." This definition adapts the current definition under WIOA and expands it to ensure a connection with current state initiatives, programs and services. Each agency incorporates this definition into guidelines to ensure a consistent message is understood throughout the state. Across the system, Illinois is piloting and/or creating solutions to implement these models and to develop policy recommendations. A list of these practices can be found in Attachment B.

The Illinois Department of Commerce and Economic Opportunity is responsible for the WIOA Statewide Workforce Activities funds that provide resources for projects that integrate workforce, education and economic development services; that break down barriers to accessing job-driven training resulting in employment opportunities; and, that assist in the effective and efficient implementation of WIOA regulations within Illinois' economic development regions. Some examples of Statewide Activities projects include:

- Providing technical assistance to local areas in carrying out the workforce programs including the coordination of statewide workforce summits and regional training events;
- Assisting local areas to provide opportunities for individuals with barriers to employment to enter in-demand jobs;
- Assisting local areas in carrying out the regional planning and service delivery efforts;
- Supporting the effective development, convening, and implementation of industry and sector partnerships;
- Aiding local areas that have a high concentration of opportunity youth;
- Coordinating and aligning data systems used to carry out the requirements of WIOA and maintaining the list of eligible training providers; and
- Operating a fiscal and management accountability system.

Specific examples of statewide activities, including IWIB support and grant programs can be found in Attachment C.

# I Have Been Able to Achieve the American Dream

Uri Saenz, who was born in Chihuahua, Mexico and raised in Chicago, came to National Able Network with the mission to get his career back on track. Although only in his 20's Uri had already accomplished plenty – from graduating college with a bachelor's degree in Marketing and Economics to working in marketing research to owning his own business to purchasing his very own ranch in Mexico. Uri is a well-rounded individual with an array of passions, so when coming to National Able Network he sought some guidance on entering a new field and finding employment within that field – he achieved that, and so much more.

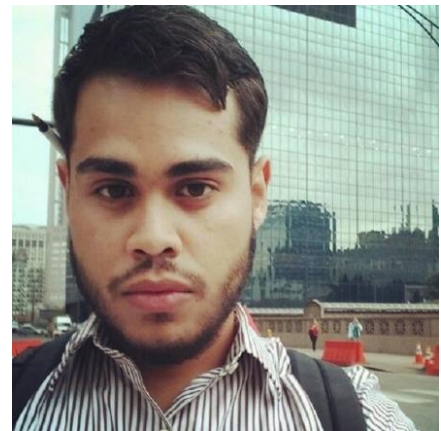
Most recently before becoming a National Able Network client, Uri owned and operated a luxury automotive and detailing company. His business was so successful that a local competitor offered to purchase the company. Although Uri did not consider it at first, circumstances in his personal life changed, and Uri decided he wanted a fresh start. He went through with the sale, returned to Mexico, and spent time on his ranch. Almost a year and a half later, while walking through the mountainside, Uri felt it was the right time to dive all-in and pursue his career dream of being in the Information Technology (IT) field.

Upon his return to Chicago, Uri attempted to find employment, although it was difficult, especially because of the gap on his resume, so he applied for several programs with National Able Network, including: Employment Opportunities, Personalized Services, Individualized Training, Career Planning (EPIC), Workforce Innovation and Opportunity Act (WIOA) and IT Career Lab. Luckily, Uri was eligible and suitable for all three! He had experience fixing computers, working with java, and telecom, so he got to work with his career coach Kelsey Briggs-Dineen, and revised his resume. During this time, Uri began to study to for his certifications from IT Career Lab.

“I had to be open. Kelsey helped me understand my skills, like time management. I was learning to embrace the abyss, learning to trust in the guidance. Kelsey was on me behind every day and was the main reason I trusted the program,” says Uri. Upon completion of IT Career Lab, Uri earned the following certifications: Microsoft Certified Solutions Associate (MCSA), Cisco Certified Entry Networking Technician (CCENT), and Cisco Certified Network Associate (CCNA.) Eventually, an IT Specialist position opened within National Able Network's IT department, Uri applied and was hired! When reflecting on his career and how National Able Network was helpful throughout his path thus far, Uri says “I have been able to achieve the American Dream.”



## URIEL SAENZ



**Location:**

Melrose Park, IL

**Organization:**

National Able Network

**Participant Type:**

Participant

**Program Type:**

Employment Opportunities, Personalized Services, Individualized Training, Career Planning (EPIC)

**Program Detail:**

Training

**Program Detail:**

Training

**Pathway:**

Information Technology

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

The state agency partners focus on expanding access and success in sector-based bridge programs that provide opportunities for youth and adults with low skills and low literacy. The state supports new initiatives that promote sector-based pre-bridge, bridge programs, and integrated education and training models that expand access and increase success for low-skilled youth and adults in career pathways. These programs are designed to introduce individuals to career pathway programs of interest. A common state definition of bridge programs was developed to ensure all core and required partners have a basic understanding of the provisions of services under these programs. The partners have begun to revisit this definition and other policies to ensure that it aligns with current employer and workforce readiness needs, with the newly developed career pathway definition, as well as with common measures described in the Alliance for Quality Career Pathways. The state recognizes the use of bridge programs as a foundation for career pathway systems and employment opportunities and other training.

Finalized in January 2018, the strategic plan for adult education, “Expanding Career Pathway Opportunities in Adult Education,” engaged multiple partners in the plan development process. The plan looks to expand opportunities for individuals, including those who lack basic literacy, English language learners and foundational skills necessary to access in-demand employment. The ICCB will continue to engage core and required partners in the strategic planning process, and work closely with them to re-examine the bridge definition to ensure its connection to the statewide definition of career pathways.



# KOCH FOODS

## COREY DOYLE



**Location:**  
Chicago, IL

**Organization:**  
Charities of the  
Archdiocese of Chicago

**Participant Type:**  
Participant

**Program Type:**  
EPIC

**Program Detail:**  
Training

**Pathway:**  
Transportation,  
Distribution and  
Logistics

## HARD WORK RESULTS IN EPIC SUCCESS

EPIC participant, Corey, came to Catholic Charities in July of 2017. He had several challenges growing up and experienced many gang influences, Corey felt as though he was doomed to a life of despair. After he became involved in a 12-step program, offered through the EPIC program, things began to change. He studied every night for his Professional Effectiveness Training, participated in training and was intent on learning the material. His persistence paid off, as his pre-test score on Employment Training was 40%, and his post-test score was 92%. Corey successfully passed the written and practicum tests for his forklift certification and worked at the WIC Warehouse for his On the Job Training (OJT).

Upon completion of OJT, he went directly to the Career Navigator system for support with interviewing skills, resume writing, and learning how to apply for jobs. Three weeks after he completed OJT, he started his first permanent full-time job at Koch Foods. The position at Koch Foods offers a raise, health care insurance, vacation and sick days after completion of a 90 days probation period. Corey enjoys his new job.

### **Activity: Promote Innovative Career Pathway Solutions**

Illinois' adoption of a statewide definition for career pathways lays a solid foundation for career pathway models for all populations. One example in promoting innovation in career pathway solutions will be an increased emphasis on solutions for youth with barriers. Informed by the work of the IWIB Career Pathways for Targeted Populations Committee (previously the IWIB Youth Standing Committee), state agency partners will use demonstrations and pilot projects to guide policy recommendations through activities such as:

- Exploring opportunities to expand career pathways for out-of-school youth through the blending of federal and state funding;
- Supporting education efforts to design and implement rigorous, demand-driven education systems that will increase career pathway curriculum in secondary settings;
- Developing joint projects among adult education programs, local workforce boards and others in areas such as aligning WIOA Title I services with efforts that currently address justice-involved youth. Illinois is exploring a range of career pathway models seen nationally and statewide as best practices. Where possible these models will be folded into existing juvenile justice efforts for seamless service alignment to add the expertise of WIOA service providers to strengthen employment and training models; and
- Creating service alignment for foster youth, including youth who are aging out of the foster care system. The Departments of Commerce and Economic Opportunity (Commerce) and Children and Family Services are developing an initiative to expand career pathway services to older foster youth who are nearing age-out. Successful models for braiding and blending WIOA and Chafee Foster Care Funds are under consideration as a basis for Illinois' effort.
- Illinois is committed to identifying available resources that can support its efforts in serving all populations more effectively. This braiding and blending of Federal, State, private and philanthropic funds will further assist in ensuring the strategies laid out have maximum impact on individuals, businesses and communities.

### **Activity: Promote the Use of All Types of Apprenticeships**

With increased attention given to various forms of work-based learning, apprenticeships are becoming more common as WIOA is implemented. The Workforce Readiness through Apprenticeships and Pathways (WRAP) Committee of the Governor's Cabinet on Children and Youth will continue to coordinate the pathways and apprenticeship activities of workforce, education and economic development agencies in Illinois.

#### Workforce Readiness through Apprenticeships & Pathways (WRAP)

Early in PY2017, the Apprenticeship Plus project of the Governor's Cabinet on Children and Youth transitioned to become the Workforce Readiness through Apprenticeships & Pathways (WRAP) project, with an expanded scope and vision: *All Illinois young people reach adulthood having completed workforce readiness programs that prepare them for college and work, while equipping them with the information they need to choose the best career pathway for themselves.*

WRAP is led by Commerce and uses the IL P-20 Council and IWIB as key advisory councils for their work. The primary partners of this cross-agency effort include most of the WIOA core and required partners as well as several nonprofit agencies.



The system-level work of WRAP brings together cross-agency strategies in service of the following goals across the education, workforce, and employment systems:

1. Develop a state infrastructure to support career pathways and associated work-based learning opportunities
2. Define expectations for "prepared for college and career"
3. Identify and standardize career pathway information
4. Develop quality metrics to identify promising practices and ensure continuous improvement
5. Engage businesses in career pathways
6. Inform and engage Illinoisans in career pathways and associated work-based learning opportunities

Throughout PY2017, the WRAP team has used the following, high-priority strategic planning initiatives and activities across the state as building blocks to create a cohesive career readiness system and build toward its vision:

- *Every Student Succeeds Act (ESSA) State Plan*: A result of federal legislation and led by the Illinois State Board of Education (ISBE), the ESSA State plan outlines ISBE's goals to implement a holistic, comprehensive, and coordinated system of support that prepares each student for academic excellence and postsecondary success. Most relevant to this project is the College and Career Readiness Indicator (CCRI) set forth by the plan, which the U.S. Department of Education highlighted as an example of a unique and progressive indicator. The CCRI was adopted as a part of the State Plan approved by the U.S. Department of Education and is aligned to the philosophy of career pathways in the Illinois WIOA Unified State Plan, as well as the Postsecondary & Workforce Readiness Act.
- *Postsecondary & Workforce Readiness (PWR) Act*: The Illinois PWR Act, signed into law in 2016, identified four aligned strategies that require coordinated community systems involving school districts, postsecondary education institutions, employers, and other public and private organizations. This act includes a framework for Postsecondary and Career Expectations (PaCE), College and Career Pathway Endorsements, Transitional Math Instruction, and pilots of competency-based high school graduation requirements.
- *Illinois WIOA Unified State Plan*: A result of the federal Workforce Innovation and Opportunity Act and led by the four core WIOA partners (Commerce, DHS, ICCB, and IDES), the Illinois WIOA Unified State Plan provides a vision of the state's integration of workforce, education and economic development policy.
- *ICCB Workforce Education Strategic Plan*: Led by ICCB, the Workforce Education Strategic Plan outlines the goals and objectives for four priority areas that will achieve alignment of the community college system and the state's workforce development system with economic development directions and workforce needs, thereby creating a talent pipeline that fuels economic growth and creates career pathways for all Illinoisans. The priorities are to: increase early career-related education and exposure; address essential and occupational skill gaps; align education and training programs to employers' needs and strengthen connections among public partners and engagement and alignment with business.

Key accomplishments and upcoming work of the WRAP Committee are included in Attachment D.

## IWIB Apprenticeship Committee

The IWIB created an Apprenticeship Standing Committee in 2016 to plan for a comprehensive and integrated apprenticeship system in Illinois, oversee its implementation and performance, and recommend improvements. The IWIB is committed to using registered, non-registered, youth, and pre-apprenticeships as a key strategy to build a pipeline of skilled workers to help businesses throughout the state remain competitive.

Within the first year, the Committee developed the Apprenticeship Plus framework, received an ApprenticeshipUSA Accelerator planning grant for \$200,000, received an ApprenticeshipUSA State Apprenticeship Expansion (SAE) grant for \$1.3 million, held statewide employer roundtables and youth roundtables, and helped establish an inaugural project for the Governor's Cabinet on Children and Youth by collaborating with 10 State agencies and boards.

The IWIB Apprenticeship Committee recognizes apprenticeships are (1) an effective work-based learning strategy for individuals to enter a career pathway and (2) an effective workforce strategy for employers to meet talent needs. With the support of the Committee, the State is embedding apprenticeship programs on multiple levels and aligning them within career pathways as part of all workforce development efforts.

To further integrate, expand, and advance this strategy for apprenticeship, the Committee established three work groups during PY2017:

1. Business Engagement Work Group
2. Marketing Work Group
3. Systems Infrastructure Work Group

The work groups consistently met over a period of months to create a draft work plan for the next two years, upon approval from the Apprenticeship Committee. The work plan aligns with the IWIB's strategic plan and identifies priorities, activities, and strategies to reach Illinois' goals of expanding and diversifying apprenticeship throughout the state as a work-based learning strategy.

The Systems Infrastructure Work Group applied for and received a Technical Assistance grant from the National Skills Coalition (NSC). Illinois is one of five states that received this grant and is participating in the National Skills Coalition Work-Based Learning Academy. The NSC provides a platform for sharing information among the states; provides the latest research, policy, and practices in work-based learning and apprenticeship expansion; and provides each state with a personal coach.

After receiving the \$1.3 million State Apprenticeship Expansion grant from the U.S. Department of Labor, the state used the funds to promote Registered Apprenticeship and Pre-Apprenticeship by funding three adult pilot programs in manufacturing, construction, and transportation, distribution, and logistics. As a recipient of the State Apprenticeship Expansion grant, Illinois participates in a peer-to-peer learning cohort with other states expanding apprenticeship and one-on-one technical assistance calls with an apprenticeship coach.

For National Apprenticeship Week 2017, the Illinois Workforce Innovation Board's Apprenticeship Committee and the Illinois Workforce Partnership jointly hosted an event, "Apprenticeship: A New Vision," on November 15, 2017 at Parkland College in Champaign, Illinois. Approximately 100 people attended, representing 18 different community colleges, 17 workforce development agencies, nine

private sector businesses, and many others including community organizations, K-12 education, and state agencies.

In collaboration with the Governor's Cabinet on Children and Youth's project, Workforce Readiness through Apprenticeship and Pathways (WRAP) Steering Committee, the Committee advised on the funding of seven Career Pathways/Apprenticeship pilot programs across the State. Additionally, the Committee participated in the development of the Career Pathways dictionary. Within the Career Pathways dictionary, definitions for Registered Apprenticeship, Non-Registered Apprenticeship, Pre-Apprenticeship, and Youth Apprenticeship were developed and, later, adopted by the four major State boards: Illinois Workforce Innovation Board, Illinois Board of Higher Education, Illinois Community College Board, and Illinois State Board of Education. Through WRAP, Apprenticeship continues to be in the forefront of activity among the State's major agencies to prepare Illinois' youth for college and careers.

The Committee released a final work plan in June 2018. The work plan lays out tasks to reach the goals of increasing the number and types of apprenticeship programs and increasing the number of apprentices, especially those from targeted populations. The plan has five strategic directions: (1) systems support and regional development; (2) capacity building and technical assistance; (3) marketing and outreach; (4) funding and regulatory environment; and (5) evaluation, accountability, and performance.

Through research and consultation, the Committee's work plan represents best practices and incorporates recommendations and requests collected from various experts and stakeholders. Building an apprenticeship program requires a significant amount of commitment on the part of the employer. Using the \$1.5 million obtained through the U.S. DOL ApprenticeshipUSA State Apprenticeship Expansion Continuation grant, the Committee agreed to move forward on implementation of the work plan and approved a two-part strategy to expedite apprenticeship expansion:

1. Decrease the time it takes to create and implement an apprenticeship program for employers by providing regional navigators and
2. Bring it to a larger scale within regions through partnerships/collaboration via intermediaries who will aggregate the needs of multiple small and mid-sized businesses and sponsor the apprenticeship program.

Career pathways and apprenticeship promising practices and success stories are found in Attachment E.

Goal #2: Illinois is **increasing career services and opportunities for populations facing multiple barriers** to close the gap in educational attainment and economic advancement through career pathways, improved career services and expansion of bridge programs.

Commerce has remained one of the national leaders on promoting employment and training opportunities to thousands of individuals with disabilities. By developing, implementing and supporting innovative programs, the state has remained current on new training techniques and job opportunities that can aid individuals with disabilities in finding lasting employment.

#### Disability Employment Initiative

During the Disability Employment Initiative (DEI) grant, Illinois partnered with CompTIA, DuPage County Workforce Area (LWIA 6), Northern Cook County Workforce Area (LWIA 7), AutonomyWorks, and (Township High School) District 214 to implement programs that would not only employ but educate our priority population. The DEI project aligned the workforce system with secondary and post-secondary

education to deliver a seamless career pathway service to all individuals with disabilities. The focus of the project was to create the communication that was needed among all partners on the grant. Once the workforce and education systems aligned and created a solid plan of action, they were able to assist individuals ages 18-64 with any disability or education level. The program opportunities that were created for the participants included career planning, customized case management, Integrated Resource Teams (IRTs), cash incentives/stipends, job referrals and supportive services such as transportation. Activities and outcomes for each grant partner are described in Attachment F.

In addition to assisting many individuals in setting and obtaining multiple goals for themselves, the DEI V generated several important lessons learned. Now that local workforce agencies are updated with new assistive technology, many more individuals with disabilities will receive the same customized care outlined in the grant.

Other key focuses of Illinois have been the development of business leadership at state, regional, and local levels and business engagement across the workforce system. Focusing on employers has helped our community partners understand the training and skills needed in the current workforce. It has also allowed organizations to match qualified individuals with companies despite their disability. Meeting with business owners during our Employer Inclusionary Hiring Practices Breakfast opened a direct conversation with community partners and employers regarding barriers to employment and overall expectations.

#### Wagner-Peyser Act Employment Service Section 7(b) Funds

Illinois Department of Employment Security (IDES) provides services to youth with barriers to employment and returning citizens using Wagner-Peyser Act Employment Service section 7(b) funds. In PY2017, IDES assisted youth job seekers with career guidance, job search planning, job search resume prep assistance, career guidance, and job search workshops. In addition, they hosted events including job and resource fairs and workshops with multiple community organizations, juvenile justice facilities, and high schools including the Alternative School Network in Chicago.

The services provided to the reentry population included career guidance, federal bonding assistance, job search planning, job search resume prep assistance, career guidance, job search workshops, referrals to supportive services, and tax credit eligibility determination. Reentry events included multiple visits to Federal and State Correctional Centers, Project Safe Neighborhood Parolee Forums, job and resource fairs, Summit of Hope resource events for parolees, Department of Corrections Community Advisory Council Meetings, and expungement and sealing events.

#### Goals for Meeting the Skilled Workforce Needs of Employers

Goal #3: Illinois strives to foster **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.

#### Strategy: Support Employer-Driven Regional Sector Initiatives

Illinois has been actively engaged in sectorial work and sector strategies for over a decade. In 2006, Illinois was one of six states invited to participate in the National Governors Association (NGA) Center for Best Practices Sector Strategies Learning Academy funded by the Mott, Ford and Joyce Foundations. The initial policy recommendations resulting from this effort remain valid today: a) promote regionalism; b) increase funding opportunities; c) use data to drive decisions; d) align resources and strategies; e) present opportunities for unified messages; and f) build legislative support. State and regional strategic planning

activities will align education, workforce and economic development and lay the foundation for employer-driven regional sector initiatives.

The IWIB adopted a guiding principle directing their efforts towards business demand-driven orientation through a sector strategy framework, grounded in strong partnerships within and among businesses throughout the system. The premise is that business needs dictate the system responses, and the system should be developed in such a way that it addresses those business needs. Identifying the appropriate sectors in each region will ensure limited dollars are more wisely directed toward the leading and emerging occupations.

The Illinois Community College Board (ICCB) continued the implementation of the Workforce Education Strategic Plan by creating workgroups, such as one focused on “essential skills,” for employers and workers in Illinois, led by Adult Education. This workgroup developed an Essential Skills Framework that is being used statewide. In addition, the ICCB has developed a Strategic Plan for adult education that aligns with the IWIB State Plan and Illinois WIOA Unified State Plans as well as the ICCB Workforce Education Strategic Plan. Each of the Plans used workgroups made up of diverse partners to build out and work around the findings of the employers’ input.

**Activity: Promote Employer-Driven Regional Sector Partnerships**

Led by the IWIB, Illinois will work to expand the statewide policy framework that operationalizes the goals and guiding principles of employer-driven sector partnerships developed through the national Sector Strategies Technical Assistance initiative. The sector strategies framework describes how state and regional resources can be used to launch, expand and support employer-led partnerships. For more detail see the report *Sector Partnership-based Employer Engagement: A Framework for Illinois*, found as Attachment G of the Illinois WIOA Unified State Plan Modifications.

The core partners will implement strategies based on this framework and other leading national and state employer-driven models such as those developed with the support of the NGA Sector Strategies Learning Academy, the Workforce Innovation Fund and the U.S. Chamber of Commerce Foundation Talent Pipeline Management™ Initiative.

The Department of Commerce will continue to promote employer-led sector strategies via technical assistance regarding the Illinois Next Generation Sector Strategies Framework, and sector partnerships related to Talent Pipeline Management. In 2016 and 2017, Commerce staff was invited to lead sessions on sector partnerships at state conferences of local chamber of commerce executives and rural economic development professionals. Commerce also leveraged the work of a \$4 million Sector Partner National Emergency Grant to provide training and work-based learning to long-term unemployed in the healthcare, manufacturing, and transportation, distribution and logistics industries, as well as to support regional planning efforts through projects ranging from asset mapping to Local Workforce Innovation Board (LWIB) orientation guides.

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

As required by WIOA 101(d)(3)(iv), the IWIB will work with the Integrated Business Services Team to better align and integrate business services among the core programs, along with state and regional economic development partners. In December 2017, the IWIB approved the Integrated Business Services Framework developed by the Integrated Business Services Team and business engagement staff with the support of DOL technical assistance funding. By January 2018, this group developed and prioritized

implementation goals for the next two years. The goals range from macro-level (Define “business engagement”) to micro-level (Explore business-customer tracking systems for use across partners). Some of the goals, such as “Establish a high-level interagency management team to provide collaborative leadership to front-line staff” have already been met.

State partners will support these regional integrated business service teams through guides and tools, as well as professional development and training. This integrated business services initiative will be complemented by related initiatives to jointly leverage funding, including an emphasis on private sector investment, to support employer-driven sector initiatives, including how to leverage rapid response and layoff aversion funds for business retention. The focus is on providing practical guidance to regional stakeholders to develop integrated business services to employers in industries and occupations that are identified as in-demand through the state and regional planning process.

**Goal #4:** Expand the ability of employers and job seekers to access services by **improving the Illinois public-private data infrastructure**. Utilize this infrastructure to support the alignment and integration of economic development, workforce development and education initiatives to develop sector partnerships and career pathways.

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

The IWIB Information Technology Standing Committee and the Interagency Data Team will collectively design, develop and use the statewide public-private data infrastructure to provide both employers and job seekers with tools to promote and access job openings; review changing labor market trends and opportunities; identify funding opportunities; and fund education, training and support services. This strategy will require partners to ensure that privacy and security issues are addressed.

At its March 2018 meeting the IWIB created the Information Technology Standing Committee to undertake three important types of activities on behalf of the Board:

1. Provide direction towards the completion of IWIB Strategic Plan objectives for which a “Technology Subcommittee/Task Force” has been identified as the “Lead Party to Manage Activities and Action Steps.” These objectives include:
  - a. Develop methodologies to assess employer needs and speed response times.
  - b. Expand range and flexibility of training and other service delivery methods to address the unique needs of populations and the regions of the state.
  - c. Contribute to the sustainability of technology strategies to support objectives across all IWIB goal areas and all Illinois Workforce Development partners.
  - d. Foreground the capture, maintenance and utilization of data flows to customers.
2. Provide support for other actors towards the completion of objectives within the IWIB Strategic Plan for which a “Technology Subcommittee/Task Force” has been identified as a “Resource Needed”. These objectives include:
  - a. Use administrative data to create a profile of current business customers.
  - b. Expand the availability of data and knowledge regarding career information, credentials, and career pathways.
  - c. Provide a positive customer experience for job-seekers at all One Stop centers.
  - d. Initial and continuing training for board members.
  - e. Build clarity and understanding between IWIB and LWIB members.
  - f. Ensure that board members have the data they need to execute their responsibilities.

3. Provide a means of connecting the IWIB to technology-related activities going on outside of the workforce development system that could impact the activities of the IWIB (e.g., actions of the Department of Innovation & Technology [DoIT]).

Initial membership of the Committee was made up of the IWIB members who participated in the Technology Goal Team – all representatives of the business community – along with representatives from the core WIOA partners and Illinois workNet®. Following an organizational conference call, the Committee held its first meeting in conjunction with the June IWIB meetings. At that meeting a draft work plan was discussed, along with the expectations for the Committee in Program Year 2018.

While the Committee was formed too late in the year to have significant accomplishments in PY2017, their plan details several activities to be reported on in PY2018.

**Activity: Improve Employer Tools for Communicating and Accessing Information**

The IWIB Information Technology Standing Committee and State partners will collectively develop new tools for employers to communicate their forecasted demand for workers and review and provide input into industry and occupational projections developed through IDES. These developments include new tools for employers working together in leading regional partnerships to continuously communicate short-term forecasts of job openings and competency and credentialing requirements for these jobs. This work will build on tools and best practices from employer-led national and state initiatives, including the U.S. Chamber of Commerce Foundation Talent Pipeline Management™ Initiative and the Vermilion Advantage Talent Pipeline Initiative.

Illinois will also improve employer capacity to easily communicate career opportunities and current job openings to regional partnerships and their broader labor market in Illinois. This will be accomplished through employer tools that can be easily integrated with their current human resource information systems and their own websites that provide information on careers and job openings. Commerce and other regional and local partners will work with businesses to improve public/private communication of workforce needs, including demand competencies and the location, timing, quantity of specific demands and talent flow analysis.

## MINDY HOWARD



**Location:**

Springfield, IL

**Organization:**

Workforce Investment Solutions - Springfield

**Participant Type:**

Participant

**Program Type:**

WIOA Adult

**Program Detail:**

Training, Supportive Services

**Pathway:**

Health Sciences

## BUILDING A BETTER LIFE FOR ME AND My FAMILY

When Mindy Howard applied for services from Workforce Investment Solutions in June 2017, she was a 37-year-old single parent with 3 teenage children. She attended an Orientation and completed the Interest Profile on Illinois workNet. She was eligible for WIOA Adult funding and chose the LPN training program at Capital Area School of Nursing in Springfield, IL.

She was nervous to take the Test of Essential Academic Skills but passed it on the first try. Mindy had tears of joy and excitement when she found out she had passed. She began the program in August 2017, but honestly was scared since she'd been out of school for so many years. The first quarter was a little overwhelming, but she passed with B's. She was motivated to make a change and was committed to the program, even though it meant spending most of her time reading and study. She thought she had a good support system, but learned early on she could really only count on herself to get her through this journey.

She was a full-time student, a full-time single mom, and found herself studying for multiple tests and quizzes each week, but she stayed focused through all the ups and downs of life. She appreciated all the support, encouragement and assistance that she received from her Career Planner, Sherrie Manney and the funding for training and supportive service assistance Workforce Investment Solutions provided.

She was excelling and four weeks before graduation she was in a car accident. A man ran a stop sign, hitting her and totaling out her car. She was shook up and sore but knowing she could only miss 2 days a quarter, went back to school the next day. She was determined to successfully complete the LPN program and was not going to let this stop her.

Mindy graduated on 6/22/2017 and passed her state boards on 7/23/2018 and began work as an LPN at McKinley Court Nursing Home on July 26, 2018.

Mindy states, "This program was an awesome experience, I made many new friends. My 18-year old daughter has watched me study over the last year and she has decided to pursue a career as an RN. I am so proud of her, and I am trying to set a good example for all my children. I am thankful for the assistance that Workforce Investment Solutions provided and I am glad that I had the opportunity to return to school to continue my education and build a better life for me and my children."



### **Activity: Improve Access to Career and Education Guidance Tools and Information**

The IWIB has increased their role in aligning with education. This alignment includes significantly increased coordination between workforce and secondary and postsecondary education to promote career awareness, career exploration and planning and student exposure to in-demand careers. The ICCB -- in partnership with core partner programs, representatives of Illinois businesses, local chambers of commerce; secondary, postsecondary, and adult educators, and professionals and other important stakeholders -- developed an Essential Employability Skills Framework designed to address needed employability and soft-skills identified by employers. The Framework is designed to define and clarify essential employability skills and provide a standard for the state. Essential employability skills are those general skills that are required to be successful in all sectors of the labor market and are separate from the technical skills attained in career pathways or academic skills, such as math and reading.

Illinois will also utilize existing tools and develop new and improved tools and information to support enhanced career services provided by the core programs, other partners, and the secondary and postsecondary education partners. The team will expand the Illinois Career Information System tools to avoid duplication and to provide the ability to use a flexible and robust system. The team continues to explore ongoing training and support to front-line career services and case management staff to improve access and use of these tools and resources as part of the Workforce Academy.

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

Labor market and career information is currently provided on the IDES website through a variety of web-based tools included in the Illinois Virtual Labor Market Information (VLMI) System supported by Geographic Solutions and the Illinois Career Information System, which incorporates Illinois-specific labor market information (LMI). Through cooperation with the core partners, additional enhancements will improve the current platform, and changes will be made through any new technology platform utilized by the state. The Illinois Community College Board will work with Adult Education providers to utilize LMI in making decisions about integrated training and bridge programs.

### **Strategy: Improve Public-Private Data Infrastructure**

The Interagency Data Team, in cooperation with the Interagency Work Group, will expand and improve the Illinois public-private data infrastructure to support the five strategies described above. This requires the integration of LMI with state education and workforce longitudinal data systems, as well as program and case management systems.

### **Activity: Enhance the State Labor Market Information System**

The core partners, including the Illinois Department of Employment Security (IDES), continue to work to enhance the Labor Market Information (LMI) system to support the WIOA strategies. Traditional LMI produced by IDES is readily available on its website, the VLMI system, and limited LMI through the Illinois Career Information System (wages and projections). Traditional LMI includes occupational wage information, current economic conditions by industry and geography, as well as short term and long-term Industry and Occupational Employment Projections by local area. Also included are the Local Area Unemployment Statistics (labor force data) and Current Employment Statistics (local area jobs data by industry). Near real time LMI includes information on The Conference Board's Help Wanted Online Job Ads postings by Economic Development Region and can be customized upon request. Other real time LMI utilizes information from the state's Unemployment Insurance and Employment Service programs.

### **Activity: Expand and Improve the State Longitudinal Data System**

Illinois will continue to expand and improve the state education and workforce longitudinal data system to support the goals and strategies. This will include initiatives to use state longitudinal data that address regional sector partnerships based on lessons learned from initiatives such as the Vermilion Advantage pilot project. It will also continue to build the capacity to link to state licensing, industry and professional certification data. This will build on the pilot projects and will include:

- Expanding labor market information by including improved measures of workforce outcomes (job attachment and full quarter earnings) that can be used to benchmark the outcomes for education and training graduates to other Illinois workers.
- Developing longitudinal worker profiles from improved measures for workforce outcomes.
- Developing and implementing a mapping of labor entrants and worker flows across jobs and over time to understand local labor supply and employer demand dynamics.

The ICCB will continue its efforts with other State level core and required partners, specifically IDES and Commerce, to develop a system that will align and integrate labor market information with state educational and workforce longitudinal data leading to better integrated customer services for both the job-seeker and the employer.

### **Activity: Improve the Integration of Program and Case Management Information Systems**

The Interagency Data Team will work with core partners and the Illinois Chief Information Officer, as well as the newly formed Illinois Department of Innovation and Technology (DoIT), to improve the integration of program and case management systems as applicable to improve service delivery. This team also will work to improve the integration with state longitudinal data systems to support evaluation and continuous improvement.

## **2. Planning and Service Integration**

The IWIB and core partners completed important strategic planning efforts in PY2017. These plans, described below, have led to efforts to further integrate services at the point of delivery to businesses and jobseekers.

### **Strategy: Coordinate Demand-Driven State and Regional Strategic Planning**

The state is coordinating a demand-driven strategic planning process across education, workforce and economic development at the state, regional and local levels. This process is built upon current state and regional planning initiatives and utilizes resources of the core state agency partners and other partners, including the economic development arm of Commerce. This process includes the following activities that provide support for regional planning and provide the basis for implementing the remaining strategies, especially regional sector partnerships.

### **Activity: Develop Strategic Indicators, Benchmarks and Related Planning Data Resources**

The Illinois Workforce Innovation Board (IWIB) has established an Evaluation and Accountability Committee (EAC) to recommend tools and measures to (a) determine whether the Illinois WIOA Unified State Plan and other WIOA requirements are being carried out effectively and (b) identify opportunities to improve in the effectiveness and efficiency of Illinois' workforce development system. This committee

will also serve as a resource to other IWIB committees in establishing standards and metrics to assess and continuously improve system and program performance.

During its first year the committee is creating a framework for its activities. For the accountability component, the committee will map the components of the Unified State Plan to the work being carried out by the IWIB committees. Early work on evaluation addresses questions related to policy, including minimum training expenditures and service delivery and explores potential approaches to answering those questions. The EAC will identify continuous improvement opportunities following a review of identified best practices and the common WIOA performance measures results for the core partners and make recommendations in strategies that the entire system can learn from and implement.

The work of the EAC will be critical in updating resources and planning guidelines in advance of the 2020 regional and local plans. Illinois has a solid foundation of resources that were developed for the 2016 regional and local plans including regional data packets of industry and occupational demand and pathway supply/demand analyses, key indicators of business growth and location, labor force participation and unemployment rates. The partners use these projections to identify in-demand industries and occupations. The planning resources also utilized United States Census data to estimate the size and characteristics of the population and labor force, including targeted populations under this plan who are facing multiple barriers to employment. For example, WIOA Title II Adult Education programs are required to align Integrated Education and Training and Bridge programming with in-demand industries as identified through the regional and local plans.

Examples of data provided to local areas for regional planning efforts can be found as Attachment O of the Illinois WIOA Unified State Plan Modification.

**Activity: Establish Regional Planning Areas**

The Governor has determined that Illinois' ten economic development regions will serve as the regional planning areas that are required by Section 106 of WIOA to engage in joint planning, integrate service delivery, share administrative costs and enter regional coordination efforts with economic development agencies operating in the same region. The ten economic development regions were established by the Governor based on an analysis of labor market information and several other data factors including statewide commuting patterns surrounding major and minor metropolitan centers. The ten economic development regions can be seen in the map in Attachment G.

In accordance with WIOA Section 106(a)(2), a single local area may not be split across two planning regions. Local areas must be contiguous to be a planning region and effectively align economic and workforce development activities and resources. In PY2017, USDOL issued a compliance finding indicating there are five local workforce innovation areas, with six counties, that are split across state planning regions: Ogle County (LWIA 4), Livingston (LWIA 11), DeWitt (LWIA 19), Calhoun and Jersey (LWIA 21), and Douglas (LWIA 23). In response to the finding, the State Team consisting of representatives from the four core partners, reviewed the requirements for regional planning areas and economic development regions and data that has been used to establish the economic development regions in Illinois and held consultation meetings in each of the impacted counties. The State Team continues to work with the impacted counties and local workforce areas to provide technical assistance and complete the realignment process by June 30, 2020.

### **Activity: Conduct Integrated Regional Planning**

The state has developed and supported an integrated regional planning process that is coordinated with local area planning in each of the ten regions. As required by WIOA, this planning process includes determinations of how Local Workforce Innovation Boards will engage in the joint development and implementation of regional sector initiatives. In the spring of 2015, ICCB and state agency partners established the foundations for regional planning throughout Illinois through the process of developing an ICCB *Workforce Education Strategic Plan*. The process addressed workforce and education needs across the state to adapt to changing economic and student needs within the ten planning regions and community college districts. Building on this plan and the Illinois WIOA Unified State Plan, the IWIB completed a strategic plan, ICCB completed an Adult Education Strategic Plan, and regional planning efforts focused on system alignment and integration in PY2017.

#### IWIB Strategic Planning

Throughout 2017, the Strategic Planning Task Force under the direction of the IWIB developed their strategic plan to guide the vision that will allow the boards to conduct the functions required by WIOA. Part of this structure included convening the full board and other state partners in laying the foundation for the IWIB work going forward.

A formal Vision and Mission for the IWIB, along with the guiding principles and goal areas served as the framework for the board to make strategic decisions to lead the workforce system. As a starting point, the Task Force identified four specific goal areas that focus on business engagement, service delivery design, technology, and workforce board impact from a state and local perspective.

Furthermore, the IWIB strategies and activities discussed in the plan were aligned with the Illinois Unified State Plan. Goal teams led by a business member from the Strategic Planning Task Force and facilitated by a core program partner constructed initial plans along with supporting activities that will advance the priority strategies of the IWIB. This structure demonstrated the IWIB's commitment to WIOA regarding the more strategic nature of state and local workforce boards, collaborative system design and delivery among the core partners and, most importantly, excellent customer service.

Between July and November 2017, the Task Force shared the ongoing work of each Goal Team soliciting input and feedback in various venues and formats including webinars, retreats, and WIOA Summits to inform further, refine and align each of the strategic direction goal areas listed above. In December 2017, the Strategic Plan Task Force presented the recommendations for the IWIB Strategic Plan to the full board. With unanimous approval, the board elected to move forward with the strategic elements contained within this report and begin implementation on January 1, 2018.

#### ICCB Adult Education Strategic Planning

In July 2017, Illinois Senate Joint Resolution (SJR) 40 was passed granting ICCB the authority to create the Statewide Taskforce on the Future Direction of Adult Education and Literacy. The 25-member task force consisting of legislators; state commerce and economic opportunity agencies; employment security and human services agencies; Adult Education system leaders and practitioners; presidents of higher education institutions; representatives of workforce development and philanthropy; K-12 educators; and community-based organizations began its work. The taskforce was charged to develop a five-year *Adult Education Strategic Plan* that will improve outcomes by scaling effective models and strategies across the system, increase postsecondary transitions and credential attainment, strengthen college and career

readiness, and develop life-long career pathway systems and enabling technologies. In the spirit of WIOA, in partnership with other stakeholders, ICCB Adult Education has committed to create learning opportunities that align with statewide education, training, and employment strategies to ensure all adult learners have access to success across services that are cohesive, coordinated, and innovate to promote better economic opportunities, greater equity, and sustainable career pathways.

The work of the task force culminated with the January 2018 publication of *Expanding Career Pathway Opportunities in Adult Education: Strategic Directions for Illinois*. The plan will proactively respond to a future world of work that will demand advanced skills and training in a new economy. The taskforce was intentional and ensured the goals and objectives of this plan aligned to other state plans including the State Unified plan, regional and local plans, and the ICCB Workforce Education Strategic Plan.

### Interagency Regional Planning

The Professional Development Planning Team, in collaboration with local partners developed regional planning workshops and a statewide Summit in 2017 to support the regional planning process. Regional planning addressed the alignment and integration of education, workforce and economic development resources, the identification of opportunities for sector initiatives, and partnerships that will promote business and expand career opportunities for more people in the region. The regional plans also identified opportunities for the coordination and delivery of services.

The Interagency Work Group developed a coordinated Regional and Local Plan/Memorandum of Understanding (MOU) review process that includes a formal report and technical assistance reviews for each of the ten Economic Development Regions and twenty-two local workforce areas. It is important to note that the Illinois Department of Commerce and Economic Opportunity, Illinois Department of Employment Security, Illinois Department of Human Services Division of Rehabilitation Services and Illinois Community College Board are all actively engaged in this ongoing process. Local Workforce Innovation Boards (LWIBs) submitted their initial regional (and local) plans to the Interagency Work Group in May of 2016. With the subsequent release of WIOA final rules, LWIBs were directed to submit modifications to bring plans into alignment with the new regulations by May of 2017. The Interagency Work Group created an online dashboard that provides the status of each plan (and MOU) and allows the public to view and download the documents. All regional and local plans may be viewed at:

[www.illinoisworknet.com/WIOA/RegPlanning/Pages/Plans\\_MOUs\\_Dashboard.aspx](http://www.illinoisworknet.com/WIOA/RegPlanning/Pages/Plans_MOUs_Dashboard.aspx).

### **Strategy: Coordinate and Enhance Career Services and Case Management**

As stated previously, the IWIB approved a collaborative policy development process to ensure a broad range of stakeholder engagement that yields cost-effective and efficient guidance to the field. This process will be utilized by policy work groups under the direction of the IWIB to develop policy recommendations for their approval. PY 2017 saw developments around implementing integrated and enhanced career services and case management, minimum training expenditure guidance, and one-stop delivery systems.

### **Activity: Provide Coordinated and Enhanced Career Services**

The state is working to support the delivery of enhanced career services to participants across partner programs. IDES is responsible for the Illinois Career Information System, a web-based tool that incorporates Illinois-specific actionable data regarding in-demand occupations and wages, which allows students and job seekers to make informed decisions about their career pathways. These services will result in individualized plans addressing how to reach career goals based on career and skill assessments

and identified barriers requiring support services. Agency partners will also include the assessment of digital literacy as a basic skill and provide services to participants in gaining these skills through career services and through additional services in career pathway bridge programs. Agency partners will also provide career services guides, tools and professional development to core program staff related to providing these career services. The interagency labor market information team will support this strategy in order to provide improved access to career guidance information on in-demand industries and occupations and on education, training, and credentialing options for achieving career and education goals in participant plans.

## AN EPIC FUTURE IN WELDING

The Employment Opportunities, Personalized Services, Individualized Training, Career Planning (EPIC) program through Lessie Bates Davis Neighborhood House has played an important role in setting me up for success. During my initial appointment, I was introduced to several individuals who would later serve as my motivators and encouragers. I was not employed, nor did I have any certifications prior to enrolling in the EPIC Program. I sat with a Career Navigator who showed me how to properly build and submit my resume to job sites such as Monster and Indeed and spoke with me about the importance of building stackable credentials to compete in today's job market.

I later embarked on a Maintenance/Construction related work experience at the Neighborhood House working under the leadership of Ralph for 8 weeks. Successfully working with him instilled in me drive and determination to go the local college to pursue a certification in Welding. I am now working 40hrs a week and attending classes 2 days a week at Southwestern Illinois College. If it were not for the Epic Program, I would not have a way to fund college, nor would I have had the opportunity to shadow individuals such as Ms. JaCox (The Epic Social Worker), Mr. Coleman (The President of Lessie Bates) and Alawanna (Program Coordinator) who refused to allow me to give up. I appreciate Lessie Bates Davis Neighborhood House and its employees for helping me achieve some of my goals and pushing me to continue to set new ones. After being hired, I have opened a savings accounts, purchased a vehicle for my family and continue to strive for better things.



**LESSIE BATES DAVIS  
NEIGHBORHOOD HOUSE**

## MICHAEL MCNEIL

**Location:**  
East St. Louis, IL

**Program Type:**  
Employment  
Opportunities,  
Personalized  
Services,  
Individualized  
Training, Career  
Planning (EPIC)

**Organization:**  
Livingston Workforce  
Services

**Program Detail:**  
Training

**Participant Type:**  
Participant

**Pathway:**  
Architecture and  
Construction

### **Activity: Promote Continuous Improvement and Ongoing Professional Development**

The Illinois Workforce Innovation Board (IWIB) stressed the need for the provision of technical assistance and professional development in its 2018-2020 Strategic Plan, which was reinforced in multiple areas of Illinois' Unified State Plan and 2018 Modifications. Emphasis on providing (a) meaningful information on the services, programs and activities provided through the workforce and education systems, (b) useful and current data identifying labor market information, (c) business needs and (d) performance and policy guidance was expressed.

Technical assistance originating from the IWIB is now coordinated through a newly assigned Technical Assistance Manager who coordinates the efforts of the board and focuses on all partners in the system including the IWIB members, LWIBs, Chief Elected Officials, One-Stop Operators, state and local core and required partner program administrators, and staff and other stakeholders.

Assistance has been provided through industry-recognized leaders and consultants, representatives of business and education, partner agency staff, and board staff through several platforms providing opportunities for interactive learning experiences via in-person and technology-based activities. Regularly scheduled webinars, regional workshops and roundtables, and a 2017 WIOA Summit provided opportunities for small and large groups to attend. Additionally, information and guidance through policies, Question and Answer documents, newsletters (related to workforce, adult education and career and technical education), and recorded webinars are available on the state's workforce portal, Illinois workNet®, for review.

Learning experiences are provided in a collaborative fashion when appropriate, ensuring information and response to concerns of participants are addressed from each of the core partners. For example, the 2017 WIOA Summit took place in October 2017 in Springfield, IL. The Summit reflected the commitment to collaboration and the unified mission fostered by WIOA. The Summit planning team, composed of representatives of each WIOA core partner, worked to coordinate a conference that was useful and informative to a vast range of aligned WIOA partner services.

The WIOA Summit was intentionally designed to assist local core partner staff and board members, by providing practical guidance on transitioning from WIOA planning to implementation. The overarching goals of the conference were: accelerating the development of industry and business-driven strategies and services; deepening collaboration among workforce development, education, economic development, and other partners; and fostering the development of integrated, multi-partner services delivery. The agenda was tailored to cover the issues identified as being of greatest concern to LWIA's, core partners and their stakeholders and was host to more than 500 participants. The WIOA Summit Planning Team continued to implement their professional development plan through the spring of 2018, planning three WIOA Regional Workshops on the topic of Collaborative Business Engagement.

Additionally, each partner program has dedicated staff that provide program specific technical assistance and professional development to their constituents and staff. Title I routinely provides hands-on training and education to new local staff on its participant tracking system. WIOA Wednesday webinars are utilized to focus on topics such as monitoring, policies, grant management, and fiscal management. Working jointly with the regional economic development staff, training sessions on WIOA implementation and business services were provided covering general WIOA topics, core partner program services, key sector strategies and career pathways, components of Illinois' Unified State Plan and business outreach.

Illinois' Vocational Rehabilitation program began working with the Workforce Innovation Technical Assistance Center (WINTAC) to develop a model for collaboration within its community. Identifying current status on a five-step continuum has led to the identification of needs for best practices and technical assistance that will assist the agency and partners advance from isolation to integration. The model was so strongly received that the IWIB has welcomed input from WINTAC and is utilizing their model in developing its Service Integration Policy, adapting it to a much larger system, with a broader set of partners. Understandably, WINTAC will provide technical assistance in the future to address the continuing challenges of working with such a complex system.

Ongoing technical assistance is provided for Equal Opportunity (EO) Officers and other partner staff tasked with ensuring accessibility in all American Job Centers (Illinois workNet® Centers). This technical assistance occurs through webinars and resources provided by the core partners. Coordination to minimize duplication of efforts and provide large scale events is in the planning stages.

A long-term focus on an overall professional development plan is to develop an "Academy" that will evolve into a series of training and technical assistance sessions ultimately resulting in certification of participants. Multiple tracts will be developed to address the varying needs of the system from state and local board members to local administrators and front-line staff. The Academy is designed to provide general and specific information in a consistent format so that the same message is received by all.

As a responsibility of the IWIB Executive Committee, a professional development plan is also being developed for all state workforce board members to better prepare them in executing their functions and roles. For the past four years, the IWIB has held a board retreat that expands the opportunity of board members to come together and discuss their functions and roles, receive guidance on executing those roles, and continue to grow their knowledge of WIOA and the workforce and education systems in Illinois. A manual is being developed to capture this information into a useful resource for new and long-time members. Plans exist to build on these efforts at the state level by providing similar information to LWIB members, chief elected officials, and LWIB staff. Ultimately, the goal is that state and local boards are provided the information and resources necessary to fulfill their statutory obligations. The IWIB Evaluation and Accountability Committee will hold the state and local boards accountable as one of its priorities.

Leveraging United States Department of Labor technical assistance support, Illinois engaged the firm of Maher & Maher to assess current business services practices in the core programs. This project led to the IWIB adopting an Integrated Business Services Framework in 2017. An integrated business services team was established as a collaborative effort engaged in identifying the needs of businesses, better marketing the resources available through the workforce system, and streamlining the number of contacts businesses encounter around business engagement. From this team, needs were identified and addressed through technical assistance on business engagement, sector strategies, work-based learning, labor market information and proven best practice models. In some instances, the assistance was geared towards addressing the needs of targeted populations identified in Illinois' Unified Plan. Planning for focused efforts around basic infrastructure to support integrated business services and provide the necessary resources and technical assistance to local boards is underway.

Illinois utilizes a variety of methods to identify the needs for technical assistance and professional development. An Interagency Work Group, comprised of all core partners and several required programs, works at the local level to resolve implementation concerns and identify where assistance might be needed to better understand the requirements and implement best practices learned from other regions



and local areas. Technical assistance may be provided in a one-on-one setting or result in statewide assistance being provided through the various methods previously described.

IWIB policy work groups consisting of state and local board representatives, representatives of business, program administrators, and other stakeholders, incorporate discussions on technical assistance needs to ensure effective implementation of the policies being developed. A current example of this is with the development of policy on Service Integration. Early on, the policy work group identified front-line staff as a unique customer of the system with dynamic professional development needs to ensure individual and business customer needs are being met. Input was provided through a front-line staff survey with over 300 responses representing feedback from all core partners. Results will be invaluable to planning for future technical assistance and professional development.

Continuing the technical assistance and professional development for Program Year 2018 and beyond will remain a priority for the Illinois Workforce Innovation Board and Illinois' One-Stop career center system. Clear and timely guidance from the Departments of Labor, Education, and Health and Human Services will allow the technical assistance staffs to prioritize topics and develop content that meet the needs of system partners. Equipping boards, one-stop operators, one-stop center staff, and other stakeholders with the tools, resources and information necessary to implement the provisions of WIOA and Illinois' Unified State Plan will strengthen the state's ability to meet and exceed the goals and strategies outlined.

Input from businesses, job seekers and workers, and system personnel will be integral to assuring efficient utilization of scarce resources focused on the real priorities. In addition to resources available through formal guidance and technical assistance webinars available through the Employment and Training Innovation and Opportunity Network, Illinois takes advantage of all other resources available to states in the way of technical assistance grants, other states' best practices, consultant content, and other information and materials.

#### **Activity: Promote the Incorporation of Required Partner Services**

WIOA requires that local employment and training services provided by core agency partners be coordinated and complementary. In response to this federal mandate, the IWIB emphasizes service integration, particularly at the front end of the process, as a key system improvement. As part of the State Plan, the goal of service integration is "to ensure that every individual seeking help has the opportunity to take advantage of the full range of services for which they are eligible, regardless of which partner program sees them first."

This commitment also has been addressed by the IWIB in its strategic plan. Guiding principles adopted by the IWIB at its June 2017 meeting are to "integrate service delivery improving access and opportunity for all populations" and "cross-agency collaboration and alignment for developing and/or promoting career pathways and industry-recognized stackable credentials."

This commitment to service integration is being incorporated into IWIB policy. The one-stop certification policy issued in March of 2017 contains 41 criteria covering 19 topics in the areas of effectiveness, accessibility and infrastructure, and continuous improvement. Of these 41 criteria, 23 include a basis for determination that references service integration. For example, the first criterion in the "Governance" section requires that the current local MOU be in place. The basis for determination is that "The MOU accurately reflects the name and location of the center and *the way in which required partners will integrate services*" (emphasis added).

Another important step toward enhancing service integration was taken by the IWIB in August 2017 when a state-level Service Integration Policy Work Group was convened. Most of the 30 members of this work group were also involved in developing the IWIB's one-stop certification policy to ensure continuity and alignment between policy efforts.

The work group employed the WINTAC model previously used to provide technical assistance to vocational rehabilitation agencies involved in delivering WIOA programs. This model viewed service integration as a system change model that helped organizations move from isolation through the stages of communication, coordination, collaboration, and finally to integration. This model provided a context for the work group's efforts over the balance of PY2017:

- All relevant state-level WIOA planning documents were reviewed to identify expectations and requirements related to service integration,
- A working definition of "service integration" was developed,
- Seven core functions of one-stop centers in Illinois were identified and used to frame 17 high-level service integration goals,
- An approach for analyzing implementation needs associated with service integration policy (and subsequent policies), and
- A decision was made to recommend that the one-stop certification process be used to implement much of the recommended service integration policy.

A related activity undertaken to help inform service integration policy occurred in early 2018 when Illinois applied to participate in the "Future of the American Job Center Cohort" initiative sponsored by DOL's Employment and Training Administration. This initiative was to focus on redesign opportunities to make one-stop centers more effective. The Illinois team was selected from a field of 17 applications, and with seven other teams embarked on an intensive three-month discovery process. This process proved so valuable to the Illinois team that they recommended to the IWIB that it be continued. Discussions are under way to launch a similar process with a focus on service integration in PY18.

Service Integration is also a focus when serving business customers. Business Services Teams meet on a reoccurring basis in all 10 identified Economic Development Regions and the 22 Local Workforce Innovation Areas (LWIAs) plan for delivery of business-based solutions that meet labor needs. These groups also participate in cross-agency staff training on programs and services. The team members include, but are not limited to representation from:

- Business services staff from the local LWIA(s)
- Local Wagner-Peyser funded programs
- Local Vocational Rehabilitation programs
- Community Colleges (particularly including their customized and corporate training divisions)
- Adult Education providers and Economic Development Agencies.

Note that these teams also include entities (not mentioned above) that represent Community-Based Organizations and other organizations that are directly involved in planning and development for a unified integrated business services approach.



## BERNADETTE NAMATOVU



**Location:**

Woodstock, IL

**Organization:**

McHenry County Workforce Network

**Participant Type:**

Participant

**Program Type:**

WIOA Adult

**Program Detail:**

Training

**Pathway:**

Health Sciences

## SUCCESS DRAWN FROM A POOL OF PARTNER RESOURCES

Bernadette Namatovu immigrated to the United States from Uganda and received her Certificate of Naturalization in April of 2015. When she first applied to Workforce Network for assistance with training in February of 2015, she was a single mother with four children—two boys and two girls—aged 5 to 13. The family was living in an apartment in Woodstock and was receiving SNAP benefits—qualifying Bernadette for WIOA assistance.

Bernadette came to Workforce Network by referral from McHenry County College (MCC) where she was in her final semester of the MCC Registered Nursing program funded by the Health Professions Opportunity Grant (HPOG). She graduated on the Dean’s List with her Associate in Registered Nursing degree in May of 2015, earned her Registered Nurse license in July, and began work as an RN with a hospital in Hoffman Estates in August.

Knowing that an associate degree in Nursing would allow only entry-level employment, Bernadette came to Workforce Network with a detailed plan to continue her education toward her bachelor’s degree in Nursing (BSN) from Northern Illinois University (NIU). She maintained the required course load at NIU, while working full time and raising four children.

In early 2016, Bernadette was approved to purchase a home through Habitat for Humanity, a program that makes home purchase affordable for income-eligible families. Adding to her work as an RN, school, and parenting duties, Bernadette spent hundreds of required hours during the summer and fall of 2016 helping to “build” her home. Her family moved into their four-bedroom home in McHenry, IL, in November of 2016. At the time, she was also working a full-time schedule in her nursing position and maintaining a 3.737 out of 4 GPA in her BSN classes at NIU.

Bernadette completed her NIU training with an internship experience at McHenry County Health Department, enjoying the opportunity to go out into her local community and educate the residents about infectious diseases and giving immunizations. Ms. Namatovu maintained high academic standards throughout her training, graduating with Honors with her Bachelor of Science degree in Nursing from NIU in December of 2017.

Drawing on a pool of resources in her local community—HPOG, WIOA, and Pell Grants for education; food stamps to help feed her family of 5; and Habitat for Humanity housing—this single mother has built a new life for herself and her family in McHenry County. She continues to work as a nurse full time while looking for additional opportunities to make a positive contribution to her local community. She is currently attending a train-the-trainer course at Harper College with the goal of becoming a CNA instructor at the Community College level.

She hopes to further her career by pursuing a master’s degree in Nursing.

## 3. Performance and Evaluation

### Effectiveness in Serving Employers Performance Pilot Indicators

In Illinois, the Performance Accountability subgroup of the WIOA Interagency Work Group requested that the IWIB approve two (of three proposed) primary indicators of performance in serving employers. These measures will provide shared outcomes across all WIOA programs within the State.

The Subgroup recommended that the IWIB select and approve the following measures:

1. **Retention (Employment retention with the same employer)** - This approach is useful in determining whether the core programs are serving employers effectively by improving the skills of their workforce and decreasing employee turnover. Illinois will utilize wage records and will have the ability to identify and have indicators to match data (such as FEIN or State tax ID in the second and fourth quarters). These wage records are already gathered, and this method is familiar and attainable. Data exceptions will need to be taken into consideration and analyzed, (e.g., due to mergers and acquisitions, one individual may work for the same employer, but show two FEIN's after the merger).
2. **Employer Penetration Rate (The percentage of employers using services out of all employers in the State)** – This approach tracks the percentage of employers who are using the core program services out of all employers represented in the state served by the public workforce system. This approach is useful in determining whether the core programs are serving a large proportion of the employers in the state area and are adequately meeting the workforce needs of the State. The subgroup recommended using this approach because of its relative straightforwardness.

The IWIB approved the implementation of these two measures of effectiveness in serving employers for Illinois. Illinois is not piloting a state-established measure of effectiveness in serving employers.

### Illinois Title I and II Performance Goals

Illinois met or exceeded all Title I and III primary performance goals in PY2017. Detailed data for each performance goal can be found in Attachment H.

### Evaluation

The Evaluation and Accountability Committee (EAC) of the Illinois Workforce Innovation Board (IWIB) was formed in July 2017. This committee is led by a business member and includes only board members representing businesses and the education system. They are supported by the IWIB Staff with technical and logistical support from Illinois university partners that conduct all necessary research, assist with identification and compilation of available data and information, facilitate all meetings of the committee, and prepare documents for the full board that outline the EAC's recommendations for continuous improvement.

Their efforts are not to conduct monitoring of the regional and local workforce systems, rather the intent of the EAC is to identify best practices and recommend continuous improvement opportunities that can be implemented statewide. The EAC will identify the needs of the board regarding oversight of current policies and strategic initiatives and make recommendations on appropriate assessments and evaluation measures. These recommendations must ensure that the board, its members and the system are meeting all their statutorily required functions and commitments regarding policy guidance, as well as the performance measures outlined under WIOA. If additional measures of performance are identified, the

oversight will also be provided. Early evaluation work is addressing questions of service delivery and the effectiveness of training expenditures.

The development of continuous improvement systems will be led by the EAC, the Interagency Work Group (including specialized assistance from the Illinois Department of Innovation and Technology [DoIT] and the Interagency Data Team that includes experts in labor market information and performance data), and the Integrated Business Services Team. The EAC will continue to work with the Interagency Work Group to ensure all core partners are engaged, as well as identify and disseminate best practice information. A key continuous improvement activity is the Wednesday Webinars that are open to all IWIB members, core partners, required partners and local areas that cover best practice and coordination opportunities. Additional continuous improvement activities are detailed in the implementation activities attached to Illinois' WIOA Unified State Plan core workforce development strategies.

In subsequent years, the committee will begin looking at larger questions related to evaluation and performance. The committee will review the research agendas of various components of the system and identify opportunities to strengthen alignment and prioritization of research questions. The availability of the Illinois Longitudinal Data System and the Comprehensive Demographic Dataset, the 2017 Talent Flow Analysis pilot project, and the 2017 Workforce Innovation Fund Impact Evaluation will open new evaluation and research opportunities to support system improvement.

In an example provided by the Illinois Community College Board, ESL (English as a Second Language) provider Instituto del Progreso Latino, through its innovative CYBER ESL program, showed that distance and technology-based education worked and was successful for working adults of all ages in the immigrant Latino community. In a study done for the MacArthur Foundation, researchers measured a 58% rate of grade level gains after 16 weeks of study in CYBER ESL, and a retention rate over 90%. Instituto del Progreso Latino provided students with computers to study at home, but also provided a teacher and frequent structured contacts with students at regular intervals. Students completed eight hours of work with USA Learns, an online ESL curriculum, for 16 weeks, plus writing and speaking assignments, and met together as a group twice a month.

### Customer Satisfaction

Customer satisfaction is a major component in the IWIB's service integration policy that will be brought to the Board for action on December 13, 2018. Currently, there are no state policies requiring customer satisfaction input be part of a local one-stop operation, however several local areas have implemented their own processes. In April 2017 the IWIB established a Service Integration Policy Work Group that is recommending customer-centered design as one of 14 service integration goals that all one-stop centers in Illinois will be implementing in 2019. The goal states that "One-stop partners coordinate efforts to collect customer input and use that information to design and deliver integrated services to all job seeker, employer, and system customers." To assist one-stop centers in assessing their readiness to address this goal, innovative and effective customer-centered design practices will be among the topics to be addressed at the annual WIOA Summit to be held on April 23-24, 2019. Additional technical assistance and capacity-building needs around customer-centered design will be identified and addressed throughout 2019.

The Chicago-Cook Workforce Partnership (CCWP), Illinois' largest local workforce area (serving Chicago and Cook County), provides an example of how customer satisfaction surveys are used in improving customer service at American Job Centers (AJCs) and affiliate centers. CCWP encourages customers to

complete satisfaction surveys on computers placed in every resource and computer room. Eighty percent of customers complete the surveys.

The survey results for each center are discussed by that center's management team consisting of a representative of CCWP and each WIOA core partner. Each center has its own management team and the CCWP Field Operations Manager attends the survey review session at each American Job Center to analyze and disseminate common themes and best practices. Any community-based organization affiliated with one of the AJCs has its information tracked and discussed and they participate on the management teams. Customer ideas and suggestions have been implemented, including the use of digital information boards, monthly customer calendars and afternoon orientation sessions.

Other local workforce areas have similar processes to survey customers and businesses to identify areas of strength and concerns. These contacts are managed through questionnaires and surveys provided at the time of service receipt, as part of a periodic inquiry sent to individuals and businesses, or upon exit from the program. Survey results, submitted anonymously, are reviewed by administrators, shared with staff, and provided to local workforce boards. Requests for information are made in the form of comment cards or paper surveys that are provided directly to customers receiving services in a resource room, at workshops and seminars, or as links to online surveys shared through emails to those receiving staff-assisted services and training.

One challenge expressed by multiple local areas is the minimal rate of return of satisfaction surveys, generally lower than 20%. Discussions on options to increase the percentage of returns are underway in at least one of the responding LWIAs.

### Illinois' State Performance Measures

Illinois' minimum training expenditure policy was established in 2007, setting a minimum training expenditure requirement for Adult and Dislocated Worker funds of 40%. "The rationale for the policy was three-fold: (1) training is a fundamental purpose of WIA Title I, and a lack of access to training undermines public and Congressional support for the program; (2) training services are needed to significantly improve the employment and earnings potential of WIA Title I participants, especially low-income adults, and (3) WIA Title I must be a source of training investment if it is to play its proper role in support of the state's larger workforce and economic development strategy." These principles have not been lost, and in fact have been escalated as priorities, under WIOA.

At their September 2017 meeting, IWIB approved revisions in the Minimum Training Expenditure Policy that increased the required WIOA Title I Adult and Dislocated Worker direct training expenditures from 40% to 50%. LWIBs began operating under the revised policy on July 1, 2018. In the revisions, the expenditure categories 'leveraged resources' has been added. These leveraged training expenditures are allowable up to 10% of their combined adult and dislocated worker formula fund allocation.

All LWIAs met the 40% minimum training expenditure rate in place in PY2017. In fact, 18 out of 22 LWIAs expended more than the PY2018 rate of 50%. Three had rates above 47%. The lowest rate achieved by a local area in PY2017 was 43.4%.

The intended outcomes of the policy change are to 1) meet the needs of employers with properly trained job applicants and 2) ensure efficient use and application of WIOA funds to direct training.

## 4. Layoff Aversion and Dislocated Workers

### Rapid Response

The Department of Commerce is the lead state agency for coordinating rapid response activity in Illinois. The Rapid Response team includes the staff from Department of Commerce Rapid Response, the Illinois Department of Employment Security, Local Workforce Innovation Areas and other state and local partners, as appropriate. The Rapid Response team organizes and establishes logistics for both the Trade Adjustment Assistance (Trade) and non-Trade informational meetings to advise impacted workers and businesses of the eligibility requirements and the process for accessing available services.

From July 2017 through June 2018, 222 companies were provided layoff services that included 212 Rapid Response and Trade workshops attended by 4,575 dislocated workers.

By coordinating efforts through the Rapid Response team approach, affected workers are immediately linked to their local American Job Center and the Dislocated Worker and Trade services provided within. Both the Dislocated Worker and Trade programs are administered by the local staff at the American Job Center, allowing for all activities to be represented and appropriately budgeted to local areas. Illinois has implemented a dual application process to expedite co-enrollment. Local staff have access to updated program forms and information on Illinois workNet, and ongoing support and technical assistance from the Department of Commerce and the Department of Employment Security Unemployment Insurance (UI) and Trade program staff.

A successful layoff aversion program reduces the financial risks to the employer and community as well as the Unemployment Insurance benefit costs. Further, the worker continues paying payroll and other taxes. Layoff aversion provides workers with new skills to retain their existing job or quickly transition to a new one and maintain financial stability. The value for employers is remaining competitive in the global economy and maintaining operational, overhead and productivity costs by training current, reliable employees rather than going through the process of replacing them.

Illinois has long believed the best layoff aversion strategy is prevention. Layoff aversion begins as soon as a company realizes it must adjust to remain competitive in its market. The Illinois Talent Pipeline Program is designed to award grants for demonstration projects providing Rapid Response services to businesses and workers impacted or at risk of being impacted by company closures or layoffs. The goal of this program is to help businesses avoid layoffs where possible and aid dislocated workers with rapid re-entry into the workforce. Commerce is investing in projects that specifically identify employers that serve WIOA-eligible dislocated workers from layoff events; focus on recently separated veterans; connect employers and WIOA eligible dislocated workers with short-term, on-the-job and customized training programs; and provide registered apprenticeships before or after layoff and prior to new employment.

The State of Illinois considers a layoff averted when:

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

To further the responsiveness to business, Illinois is developing a new layoff and business intelligence platform known as the Illinois Employment Business System (IEBS). The new system is designed to serve users in two ways:

1. Business Engagement Intelligence - Develop a new approach to serving Illinois' businesses and employees. Design an innovative system solution that leverages Dun and Bradstreet real time global business data and empower business and economic developers to proactively identify, profile, and target businesses of interest on demand.
2. Layoff Management and Aversion Tool - Provide the Rapid Response team a responsive system that allows them to input, plan assistance activity, and extract layoff data as it occurs. Provide the Rapid Response team with Dun and Bradstreet real time global business data for them to proactively identify, profile, and target businesses in distress or decline that may be in jeopardy of layoff to conduct outreach. It also allows for the identification of similar businesses that are expanding or stable who could be contacted in layoff aversion activity plan.

IEBS will have state of the art dashboards, scorecards and extractable reports to display and track layoff activity in the state. It is built in responsive design and therefore, it is available on a desktop computer, laptop, tablet or smart phone. IEBS is completely integrated with the Illinois Workforce Development System which is the Illinois WIOA Title I system of record.

An additional strategy included working within the Department of Commerce Office of Employment and Training (OET). OET staff developed and delivered a workforce system training session with the Department of Commerce's Office of Business Development (BD) to provide training to leverage BD front office and regional field staff connections and interactions with businesses to identify opportunities for early intervention. OET and BD staff concur that helping companies remain competitive is a high return-on-investment activity that directly impacts the ability of WIOA participants to obtain sustainable employment with options for upward mobility. To that end, our mutual goal is to help businesses access WIOA services and skilled workers so that they improve their competitive position and avoid layoffs.

The specific goals met by this training were for Business Development staff to have a solid understanding of:

- workforce system core principles and key goals in the WIOA Unified State Plan
- basic WIOA program organizational structure
- career pathways
- sector strategies
- the relevance of business engagement with the workforce/education system
- WIOA core and required partner services and their relevance to businesses, especially work-based learning options
- regional data on leading, emerging and maturing industries
- gathering and using workforce intelligence
- communication strategies
- the importance of integrated, cross-program business services.

The State, using the strategies and programs listed above, will use the information developed by interagency teams, feedback from regional sector partnerships and intelligence from economic development officials to expand layoff aversion efforts and respond to the needs of businesses before layoffs occur.



## Sector Partnership National Emergency Grant

Commerce continued to administer the DOL-funded \$4 million, dislocated worker Sector Partnership National Emergency Grant project to support a job-driven approach to workforce development through sector partnerships and sector strategies. The project, which began in 2016 and ended June 30, 2018, provided businesses with the skilled workforce they needed and dislocated workers with new skills, credentials, and careers so that they could obtain and retain employment.

Dislocated workers from eight LWIAs across the state were provided comprehensive reemployment services, targeting the manufacturing, healthcare and transportation, distribution, and logistics sectors. Customized reemployment services included intensive career services, occupational training and work-based learning, connecting clients with employers, and the opportunity to earn a paycheck while learning new, in-demand skills.

During the year ending June 30, 2018, the project served 261 participants (including new participants and those continuing services from the prior 12-month period), expending \$746,540. The 30-month project that ended June 30, 2018 enrolled a total of 507 dislocated workers with project expenditures totaling \$4 million for training, career services, supportive services, regional planning activities, and administration. In addition to providing enhanced career services to participants, training was provided to 82% of project participants, with 41% of those receiving some type of work-based training with the opportunity to connect directly with an employer during training and earn a paycheck. Nearly 9 out of 10 (87%) of the project participants who completed services and exited WIOA obtained employment. At the project's June 30, 2018 conclusion, 82 participants continued to work towards gaining employment and were actively receiving employment and training services funded through other WIOA grants.

To address the needs of both businesses and dislocated workers, regional sector partnerships were developed and strengthened, bringing together a range of stakeholders to enhance employment outcomes and worker retention. These stakeholders include businesses, training providers, labor unions, and community-based organizations. The project's Regional Planning component allowed LWIAs to develop plans and sector strategies as part of the ongoing WIOA implementation efforts, administering such projects as process mapping, labor shed analysis, community audits, Workforce Board manual development, train-the-trainer projects, and business engagement projects. The project's regional planning activities advanced the State's WIOA implementation and sector strategy efforts across the state.

## Trade Adjustment Assistance Act

Local Workforce Innovation Areas (LWIAs) can apply for funding under the Trade Adjustment Assistance Act (Trade) to provide benefits and services for Illinois workers whom have lost their jobs because of foreign trade and competition. In FPY'17/SFY'18, the United States Department of Labor certified 48 layoff events from 41 businesses throughout the state which deemed 3,261 Illinois workers eligible for Trade funds. This includes several Trade certifications for the steel industry in Illinois prompted by a determination by the International Trade Commission following an Antidumping and Countervailing Duty Investigation. The Northern Economic Development Region had most of the certifications however the Southern and Southwestern Regions had the two largest certifications with the United States Steel Corporation in Granite City and Honeywell International, Inc. in Metropolis. The United States Steel Corporation event totaled 479 however, at the end of the fiscal year, it was announced that 500 positions will be filled by new and returning workers. The Honeywell International, Inc. was a complete closure affecting all 343 workers at the plant and workers from seven on-site leased companies.



**Illinois  
Department of  
Natural Resources**

## DAVID A. BAKER



***Location:***

Normal, IL

***Organization:***

Career Link - Normal

***Participant Type:***

Participant

***Program Type:***

WIOA Dislocated Worker/  
Trade Adjustment Assistance  
Program (TAA)

***Program Detail:***

Training, Trade Readjustment  
Allowance  
(TRA)/Reemployment Trade  
Adjustment Assistance (RTAA)

***Pathway:***

Architecture and Construction

## I GAVE IT A TRY AND I SUCCEEDED

I was 57 years old when the factory I had worked at for 27 years informed us that they would be closing for good. Approximately 3 years ago I was walked to the door along with my fellow co-workers at Mitsubishi. I left that day with no direction, ideas, or hope for a 57-year-old man with no current education history of finding a decent job.

A few days had ticked by, myself feeling lost and abandoned. "Who is going to hire me? What job can I do?" were the questions that came to my mind.

Soon I began to hear of informational meetings I could go to. The Information was presented by Career Link employees and things started to get interesting. Possibly... just maybe there was hope so I had to give it a try.

As I gained information about the various programs, took tests to see what education I may apply for etc., the career link staff was extremely helpful giving guidance and direction as well as answering all questions that I had.

I decided to attempt to enroll at Midwest Technical Institute and complete the HVAC -MAR program. Career link staff was exceptional in answering my questions and assisting me every step of the way. I soon completed the 9-month course and began looking for Maintenance related employment.

I decided to complete a CMS 100 form and apply for employment with the Illinois Department of Natural Resources department of land management as a Site Tech II employee.

This involves taking a test to decide your maintenance and technical aptitudes. A test that you must get an "A" on to have any chance of getting a position. Having the education at MTI was a great help in getting by this first hurdle. Eventually the day came when I received a letter from Springfield wanting me to interview and, in the end, I was offered the position.

I am now a full-time employee with the IDNR as a Site Tech II employee. My job duties cover about everything maintenance related in my assigned State Park. I oversee and maintain 300 plus campsites, electrical, plumbing, shower house furnaces, A/C units, mowing, office maintenance, Equipment maintenance, dealing with the public and campground hosts.

The WIA/Trade system was a huge help in finding a great opportunity. It would have been much tougher without their assistance. The system works, it is unbelievable how well the system works. I encourage anyone in need to explore the possibilities, they are endless. Don't give up, work hard and it will reward you.

I cannot thank the Career Link Staff enough, this has been a life changing experience.

Twenty-one LWIAs and an additional Trade grantee expended more than \$8.8 million in funding to assist the 1,124 affected workers who were enrolled in an approved training program. During the period, Illinois served 2,313 active Trade participants including 450 older affected workers receiving a wage subsidy from Reemployment Trade Adjustment Assistance (RTAA). A full 68% of active Trade participants were either in training or participating in RTAA the remainder were on waivers, receiving out-of-area job search or relocation reimbursements or in follow-up services.

## 5. Challenges and Promising Practices

### Statutory and/or Regulatory Requirements Waivers

Illinois had no waivers in place during PY2017. However, the state continuously looks for opportunities to request waivers that strengthen the workforce development system or provide flexibility of current federal guidance. Illinois had two waivers approved in early PY2018 related to Eligible Training Provider List all student data collection and out of school youth expenditures.

### Challenges

#### Data Systems

Illinois has made some progress in integrating workforce information and data, some examples include the Longitudinal Data System (LDS), Illinois2Careers program and the EPIC SNAP project. Over the last two years, the interagency team consisting of the WIOA partners has been investigating ways to further increase connectivity between their multiple legacy systems, with the goal of having a single sign-on system for jobseekers and workforce development partners. This approach would also address a specific DOL audit finding regarding system integration.

While these interagency conversations were occurring, the Governor created the Illinois Department of Innovation and Technology (DoIT) to help guide and support the development of technology solutions across state agencies. DoIT then led an investigation of current WIOA partner systems and external solutions to address the system's integration needs. Unfortunately, this work was not completed. At this point, given that Illinois now has a new governor and possibly new agency leadership, the goal will be to have DoIT reconvene the interagency team to revisit different solution options moving forward. One possible solution that had been proposed by one partner agency (IDES), was Mississippi's Smart Start Career Pathways Model. However, given that many state agencies currently are going through a leadership transition, a determination of the best solution to meet the needs and priorities of all the WIOA partners has not been made.

#### Customer Experience

The Illinois Department of Employment Security recognized shortcomings in participant experiences. Two actions were undertaken to improve customer experiences:

- Employment and Training Administration (ETA) UI Program Specialists Ms. Jean Grochowski and Mr. Jason Hudson provided valuable assistance when, in December 2017, they made a training visit for the Illinois ETA team. This Technical Assistance team's observations have allowed staff to more accurately gauge the quality of the progress made up to that point, and provided valuable observations, recommendations and tips which staff have begun to operationalize and implement.

- Based on an investigatory visit with counterparts at the Wisconsin Department of Workforce Development in February of 2018, IDES staff have implemented a pilot program to study the efficacy of increasing the length of the orientation/workshop, decreasing the number of participants, while increasing the frequency of these smaller groups to maintain the overall number of participant, to reduce the wait time of the participants. Should this new process deliver the improvements expected, the process will expand to additional locations where this new process can be reasonably supported.

### Regional Realignment

Illinois continues to recommend that Chief Elected Officials (CEOs) and Local Workforce Innovation Boards review the patterns in WIOA funding, participant service levels, and administrative costs and consider how these factors impact service delivery and the ability to meet administrative requirements. The state has acknowledged the many efforts already undertaken to streamline operations and provide more efficient service delivery. The state continues to encourage CEOs to consider a voluntary consolidation of LWIAs as an option to provide as much funding as possible for direct client services. A small number of LWIAs have counties that extend into an adjacent economic development region. A realignment plan began in PY2017 and will continue into PY2018 with technical assistance provided to those choosing to realign.

### Promising Practices

Several promising practices were identified by the core and required partners. Those practices associated with career pathways, apprenticeship, youth, bridge programs, and others were discussed earlier and detailed in Attachments B and C. Attachment H provides details about others including incumbent worker training, customer experiences, career and technical education, corporate and continuing education, and services to opportunity youth.

## Attachment A. State Strategy Implementation

### State Board Functions

The Workforce Innovation and Opportunity Act (WIOA) and Illinois State Statute require that the Illinois Workforce Innovation Board (IWIB) provide strategic leadership and oversight that will further the state's goals to meet the workforce needs of businesses and workers. Bylaws are in place to further guide the IWIB's work and processes. During the last year, the IWIB initiated and completed a strategic planning process that will establish the vision for the state's workforce system and provide a roadmap for board members to create a sound operational structure to ensure the expanded functions under WIOA are carried out. This planning process moves the board from a tactical, operational approach to one where the members will think strategically and serve as system leaders. The Unified State Plan for Illinois was the first tangible product resulting from the IWIB strategic planning process.

### IWIB Strategic Plan

As reflected in this plan, the business members that led the IWIB Strategic Planning Task Force developed a vision, mission and nine guiding principles that were approved at its June 2017 quarterly meeting. Working in four goal teams -- focused on business engagement, customer-centered design, data & technology and board effectiveness -- a framework emerged that identified five objectives for the board. The objectives are:

- Accelerate and streamline communication with, and services to, business partners;
- Optimize the effectiveness of the one-stop system for all customers;
- Establish sustainable methods for high quality data collection and accessible reporting;
- Increase board effectiveness through quality training and resources for the state board and local boards;
- Promote board member accountability.

While the last two objectives are focused on board effectiveness, the first three align with the vision and goals laid out in the Unified State Plan. Ultimately, the strategic planning goal teams operationalized the objectives of the plan through a total of 17 priority activities. Each activity was assigned to one of six current IWIB or system sub-groups to take the lead on implementation. As of the submission of this state plan, each assigned lead group has met to discuss the possible action steps and key strategies that will become part of a detailed work plan. Necessary resources and an appropriate timeline are also included in those discussions. The full IWIB Strategic Plan can be found at this link:

<https://www.illinoisworknet.com/WIOA/Resources/Documents/Attachment%20E%20-%20IWIB%20Report%20on%20Disadvantaged%20Youth.pdf>

While the Strategic Plan was a major undertaking, the IWIB continues to provide focused efforts through its structure of standing committees, task forces and policy work groups further outlined in the State Board Overview section of this plan. Beginning in 2016, the IWIB expanded its meeting schedule to include an annual retreat held over a day and a half of meetings. This expansion has allowed the board the opportunity for additional in-person discussion time to focus on important areas of WIOA implementation and further understand their roles and functions as board members. Currently, the board is considering expanding their meeting schedule even further in recognition of the need for continued consultation on strategic planning efforts, and to provide opportunities for coordinated discussions with local boards and businesses.

While the IWIB began strengthening local involvement in the policy making process, the Strategic Plan further emphasizes the Board's desire to build stronger partnerships and communication between the IWIB and local

## Attachment A. State Strategy Implementation

workforce boards. Development of these partnerships will occur through direct communication between the IWIB Co-Chairs and Local Workforce Innovation Board (LWIB) Chairs, invitations to jointly participate in state and local board meetings, and the development of an outreach plan to ensure that local boards understand and participate in Illinois' efforts to create a quality workforce, with a focus on the unique needs of each regional and local market. Technology solutions will be examined to facilitate and encourage better interaction among IWIB and LWIB members.

### Committees, Task Forces and Work Groups

The IWIB's structure of standing committees, task forces and work groups further expand collaborative efforts in Illinois by inviting business and stakeholder engagement in the operation of the state workforce system. This structure was established to ensure that board members remain engaged in furthering the identification and understanding of root causes in workforce and economic development challenges, and to provide opportunities for consultation and input from those directly connected to and actively involved with the system. Staff from the Illinois Department of Commerce and Economic Opportunity (Commerce) coordinate support to these bodies. In addition, the IWIB utilizes resources from state universities to support its work.

Committees are generally longstanding groups that conduct regularly occurring business on behalf of the IWIB and are designed to focus on long-term issues and strategies. Task forces, on the other hand, are short-term and goal-oriented bodies that are appointed to achieve articulated outcomes by a specified date and employ highly engaged membership and staff support to accomplish those outcomes.

Work Groups are utilized to develop and revise policies that direct system operations for local workforce boards, agency partners, one-stop centers and operators and service providers. Each Work Group is approved by the IWIB through an action item that details the objectives and timeframes (if appropriate) of the group. They are comprised of members of the IWIB, local boards and chief elected officials, business, and core agency partners in addition to identified stakeholders throughout the state.

The IWIB Executive Committee is responsible for establishing the committees, task forces or work groups and designating the members of these working bodies, subject to the approval of the full IWIB. While the IWIB encourages wide participation from stakeholders, a Chair is identified for each Committee and Task Force to ensure continued effective, efficient and focused efforts on the IWIB's behalf.

IWIB members have increased their alignment with education groups within the state to build strong linkages that will expand work-based learning opportunities and open career pathways for all learners. Building these strong linkages is part of the Board's role as a system leader, and supports further alignment of the education, workforce and economic development vision. IWIB representatives actively participate in the Illinois P-20 Council, the Illinois Pathways Advisory Council and the Higher Education Commission on the Future of the Workforce, as well as the technical assistance work group on New Skills for Youth and the 21st Century Workforce Advisory Fund Board. IWIB members also participate in the Workforce Readiness through Apprenticeship and Pathways (WRAP) and Integrated Business Services teams. IWIB staff provides information to the board related to other workforce, education, and economic development efforts occurring throughout the state to assist them in better understanding their roles and how they can affect continuous improvement opportunities throughout the system.

## Core Program Activities to Implement the State's Strategy

Six policy strategies were developed to reach the goals of the Unified State Plan. Attached to each strategy are specific implementation activities that leverage the collective experience of the core and required partners and build upon experience gained through public and private sector innovation initiatives. The core partner programs under the Workforce Innovation and Opportunity Act (WIOA) are fully committed to achieving improved service delivery through program alignment. Under the direction of the Illinois Workforce Innovation Board (IWIB) and the Interagency Work Group, each program is taking steps to assess how services overlap and to identify opportunities for improved service alignment in support of the state strategies. For example, since the passage of WIOA, the core partners contributed funding, staff, and facilities to develop state and regional labor market information, establish strategic planning frameworks for community colleges and WIOA programs, and enhance integrated business services. This work started with the Workforce Education Strategic Plan (WESP) for community colleges, adult education, career and technical education, business and industry, and corporate training. The strategies identified under the WESP are in alignment with the Unified Plan's strategic priorities. Woven throughout these strategies will be a continued assessment of ways that funds from each program can be used to leverage other funding, especially private-sector support, toward program alignment and implementing the following strategies.

## Attachment B: Career Pathways Solutions and Promising Practices

### Career Pathways Solutions

Across the system, Illinois is piloting and/or creating solutions to implement these models and to develop policy recommendations such as:

- Defining Career Pathways for the workforce and education system, across multiple partners and through board actions across the IWIB, the Illinois Community College Board (Community Colleges), the Illinois Board of Higher Education (Public and Private Universities), and the Illinois State Board of Education (K-12).
- Engaging in professional development activities that emphasize the integrated nature of career pathways, including topics such as curriculum integration, academic and career advising across K-12 and community colleges through a counselors training, a Special Populations Academy and a summit on nontraditional careers.
- Illinois is part of a College and Career Readiness Network sponsored by JP Morgan Chase and the Council of Chief State School Officers. This effort supports planning efforts to design and implement a rigorous, demand-driven education system that will increase the number of students who complete career pathways, beginning in secondary school and culminating in valuable post-secondary credentials.
- Defining High Quality Credentials that will place equal importance on industry recognized credentials and create a definition for high quality that is based on sector-demand and self-sustaining wage data.
- Determining the Criteria for Progressive Pathways to establish a threshold definition of a career pathway program that promotes a common understanding of quality pathways and systems, while aligning to existing definitions, plans and guidelines.
- Creating “60 by 25” Communities and P-20 Regional Networks, which are community and regional collaborations seeking ways to increase college and career success for students through regional action toward a state target of increasing adults in Illinois with high quality degrees and credentials to sixty percent by 2025 (60 by 25).
- Sector-based Job Training and Economic Development/Supplemental Nutrition Assistance Program (SNAP) pilot project involving community-based organizations serving SNAP and Temporary Assistance for Needy Families (TANF) recipients.
- ICCB initiatives, including Integrated Education and Training programs (IET). The IET program provides low-skilled adults with an opportunity to gain basic skills or work towards a high school equivalency while enrolling concurrently in a Career Technical Education program. Individuals enrolled in an IET program will receive instruction that is contextualized to a specific sector and includes employability/workforce preparation skills and a technical training program (i.e., welding). Individuals completing the IET program may earn an industry recognized credential(s), a college certificate and college credit. Under this model, individuals can earn credentials within a year, depending on the program.
- Disability Employment Initiative (DEI) pilot projects and career pathway initiatives for individuals with disabilities will be supported by core and required partners.
- Commerce will support awareness of best and promising practices for local staff and will provide technical assistance to foster their integration into the regular WIOA local workflow.



## Attachment B: Career Pathways Solutions and Promising Practices

- The Service Integration Policy Work Group is modeling resource leveraging by building on the Illinois Department of Human Services Rehabilitation Services Technical Assistance Grant received from the Workforce Innovation Technical Assistance Center (WINTAC), funded by the United States Department of Education. A key focus of WINTAC Activity is service integration. Through WINTAC, the model is using the five stages and six core functions for service integration. Three sub-workgroups formed around the six core functions will be exploring policy and implementation best practices to achieve service integration.

### Career Pathways Promising Practices

#### Career Pathway Symposium and Compendium

In FY18, the Illinois Center for Specialized Professional Support (ICSPS) hosted a Career Pathway Symposium, highlighting effective practices across the community college system in Illinois and unveiling the 2018 Promising Practices in Illinois Career Pathways Compendium. The Promising Practices in Illinois Career Pathways Compendium highlighted promising practices and innovative programs related to career pathways at several colleges across Illinois that represented different regions, populations, and economies. To identify promising practices ICSPS conducted a survey, validated responses, and interviewed persons responsible for programs that demonstrated exceptional characteristics related to several of the career pathway principles including strong partnerships, curriculum alignment, pathway progression, industry recognized credentials, continuous improvement, data gathering and sharing, industry recognized credentials and sustainability and scalability. Importantly, the compendium is a living document, and will be expanded.

#### CTE Business Advisory Councils

At the local level, community colleges regularly engage business and industry, community-based organizations, local workforce boards, secondary partners and other entities for the purposes of program development, evaluation, and connecting students to services, work-based learning opportunities, and employment. To facilitate and strengthen these partnerships, community colleges carried out the following activities per Perkins programmatic guidelines: Hold advisory committees, consisting of local employers and other varying stakeholders, for each CTE program for the purposes of program development and evaluation, ([Advisory Committee Guidebook: Partnerships for Postsecondary Education](#)).

#### Pathways to Results

Pathways to Results (PTR) is aimed at improving student transitions to and through postsecondary education and into employment. Enhanced outcomes for students, programs, organizations, and systems is the ultimate goal of PTR. The PTR process was implemented in a two-phase grant program. Year one projects, *Partnership and Planning for Student Success*, aimed to assemble a meaningful plan for implementing an evidence-based improvement that addresses documented gaps in students' equitable outcomes. While year two projects, *Implementation Communities*, expanded and put into action the work of year one findings. Pathways to Results has been implemented at all 48 community colleges in the system. For FY2018, eight colleges participated in the PTR process. Teams engaged in stakeholder discussions, disaggregated and examined student-level data, and created a targeted, evidence-driven vision for improving equity in the pathway. Supported projects have analyzed core processes (e.g.,

## Attachment B: Career Pathways Solutions and Promising Practices

recruiting, advising, teaching, learning) and student support practices (e.g. first year experiences, college success courses, intrusive advising) that contribute to the identified issue.

### Integrated Career and Academic Preparation System

Through WIOA partnerships, adult education is expanding Integrated Education and Training (IET) programs that met local sector job market and student needs through the ICCB Integrated Career and Academic Preparation System (ICAPS). The ICCB is working to expand the ICAPS models to include both credit (ICAPS Model 1) and non-credit (ICAPS Model 2) IET programs that lead to the obtainment of industry recognized credentials and sustainable employment to further meet the needs of students and business industry partners. Sectors included health services, manufacturing, information technology, and transportation, distribution and logistics-all of which align with the State Unified Plan.

### Transitions Academy for IET and Bridge

Held in August 2018 and in November of 2017 of the reporting program year, the Illinois Community College Board worked to engage stakeholders in a variety of ways and utilized the expertise of the Southern Illinois Professional Development Consortium (SIPDC) and the Illinois Center for Specialized Professional Support (ICSPPS). These entities engaged with Career and Technical Education (CTE), Adult Education (AE), workforce and business partners to implement ICAPS/IET models across the state through the Transitions Academy. Bringing together AE and CTE, plans are in place to include local workforce board members in future Transition Academies. The Transitions Academy is designed to assist partnerships working on developing and improving Bridge/Pre-IET and ICAPS (Integrated Career and Academic Preparation System)/IET programs by increasing awareness of the expanding partnership between Adult Education and Career and Technical Education as it relates to the ICAPS/IET models, Illinois Bridge/Pre-IET programs, and Illinois Programs of Study through online and onsite professional development, technical assistance and publications.

## Attachment C. WIOA Statewide Workforce Activities

The Illinois Department of Commerce and Economic Opportunity is responsible for the WIOA Statewide Workforce Activities funds that provide resources for projects that integrate workforce, education and economic development services; that break down barriers to accessing job-driven training resulting in employment opportunities; and, that assist in the effective and efficient implementation of WIOA regulations within Illinois' economic development regions. Some examples of Statewide Activities projects include:

- Providing technical assistance to local areas in carrying out the workforce programs including the coordination of statewide workforce summits and regional training events;
- Assisting local areas to provide opportunities for individuals with barriers to employment to enter in-demand jobs;
- Assisting local areas for carrying out the regional planning and service delivery efforts;
- Supporting the effective development, convening, and implementation of industry and sector partnerships;
- Aiding local areas that have a high concentration of opportunity youth;
- Coordinating and aligning data systems used to carry out the requirements of WIOA and maintaining the list of eligible training providers; and
- Operating a fiscal and management accountability system.

### ***Statewide Activities – Grant Programs***

The Department of Commerce provides the following grant opportunities to support the WIOA statewide activities, apprenticeships and career pathways. Summaries of PY2017 grants are provided below beginning on page A6.

- The Illinois Talent Pipeline Program uses strategies to train workers who can contribute to a company's growth and success. Projects funded under this program are intended to develop sustainable work-based learning programs to help Illinois companies retain and train current workers and hire new staff. The goal of a talent pipeline grant is to maintain a pipeline of hireable talent for the employer being served.
- The Youth Career Pathways Program provides grants to serve opportunity youth with barriers that prevent continued education and employment. Successful pilot projects will integrate workforce, education, and economic development services and address barriers to accessing job-driven training resulting in employment opportunities. These projects will inform the development of sustainable career pathways for young people throughout the state.
- The WIOA Statewide Workforce Innovation Program can fund projects that support the vision, principles, goals and strategies articulated within the WIOA Unified State Plan. The primary areas of focus for this program includes: industry sector partnership projects, innovative workforce pilot and research projects, priority population projects, and statewide technical assistance initiative.

### ***Statewide Activities - State Workforce Board Support***

WIOA mandates a Governor-appointed Workforce Innovation Board (IWIB) that includes leaders from business, industry, state agencies, education, labor and community organizations. The Office of Employment and Training (OET) has the lead responsibility for providing staff support to the IWIB through oversight of the work of the IWIB, acting as liaison between the IWIB and other WIOA partners related to

functions such as the Unified State Plan and professional development, and coordinating the committee and taskforce structure to ensure completion of the work for reporting to the full IWIB.

Commerce works with the IWIB and core partners to implement the strategies and activities outlined in the Unified Plan. Governor's set aside funding will be used as appropriate and available to support statewide initiatives that support the vision, principles, goals and strategies articulated within the WIOA Unified State Plan. Projects must also align with the priorities outlined in the Regional and Local Workforce Plans. There are four general categories of activity that Illinois will support with these funds.

*Sector Partnership Projects*

- Implement new or expanded local and regional sector-based partnerships that increase the workforce investment system's capacity to provide critical training that aligns with the needs of businesses and industries. Activities include regional planning and sector strategies that will align resources to address skills and other needs of in-demand industries. Regional planning and sector strategies support participants by assessing the regional economic landscape to identify new or growing employment opportunities in the region. They also help ensure that partnerships and regional assets from the workforce investment system, industry, community colleges, labor unions, nonprofits, and other stakeholders are aligned and integrated under strategies that can be used to respond to economic shocks, such as plant closings, natural disasters, and long-term unemployment within the regional workforce.

*Innovative Workforce Pilot and Research Projects*

- Implementing innovative programs and strategies designed to meet the needs of business, which may include incumbent worker training programs, customized training, sectoral and industry cluster strategies and implementation of industry or sector partnerships, career pathway programs, microenterprise and entrepreneurial training and support programs, utilization of effective business intermediaries, layoff aversion strategies, activities to improve linkages between workforce partners, and other business services and strategies that better engage employers in workforce investment activities and make the workforce development system more relevant to the needs of State and local businesses.
- Developing or identifying education and training programs that respond to real-time labor market analysis; that utilize direct assessment and prior learning assessment to measure and provide credit for prior knowledge, skills, competencies, and experiences; that evaluate such skills and competencies for adaptability; that ensure credits are portable and stackable for more skilled employment and that accelerate course or credential completion.

*Priority Population Projects*

- Developing strategies for effectively serving individuals with barriers to employment and for coordinating programs and services among workforce partners. Projects may include, but are not limited to, the coordination of employment and training activities with:
- Child support services, and assistance provided by State and local agencies carrying out Part D of Title IV of the Social Security Act (42 USC 651 et seq.);
- Cooperative extension programs carried out by the Illinois Department of Agriculture;
- Programs carried out in local areas for individuals with disabilities, including programs carried out by State agencies relating to intellectual disabilities and developmental disabilities, activities carried out by Statewide Independent Living Councils established under section 705 of the Rehabilitation Act of 1973 (29 USC 796d), programs funded under Part B of Chapter 1 of Title VII

of such Act (29 USC 796e et seq.), and activities carried out by centers for independent living, as defined in section 702 of such Act (29 USC796a);

- Adult education and literacy activities, including those provided by public libraries;
- Activities in the corrections system that assist returning citizens as they reenter the workforce;
- Financial literacy activities.
- Supporting the development of alternative, evidence-based programs and other activities that enhance the choices available to eligible youth and encourage such youth to re-enter and complete secondary education, enroll in postsecondary education and advanced training, progress through a career pathway, and enter unsubsidized employment that leads to economic self-sufficiency.

*Statewide Technical Assistance and WIOA Implementation Projects*

- Providing technical assistance to local boards, chief elected officials, one-stop operators, workforce partners, and eligible providers in local areas, such as: the development and training of staff, identification and development of exemplary program activities, and assistance in abandoning less effective or less efficient but well-entrenched practices.
- Providing technical assistance to improve the integration of case management, training services, supportive services, business services, and employer engagement among workforce, education and economic development partners.

**APPRENTICESHIP EXPANSION GRANTS**

**Grantee:** Prairie State College (South Suburbs)

**Company:** KLLM Transport Services

**Award Amount:** \$324,000

**Project Summary:** The *Driving Toward Apprenticeship Success* program will be designed to improve the availability and quality of commercial truck driver, logistics, and machine operator employment within Illinois. The program will provide industry-recognized credentials under the Illinois Apprenticeship Plus framework, with the goal of registering the program with the U.S. Department of Labor. The program will strengthen and support the existing relationship with employer partners specific to apprenticeships; offer occupational training to job seekers as part of a career pathway; support apprenticeship programs through industry recognized credential programs; and provide supportive services to address individuals with basic skills deficiencies. Prairie State plans to serve 45 adults with apprenticeship-related services through a diversified funding strategy.

**Grantee:** Safer Foundation (Chicago – Belmont, Cragin, East Garfield Park, & South Holland)

**Company:** Reconstruction Technology Partners, Battaglia Industries

**Award Amount:** \$320,000

**Project Summary:** Safer Foundation will provide post-release case management wraparound services and pathways to construction industry apprenticeship opportunities for more than 20 Adult participants with criminal records, returning to or residing in disproportionately high re-entry Chicago communities. Participants will receive 16 weeks of assessment and job readiness training, and work experience in construction Core and Level 1 Carpentry. Reconstruction Technology Partners and Battaglia Industries will hire completers, who will continue through a four-year apprenticeship program. Safer Foundation will sustain the program and continue to provide follow up services to assist with job retention.

**Grantee:** Calumet Area Industrial Commission (Chicago – Far South Side & South Suburbs)

**Company:** Tower Automotive, SET Enterprises

**Award Amount:** \$240,000

**Project Summary:** Calumet Industrial Commission will serve 50 Adults for conducting 20 apprenticeships and 30 pre-apprenticeships, establishing two new Registered Apprenticeship programs and expanding existing Registered Apprenticeship programs focused on industrial maintenance. The project will also provide “train the trainer” to skilled craftsmen from participating companies to increase the number of journeymen who will be eligible to instruct apprentices.

### **TALENT PIPELINE PROGRAM GRANTS**

**Grantee:** McHenry County College (McHenry County)

**Companies:** Heartland Cabinet Supply, Inc., Berry Global, Harms Grain, Mercy Health

**Award Amount:** \$200,000

**Project Summary:** McHenry County College (MCC) will place 19 WIOA eligible adults and dislocated worker apprentices during the 18-month span of the grant to expand work-based learning opportunities. The grantee will place students in manufacturing and information technology careers, successful candidates will receive stackable credentials leading to an associate degree. Employer MOU/Commitment has been signed by Heartland Cabinet Supply Inc., Harms Grain and Mercy Health. MCC will develop Pre-Apprenticeship, Registered Apprenticeship, as well as non-Registered Apprenticeship models, in collaboration with area employers, high school districts, and the McHenry County Workforce Network. This process will serve targeted populations including veterans, low income, individuals with disabilities, single parents, unemployed and under-employed individuals – consistent with the targeted populations identified in the WIOA State Plan and the LWA 2 Local Plan. The project will leverage a recently hired apprenticeship coordinator and will fund OJT wages, tuition and supportive services.

**Grantee:** Jane Addams Resource Corporation (Chicago - Northwest Side)

**Company:** Freedman Seating Company, S&C Electric Company, Trelleborg Sealing Solutions, and Dudek & Bock Spring Manufacturing Company

**Award Amount:** \$80,000

**Project Summary:** This project will serve more than 160 incumbent workers with training that will target strategic skills gaps in advanced manufacturing and metal fabricating, such as: CNC Machinist, Welder, Brake Press and Assembler for the companies listed above resulting in a move along the chosen career pathway leading to increased wages within 180 days of completing the first class. These are middle skills occupations that offer family-sustaining wages, benefits and career paths they are all included in the latest iteration of the State of Illinois demand occupation training list. The incumbent worker training will be matched with \$69,000 in cash contributions in addition to the wages during training.

**Grantee:** Calumet Area Industrial Commission (Chicago Metropolitan Area - South Suburbs)

**Company:** Flex N Gate, Alpha Products; Manufacturing

**Award Amount:** \$500,000

**Project Summary:** Calumet Area Industrial Commission will link unemployed (WIOA eligible Adult and Dislocated Worker) candidates to jobs by providing on-the-job training to bring their skills up to the levels needed by our employer partners which include Flex N Gate and Alpha Products. CAIC will accomplish the following outcomes: 142 recruited/assessed/intake with 70 hired with partner employers (Flex N Gate) and place into on-the-job training in manufacturing occupations. Incumbent

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training will involve one company and train 20 employees with Alpha Products in manufacturing occupations. This grant will support the workforce needs of the Calumet Manufacturing Industry Sector Partnership that convened partners including the Chicago Metro Metal Consortium, OAI, the Chicago Southland Economic Development Corporation, Illinois Manufacturing Extension Center and the Chicago Federation of Labor.

**Grantee:** Symbol Job Training Inc. (Northeast Region)

**Company:** Rimtec Corporation, Chucking Machine Products, Pioneer Service, Inc., Groth Mfg, Triangle Package Machinery Company, Tomenson, Zeman Mfg Company, Midland Mfg, and CNC Technology Consulting and Training

**Award Amount:** \$250,000

**Project Summary:** Symbol will provide skills training in CNC Programming, Setup and Operation, career development for 30 people who are WIOA eligible dislocated worker or adults with 28 (95%) earning 3 NIMS credentials and 25 (85%) obtaining employment at a manufacturing company in Cook, Lake or DuPage County. The grantee will recruit, assess, train and place the program participants – providing 96 hours of training over 16 weeks. Symbol maintains a network of over 100 manufacturing companies in the Chicago metropolitan area and has a track record for placing program graduates.

**Grantee:** Prairie State College (Chicago Metropolitan Area - South Suburbs)

**Company:** KLLM Transport Services, Dolton Medical Center

**Award Amount:** \$250,000

**Project Summary:** This project will serve more than 23 WIOA eligible dislocated workers and adults by piloting a pre-apprenticeship advanced Healthcare Bridge Program to expose students to medical terminology, computer skills, career readiness, etc. Depending on the career path participants choose, credentials earned may include, Certified Medical Assistant, Pharmacy Technician, or Medical Billing and Coding. TDL training component includes enrolling a portion of the participants in classroom training to obtain their Class A CDL license.

**Grantee:** Moraine Valley Community College (Chicago Metropolitan Area - South Suburbs)

**Company:** U of I Hospital & Health System, Advocate Health Care, Stroger Hospital

**Award Amount:** \$200,000

**Project Summary:** The project includes both work-based training and incumbent worker training for a total of 30 participants in the healthcare industry. It will support recruitment and training of 15 WIOA eligible adult candidates to fill positions as medical schedulers. Moraine Valley will target individuals with disabilities and the long-term unemployed working with the IDHS Harvey Office. Training participants will be trained as a Certified Medical Administrative Assistant. The project will support incumbent worker training for 30 team leaders, supervisors, and assistant directors in business leadership and performance management.

**Grantee:** Chicago Women in Trades (Chicago / Cook County)

**Company:** Turner Construction, Access United CFL/United Way of Metro Chicago, St. Paul Church of God in Christ Community Development Ministries, Chicago Regional Council of Carpenters, OAI, IBEW/NECA Technical Institute and KRA Corp.

**Award Amount:** \$400,000

**Project Summary:** The applicant will provide pre-apprenticeships training with the goal of developing 75 WIOA eligible adults with registered apprenticeships in construction. Chicago Women in Trades is part of a consortium of partners that include: Lakeside Alliance, the IBEW-NECA Technical Institute, the Chicago Regional Council of Carpenters, the KRA Corp. Westside American Jobs Center, OAI, Inc., St. Paul

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Community Development Ministries and Access United, all committed to ensuring that workforce goals of the Obama Presidential Center are accomplished in a way that has a sustained impact on the lives of low income residents and the diversity of the industry's workforce. The innovative approach in targeting low income and women of color for participation provides opportunities that many in this population do not know exist. All partners, including the Lakeside Alliance, will extensively promote the project and provide career education throughout targeted South and West side communities, creating a database of unemployed union members, and offering aspiring tradesmen and women the opportunity to evaluate the qualifications, enroll in trade specific or short-term test preparation programs and/or take advantage of comprehensive pre-apprenticeship training.

**Grantee:** Skills for Chicagoland (Chicago / Cook County)

**Company:** Walgreens, Freedman Seating Company

**Award Amount** \$300,000

**Project Summary:** Skills for Chicagoland's Future will meet the hiring needs of committed employer partners by placing 54 WIOA-eligible dislocated workers and young adults into entry-level jobs with committed business clients and identifying opportunities for defined pathways into middle-income careers through the Pivot to Success program. A critical program component is intensive support of employer partners in building their career pathways, identifying training to support workers in moving along those pathways and securing prepared candidates to enter work for those companies. Skills will assess both the business requirements of each occupation and the needs of the youth candidates to determine the level and extent of supports needed. Services provided by all involved partners include assessment of each candidate's skills, planning and facilitation of job readiness "boot camps," job placement, and mentoring and ongoing supportive services as needed during the candidates' participation, which will include entry-level work and education/training concurrently. Skills will partner with City Colleges of Chicago and other education/training partners as requested by employer partners to deliver a variety of education and training programs customized to each company's career pathways. Pilot companies have already committed to pay the entire cost of participants' pursuit of relevant degrees and certifications.

**Grantee:** Institute for Latino Progress (Chicago - Southwest Side)

**Company:** Advocate Healthcare, Alden Town Manor, Presence Health

**Award Amount:** \$250,000

**Project Summary:** Over two years Instituto will serve 15 WIOA eligible adults enrolled in the Instituto College Associates Degree in Nursing program. The applicant has requested funding to support a healthcare bridge program in a Certified Nursing Assistance (CNA) training program. These programs provide a solution to the ongoing nursing shortage and the need for bilingual healthcare profession to strengthen the industry. Since the inception of Instituto's career pathways program in 1997, the organization has enrolled more than 4,700 students. During the last three years the program completers have achieved a 98% credentialing rate and an 84% job placement rate.

**Grantee:** National Able Network (Lake County)

**Company:** Various IT Companies in the Northeast Region

**Award Amount:** \$300,000

**Project Summary:** National Able Network, Inc. (Able) will serve 32 WIOA eligible low-income adults and dislocated workers residing in Lake County, Illinois to build career pathways in the information technology industry during a 12-month grant period. Able will partner with Lake County Workforce Development to scale its public/private collaboration and offer Able's highly-successful IT Career Lab program which helps individuals obtain globally-recognized certifications and transition into career



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pathways in the information technology industry. Certifications include: Cisco Certified Entry Networking Technician, Cisco Certified Network Associate, Microsoft Certified Professional and Microsoft Certified Solutions Associate.

**Grantee:** St. Augustine College (Chicago / Northeast Region)

**Company:** Second Federal, Primrose Candy Co., Polar Hardware Manufacturing Company, Near North Health Service Corporation, Montana Metal Products, Howard Brown Health Center, Gareda Home Care Services, Community Health Partnership of Illinois, Chips Manufacturing, ASI, Inc., A & R Screening, ABS Graphics, Inc

**Award Amount** \$500,000

**Project Summary:** Project seeks to avert the future layoff of more than 423 incumbent workers employed at 12 employers located throughout the State of Illinois. The employers are in Cook, DuPage, Kane, DeKalb, and Will Counties. The training proposed in this application is necessary to avert future employee lay-offs. Lay-off aversion indicators applicable to the participating companies are: Industry/Market Trends, Workers Do Not Have Necessary Skills, and Changes in Management Philosophy. It is expected that 90% of participants will successfully complete their training programs, and that 90% of participants will retain employment after the completion of training.

**Grantee:** Danville Area Community College (East Central Region)

**Company:** IMIN Network

**Award Amount:** \$250,000

**Project Summary:** The project will provide up to 100 incumbent workers across 20 companies with certification programs and implementation assistance to attract and retain employees who can contribute to the companies' competitiveness, growth and success. The project will also provide up to 20 WIOA eligible dislocated workers participants with certificate training in Manufacturing Skills, guaranteeing interviews with IMIN Network Employers upon completion. The project will support the expansion of an employer lead consortium in Vermillion, Champaign, Iroquois, Ford and Piatt Counties. The partnership network includes: Vermillion Advantage, Vermillion County Works, and the Illinois Manufacturing Excellence Center.

**Grantee:** Illinois Business Innovation Services (Chicago Metropolitan Area)

**Company:** Various Companies in Manufacturing, IT, and Healthcare

**Award Amount:** \$350,000

**Project Summary:** Illinois BIS will train more than 897 incumbent workers with more than 20 companies during this project. This project will promote job retention of incumbent workers by providing skills upgrade training through a continuous improvement approach that addresses competitive challenges faced by organizations, through the implementation of quality initiatives designed to have company-wide impact (i.e. lean operations, six sigma, innovation or global strategy methods, quality standards) and specific technical skills training to supplement internal continuous improvement.

**Grantee:** Safer Foundation (Chicago / Cook County)

**Company:** Battaglia Industries, RTP Corp.

**Award Amount:** \$250,000

**Project Summary:** Safer proposes to serve 10 WIOA eligible adults to obtain a construction industry credential. Safer Foundation will provide post-release case management, wraparound services and pathways to construction industry apprenticeship opportunities for people with criminal records, returning to or residing in disproportionately high re-entry Chicago communities. In partnership with ABCIL and Safer's own RTP Construction, prospective apprentices will receive 16 weeks of Safer services

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including intake, assessment, job readiness, career coaching, and intensive basic skills education in preparation for construction training. ABCIL and RTP will deliver classroom, lab and on-the-job training and work experience in NCCER Core and Level 1 Carpentry and Level 1 Electrical training modules as well as OSHA 10 that provide credit towards an approved United States Department of Labor Office of Apprenticeship Registered Apprenticeship in Construction. [Note that this applicant has a current Apprenticeship USA grant that supports this program]

**Grantee:** Southern Illinois University Edwardsville (Metro East St. Louis Area)

**Company:** E. St. Louis Housing Authority, SiHF Healthcare, Southwest Leadership Council, St. Louis Regional Chamber

**Award Amount:** \$238,671

**Project Summary:** The applicant will work in partnership with Local Workforce Areas 22 and 24 to recruit 250 prospective participants; conduct intake, assessment, and pre-screening with 100 participants; have 80 participants attend an orientation; facilitate personal and professional development activities for 60 participants. The grant will result in the training and placement of 45 WIOA eligible adults in permanent employment; and enrollment of 15 participants in post-secondary education.

### **YOUTH CAREER PATHWAYS GRANTS**

**Grantee:** Business and Career Services (Chicago - Auburn Gresham, Englewood, Austin)

**Company:** Quality Hinges, a Division of Supreme Hinge, Chicago Magnesium Casting Co., Metraflex, Whiting Corp, SET Enterprises, People Against Dirty, and Food and Paper Supply

**Award Amount:** \$427,771

**Project Summary:** Business and Career Services will partner with Richard Daley College to train 48 individuals in the manufacturing industry particularly in the welding occupations. This project will focus on out-of-school youth on the west side of Chicago in the Austin community and on the south side in the Auburn Gresham/Englewood community. The training credentials include OSHA and Forklift for all participants and Welding for a selected group of participants.

**Grantee:** Skills for Chicagoland's Future (Chicago Metropolitan Area - West/South Cook County)

**Company:** Walgreens, McDonalds (Businesses will pay for participants training/education from Harold Washington College.)

**Award Amount:** \$300,000

**Project Summary:** Skills for Chicagoland's Future will partner with Walgreens, McDonalds and Harold Washington College to deliver the *Pivot to Success Program*. Walgreens & McDonalds are committed to hiring candidates through the program, supporting them while they simultaneously work and attend school, and guiding them along the career pathways mapped at their individual companies. The training credentials include an Associate Degree in Business from Harold Washington.

**Grantee:** Peoria Public Schools (Peoria Metropolitan Area)

**Business:** Ruyle Mechanical, Morton Industries, and City of Peoria (Work-Based Learning)

**Award Amount:** \$213,721

## Attachment C: Career Pathways Solutions and Promising Practices

**Project Summary:** Peoria Public Schools will partner with Goodwill, ABC and Illinois Central College to provide forklift, National Center for Construction Education & Research (NCCER) and Occupational Safety and Health Administration (OSHA) 30-hour training to WIOA eligible high school senior. Peoria Public Schools will link 30 youth students with occupations in the construction sector. Participants will have work-based learning opportunities with various companies throughout the Peoria region. The training credentials include CPR and First Aid, OSHA 30-hour, Forklift Operator Certificate, High School Diploma and NCCER by various program partners.

**Grantee:** Erie Neighborhood House (Chicago - West Town, Humboldt Park, Little Village)

**Company:** SPM, Dearborn

**Award Amount:** \$195,244

**Project Summary:** Erie Neighborhood House is partnering with Wilbur Wright Community College to provide training to 25 youth in the manufacturing field. The overall goal of the project is to connect the immigrant and DACA youth population with post-secondary education and in-demand jobs in the Manufacturing sector.

**Grantee:** Metropolitan Family Services (Chicago - Northwest Side)

**Company:** Chicago Metal Supply, GSG Consultants, Old Veteran Construction, Paschen & Associates

**Award Amount:** \$250,000

**Project Summary:** Metropolitan Family Services through its' North Center will collaborate with St. Augustine College to train 40 out of school youth in construction. This program will occur over the course of 21 weeks. Participants will receive educational instruction, occupational skills, life skills, case management, counseling, leadership and workforce development training. The training credentials include: OSHA 10, OSHA 30, First Aid/CPR, National Center for Construction Education and Research (NCCER) Core Carpentry. Participants are also being trained in NCCER Your Role in the Green Environment, a curriculum approved by the US Green Building Council, which delivers fundamental instruction in the green environment, green construction practices, and green building rating systems.

**Grantee:** Opportunity Advancement Innovation (OAI) (Chicago's South Suburbs)

**Company:** JJM Industries KPG Co. Chicago Magnesium, Triton, Molex

**Award Amount:** \$250,000

**Project Summary:** OAI will work in partnership with Bloom and Rich Townships to reach in and out-of-school youth through their manufacturing program. This program will serve 32 youth from south Cook County. During the program the participants will obtain their NIMS credential from Prairie State and Bloom High School. The training credentials include: 2 NIMS-Level 1 & 2 (MMS-Materials, Measurements and Safety) (National Institute of Metalworking Skills which =8 college credits), CNC (Computer Numerical Control), all students will get: OSHA and Forklift Training.

**Grantee:** Asian Human Services (Chicago / Cook County)

**Company:** Presence Health

**Award Amount:** \$250,000

**Project Summary:** Asian Human Services will collaborate with Chicago Community Learning Center to train and certify 30 out of school youth as Certified Nursing Assistant and Phlebotomy Technicians. Once training is completed every youth will have the opportunity to interview with Presence Health. The training credentials include: C.N.A., Phlebotomy Technician, and CPR Training

### **WIOA STATEWIDE INNOVATION GRANTS**

**Grantee:** Alternatives, Inc. (Northeast Region)

**Project Type:** Innovation / Capacity Building

**Award Amount:** \$69,099

**Project Description**

Alternatives, Inc. will administer a planning grant to support the development an information technology (IT) apprenticeship model. Through conversations with other program leaders and technology experts, Alternatives will grow the network of technology industry partners and update the old technology program model to consider important factors such as: cohort size, industry-standard accreditations, integrating wraparound services and case management, appropriate training and apprenticeship timeline, and post-program responsibilities to our program alumni. The proposed research and pilot process will span 12 months. The resulting program will initially launch with a North Side focus, with the intent to be replicable at the Alternatives South Side, Washington Park site in later iterations.

**Grantee:** OAI, Inc. (Northeast Region)

**Project Type:** Innovation Pilot

**Award Amount:** \$350,000

**Project Summary:** OAI and workforce partners will test the concept of a state-wide internship matching program through developing a user-friendly web platform and registering 80 young adults into the INTERNMATCH.COM portal and assisting them to develop their profiles. The consortium also aims to serve 50 manufacturers by registering them into the platform and assisting them to match their intern openings to young adults. The consortium also aims to implement the highly successful Mentor Matching Engine (MME) in the South Cook County region amongst in-school youth participating in the regional High School Southworks Robotics Olympics and their company sponsors. Partners in the project include: Business and Career Services, the Calumet Manufacturing Industry Sector Partnership, the Chicago Southland EDC, LWIA 7, the Illinois Science & Technology Coalition and 3Seeds Mentoring Group.

**Grantee:** Heartland Human Care Services (Statewide)

**Project Type:** Innovation / Capacity Building

**Funding Requested:** \$200,000

**Project Summary:** Heartland Human Care Services will provide financial literacy & coaching technical assistance to WIOA Eligible Training Providers. Financial education trainings for 375 agency staff members across identified partners and regions of the state. Three hundred of those receiving financial education training will receive an additional training on financial coaching. Heartland Human Care Services also proposes to engage those who attend training throughout the grant term in a 'Learning Community', developed as a series of monthly conferences calls and regular webinars to extend the reach and length of this technical assistance.

## Attachment C: Career Pathways Solutions and Promising Practices

**Grantee:** Technology & Manufacturing Association (Northeast Region)

**Project Type:** Innovation Pilot

**Award Amount:** \$249,980

**Project Summary:** The Technology & Manufacturing Association will develop and pilot a Manufacturing Career Awareness and Pathway Development program for high school students, Manufacturing Apprenticeship Training Awareness and Expansion, and Partnership Development between workforce providers/community-based organizations and TMA members. Five goals of this project and their anticipated outcomes are:

- Create a marketing and outreach campaign about manufacturing careers and training opportunities. Outcomes: Expanded awareness about manufacturing programs, training opportunities, manufacturing career pathways, and manufacturing apprenticeship programs to encourage more job seekers to consider careers in manufacturing.
- Develop a structured Career Awareness and Pathway program that includes a hands-on training capstone activity. Outcomes: A structured and formalized Career Awareness and Pathway model that includes hands-on training and can be replicated with other population groups.
- Pilot the Career Awareness and Pathway program and make modifications to incorporate program improvements. Outcomes: A strengthened Career Awareness and Pathway model that has been tested and modified to improve identified shortcomings and include necessary updates.
- Expand U.S. DOL Apprenticeship Training awareness and utilization with TMA member companies. Outcomes: Increased awareness and participation by TMA member employers in the Registered Apprenticeship Programs and explore the possibility of including a distance learning option in the current apprenticeship program.
- Initiate and expand partnerships to create ongoing pipeline of potential manufacturing employees. Outcomes: Expanded pipeline of job seekers interested in manufacturing careers.

**Grantee:** Chicago Jobs Council (Statewide)

**Project Type:** Innovation / Capacity Building

**Award Amount:** \$200,000

**Project Summary:** The Chicago Jobs Council will partner with Young Invincibles to increase the number of service providers that actively use apprenticeships. Key activities:

- Develop and deliver Intro to Apprenticeship workshops to CBOs and other workforce agencies to generate interested potential partners
- Develop and deliver a Partners in Apprenticeship workshop for up to 40 organizations
- Develop a framework for an expanded Illinois apprenticeship partner network
- Develop recommendations for sustainability, standard partner qualifications, integration into the broader apprenticeship system and workforce and adult education systems.

**Grantee:** Greater Oak Brook Chamber of Commerce (Northeast Region)

**Project Type:** Innovation Pilot / Capacity Building

**Award Amount:** \$74,000

**Project Summary:** The Chamber will expand an innovative talent pipeline development project with several regional businesses and Willowbrook High School. The program includes private sector mentors that provide challenge projects to teams of high school students while also raising student awareness of the need to develop essential employability skills. Much of the activity takes place in the classroom but students also visit actual work sites to help their understanding of the issues they are attempting to address in their specific team challenges. Along with refining the model, the Chamber and its business partners will develop a how-to guide and toolkit that could easily be adopted and scaled by other

## Attachment C: Career Pathways Solutions and Promising Practices

businesses, associations and schools to adopt business driven, career pathway program within their own communities.

**Grantee:** Roseland Franklin University (Northeast Region)

**Project Type:** Innovation Pilot

**Award Amount:** \$188,300

**Project Summary:** The Grantee will work with LWIA 1 (Lake County) to focus on creating incumbent worker training programs for in-demand jobs that lead to job retention and advancement through skill/career pathways in the healthcare industry. The project partners will evaluate the current Walgreens pharmacy technician program and provide additional training and support to help incumbent workers pass the Pharmacy Technician Certification examination (PTCB). Pharmacy technician training curricula for the PTCB certification will be redesigned based on the Walgreens environmental scan leading to the PTCB certification. This will include development of role-specific clinical and technical skill training modules and industry-recognized certificates for common employability skills.

**Grantee:** Literacy DuPage (Northeast Region)

**Project Type:** Innovation Pilot / Priority population

**Award Amount:** \$199,700

**Project Summary:** Literacy DuPage will develop Incumbent worker training for improved English proficiency. The project will create customized *English as a Second Language* training for up to 55 workers at four companies in DuPage County and evaluate the impact. The applicant will work with Greencore USA, Choose DuPage, the Wheaton Chamber of Commerce, LWIA 6, to identify additional companies to participate in the pilot. The potential of this innovation project is to determine the impact of ESL training customized to specific business requirements.

**Grantee:** TEC Services (Northeast Region)

**Project Type:** Sector Partnership

**Award Amount:** \$747,700

**Project Summary:** TEC Services, in conjunction with the Workforce Partners of Metropolitan Chicago (WPMC), proposes a regional incumbent worker demonstration project that uses existing data as well as direct engagement with employers and other partners to gain a better understanding of needs and opportunities, beginning at a high level and drilling down to individual practices and collective talent needs. This will prepare WPMC to develop a practical, on-the-ground solutions to Transportation, Distribution and Logistics (TDL) workforce challenges that fit the real-time context of actual employers and serves job seekers in the Northeast Economic Development Region (NEEDR). The TEC Services and the Workforce Partners of Metro Chicago propose to implement the recommendations of the Illinois Workforce Innovation Board TDL Task Force Reports from 2006 and 2017. Key goals include:

- Understand the TDL sector from a data perspective: employers, current workforce, and potential supply side availability.
- Catalogue Promising Practices in TDL recruitment, hiring and employee retention.
- Establish industry career pathways for multiple occupations.
- Prepare an Industry Career Awareness Campaign for job seekers.
- Pinpoint employer “pain points,” or collective talent needs and prepare to address them.
- Develop Regional Business Services Teams (at the Title I level and then with Core Partners).

## Attachment D. WRAP Committee Key Accomplishments and Upcoming Work

### WRAP Committee Key Accomplishments

- *Competency-Based Education Pilots*: ISBE has announced a total of 16 Competency-Based Education pilot districts in support of Postsecondary and Workforce Readiness Act implementation, with further pilots to be announced in early PY '18. These districts are conducting extensive planning processes to implement competency-based education in their high schools, and implementation in the first cohort is one year ahead of schedule.
- *Career Pathways Dictionary (December 2017-June 2018)*: In 2017, the WRAP Steering Committee supported the development and refinement of a unified State definition of Career Pathways. As of June 2018, this unified definition was formally approved by the following boards: the Illinois Community College Board (ICCB), the Illinois Board of Higher Education (IBHE), the Illinois P-20 Council, the Illinois State Board of Education (ISBE), and the Illinois Workforce Innovation Board (IWIB), and the Illinois Student Assistance Commission (ISAC). The WRAP Committee further developed associated definitions for the component parts of a Career Pathways system and has adopted those as a group and sent them to the respective agency boards for review.
- *Career Outcomes Analysis*: The Illinois Department of Employment Security (IDES), with support from DCEO, ISBE, ICCB, and ISAC, released its beta version of the Career Outcomes Tool for public review. This tool provides workforce outcomes for postsecondary graduates by 2- and 4-year institution and program. IDES also conducted usability tests at six high schools with a total of 60 students. IDES will continue to develop this informational tool by generating workforce outcomes for Illinois high school graduates between 2003-2007. The full launch of the site, [ILcollege2career.com](http://ILcollege2career.com), will take place in early PY '18
- *Small Business Talent Supports*: Provided resources to assist the Governor as he encounters small businesses around the state who need but struggle to find qualified talent, particularly in skilled positions. In response, the WRAP Steering Committee collaborated to create three key resources:
  - *Small Business Workforce Talking Points*: a "script" that Governor Rauner can use to share what his administration has been doing to help small business address this issue, as well as direct them to some strategies and resources to help address their needs.
  - *Resources for Illinois Small Businesses*: a one-page handout that can be provided immediately to small businesses expressing interest in this issue and includes direct links for both short- and long-term workforce pipeline resources.
  - *workNet Hiring Services Page*: a landing page ([illinoisworknet.com/hiringservices](http://illinoisworknet.com/hiringservices)) that will help direct small businesses to the various resources available to them.
- *Apprenticeship Funding*: In FY2018, the Illinois Community College Board (ICCB) released the Career and Technical Education (CTE) Improvement Grant to support the improvement and innovation of CTE programming throughout the Illinois community college system. Four colleges (Harold Washington, Lake Land, Lincoln Trail, and McHenry County) received \$50,000 each to

## Attachment D. WRAP Committee Key Accomplishments and Upcoming Work

support apprenticeship programming over an 18-month period. ICCB and DCEO are collaborating to release multi-phase grant funding to support apprenticeship programming supported by community colleges and their employer partnership.

- *WIOA Youth Career Pathways Funding*: DCEO released a Youth Career Pathways NOFO to scale quality career pathways system development across Illinois at 10-14 sites across IL in PY '18.
- *National Governors Association Work-Based Learning Policy Academy*: Submitted the initial round of deliverables to NGA, including data on existing work-based learning programs and funding streams (including WIOA), as well as a work-based learning action plan. Through the process of developing these deliverables, the team identified key assets and gaps in both funding streams and program models being implemented across Illinois at a high level. The team has developed a "brand" (Work Learn Grow: Pathways to the Jobs of Illinois' Future) and is coordinating an employer-focused Governor's Summit for October 1 to promote work-based learning throughout Illinois.
- *Employer Expectations Report*: Led by DCEO, a group of WRAP members is conducting research into employer expectations of skills at first credential and identify strategies to ensure pathways systems adequately prepare youth.
- *Perkins Reauthorization*: the WRAP team will provide leadership and guidance for the development of Illinois' State plan for CTE programming, ensuring alignment with strategies outlined in Illinois' implementation of WIOA, ESSA, and the PWR Act.
- *Eligible Training Provider Policy*: WRAP is providing leadership and guidance for a workgroup developing revised Illinois' WIOA Training Provider and Training Program Eligibility policy in alignment with the unified Career Pathways definition.
- *Interagency Career Pathways Data System*: WRAP is leading work across agencies to enhance data collected on education and workforce training programs to align to the unified career pathways definition, support mandated reporting, and improve information available for institutional research and program recruitment.



## Attachment E. Career Pathways and Apprenticeship Promising Practices

### Career Pathways Promising Practices

#### Career Pathway Symposium and Compendium

In FY18 ICSPS hosted a Career Pathway Symposium, showcasing effective practices across the community college system in Illinois and unveiling the 2018 Promising Practices in Illinois Career Pathways Compendium. The Promising Practices in Illinois Career Pathways Compendium highlighted promising practices and innovative programs related to career pathways at several of colleges across Illinois that represented different regions, populations, and economies. To identify promising practices ICSPS conducted a survey and interviewed persons responsible for programs that demonstrated exceptional characteristics related to several of the career pathway principles including strong partnerships, curriculum alignment, pathway progression, industry recognized credentials, continuous improvement, data gathering and sharing, industry recognized credentials and sustainability and scalability. Importantly, the compendium is a living document, and will be expanded.

#### CTE Business Advisory Councils

At the local level, community colleges regularly engage business and industry, community-based organizations, local workforce boards, secondary partners and other entities for the purposes of program development, evaluation, and connecting students to services, work-based learning opportunities, and employment. To facilitate and strengthen these partnerships, community colleges carried out the following activities per Perkins programmatic guidelines: Hold advisory committees, consisting of local employers and other varying stakeholders, for each CTE program for the purposes of program development and evaluation, ([Advisory Committee Guidebook: Partnerships for Postsecondary Education](#)).

#### Pathways to Results

Pathways to Results (PTR) is aimed at improving student transitions to and through postsecondary education and into employment. Enhanced outcomes for students, programs, organizations, and systems is the goal of PTR. The PTR process was implemented in a two-phase grant program. Year one projects, *Partnership and Planning for Student Success*, aimed to assemble a meaningful plan for implementing an evidence-based improvement that addresses documented gaps in students' equitable outcomes. While year two projects, *Implementation Communities*, expanded and put into action the work of year one findings. Pathways to Results has been implemented at all 48 community colleges in the system. For FY2018, eight colleges participated in the PTR process. Teams engaged in stakeholder discussions, disaggregated and examined student-level data, and created a targeted, evidence-driven vision for improving equity in the pathway. Supported projects have analyzed core processes (e.g., recruiting, advising, teaching, learning) and student support practices (e.g. first year experiences, college success courses, intrusive advising) that contribute to the identified issue.

#### Integrated Career and Academic Preparation System

Through WIOA partnerships, adult education is expanding Integrated Education and Training (IET) programs that met local sector job market and student needs through the Illinois Community College Board's (ICCB's) Integrated Career and Academic Preparation System (ICAPS). The ICCB is working to

## Attachment E. Career Pathways and Apprenticeship Promising Practices

expand the ICAPS models to include both credit (ICAPS Model 1) and non-credit (ICAPS Model 2) IET programs that lead to the obtainment of industry recognized credentials and sustainable employment to further meet the needs of students and business industry partners. Sectors included health services, manufacturing, information technology, and transportation, distribution and logistics-all of which align with the State Unified Plan.

### Transitions Academy for IET and Bridge

Held in August 2018 and November of 2017 of the reporting program year, the Illinois Community College Board worked to engage stakeholders in a variety of ways and utilized the expertise of the Southern Illinois Professional Development Consortium (SIPDC) and the Illinois Center for Specialized Professional Support (ICSPS). These entities engaged with Career and Technical Education (CTE), Adult Education (AE), workforce, and business partners to implement ICAPS/IET models across the state through the Transitions Academy. Bringing together AE and CTE, plans are in place to include local workforce board members in future Transition Academies. The Transitions Academy is designed to assist partnerships working on developing and improving Bridge/Pre-IET and ICAPS (Integrated Career and Academic Preparation System)/IET programs by increasing awareness of the expanding partnership between Adult Education and Career and Technical Education as it relates to the ICAPS/IET models, Illinois Bridge/Pre-IET programs, and Illinois Programs of Study through online and onsite professional development, technical assistance and publications.

## Attachment F. Disability Employment Initiative Grant Partner Activities and Outcomes

### AutonomyWorks

AutonomyWorks hosted 12 Work Experience Training Programs for 30 DEI participants. The AutonomyWorks' Work Experience Training Program provided sequential training opportunities to develop technology skills leading to competitive employment opportunities and career paths in high tech industry sectors. The program created a hands-on, experiential learning environment where individuals gained work-based competencies in computer skills, professional skills, and AutonomyWorks' services including Marketing Operations, Asset Production, and Data and Analytics Reporting. Evidence-based curriculum, a dedicated facilitator, as well as multiple points of entry and exit to ensure that career pathways were appropriately matched to the individual skill and ability level of every trainee are included.

At designated points throughout the training program, participants were evaluated and assessed based on benchmarked data points. Performance data was compared to other trainees at the same point in the program as well as against current Associates; trainees were provided with Performance Evaluation Reports several times throughout the program. At the end of each program, AutonomyWorks' staff met 1:1 with the trainee during an evaluation session to discuss program performance. These evaluation meetings included members of the trainees' integrated resource team (DEI Counselor, Division of Rehabilitation Services Counselor, Transition Teachers, Family members, etc.). Lastly, AutonomyWorks offered eight (11 by completion of the grant) DEI participants an employment opportunity with AutonomyWorks. All DEI participants accepted the employment offer. Individuals that accepted an employment offer received 1:1 job coaching.

### workNet DuPage LWIA - 6

In March of 2018, 356 participants received career planning services which was 96% of their goal. Of those 356 participants, a total of 99 participants were placed in a training program and entered employment. During the DEI grant, workNet DuPage developed and enhanced processes and procedures regarding Active Resource Coordination, Integrated Resource Meetings, and implemented the use of Guidepost for Success in daily operations.

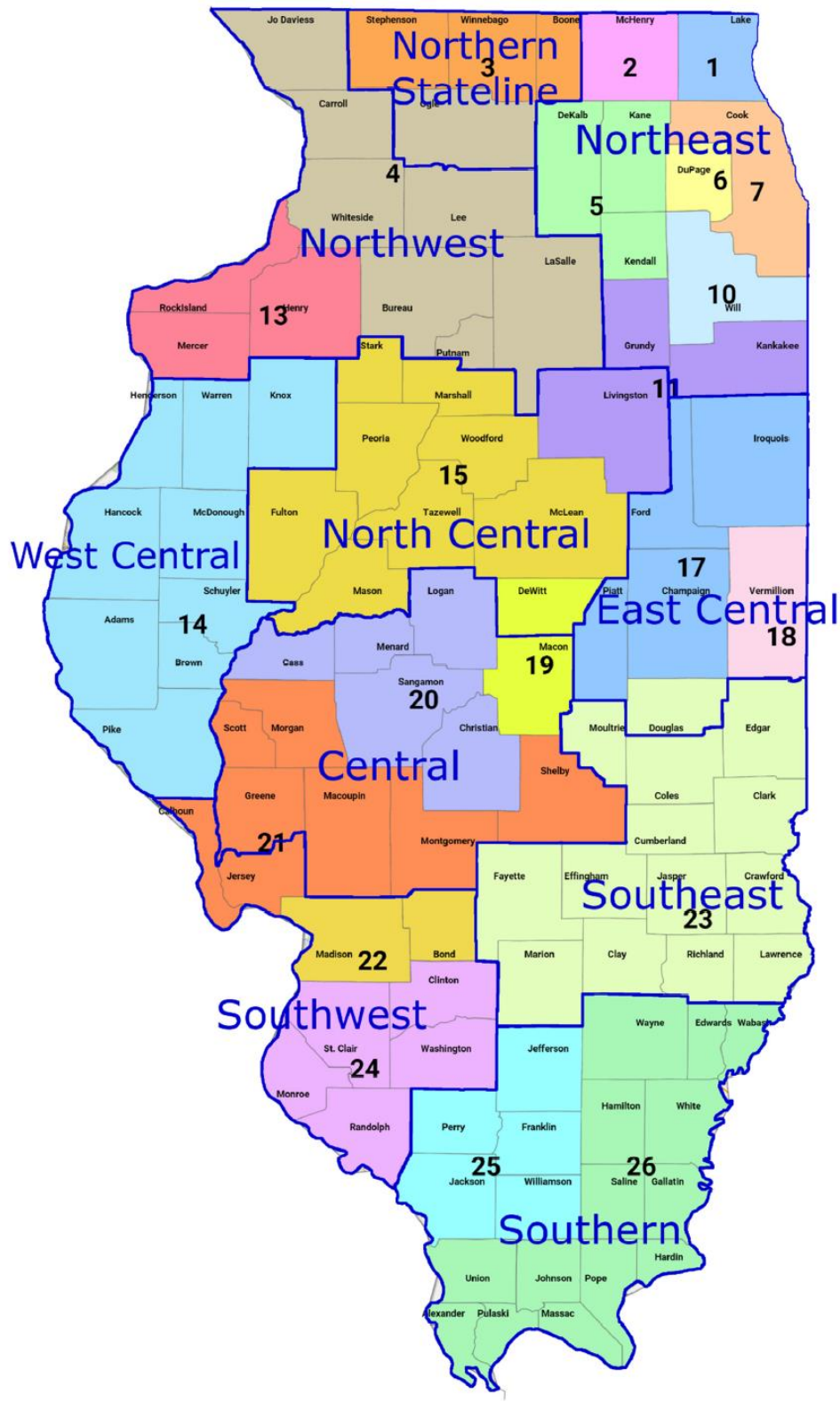
### North Suburban Cook County American Job Center - LWIA 7

The 229 customers with disabilities who enrolled in the Manufacturing Careers Internship program have participated in financial literacy workshops as part of the curriculum of the Job Readiness Boot Camp. Through the blending and braiding of funds with the Division of Rehabilitation Services, more participants have received comprehensive services and support. Also, new technology was added to the LWIA 7 office, making it a fully accessible site for individuals with all disabilities.

### College of DuPage/D99

College of DuPage (COD) has enrolled 65 students in the DEI project and provided orientation services to 228 people ages 14-24. COD found that Integrated Resource Teams help students access appropriate accommodations and help plan semester classes all in one meeting. Adding the funding agency to that meeting allows the student to meet with all necessary agencies and staff at once instead of scheduling three or four different conferences. COD has found that students and staff alike enjoy being able to come to the table together to help a student.

## Attachment G. Local Workforce Area and Regional Planning Area Map



## Attachment H. Title I and III Performance Measures

### Wagner Peyser Performance Measures

|  | Goal    | Actual  |
|--|---------|---------|
| Employment Rate 2 <sup>nd</sup> Quarter after Exit | 55.7%   | 67.2%   |
| Employment Rate 4 <sup>th</sup> Quarter after Exit | 59.1%   | 70.4%   |
| Median Earnings 2 <sup>nd</sup> Quarter after Exit | \$4,911 | \$5,555 |

### Jobs for Veterans State Grant PY 2017

|  | Goal | Actual  |
|--|------|---------|
| Employment Rate 2 <sup>nd</sup> Quarter after Exit | N/A  | 57.6%   |
| Employment Rate 4 <sup>th</sup> Quarter after Exit | N/A  | 56.9%   |
| Median Earnings 2 <sup>nd</sup> Quarter after Exit | N/A  | \$6,240 |

**Title I Performance Measures**

|  |            | Goal     | Actual  | Numerator | Denominator |
|--|------------|----------|---------|-----------|-------------|
| Employment Rate 2nd Quarter after Exit | Adult (44) | 72.4%    | 77.3%   | 3,130     | 4,049       |
|  | DW (49)    | 78.0%    | 83.6%   | 3,746     | 4,480       |
|  | Youth (54) | 73.0%    | 76.2%   | 2,642     | 3,467       |
| Employment Rate 4th Quarter after Exit | Adult (46) | 71.0%    | 78.0%   | 1,611     | 2,065       |
|  | DW (51)    | 75.4%    | 82.0%   | 1,926     | 2,349       |
|  | Youth (56) | 61.1%    | 76.9%   | 1,446     | 1880        |
| Median Earnings 2nd Quarter after Exit | Adult (45) | \$5,000  | \$6,536 |           |             |
|  | DW (50)    | \$6,978  | \$9,365 |           |             |
|  | Youth (55) | Baseline | \$3,045 |           |             |
| Credential Attainment Rate             | Adult (47) | 55.6%    | 77.1%   | 1,023     | 1,326       |
|  | DW (52)    | 60.5%    | 76.3%   | 1,204     | 1,577       |
|  | Youth (57) | 69.0%    | 67.9%   | 889       | 1,309       |
| Measureable Skill Gains                | Adult (48) | Baseline | 27.3%   | 1,861     | 6,816       |
|  | DW (53)    | Baseline | 24.4%   | 1,528     | 6,262       |
|  | Youth (58) | Baseline | 31.2%   | 1,576     | 5,051       |

# Attachment H. Title I and III Performance Measures

OMB Control Number 1205-0526  
Expiration Date: 06-30-2019

ETA-9169

| Statewide Performance Report   |                     |                                |  |                          |
|--|---------------------|--------------------------------|--|--------------------------|
| PROGRAM WIOA Adult   |                     | TITLE (select one):            |  |                          |
| STATE: Illinois  | Title I Local Area: | Title I Adult                  | <input checked="" type="checkbox"/> Title II Adult Education | <input type="checkbox"/> |
| REPORTING PERIOD COVERED (Required for current and three preceding years.) |                     | Title I Dislocated Worker      | <input type="checkbox"/> Title III Wagner-Peyser             | <input type="checkbox"/> |
| From ( mm/dd/yyyy ) : 7/1/2017 To ( mm/dd/yyyy ) : 6/30/2018               |                     | Title I Youth                  | <input type="checkbox"/> Title IV Vocational Rehabilitation  | <input type="checkbox"/> |
|  |                     | Title I and Title III combined | <input type="checkbox"/>                                     |                          |

| SUMMARY INFORMATION                                |                                       |   |  |   |
|--|---------------------------------------|---|--|---|
| Service  | Participants Served<br>Cohort Period: | Participants Exited<br>Cohort Period:<br>4/1/2017-3/31/2018 | Funds Expended<br>Cohort Period:<br>7/1/2017-6/30/2018 | Cost Per Participant Served<br>Cohort Period:<br>7/1/2017-6/30/2018 |
| Career Services                                    | 2,437                                 | 1,442   | \$16,900,606   | \$1,823   |
| Training Services                                  | 6,835                                 | 2,944   | \$19,956,307   | \$2,920   |
| Percent training-related employment <sup>1</sup> : |                                       | Percent enrolled in more than one core program:             |  | Percent Admin Expended:   |
| 13.0%  |                                       | 2.0%  |  | 37.4%   |

| BY PARTICIPANT CHARACTERISTICS |                                    |   |   |        |   |       |  |       |   |       |   |       |   |          |
|--------------------------------|------------------------------------|---|---|--------|---|-------|--|-------|---|-------|---|-------|---|----------|
|                                |                                    | Total Participants Served<br>Cohort Period:<br>7/1/2017-6/30/2018 | Total Participants Exited<br>Cohort Period:<br>4/1/2017-3/31/2018 |        | Employment Rate (Q2) <sup>2</sup><br>Cohort Period:<br>7/1/2016-6/30/2017 |       | Employment Rate (Q4) <sup>2</sup><br>Cohort Period:<br>7/1/2016-12/31/2016 |       | Median Earnings<br>Cohort Period:<br>7/1/2016-6/30/2017 |       | Credential Rate <sup>3</sup><br>(Cohort Period:<br>7/1/2016-12/31/2016) |       | Measurable Skill Gains <sup>3</sup><br>Cohort Period:<br>7/1/2017-6/30/2018 |          |
|                                |                                    |   |   |        | Num   | Rate  | Num  | Rate  | Earnings  | Num   | Rate  | Num   | Rate  |          |
|                                |                                    |   |   |        | Negotiated Targets  |       |  |       |   |       |   |       |   |          |
| Total Statewide                |                                    | 9,272   | 4,386   |        |   | 72.4% |  | 71.0% | \$5,000   |       | 55.6%   |       |   | Baseline |
|                                |                                    |   |   | Actual | 3,130   | 77.3% | 1,611  | 78.0% | \$6,536   | 1,023 | 77.1%   | 1,861 | 27.3%   |          |
| Sex                            | Female                             | 5,475   | 2,359   |        | 1,917   | 82.6% | 1,009  | 83.0% | \$6,359   | 607   | 75.6%   | 1,156 | 28.3%   |          |
|                                | Male                               | 3,782   | 2,020   |        | 1,207   | 70.2% | 598  | 70.8% | \$6,875   | 411   | 79.3%   | 704   | 25.9%   |          |
| Age                            | < 16                               | 0   | 0   |        | 0   |       | 0  |       |   | 0     |   | 0     |   |          |
|                                | 16 - 18                            | 101   | 39  |        | 19  | 82.6% | 9  | 75.0% | \$5,031   | 4     | 44.4%   | 32    | 36.8%   |          |
|                                | 19 - 24                            | 1,571   | 761   |        | 574   | 81.4% | 292  | 81.8% | \$5,760   | 195   | 78.6%   | 394   | 33.1%   |          |
|                                | 25 - 44                            | 5,681   | 2,614   |        | 1,918   | 78.8% | 1,007  | 80.9% | \$6,846   | 661   | 76.9%   | 1,166 | 26.8%   |          |
|                                | 45 - 54                            | 1,315   | 659   |        | 424   | 72.1% | 205  | 68.3% | \$6,367   | 119   | 78.3%   | 204   | 23.7%   |          |
|                                | 55 - 59                            | 401   | 208   |        | 135   | 68.5% | 72   | 68.6% | \$6,362   | 36    | 81.8%   | 39    | 17.6%   |          |
|                                | 60+                                | 203   | 105   |        | 60  | 58.8% | 26   | 54.2% | \$5,652   | 8     | 61.5%   | 26    | 24.5%   |          |
| Ethnicity/Race                 | American Indian / Alaska Native    | 56  | 31  |        | 26  | 81.3% | 10   | 62.5% | \$3,787   | 3     | 42.9%   | 6     | 15.4%   |          |
|                                | Asian                              | 346   | 161   |        | 84  | 70.0% | 52   | 69.3% | \$6,899   | 37    | 82.2%   | 55    | 27.2%   |          |
|                                | Black / African American           | 4,510   | 2,162   |        | 1,534   | 77.6% | 782  | 78.9% | \$5,843   | 432   | 73.1%   | 784   | 24.9%   |          |
|                                | Hispanic / Latino                  | 1,291   | 661   |        | 438   | 74.6% | 224  | 74.9% | \$6,666   | 141   | 72.3%   | 225   | 23.0%   |          |
|                                | Native Hawaiian / Pacific Islander | 22  | 11  |        | 7   | 58.3% | 4  | 80.0% | \$6,744   | 2     | 100.0%  | 6     | 31.6%   |          |
|                                | White                              | 3,573   | 1,635   |        | 1,258   | 79.0% | 666  | 78.9% | \$7,541   | 481   | 81.7%   | 890   | 31.1%   |          |
|                                | More Than One Race                 | 85  | 34  |        | 36  | 81.8% | 19   | 76.0% | \$5,696   | 13    | 86.7%   | 21    | 30.0%   |          |

Attachment H. Title I and III Performance Measures

| BY EMPLOYMENT BARRIER <sup>4</sup>  |                           |                           |                    |                                   |        |                                   |        |                 |                              |       |                                     |          |
|---|---------------------------|---------------------------|--------------------|-----------------------------------|--------|-----------------------------------|--------|-----------------|------------------------------|-------|-------------------------------------|----------|
|   | Total Participants Served | Total Participants Exited |                    | Employment Rate (Q2) <sup>2</sup> |        | Employment Rate (Q4) <sup>2</sup> |        | Median Earnings | Credential Rate <sup>3</sup> |       | Measurable Skill Gains <sup>3</sup> |          |
|   |                           |                           |                    | Num                               | Rate   | Num                               | Rate   | Earnings        | Num                          | Rate  | Num                                 | Rate     |
| Total Statewide   | 9,272                     | 4,386                     | Negotiated Targets |                                   | 72.4%  |                                   | 71.0%  | \$5,000         |                              | 55.6% |                                     | Baseline |
|   |                           |                           | Actual             | 3,130                             | 77.3%  | 1,611                             | 78.0%  | \$6,536         | 1,023                        | 77.1% | 1,861                               | 27.3%    |
| Displaced Homemakers  | 7                         | 4                         |                    | 2                                 | 50.0%  | 2                                 | 100.0% | \$7,118         | 0                            |       | 0                                   |          |
| English Language Learners, Low Levels of Literacy, Cultural Barriers        | 3,849                     | 1,907                     |                    | 1,240                             | 74.0%  | 621                               | 74.2%  | \$5,688         | 366                          | 75.3% | 711                                 | 27.0%    |
| Exhausting TANF within 2 years (Part A Title IV of the Social Security Act) | 4                         | 4                         |                    | 1                                 | 100.0% | 0                                 |        | \$1,728         | 0                            |       | 0                                   |          |
| Ex-offenders  | 1,192                     | 640                       |                    | 460                               | 69.8%  | 243                               | 68.1%  | \$6,279         | 164                          | 74.5% | 233                                 | 25.8%    |
| Homeless Individuals / runaway youth  | 161                       | 77                        |                    | 45                                | 67.2%  | 24                                | 63.2%  | \$4,434         | 10                           | 62.5% | 30                                  | 28.0%    |
| Long-term Unemployed (27 or more consecutive weeks)                         | 234                       | 64                        |                    | 4                                 | 80.0%  | 0                                 |        | \$5,350         | 0                            |       | 39                                  | 29.1%    |
| Low-Income Individuals  | 7,787                     | 3,696                     |                    | 2,680                             | 76.2%  | 1,390                             | 77.4%  | \$6,365         | 889                          | 76.8% | 1,562                               | 27.2%    |
| Migrant and Seasonal Farmworkers  | 0                         | 0                         |                    | 0                                 |        | 0                                 |        |                 | 0                            |       | 0                                   |          |
| Individuals with Disabilities (incl. youth)                                 | 332                       | 151                       |                    | 81                                | 62.3%  | 45                                | 61.6%  | \$4,024         | 22                           | 71.0% | 58                                  | 28.6%    |
| Single Parents (Incl. single pregnant women)                                | 2,035                     | 914                       |                    | 957                               | 85.4%  | 530                               | 86.2%  | \$6,833         | 367                          | 78.4% | 537                                 | 31.2%    |
| Youth in foster care or aged out of system                                  | 0                         | 0                         |                    | 0                                 |        | 0                                 |        |                 | 0                            |       | 0                                   |          |

| ADDITIONAL COMMENTS: |  |  |  |  |  |  |  |  |  |  |  |  |
|----------------------|--|--|--|--|--|--|--|--|--|--|--|--|
|                      |  |  |  |  |  |  |  |  |  |  |  |  |

<sup>1</sup>Applies to Title I only.

<sup>2</sup>This indicator also includes those who entered into a training or education program for the Youth program.

<sup>3</sup>Credential Rate and Measurable Skill Gains do not apply to the Wagner-Peyser program.

<sup>4</sup>Barriers to Employment are determined at the point of entry into the program.

Numbers entered into cells in this template are the same as the corresponding "report item number" on the report specification document. Clicking on each hyperlink will take the user to the plain text language

**Public Burden Statement (1205-ONEW)**

Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Respondent's reply to these reporting requirements is mandatory (Workforce Innovation and Opportunity Act, Section 116). Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate to the Office of Policy Development and Research • U.S. Department of Labor • Room N-5641 • 200 Constitution Ave., NW, • Washington, DC • 20210. Do NOT send the completed application to this address.



# Attachment H. Title I and III Performance Measures

OMB Control Number 1205-0526  
Expiration Date: 06-30-2019

ETA-9169

| Statewide Performance Report   |                     |                               |   |                          |
|--|---------------------|-------------------------------|---|--------------------------|
| PROGRAM WIOA Dislocated Worker   |                     |                               | TITLE (select one):   |                          |
| STATE: Illinois  | Title I Local Area: |                               | <input type="checkbox"/> Title II Adult Education           | <input type="checkbox"/> |
| REPORTING PERIOD COVERED (Required for current and three preceding years.) |                     |                               | <input checked="" type="checkbox"/> Title III Wagner-Peyser | <input type="checkbox"/> |
| From ( mm/dd/yyyy ) : 7/1/2017   |                     | To ( mm/dd/yyyy ) : 6/30/2018 | <input type="checkbox"/> Title IV Vocational Rehabilitation | <input type="checkbox"/> |
|  |                     |                               | <input type="checkbox"/> Title I and Title III combined     |                          |

| SUMMARY INFORMATION                                |                                       |   |  |   |
|--|---------------------------------------|---|--|---|
| Service  | Participants Served<br>Cohort Period: | Participants Exited<br>Cohort Period:<br>4/1/2017-3/31/2018 | Funds Expended<br>Cohort Period:<br>7/1/2017-6/30/2018 | Cost Per Participant Served<br>Cohort Period:<br>7/1/2017-6/30/2018 |
| Career Services                                    | 2,279                                 | 1,290   | \$15,877,085   | \$1,844   |
| Training Services                                  | 6,333                                 | 2,929   | \$13,004,987   | \$2,054   |
| Percent training-related employment <sup>1</sup> : |                                       | Percent enrolled in more than one core program:             |  | Percent Admin Expended:   |
| 10.0%  |                                       | 1.0%  |  | 29.3%   |

| BY PARTICIPANT CHARACTERISTICS |                                    |   |   |        |   |       |  |       |   |       |   |       |   |          |
|--------------------------------|------------------------------------|---|---|--------|---|-------|--|-------|---|-------|---|-------|---|----------|
|                                |                                    | Total Participants Served<br>Cohort Period:<br>7/1/2017-6/30/2018 | Total Participants Exited<br>Cohort Period:<br>4/1/2017-3/31/2018 |        | Employment Rate (Q2) <sup>2</sup><br>Cohort Period:<br>7/1/2016-6/30/2017 |       | Employment Rate (Q4) <sup>2</sup><br>Cohort Period:<br>7/1/2016-12/31/2016 |       | Median Earnings<br>Cohort Period:<br>7/1/2016-6/30/2017 |       | Credential Rate <sup>3</sup><br>(Cohort Period:<br>7/1/2016-12/31/2016) |       | Measurable Skill Gains <sup>3</sup><br>Cohort Period:<br>7/1/2017-6/30/2018 |          |
|                                |                                    |   |   |        | Num   | Rate  | Num  | Rate  | Earnings  | Num   | Rate  | Num   | Rate  |          |
|                                |                                    |   |   |        | Negotiated Targets  |       |  |       |   |       |   |       |   |          |
| <b>Total Statewide</b>         |                                    | 8,612   | 4,219   |        |   | 78.0% |  | 75.4% | \$6,978   |       | 60.5%   |       |   | Baseline |
|                                |                                    |   |   | Actual | 3,746   | 83.6% | 1,926  | 82.0% | \$9,365   | 1,204 | 76.3%   | 1,528 | 24.4%   |          |
| Sex                            | Female                             | 3,609   | 1,668   |        | 1,464   | 82.7% | 792  | 81.9% | \$7,815   | 432   | 73.1%   | 601   | 23.8%   |          |
|                                | Male                               | 4,976   | 2,539   |        | 2,263   | 84.1% | 1,125  | 82.0% | \$10,545  | 767   | 78.4%   | 920   | 24.7%   |          |
| Age                            | < 16                               | 0   | 0   |        | 0   |       | 0  |       |   | 0     |   | 0     |   |          |
|                                | 16 - 18                            | 1   | 1   |        | 0   |       | 0  |       |   | 0     |   | 0     |   |          |
|                                | 19 - 24                            | 275   | 156   |        | 168   | 83.6% | 91   | 85.8% | \$8,664   | 62    | 74.7%   | 44    | 20.4%   |          |
|                                | 25 - 44                            | 3,561   | 1,792   |        | 1,731   | 86.7% | 904  | 84.4% | \$9,372   | 595   | 75.6%   | 724   | 25.6%   |          |
|                                | 45 - 54                            | 2,784   | 1,324   |        | 1,171   | 84.1% | 616  | 83.9% | \$9,630   | 370   | 78.1%   | 468   | 23.5%   |          |
|                                | 55 - 59                            | 1,315   | 633   |        | 474   | 81.2% | 219  | 78.2% | \$9,286   | 119   | 78.3%   | 198   | 23.5%   |          |
|                                | 60+                                | 676   | 313   |        | 202   | 65.8% | 96   | 61.1% | \$8,236   | 58    | 71.6%   | 94    | 23.6%   |          |
| Ethnicity/Race                 | American Indian / Alaska Native    | 48  | 26  |        | 18  | 78.3% | 6  | 54.5% | \$8,821   | 7     | 100.0%  | 6     | 17.6%   |          |
|                                | Asian                              | 400   | 169   |        | 154   | 81.1% | 81   | 77.1% | \$15,929  | 57    | 67.9%   | 70    | 22.2%   |          |
|                                | Black / African American           | 2,444   | 1,285   |        | 1,126   | 82.4% | 578  | 82.0% | \$8,161   | 296   | 74.6%   | 301   | 18.1%   |          |
|                                | Hispanic / Latino                  | 1,567   | 733   |        | 654   | 81.8% | 321  | 79.7% | \$9,761   | 214   | 75.9%   | 240   | 20.6%   |          |
|                                | Native Hawaiian / Pacific Islander | 15  | 8   |        | 9   | 81.8% | 4  | 80.0% | \$7,884   | 3     | 100.0%  | 6     | 50.0%   |          |
|                                | White                              | 4,672   | 2,296   |        | 2,026   | 84.7% | 1,048  | 83.5% | \$10,067  | 703   | 78.9%   | 969   | 27.9%   |          |
|                                | More Than One Race                 | 47  | 22  |        | 18  | 85.7% | 8  | 72.7% | \$7,308   | 7     | 100.0%  | 5     | 13.2%   |          |

Attachment H. Title I and III Performance Measures

| BY EMPLOYMENT BARRIER <sup>4</sup>  |                           |                           |                    |                                   |       |                                   |       |                 |                              |       |                                     |          |
|---|---------------------------|---------------------------|--------------------|-----------------------------------|-------|-----------------------------------|-------|-----------------|------------------------------|-------|-------------------------------------|----------|
|   | Total Participants Served | Total Participants Exited |                    | Employment Rate (Q2) <sup>2</sup> |       | Employment Rate (Q4) <sup>2</sup> |       | Median Earnings | Credential Rate <sup>3</sup> |       | Measurable Skill Gains <sup>3</sup> |          |
|   |                           |                           |                    | Num                               | Rate  | Num                               | Rate  | Earnings        | Num                          | Rate  | Num                                 | Rate     |
| <b>Total Statewide</b>  | 8,612                     | 4,219                     | Negotiated Targets |                                   | 78.0% |                                   | 75.4% | \$6,978         |                              | 60.5% |                                     | Baseline |
|   |                           |                           | Actual             | 3,746                             | 83.6% | 1,926                             | 82.0% | \$9,365         | 1,204                        | 76.3% | 1,528                               | 24.4%    |
| Displaced Homemakers  | 69                        | 35                        |                    | 27                                | 79.4% | 15                                | 71.4% | \$9,384         | 11                           | 68.8% | 13                                  | 23.6%    |
| English Language Learners, Low Levels of Literacy, Cultural Barriers        | 2,880                     | 1,421                     |                    | 1,251                             | 82.3% | 637                               | 80.0% | \$8,275         | 352                          | 73.0% | 427                                 | 21.8%    |
| Exhausting TANF within 2 years (Part A Title IV of the Social Security Act) | 0                         | 0                         |                    | 0                                 |       | 0                                 |       |                 | 0                            |       | 0                                   |          |
| Ex-offenders  | 503                       | 303                       |                    | 286                               | 83.6% | 139                               | 83.7% | \$8,100         | 98                           | 79.0% | 117                                 | 30.5%    |
| Homeless Individuals / runaway youth  | 29                        | 19                        |                    | 18                                | 66.7% | 13                                | 86.7% | \$4,978         | 9                            | 81.8% | 3                                   | 14.3%    |
| Long-term Unemployed (27 or more consecutive weeks)                         | 215                       | 115                       |                    | 82                                | 77.4% | 44                                | 78.6% | \$7,187         | 20                           | 64.5% | 23                                  | 15.4%    |
| Low-Income Individuals  | 1,640                     | 782                       |                    | 647                               | 79.6% | 340                               | 81.3% | \$7,280         | 166                          | 73.8% | 269                                 | 24.9%    |
| Migrant and Seasonal Farmworkers  | 0                         | 0                         |                    | 0                                 |       | 0                                 |       |                 | 0                            |       | 0                                   |          |
| Individuals with Disabilities (incl. youth)                                 | 108                       | 63                        |                    | 46                                | 69.7% | 26                                | 74.3% | \$5,624         | 12                           | 70.6% | 23                                  | 32.9%    |
| Single Parents (Incl. single pregnant women)                                | 911                       | 458                       |                    | 505                               | 86.8% | 279                               | 86.6% | \$8,283         | 163                          | 71.2% | 206                                 | 28.9%    |
| Youth in foster care or aged out of system                                  | 0                         | 0                         |                    | 0                                 |       | 0                                 |       |                 | 0                            |       | 0                                   |          |

| ADDITIONAL COMMENTS: |  |  |  |  |  |  |  |  |  |  |  |  |
|----------------------|--|--|--|--|--|--|--|--|--|--|--|--|
|                      |  |  |  |  |  |  |  |  |  |  |  |  |

<sup>1</sup>Applies to Title I only.

<sup>2</sup>This indicator also includes those who entered into a training or education program for the Youth program.

<sup>3</sup>Credential Rate and Measurable Skill Gains do not apply to the Wagner-Peyser program.

<sup>4</sup>Barriers to Employment are determined at the point of entry into the program.

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**Public Burden Statement (1205-ONEW)**

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# Attachment H. Title I and III Performance Measures

OMB Control Number 1205-0526  
Expiration Date: 06-30-2019

ETA-9169

| Statewide Performance Report   |                     |   |   |                          |
|--|---------------------|---|---|--------------------------|
| PROGRAM WIOA Youth   |                     | TITLE (select one):                                     |   |                          |
| STATE: Illinois  | Title I Local Area: | <input type="checkbox"/> Title I Adult                  | <input type="checkbox"/> Title II Adult Education           | <input type="checkbox"/> |
| REPORTING PERIOD COVERED (Required for current and three preceding years.) |                     | <input type="checkbox"/> Title I Dislocated Worker      | <input type="checkbox"/> Title III Wagner-Peyser            | <input type="checkbox"/> |
| From ( mm/dd/yyyy ) : 7/1/2017 To ( mm/dd/yyyy ) : 6/30/2018               |                     | <input type="checkbox"/> Title I Youth                  | <input type="checkbox"/> Title IV Vocational Rehabilitation | <input type="checkbox"/> |
|  |                     | <input type="checkbox"/> Title I and Title III combined |   |                          |

| SUMMARY INFORMATION                                     |                                       |  |                                  |   |
|---|---------------------------------------|--|----------------------------------|---|
| Service   | Participants Served<br>Cohort Period: | Participants Exited<br>Cohort Period:                | Funds Expended<br>Cohort Period: | Cost Per Participant Served<br>Cohort Period: |
| Career Services   | 3,704                                 | 1,573  | \$27,059,428                     | \$3,412                                       |
| Training Services                                       | 4,226                                 | 1,881  | \$5,664,928                      | \$1,340                                       |
| Percent training-related employment <sup>1</sup> : 6.3% |                                       | Percent enrolled in more than one core program: 2.5% |                                  | Percent Admin Expended: 33.2%                 |

| BY PARTICIPANT CHARACTERISTICS |                                    |   |   |                       |  |       |   |          |   |     |   |       |  |          |
|--------------------------------|------------------------------------|---|---|-----------------------|--|-------|---|----------|---|-----|---|-------|--|----------|
|                                |                                    | Total Participants Served<br>Cohort Period:<br>7/1/2017-6/30/2018 | Total Participants Exited<br>Cohort Period:<br>4/1/2017-3/31/2018 | Negotiated<br>Targets | Youth<br>Employment/Education/<br>Training Rate (Q2)<br>Cohort Period:<br>7/1/2016-6/30/2017 |       | Youth<br>Employment/Education/<br>Training Rate (Q4)<br>Cohort Period:<br>7/1/2016-12/31/2016 |          | Median Earnings<br>Cohort Period:<br>7/1/2016-6/30/2017 |     | Credential Rate <sup>3</sup><br>(Cohort Period:<br>7/1/2016-12/31/2016) |       | Measurable Skill<br>Gains <sup>3</sup><br>Cohort Period:<br>7/1/2017-6/30/2018 |          |
|                                |                                    |   |   |                       | Num  | Rate  | Num   | Rate     | Earnings  | Num | Rate  | Num   | Rate   |          |
|                                |                                    |   |   |                       | Actual   |       |   |          |   |     |   |       |  |          |
| <b>Total Statewide</b>         |                                    | 7,930   | 3,454   |                       |  |       |   | Baseline |   |     |   |       |  | Baseline |
| Sex                            | Female                             | 4,298   | 1,807   |                       | 2,642  | 76.2% | 1,446   | 76.9%    | \$3,045   | 889 | 67.9%   | 1,576 | 31.2%  |          |
|                                | Male                               | 3,620   | 1,642   |                       | 1,460  | 78.7% | 813   | 79.7%    | \$3,034   | 515 | 69.4%   | 903   | 31.7%  |          |
| Age                            | < 16                               | 57  | 19  |                       | 1,179  | 73.2% | 631   | 73.5%    | \$3,050   | 373 | 66.0%   | 671   | 30.6%  |          |
|                                | 16 - 18                            | 3,374   | 1,432   |                       | 13   | 76.5% | 11  | 91.7%    | \$1,388   | 10  | 83.3%   | 20    | 36.4%  |          |
|                                | 19 - 24                            | 4,499   | 2,003   |                       | 1,105  | 71.7% | 657   | 74.2%    | \$2,436   | 470 | 69.0%   | 765   | 32.4%  |          |
|                                | 25 - 44                            | 0   | 0   |                       | 1,524  | 79.8% | 778   | 79.1%    | \$3,577   | 409 | 66.4%   | 791   | 30.0%  |          |
|                                | 45 - 54                            | 0   | 0   |                       | 0  |       | 0   |          |   | 0   |   | 0     |  |          |
|                                | 55 - 59                            | 0   | 0   |                       | 0  |       | 0   |          |   | 0   |   | 0     |  |          |
|                                | 60+                                | 0   | 0   |                       | 0  |       | 0   |          |   | 0   |   | 0     |  |          |
| Ethnicity/Race                 | American Indian / Alaska Native    | 91  | 25  |                       | 21   | 72.4% | 15  | 78.9%    | \$3,646   | 9   | 64.3%   | 19    | 33.3%  |          |
|                                | Asian                              | 184   | 65  |                       | 34   | 75.6% | 22  | 75.9%    | \$2,911   | 17  | 70.8%   | 68    | 45.6%  |          |
|                                | Black / African American           | 3,629   | 1,713   |                       | 1,275  | 76.0% | 710   | 77.3%    | \$2,675   | 385 | 64.8%   | 512   | 26.0%  |          |
|                                | Hispanic / Latino                  | 1,725   | 713   |                       | 538  | 76.9% | 298   | 76.8%    | \$3,571   | 183 | 64.2%   | 360   | 31.9%  |          |
|                                | Native Hawaiian / Pacific Islander | 18  | 9   |                       | 2  | 66.7% | 2   | 100.0%   | \$2,727   | 2   | 100.0%  | 1     | 9.1%   |          |
|                                | White                              | 3,298   | 1,328   |                       | 1,061  | 76.9% | 578   | 77.9%    | \$3,388   | 417 | 73.2%   | 872   | 35.1%  |          |
|                                | More Than One Race                 | 197   | 74  |                       | 64   | 83.1% | 39  | 88.6%    | \$2,850   | 21  | 61.8%   | 50    | 36.0%  |          |

Attachment H. Title I and III Performance Measures

| BY EMPLOYMENT BARRIER <sup>4</sup>  |                           |                           |                    |  |       |  |        |                 |                              |       |                                     |          |
|---|---------------------------|---------------------------|--------------------|--|-------|--|--------|-----------------|------------------------------|-------|-------------------------------------|----------|
|   | Total Participants Served | Total Participants Exited |                    | Youth Employment/Education/ Training Rate (O2) |       | Youth Employment/Education/ Training Rate (O4) |        | Median Earnings | Credential Rate <sup>3</sup> |       | Measurable Skill Gains <sup>3</sup> |          |
|   |                           |                           |                    | Num  | Rate  | Num  | Rate   | Earnings        | Num                          | Rate  | Num                                 | Rate     |
| Total Statewide   | 7,930                     | 3,454                     | Negotiated Targets |  | 73.0% |  | 61.1%  | Baseline        |                              | 69.0% |                                     | Baseline |
|   |                           |                           | Actual             | 2,642  | 76.2% | 1,446  | 76.9%  | \$3,045         | 889                          | 67.9% | 1,576                               | 31.2%    |
| Displaced Homemakers  | 1                         | 0                         |                    | 0  |       | 0  |        |                 | 0                            |       | 0                                   |          |
| English Language Learners, Low Levels of Literacy, Cultural Barriers        | 5,575                     | 2,451                     |                    | 1,836  | 74.7% | 1,026  | 75.2%  | \$2,820         | 617                          | 65.9% | 1,142                               | 32.5%    |
| Exhausting TANF within 2 years (Part A Title IV of the Social Security Act) | 1                         | 1                         |                    | 0  |       | 0  |        |                 | 0                            |       | 0                                   |          |
| Ex-offenders  | 492                       | 277                       |                    | 188  | 69.9% | 88   | 73.3%  | \$3,017         | 40                           | 51.9% | 80                                  | 26.6%    |
| Homeless Individuals / runaway youth  | 365                       | 169                       |                    | 113  | 79.0% | 55   | 78.6%  | \$3,424         | 21                           | 52.5% | 51                                  | 30.4%    |
| Long-term Unemployed (27 or more consecutive weeks)                         | 92                        | 22                        |                    | 4  | 66.7% | 2  | 100.0% | \$5,291         | 0                            |       | 24                                  | 42.9%    |
| Low-Income Individuals  | 5,012                     | 2,332                     |                    | 1,904  | 75.2% | 1,068  | 76.2%  | \$2,939         | 638                          | 65.1% | 940                                 | 29.5%    |
| Migrant and Seasonal Farmworkers  | 0                         | 0                         |                    | 0  |       | 0  |        |                 | 0                            |       | 0                                   |          |
| Individuals with Disabilities (incl. youth)                                 | 1,361                     | 637                       |                    | 481  | 77.3% | 262  | 75.7%  | \$2,542         | 150                          | 75.8% | 275                                 | 31.9%    |
| Single Parents (Incl. single pregnant women)                                | 768                       | 395                       |                    | 360  | 83.9% | 197  | 81.7%  | \$3,636         | 130                          | 65.7% | 161                                 | 28.0%    |
| Youth in foster care or aged out of system                                  | 38                        | 26                        |                    | 22   | 56.4% | 18   | 75.0%  | \$987           | 15                           | 88.2% | 13                                  | 48.1%    |

**ADDITIONAL COMMENTS:**

<sup>1</sup>Applies to Title I only.

<sup>2</sup>This indicator also includes those who entered into a training or education program for the Youth program.

<sup>3</sup>Credential Rate and Measurable Skill Gains do not apply to the Wagner-Peyser program.

<sup>4</sup>Barriers to Employment are determined at the point of entry into the program.

**Public Burden Statement (1205-ONEW)**

Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Respondent's reply to these reporting requirements is mandatory (Workforce Innovation and Opportunity Act, Section 116). Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate to the Office of Policy Development and Research • U.S. Department of Labor • Room N-5641 • 200 Constitution Ave., NW, • Washington, DC • 20210. Do NOT send the completed application to this address.

## Attachment I. Promising Practices, Lessons Learned, and Success Stories

### Illinois Department of Employment Security

#### Incumbent Worker Training

Metro South is working with our partner Employment & Employer Services (E&ES) at the Will County Workforce Center to identify ways in which On-the-Job Training (OJT) dollars can assist two companies who have voiced concerns regarding identifying either incumbent staff who require additional training or new staff who require more specialized training that meets the needs of the employer.

In one such case E&ES was referred to AGRATI, a company in the Metro South Region. The employer is a manufacturer of fasteners for the automotive and airline industry and has need of experienced screw and bolt (machine operators). The employer wishes to work with E&ES and IDES to identify candidates for employment opportunities and training incumbent and new staff in machine operations.

NICOR is another employer which the Illinois Department of Employment Security (IDES) referred to partner E&ES to assist with OJT for incumbent and new employees. The discussion spans across the Metro South, Chicago and Northern Region. It has grown from simply identifying candidates for some vacancies into possibly developing or restructuring training for current and/or new positions. Because the focus of the conversations has expanded into other areas (regions and positions), the project will possibly require more time to be finalized and implemented. Another conversation was scheduled, but due to scheduling challenges was cancelled, we are awaiting word on the re-scheduling of the next meeting.

#### Reemployment Services and Eligibility Assessments

The Reemployment Services and Eligibility Assessments (RESEA) program identifies both those clients with the highest propensity for exhausting their benefits (as determined by our in-house developed predictive analog) and UCX Veteran claimants. We believe this new process has helped to reduce the amount of time required of front line staff for enrollment and notification, thereby lowering the need to reschedule clients which dropped from 13.3% and is holding at about 5%. and improving “failed to report” outcomes which have decreased from 26% to 22.8% as of the end of this reporting period, while “completed” outcomes increased from 54.6% to 64.2% during this same time.

IDES has now transitioned to new operating procedures at all locations, incorporating:

1. Auto registration in State's Labor Exchange system (AJLA).
2. Auto release of RESEA selection notification packages.
3. Auto Notification of RESEA selectee UI issues/determinations.

We have continued to develop and provide comprehensive RESEA procedures and process training for front-line staff, including instruction on the following topics:

1. Providing RESEA Services: Front-line Procedures (PowerPoint) training in RESEA process and procedures
2. Developing the IRP: Front-line Procedures (PowerPoint) Explains the use of the new IRP form

3. Career Exploration: Using Inventories in the creation of IRP (PowerPoint) which explains the use of the Holland Interest and the Holland based skill inventory in career exploration and their use with Individual Reemployment Plans (IRP's).

## Illinois Community College Board

### Forum for Excellence

ICCB hosted the Forum for Excellence Illinois' premier Career and Technical Education (CTE) and Adult Education (AE) professional development event. The Forum was designed to highlight educational initiatives and effective practices that influenced career pathway implementation and expansion. ICCB selected the sessions that served as a launch to the year's professional development delivered through the Professional Development Network.

### Professional Development -

The Professional Development Network served as a platform for community college CTE administrators, coordinators, and faculty. Professional development offerings ensured that community college career and technical programs focused effectively on student outcomes, strengthened partnerships, and improved program accountability. Professional development was offered both online and through workshops and summits.

### Career and Technical Education Improvement Grants focused on sectors identified in the Unified Plan

- **Black Hawk College** – Black Hawk College hired a career navigator who collaborates with employers, workforce development professionals, CTE faculty, and college staff to create policies and procedures to structure the college's CTE internship program. The goal of this project is to strengthen CTE programs by providing students with a high-quality internship experience. The program is structured to offer students the opportunity to complete meaningful work that is connected to learning outcomes. Students will be asked to consider their experience, test preconceived ideas, challenge their own thinking, and make connections in different settings. An employability skills curriculum was developed and events utilizing the curriculum are being planned for CTE students during the upcoming fall semester.
- **Harold Washington College** – Harold Washington College focused on modifying and expanding its current apprenticeship programs to support 70 apprenticeship participants in fiscal year 2017. In order to realize this goal, emphasis is placed on employer relationships and work-based learning opportunity development, curriculum modifications, faculty development, student support services, and participant screening processes.
- **John Wood Community College** – The College focused on improving its **health science pathways** to include a Certified Medical Assistant (CMA) certificate. This, in conjunction with area workforce partners, is designed to address the current shortage of health science professionals (e.g. RNs, LPNs, CMAs, CNAs, and Surgical Technologists).
- **Lake Land College** - Lake Land College pursued an opportunity to create apprenticeships with businesses from the Effingham, Illinois area. A meeting was held with local business representatives, including those from the **automotive sector** (sales, repair, and restoration) and **agricultural machinery repair** to ascertain what apprenticeship would best assist them in filling their skilled labor employment needs. Additionally, the college is working with the Illinois

## Attachment I. Promising Practices, Lessons Learned, and Success Stories

Department of Corrections (IDOC) and Illinois Correctional Industries (ICI) in an effort to create an apprenticeship program for incarcerated individuals, who would then be released from the correctional facility with a USDOL registered apprenticeship. Lake Land College is the largest provider of incarcerated individual educational programming in the state.

- **Lincoln Trail College** – Lincoln Trail College focused on improving curriculum and providing work-based learning opportunities in the **broadband telecom** program. Internships were expanded, and apprenticeship possibilities explored with local business and industry partners. Curriculum enhancement including training on the latest telephony equipment (Calix technology) will help students prepare for the job market.
- **McHenry County College** – Focused on an apprenticeship expansion program in the area of **Manufacturing**, the college supported the hire of an Apprenticeship Coordinator, who oversaw the program launch. The Apprenticeship Coordinator will be responsible for identifying companies that are interested in participating; determining which jobs employers are having the most difficult time filling; working with employers and college faculty to modify current Computer Numerical Control Machining and Industrial Maintenance curricula to align with the apprenticeship model; and coordinating job placement upon completion of apprenticeship training, among others.
- **Waubensee Community College**–Waubensee Community College’s improvement project focused on curriculum development and support services for CTE students by implementing competency-based education. The **technology and engineering** career clusters were targeted due to reported labor demand increases in the manufacturing sector. The overall goal is to increase the number of adult learners who are prepared for high-demand, middle-skill jobs in the local area. Additional project goals include the following: developing a competency-based education framework, building business and industry partner relationships, and creating program awareness to college and community stakeholders.

### Postsecondary/CTE

Last year, through postsecondary/CTE roughly two-thirds (62.2%) of all Illinois community college graduates earned a CTE degree or certificate. CTE programs offer flexible scheduling, work-based learning, and stackable credentials that provide a pathway from education to employment not only for recent high school graduates, but also for returning adults, veterans, and incumbent workers. Success in CTE programming was amplified by academic support services, work-based learning opportunities, and business engagement. CTE’s reach in Illinois’ workforce continues to be expansive; currently, there are over 4,300 different CTE program offerings across the community college system. Many postsecondary CTE programs, student opportunities, and support services are made available through the support afforded by the federal Perkins program administered by the Illinois Community College Board (ICCB).

### Leadership Grants (Postsecondary/CTE)

Through Perkins Title I Leadership funds, the ICCB developed innovative grant opportunities to support the improvement and innovation of career and technical education programming throughout the Illinois community college system. Grants ranged in scope and funding amounts and aligned with Section 135 of the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The funding opportunities also represented a strategic alignment with various statewide education and workforce initiatives and priorities (e.g. work-based learning expansion, the Workforce Education Strategic Plan, and the state’s implementation of WIOA). Additionally, the grants aimed to fulfill the [ICCB’s strategic goals](#) for FY2018. Taking into consideration these initiatives, priorities, and goals, the following grant opportunities were made available in FY2018.

## Corporate and Continuing Education Training

Illinois community colleges provided much needed training opportunities to area employers via the Corporate and Continuing Education departments. Designed to reach out and meet business needs, these departments focused on the sectors in-demand in their districts and often worked collaboratively with other colleges and WIOA partners to provide regional solutions to workforce training needs. The following are examples of these activities:

- **Oakton Community College** - LSG Sky Chefs (LSG,) located in Des Plaines, IL, is one of the world's largest airline catering companies. LSG partnered with Oakton Community College's Office of Continuing Education and Workforce Development to address the skill development needs of their employees in various divisions and at all levels. The result of their assessment led to workforce training which included English as a Second Language (ESL), Basic Electronics, and Blueprint Reading. LSG employees that have completed the training are eligible for promotion throughout the company. As a result, they have increased their skill sets on the job and decreased employee turnover. Since the skill development training was successful at LSG, their Senior Leadership team continues to invest in employee skill development and are considering offering more opportunities to improve the skill sets of their employees.

The partnership with LSG is one example of Oakton's full range of cost effective, high quality training solutions that can be delivered at a wide variety of locations. Oakton's experienced team of consultants, trainers, and program managers develops customized training programs that enhance employee skills and knowledge to drive business results.

- **Heartland Community College** - Continuing Education at Heartland Community College collaborated with YouthBuild to offer a summer bridge program. Participants could leverage their AmeriCorps scholarship funds and complete training in Pharmacy Technician or Facilities Maintenance and Repair. The Continuing Education department developed a Success Education class in which YouthBuild participants were co-enrolled. Topics included goal setting, planning for the unexpected, decision-making, and smart finances. Students also received personal coaching to ensure progress in their content-area program. Completion rates in the second year of this program improved significantly because of that additional support. Eleven students completed the 2018 summer session and at the celebration ceremony, several shared they already had interviews with employers.
- **Danville Area Community College** - Vermilion County's manufacturing industry is getting a big boost thanks to a \$360,000 federal training grant. On March 6, 2018 the Illinois Department of Commerce and Economic Opportunity (DCEO) notified Danville Area Community College (DACC) of the grant award to implement the Industrial Career Pathways program. The funds will provide short-term training opportunities for up to 75 unemployed and incumbent manufacturing workers. The Industrial Career Pathways program was formally introduced to companies at an Employer Summit held at DACC in May 2018. DACC Executive Director Brian Hensgen made the successful grant application to support the College's management of the American Job Center. He says, "The intent is to build a sustainable, competency-based program to support local manufacturers. We're helping local industry and we're helping train people for good jobs. The training will be customized according to the unique needs of the manufacturing companies throughout the region."

The ICP program provides a robust 40-hour Basic Mechanical Skills Curriculum, an OSHA 10 Hour General Industry credential and 90 day all-access to Tooling-U SME online courses with required courses in Lean manufacturing, safety, communication skills and more. Participants who completed the ICP program were assessed for mechanical troubleshooting ability before and after



the 40-hour Basic Mechanical Skills training to provide a measurable training outcome to employers. They earned the ACT National Career Readiness Certificate (NCRC) to verify they possess the essential skills needed for a career in manufacturing. DACC began training the second Industrial Career Pathways cohort in late FY2018.

A unique aspect of Industrial Career Pathways was the purchase of a mechanical skills curriculum with hands-on training aids and a specialized assessment machine called a “Standard Timing Model.” Developed by New Hampshire-based Scientific Management Techniques, this machine can assess the mechanical aptitude skills of prospective employees and provide training needs assessment for incumbent workers. The SMT-built model identifies many mechanical skills and an individual’s ability to troubleshoot mechanical problems that they may encounter on the job. Corporate Education Director Stephanie Yates stated, “ICP is a valuable addition to the present training programs offered by DACC Corporate Education. Having the ability to identify mechanical aptitude abilities for machine operators and maintenance technicians and provide detailed reporting to employers is a tremendous value-added service. Manufacturers can be more confident in their hiring decisions. The program is highly portable and 100-percent customizable.” Because the grant provides equipment and training aids for the College, DACC will be able to sustain the program well beyond the three-year life of the grant.

#### Example of College and Career Readiness Project

- **Albany Park Community Center** - The Chicago-based institution hired a Job Placement Specialist that had both teaching adult education and job placement skills expertise to ensure that curriculum aligned with the CCRS and redesigned instruction to included 1.5 hours of job readiness per week for every class from high beginning to advanced ESL, ABE and ASE with co-teaching. (job specialist and ESL/ABE/ASE instructors). Training and technical assistance were provided to Adult Education Programs to enhance services designed to prepare students to transition into college and a career opportunity. Curriculum and instruction were improved by placing intense focus on local labor market needs by contextualizing math, reading, and writing curriculum to prepare student to enter in sector specific career pathways and obtain employment that yields a sustainable wage.

#### Examples of Smoothing Transitions to Postsecondary and Employment

- **Illinois Central College** - An accelerated program that served out of school youth utilizing a Bridge to ICAPS IET model was created by Illinois Central College (ICC). The curriculum was accelerated and customized to serve recent drops from high school using the Drop Out Recovery Grant through Title 1-Career Link for students who qualified. Students were enrolled in and utilized Blackboard to prepare for post-secondary education. The instructor and students work closely with the Transition and Bridge Coordinator to ensure post-secondary and/or ICAPS/IET enrollment. These students completed their HSE credential in 8-16 weeks, while participating in workforce preparation activities.
- **Region 1/ LWIA 7** - Thirteen adult education providers pooled their financial resources to hire a Career Navigator who was housed at the Pilsen American Job Center. The Career Navigator reached out to those seeking jobs, referred them for adult education services and helped connect adult education students to programs that offered comprehensive support services at the Pilsen American Job Center.

In FY 2018, adult education assisted 69,061 adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; by attaining a secondary school diploma and transitioning

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into postsecondary education and training in emerging career pathways. The adults acquired skills that allowed them to become enhanced partners in the educational development of their children and lead to sustainable economic opportunities for their family. Approximately 37, 241 immigrants utilized Adult Education programs to improve their reading, writing, speaking, and comprehension skills in English and math skills, and to acquire an understanding of the American system of government, individual freedom, the responsibilities of citizenship and to enter the workforce.

With the expansion of Integrated Education and Training (IET), 4,165 students participated in programs with the goals of earning industry recognized credentials and entering employment in Health Science, Manufacturing, Architecture and Construction, and Business

Management and Administration. FY2018 data indicated that there were increases in participant level gains, job placements, and completions in Bridge classes and Integrated Education and Training programs within the adult education system.