

LWA #11: Grundy, Kankakee, & Livingston Counties WIOA Local Plan

CHAPTER 4: OPERATING SYSTEMS AND POLICIES – LOCAL COMPONENT

A. Coordination of Planning Requirements: The plan will incorporate the Memorandum of Understanding and Service Integration Action Plan and include the following statements in this chapter:

- The Local Workforce Innovation Area #11 Memorandum of Understanding provides a description of the one-stop delivery system, and other information that is essential to the establishment and operation of effective local workforce development systems as required by the WIOA Rule (20 CFR Part 678.705). The Memorandum of Understanding and any subsequent modifications is incorporated by reference into this plan
- The Local Workforce Innovation Area #11 Service Integration Action Plan provides a description of how local workforce partners will align and coordinate services as required by the State of Illinois Service Integration Policy (WIOA Policy Chapter 1, Section 13). Information from the initial Service Integration Action Plan is included below. Any subsequent modifications are incorporated by reference into this plan.

LWA #11 Service Integration Plan

Function/Goal: Customer-Centered Design. Customer input drives service design for job seekers, employers, and system customers.

Tasks:

1. Create a FAQ about programs so we partners can answer general questions about one another.
2. Create One-stop customer pledge (Center Expectations)—global One-stop perspective.

Function/Goal: Staff. Cross-training on program information occurs among staff. Communication is consistent, comprehensive, and timely.

Tasks:

1. Offer more front line staff training
2. Rotate training sites. Ask non-participants to host to encourage engagement among partners.

Function/Goal: Intake & Assessment: Common intake/information sharing, including outreach

Tasks:

1. FAQ list that is staff-focused (already covered above).
2. Modify the one stop sign in sheet to further break it out by service to have a better breakdown, better information for decision making amongst partners

Function/Goal: Services: Services delivered by function and timely and coordinated access for customers.

Tasks:

1. Develop partner schedule for their time at the One-stop to have a coordinated, collaborative strategy.
 - a. Create Business Services and client organization charts by function and reevaluate the referral process (including the form) currently in use.

Function/Goal: Career Pathways: Strategies drive service delivery and collaboration efforts among partners

Tasks:

1. Share workforce data more frequently with our partners to continue bridge-building between education, workforce, IDES, TANF, and Vocational Rehabilitation.

Function/Goals: Information: Sharing information and current and timely labor market information drives services.

Tasks:

1. Comparable social media component for disseminating information for outreach to other demographics and for other partner info.
2. Create a single piece for marketing outreach.

B. Provide information regarding the use of technology in the one-stop delivery system, including a description of:

- **How the workforce centers are implementing and transitioning to an integrated, technology - enabled intake and case management information system for programs carried out under WIOA (§ 679.560(b)(20)).**

The Board will work to implement any state-led initiatives to transition to a technology enabled case management system. Due to the complexity of the data systems and extensive number of them, state leadership will be necessary in order to ensure a successful information system that works for all partners.

Until such time as an integrated data system is established, the partners agree to pursue other means of sharing information relevant to the individuals and employer successful outcomes. The partner referral form has a release of information signature line in order for partner organizations to share assessment results such as reading/math test and individual employment goals in order to avoid duplication of services. In addition, partners will share the number of customers served and program performance to assure that all common primary performance indicators are achieved. One Stop System data across all partners will be shared quarterly with the Workforce Board.

LWA #11 has data sharing agreements with Illinois Department of Human Services - TANF and Illinois Department of Employment Security. Notwithstanding any other provisions in this MOU, only partners who have executed a separate data sharing agreement with IDES will have access to wage records and other confidential IDES data. These executed data sharing agreements allow partners with such agreements to perform eligibility, employment assistance using Illinois Joblink, and performance indicators. These executed data sharing agreements are integral in the day to day function of the one stop center.

Below are specific examples of data sharing which has been implemented.

- Title II Adult Education and Perkins programs are at Kankakee Community College and share a common client database so students can move from adult education to community college credit programs seamlessly. Kankakee Community College follows Family Educational Rights and Privacy Act (FERPA) federal requirements to assure student information is confidential.
- Title I Workforce Services and Title III Wagner Peysner share individual resumes to best help the individual obtain their employment goal. As part of the Workforce Services application process, an individual signs a release of information request which allows the partner to share information. In addition, IDES provides Title I Workforce Services partner with access to Illinois Joblink, Illinois employment system through Wagner Peysner.
- Title II Adult Education and Title I Workforce Services share reading and math test results in order to avoid the duplication of services.
- Title I Workforce Services have data sharing agreements with Department of Human Services & IDES in order to provide eligibility and case management services for adult, dislocated workers, and youth.
- Partners will be providing number of customers served and other primary performance information to the One Stop Operator in order to help develop a One Stop System dashboard which will be reported to the Workforce Board.

Due to the sensitive nature of the individual's private information we collect for our respective programs, workforce development partners agree to comply with federal and state laws/policies regarding the protection of personally identifiable information (PII) including confidentiality of PII data.

- **How the Local Board will facilitate access to services provided through the one-stop delivery system, including in remote areas, through the use of technology and other means (§ 679.560(b)(5)(ii)).**

Due to the large geography of the local workforce area and a desire to serve all residents with need, the Workforce Board is committed to keeping Workforce Services Offices open in each of the Counties that make up the workforce area. Each county has its own Workforce Services office to provide the best service to individuals. The Workforce Services Office staff offers workshops and orientations to remote areas of the counties when the need arises, especially since transportation might be an issue for individuals. In addition, many workforce services are available on the system's website, Illinois WorkNet, as well as on Illinois JobLink. Workforce services offices also use social media to reach individuals to keep individuals. Each workforce services office has its own Facebook page and website to help outreach to the community. In addition, workforce services office uses Constant Contact to eblast to workforce service information to the community. Below is the data from July 1, 2018 - June 30, 2019 which reflects the strength in using technology to providing workforce services.

i. Livingston Workforce Services

1. monthly workshop schedule posted in newspaper/radio along with multiple news briefs
2. 5 press releases published in local area newspaper

3. Facebook:
 - a. Increased the number of followers by 400 in one year.
 - b. Total followers on Facebook is 1,100
4. posted 25 success stories to IL Worknet
5. Online job board receives an average of 400 views per week which has tripled since last year. (July 1, 2017 – Jun 30, 2018)

ii. Grundy Workforce Services

1. Four Quarterly eblast newsletters via Constance Contact
 - a. Qtr 1: 11% open rate = 388 viewers
 - b. Qtr 2: 10% open rate = 367 viewers
 - c. Qtr 3: 12% open rate = 436 viewers
 - d. Qtr 4: 11% open rate = 391 viewers
2. 15 success stories published on quarterly newsletters, web site, and Facebook
3. Grundy Workforce Services submits quarterly newsletters to the high school counselors.
4. 44 eblasts via Constant Contact: job fairs/recruiting events, workshops,
5. Facebook:
 - a. Reached 610 friends
 - b. 270 posts —advertising includes sharing on group sites such as “Jobs in Grundy County” and “People Helping People”
6. Job board/website

| | |
|--------------------------|------------------|
| a. Homepage: | 9,955 page views |
| b. Success stories page: | 420 page views |
| c. Job board: | 9,996 |
| d. Job posting form: | 1,135 |

iii. Kankakee Workforce Services

1. Facebook
 - a. Total followers. 1861 follows.
 - b. 55 shares for single job posting
2. Constant Contact eblasts
 - a. Distributed Monthly: 17% open rate with an 8% click rate.
3. Website
 - a. 4,256 for the default/home page

C. Describe how the Local Board will support the strategies identified in the Unified State Plan and work with entities carrying out core programs, including a description of (§ 679.560(b)(1)(ii)):

- **Expanding access to employment, training, education and supportive services for eligible individuals, particularly eligible individuals with barriers to employment (§ 679.560(b)(2)(i));**

The Workforce Board recognizes the importance of accessibility of programs and services to all eligible individuals, including individuals with barriers to employment. To

that end, the Workforce Board works with and encourages its workforce partners to establish new opportunities to serve workforce customers. One example of this is Directors at all three Workforce Services offices are part of the local social service agency network which meets to discuss programs, partnerships, and ways to ensure an individual's success. These meetings ensure all community stakeholders have the information about local workforce services especially individuals with barriers.

The Director of Workforce Services in Kankakee County is a board member on the Kankakee County Renewed Opportunity (KCRO). KCRO is a not-for-profit organization that works jointly with the Kankakee Sheriff's Department to reduce recidivism in Kankakee County. Board members represent a wide variety of entities ranging from probation, circuit court, mental health and substance abuse, and workforce services. KCRO meets on a monthly basis to brainstorm, discuss, and implement ideas, programs, and services. The goal is to reduce the barriers to reentry and the stigma surrounding returning citizens, redefining the image of returnees, and helping them become valued productive people, in order that Kankakee County would have the lowest county-wide rate of recidivism in the State of Illinois. One of the initiatives of the KCRO is workforce services goes into the county jail to provide job readiness workshops such as resume and job search assistance to returning citizens to help prepare the individuals for the workforce upon release.

In addition, Adult Education is working with the Kankakee County Sheriff's office to provide GED services to incarcerated individuals so they can get their GED while in prison. In addition, the program is implemented not to stop at obtaining the GED. Individuals can continue their training through online community college classes provided by Kankakee Community College on order to start a new career pathway.

As one of one stop system partners, Department of Human Services Vocational Rehabilitation provides services to individuals with disabilities

Lastly, the service integration plan which the one stop partners have approved will help expand access. One of the service integration action items is to create a frequently asked questions for all partners so all front line staff can answer general questions about all workforce programs. This knowledge will increase referrals amongst partners to all workforce services including education, employment, and supportive services.

- **Scaling up the use of Integrated Education and Training models to help adults get their GED and work on other basic skills and English language acquisition while earning credentials and industry-recognized credentials that lead to in-demand occupations;**

The Workforce Board believes in the Integrated Education & Training model to help individuals receive industry credentials in a timely manner in order to find self-sufficient employment.

One example of the support of this training model is the Workforce Board Executive Director discovered that our local individual training account (ITA) policy didn't allow for the expenditure of WIOA training funds in a bridge or integrated education training model. The

ITA policy required an individual get their GED prior to any WIOA training funds being expended. This created a barrier. As a result, the Workforce Board approved a revised ITA funding policy which allows individuals to pursue GED and industry recognized credentials at the same time in order to use WIOA training funds. This revised policy created a partnership with Adult Education & Title 1 Workforce Services. The partnership created a braided funding system with Title 1 Workforce Services funding the industry recognized credential training and Adult Education funding the adult education training. In addition to removing any funding barrier for individuals, this partnership created a support system for individual in the program. Individuals had an assigned WIOA case manager to help through the process but the individuals also had the support system of the adult education department to be successful. This ecosystem created a wraparound support system to help address and negate any barriers. This model was recognized as a leader in the state and we were asked to present at both adult education and workforce services conferences. Due to the success of existing Bridge programs, Adult Education has added new bridge programs and integrated training programs in order to meet employer needs.

English language acquisition is a program within the Adult Education Department which the workforce service system has a well-established partnership. As such, English language learners can take advantage of the braided funded system for integrated education and training models. For English language learners, additional mentors/tutors are in place to help the individuals to overcome any language barriers to ensure success.

Thus, the partnerships are in place to continue this training model and the Workforce Board has eliminated any local barriers to this training model in order to support the training.

- **Using the insights and lessons learned from successful dual credit programs to scale up similar efforts in other sectors and regions;**

Through the community college system, our local workforce area has dual credit programs with the majority of high schools and local career centers in the local workforce area. Community colleges, high schools, and career centers meet frequently to strategize and implement the best strategies including dual credit programs to ensure the future success of the student. Kankakee Community College in Kankakee County and Joliet Junior College in Grundy County are part of the Northern Illinois Workforce Coalition (NIWC) which is a regional consortium comprised of community colleges and workforce professionals to discuss best practices and create strategies to work as a region. Thus, NIWC would provide the opportunity to discuss and implement dual credit as a regional approach.

- **Determining the most effective marketing methods and messages for informing college and university students about Prior Learning Assessments;**

Best practices related to Prior Learning Assessment (PLA) involve providing a clear and practical description of what PLA is how it works, and its benefits. Because Prior Learning Assessment is still relatively new to higher education circles, many students still don't know what it is or perhaps have never heard of it. Because PLA involves such elements as Advanced Placement (AP), College Level Examination Program (CLEP), proficiency exams, and recognized professional licenses or certificates, one

consideration is rethinking what we call PLA on our campuses. Other messages for students that warrant publicity include standards for assessing learning; this will help students get a clear picture as to what PLA is and what is involved in that assessment process. In terms of marketing, ensuring that PLA details are easily accessible on the organization's website is an obvious but often neglected approach. Including links to the Council for Adult and Experiential Learning (CAEL) website is also a valuable inclusion. Mentioning PLA as part of the institution's strategic plan also brings more internal and community visibility to this process.

- **Investigating how targeted marketing can identify segments of the labor force, such as mature workers and the underemployed, who may not require extensive education or training to qualify for jobs in high demand occupations;**

There are various ways the local workforce area provides target marketing through our partners. IDES provides targeted marketing through email blasts, calling individuals, and personalized letters. The marketing pieces from IDES target the unemployed, long term unemployed, job seekers and others who are in the database. The outreach information sent to individuals includes upcoming job fairs, outreach events, information on the one stop system, reemployment workshops, etc.

The Job Counseling, Training, Placement Services for Veterans representative provides outreach to the Veteran's population especially disabled Veteran's regarding Workforce Services. As part of the outreach, the program has partnerships with local Veteran's organizations such as Veteran's Assistance Commission and Veterans Centers at Community Colleges to ensure all services available are available to this population.

In addition, Adult Education is a partner with our local workforce area. This partnership has provided great referrals and cross marketing amongst our programs. Geofencing is a new outreach/marketing tool that Adult Education implemented this year. Geofencing is a location-based digital marketing tool that lets organizations send messages to smartphone users in a defined geographic area. For example, adult education is targeting certain zip codes/census tracts based off demographics to outreach about Adult Education/ESL services. Thus, an individual opens Facebook within this zip code/census track Adult Education outreach information is displayed in the individuals feed. As a result of this targeted outreach, Adult Education has seen an increase in individuals inquiring about services.

Another way, we outreach to individuals is through social media and our workforce services website. As stated previously, our social media numbers continue to increase and there is an increased traffic to our workforce services websites.

Locally, we continue to review our outreach strategy in order to ensure an efficient use of resources and return on investment.

- **Facilitating the development of career pathways and co-enrollment, as appropriate, in core programs (§ 679.560(b)(2)(ii)); and**

The Workforce Board supports career pathways and supports co-enrollment in order to fully support an individual's employment/training goals. Below are a few examples showing support.

- As part of a regional initiative, the Workforce Board developed high demand industry based brochures that reflects demand occupations and include information on career pathways for the industry. These industry and demand occupation brochures are easy to understand the career pathway of occupations in the industry, training, job openings and wage information. These brochures are used by all workforce service offices but also workforce partners in the community including one stop partners. In addition, the Workforce Board Executive Director made presentations to area high school guidance counselors and community college advisors who use the information with their students. These brochures are easily accessible to the community via Workforce Board website.
- Local community colleges including Kankakee Community College, Joliet Junior College, and Heartland Community College support career pathways. This support is evidenced by the career pathway programs offered by the colleges in the following industries: Manufacturing, Healthcare, Utilities/Renewable Energy and Transportation/Distribution/Logistics, as well as in IT. The community colleges offer a number of certificates and degree programs and are updated based off employer needs.
- An unregistered apprenticeship was developed and implemented with local healthcare employer, community college, and workforce services. This partnership helps the employees achieve the next career path within the employer. The employees are in nonclinical positions such as dietary and providing the training needed to become Certified Nursing Assistants. This career pathway was developed based off employer need. The unregistered apprenticeship model allows the employee to work three days and attend training two days. This model supports a cohort system and provides the wrap around services needed to ensure the success of the employee. To date, there has been 100% of the employees passing and moving up to the next career path.
- Career pathways are supported by the registered apprenticeship model. Currently, an employer and community college developed and implemented a Registered Industrial Maintenance program. This program takes current employees who are interested in industrial maintenance and provides a clear earn and learn model to the new career pathway.
- Adult Education has successful bridge and IET programs as mentioned on previous sections. These programs are co-enrolled in adult education, workforce services, Perkins programs, and other partner programs based off the individual's needs.
- Adult Education has an innovative application process which is the first in the state. An individual interested in services fills out an online application through the community college website. This online application was developed to

duplicate the community college application process and adds workforce services questions to determine appropriate partner referrals. At the end of completing the application, an individual has the ability to sign up adult education orientation sessions. The application is used for co-enrolling into partner programs. However, the biggest advantage is individuals have already completed the community college application process. Thus, an individual can immediately continue on in their career pathway without any additional paperwork and barriers. This technology based system is more customer centered focused, expands co-enrollment, and supports career pathways especially through Perkins programs.

- Career pathways start with career awareness. As such, the Workforce Board has implemented a program called Graduate & Get Paid. This program focuses on graduating high school seniors who are not attending a four university to provide information on local employment/education opportunities by providing employer tours to discuss career opportunities including training needed and career pathways within the employer. This program was expanded to guidance counselors and educators called Educator Graduate & Get Paid. The purpose was to inform and educate high school educators about local career opportunities since they have direct contact with students. Both programs were a collaboration of economic development, workforce services, high schools, chamber of commerce, and career centers. The response from students and educators was amazement and appreciation due to the fact they were not aware of what was happening in the community. All participants (individuals & educators) learned a lot from the program.
- **Improving access to activities leading to a recognized post-secondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable) (§ 679.560(b)(2)(iii)).**

The local education system is improving access to credentials. Local high school districts partner with the local career centers. The career centers provide education in demands occupations which lead to industry recognized credentials. For example, the nursing assistant program leads to CNA license prior to graduation from high school. In addition, high schools have partnered with local community colleges to offer dual credit programs. These dual credit programs provide an opportunity to earn college credit which improves access to post-secondary programs.

Local community colleges through credit and noncredit departments have improved the opportunities by offering multiple certificate options within training programs/career pathways. The ability to offer stackable credentials provides individuals the opportunity to achieve the credentials to obtain employment but continue in the career path by offering the next stackable credential to advance in the career pathway. A great example of this is the Certified Production Technician (CPT). An individual can obtain the industry recognized credential of CPT to have the skills necessary for entry level manufacturing. However, the CPT program leads to multiple career pathways with additional training such as machine tool or industrial maintenance.

As stated previously, adult education programs provide Bridge and IET programs. These programs lead to the completion of GED/HSE and industry credential at the same time in order for individuals to become employed.

Locally, earn and learn model of apprenticeships has been discussed and developed on a small scale for employers. The local workforce area continues to discuss the employers the advantages of this model to improve the workforce.

The one stop partner system is an asset in improving access to industry recognized credentials by educating front line staff of all the partner resources and career pathways. This front line staff education is one of our local service integration action steps. By providing the training, staff will have understanding of partner resources including fiscal to help achieve an individual's goals including removing financial training cost barriers. A great example of this is our Vocational Rehabilitation partner provides 100% funding to the community college system.

D. Provide information regarding the local coordination strategies with state (including the Unified State Plan), regional and local partners to enhance services and avoid duplication of activities, including a description of:

The local and regional were developed with the express goal of aligning with both the State's Unified Plan. LWA #11 will work with local and regional partners to ensure the strategies align with the priorities of the state plan. A current example of this regional collaboration is the regional business service team. The Northeast Region is bringing together the local business services team in the region to start the coordination of services as outlined in the Illinois Workforce Innovation Board Integrated Business Services strategy. The Regional Integrated Business Services Team started with Title 1 Workforce services but has expanded to include other workforce partners such as Wagner Peyser, Veteran Representative, and Vocational Rehabilitation to ensure integrated service delivery to employers.

LWA #11 is a member and regular participant in Workforce Partners of Metropolitan Chicago, which leads regional coordination of WIOA efforts, including grant applications and administration and labor market information.

- **Adult, Dislocated Worker and Youth employment and training activities under WIOA Title I (§ 679.560(b)(6)).**

Workforce Board Director and Workforce Services Program Director participate in the activities of the Workforce Partners of Metropolitan Chicago, which leads regional coordination of WIOA efforts. One of the current regional strategies is implemented a Regional Business Services across the region and partners.

Adult, Dislocated Worker and Youth employment and training activities are provided at the workforce services offices. These services may include assessment, career counseling, job search assistance, individual employment planning, supportive services

and training opportunities through Individual Training Accounts (ITAs), On-the-Job Training (OJT), Apprenticeship, or other work-based learning options. As part of the one stop system, workforce services fully coordinate with partner programs in order to avoid duplication of services and to ensure the success of the individual.

In addition to serving job seekers, Title 1 Workforce Services provides services to employers through our Business Services Teams. The Business Services Teams are made up of Title 1 Workforce Services, Title III Wagner Peyser, Community College Career Services Department and Workforce Board Director. This partnership ensures the employer is best served by providing the wide array of workforce services available through all the partnering agencies through a single point of contact.

- **Adult education and literacy activities under WIOA Title II. This description must include how the Local Board will carry out the review of local applications submitted under Title II consistent with WIOA Secs. 107(d)(11)(A) and (B)(i) and WIOA Sec. 232 (§ 679.560(b)(12)).**

Adult Education is a core partner at all Workforce Services Offices, including our access offices and our One Stop center. Each Workforce Services Office has partnered with their respective Adult Education provider in order to coordinate services and refer individuals between programs. Referral between WIOA Title 1 Workforce Services and Adult Education is seamless for the individuals. In addition, Kankakee Community College Director of Adult Education is a local Workforce Board member and participates in policy and coordination discussions. Since Kankakee Workforce Services Office is the One Stop for the workforce area, Kankakee Community College Director of Adult Education is a member of the One Stop Operator and a core partner which helps collaborate and align resources. The partner collaboration is demonstrated by a successful bridge programs in the Manufacturing and Healthcare Sectors. These bridge programs were created with a partnership between the Core partners. The partners referred appropriate individuals, Title 1 Workforce Services provided funding for the post-secondary classes, and adult education provided contextualized GED classes. The individuals in the program received both an industry recognized credential, GED attainment and the skills necessary to enter the workforce. This program is just one example of partner collaboration.

The Board is waiting on guidance from Illinois Department of Commerce (DOC) and Illinois Community College Board (ICCB) before developing a process for reviewing local applications under Title II.

- **Wagner-Peyser Act (29 U.S.C. 49 et seq.) services (§ 679.560(b)(11)).**

Staffs from Wagner-Peyser, a Veterans Representative, and Workforce Services staff including adult, dislocated worker, youth and TAA are all co-located at the One Stop. This makes services to the individuals seamless. Wagner-Peyser staff refers individuals to monthly workshops hosted by Title 1 Workforce Services staff, assist individuals with Illinois Joblink, Reemployment Service Program (RES) and other programs to assist individuals with employment. At the access offices in Grundy & Livingston Counties staff is cross trained on Illinois JobLink. In addition, Wagner-Peyser staff coordinates with Workforce Services staff on

employer recruitment activities at the One Stop, including hosting hiring events for employers. Wagner-Peyser staff is a key member of the local Rapid Response team.

The One Stop Operator facilitates One Stop partners meetings which the Workforce Board is a member and attends. These purposes of these meetings are to ensure coordination amongst partners, coordinate service delivery and to ensure duplication of services can be avoided.

- **Vocational rehabilitation service activities under WIOA Title IV (§ 679.560(b)(13)).**

Vocational Rehabilitation representative is a Workforce Board member and participates in policy and program discussions. As a core partner, Vocational Rehabilitation is a member of the One Stop Operator which aligns services at the One Stop. Vocational Rehabilitation will provide staff part time at the One Stop to further coordinate services. During the MOU process, core discussion was centered upon coordination of all the career services at the One Stop. The One Stop monthly workshops are open to all individuals. As a result, Vocational Rehabilitation staff is now receiving the monthly One Stop workshop schedule and is referring individuals to these workshops as appropriate.

A frontline core partner staff cross training was held in May 2016 and February 2020 to provide core program orientation. This training included Vocational Rehabilitation staff and services, Adult Education services, Workforce Services staff and services and Wagner-Peyser staff and services. This is the first step the core partners identified as an immediate need and will continue to develop service coordination throughout the year.

- **Relevant secondary and post-secondary education programs and activities with education and workforce investment activities (§ 679.560(b)(9)).**

Kankakee Community College and Joliet Junior College are the providers of adult, dislocated worker and youth services. This partnership creates a working relationship with post-secondary institutions. Through these partnerships, the Board ensures that WIOA and post-secondary services are coordinated to avoid duplication of services and to enhance services to individuals. In addition, the Kankakee Community College President and the Joliet Junior College President are members of the Workforce Board and they participate in all policy discussions and Board business.

- **How the Local Board will support the state strategies identified under § 676.105 and work with the entities carrying out core programs and other workforce development programs, including programs of study and career pathway programs under the Strengthening Career and Technical Education for the 21st Century Act authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) to support service alignment and needs identified in regional or local level assessments including the Perkins Comprehensive Local Needs Assessment (§ 679.560(b)(1)(ii)).**

The career and technical (CTE) education under Perkins provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers and to

become lifelong learners. The CTE programs are offered through the community college system. As such, CTE program information is available for area residents at our workforce services offices including information concerning career pathways and industry stackable credentials. All workforce development partners, including those funded under Carl Perkins, coordinate services in order to best serve the client, including assistance with college tuition, help with getting a GED, help with transportation or childcare or other assistance needed in order to succeed in a career pathway and obtain employment. In May 2016 and February 2020, a core partner front line staff training was help to discuss partners programs so all front line staff are aware of the services available to individuals.

As a member of the One Stop Partner which meets quarterly, there is discussion regarding programs and aligning services to ensure the best service to the customer. Thus, Perkins programs in career and technical education aligns with local demand occupations to ensure there is braided funding from multiple resources including FAFSA, WIOA funds, or DHS-Vocational Rehabilitation programs. Workforce Board will support the Perkins Comprehensive Local Needs Assessment by contributing to the assessment through partnerships, providing data, and other ways necessary to ensure the career & technical programs align with demand industries, occupations, and supports local career pathways.

The Workforce Board Executive Director is a member of various partnerships such as the Adult Education Planning Council and Community College Advisory Committee. This partnership serves as a link to the community college programs and ensures the coordination of workforce development services.

- **Provide a copy of the local supportive service policies and describe how the Local Board will coordinate the provision of transportation and other appropriate supportive services in the local area (§ 679.560(b)(10)) and include information on the supportive services by each local program as appropriate.**

The local Supportive Services Policy is attached. The Workforce Services Offices assist customers with obtainment of child care and transportation, as well as address special needs such as uniforms and eye glasses needed for work or training. Workforce services offices also provides bus passes for registrants to complete their training programs. When creating the local supportive services policy, the Workforce Board was cognizant of other supportive services in the area. As such, the Supportive Services policy reflects the need to coordinate supportive services with other resources.

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

- **A description and assessment of the type and availability of adult and dislocated worker employment and training activities in the local area (§ 679.560(b)(6)).**

The Workforce Services Offices provide a host of employment and training activities. The resource room includes a computer lab with internet access to help local residents search for jobs and develop resumes. Other materials include books,

DVDs, and brochures. In addition, the resource room provides access to a copier and fax machine for job search activities. Staff is available for assistance with cover letters and employment applications. All Workforce Services Offices have an open and visible job board. Staff is available to assist clients with access to online services, including Illinois workNet and Illinois Joblink. The Workforce Services Offices also provide orientation sessions to WIOA services.

Workshops are provided at the One Stop. They include:

- “Get a Job”, which is a session to learn the "nuts and bolts" of job searching, including the ability to market one-self and networking.
- “Computer Literacy”, which provides basic computer instruction as well as navigational skills on how to use Windows, Microsoft Office Word, Excel, PowerPoint and the use of the Internet and personal e-mail.
- “Resume Review” a drop-in resume review session.
- “Resume Development” which includes individual resume review.
- “Financial Literacy” provided by SCSEP partner

The Grundy Workforce Services also provides the following workshops: How to Develop a Resume, Interviewing Skills, and Networking Business Cards.

The Livingston Workforce Services Office provides one-on-one job readiness career services such as registering with Illinois Joblink, resume assistance, applying for on-line jobs, career pathways information, labor market information, and other career services. In addition, the office hosts monthly workshops which include digital literacy on the job, resume development, job search, and preparing for a job interview.

The Workforce Services Offices provide assessments of skills, abilities, attitudes, and needs and the subsequent review and discussion of assessment results as the first step in identifying a career path and creating an individual employment plan. They also provide an explanation of the services and stages within the career pathway process and work with individuals on securing employment. The Workforce Services Offices provide job clubs, screened referrals, and follow-up services. All Workforce Services Offices provide Individual Training Account vouchers for those registrants in need of training, on-the-job training, and paid work experience for adults and dislocated workers. In addition, Wagner Peyser, Adult Basic Education, GED preparation and English as a Second Language (ESL) courses are provided at all Workforce Services Offices utilizing core partner programs. Individual and group instruction is provided.

- **A description of how the Local Board will coordinate workforce investment activities carried out in the local area with statewide rapid response activities (§ 679.560(b)(7)).**

Workforce Board Executive Director is the first point of contact and is the assigned staff person to coordinate with DCEO on all rapid response activities. Staff attends all rapid response meetings and coordinates closely with IDES, local community colleges and other partners as needed on all activities.

F. Provide a description of how the local area will provide youth activities including:

- **A description and assessment of the type and availability of youth workforce investment activities in the local area, including activities for youth who are individuals with disabilities, which must include an identification of successful models of such activities (§ 679.560(b)(8)).**

The Joliet Junior College Workforce Development department administers the My Future youth program in Grundy County. The My Future youth program is designed to provide assistance to youth & youth with disabilities in employment and academic success through skill-building activities, connections to the workplace, and ongoing workplace mentoring and support. The program includes:

- Tutoring and study skills training
- GED preparation and testing
- Soft skills, decision making and team work training
- Financial literacy education and entrepreneurial skills training
- Occupational skill training, internships and job shadowing opportunities
- Academic skill development
- Assessment
- Placement in subsidized and unsubsidized work experiences and summer employment opportunities directly linked to academic and occupational learning
- Supportive services such as transportation and stipends for participation in the youth program
- Extensive case management
- Comprehensive referral system
- 12 months of follow-up services
- Partner with the Grundy County Chamber of Commerce in the Certificate of Employability program. The Certificate of Employability program familiarizes students with the expectations of the workforce to help equip them for their first job. Students hear from owners and managers in the local business community who teach them skills required to work in jobs such as retail, fast food, sit-down dining and more. For instance, the students learned how to fill out an application, job expectations, appropriate workplace attire etc.
- Graduate & Get Paid program which was referenced in Chapter 4.C under career pathways bullet point
- This program is open to all youth including youth with disabilities. For additional support, program may refer youth with disabilities to Joliet Junior College Disability Services Coordinator to help youth with disabilities overcome any barriers for a successful post-secondary education. In addition, the My Future programs partners with Illinois Valley Industries, Inc. whose mission is to support individuals with intellectual, sensory, physical and developmental disabilities since 1968 in Grundy County, Illinois. Thus, eligible WIOA youth with disabilities have an individual service strategy created through the My Future program to be successful using multiple

resources to ensure success.

- Approximately 18% of youth enrolled in Program Year 2019 WIOA program are youth with disabilities in Grundy County.

Kankakee Community College delivers the Young Adult Program Services (YAPS) project in Kankakee and Livingston Counties. The program is designed to provide assistance to youth & youth with disabilities in employment and academic success through skill-building activities, connections to the workplace, and ongoing workplace mentoring and support. Program elements are listed below.

- Tutoring and study skills training.
- Secondary school offerings including high school course requirements, constitution test preparation, and various other academic requirements necessary for the participants to progress toward high school diplomas or GEDs.
- High school credit recovery and correspondence classes.
- Summer employment opportunities directly relate to the participants' career plans and education plans.
- Job readiness workshops.
- Paid work experiences. Young Adult Program place participants at a job site and pay the first 60 days of wages. The employer then has the opportunity to permanently hire the participants.
- Occupational skill training including Certified Nursing Assistant, Microsoft Office Specialist Certification, Certified Production Technician, Commercial Driver's License.
- Leadership development opportunities.
- Supportive services including transportation, school expenses, work experience expenses and child care.
- Adult Mentoring.
- Follow-up services.
- Comprehensive guidance and counseling.
- Financial Literacy workshops.
- Entrepreneurial Skills Training.
- Labor Market Information.
- Preparation for youth to transition to post-secondary education and training.
- Graduate & Get Paid program which was referenced in Chapter 4.C under career pathways bullet point
- Youth programs partner with Junior Achievement and Jobs for American Graduates to help youth understand local career opportunities, technical skills and soft skills need for employment.
- This program is open to all youth including youth with disabilities. For additional support, program may refer youth with disabilities to Kankakee Community College Disability Services Coordinator to help youth with disabilities with any barriers to post-secondary education. In addition, the Youth Adults Program will refer to the appropriate social service agency for that particular county. In Kankakee County, the YAPS program would refer to the DHS – Vocational Rehabilitation partner for further services. In Livingston County, the DHS – Vocational Rehabilitation office or the Futures Unlimited.

Futures Unlimited is a local not for profit whose purpose is to serve individuals with a variety of physical, developmental and mental disabilities in Livingston County. Thus, eligible WIOA youth with disabilities have an individual service strategy created through the My Future program to be successful using multiple resources to ensure success.

- Approximately 20% of youth enrolled in Program Year 2019 WIOA year are youth with disabilities in Livingston County & 6% of youth enrolled are youth with disabilities in Kankakee County.

- **A description of how local areas will meet the minimum expenditure rate for out-of-school youth.**

Prior to the implementation of WIOA, the Board made the transition to serve out of school youth. The Board implemented 70% of youth expenditures had to be spent on out of school youth. Historically, out of school youth expenditures were approximately 85%. As such, our workforce board has already transitioned to focusing on out of school youth. When DOL approved the State of Illinois waiver to reduce out of school expenditures to 50%, the Workforce Board took action and lowered our out of school expenditures to 50%. The Workforce Board has established strategies/priorities of serving in school youth by educating them on local career opportunities, career pathways, local training opportunities, and providing paid work experience to ensure the talent pipeline for employers. Thus, our out of school youth percentage will lower from previous years but Workforce Board still maintains the 50% out of school youth expenditure rate.

The Workforce Board monitors out of school youth expenditure rates during the fiscal report at Workforce Board meetings. In addition, the Assistance Finance Director and Workforce Board monitor the out of school expenditure rate on a monthly basis to ensure we meet the out of school expenditure rate.

Another way the Workforce Board ensures meeting this requirement is all youth procurement states youth expenditure rate including a description in proposal about the requirement and the expenditure rate is one of the evaluation criteria. In addition, all youth sub recipients have contract language reflecting the expenditure requirement.

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

- **Provide information on how priority will be given to recipients of public assistance, other low- income individuals and individuals who are basic skills deficient consistent with WIOA Sec. 134(c)(3)(E) (§ 679.560(b)(21)).**

Our workforce area has always made a commitment to serve low-income individuals, veterans, public assistance individuals and individuals who are basic skills deficient. This is evidenced by approximately 86% of our adult registrants being low-income or basic skills deficient over the past three years. The Board has approved the below priority of service populations and will continue to make this commitment to serve this population

through the priority of services policy which is attached. The Workforce Board determined the priority populations by reviewing historical special populations' data from the Title 1 Workforce Services program including analyzing if the data represented an appropriate number based on workforce area demographics. In addition, priority populations were aligned with the State's unified plan and the priority populations identified in the WIOA law.

Priority for career and training services funded under Tile 1 adult funds shall be given to public assistance recipients, other low-income adults; individuals who are basic skills deficient, and Veteran's covered under Veteran's Priority of Service. Thus the following sequence of priority of services will apply:

1. First priority will be provided to veterans and eligible spouses who are recipients of public assistance, low-income, or individuals who are basic skills deficient;
2. Second priority will be provided to individuals who are not veterans or eligible spouses who are recipients of public assistance, low-income, or individuals who are basic skills deficient;
3. Third priority is individuals who are employed, unemployed, or under unemployed but earning more than WIOA income guidelines but lower than Workforce Board self-sufficiency rate. Veteran's and eligible spouses receive priority over individuals who are not veterans per IL Department of Commerce WIOA Policy 15-WIOA-4.6 under this priority.

- **Describe how the local workforce areas will ensure equitable access to workforce and educational services through the following actions:**
- **Disaggregating data by race, gender and target population to reveal where disparities and inequities exist in policies and programs.**

As part of yearly equal opportunity (EO) monitoring, the local EO officer reviews demographic data by gender, race, targeted populations and priority of service. The monitoring ensures enrolled individuals in Title 1 Workforce Services are in proportion to the demographics of the county/counties to ensure the workforce services offices are serving the entire county/counties and not just a certain demographic. After analyzing the data, the Workforce Board Executive Director reviews the data with Title 1 Workforce Services program directors to ensure outreach is targeted to the correct areas the population. Below is an example of the demographic report provided to the local workforce area by the state EO monitor for program year 2018 (July 1, 2018 – June 30, 2019). This report prompted a discussion with Title 1 Workforce Services directors about low male participation rates and ways to increase it for the next program year.

DCEO Demographic Report Analysis

The estimated female workforce for LWA #11 was 46,506 (about 47%) per 2016 American Community Survey. Female Adult registrants for program year ending

June 2019 accounted for 71.3% of the total Adult program. The percent of males in the Adult program is much lower than the male labor force. Good numbers for women but low participation rate for males.

Within your Dislocated worker program males accounted for 46% of the total number of Dislocated registrants compared to females 54% dislocated female registrants. The intake for males seems more in line with the labor force numbers.

Within the Youth program 34.3% of the total Youth registrants were males and females accounted for 65.7%. In general all three programs seem to have greater female participation. The unemployment rate for males is 7.7% and for females 7.2%.

In terms of registrants by race and Hispanic you should compare these groups within the workforce availability and your intake.

Within the service area in the three counties there are 7,040 Blacks with unemployment rate of 19.3%. They represent about 7.18% of the total workforce. The percent of Black registrant in the Adult program ending June 30, 2019 was 32.3% and within the dislocated program Black registrants accounted for 17.7%. With the Youth program Black registrants accounted for 31.1%. Black participation in the programs is on the positive side.

Hispanics in the workforce service area is about 7,838 accounting for about 8% of the total workforce with unemployment rate of 10%. Hispanic. Adult registrants represented 14.9% of the total Adult registrants; Dislocated Hispanic registrants were at 8% (but based only 9 Hispanic registrants). There were 43 Hispanic registrants in the Youth program which represented 16.9% within Youth program. This figure would appear in line with labor force demographic data.

- **Developing equity goals in conjunction with the education system and prepare action plans to achieve them.**

With the implementation of three state strategic plans, the Workforce Education Strategic Plan, the Adult Education Strategic Plan, and the Perkins V CTE Plan, the state will identify strategies and goals that address early interventions, transition to postsecondary education and employment and college and career readiness.

Locally, we will work with all workforce partners to implement any state led equity strategies/goal. For example, the state's Perkins plan states local workforce boards and employers are required partners within local Perkins plans. Local Perkins recipients must complete the Local Comprehensive Needs Assessment every two years. This assessment informs how Perkins funding will be spent in a specific region or local area, guiding equity-driven decision-making. The, the Workforce Board is willing to partner and provide information with local Perkins to help develop the local needs assessment to help guide equity driven decision making.

- **Exposing more high school students, particularly young women and minorities, to careers in science, technology, and engineering and math fields.**

As mentioned earlier, the Workforce Board implemented a program called Graduate & get paid to expose high school seniors to local careers opportunities including careers in the science, technology, engineering & math fields. The program focuses on graduating high school seniors who are not attending a four university to provide information on local employment/education opportunities by providing employer tours to discuss career opportunities including training needed and career pathways within the employer. This program was expanded to guidance counselors and educators called Educator Graduate & Get Paid. The purpose was to inform and educate high school educators about local career opportunities since they have direct contact with students. Both programs were a collaboration of economic development, workforce services, high schools, chamber of commerce, and career centers. The response from students and educators was amazement since they were not aware of what was happening in the community and very appreciative of the program.

Working with our economic development partners, the Workforce Board created a manufacturing video which highlights careers in manufacturing including careers in the STEM. As part of the marketing outreach, the videos have been shown to area high school students, elected officials, employers, community partners and agencies. These videos help expose students and community about career opportunities.

The Greater Livingston County Economic Development Council (GLCEDC) implemented a program called Education Enhancement Program to help employers find a skilled workforce. The programs purpose is to provide area high schools with funding for the implementation of Science, Technology, Engineering, & Math (STEM) initiatives. In the past, the GLCEDC has invested nearly \$225,000 in the program. The program has helped to enhance the education of over 4,000 students throughout Livingston County. Also, the STEM program has resulted in additional opportunities for employers to share thoughts on curriculum, make classroom presentations, and offer STEM related internships.

Local area high schools have robotics teams. The robotic teams design, construct, program, and use robots. The team must use STEM to build the robots and critical thinking/problem solving to ensure the robots work. The robotics team competes in robotics competition. The competition is a head-to-head challenge in an alliance format. On February 2020, there were 20 teams in a local competition which shows the local high school support for the STEM program.

- **Exploring how effective mentor programs can be expanded to adults, particularly those who are displaced and moving to a new career.**

The local workforce board will explore effective mentoring programs that can be expanded to adults, particularly those who are displaced and moving to new careers.

- **Providing training to workforce program staff on data-driven approaches to**

address equity gaps.

As part of the service integration plan, front line staff training was identified as an opportunity for improvement. This front line staff training will help educate all workforce staff and workforce partners on programs and the targeted populations each program serves. This training will help staff address equity gaps and identify any targeted populations which services are not being provided.

- **Ensuring workforce services are strategically located in relation to the populations in most need**

The Workforce Services offices make strategic decisions to serve individuals in their communities with the most need or barriers. As such, workforce services are available to individuals through technology to ensure basic career services are offered throughout the community. As mentioned previously, our social media/websites number is increasing so individuals are aware of this service. Besides technology, workforce services have provided community outposts to those areas most in need. In prior years, workforce services and adult education provided services onsite in Pembroke Township since residents had multiple barriers but needed services. In addition, workforce services had a staff person in a HUD subsidized apartment complex to provide services since it was needed at the location. Currently, workforce services and adult education services are being provided at the local county jail. These programs were mentioned in Chapter 4C: expanding education/employment access to individuals with barrier. Per our past experience, workforce services including workforce partners continue to evaluate the service delivery to ensure individuals can use our services.

H. Provide a description of training policies and activities in the local area, including:

- **How local areas will meet the annual Training Expenditure Requirement;**

The Board allocates 50% of the WIOA budget for training activities. Training activities are split between paid work experience, on-the-job training and individual training accounts. All subcontracts and request for proposal for adult/dislocated workers programs reflect the 50% direct training requirement. In addition, the direct training expenditure is monitored by fiscal staff including Workforce Board Executive Director and reported as part of the fiscal report during Workforce Board meetings.

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

In the local youth programs, 20% of youth funds are allocated to paid work experience or other work-based activities. Only client wages are allowable expenses to meet the 20% requirement, not staff time. After reviewing three years of youth provider work experience percentages using only youth wages/FICA, the Board made the decision to not allow staff time since youth providers were already exceeding or very close to meeting the 20% youth work based learning requirement. On the adult and dislocated

side, the local workforce area supports apprenticeships and earn/learn models. On-the-job training contracts have been successful but are small so outcomes are under development as well.

- **Provide a copy of the local Individual Training Account Policy and describe how training services outlined in WIOA Sec. 134 will be provided through the use of individual training accounts, including, if contracts for training services will be used, how the use of such contracts will be coordinated with the use of individual training accounts under that chapter, and how the Local Board will ensure informed customer choice in the selection of training programs regardless of how the training services are to be provided (§ 679.560(b)(18)); and**

The local Individual Training Account Policy is attached. The Board does not execute contract training. The Board utilizes a sector-based approach in assisting customers with choice of training. Please see attached Demand Occupations Policy for a list of sectors that are in demand in the local area. Training is funded for in-demand occupations that are determined to be a priority for the Board. The approved industry sectors for training were selected based on labor market information, including current and projected openings and associated wages in the area.

- **Provide a copy of the local training provider approval policy and procedures. Describe how the Local Board will ensure the continuous improvement of eligible providers of services through the system and that the providers will meet the employment needs of local employers, workers and jobseekers.**

Attached is the local training provider approval policy. Policies and guidelines reflect the State's Training Providers Procedures. To ensure training programs meet the needs of employers/jobseeker, approved training programs must lead to occupations on the regional high demand occupation list which is provided by DCEO. The Workforce Board reviews the approved training programs every two years as per state policy. In addition, any changes to an approved training program are reviewed and approved by the Workforce Board.

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

- **To transfer funds between the adult and dislocated worker funding streams.**

The Board looks at historical demand and current demand to determine the need to transfer funds. Each year, the Board looks at current needs such as current job seeker needs or possible dislocation events, current allocations, and any locally or regionally designed initiatives when deciding to transfer funds. In addition, the Board reviews to ensure any funds transferred do not affect the ability to provide services throughout the program year. The annual budget will reflect the annual transfer rate, which will be under the 50% allowable transfer under DCEO policy. The Board recognizes that the Governor may approve up to 100% transfer. The Workforce Board will continue to review the need annually and, if economic conditions dictate

increased or decreased transfer rates, we will adjust accordingly

- **To use funds for incumbent worker training as outlined in WIOA Sec. 134(d)(4)(A)(i).**

Incumbent worker training is an important business services initiative that is designed to benefit business and industry by assisting with existing employees' skill development and by increasing employee productivity and company growth.

The Workforce Board has an incumbent worker policy which enables the local workforce area to create a number of positive outcomes including:

1. Improving the alignment of existing workers' skills with job requirements;
2. Providing individuals access to new career opportunities within a business;
3. Encouraging the retention of existing personnel who otherwise may become dislocated because of skills deficiencies and increasing the wages of trained workers;
4. Creating new opportunities for entry-level workers through the promotion of existing workers; and supporting the overall enhancement of local and regional economic development efforts.

When the Workforce Board is reviewing budgets, the Board takes into consideration the below when determining the amount of funds to use for incumbent worker training. The Workforce Board may utilize up to 20% of Adult and Dislocated Worker funds streams for incumbent worker training.

1. Current employer need or projects that have been identified
2. Current allocations
3. Prior historical data on IWT projects, expenditures, and outcomes
4. Reviews to ensure program funds for job seekers will have sufficient funding for the upcoming year
5. Will follow all federal and state regulations

- **To use funds for transitional jobs as outlined in WIOA Sec. 134(d)(5).**

The Board does not currently fund transitional jobs.

- **To use funds for pay for performance contracts as outlined in WIOA Sec. 133(b)(2-3).**

The Board does not currently fund pay for performance contracts.

CHAPTER 5: PERFORMANCE GOALS AND EVALUATION – LOCAL COMPONENT

- A. Provide information regarding the local levels of performance negotiated with the Governor and chief elected official consistent with WIOA Sec. 116(c), to be used to measure the performance of the local area and to be used by the Local Board for measuring the performance of the local fiscal agent (where appropriate), eligible providers under WIOA Title I Subtitle B and the one-stop delivery system (core and required partners as applicable) in the local area (§ 679.560(b)(16)).**

- **WIOA Performance Measures**
- **Additional State Performance Measures**

Below are the current WIOA performance measures for Title 1 Workforce Services. Locally, we have met or exceeded the WIOA performance measures every year.

There are no additional state performance measures but the local workforce area will comply with any additional state measures.

| LWA #11 Performance Measure | PY2020 | PY2021 |
|---|---------------|---------------|
| Adult | | |
| Employment Rate 2nd Quarter after Exit | 79.0% | 79.0% |
| Employment Rate 4th Quarter after Exit | 80.0% | 80.0% |
| Median Earnings 2nd Quarter after Exit | \$7,500 | \$7,500 |
| Credential Attainment within 4 Quarters after Exit | 72.0% | 72.0% |
| Measurable Skill Gains | 38.5% | 38.5% |
| Dislocated Worker | | |
| Employment Rate 2nd Quarter after Exit | 79.0% | 79.0% |
| Employment Rate 4th Quarter after Exit | 78.0% | 78.0% |
| Median Earnings 2nd Quarter after Exit | \$7,600 | \$7,600 |
| Credential Attainment within 4 Quarters after Exit | 71.0% | 71.0% |
| Measurable Skill Gains | 33.5% | 33.5% |
| Youth | | |
| Employment or Education Rate 2nd Quarter after Exit | 68.0% | 68.0% |
| Employment or Education Rate 4th Quarter after Exit | 70.0% | 70.0% |
| Median Earnings 2nd Quarter after Exit | \$3,825 | \$3,825 |
| Credential Attainment within 4 Quarters after Exit | 63.0% | 63.0% |
| Measurable Skill Gains | 31.0% | 31.0% |

B. Provide a description of the current and planned evaluation activities and how this information will be provided to the local board and program administrators as appropriate.

- **What existing service delivery strategies will be expanded based on promising return on investment?**
- **What existing service delivery strategies will be curtailed or eliminated based on minimal return on investment?**
- **What new service strategies will be used to address regional educational and training needs based on promising return on investment?**
 - **What return on investment and qualitative outcome data for various**

education and training programs will be collected to identify barriers to enrollment?

- **What are the most cost-effective approaches to taking down those barriers or helping residents overcome them?**

The Workforce Board evaluates Title 1 Workforce Services at every workforce board meeting. The Board reviews fiscal data but also program data to ensure an effective use of funds. Program data review includes reviewing number enrolled, number of new registrants, number of ITA's, exits, placement rate and pre versus post wage information. Workforce Board members evaluate the data, ask questions, and provide feedback. This process creates a discussion on existing strategies and ways to improve to get a better return on investment.

Yearly, the Workforce Board reviews the total ITA amount by training provider which is required by the state but the Workforce Board added number of clients served and cost participant. This data review ensures educational needs are in demand industries, reasonable cost per participant, and the best return on investment.

The Workforce Board reviews the WIOA performance measures as a workforce area and by sub recipient. Sub recipient contracts are reviewed on an annual basis to ensure they are meeting performance and any fiscal requirements. The Workforce Board has placed sub recipients on "probation" for failing to meet performance or fiscal requirements. During the probation year, the Workforce Board Executive Director provides technical assistance and review strategies to improve performance. If the sub recipient doesn't improve, the Workforce Board will not renew the contract which they have done in prior years.

Thus, locally the workforce board is evaluating performance & makes recommendations for improvement on a continuous basis.

One example of this is the Graduate & Get Paid program for youth. The Graduate & Paid program is a program focuses on in school youth who are about to graduate that haven't identified as going on to post-secondary. The program provides an opportunity to expose youth to local career opportunities through employer visits. Basically, the program provides the youth the opportunity to tour different local employers and talk to the company's human resource department about how to apply for entry level positions & career pathways at the company. In the Spring 2019, we launched the program in each county with one high school. The tours toured employers in the manufacturing, healthcare, and TDL industries. The feedback from youth was amazement about what local employers did including that employers were hiring and that there were great paying jobs in the community. After the tour, we heard back from the participating high schools how the youth are talking about the program with their friends in a positive way & a few high school youth got job offers from the program. The program was a community effort with Workforce Board staff running project including employer outreach, high school providing transportation, & employers providing lunches for the participants. Thus, no WIOA funds were used in the project.

Due to the great response, the Workforce Board decided to expand the program so we can include more youth and schools. After careful consideration on how this could be expanded, the Workforce Board decided to expand it to high school educators since they are the ones who talk to youth every day. In the Fall of 2020, the Workforce Board partnered with the local career centers, economic development, community colleges & community foundation for a Graduate & Get Paid: Educator tour in each of our three counties. This program was funded by Community Foundation for transportation, employers provided lunch, career center provided educator contacts & Workforce Board/Economic Development outreached to employers/set the schedule. Thus, it truly was a community partnership. Every high school in each of our three counties participated in the program. The program provided employer tours with each company discussing careers from entry level to professional. At the end of the day we wrapped up with a presentation from the local career center & community college discussing local training options in order to meet the skills needed by employers. The educators loved the program & didn't know about all the opportunities available. The Workforce Board realized this program is a valuable tool in educating youth about local careers and based off return of investment expanded the program from one high school in each county and will continue to support it.

As far as regional educational and training needs for a promising return on investment, the Workforce Partners of Metropolitan Chicago and NIWC are the avenues for evaluating service strategies to ensure best use of funds and service delivery. These discussions on service delivery are part of regional discussions and as part of the region we will work to implements any identified strategies

CHAPTER 6: TECHNICAL REQUIREMENTS AND ASSURANCES – LOCAL COMPONENT

A. Fiscal Management

- **Identify the entity responsible for the disbursement of grant funds described in WIOA Sec. 107(d)(12)(B)(i)(III) as determined by the chief elected official or the Governor under WIOA Sec. 107(d)(12)(B)(i) (§ 679.560(b)(14)).**

Kankakee County is the grant recipient and fiscal agent for local workforce area #11. Local workforce area #11 operates under a Chief Elected Official (CEO) agreement which states that the CEOs agree on the designation of a grant recipient which is Kankakee County.

- **Provide a copy of the local procurement policies and procedures and describe the competitive procurement process that will be used to award the sub grants and contracts for WIOA Title I activities (§ 679.560(b)(15)).**

The Board utilizes a request for proposals process to procure contractors for WIOA adult, dislocated worker, youth services. In addition, the Workforce Board procures the One Stop Operator. A copy of the local procurement policy is attached.

B. Physical and Programmatic Accessibility

- **Describe how entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with WIOA Sec. 188, if applicable, and**

applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and programmatic accessibility of facilities, programs and services, technology and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities (§ 679.560(b)(5)(iii)).

The Board is committed to providing all services, facilities and programs accessible by complying with WIOA Section 188, applicable provisions of the American Disabilities Act of 1990 and all other applicable statutory and regulation requirements. Our Workforce Services Offices and partners are committed to making reasonable accommodations to all individuals.

Board staff ensures that all sub-recipients are trained in the provisions of WIOA Section 188 in order to have the knowledge to best serve individuals with disabilities. As part of this training, all federally-funded core staff is cross trained on each other's respective federal program in order to have a true understanding of all program services so the appropriate services will be best suited for the individual. Staff training topics include providing services to all regardless of range of abilities, age, language, learning style, intelligence or education level.

All partners will cooperate in compliance monitoring that is conducted at the local and state levels to ensure that the One Stop centers, Workforce Services Offices, programs, services technology and materials are accessible and available to all.

Physical Accessibility

The One Stop Center (Kankakee Workforce Services office) is a brand new facility which was constructed in 2012. The facility is designed to support a culture of inclusiveness and in compliance with Section 188 of WIOA, the American Disabilities Act and other applicable statutory and regulatory requirements. The physical characteristics of the Center comply with the most recent ADA requirements and in compliance with 29 CFR part 37. The facility is located on a major road which is a high traffic area. The Center has its own parking lot with ten (10) accessible spaces at the front of the facility which are clearly designated and closest to the front door. In addition, the Center has its own designated public transportation system bus stop located in the parking lot of the Center which is within a reasonable walking distance to services at the Center.

The Workforce Services offices in Grundy & Livingston counties are co-located with a community college extension campus. As such, these offices follow all ADA accessibility requirements including the correct number of handicapped parking spaces, the correct signage, available ADA technology, etc.

Program Accessibility

Individuals will have access to career services at all three workforce service office locations. All workforce service offices are accessible physically for individual with disabilities. In addition, the resource rooms have accessible computers and accessible software programs for individuals with disabilities to use. Accommodations will be made to any individual in order to provide the career services.

Each partner program agrees not to discriminate in their employment practices or services on the basis of gender, age, race, color, creed, religion, national origin, or disability. Each partner has policies and procedures in place to address any issues and employees are communicated this policies through employee handbooks, program policies/procedures or required posters by law. The partners further assure they are currently in compliance with all applicable state and federal laws regarding these issues.

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

There are no cooperative agreements at this time. The next fiscal year approved MOU will address our local service integration action plan including the action steps identified by partners. This MOU begins July 1, 2020 and is currently being developed.

C. Plan Development and Public Comment

- **Describe the process used by the Local Board, consistent with WIOA Sec. 108(d), to provide a 30-day public comment period prior to submission of the plan, including an opportunity to have input into the development of the local plan, particularly for representatives of businesses, education and labor organizations (§ 679.560(b)(19)).**

As part of the local plan development, a draft version of the local plan was sent to local Workforce Board members and one stop partners for their input in the development of the local plan. These Workforce Board members include members from the business, education, labor organizations, economic development and core/community partners.

After input has been received from the stakeholders, the Workforce Board will post the plan at www.glkwb.com (the website of the Grundy Livingston Kankakee Workforce Board) where there will be instructions on how to comment over the 30-day public comment period.

In order to ensure public access for comment, a public notice advertising that the local plan is available for public comment will be posted in each of the workforce services offices which includes an office in Grundy, Livingston, and Kankakee Counties which is the one stop center. The Board will also post a notice in the local newspaper on the availability of the plan for review and public comment.

- **Provide a summary of the public comments received and how this information was addressed by the CEO, partners and the Local Board in the final plan.**

This will be included after publication

- **Provide information regarding the regional and local plan modification procedures.**

Local plans will be modified as needed by LWA#11. The modification procedure will follow the operating procedure for original local plan approval. This includes input from partners/stakeholders/employers/etc., publication, the 30 day public comment period, and Workforce Board/CEO approval.



Policy: 15-WIOA-02

Subject: Supportive and Follow Up Services

Effective Date: July 1, 2018
April 1, 2018

Rescissions: Local Policy 00-004 Supportive and Follow Up Services

Expiration Date: Continuing

Purpose: To set forth the guidelines for supportive services that may be necessary for a WIOA (Workforce Innovation and Opportunity Act) customer to complete their training and/or obtain or retain employment.

Policy: Child Care

Customers must apply for child care paid through the Child Care Resource and Referral Network (CCR&R).

Child care will only be paid upon verification of denial of benefits from CCR&R. Maximum amount allowed for childcare is \$2,000 for the duration of the individual's participation in the program.

Child care rates will be the documented rates charged by the child care center. Program will not pay beyond the advertised child cares rates for the center.

Payments for child care services will only be paid for days the individual is in training or first 30 days of unsubsidized employment.

Program will only reimburse for times documented that the individual was in training or employed. Any child care expenses incurred when not in documented training or employment will be the responsibility of the individual.

Payments for child care services will be made directly to the provider.

Transportation

Transportation assistance may be approved at the current federal mileage rate over 50 miles per week, for a maximum of \$60.00 per week.

Bus tokens/vouchers for public transportation may be approved for up to \$60.00 per month.

Costs for other transportation services such as taxis, private transportation firms, and company vehicle usage charges by the individual, will be reimbursed at a maximum amount of \$60 per month. Receipts for company vehicle usage charges must document the customer's name and the reason for the trip.

Costs will not be reimbursed for more than one mode of transportation in a one month period. For example, if an individual receives a bus pass, they may not also receive mileage payments or vehicle usage charges in the same month. Additional expenses may be approved by the program director for extenuating circumstances

Education Related Training Supportive Services

Items included as part of, and are necessary for participation in training, may be purchased with WIOA funds. Such purchases must be a requirement of training; items that are recommended by an instructor but not required for every student are not supported.

Examples of education related training supportive services include:

- Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes;
- Payments and fees for employment and training-related applications, tests, and certifications.
- Training related physicals, background checks, uniforms and tools.

Maximum amount awarded is \$2,500 per program year. All customers are required to apply for Federal and State financial aid if training program accepts federal and state financial aid. Documentation of financial aid determination must be included in all customer files. Any financial aid awarded will be applied prior to any WIOA funds being expended.

Emergency Grants

Individuals may be eligible for up to \$200 per program year in the form of an emergency grant that will enable them to continue their training. Individuals may receive assistance in obtaining items such as corrective eyewear, housing assistance, utilities, state identification cards, drivers' license fees, , etc.. This grant may be accessed only after all other resources are exhausted.

Vehicle repair may be an allowable expense for an emergency grant under the following conditions. Vehicles must be registered to and insured by the customer applying for the grant at their current address. The customer requesting the grant must have a valid driver's license and proof of insurance showing their current address, which must be documented in the individuals file. The customer must obtain three (3) written quotes for the repair and must use the lowest quoted provider. Quotes should be documented in the individuals file.

Work Based Learning/Employment Grants

Individuals may be eligible for up to \$200 per program year in the form of a work based learning and/or employment assistance grant. The purpose of the grant is to assist individuals in the purchase of needed supplies or requirements for their paid work experience, on the job training, or obtaining unsubsidized employment in order to perform the jobs responsibilities. Types of expenses allowed could be uniforms required for the job, steel shoes required for the position, tools needed to perform the job,, or other documented related employment expenditures.

All work based learning/emergency grants must be documented that the expenditure is a requirement to accurately perform the job responsibilities.

Work based learning/employment grants can be used in conjunction with emergency grants.

Follow-Up Services for Enrolled Adult and Dislocated Worker Customers

Follow-up services must be provided for a minimum of 12 months following the first day of employment, to individuals who are placed in unsubsidized employment. Follow up services must be conducted quarterly.

The goal of follow-up services is to ensure job retention, wage gains, and career progress for individuals in unsubsidized employment. Follow up services will be part of the Individualized Employment Plan (IEP), and clearly documented in the individuals case file.

Services considered appropriate follow-up services may include the below.

- Supportive services needed to retain employment
- Counseling individuals about the workplace
- Contacting individuals to help additional career planning including providing them with information about additional education or employment opportunities.
- Assisting individuals with employment related concerns or problems.
- Providing individuals with referrals to community services to help in order to retain employment.

Any WIOA expenditures in follow up services will only be approved in the event that all other resources have been contacted and exhausted.

No funds may be expended on individuals who have been exited from the program. Follow-up services must be documented in the individuals file and have a service line opened in IWDS to document the service.

Follow-Up Services for Youth (1Y) Customers

All youth participants must receive follow-up services for a minimum of 12 months. The types of services provided and the duration of services must be determined based on the needs of the individual. Follow-up services may include leadership and supportive service activities; regular contact with a

youth's employer; assistance in securing better paying jobs, career development, and further education; work-related peer support groups; adult mentoring; and/or tracking the progress of youth in employment after training.

No funds may be expended on youth who have been exited and are receiving follow-up services. Follow-up services must be documented in the youth file and have a service line opened in IWDS. Career Specialists/Case Managers are required to follow up with all youth at a minimum of once per quarter after exit from the program until one year from exit date.

Expense Classifications for Supportive Services

Client Tuition

- Class costs and fees for secondary and post-secondary courses
- GED Testing fees
- Summer school course fees
- Graduation fees

Client Supplies

- Books
- Uniforms
- Physicals
- Background Checks
- Immunization shots
- Tools
- School Supplies (items required on course syllabus)
- Group workshop supplies (handouts, beverages, etc.)

Client Stipends

- Summer School attendance incentives
- Grade Incentives
- GED class attendance/completion incentives
- Work-related incentives

Client Transportation

- Bus passes/vouchers
- Mileage
- Vehicle usage charges
- Taxi service
- Private transportation firm costs



Policy: 15-WIOA-09

Subject: Priority of Service and Self Sufficiency Policy

Effective date: 07/1/18

Revised Date: 9/17/19, 9/18/18, 3/31/17

Rescissions:

Expiration Date: Continuing

Purpose: Under the Workforce Innovation & Opportunity Act (WIOA), priority for individualized career and training services funded with Title 1 adult funds must be given a priority of service to public assistance recipients, other low-income adults; and individuals who are basic skills deficient.

Local Workforce Boards may establish a process policy which gives priority to other individuals and choose to provide services to adults funded under Title 1 adult funds whose income exceeds the WIOA income guidelines but below the locally Workforce Board approved self sufficiency rate.

Policy:

Adult Funds

Priority for career and training services funded under Title 1 adult funds shall be given to public assistance recipients, other low-income adults; individuals who are basic skills deficient, and Veteran's covered under Veteran's Priority of Service. Thus the following sequence of priority of services will apply:

1. First priority will be provided to veterans and eligible spouses who are recipients of public assistance, low-income, or individuals who are basic skills deficient;
2. Second priority will be provided to individuals who are not veterans or eligible spouses who are recipients of public assistance, low-income, or individuals who are basic skills deficient;
3. Third Priority is veterans and eligible spouses who are not recipients of public assistance, not low income individuals, or who are not basic skills deficient
4. Fourth priority will be individuals who are employed, unemployed, or under unemployed but earning more than WIOA income guidelines but lower than Workforce Board self sufficiency rate. Veteran's and eligible spouses receive priority over individuals who are not veterans per IL Department of Commerce WIOA Policy 15-WIOA-4.6 under this priority.

This policy allows for not more than 30% of adults receiving services be based on self sufficiency rate under priority of service #4.

Priority of service is established at time of application and does not change during program participation.

Adult Self Sufficiency Rate:

The Grundy Livingston Kankakee Workforce Board has determined that there exists a size group of adults lacking economic self-sufficiency. These individuals earn just enough to be above the federal poverty guidelines, public assistance requirements or any other financial assistance guidelines; however, they do not earn enough to achieve economic self-sufficiency. The Workforce Board has set the self-sufficiency rate to maximize an individual’s ability for skill upgrading, advancement in their career pathways, and achieving financial independence.

In order to better serve the adult population in our workforce area, the Workforce Board will allow adults whose family household income is equal to or below the 200% of the Lower Living Standard Income Level (LLSIL) guidelines to receive WIOA training services. The 200% LLSIL is based on the 100% Lower Living Standard Income released by IL Department of Commerce.

The below table delineates the 200% Adult self-sufficiency household income threshold.

Adult Self Sufficiency: 200% of Lower Living Standard Income Level (LLSIL)

| Size of Family Unit | 100% Lower Living Standard Income Level | Adult Self Sufficiency 200% of Lower Living Standard Income Level |
|----------------------------|--|--|
| 1 | \$14,045 | \$28,090 |
| 2 | \$23,022 | \$46,044 |
| 3 | \$31,599 | \$63,198 |
| 4 | \$39,010 | \$78,020 |
| 5 | \$46,033 | \$92,066 |
| 6 | \$53,845 | \$107,690 |

For family units with more than six more members, add a \$7,812 for each additional member.

Dislocated Worker

Priority of service for individuals funded under Title 1 dislocated worker funds includes Veteran’s priority of service per IL Department of Commerce WIOA Policy 15-WIOA-4.6. No other priority of service policy applies.

Dislocated Worker Self Sufficient Rate

Individuals funded under Title 1 dislocated workers funds that are not earning 90% of their wage at dislocation, and meet all other state and federal dislocated worker eligibility criteria, will be eligible to receive career and training services.



Policy: 15-WIOA-01

Subject: Training Policy for Individual Training Account (ITA)

Effective Date: 7/1/18

Revised Date: 12/15/2015, 6/16/16

Rescission:

Purpose: To determine the training and award guidelines for Individual Training Accounts.

Policy:

1. Customers may only enroll in programs/courses on the Illinois Training Provider Certification list and approved industry sectors as defined by the Grundy Livingston Kankakee Workforce Board under the demand occupation policy
2. All customers are required to apply for Federal and State financial aid if training program accepts federal and state financial aid. Documentation of financial aid determination must be included in all customer files.. Any financial aid awarded will be applied prior to any WIOA funds being expended.
3. ITAs shall be awarded for a maximum of three years during a customer's lifetime unless approval is received for extenuating circumstances from both the Title 1-B Director and the Workforce Board Director.
4. The individual training account (ITA) shall not exceed \$10,000 per customer excluding supportive services unless approval is received for extenuating circumstances from both the Title 1-B Director and the Workforce Board Director. Eligible ITA costs include tuition, and fees.
5. Customers may not change curriculum without prior approval from the Title 1-B Director. Documentation of change approval must be included in the customer file.
6. Customer must provide a copy of grades including withdrawals and drops and/or a certificate of completion to the customer's case manager after the semester/course completion.
7. ITA funds may not be used for customers to retake classes, unless approval is received for extenuating circumstances from the Title 1B Director and documented in the customer file.
8. While attending the training program, customers must maintain a "C" average. If not, they will be put on probation for one semester/term. If their GPA is not brought up during the

probationary period, then the customer will be termed from classroom training and provided other services.

9. Customers who withdraw or do not enroll in classes for two (2) consecutive semesters/terms, excluding summer term, will no longer be eligible for financial assistance and will be referred to other services unless approval is received for extenuating circumstances from both the Title 1-B Director and the Workforce Board Director.
10. Customers will be required to participate in Job Search activities during their last semester/term of training and until employment is secured.
11. Customers who do not have a high school diploma or a GED must establish a plan to obtain their GED prior to an ITA being awarded..
12. Individuals that are issued ITA's for Bachelor degree training programs must research and apply for available scholarships through the training institution to help offset training costs.
13. ITAs will not be awarded to obtain a Master's or Doctorate degree.



Policy: 12-01

Subject: Demand Occupations Policy

Effective date: 9/12/12

Expiration Date: Continuing

Purpose: To set demand occupations in local workforce area #11.

Procedure:

The training provided through Individual Training Accounts is for the sole purpose of facilitating transition into the workforce. All training will be for occupations that are classified as in demand within the area’s labor market and determined to be of priority by the Grundy Livingston Kankakee Workforce Board and in accordance to Department of Commerce and Economic Opportunity Policies.

The approved industry sectors for training are selected based on a variety of labor market studies and other reliable sources including the Workforce Analysis for the Grundy Livingston Kankakee Workforce Board which was completed December 2010 and other labor market information including current and projected openings and associated wages in the area.

To ensure that training remains relevant to the demands of the local labor market, industry sectors approved for training are below.

- | | |
|-----------------------------------|---|
| 1. Manufacturing | 4. Transportation, Distribution & Logistics |
| 2. Biotechnology | 5. Business & Personal Services |
| 3. Healthcare & Social Assistance | 6. Utilities |

Special Training: The Grundy Livingston Kankakee Workforce Board recognizes that there may be requests for training that fall outside the approved sectors. Requests for a waiver to provide special training may be considered. Customers requesting training in sectors not designated as a priority by the Workforce Board, but whose Individual Employment Plan supports pursuit of such training must meet at least one of the following conditions:

1. According to the labor market information, the occupation is projected to experience growth in the next measurable period of time and there are current local job postings (newspaper, Illinois Job Link, or other sources).
2. The customer is planning to relocate to a geographic location where the occupation is in demand.
3. An area employer provides written documentation of support for the need to trained personnel in a particular occupation.
4. A written commitment is provided by an employer to hire the individual upon completion of their training.



Policy: 15-WIOA-10

Subject: Training provider and training program certification and recertification

Effective date: 12/12/17

Rescissions: Local policy 06-002 Training Provider Criteria
Local policy 00-005 Provider Certification Appeals Process

Expiration Date: Continuing

Purpose: To provide information regarding Workforce Innovation and Opportunity Act (WIOA) requirements for the Eligible Training Provider List (ETPL) to provide WIOA funded training.

Policy:

A. General Eligibility of Training Providers

The following outlines the general criteria for a training provider to be considered for initial eligibility, as well as for its training programs. To be eligible to receive funds for the provision of training services:

1. The provider shall be:
 - a. an institution of higher education that provides a program that leads to a recognized postsecondary credential; This may include programs receiving approval or accreditation by the U.S. Department of Education, Illinois Board of Higher Education, Illinois Community College Board, or Illinois State Board of Education;
 - b. an entity that carries out programs registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) as recognized in Illinois by the U.S. Department of Labor (USDOL), Office of Apprenticeship; or
 - c. another public or private provider of a program of training services, which may include joint labor-management organizations; eligible providers of adult education and literacy activities under Title II if such activities are provided in combination with occupational skills training; or programs that have been recognized by the industry as meeting the standards necessary for approval or accreditation, when such standards exist.

2. The provider must have been open for business for a minimum of one year. Open for business is defined as having documented, and provided verification of the following:
 - a. Legal and good standing state registered business
 - b. FEIN

- c. Location including allowing onsite review of facilities
- d. Proof of delivery and outcomes of training services and training related job placement services. This includes providing statistics on the two (2) most recent graduating classes for which they have data, including program completion rate, pass/fail rate on required licensure exams (if any), and job placement rate.
- e. Accrediting body
- f. Credential type
- g. Cost justification
- h. Proof of published program cost and refund policy, This includes providing a billing schedule and fee structure, i.e. monthly versus quarterly, credit hour versus clock time, and whether payments are expected monthly, by semester, annually, up-front, etc.

B. All Registered Apprenticeship (RA) programs registered with USDOL, Office of Apprenticeship or a recognized state apprenticeship agency are automatically eligible to be included as an eligible training provider so long as they show interest in being added to the Eligible Training Provider List (ETPL) and the following process is completed:

1. Registered Apprenticeships must indicate their interest in being included on the ETPL.
2. An RA may contact its Local Workforce investment Area (LWIA) or State of Illinois, Office of Employment and Training to indicate its interest in being included on the ETPL.
3. Local workforce area (LWA) must notify Department of Commerce, Office of Employment and Training (OET) in writing of all registered apprenticeship programs that have shown interest in being included on the ETPL.
4. The following information is required for inclusion on the ETPL and should be provided for all programs of the RA:
 - a. Occupations included within the RA program(s);
 - b. Name and address of the program(s) sponsor;
 - c. Name and address of the Related Technical Instruction Provider(s), and the location(s) of instruction, if different from the program sponsor's address;
 - d. Cost of the program(s);
 - e. Method and length of instruction; and
 - f. Number of active apprentices in each program.
5. Registered Apprenticeship program sponsors that do not provide the Related Technical Instruction portion of the apprenticeship program (as outlined above) may be required to provide additional information about their education provider.
6. A Registered Apprenticeship program expressing interest in being included on the ETPL will be added on a statewide basis; thus, if it has multiple locations, the RA would only need to show interest once, but must still provide information on every program it is providing.

C. Initial Eligibility, except Registered Apprenticeships (See Section B). New training providers must apply for Initial Eligibility in accordance with the following:

1. Applications for initial eligibility must be submitted according to the geographical location of the training program.
 - a. Training programs located within LWA #11 must initially apply with the Grundy Livingston Kankakee Workforce Board (Workforce Board) for eligibility.
 - b. Training programs offered in multiple LWAs and identical across each of the LWAs must initially apply to the Local Workforce Board in which the training provider has identified as its headquarters and/or primary location.
 - c. Training programs offered in multiple LWAs - but the program is not substantially the same across the various LWAs - must initially apply to each Local Workforce Board in which the training program is offered.
 - d. Training programs located out-of-state or not offered at a physical location (e.g., distance learning) must initially apply to the Local Workforce Board from which it anticipates receiving the most students. Out-of-state training providers will be considered for approval only when it has been established that no other compatible training is available in Illinois, or it has been documented by an assessment of the client needs that it would be in their best interest to attend the out-of-state provider. Additionally, the out-of-state provider MUST show proof of currently being recognized as an approved training provider by the WIOA program in its home state.
 - e. A training provider is prohibited from applying for training program eligibility in LWA#11 if the program site is not geographically located within LWA #11, unless the LWA in which the program is located denies eligibility or fails to act on the application within 30 days of the date of application.
2. The specific training provider and training program performance data as outlined in Section J must be provided to the Board, when available.
3. The training provider's program must lead to placement in a Demand Occupation as identified on the Demand Occupation Training List for the Northeast and North Central Economic Development Regions. Occupations associated with eligible training programs can only be selected from those available on the demand occupation list. In addition, all programs must lead to training related jobs and the attainment of an occupational skill certification, industry recognized credential, and/or licensure.
4. The training provider has provided the following assurances that it will comply fully with all non-discrimination and equal opportunity provisions of the laws listed below:
 - a. WIA Section 188, which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIA Title I financially-assisted program or activity;
 - b. Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the basis of race, color and national origin;
 - c. Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities;
 - d. The Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination against qualified people with disabilities;
 - e. The Age Discrimination Act of 1975, as amended, which prohibits

- discrimination on the basis of age;
 - f. Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs; and
 - g. 29 CFR Part 37 and all other regulations implementing the laws listed above.
5. The training provider must gather all of the mandatory information found in Attachment A - Requirements for Training Program Eligibility prior to program entry into the Illinois Workforce Development System (IWDS) for review.
 6. Once a training provider has received access to IWDS from the Board the training provider should begin adding training programs into IWDS to be determined eligible and add contacts for each training program
 7. In addition to applying for program approval, the Workforce Board reserves the right to complete an interview and/or an on-site visit to discuss the following:
 - a. Physical location and ADA compliance
 - b. Qualifications of instructors
 - c. Accessibility and Equal Opportunity compliance
 - d. Student to teacher ratio
 - e. Curriculum structure
 - f. Placement outcomes and salary expectations of graduates

D. Continued Eligibility Process

1. The Workforce Board must receive the training provider's intent to apply for continued eligibility of a training program or programs within 90 days of eligibility expiration.
 - a. The training provider expresses intent for continued eligibility of a training program by resubmitting the Training Program Basic Information application using the state workforce development system which is currently IWDS.
2. The Board may grant continued eligibility to a training program based on the following:
 - a. State and local eligibility criteria are still being met;
 - b. State and local performance criteria have been met;
 - c. One or more O*Net codes associated with the training program remain on the current Demand Occupation Training List;
 - d. The training provider has maintained timely updates in the Illinois Workforce Development System of information on the training program; and
 - e. Other conditions which the Board considers necessary for continued eligibility are being met.
3. Programs that fail to apply for continued eligibility during the appropriate period may not be able to re-apply for eligibility for a period of one-year from their original anniversary date.

E. Eligibility and Continued Eligibility Timeline

1. The Workforce Board will determine if a program is eligible/re-eligible within 30 days of the application and entry of programs into IWDS.
2. If the Board (or Program Operations subcommittee) fails to make a determination (or denies eligibility/re-eligibility) of the program within 30 days of the application, the

following actions will occur:

- a. The program is placed in a "capture list" on IWDS unless it was denied "for cause".
 - b. Training programs that are placed on the capture list are available for 120 days to be selected by another LWIA and determined eligible by their LWIB. Once the 120-day period passes, the training program will be removed from the capture list.
 - c. Training programs that did not meet the state performance criteria (as outlined in Section J) or were denied "for cause" will not be placed on the "capture list" and cannot be determined eligible as an approved training program for a period of two (2) years.
3. The Workforce Board will notify the training provide if a program does not meet all of the mandatory criteria for initial or continued eligibility or is not accepted within 30 days for some other reason, the training provider can:
 - a. appeal its acceptance status in accordance with Section H and if accepted, the program will be registered on IWDS and given full eligibility status, as long as the application process has been completed; or
 - b. wait 30 days from denial of acceptance by the Board and reapply with another LWA.

F. Training Provider or Training Program Change in Information

1. Training programs are subject to renewal of eligibility status by the Workforce Board, or Program Operations subcommittee, whenever significant information for the training provider or training program has changed. Significant information includes all of the "mandatory" fields on the Training Program Basic Information record in IWDS.
2. Change(s) in any significant information must be entered in IWDS within ten (10) business days.
3. Submission of a change in significant information indicates a training provider's intent to renew eligibility and prompts the same requirements as under the current eligibility determination.

G. Denial or Revocation of Eligibility.

1. The Workforce Board has the authority to deny approval of initial or continued eligibility or revoke the status of eligibility, and remove it from the eligible training provider list for a training provider or for a training program under the following circumstances:
 - a. Its annual performance fails to meet the minimum standards set by the State of Illinois or the Board for the WIOA performance measures; (Note: At the time of issuance of this policy letter, the State of Illinois has not set minimum performance measures other than the requirement to provide performance data).
 - b. If it is determined at any time that the training provider intentionally supplied inaccurate information in its application for eligibility or continued eligibility;
 - c. The training provider substantially violated any requirement under WIOA or WIA; or
 - d. The training provider voluntarily chooses to cease being an eligible training provider or goes out of business.
2. Training programs that are removed from the eligible training provider list (ETPL) because of a failure in performance shall remain off the list for a period of not less than one year at which time the training provider may re-apply for continued eligibility of the program.

3. Training programs that have been removed from the list of approved training programs based on the reasons found in Section G.1.b. or Section G.1.c. above:
 - a. Shall remain off the ETPL for a period of not less than two years at which time the training provider may reapply for eligibility of the training program;
 - b. May prompt the revocation and removal of all other training programs of the training provider for a period of no less than two years as determined by the Workforce Board; and
 - c. May result in the following actions being taken against the training provider:
 - 1) The eligibility of the training provider may be revoked;
 - 2) The eligibility of the training provider to receive funds for the program in question may be terminated;
 - 3) Any disallowed costs may be recovered; and
 - 4) The State of Illinois or the Workforce Board may take any other action it deems appropriate.

4. LWAs shall cease to enroll customers in a training program that has had its eligibility revoked.
 - a. Customers who have already been enrolled in such training programs shall be allowed to remain through completion.
 - b. If it is deemed necessary to immediately close a training program (for such reasons as the training provider committed egregious violations or went out of business) the customers of such program(s) should be provided the opportunity to enroll in a similar program.

H. Notification and Appeal Procedures for Training Providers Denied or Revocation of Eligibility

1. If a training program is denied or revoked its initial or continued eligibility the Workforce Board will notify the provider in writing of its decision within seven (7) days of the decision via registered mail.

2. The training provider has twenty-one (21) days, from the date of receipt of the notice of denial or revocation of eligibility in which to file an appeal in writing via registered mail to the Workforce Board. The appeal must include the following information:
 - a. A statement that the training provider is appealing the denial or revocation of its eligibility;
 - b. The reason(s) the eligibility should be granted;
 - c. Contact information for additional information; and
 - d. The signature of the chief executive of the training provider.

3. The Workforce Board or the Program Operations subcommittee will review the request for appeal within twenty-one (21) days of its receipt.
 - a. If an administrative error was made or if additional information submitted by the training provider changes the basis upon which the original decision to deny or revoke eligibility was issued, the decision may be reversed and the training program(s) granted the eligibility for inclusion on the eligible training provider list (ETPL).
 - b. If the Workforce Board or Program Operations Subcommittee reverses its decision, it will notify the training provider of its action in writing within seven (7) days. The Board

will also forward a request to OET for inclusion on the ETPL.

- c. If the Workforce Board or Program Operations Subcommittee does not reverse its decision to deny or revoke eligibility and inclusion on the ETPL, it shall notify the provider in writing via registered mail within twenty-one (21) days from the receipt of the request that the program(s) was not determined eligible. The notice will include information about the opportunities for the provider to appeal its denial of eligibility with OET. A copy of the letter will be forwarded to OET.
4. A provider has twenty-one (21) days from the receipt of the final decision by the Workforce Board to appeal the denial or revocation to OET.
 - a. OET will have thirty (30) days to complete its investigation into the matter, gather additional information from the affected local workforce board(s) (LWB) file and from the provider (such as the completed local appeal), and issue a final determination of eligibility.
 - b. During this time period, OET will convene a meeting with the affected parties, if requested.
 - c. This final determination will be forwarded to the training provider and the Workforce Board in writing.
 - d. If OET overturns the decision of the Board, the program will be included on the ETPL within seven (7) days.
 - e. OET will not make a final decision to overturn the decision of the Workforce Board without convening a meeting with all of the affected parties.

I. Reinstatement on the Statewide List

1. Since it is possible for a training provider, which was not provided eligibility or continued eligibility due to failure in performance, to improve upon its overall performance and otherwise rectify any other conditions of their denial or revocation as an eligible training provider, a provider may reapply for eligibility after one year from its removal following the same process and requirements for initial eligibility and the following:
 - a. The training provider must comply with the requirements for initial eligibility;
 - b. The training provider must demonstrate it has corrected all performance and other deficiencies which resulted in their removal from the ETPL;
 - c. The training provider must demonstrate program quality with at least one year of performance information; and
 - d. The Workforce Board must determine eligibility of the program and submit it for reinstatement on the ETPL.

J. Performance Measures

All eligible training providers are required to provide basic performance data, when available, on their training programs in order to be approved for initial eligibility or continued eligibility (NOTE: *At the time of issuance of this policy letter, the State of Illinois has not set minimum performance measures other than the requirement to provide performance data. However, all training providers are encouraged to begin development of a process to comply with this policy that would include a plan for identifying all students enrolled in a program of study and capable data system to track the performance of such enrollees. Further guidance from the state will provide more detail as it becomes available.*)

1. The specific training provider and training program performance information for ALL students of the program shall be provided. The following ALL student performance data

should include both WIOA and non-WIOA students:

- a. Total number of students for this training program;
- b. Total number of exiters (defined as those students who completed, withdrew or otherwise are no longer enrolled in the program of study or equivalent and have no planned gap in service and no future services planned, excluding follow-up) in this training program;
- c. Number of exiters who are employed during the second quarter after exit quarter;
- d. Number of exiters who are employed during the fourth quarter after exit;
- e. For all exiters in a program of study where a wage match occurred, the median wage earned in the second quarter after exit;
- f. Credential Rate for exiters for this training program;
- g. Employment Rate Q2 – completers (defined as a student who successfully completed the program of study in which they were enrolled);
- h. Employment Rate Q4 – completers;
- i. Median Wage Q2 – completers; and
- j. Number of students who began the program of study compared to those who completed the program of study.

2. The performance data required shall be entered into the state workforce development database which is currently IWDS.

4) Monitoring and Oversight. All programs approved for either initial or continued eligibility status will be subject to routine monitoring by the Workforce Board and OET.

1. The Workforce Board, or its' designee, is required to conduct annual monitoring of all eligible training providers and their eligible training programs. The Board/designee, at a minimum, will:
 - a. Ensure all eligible training providers have maintained all criteria for which they were determined eligible;
 - b. Reaffirm that a training program is still accredited or the accreditation has been renewed;
 - c. Ensure all eligible training program basic information is current;

5) ATTACHMENTS

Attachment A: Requirements for Initial Eligibility and Continued Eligibility of Training Providers and Training Programs under WIOA Title I.

Requirements for Initial Eligibility and Continued Eligibility of Training Providers and Training Programs under WIOA Title I

A Training Provider must utilize the following guidance when applying for initial eligibility or continued eligibility of a training program. Only eligible training providers may submit an application for training programs. It is the local workforce innovation area's (LWIA) responsibility to inform and assist training providers in completing these steps to ensure they properly complete the application for eligibility.

- A. Once the LWIA has provided the training provider with the web address to the Illinois Workforce Development System (IWDS) (<http://iwds.state.il.us>), a user ID for the primary contact of the training provider and a temporary password will be emailed to the contact listed on the training provider. The training provider must then log into the system to begin adding additional locations, additional contacts, and/or training programs.
- B. The LWIA must verify that the training provider has entered all of the required data elements for each training program for which they are applying. Data elements are entered on the "Training Program Basic Information" record in IWDS. The following data elements must be verified:

(Note: Items with * are mandatory items, items with ** are mandatory items that prompt an automatic eligibility determination if changed.)

- ** Program Name (should match the name found in a course catalog for the training provider, if published).
 - a. ** Program Description (detail should be provided to assist the LWIA in determining the proper classification of Instruction Program Code (CIP));
 - b. ** 6-digit CIP code;
 - c. **O*Net code(s) that identifies the occupation the eligible training program leads to;
(Generally, the LWIA must complete **b & c** as the Training Provider does not know the proper code); and
 - d. * Website link to additional program information.
- Is this a credit hour program? If yes, how many credit hours for program completion? What is the curriculum code for this program (if one exists)?
- * How many weeks does it typically take to complete the program?
- * What are the total hours of instruction/classroom/lab time?
- * Other than employment, what is the primary goal of the program? (i.e., Associates Degree, Bachelors Degree, etc.) If other than listed, specify.

If Certification, License, or Registration, what is the name of the certifying, licensing, or registering body?

- * Identify up to three occupations for which the individual will be qualified to immediately hold after completing this program.
- What are the program offerings? (check all that apply)

| | | |
|-------------------------|-----------------------|-----------------|
| Full-Time Enrollment | Part-Time Enrollment | Internships |
| Non-English Instruction | Classroom Instruction | Labs |
| Weekend Classes | Night Classes | Day Classes |
| Internet Instruction | Open Entry/Exit | Other (Specify) |
- What are the entry level requirements of the program? (check all that apply)

| | |
|------------------------|-------------------------|
| Drug/Alcohol Screening | Language (Specify) |
| HS Diploma/GED | Writing (Specify) |
| Physical Exam | Prerequisites (Specify) |
| Math (Specify) | Other (Specify) |
| Other (Specify) | |
- ** What is the total cost of this program? (round to the nearest dollar amount)

| |
|---|
| Tuition |
| Books |
| Fees |
| Tests |
| Other Expenses (Materials, Supplies, Tools, Uniforms, etc.) |
| TOTAL COST |

Ensure the "Calculate Totals" field is selected to update the total cost of the training program.
- Types of financial aid available (check all that apply)

| | |
|--------------------------------------|---------------------------------|
| Pell Grants | Illinois Monetary Award Program |
| Federal Loans (Stafford, PLUS, etc.) | Institutional Scholarships |
| Other (Specify) | |
- * What year was the program established?
- * Please put a check in the box of each location where this training program is offered.

If all locations for which the training program are not listed, use the "Add Location" field to add additional locations.

Note: Before adding a new location, the LWIA must ensure the location does not currently exist in IWDS. The LWIA should check variations of the location name when verifying this.

- * Has the provider given assurance and certification that their agency fully complied with the nondiscrimination, equal opportunity, and disability provisions of the Workforce Innovation and Opportunity Act?
(This must be answered with a Yes to be determined eligible.)
- * Is this facility and programs accessible to all people with a disability? (29 CFR 32.3)
(This must be answered with a Yes to be determined eligible.)
- Please describe the application procedure for this program. Include in this description any documents or materials that the customer should bring when applying for this program.

"Submit" should then be selected to submit the application for approval. "Save, but don't submit" should be selected if additional information needs to be entered before the application is sent for approval.

- C. The LWIA must verify that the training provider has entered all of the locally required data elements for each training program for which they are applying. Data elements are entered on the "Training Program Local Information" record in IWDS. Local workforce innovation boards (LWIB) have the discretion of requesting additional information on training programs in addition to the required information found in Section B. above.
- D. Once all information has been verified by the LWIA, they must submit it to the LWIB for review and approval.
- E. Once approval has been given by the LWIB, the LWIA must return to the Training Program Basic Information record and complete the following fields:
- *Initial Criteria Status* - Should be changed to "Accept".
 - *Program Status* - Should be changed from "Pending" to "Approved".
 - *Initial Eligibility Date* - Should be the date the LWIB approved the program.
 - *Last Eligibility Date* - This is a system generated field and will be the date the program was provided continued eligibility by the LWIB (for new programs, same as Initial Eligibility Date).
 - *Next Eligibility Date* - Should be the next date for continued eligibility in agreement with LWIB, LWIA, and training provider, but in no case more than one (1) year from the initial eligibility date or two (2) years from the continued eligibility date recorded for the training program.
NOTE: Under the Transition Policy, the expiration date was extended until June 30, 2016 for all current training providers and training programs that were determined eligible or certified under WIA.
- F. The LWIA must produce a periodic report of eligible training programs and check their status. If any training programs' status is listed as "Pending Continued

Eligibility", the training program must be reviewed and sent for continued eligibility. This may occur because the training provider changed information within the "Training Program Basic Information" record that prompts a new eligibility determination (as outlined in Section B above) or the training program's eligibility date has passed.

- The LWIA should produce the report frequently enough to:
 - a. Ensure they identify ALL programs needing continued eligibility prior to their continued eligibility date;
 - b. Provide the training provider with a notice of any upcoming training programs requiring continued eligibility (and update of information, if necessary); and
 - c. Ensure they provide sufficient time to:
 - Review the training program information to ensure it is current;
 - Send the training program to the LWIB for review and approval; and
 - The LWIA can update the "Training Program Basic Information" record prior to the system automatically removing it from the list of approved training programs.
- G. The LWIA must send ALL training programs with a "Pending Continued Eligibility" status to the LWIB (or the committee of two (2) or more individuals as designated by the LWIB) for review and approval.



Policy: 15-WIOA-07

Subject: Incumbent Worker Training (IWT) Program

Effective Date: 12/20/16

Rescissions: Policy 08-001 Employer Training Funds

Expiration Date: Continuing

Under WIOA, the local workforce board has the authority to allocate a portion of adult and dislocated worker funds for incumbent worker training (IWT) programs. Incumbent worker training is an important business services initiative that is designed to benefit business and industry by assisting with existing employees' skill development and by increasing employee productivity and company growth.

This policy will enable the local workforce area to create a number of positive outcomes including:

1. Improving the alignment of existing workers' skills with job requirements;
2. Providing individuals access to new career opportunities within a business;
3. Encouraging the retention of existing personnel who otherwise may become dislocated because of skills deficiencies and increasing the wages of trained workers;
4. Creating new opportunities for entry-level workers through the promotion of existing workers; and supporting the overall enhancement of local and regional economic development efforts.

A. *Employer Eligibility Requirements*

Potentially eligible employers able to participate in IWT contracting include: private-for-profit businesses and private non-profit organizations. Employer must be in the targeted industries identified by the Workforce Board which are Healthcare, Manufacturing, TWDL (Transportation, Warehousing, Distribution & Logistics), Business & Personal Services, and Utilities.

An employer will NOT be eligible to receive IWT training reimbursements if:

1. The employer has any other individual on layoff from the same or substantially equivalent position.
2. The IWT would infringe upon the promotion of or displacement of any currently employed worker or a reduction in their hours.
3. The same or a substantially equivalent position is open due to a hiring freeze.
4. The positions are for seasonal employment.
5. The position is not full time.
6. The employer must not have laid off workers and relocated within 120 days of receiving incumbent worker training services.

B. *Employer Share of Training Costs*

Employers participating in incumbent worker training must provide a match. The employer match may be provided in cash or in kind and may include the wages paid by the employer to an employee while the worker is attending the incumbent worker training program. The employer match is based on the size of the company as follows:

1. 50 or fewer employees = 10% match
2. 51 – 100 employees = 25% match
3. 101 or more employees = 50% match.

Employer size is determined by the number of employees at the time of the execution of the Incumbent Worker Training contract

C. *Approval*

Incumbent worker training projects will be reviewed by an ad hoc team of Workforce Board members. The team will make a recommendation on funding each proposal. IWT projects less than \$20,000 and approved by the ad hoc team will be executed with the employer. An IWT project which exceeds \$20,000 will be presented to the Workforce Board for approval.

The types of training which may be funded include, but are not limited to technical skills training, occupational skills training which may include industry or company specific skills, or computer based software skills.

IWT training will not be approved for mandated safety training (OHS and other), English as Second Language training, non job related training, personal development courses, basic skills or remediation training.

D. *Extenuating Circumstances*

Exceptions can be made by the Workforce Board Executive Director and Workforce Board Executive Committee on a case by case basis.



Policy: 15-WIOA-08

Subject: Procurement Policy

Revised Date: March 20, 2018

Effective date: 12/20/2016

Rescissions: Policy 13-01 Procurement Policy

Expiration Date: Continuing

Purpose: To provide guidance to the Grundy Livingston Kankakee Workforce Board and Workforce Board Staff regarding the federal regulations which govern the procurement of goods and services with Workforce Innovation and Opportunity Act (WIOA) funds.

The aim of this procurement policy is to incorporate and comply with federal procurement regulations and policies, specifically Uniform Guidance 2 CFR 200.

Procedure:

Micro-Purchase Procedures:

(a) Micro-purchases are defined as the acquisition of supplies or services with the aggregate dollar amount does not exceed \$3,500. Micro-purchases may be awarded without soliciting competitive quotations if the price to be reasonable.

Small Purchase Procurement Procedures:

(b) Small Purchases are defined as a simple and informal procurement method for securing services, supplies, or other property that does not exceed in the aggregate twenty thousand dollars or less. (\$20,000.00).

1. All small purchases that exceed the three thousand five hundred dollars (\$3,500), but do not exceed twenty thousand dollars (\$20,000), require a minimum of three (3) written, email or telephone quotes, and shall purchase the item(s) based upon the lowest responsive bid received. The written quotes, emails or notes of the telephone quotes will be used as documentation and shall be maintained as a record of the procurement.

Sealed Bids Procurement Procedure

(a) Sealed Bids is defined as bids that are publicly solicited for which a firm-fixed-price contract (lump sum or unit price) or other fixed-price arrangement is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the Invitation for Bids is the lowest price. This method is generally used for purchases

from vendors for commodity-type goods/services that are widely available in the marketplace (e.g. computer equipment, furniture, vehicles).

- (b) Sealed bids can be used for procuring goods/services that exceed twenty thousand dollars (\$20,000).
- (c) The contents of these bids, upon receipt by the solicitor, are sealed. A predetermined time and place must be indicated on the invitation and/or request for bid as to when and where the sealed bids shall be opened. In most cases, the general public shall be invited to witness the opening of the bids, and the review shall be completed by more than one individual to ensure accuracy.
- (d) A fixed-price award will be made to the lowest, responsive, and/or responsible bidder.
- (e) Documentation must include, at a minimum:
 - 1. A copy of the formally advertised bid;
 - 2. The vendors receiving Invitation for Bids by request, and through a qualified bidders list;
 - 3. The publication notice(s);
 - 4. Documentation of all the bids that were received; and
 - 5. A statement on file detailing (if applicable) the reasons for rejecting the lowest bid.

Request for Proposals Procurement Process

- (a) Request for Proposals (RFP) is defined as competitive proposals that are used when there is more than one prospective bidder submitting an offer, the lowest price is not necessarily the determining factor, and either a fixed-price or cost reimbursement type award is made. The competitive method must also meet the generally prescribed standards for “full and open competition”. The bid evaluation factors should focus primarily on, but not exclusively, the proposal’s approach, program design, innovation, coordination, and a thorough knowledge of the regulations and/or standards directly related to the goods and services proposed.
- (b) Request for proposals should be used for procuring goods/services that exceed twenty thousand dollars (\$20,000).
- (c) The CEOs for Local Workforce Area #11 may, at any time, request to the Executive Committee that an RFP be released for any goods or services.
- (d) The decision to release an RFP must be approved at a regularly scheduled meeting of the Executive Committee. If the timeline for release of the RFP warrants, a special meeting of the Executive Committee may be called in accordance with the provisions of the Illinois Open Meetings Act to make such decision.
- (e) Any RFP release must then be approved by the Workforce Board, including the timeline for release, review, and award of contracts.
- (f) The RFP must contain a clear and accurate description of the technical requirements for the material, product or service to be procured, must contain identification of all requirements which the offerors must fulfill, and must contain identification of all other factors to be used in evaluating the bids or proposals.
- (g) A review team of no less than four (4) individuals shall make a recommendation for award of a contract under each RFP.
 - 1. The individuals chosen to serve on the review team must include, at a minimum, one (1) Workforce Board staff member, one (1) Workforce Board member, and one (1) representative of Kankakee County.

- (h) At a minimum, the RFP file must contain:
1. A copy of the solicitation package;
 2. A copy of the public notification must denote the following:
 - i. The name and location of the entity requesting proposals;
 - ii. Location and procedures by which the RFP specifications can be obtained;
 - iii. The date and time not later than which responses must be received by the requesting entity; and
 - iv. The date and time that the responses will be opened.
 3. A bidders' list of which notices of the RFP were mailed.
 4. An agenda and minutes of a bidders' conference, if held;
 5. Written responses to all clarifying questions received outside of the bidders' conference.
 6. A copy of each proposal received.
 7. A Rating and scoring sheets completed in the evaluation process. Evaluation scoring sheets may include:
 - a. Experience of Organization/Technical qualifications
 - b. Effective Program Design
 - c. Ability to serve target population
 - d. Ability to meet program goals
 - e. Necessity and Reasonableness of Budget Items t
 - f. Satisfactorily financial procedures
 8. A documentation of the determination of demonstrated performance
 9. Documentation of the rationale for selection and funding of any proposal that did not receive the highest score/ranking in the evaluation process.
 10. A completed price analysis for each selected bidder, and a cost analysis when required;
 11. A copy of any submitted grievances and the resolution of each.

Noncompetitive (Sole Source) Procurement Procedures

- (a) Noncompetitive proposals (sole source) are those obtained through solicitation of a proposal from only one source, the funding of an unsolicited proposal, or, after solicitation of a number of sources, competition is determined inadequate.
- (b) This method of procurement should be used as a last resort. The use of sole source procurement must be justified and documented.
- (c) Sole Source may only be used when the award of a contract is infeasible under small purchase, sealed bid, or competitive policies and one of the following circumstances applies.
 1. The item or service is available only from a single source;
 2. The public exigency or emergency need for the item or service does not permit a delay
 3. The State authorizes a noncompetitive proposal;
 4. After solicitation of a number of sources, competition is determined inadequate.

One Stop Operator

The Workforce Board must select a One Stop Operator through a competitive process, as required by §121(d)(2)(A) of WIOA. The competitive process must be conducted no less than every four (4) years and will be procured using the request for proposals procurement process.

Price Analysis

Price Analysis is the process of examining and evaluating a price. The sole purpose of a price analysis is to determine if the final price is fair and reasonable.

All procurement in excess of twenty thousand dollars (\$20,000) is required to perform a price analysis. Recommended processes for comparisons are:

1. Comparison of prices of competing offers and selecting best price;
2. Comparison of prior quotes and contracts for the same or similar requirements, taking into account inflation;
3. Comparison of offers to parametric estimates or benchmarks (e.g. dollars per square foot or cost per instructional hour).
4. Comparison of offers to an independent agency estimate