

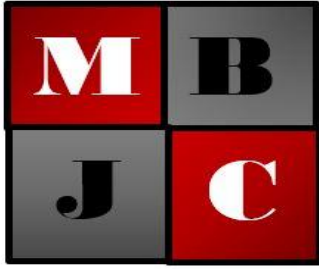
Workforce Innovation Area #22 (LWIA #22) Local WIOA Plan PY 2020 - PY 2024

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**Madison-Bond-Jersey-Calhoun
Workforce Innovation Board
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CHAPTER 4: OPERATING SYSTEMS AND POLICIES – LOCAL COMPONENT

This chapter provides an overview of all the operating systems and policies within the Local Workforce Innovation Areas (LWIAs). LWIAs must incorporate key documents into the plan that describe the one- stop delivery system and the services that are provided by the workforce partners.

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 #22's **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 #22's **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 modification to the Service Integration Action Plan are incorporated by reference into this plan.

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

- **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)).**

Our comprehensive center and our two access centers will continue to utilize the Illinois Workforce Development System (IWDS) for intake, case management, and to track resource room usage. In keeping with a team approach and a seamless service delivery, LWIA #22 hired and trained a Career Navigator to act as a liaison between the customer and partner programs, pending approval of the DCEO technical assistance grant in our area.

- **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)).**

LWIA #22 facilitates access to services through the marketing of center services and events through social media outlets such as Facebook, Twitter and LinkedIn, as well as through established community partnerships. Email blasts, website information, conference calling, E-newsletters, Chamber meetings, printed materials, job fairs, career fairs, webinars, and community meetings are additional means to “get the word out”. In addition, partner staff representatives attend five social service community groups for many years: the Madison County Continuum of Care Partnership to End Homelessness; Madison County Transition Planning Committee; the Latino Roundtable of Southwestern Illinois; Dream Center of Alton and the Madison County Community Collaboration. These community groups have circulated information on the one-stop delivery system to both their members and the general public. To increase equitable access further, we will also explore offering services remotely when appropriate and accessible by clients-to both job seekers and employers.

As part of the 2022 modification, describe how lessons learned about the remote delivery of services during the COVID-19 National Health Emergency will be adapted into operations over the next two years.

WIOA orientations are now done remotely, workshops may be conducted on YouTube, and canned orientation videos are sent to customers. TABE/CASAS with Lewis and Clark College are done remotely. Zoom and virtual meeting platforms have been more effective and have better attendance.

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 the following, noting significant implications of the COVID-19 National Health Emergency where applicable (§ 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));**

In order to expand access to these services, particularly to eligible individuals with employment barriers, LWIA #22 will:

- Engage employers and use labor market intelligence in determining and providing training and hiring options in their industry sector.
- Develop and implement more earn-and-learn job opportunities with employers through on-the-job training, paid work experience and apprenticeships.

- Measure and evaluate employment gained by program enrollees and earnings outcomes to determine their effectiveness.
- Promote competency attainment in industry sectors with training skills.
- Leverage resources and collaborate with core and other partners to expand services to those with barriers to employment.

Madison County Employment and Training hosted a Ready to Work Madison County Expungement Day on September 27, 2019. Pro Bono lawyers, Madison County Circuit Clerk's Office, Madison County judges, Land of Lincoln Legal Aid and volunteers from the L&C paralegal program assisted 80 people. As of this date, a total of 25 felons have had their records either sealed or expunged. During 2021, Land of Lincoln and the Job Center hosted a second event, the Jersey County Expungement Day, on October 14 in the Auditorium of the Jersey County Government Building. At this event, people with Jersey County criminal records were able to get assistance with completing expungement/sealing petitions.

IDES will continue to conduct weekly Career Planning and Employment Workshop Series at Illinois Youth Center Pere Marquette Grafton, Illinois. IYC-Pere Marquette is a level three, minimum security male facility with an open campus. It is the first step-down juvenile facility totally dedicated to reintegrating the youth back into the community. The Career Planning and Employment workshop series provide the youth the opportunity to participate in discussions regarding career and employment, as well as complete assignments, use websites and review material provided to expand their knowledge of potential career paths and employment opportunities. The goal is for the youth to be able to make educated decision about their futures. The series is interactive requiring youth participation and last 6-8 weeks. In addition, eligible and interested youth from IYC-Pere Marquette participate fully in L & C's Building Futures YouthBuild effort (described in the next section). Youth are transported to L&C's Scott Bibb Center to complete their HSE (High School Equivalency) and participate in Career Pathways training. This partnership has demonstrated reduced recidivism for participating youth.

- **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;**

Local adult education programs across LWIA 22 are adept at using Integrated Education and Training models that promote High School Equivalence attainment and English language acquisition while simultaneously participating in training that produces industry-recognized

credentials. One example is Lewis and Clark Community College's (L&C) Scott Bibb Center (SBC), located in the heart of Alton, which houses the college's YouthBuild, Highway Construction Careers Training program, and various adult education initiatives in what has become a perfectly located "First Step" for students. L&C Adult Education staff has learned from the YouthBuild model that by creating a well-supported first semester where they work on both academics for their High School Equivalency or basic skills acquisition while also participating in hands-on training, students are more prepared to persist and be placed either into further education or into employment. L&C First Step currently offers three in-demand pathways: 1) ICAPS Construction where they receive the HBI-PACT industry-recognized credential and then transition into Solar Installation and the NABCEP certification or L&C's Competency-Based Welding or more advanced construction training; 2) Warehousing where they receive a Forklift credential and potentially transition to L&C's Truck Driver training program to earn a CDL; and 3) ICAPS Certified Nurse Assistant where they receive their CNA certification. L&C is in the process of redesigning a fourth option, ICAPS Computer Careers pathway, where students earn Microsoft Suite certifications and then transition into either IT or Web Design courses offered by L&C. The SBC is on the bus line and accessible for students from Alton and from across the district. Housing the "First Step" at the SBC provides easier access for students while allowing the Adult Education Division to surround them with support while they participate in innovative training. However, we support students at the L&C Campus as well with supported Integrated Education and Training or ICAPS models in Welding, Automotive Technology and Health Sciences Certified Nurse Assistant programming. In fact, we can customize IETs or ICAPS programming around most of L&C's career programs. Students attending on campus or at any of the college's locations also have Pathway Advocates who support them as they move through college coursework. This also includes a transition course as students finish their first semester in each pathway to ensure that they understand how to navigate their next step whether it is employment or further training. This relationship with their Pathway Advocate who is familiar with college and partner supports will continue to support students as they transition. Students will learn that pathways have on and off ramps; if they do need to go to work, they will also understand how to return to college for further education to move them further along the pathway. This includes service integration components and the ability to serve our rural as well as our urban students.

We also offer "Ability to Benefit" for students who have not finished high school. Here is the technical description: Ability to Benefit (ATB), a provision of section 484(d) of the Higher Education Act (HEA), aids in equity of access to Federal Financial Aid for adult learners lacking a high school diploma. The ATB provision allows eligible adult learners who are participating in a career pathway program as amended in Public Law 114-113 under section 484(d)(2) of the HEA to align with the definition of Section 3 of the Workforce

Innovation and Opportunity Act (29 U.S.C. 3102(7)) at a Title IV eligible institution to have access to financial aid. The purpose of Illinois' Ability to Benefit State-Defined Process is to increase access to federal financial aid for eligible adults without a high school diploma, who with proper support can be as successful as their peers in postsecondary credential and degree completion. Basically, students can access PELL funds if they are in a "Career Pathway program" by testing at a certain level on the College Placement Test or by have passing grades in 6 college credit hours. It can play a role in reducing barriers to participation by creating a path to college without having to pass the HSE or GED test which can be a barrier for some students. Otherwise, PELL is not available to students without a high school diploma, and they would typically have no way to pay for college while finishing their HSE. It also allows students to take college WHILE finishing up the HSE/GED which can accelerate college or credential completion.

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

Lewis and Clark Community College operates one of the state's most successful dual credit programs. This includes both general education courses and career and technical education courses. These help all high school students to get a jump start on getting college degrees in high demand fields. L&C offers CTE courses in a couple of formats. In the past the most likely format was for students to enroll in courses, like Welding or Automotive Technology at the high school and then those courses would go toward their college degree. Currently L&C is working with Edwardsville High School so that high school students can attend L&C and the Process Operations Technology courses on campus. This gives students direct access to the campus' technology and allows high school students to explore available high demand programs. Promoting this type of high school dual credit programming gives high school students access to all of the programs at the college in all sectors and could be scaled up to colleges and high schools across the area.

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

Currently local colleges in the region rely on partnerships with high schools, sharing information via college catalogs on websites and word of mouth to inform students about the availability of Prior Learning Assessments and/or Credit for Prior Learning. The Local Board could support increasing marketing efforts around such things as improved use of technology, nurturing strategic partnerships with local businesses or military personnel, or through a more structured approach to academic planning and orientation. For instance, on the home page of Madison County Employment and Training's website, there is a button that

links to their Pre-Application Survey that, upon completion, automatically transports in an email to staff. Recently, Madison County Employment and Training developed a universal email address for inquiries. They have also added QRL codes on all their marketing materials.

- **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;**

We are fortunate to have as partners in the one-stop system Illinois Department of Human Services and Caritas Family Solutions, who work with such segments of the population.

The local Illinois Department of Human Services (DHS) office in East Alton work with the ABAWDs in the local area. An ABAWD is a person between the ages of 18 and 49 who has no dependents and is not disabled. ABAWD stands for Able Bodied Adult Without Dependents. Most are low income working adults and on SNAP. SNAP rules require all recipients meet work requirements unless they are exempt because of age or disability or another specific reason. Some of these working individuals are ABAWDs, or able-bodied adults without dependents. ABAWDs must meet special work requirements, in addition to the general work requirements, to maintain their eligibility. When the pandemic reached the local area, more DHS staff began working remotely. Currently, their facility remains open, and they still receive applications in the office, but applications are sent to staff at home to complete as needed. DHS's internet portal is still open and receiving applications as usual and are handled by remote staff as they were before the pandemic. Obviously, DHS is not requiring customers to participate in any working and training activities (TANF or SNAP) in order to limit contact.

Caritas Family Solutions operates the Senior Community Service Employment Program (SCSEP). (SCSEP) provides low-income persons, age 55 and over, the opportunity to prepare for and return to the labor force. Qualified seniors receive employment preparation, job search assistance and a paid public service assignment that provides on-the-job training. Those who move on to the work force reduce the use of welfare programs and supplement the tax roll.

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

Starting with cross training in the basics of career pathway training and planning, we envision that we will use a career pathway planning process to guide our team planning. According to the US Department of Labor – Employment and Training Administration (May,

2011), there are six key elements for the development of career pathways systems: (1) Build cross-agency partnerships. Locally, we are currently in the process of building these partnerships (cross training is one element) on a local and regional level and are working clearly defining roles and responsibilities of partners; (2) Identify sector or industry and engage employers. Locally, we have identified the Manufacturing as a primary sector with Healthcare and TDL to be our secondary sectors; (3) Design programs. First, we will be aligning the programs that currently exist and ensuring that customers have access to them. We consistently assess the programs in the area to determine whether there are gaps to meet local demand. We are also assessing with an equity lens to ensure that all populations are considered from design to access through completion. Once this process is completed, there may be need to add or modify programs; (4) Identify funding needs and sources. This refers not only to funding for programming but also for individual customers. This is where decisions will be made regarding co-enrollment of customers whenever appropriate; (5) Align policies and programs; (6) Measure system change and performance. Through this approach, we hope to create a comprehensive career pathways system that is financially sustainable, nonduplicative, and aligned with the labor market needs of the area.

Career pathway and co-enrollment opportunities will also be facilitated by:

- Increasing the emphasis on contracting with training providers that focus on industry-recognized credentials that enhance movement along established career pathways.
- Continuing to develop partnerships with employers and training providers to develop specific career pathways to employment.
- Promoting stepping stones for employment from entry, to advancement, to career.
- Utilizing current career pathway models developed

➤ **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)).**

Improving access to activities leading to a recognized post-secondary credential will be achieved by continuing to partner with the local community colleges and training providers to improve access to activities leading to recognized postsecondary credentials including industry recognized certificates, certifications, and portable and stackable credentials.

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 following, noting any significant implications of the COVID-19 National Health Emergency, where applicable:

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

The one-stop delivery system in LWIA #22 will or will continue to coordinate strategies concerning Adult, Dislocated Worker and Youth employment and training activities under WIOA Title 1 in the following ways:

- Current education and training service provisions have been designed and implemented in conjunction with local labor market information and are designed to meet customer needs.
- Partnerships exist with the community colleges and other organizations to help administer job search, financial, and educational opportunity workshops within the Career Centers. Because of the Covid-19 pandemic, partner referrals are sent to the one-stop, and instead of partners appearing in person to participate, a slide show is shown displaying each partners information at virtual customer orientations
- Robust resource rooms have been established and are continuously updated to assist job seekers with their job search, other employment and training services, and to connect them with other agencies resources. Services are provided in-person.
- Job seekers have access to current labor market information both in-person and virtually relating to growing and emerging industries.
- Local businesses will be and are engaged to identify industry needs, and local educational and training entities are consulted to develop customized training to address needs. Madison County Employment and Training along with St. Clair Intergovernmental Grants received a federal grant to train local employees at no cost in a 9-county region starting in January 2022. The virtual training is being conducted by SIU Edwardsville, Lewis & Clark Community College, Southwestern Illinois College, and Kaskaskia College. The training consists of four 8-hour days, 1 day a week over a 4week period. The employees will be trained on Introduction to Supply Chain, Inventory Management, Warehousing and Transportation, and Management/Leadership.
- Customers are engaged at first point of entry through the Help Desk and the Career Navigator; customers are oriented to center services that are inclusive of education and training services. These services are provided by phone, virtually or in-person.
- Customers requiring more intense services are provided the opportunity to work individually with a Career Specialist in a holistic approach in addressing barriers of employment and the provision of resources, including training opportunities, to meet job seeker needs. Services are provided virtually through Zoom or by telephone or in-person.

- Individual Employment Plans are developed with customers in-person so that they are able to move strategically along a career pathway.
- The One-Stop Operations Committee will meet regularly and will ensure non-duplication of services and activities amongst partners. When the pandemic hit the area, the Operations Committee and Madison County AJC Consortium members decided to combine their meetings and changed from an in-person meeting to a Zoom platform.
- Focus and emphasis on combining skills training with work-based learning that enables customers to not only receive hands-on experience but that also allows them to earn while they learn are in the form of paid work experience and on-the-job training opportunities. These services are provided in-person.
- Title 1 staff will continue to review training programs, graduation rates, employment and wage information, and LMI information to focus more sharply on sector approaches that produce both short and long-term employment outcomes, including an approved list of training providers/programs that produce the best trained graduates.
- Cost limitations for ITA's will be reviewed periodically to possibly increase the cap on WIOA scholarship limits, particularly as it relates to more expensive programs that have proven to lead to high wage placements and for those students who are not eligible for Pell or other non-WIOA financial assistance.
- Marketing efforts will continue to inform the public and stakeholders about what we do well, increases our visibility, and allows for more diversity while increasing enrollments among the adult, dislocated worker and youth populations we serve. These services are provided virtually through social media and in-person through presentations.
- Land of Lincoln Legal Aid staff have been available one day every other week to meet with customers regarding legal issues but, due to the pandemic, are currently represented virtually by a slide in orientation and make referrals.
- Local Community Colleges offer TABE and CASAS testing both in-person and virtually for Title 1B customers.
- DRS staff person is available in the One-Stop Center for several hours per week, both remotely and in person.
- Madison County Community Development 's Community Services Block Grant (CSBG) program contracts with the Madison County Employment & Training department, Lewis & Clark Community College, Southwestern Illinois College, and The Nurses' Station to provide training to clients that have a high potential for employment opportunities. Madison County Community Development continued to provide CSBG services to customers during the COVID pandemic. While some of

our partnering agencies worked remotely others limited in-person appointments whereas using secured electronic devices for completing and/or receiving applications, supporting documentation and determining eligibility.

➤ **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 programming in LWIA #22 is offered by Lewis and Clark Community College (L&C), Southwestern Illinois College (SWIC), Kaskaskia College (KC), alternative school programs through the Edwardsville High School South and the Regional Office of Education #40. These programs will work closely with the one-stop delivery system in LWIA #22 to coordinate strategies concerning its programming. This includes participation on local Area Planning Councils (APCs), legislated councils that include all adult education providers and WIOA partners in each in community college district. The work of the APCs is to ensure that adult education services are not duplicated and that they meet the adult education needs of all residents across the district and includes the following:

- Adult Basic Education and GED® preparation (ABE/GED®) classes for adults over the mandatory school age.
- English Language Acquisition/English as a Second Language (ELA/ESL) classes.
- Project READ tutoring for all lower level adults, over the age of 16, in reading, math and ELA/ESL offered at convenient sites is offered in some capacity.
- Bridge Programming that lead to college and/or careers.
- ICAPS (integrated college and HSE instruction) for Manufacturing, TDL, Computer Careers, Construction, and Healthcare for students to finish their GED® and access college simultaneously
- The Highway Construction Careers Training Program (HCCTP) at L&C and SWIC is for individuals, especially disadvantaged, minorities, and females, interested in entering trades, especially those in the highway construction fields.
- CNA scholarships are available and provided through Madison County and Illinois Valley Economic Development Corporation CSBG funds (financial need is necessary) or adult education funds.
- GED® classes are offered in the One-Stop Center twice a week.

On a broader scale, these programs are also involved in:

- Developing curriculums that align with the state's elementary and secondary education content standards which specifies what adult education learners should

know and be able to do in the areas of reading, language arts, mathematics, and English language acquisition.

- Promoting transition from adult education to postsecondary education and employment through career pathways by providing adult education instructional services that are contextually related to workforce training and the needs of employers.
- Assisting immigrants and English language learners in (a) improving reading, writing, math, speaking, and comprehending the English language and (b) acquiring understanding of American government, individual freedom, and responsibilities of citizenship.
- Establishing of high-quality professional development programs to enhance the instructional services provided by adult education providers.
- Assisting all partners with a review of programming using an equity lens.

The Local Board will carry out the review of local Adult Education applications submitted under Title II annually. Typically, this will occur each year during the June Board meeting. However, due the delays in submission caused by COVID19, this year it will occur during the September Board Meeting.

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

IDES' Employment Services and outreach is a program designed to sustain economic growth by expanding employment opportunities to qualified job seekers that meet the demands of the employers. The program's objectives aim to reduce the loss of productivity by filling job openings as quickly as possible and to shorten the duration of individual's unemployment. For job seekers who are not job ready, Employment Services, in cooperation with other workforce partners, assist clients to access training, employability development services, and other supportive services needed to realize their employment goals. Wagner-Peyser staff will assist with the intake process by assessing the client's needs, assisting with UI claims, and registering with Illinois Job Link for the claimant to immediately begin searching for work. Staff will also provide Labor Market Information to educate clients on the current employment outlook and determine if further training will be necessary to enhance employment opportunities. Clients may be directed to work-readiness workshops or referred to partner agencies and/or supportive services, depending on the needs of the client. IDES Business Service conducts employer visits, and workshops to build relationships and to provide employers with information on all IDES and partners programs and services to meet the employers need.

The exponential increase in demand for IDES services during the pandemic revealed the need for new and increased just-in-time communication strategies to the unemployed. Because every unemployed person's experience and need is unique; IDES has looked at multiple ways to improve communications with a focus on those individuals who experience barriers to accessing public services. IDES improved web-based information (making IDES website mobile-friendly; adding information about other types of assistance; using plain language; and providing information in the top 6 languages spoken in IL). The options that we offer are considerate of barriers that people in poverty typically face (transportation, care giving, digital and language access) and are intended to reduce the time associated with receiving services, reduce the chances of not getting benefits in a timely manner; and provide information about how to find WIOA partner services and financial resources from other sources (SNAP, TANF, utility relief, etc.).

In March 2020, the Illinois Department of Employment Security's (IDES) Jobs for Veterans State Grant (JVSG) program began enlisting the use of digital tools that facilitated remote work and streamlined day-to-day administrative operations. The use of this technology, as part of a "new normal" in state activity, allowed for customer service provisions to take place that, due to COVID 19's impact, had been restrictive at best. As this dramatic shift to telework and virtual event planning and implementation began to emerge as common practice, lessons were learned and improvements to our delivery model took place. These changes have left its mark on our day-to-day operations.

JVSG staff will continue to work remotely, until IDES Director lifts current Covid-19 mitigating factors by direction from the Governor's office and the Department of Public Health.

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

The Illinois Department of Human Services, Division of Rehabilitation Services (DRS) values Diversity, Inclusion and Equity. DRS vocational rehabilitation program provides assistance to people with physical, mental, and intellectual disabilities. The mission also empowers customers to make informed choices in order to achieve full community participation through employment, education, and independent living opportunities.

DRS partners with other community agencies to provide a comprehensive service package for the individual. This system serves as a pathway to goal completion on the road to vocational success.

DRS has been providing services remotely since March 2020 due to Covid 19 mitigation. Customers are met by telephone and virtually, via Zoom or Webex. Offices are still closed to the public, but appointments can be made and kept. DRS staff use state-issued

cell phones and technology to maintain effective contact with positive customer service. Connection with stakeholders, vendors, community partners and other state entities is also done virtually.

DRS customers are increasing independent living skills, enrolling in educational programs, and getting jobs. Unfortunately, they are acquiring jobs at a much slower pace due to pandemic onset. As a result, DRS forwards numerous virtual job fair and training invitations to inspire motivation to job seek. DRS continues to work creatively to increase interest, thus referrals, during a time when people are skeptical about working in the community. Going forward, digital advertisement has been launched to further spread knowledge on the benefits of opening a case with DRS.

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

LWIA #22 works with the secondary and post-secondary institutions to encourage and support career and employer focused events such as Manufacturing Day at SWIC and CEO Programs at Collinsville/Triad High Schools as well as high schools in the Riverbend Area. CEO (Creating Entrepreneurial Opportunities) is entrepreneurship education that seeks to prepare people, especially youth, to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers and contribute to economic development and sustainable communities. The CEO program is much more than a textbook course. Rather, students are immersed in real life learning experiences with the opportunity to take risks, manage the results, and learn from the outcomes. Unfortunately, due to the pandemic, this program has temporarily fell by the wayside. However, LWIA#22 is exploring creative ways to provide the same experience to students at each school in spite of the pandemic.

The Madison County Regional Superintendent sits on our LWIB and the Madison-Bond-Jersey-Calhoun Youth Committee as well as representatives from all three Community Colleges in our area. The coordinator of the Madison County Career and Technical Education Systems has been participating on our youth committee for many years.

LWIA #22 will continue to focus its efforts at developing career pathways with secondary and post-secondary education institutions within its key sectors. Currently, these sectors are defined in collaboration with education, business and economic development, and include advanced manufacturing, healthcare, IT and transportation/logistics. The Southwestern Illinois Economic Development Region 9 regional plan describes these efforts in fuller detail.

For the past 11 years, the Madison-Bond-Jersey-Calhoun Workforce Innovation Board's Youth Committee has co-sponsored a career fair event entitled "Career Days" with one or two local school districts. It all started with a passionate discussion at a 2006 quarterly

LWIB meeting about the need to educate students on how to make the right career choices. From there, the determination grew so strong among the members to make something happen that a decision was made to approach a local high school about piloting a first career fair event at their school. This first year, a simple career fair format was successfully implemented with seniors from the school district. But much was learned by the LWIB from this experience, which identified the need for more intense planning. Each year since, a different high school and/or middle school is approached, and a Career Days model is created unique to the individual school and their needs using basically the process just described. Anywhere from 200-2000 students and 20-90 local and regional employers participate at each Career Day event, depending on the size and needs of the school. Presenters typically talk about their own occupations during 3-6 breakout sessions with anywhere from 10-50 students per session. Most sessions are hands on and interactive. Presenters dress as they would on the job and bring their tools of the trade, and sometimes enhance their presentations with power point slides, photos and examples of work. A master list of the speakers attending is shared with the school for future events if the school makes the request. Their Career Day model is now complete and school staff are armed with the tools to tweak and continue Career Days on their own. Positive impact is experienced by students, school staff and even presenters. Large local area companies such as SunCoke, St. Louis Regional Airport and Ameren participate each year alongside small businesses and organizations. Students and school staff are given the opportunity to learn about non-traditional, high growth and some little-known occupations in addition to the more traditional jobs. Careers represent many walks of life and require a diversity of training and educational requirements from technical training to high level degrees. Connecting business and education is integral to the Madison-Bond Workforce Innovation Board's mission, and what better way to do this than to bring the employers to the students, while they are still trying to figure out what career path is right for them. Attestation from both middle school and high school students over the years indicate that Career Days influenced and sometimes changed their future career plans. Sadly, the 2020 and 2021 Career Day events had to be canceled due to Covid implications. On a brighter note, an event is planned by the CTE program in March 2022. Career and Technical modules will be emailed out to students along with other resources and the modules will be discussed that day.

The Jerseyville Access Center has also been participating in an annual Career Exploration Day each spring for the past several years. High school students from Jerseyville, Brussels, Calhoun and Carrollton learn about various careers in 13 different career clusters. Jerseyville Community High School serves as the host school and sponsors for this event in addition to the Jerseyville Access Center and the high school include the Calhoun/Jersey Youth Advisory Team, Grafton Technologies, Inc., Jersey Community Hospital, Lewis and Clark

Community College and 1st MidAmerica Credit Union. Regretfully, this event was canceled in 2021 because of the pandemic, and plans are unsure at this time for an event in 2022.

For customers who enter the One-Stop system without an academic and/or career plan, the utilization of career assessments, identification of an initial career goal and exploration of potential next steps within a career pathway may be explored in collaboration with our Community College Adult Ed partners and other post-secondary institutions.

The Madison County E-Learning Program continues to provide a means to a high school diploma or GED®, with college preparation classes, FAFSA assistance, career exploration classes, and paid work experience. The Educational Resource Specialist works with the local school districts, community colleges and the County Regional Office of Education to provide these services to high school dropouts and to some college bound students who are basic skills deficient. The Educational Resource Specialist also provides high school credit recovery through on-line classes for current high school students. This enables the student to pick up the few credits needed to graduate with his/her class.

- Adult Education programs are transforming to better align GED® to postsecondary education using two main strategies. The first strategy focuses on contextualized bridge programs. Rather than focusing solely on passing the test, these courses have been designed explicitly as a pathway to college. In the redesigned classes students attend more hours than traditional GED® classes, receive guidance and support from caring staff, and participate in contextualized curricula in either health sciences or technology fields. The second strategy is Integrated Instructional models called ICAPS in Illinois. Based on Washington State's I-BEST, these models were developed in response to the recognition that adults with less than a high school education could benefit from college credit in a technical skills field and a credential. In this model, basic skills experts and professional-technical faculty jointly design and teach college credit courses and also provide an additional academic adult education support class. These courses must be part of larger program that leads to college credential(s) and in-demand jobs. One of the strengths of these programs for adult learners is that energy is focused on innovative instruction and supports and with internal partners who already have existing partnerships with employers.
- Madison County Community Development works in coordination with Lewis & Clark Community College and Southwestern Illinois College at its Granite City campus to provide GED® instruction and testing fees for income eligible students.

➤ **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)).

Every college technical program has an advisory committee made up local employers who advise faculty coordinators on current practices and make recommendations to maintain relevance and alignment to the workplace.

The region has seen continued growth and demand for postsecondary Career and Technical Education (CTE) in both higher completion rates and increased program offerings. All three local community college districts receive these federal funds from the Illinois Community College Board (ICCB) to support post-secondary CTE programs. The Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act of 2019 (Perkins V) is the most important piece of legislation affecting career and technical education (CTE) in Illinois. Perkins V focuses state and local efforts on continuously improving programs to facilitate the academic achievement of CTE students by: strengthening the connections between secondary and post-secondary education; restructuring the way stakeholders, high schools, community colleges, universities, business and parents work together; and increasing state and local accountability standards. The intent of Illinois post-secondary CTE is to provide students with the skills and knowledge necessary to excel in the global economy. Career and technical education equip students with the foundational knowledge to explore a cluster of occupations and careers. As a student evolves through their educational experience, their focus is narrowed to a particular program. This process allows students to transition seamlessly while providing them with hands-on exploration, rigorous academics and the support necessary to succeed.

L&C, SWIC and KC are dedicated to ensuring that all students have access to rigorous and relevant educational opportunities that prepares them for success in college and careers and they provide students with the academic and technical skills necessary to succeed in the 21st century knowledge and skills-based economy. Students participating in these programs are held to specific and reliable industry-based learning standards to ensure that they are fully prepared for both postsecondary education and the high-wage, high-skill and high-demand career of their choice.

A key to a robust career pathways system is that portable, stackable credentials are incorporated fully into the system, particularly at the postsecondary level. The incorporation of portable, stackable credentials has been an ongoing commitment of the postsecondary career and technical education system since the implementation of the Carl D. Perkins Career

and Technical Education Improvement Act (Perkins IV) and will continue and expand under Perkins V.

In a response to technology challenges brought about by the pandemic, Lewis and Clark Community College, in FY21, used Perkins Grant funds to purchase 20 Dell Latitude 3410 laptop computers to loan (via the Perkins Student Support Project) CTE/career program students so that they might remain in their courses, pursuing program completion. Likewise, the Perkins Project purchased some webcams to loan to CTE students who had laptops, but those laptops or home computers did not have web cameras needed for remoted learning. Being able to borrow a laptop or webcam during the pandemic, allowed these students to continue their career and educational pursuits remotely rather than dropping out.

Also, in FY21 and FY22, in response to the pandemic, the College wrote into its FY21 and FY22 Perkins Grant Applications an initiative that would permit CTE students, who were negatively impacted by Covid, by the loss of job, loss of hours/wages, or parental or spousal loss of job/hours, to be eligible for Perkins Project services when under non-pandemic conditions they would not be eligible. This initiative was approved by ICCB for FY21 and FY22. For many students, the loss of job/hours/income or parental/spousal loss of job/hours/income would make it difficult to attend classes. Due to the pandemic's timeline, many were faced with job loss, hours loss, income reduction—economic hardships, that would not be reflected in their FY21 or FY22 Financial Aid applications. As such, they would not be able to receive a Pell Grant, Map Grant, SEOG, or other financial aid, without which they could no longer afford to attend classes. Beginning in Fall Semester, FY21, the Perkins Project was able to loan CTE students, who were negatively impacted by Covid through loss of employment or reduction of hours, required career-specific textbooks/ebooks, provide some required career-specific supplies/materials, and/or loan them a laptop or webcam, even though they were technically not considered economically disadvantage since they were not receiving financial aid based on need or receiving Public Assistance in their name (per Perkins legislation definitions). Provision of such services decreases the costs students must incur to successfully participate and succeed in their CTE programs. Such services reduce students' economic stress and anxiety.

Making career program students, negatively affected economically by Covid, eligible for Perkins Student Support Project Services is specific to FY21 and FY22 and was approved by ICCB for each fiscal year. The pandemic's longevity and impact will determine whether the College in its FY23 Perkins Grant Application will include this initiative again. This initiative is for a single Fiscal year term and it will be examined, and, based on pandemic conditions, will be reevaluated as to its feasibility and need to determine whether it will be included in future Perkins Grant Applications.

➤ **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.

LWIA #22's Supportive Service Policy is included as **Attachment 1**. The Local Workforce Innovation Board realizes there may be situations or circumstances that arise where the customer may need assistance to fill an employment or training need. An example of this need may be an auto insurance payment, transportation to a job interview, limited child care assistance while conducting a job search or attending an interview, car repair payment, rent assistance, temporary shelter payment, travel assistance for full time employment, utility payment, job interview clothing, or other legitimate need of a customer that is reasonable and necessary. Each individual circumstance and amount of support may be different. Since it would be difficult to outline each scenario, the LWIB has decided that supportive services might be available to the customer, utilizing WIOA funds, when no other sources are available. However, other avenue and resources must be sought out – WIOA funds can only be expended as a last resort.

The Career Specialist will be responsible for determining whether WIOA funds should be considered for supportive services. The Career Specialist must submit the proper documentation and paperwork for consideration prior to authorizing WIOA funds for supportive service costs.

1. Prior to being considered for supportive services, the customer must seek other forms of financial assistance. The Career Specialist must first provide the customer with information on other agencies, local community providers, and one-stop partners that could possibly provide assistance, document the referral, and verify the outcomes.
2. This type of supportive services will be made only to customers who are enrolled in an approved WIOA activity, and will be limited to those adults and dislocated workers in an intensive or training activity or youth enrolled in a WIOA approved program.
3. In the event WIOA funds are determined the only resource available to assist with the special need, the customer and Career Specialist will be required to provide reasonable information and/or documentation on why the need exists.
4. When considering supportive services sound judgment must be exercised. Each request must be evaluated in light of need. It is the responsibility of the agency's Administrative Office to make the final decision whether to grant or deny any supportive services payment prior to the commitment of WIOA funds.

The current amount approved for supportive service assistance is \$1000.00 per customer per year.

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)).**

LWIA #22 will provide a continuum of sequenced services to adult job seekers that are based on an “on-demand” philosophy. Services traditionally provided through separate agencies should be truly integrated (vs. co-located), appearing seamless to the customers. The levels of service include the required career services and also individual training services. LWIA #22 will work closely with dislocated workers to assist them to smoothly transition into a new job or career. Based on this team approach and a seamless service delivery system, partnering agencies will work together to address customer needs.

Available career services for adults or dislocated workers may include:

- Determination of eligibility to receive services under Title 1B
- Outreach, intake and orientation to one-stop centers and programs
- Initial assessment of skill levels, aptitudes and abilities and need for supportive services
- Employment statistics information including job vacancy listings, job skill requirements for job listings and information on demand occupations.
- Performance information about eligible training providers and the local one-stop delivery system
- Information on support services and referral to support services
- Information regarding filing for Unemployment Insurance
- Assistance in establishing eligibility for training and education programs
- Resource room usage, including Internet job search and resumes
- Internet accounts
- Self-service access to job vacancy listings
- Initial development of employment plan
- Workshops
- Follow-up services including counseling regarding the workplace

- Individual job development
- Staff-assisted job referral services (testing and background checks done before referral or when operating as an employer's agent)
- Comprehensive and specialized assessment, including diagnostic testing and interviewing
- Full development of individual employment plans
- Group counseling
- Individual counseling and career planning
- Case management
- Short-term pre-vocational services
- Follow-up services after entering employment
- On site employer hiring events

Available adult or dislocated worker training services may include:

- Occupational skills training
- On the job training
- Workplace training and cooperative education programs
- Private sector training programs
- Skill upgrading and retraining
- Entrepreneurial training
- Job readiness training, including paid work experience with public and private sector employers
- Adult education and literacy activities in combination with training
- Customized training
- Incumbent Worker Training

➤ **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)). As part of the 2022 modification, describe how adult and dislocated worker**

employment and training activities will address the impact and recovery from the COVID-19 National Health Emergency.

LWIA #22, in cooperation with the Illinois Department of Commerce & Economic Opportunity (DCEO), will coordinate rapid response activities in our 4-county region. If the layoff/trade event affects less than 25 employees, LWIA #22 will take the lead in coordinating the rapid response workshops. If over 25 employees, DCEO will be the lead organization. LWIA #22 will be responsible for the presentation and administration of employment and training services to affected employees. Also included in the presentation of available services will be the following local and state partners: LWIA #22, DCEO, Illinois Department of Employment Security, Illinois Department of Insurance and United Way. In some instances, the affected company and/or union will also have representatives at the rapid response workshops. Following that, customers are referred to their local center for an Educational Opportunities Workshop or Job Search Workshop as well as a meeting with a Career Specialist. LWIA #22 and DCEO will also be responsible for collecting surveys and entering data into the DETS system. Because of the COVID-19 National Health Emergency, our area has diverted to virtual rapid responses. Business Reps continue to go to businesses personally, but there has been no interest in holding a rapid response on site. For example, in PY 2019, LWIA #22 averaged 52 folks in rapid response workshops a week. During PY 2020, LWIA #22 averaged only 9 in rapid response workshops per week.

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 organizations providing workforce activities in LWIA #22 through Madison County Employment and Training include MERS/Missouri Goodwill, Madison CUSD #12, Madison County Employment & Training and Lewis and Clark Community College. Each of these organizations provides selected workforce activities to youth with barriers to employment and/or youth with disabilities. The organizations provide resources and workforce activities to youth with barriers such as homelessness, criminal background, pregnant or parenting, youth with disabilities, youth that are basic skills deficient, high school dropout, youth in foster care or who have aged out of the foster care system, etc. The activities include soft skills training, job readiness training, tutoring, drop-out prevention activities, financial literacy, as well as the other required elements of the Workforce Innovation and Opportunity

Act (WIOA). There are currently five (5) WIOA youth programs operating who provide all of the required elements of WIOA, or have a referral source for each of the elements. The Madison County MERS/Missouri Goodwill Youth Program and the Madison County E-Learning Program (thru Madison County Employment and Training Department) provide workforce activities to the out-of-school youth population in the Madison County area, and the Bond County MERS/Missouri Goodwill Youth Program provides workforce activities to the out-of-school youth population in the Bond County area. Madison High School (Madison CUSD #12) provides workforce activities to the in-school population being served in the Madison County (Madison School District) area. And the Lewis and Clark Community College Youth Program provides out-of-school workforce activities to eligible youth in Madison, Jersey and Calhoun Counties. Unfortunately, from March 14 to June 30, 2020, due to the pandemic, WIOA youth were not allowed to participate in paid work experience. However, the youth were paid their usual wages in full during that time, with the permission of DCEO.

IDES offers the Hire the Future Program to youth in or out of school ages 16-24 with employment assistance, job readiness and career development services (entitled the Career information System-CIS as well as the Virtual Labor Market Information Tool-VLMI) in Madison, Jersey and Calhoun Counties. Hire the Future Program often works in partnership with Title 1 Youth Activities in the local area, providing mock interviewing, career readiness training, and resume development training to youth participants. The IDES staff has met with enrolled youth to provide additional support and more enhanced wrap around services. Youth often respond well to receiving the same or similar messages from many different resources to provide repetition and reinforcement. Youth are also provided information on how to use Illinois Job Link when job searching, to include the resume development and the search engine component. Hire the future has often visited classroom settings, and been involved in work readiness workshops, provided resume workshops, and participated in youth hiring events.

Vocational Rehabilitation provides employment and independent living services for individuals with disabilities-physical, mental, or intellectual. Successful workforce investment models for in-school youth include pairing secondary education with work-based learning opportunities and post-secondary exposure. This type of model provides the opportunity for career pathway development while the youth is in high school, during their junior and senior year. High school juniors and seniors are able to participate in work-based learning opportunities such as subsidized work experience, job shadowing opportunities, work-place tours, etc. to assist in the development of their career plan. Successful workforce investment models for out-of-school youth include re-engaging disconnected youth who have

dropped out of high school or obtained their high school diploma or recognized equivalent. The out-of-school youth are exposed to post-secondary opportunities such as occupational skills training, two-year and four-year degrees, and participate in work-based learning opportunities to determine their career interest. Youth create a career plan based on their desired career pathway and are given the necessary tools and resources to accomplish their plan.

Another successful youth provider in the LWIA#22 area is the Center for Educational Opportunity (CEO) in Troy as explained earlier in this plan.

These youth programs have proven to be successful models, and assist us in meeting and exceeding performance measures each year.

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

In anticipation of the 75% minimum out of school expenditure requirement, our focus for the past several years has been to gradually decrease our in-school youth enrollments and increase our out-of-school youth enrollments. Initially, two years ago, our two (2) out-of-school youth programs (Bond County MERS/Missouri Goodwill and Madison County E-Learning Program) were asked to increase their enrollments by 20% and maintain those numbers. At the same time, in-school enrollments of our single provider, Madison High School, were reduced by 10 students. Program Year 2015, we added an additional out-of-school youth provider; MERS/Missouri Goodwill in Madison County. We continue to strive for minimum of 75% of the youth expenditures for out of school youth (OSY) by sub-contracting another out of school provider: Lewis and Clark Community College Adult Education and YouthBuild Programs. The MERS/Missouri Goodwill out of school program includes Bond County OSY and expanded services to Madison County OSY. The in-house Employment and Training's E-Learning continues to serve OSY. The only sub-contractor for in-school youth is the Madison Community Unit School District #12 for 20 high school students as a part of a work experience program. LWIA #22 is also offering more year-round paid work experience opportunities to enrolled youth to both meet the 20% minimum requirement and to assist in maintaining a minimum expenditure rate of 75%.

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

Title 1-B has resumed all Youth Services as they were before. Programming is following any guidelines the schools are following. For work experience, students are not placed in situations of immediate or direct exposure, such as working at the hospitals or any local healthcare facility. All the safety guidelines are encouraged. Resources that may be needed

as a result of the pandemic have been and are provided to youth participants that may need them. If schools were to go remote again, then Title 1-B would probably need to look at temporarily putting a hold on the worksite, especially if youth are working at the school, unless we are directed by DCEO to pay students to stay at home.

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)).**

Under the Workforce Innovation and Opportunity Act (WIOA), priority requirements under the Adult and Dislocated Worker programs are given to individuals with connections to the military. Veterans and eligible spouses continue to receive priority of service for all USDOL-funded job training programs, which include WIOA programs. As described in TEGL 10-09 and 03-15, when programs are statutorily required to provide priority for a particular group of individuals, such as are outlined in WIOA Policies on Eligibility in Chapter 4 - Adult Eligibility, priority must be provided in the following order:

1. First, to veterans and eligible spouses who are also included in the groups given statutory priority for WIOA Adult Formula funds. This means that veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient would receive first priority for services provided with WIOA adult formula funds.
2. Second, to non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA adult formula funds.
3. Third, to veterans and eligible spouses who are not included in WIOA's priority groups.
4. Last, to non-covered persons outside the groups given priority under WIOA.

A veteran who is eligible or spouse of an eligible veteran who is entitled to receive priority of service is a person who has served at least one day in the active military, naval, or air service, and who was discharged or released from service under any condition other than a condition classified as dishonorable is a covered person. This definition includes Reserve units and National Guard units activated for Federal Service.

LWIA #22's Priority of Service Policy is included as **Attachment 2**.

LWIA #22 has developed a priority of service point ranking system to determine how to best serve these populations that is approved by the WIB and is completed on all applicants in the one-stop centers. The priority of service ranking system is as follows:

Check all that apply:

- _____ Public assistance and low-income veterans and eligible spouses,
or other low-income individuals, or individuals who are basic
skills deficient who would receive first priority for 1A funds. 4 points
- _____ Public assistance and low-income non-veterans. 3 points
- _____ Veterans and eligible spouses who are not low-income or
receiving public assistance 2 points
- _____ Non-veterans who are not low-income or receiving public
assistance 1 point
- _____ Total number of points

➤ **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.**

IWDS target population reports, customer profiles and referral forms will be examined quarterly to ensure equity in policies and programs. Any disparities and inequities will be addressed, and if needed, policies and programs will be adjusted to better serve these populations. A Diversity, Equity and Inclusion committee has been created to review data and processes for improvement in services. Webinar training is an ongoing process for staff and the committee to ensure that individuals are treated equitably when engaging in services and programs. IDES recently released the Women and Minorities in the Illinois Labor Force- 2022 Progress Report. It examines how women and minorities in Illinois fared in the labor force in 2021 by analyzing their economic status through several economic indicators. The report also contains a detailed description of trends in the Illinois economy. This

report will assist our local area in meeting the requirements of DEI and can be utilized in developing planning strategies towards this goal.

- **Exposing more high school students, particularly young women and minorities, to careers in science, technology, engineering and math fields.** Entrepreneur Opportunity (CEO) program participants visit the one-stop resource centers to research STEM LMI, and some choose a potential STEM career as their entrepreneurial activity. Our annual high school and middle school Career Days event, as described earlier in Chapter 4, Section D, also recruits presenters from a variety of STEM occupations each year. The Entrepreneur Opportunity Program and the annual career days have been greatly impacted by COVID. Activities with the group and events were postponed due to COVID Restrictions and remote learning. The Career Technical Education Program has provided assistance to local area high schools by forwarding out, career videos to provide high school students an opportunity to explore vocational industries while distant learning. Although, Career Days has been rescheduled for March 2022.
- **Exploring how effective mentor programs can be expanded to adults, particularly those who are displaced and moving to a new career.**

The One-Stop Center offers a Job Search Workshop every other Monday afternoon. The attendees received tips on creating an ATS friendly resume, the best keywords to use on a resume, interview questions and answers, how to follow-up after an interview and job search organization. Customers will have the opportunity for an individual advising session with one of our Career Specialists at a later date. The Career Specialist speaks with the customer and may refer him/her to other partner and community programs for additional mentoring and services. The Job Search Workshop has been modified due to COVID Restrictions with recorded modules accessible through YouTube and the website. These modules have the capacity for closed caption through YouTube.

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

Madison County has two distinct areas in the western portion of the county where populations reside that are most in need; The Riverbend area (Alton, Godfrey, East Alton, Wood River, Roxana and Bethalto) and the Tri-Cities area (Granite City, Madison, Venice). The Wood River Comprehensive One-Stop Center is located centrally to the Riverbend area. If funds were available, another location in the Tri-Cities area would be considered, but for now, a Career Specialist is present each week at SWIC in Granite City on Thursdays to work with local customers. In Bond

County, our Greenville access office is located in the center of the county -only ten (10) miles from the county's border in any direction, Our Jerseyville access office serves both Jersey and Calhoun counties and is housed in the most populated city in the two-county area.

H. Provide a description of policies and activities in the local area, including the following and any significant implications of the COVID-19 National Health Emergency:

- **How local areas will meet the annual Training Expenditure Requirement (WIOA Policy Chapter 8, Section 4);**

LWIA #22 will consistently monitor and adjust as necessary to meet expenditure goals. Ongoing results are reported to the MBJCWIB on a quarterly basis. Realizing the pandemic has altered access to in person training, LWIA #22 has increased its internal monitoring of expenditure rates and is constantly developing new opportunities through dedicated staff including expanded work based learning and incumbent worker training options.

LWIA #22 will monitor and make adjustments as necessary to meet the 50% direct training expenditure goals.

A waiver was requested and approved by the Department of Commerce and Economic Opportunity for the 80% expenditure and obligation requirement for WIOA Program year 2020 Allocations for LWIA #22 due to the negative impact of the pandemic. This area includes Madison, Bond, Jersey and Calhoun Counties. The waiver was for the Adult Program Funds. Our anticipated expenditure and obligation for the Adult Program is 72%.

- **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;**

Work based learning is best addressed by a high utilization of OJT programming, where a job and a worker are directly connected. In addition, work experience will be used to serve the youth which in our case and nationally have much less actual work experience than previous generations. The key is to develop meaningful work and instill the “soft skills” necessary for an attachment to the workforce. In addition, LWIA #22 has funds available for Incumbent Worker Training (IWT), which is an opportunity for companies to train their

current workforce in a variety of skill upgrades, especially when it's connected to creating additional jobs or avoiding layoffs.

LWIA #22 is also working as part of a larger consortium to retain and expand on the current jobs in Madison, Bond, Jersey and Calhoun Counties. LWIA #22, in coordination with the Madison-Bond-Jersey-Calhoun Workforce Innovation Board, Illinois Manufacturing Excellence Center (IMEC), DCEO and other partners, continues to meet with local businesses to find out their needs and concerns, especially related to work force.

Another more recent example is our current execution of an apprenticeship program grant with LWIA #24 awarded by the State of Illinois entitled "Southwestern Illinois Regional Apprenticeship Expansion Grant". The purpose of this grant is to provide apprenticeship opportunities to adults and dislocated workers. To date, 14 apprenticeships are currently in progress in the fields of Process Operations (at SIUE's National Corn to Ethanol Resource Center-NCERC) and Medical Assistants (at the Southern Illinois Health Care Foundation-SIHCF). Additional apprenticeship opportunities have been developed for individuals with disabilities, in partnership with Collinsville High School Special Education students and the City of Collinsville. Another apprenticeship for individuals with disabilities is with Holly's House of Hope and the City of Highland.

- **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**

LWIA #22's updated ITA policy is included as **Attachment 3**. The Department of Commerce and Economic Opportunity will maintain the State list of eligible providers of training services available to customers in the one-stops. Customers may access IWDS to obtain cost and performance information on each provider. LWIA #22 will maintain a local list of providers and all information will be updated routinely.

After the customer has completed the assessment process and career services, and it is determined that the customer needs training, he/she will be provided the State list and all provider information. The customer will be referred to the training providers he/she selected, and after gathering information at each training site, the customer will select the training provider he/she wishes to utilize. An "Individual Training Account Voucher" will be issued to the customer to take to the training provider and the training provider will invoice WIOA

#22 for payment of approved charges. Service providers may also refer customers to us and they will be run through the testing and assessment process.

On August 17, 2017, the LWIB approved the amount of \$20,000.00 for a course of study (tuition). The LWIB stipulated that the ITA should if at all possible be used in our local metropolitan area and that it should be used for training which leads to employment in a growth occupation in our local area. However, LWIA #22 ensures that such limitations will not be implemented in a manner which undermines WIOA's requirement to maximize customer choice in the selection of an eligible training provider. In addition, the LWIB has approved a payment of up to \$12,500.00 maximum per customer to assist enrolled WIOA classroom training participants with books, fees, and supplies.

- **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.**

LWIA #22's local training provider approval policy and procedures are located on page 2 of LWIA #22's Purchasing and Procurement Policies and Procedures, provided as **Attachment 4**. The LWIB will ensure the continuous improvement of eligible providers of services through the system and that the providers will meet current employment needs by reviewing and certifying local training providers based on:

- The degree to which the training programs of such providers relate to in-demand industry sectors and occupations in LWIA 22;
- The ability of the providers to offer programs that lead to recognized postsecondary credentials;
- The quality of a program of training services, including a program of training services that leads to a recognized postsecondary credential;
- The ability of the providers to provide training services to individuals who are employed and individuals with barriers to employment;
- Meeting performance accountability measures and other matters for which information is required under WIOA.

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

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

As the need arises, a transfer of up to 100% of local funds between the adult and dislocated worker funding streams will be made with the Governor's approval.

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

Incumbent worker training will also be determined by the needs of our businesses and by the opportunities those activities provide for wage growth and new employment within the business. Up to 20% of combined Adult and Dislocated Worker funding may be utilized for Incumbent Worker Training (IWT).

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

LWIA #22 does not plan to use funds for transitional jobs at this time however, LWIA #22 will consider using up to 10% of the combined total of Adult and Dislocated funding for transitional jobs, if the need arises.

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

LWIA #22 does not plan to use funds for pay for performance contracts at this time.

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

Due to COVID 19- the office was closed to the public, however began providing services remotely. LWIA #22 had staff in the building answering phones and providing assistance to customers remotely during the COVID shut down. In person hiring events were not able to be held at the LWIA. Employers were still sending their job postings for social media, and email blasts. Many area businesses were shut down or were working limited hours with limited staffing, which reduced the drive for incumbent worker training and for OJT services.

Meetings have been completed via zoom, including orientations and customer consultation during the COVID shut down restrictions. Orientation modifications are available for individuals who are not able to attend zoom meetings, by a "canned" push play pre-recorded orientation. Paperwork has been modified for electronic completion and signature for

customers reducing the number of office visits required for in-person signatures. Assessment testing can be completed in person and on line through proctored testing.

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

A Diversity, Equity and Inclusion committee has been formed within LWIA 22 to review policies, and services to ensure services are being delivered with equity to customers. Policies, and practices are also being reviewed to ensure staff are being treated with equity. Performance meetings have been completed with staff to determine what area of needs they feel they are in need of improvement or training. Staff have continuous input and the review is a tool for improvement, it is not a monetary based tool. Customer forms that are specific to the LWIA are being reviewed to determine the best way to include items such as preferred pronouns and preferred name. Social media has been identified to be used to introduce informational messages about WIOA in Spanish. Apprenticeships for individuals with disabilities have been implemented with Holly's House of Hope and the City of Highland, and with Collinsville High School Special Education Department and the City of Collinsville. These programs have just started identifying a number of participants to start working with the Cities in identified positions approved by the Department of Labor Apprenticeships.

One of the ways that equity can be explored and goals developed is by participating in the Comprehensive Local Needs Assessment (CLNA) required as we undertake implementation of Perkins V. The following is taken directly from the plan, "the CLNA process is meant to be completed alongside a diverse body of external stakeholders ... Using an equity lens, the CLNA requires disaggregation of data to highlight, analyze, and work toward closing equity gaps for underserved populations. The CLNA process also crosswalks Perkins V and the Workforce Innovation and Opportunity Act (WIOA) requirements for standards and examination of equity and access for specific student subpopulations (Perkins V). Community colleges are required under Perkins V to engage a diverse body of stakeholders in the CLNA process." In order to achieve equity, local boards and partners must be able to reflect on how existing practices and systems may be creating barriers for underrepresented and marginalized groups. They must then be willing to make changes that rectify these inequities. Participating in the CLNA process will guide our development of equity goals as well as ensure that we prepare action plans in order to achieve these goals.

One example of promoting equitable access and overcoming a barrier for students is to offer services in multiple locations so that they are able to access services in a less intimidating location that may be closer to home. This effort is especially helpful for communities of color, English Language Learners and adult education students, many of whom have not had

the experience of navigating a college environment. L&C is doing this at its Scott Bibb Center in the Alton community. This location focuses primarily on adult education students and offers the first semester of Integrated Education and Training in several career pathways. Integral to this first step of training is a comprehensive and high support first semester that also builds in the next step – a transition to CTE whenever appropriate.

Another example is L&C's NO Nelson Center in Edwardsville reducing barriers for our English language learners and by offering ESL classes in a convenient, accessible location that data shows is near where most of our ESL students live. Once they have built their skills, we focus on transitioning them to CTE courses when they are interested in pursuing them.

Title 1B, under the equitable lens, advocates for participants to their training providers if they need a reasonable accommodation or modification that will allow them to complete the requirements of their program within the guidelines of the provider.

One of the strategies developed during the service integration self-assessment process in 2019 was the need for one-stop partner staff to learn more about CIS and current LMI trends. During 2021, Vicki Niederhofer, local labor market analyst with IDES, presented training on both CIS and LMI. She will continue to provide training and updates on an annual basis. This training will enable staff to better address any equity gaps that may be present using these data-driven approaches.

CHAPTER 5: PERFORMANCE GOALS AND EVALUATION – LOCAL COMPONENT

The plan must include information on the actions the Local Board will take toward becoming or remaining a high performing board, consistent with the factors developed by the State Board (WIOA Sec. 101(d)(6)) and (§ 679.560(b)(17)). LWIAs are required to provide *updated* information and analysis noting any significant impacts of the COVID-19 National Health Emergency and what steps will be taken to address the challenges and opportunities that are associated with performance goals and evaluation.

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

Title 1-B's 2020 planned numbers

Title 1-B's Performance
Measures for PY 2020 & 2021

Total Registrants	PY 2020 Planned (4 th Quarter)	PY 2021 Planned (4 th Quarter)
Adult	180	165
Dislocated Worker	98	85
Youth	150	150

Performance Measurement	Negotiated Goals	
	PY 2020 PY2021	PY2022
Adult Employment Rate 2 nd Quarter After Exit	83.0%	83.0%
Adult Employment Rate 4 th Quarter after Exit	80.0%	80.0%
Adult Median Earnings	\$8,200	\$8,200
Adult Credential Attainment	80.0%	80.0%
Adult Measurable Skills Gain	55.0%	55.0%
Dislocated Worker Employment Rate 2 nd Quarter After Exit	82.0%	82.0%
Dislocated Worker Employment Rate 4 th Quarter After Exit	78.0%	78.0%
Dislocated Worker Median Earnings	\$9,500	\$9,500

Dislocated Worker Credential Attainment	67.0%	67.0%
Dislocated Worker Measurable Skills Gain	50.0%	50.0%
Youth Employment/Placement in Education Rate 2 nd Quarter After Exit	72.0%	72.0%
Youth Employment/Placement in Education Rate 4 th Quarter After Exit	72.0%	72.0%
Youth Median Earnings 2 nd Quarter After Exit	\$2,500	\$2,500
Youth Credential Attainment	70.0%	70.0%
Youth Measurable Skills Gain	30.0%	30.0%

IDES current program performance goals on veteran intensive services (subject to change):

- 64% of all who exit program entered in gainful employment within the 2nd of quarter following exit. Median earnings \$5800.00
- 64% of all who exit program entered in gainful employment within the 4th quarter following exit.
- Median income: \$5,800.00

IDES employment and business service programs for all job seekers are evaluated based on feedback and survey response received from job seekers and employers, success stories and current program performance goals (subject to change):

- 61% of all who exit program, enter into gainful employment, with wages reported in the 2nd quarter following exit. Median earnings \$5400.00
- 60% of all who exit program, enter into gainful employment, with wages reported in the 4th quarter following exit.
- 69% of UI claimants reemployed within the quarter following their first UI payment.

DRS measures the number of vocational rehab customers enrolled to the number that are employed in unsubsidized employment for at least 90 consecutive days.

L&C activities and performance is shared at partner meetings and by the partner representatives at WIB meetings. L&C would like to emulate Title I-B and create a meaningful template that could be used to update the WIB each quarter. It is challenging to do as L&C doesn't have access to meaningful performance data such as the number of students who are employed, etc.

Additional State Performance Measures

LWIA #22 is waiting for guidance regarding this requirement from DCEO.

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?**

LWIA#22 will look into continuing and expanding the following existing service delivery strategies:

- *Incumbent Worker Training.* Incumbent Worker Training (IWT) is another training option being offered to area employers. Incumbent Worker Training provides employers with a means of working with their current employees in need of increased skills. IWT provides hands on training, payment to offset training costs and the opportunity to train to the employer's standards. Incumbent worker project kickoffs, activities and completions are reported out to the local WIB quarterly.
- *Apprenticeship Training.* LWIA #22 is executing an apprenticeship program grant with LWIA #24 awarded by the State of Illinois entitled "Southwestern Illinois Regional Apprenticeship Expansion Grant". The purpose of this grant is to provide apprenticeship opportunities to adults, youth and dislocated workers. To date, 14 apprenticeships are in progress. On January 23, 2020, Madison County Employment & Training, St Clair County Intergovernmental Grants Department and the City of Collinsville hosted a meeting and panel discussion with the intent to get more service partners, including government and education officials, and help businesses understand apprenticeships. Over 100 attendees learned how valuable apprenticeships are in this area and how companies use apprenticeships to "grow their own workers". The current number of apprentices and their status are included in a business services report shared with the local WIB each quarter.
- Employers utilizing our one-stop for their hiring events are asked to complete an Employer / Recruiter Survey which is tabulated and reported to IDES each week and the local board quarterly. This survey collects information which includes number of job seekers visiting, how many were veterans, number of resumes accepted, number of interviews conducted, number of provisional/conditional job offers extended, number of firm offers extended, and estimate of hires from this event within the next three months.
- IDES will continue to provide Employment Services up to and including Hire the Future, Re-entry Employment Service Program (RESP), Veteran Program and Business Services to all job seekers and employers.

- DRS will continue to provide employment opportunities for their disabled customers and report this out to the Local Board.
- L&C is attempting to expand the number of students both accessing and completing Integrated Education and Training options in demand-driven areas such as IT, construction, warehousing and Certified Nurse Assistant. Increasing our focus on recruitment and outreach will be required strategies that will need to be expanded. We are also increasing the number of students who will have access to a Pathway Advocate for support so that more of them are able to complete these IET pathways through education and training and to employment.

➤ **What existing service delivery strategies will be curtailed or eliminated based on minimal return on investment?**

No existing service delivery strategy will be eliminated or curtailed at this time. However, with enhanced local planning, partners will be reviewing programs to ensure equity and to determine what to modify, add, or eliminate as we move forward to become more streamlined and demand-driven.

➤ **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?**
 - Title 1B provides a report to the WIB each quarter that documents planned vs actual enrollments per adult, dislocated worker and youth funding streams, universal number of customers visiting the resource room and number of services accessed in the resource room and current performance measures. Business hiring event surveys, customer profile forms, our common referral forms and customer satisfaction surveys are also collected and reviewed to identify barriers. In addition, annually the average cost of training is calculated to determine if ITAs, books and materials, or supportive services costs need to be adjusted to better serve the customers.
 - L&C is participating in the Perkins V driven Comprehensive Local Needs Assessment (CLNA) to use an equity lens to identify barriers to enrollment and to plan together around the needs that are identified, including evaluation. One strategy we could use as a region would be to determine the

types of evaluation we could do together as partners so that we can learn together about the types of data that we could be collecting to identify barriers to enrollment as well as determine cost-effective approaches for overcoming those barriers. Perkins is working with Kaleb Smith, EFE Director for Madison County, other EFE Directors in St. Clair and Bond Counties and Kerri Lorton for the EFE in Jersey and Calhoun counties. Kaleb completed an employer survey for his CLNA report, and the EFE Directors now have more access to the high schools and may be able to help with secondary student recruitment and enrollments after those students graduate. They also may be able to reach underrepresented students more effectively about transitioning to postsecondary institutions. EFE representatives can look to the students they sponsor, figure out how much they have spent on a student, find out if the student graduated, and then do a post-graduation survey regarding whether the student is employed, is the employment in the field of degree/certificate that WIOA sponsored, what is the salary and what is the student opinion regarding their experience with WIOA recruitment and enrollment; particularly what students think are barriers and/or what barriers they experienced.

- In Adult Education, we collect qualitative data in the form of student input. We ask students to give feedback regarding their satisfaction with instruction each semester and with programming each year at graduation. We also convene a monthly session for gathering student input into barriers as well as ideas for overcoming them. We also ask for their feedback into a variety of other aspects of programming like how to best conduct outreach for reaching other students.
 - Partners are also asked to share success stories at each partner meeting which is qualitative data that could be a basis for looking at return on investment
- **What are the most cost-effective approaches to taking down those barriers or helping residents overcome them?**
- Referrals to one-stop partners and other community agencies best equipped to assist with the barriers
 - Customer utilization of the prerecorded Job Search Workshops
 - Utilizing the IDES RESEA Workshop and the IDES State Application Workshop
 - Case Management and Career Planning
 - Job Coaching
 - Assessment by our Career Navigator

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

LWIA #22 very early in the pandemic worked with the state on Virtual Job fairs in our area. We have seen local chambers also use this technology to try to connect job seekers with employers. We have and will continue to increase our social media presence as a mechanism to share job openings with the public in our area. We now share job openings via Facebook, Twitter, Instagram and LinkedIn.

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

When reviewing annual results, LWIA #22 monitors those individuals we serve in WIOA programs through a workforce equity lens. Historically and anticipated in the future we will continue to serve above the percentage of African American's and Latinos in our area.

CHAPTER 6: TECHNICAL REQUIREMENTS AND ASSURANCES – LOCAL COMPONENT

This chapter includes the technical requirements and assurances that are required by the Workforce Innovation and Opportunity Act (WIOA Sec. 121 (c)(2)(iv)). LWIAs are required to provide updated information and analysis noting any significant impacts of the COVID-19 National Health Emergency and what steps will be taken to address the challenges and opportunities that are associated with meeting the administrative requirement of the Workforce Innovation and Opportunity Act programs.

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)).**

Madison County Employment and Training Department (LWIA #22) will be the entity responsible for disbursing grant funds under the direction of the Madison-Bond-Jersey-Calhoun Workforce Innovation Board (WIB).

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

LWIA #22, Madison County Employment and Training Department, is a department of Madison County Government. Each department of Madison County Government is required by law to adhere to the purchasing and procurement policies and procedures adopted and revised by the County Board. These policies and procedures are available for review at the Administrative Services Department of Madison County IL Government in Edwardsville IL or at the Madison County Employment and Training Department Administrative Office in Wood River, IL. LWIA #22's Purchasing and Procurement Policies and Procedures are included as **Attachment 4**. For most purposes, the competitive process that will be used is a request for proposal (RFP). The Madison County Administrative Services Department will publicize the RFP in a sufficient number of newspapers, on the county website and in other media that will provide for a general circulation throughout the area served. This public notice will be made concurrent with the release of the RFP. This public notice shall also contain information on the bidders' conference. A bidder's list shall be maintained of all entities that have indicated in writing an interest in providing workforce services in the LWIA. A notice indicating the service or activity being procured, date, time, location of the

RFP release, etc., shall be sent to all individuals on this list, all existing service providers, and others as applicable.

All RFPs shall be released with language which shall include:

- Name and address of the administrative entity.
- Name, address and phone number of person(s) to contact regarding the solicitation.
- General description of the sub-grant program, including identification of the applicable Federal and State laws and regulations with which the selected contractor must comply
- The population to be served and minimum service levels to specific target groups
- An estimate of the number/range of individuals to be served and expected performance results in each activity.
- Requirements for coordination with other workforce entities, as applicable.
- Funding parameters by activity.
- A detailed description of the training and/or services to be provided.
- The period of performance.
- Applicable monitoring and reporting requirements, including, but not limited to, data entry, performance, and financial reporting.
- Other services or requirements (e.g., responsibility for eligibility determination, policy on support payments, audit requirements and work statement requirements) that will affect proper budgeting by the bidder.
- Prohibition against subcontracting without WIB approval.
- Line item budget of proposed costs, including any local contribution
- Documentation to be supplied by the bidder to establish its programmatic and financial capability to perform the work
- Requirements for preparation and submission of the proposal, due date and time, content and format, number of copies and location/person where the bid should be submitted
- Process and procedures by which proposals will be evaluated for competitiveness, including identification of specific criteria which will be used

- Description of the procedures for responding to bidder inquiries and a schedule for the receipt of proposals, approximate dates for review and award
- Conditions under which the completed contract may be modified and extended for additional years, if applicable
- A Hold Harmless Statement and Indemnification Agreement
- A Statement of Compliance

At the LWIB's discretion, procurement may be for either single or multi-year program proposals and contracts may be for a single year or multiple years. Multi-year contracts may not exceed a four (4) year period. Such multi-year contracts shall include provisions for first year funding and activity levels and provisions and conditions for the negotiation of subsequent year funding and activity levels. Bidders will be required to submit their qualifications to be a service provider. The provider, at a minimum, shall submit a brief description of the following: 1) organizational structure and experience; 2) personnel standards; 3) financial system; 4) latest audit; 5) bonding coverage; 6) procurement procedures; and, 7) monitoring procedures. A log will be maintained of all bidders that have requested and been sent an RFP. A potential bidders' conference shall be held after the RFP becomes publicly available. To maintain fair and open competition, the answers to questions that arise from the bidders' conference shall be provided to all entities on the bidders' list and all entities that have requested an RFP. The closing submission date must be clearly stated in the RFP. Where late proposals come in, these shall be accepted and the date and time recorded. A letter shall then be sent to the bidder returning its proposal package and explaining why it is not being considered. The Local WIB in conjunction with Madison County reserves the right to accept or reject any and all proposals received in response to the RFP. Obligation to the bidder is contingent upon the availability of grant funds. No legal liability on the part of the Local WIB or Madison County for payment of any money shall arise unless and until funds are made available. The bidders shall be responsible for all costs involved in the development of the proposal.

Using the evaluation criteria contained in the RFP, the local staff/LWIB committee members will review all proposals that meet the submission requirements and will submit summary reports of all proposals received to the appropriate committee of the LWIB along with recommendations for contractors it deems best able to operate the program efficiently and effectively, with price and other factors considered. At its discretion the LWIB/LWIB committee may conduct additional reviews or direct local staff to obtain additional information. After evaluation and recommendation of the proposals received, the final selection of service providers will be made by the LWIB and Madison County.

Communication will be sent to each successful and unsuccessful bidder that contains the decision related to that procurement.

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)).**

LWIA #22 ensures ADA compliance and provides support to individuals with disabilities to make services available. The EO Officer completes an ADA Facilities Monitoring Checklist and submits an annual EO Accessibilities Report. Staff training and support to assist in meeting the needs of individuals with disabilities is ongoing. The local area EO officer participates in several training workshops each year, including training on ADA compliance provisions updates.

The Wood River One-Stop Center and the Greenville and Jerseyville Access Centers provide auxiliary aids and services such as:

- Qualified interpreters upon request
- Assistive listening headsets
- Illinois Relay Number for deaf persons
- Zoom text
- Signature cards for visually impaired
- Readers
- Brailled materials
- Low literacy brochure
- Messaging center
- Disabled stall in all restrooms
- Low Literacy Brochures

At the Wood River One-Stop Center, there is an elevator lift to the Basement Conference Room and braille numbers on staff doors.

At the Bond County Greenville location, there are braille numbers on the outside wall of all classrooms and the bathroom. There is also an outdoor ramp at the front entrance and an automatic door button at the rear entrance.

The Jerseyville location has relocated to a new facility. The building is accessible with street parking with new sidewalks and ramps on the sidewalk. The bathroom is accessible for a wheelchair and contains the appropriate signage with braille.

All public information includes the tag, “auxiliary aids and services are available upon request to individuals with disabilities”, on local recruitment and marketing materials. Fonts are enlarged on printed materials to accommodate a visually impaired person. Both DCEO and the local EO officer monitor the comprehensive site and access sites for physical and programmatic accessibility to individuals with disabilities. When customers need assistance in a language other than English, the one-stop centers use the Propio Language Services, LLC provided by a contracted vendor through the Illinois Department of Central Management Services. If local interpreter services are available either through the local college or a local church, these services may also be utilized. Outside the one stop buildings, accessible parking spaces are available as well as outside ramps, and either an automatic door or automatic door button are available at each entrance.

- **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.**

The local Memorandum of Understanding (MOU) will be provided under separate cover to DCEO by the state’s deadline.

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)).**

The plan is made available to the public for review and comment for 30 days prior to submittal, and its availability is published in a Madison County newspaper and a Bond County newspaper. Certificates of publication will be included separately with the plan or forwarded when received. Copies of the plan are made available at the administrative office of MCETD for circulation to interested parties.

The ability to provide formal comment on the local plan by the public and by representatives of business, education and labor organizations is made available at open meetings of the full Board. Public notice of all WIB meetings are posted on the Madison County Calendar. Comments and questions from all concerned individuals and groups are welcomed and considered. Any resulting revisions to the plan are incorporated after being approved and adopted by the WIB and the CEO.

- **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.**

A summary of public comments received and how this information was addressed by the persons or groups above are included as **Attachment 5**.

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

The regional and local plan will be modified as needed, and the same procedure will be followed regarding publication, the 30-day public comment period, the resulting revisions made to the modification and WIB approval.

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

LWIA #22 is reviewing the make-up of the local board with a workforce equity lens to ensure it is reflective of the racial make-up of the local workforce area.

Attachment 1

Supportive Services Policy

Memo

To: Career Specialists / Coordinators

From: Debbie Angleton

Date: October 17, 2018

Subject: LWA #22 Supportive Service Policy (Updated-Revisions in Bold)

The Local Workforce Innovation Board realizes there may be situations or circumstances that arise where the customer may need assistance to fill an employment or training need. An example of this need may be an auto insurance payment, transportation to a job interview, limited child care assistance while conducting a job search or attending an interview, car repair payment, rent assistance, **temporary shelter payment, travel assistance for full time employment**, utility payment, job interview clothing, or other legitimate need of a customer that is reasonable and necessary. Each individual circumstance and amount of support may be different. Since it would be difficult to outline each scenario, the LWIB has decided that supportive services might be available to the customer, utilizing **WIOA** funds, when no other sources are available. However, other avenue and resources must be sought out – **WIOA** funds can only be expended as a last resort.

The Career Specialist will be responsible for determining whether **WIOA** funds should be considered for supportive services. The Career Specialist must submit the proper documentation and paperwork to the Administrative Office Program Development Manager, Richard Heinz for consideration prior to authorizing **WIOA** funds for supportive service costs.

1. Prior to being considered for supportive services, the customer must seek other forms of financial assistance. The Career Specialist must first provide the customer with information on other agencies, local community providers, and one-stop partners that could possibly provide assistance, document the referral, and verify the outcomes.
2. This type of supportive services will be made only to customers who are enrolled in an approved **WIOA** activity, and will be limited to those adults and dislocated workers in an intensive or training activity or youth enrolled in a **WIOA** approved program.
3. In the event **WIOA** funds are determined the only resource available to assist with the special need, the customer and Career Specialist will be required to provide reasonable information and/or documentation on why the need exists.

4. When considering supportive services sound judgment must be exercised. Each request must be evaluated in light of need. It is the responsibility of the agency's Administrative Office to make the final decision whether to grant or deny any supportive services payment prior to the commitment of **WIOA** funds.

The Career Specialist and the customer are required to submit a formal request using the Supportive Services Request Form (attached) and submit it to the Administrative Office for review by Debra Angleton, Planning and Program Manager.

Supportive Service Policy

Policy Statement

WIOA clients who receive Individual Training Accounts are eligible to receive supportive services if there is an identifiable need. This will be done utilizing a Supportive Service Account. These accounts can be used for any item that will support them in their training endeavor and has been approved by staff. Supportive Service Accounts will be for \$1,000.00 per twelve-month period. Twelve-month period starts upon the issuance of the first request.

Procedures

1. Career Specialist will document a need for the supportive service request (i.e., explain why other avenues and resources are not available).
2. Career Specialist will complete a Supportive Service Request Form for the client and forward to the Planning and Program Manager with appropriate documentation.
3. Upon receipt of the documents, fiscal will compare the request form and supportive documentation. Upon approval, payment will then be made.
4. Career Specialist will enter supportive services on the IWDS system using the start and end date of the approval by Planning and Program Manager.

Attachment

XC: Tony Fuhrmann / Richard Heinz / Ginny Heinz / Central File / File

SUPPORTIVE SERVICE REQUEST FORM

Please prepare a check for the following:

Amount \$ _____

Payable To: _____

Mailing Address: _____

For (Customer): _____

Social Security #: _____ - _____ - _____ Career Services ☐

Grant Title: _____ Training Services ☐ (*Check One*)

Youth Program ☐

For the Purpose of: _____

____ Receipt is attached.
(Receipt should show vendor, date, item purchased and total paid, excluding tax paid.)

OR

____ Attached are 2 comparable bids and completed W-9 form if required.

____ Please **MAIL** check to the address listed above.

____ Please **HOLD** check. Arrangements will be made to pick up the check.

Staff Signature

Date

Approved

Date

(Orig: *Richard Heinz*)

(01/09/2020)

Attachment 2

Priority of Services Policy

LWIA 22- WIOA Veterans Priority of Service Policy

November 4, 2015

Under the Workforce Innovation and Opportunity Act (WIOA), priority requirements under the Adult and Dislocated Worker programs are given to individuals with connections to the military.

Veterans and eligible spouses continue to receive priority of service for all USDOL-funded job training programs, which include WIOA programs. As described in TEGL 10-09 and 03-15, when programs are statutorily required to provide priority for a particular group of individuals, such as are outlined in WIOA Policies on Eligibility in Chapter 4 - Adult Eligibility, priority must be provided in the following order:

1. First, to veterans and eligible spouses who are also included in the groups given statutory priority for WIOA Adult Formula funds. This means that veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient would receive first priority for services provided with WIOA adult formula funds.
2. Second, to non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA adult formula funds.
3. Third, to veterans and eligible spouses who are not included in WIOA's priority groups.
4. Last, to non-covered persons outside the groups given priority under WIOA.

A veteran who is eligible or spouse of an eligible veteran who is entitled to receive priority of service is a person who has served at least one day in the active military, naval, or air service, and who was discharged or released from service under any condition other than a condition classified as dishonorable is a covered person. This definition includes Reserve units and National Guard units activated for Federal Service.

Attached is a priority point form to be included in all enrollment folders for all customers.

Attachment- WIOA Veterans Priority of Services Form



Madison County Employment & Training Department

Priority of Service

- _____ Public assistance and low-income veterans and eligible spouses,
or other low-income individuals, or individuals who are basic
skills deficient who would receive first priority for 1A funds. 4 points
- _____ Public assistance and low-income non-veterans. 3 points
- _____ Veterans and eligible spouses who are not low-income or
receiving public assistance 2 points
- _____ Non-veterans who are not low-income or receiving public
assistance 1 point
- _____ **Total points**

Attachment 3

ITA Policy

LWIA 22 Individual Training Account Policy

Revised November 22, 2021

The top dollar amount of the ITA for tuition is \$20,000.00 and the maximum amount for fees, books, supplies, testing fees etc. is \$12,500.00. These maximum amounts are for the length of the training program. For example, if the training program is a one-year certificate program, a two-year associate degree or the junior & senior year of a bachelor degree leading to a credential, the maximum for any of these programs would be \$20,000.00 for tuition and \$12,500.00 for fees, books, supplies, etc. The training program should be able to be completed in a 2 year time period if the customer is attending full time and classes are available.

This Policy is effective on January 1, 2022 for all participants and thereafter.

Remember that each customer must have an assessment completed to ensure that the training program is suitable. Assessment information will be entered into the IWDS system to support the customer's choice of training and how this training will enhance their marketability. Training is limited to demand occupations as specified in WIOA E-Policy Chapter 7, Section 3, other forms of labor market information, local job listings (which support that there are openings in the occupational area) or a letter of intent to hire. The customer must attend full-time as defined by the training institution unless a class is not available. Even if a training program is listed on the Statewide List of Training Providers, each case manager must be sure that the training program leads to a growth occupation in the state, LWIA #22 or the St. Louis Metro area. The training program must be on the Demand Occupational Training List, or have had a waiver submitted and approved before a participant can start. This is a necessary step because a training program might have been approved for an individual who had a letter of intent to hire even though the program does not lead to a growth occupational area.

If a customer is interested in a training provider/program which is not currently on the Statewide List or Demand Occupation Training List, please have them contact the Planning and Program Manager/Administrative Office to get information about the Provider Approval Process.

Attachment 4

Purchasing and Procurement Policies and Procedures

LWIA 22 Purchasing and Procurement Policies and Procedures

Updated January 25, 2018

LWIA 22, Madison County Employment and Training Department, is a department of Madison County Government. Each department of Madison County Government is required by law to adhere to the purchasing and procurement policies and procedures adopted and revised by the County Board. The Madison County Policies and Procedures Handbook is available for review at the Administrative Services Department of Madison County IL Government in Edwardsville IL or at the Madison County Employment and Training Department Administrative Office in Wood River, IL.

Both Madison County Employment and Training Department (LWIA22) and the Madison-Bond Workforce Innovation Board (MBWIB), will adhere to the Purchasing Ordinance adopted by Madison County Board for the purchases of equipment, material goods and supplies; and will use a competitive Request for Proposal (RFP) process for training and workforce development services and consulting services for the operational requirement of WIOA.

LWIA 22 and the MBWIB work with public and private agencies, nonprofit organizations, local area businesses, and education institutions to create and deliver workforce solutions for Madison County. We are committed to ensuring equal opportunity to all qualified eligible vendors and organizations wishing to provide workforce development services.

Procurement Objectives

All LWIA 22 and MBWIB expenditures and reimbursements will comply with applicable federal and state laws, regulations, and policies.

LWIA 22 employees and members of the MBWIB shall neither solicit nor accept gratuities, favors or anything of monetary value from vendors/contractors or potential vendors/contractors.

All procurement transactions shall maximize open and free competition through solicitation of proposals and bids from potential vendors/contractors.

All transactions shall avoid non-competitive practices among vendors/contractors which may restrict or eliminate competition or result of the restraint of trade.

Procedures are in place to ensure that unnecessary or duplicative items or services are not purchased to ensure that positive efforts have been made to utilize small business and minority-owned business sources for procurement.

Employees are prohibited from participating in the selection, award or administration of a contract if a real or apparent conflict of interest exists.

LWIA 22 and the MBWIB are responsible for issuing contracts and monitoring for compliance, for workforce development and consultative services. All contracts are entered into by the MBWIB and LWIA 22 for these services will comply with applicable federal and state laws, regulations, and policies. Contracts entered into by LWIA22 and the MBWIB for these workforce innovation training and consultative services will be reported to the Madison County Board.

Equipment, Material Goods, and Supplies Procurement

LWIA22 and the MBWIB will observe and adhere to the purchasing and procurement policies of the Madison County Board for purchases of tangible equipment, material goods and supplies.

WIOA Training Procurement

The MBWIB will establish Individual Training Account (ITA) limits and review and certify local training providers and programs based on:

- The degree to which the training programs of such providers relate to in-demand industry sectors and occupations in the LWIA22;
- The ability of the providers to offer programs that lead to recognized postsecondary credentials;
- The quality of a program of training services, including a program of training services that leads to a recognized postsecondary credential;
- The ability of the providers to provide training services to individuals who are employed and individuals with barriers to employment;
- Meeting performance accountability measures and other matters for which information is required under WIOA.

ITA's are not procured and LWIA22 will follow federal and state policies in the selection of eligible providers and programs.

The MBWIB will select training service providers in consultation with the local business services partners, complying with applicable federal and state laws, regulations and policies where customized training such as On-The-Job (OJT), Incumbent Worker Training (IWT), will be utilized.

The MBWIB, in consultation with the local employer (s), will utilize a competitive RFP process if Class Sized Training services are offered, complying with applicable federal and state laws, regulations and policies. A rating panel of the MBWIB will review RFPs to select training service provider.

Youth Program Provider(s) Procurement

The MBWIB and the Youth Committee of the MBWIB will utilize a competitive RFP process for providers of youth activities in compliance with WIOA.

ITAs may be utilized, as determined appropriate, in recommendation by LWIA 22, for eligible youth program participants. Training providers and programs will be selected from the list of approved providers and programs under WIOA and as further approved by the MBWIB. ITAs will adhere to limits set forth by the MBWIB.

One-Stop Operator Procurement

The MBWIB will utilize a competitive RFP process for One-Stop Operator Services and One-Stop activities in compliance with WIOA.

The MBWIB must select the OSO through a competitive process, as required by §121(d)(2)(A) of WIOA. The competitive process must be conducted no less than every 4 years. The OSO will be procured according to the following timetable:

July 1, 2017 – June 30, 2021

July 1, 2021 – June 30, 2025.

The competitive process will follow the procurement policy above, and include procurement through sealed bids, competitive proposals, or noncompetitive proposals, if certain criteria are met (2 CFR 300.320(f)).

Any proposals/bids received will be reviewed by the Executive Committee. The full MBWIB will address all contractual and administrative issues arising out of the procurements, such as protests, appeals, and disputes.

Other Workforce Development Activities Procurement

The MBWIB will utilize a competitive RFP process for procurement for other workforce innovation activities including but not limited to WIB development, staff development, WIOA implementation and other services as determined necessary.

Attachment 5

Summary of Public Comments

There were no public comments for Region 9's Regional Plan nor LWIA#22's Local Plan during the 30-day publication period of February 14 - March 14, 2020 and during the 30-day publication period of February 14- March 14, 2022.