

II.a.1.A.iii – Employers’ Employment Needs. The State’s response is not adequate because it did not address and provide industry data for the sub-State Regions and any specific economic areas identified by the State, as required by the ICR section a.1.A.iii. The State did not include a description of the knowledge, skills, and abilities required for the occupations for which there is existing or emerging demand.

ICR Requirement: With regard to the industry sectors and occupations identified in (A)(i) and (ii), provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

Employer’s Employment Needs

The Illinois Department of Employment Security (Employment Security) houses the state’s labor market economists and provides data and information to support state, regional and local workforce and economic development initiatives. The State of Illinois established an Interagency Data Team with representatives from the core program partners including Employment Security, Illinois Department of Commerce and Economic Opportunity (Commerce), Illinois Community College Board (ICCB) and Illinois Department of Human Services Division of Rehabilitation Services (DRS) to establish the framework for the data that is used in the economic and workforce analysis. Illinois is looking to formalize the relationship of the Interagency Data Team so that it serves as an ongoing resource, extending beyond the development of the Unified State Plan and supporting the implementation of the state, regional and local plans.

The economic and workforce analysis presented highlight data that is publicly available and provides an analysis process that is easily replicable using no-cost data sources. The state encourages regional and local partners to regularly and systemically analyze and validate complementary data through various forms of business engagement. The long-term goal is to develop the most robust data collection possible so that supply and demand projections benefit from as near to real-time information as possible.

Economic Analysis

Three of the most important economic benchmarks used by Illinois to both understand our economic position and to evaluate the effectiveness of our efforts to improve that position, are overall economic production, employment and earnings. Examining these three indicators across the past ten years provides an uncommonly stark description of Illinois’ experience before, across and since the “Great Recession” during the final years of the first decade of the 21st century.

Existing Demand Industry Sectors and Occupations

The main narrative told by the numbers in Table 1 is that Illinois was struck hard by the economic downturn – harder than the nation overall, but not as hard as our fellow states in the Great Lakes region (IL, IN, MI, OH and WI). Illinois’ overall Gross Domestic Product (GDP) grew by an infinitesimal six-tenths of one percent from 2004–2009. But even that far surpassed our neighbors, whose combined economies shrank by nearly five percent. Similar stories are told by changes in employment and earnings from 2004 to 2009. Illinois gained only a handful of jobs – much less than the nation as a whole, but still ahead of the Great Lakes region overall. The story since 2009 has been one of a lagging recovery for Illinois. While we have seen increases in all three of these measures, Illinois has trailed the region in the pace of those increases.

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**Table 1: Illinois vs. Benchmark States vs. Nation:
Change in GDP, Employment and Earnings over Last 10 years**

	Gross Domestic Product			Employment			Earnings		
	2004	2009	2014	2004	2009	2014	2004	2009	2014
ILLINOIS	637,828	641,880	680,448	5,934,131	5,935,337	6,071,686	256,671,215	286,828,581	333,471,194
Great Lakes Region*	2,090,863	1,995,394	2,187,656	22,027,090	21,140,406	21,852,220	847,365,841	894,538,281	1,055,156,486
US	13,772,746	14,329,566	15,773,516	147,379,583	154,188,500	155,899,000	5,417,439,000	6,244,497,000	7,469,374,000

	Percent Change in Gross Domestic Product			Percent Change in Employment			Percent Change in Earnings		
	2004-2009	2009-2014	2004-2014	2004-2009	2009-2014	2004-2014	2004-2009	2009-2014	2004-2014
ILLINOIS	0.6%	6.0%	6.7%	0.0%	2.3%	2.3%	11.7%	16.3%	29.9%
Great Lakes Region*	-4.6%	9.6%	4.6%	-4.0%	3.4%	-0.8%	5.6%	18.0%	24.5%
US	4.0%	10.1%	14.5%	4.6%	1.1%	5.8%	15.3%	19.6%	37.9%

* Defined by the US Department of Commerce, Bureau of Economic Analysis to include: Illinois, Indiana, Michigan, Ohio and Wisconsin

Sources:

Gross Domestic Product: Bureau of Economic Analysis Real GDP by State (millions of chained 2009 dollars)

Employment: Haver Analytics, Bureau of Labor Statistics

Earnings: Bureau of Economic Analysis, Compensation of Employees by NAICS Industry (Table SA6N), wage and salary data

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The situation described by these numbers provides the setting for planning the implementation of the Workforce Innovation and Opportunity Act (WIOA). The challenge for Illinois is to utilize WIOA and all of its partner programs to assist the state's businesses in increasing productivity, employment and earnings throughout the state.

Table 2 shows the projected employment demand through 2022 for major industry sectors across Illinois. The largest number of job openings is expected to be created within the business services and health care sectors. Large percentage changes in employment are expected in wholesale trade and a resurgent construction sector.

Table 2: Illinois Employment by Major Industry Sector

North American Industry Classification System (NAICS) Title	Base Year Employment 2012	Share of Statewide Base Year Employment 2012	Projected Year Employment 2022	Net Change 2012-2022	Ten-Year Percent Change 2012-2022	Location Quotient 2012
TOTAL, ALL INDUSTRIES	6,166,236	100.00%	6,678,572	512,336	8.31%	1.00
Agricultural Production	76,292	1.24%	76,584	292	0.38%	0.85
Natural Resources and Mining	10,137	0.16%	11,695	1,558	15.37%	0.58
Utilities	23,809	0.39%	24,322	513	2.15%	1.01
Construction	188,916	3.06%	215,181	26,265	13.90%	0.79
Manufacturing	582,735	9.45%	581,655	-1,080	-0.19%	1.15
Wholesale Trade	294,361	4.77%	324,652	30,291	10.29%	1.22
Retail Trade	596,393	9.67%	632,132	35,739	5.99%	0.95
Transportation and Warehousing	273,535	4.44%	293,395	19,860	7.26%	1.46
Information	100,018	1.62%	98,113	-1,905	-1.90%	0.88
Financial Activities	365,716	5.93%	392,651	26,935	7.37%	1.11
Professional and Business Services	860,924	13.96%	1,020,527	159,603	18.54%	1.13
Educational Services, Private and Public*	568,857	9.23%	600,804	31,947	5.62%	1.24
Health Care and Social Assistance	733,693	11.90%	841,289	107,596	14.66%	1.02
Leisure and Hospitality	535,716	8.69%	580,005	44,289	8.27%	0.92
Personal and Other Services	280,007	4.54%	300,240	20,233	7.23%	1.07
Government	365,894	5.93%	365,720	-174	-0.05%	0.39
Self Employed, Unpaid Family Workers and Others n.e.c.	309,233	5.01%	319,607	10,374	3.35%	0.83

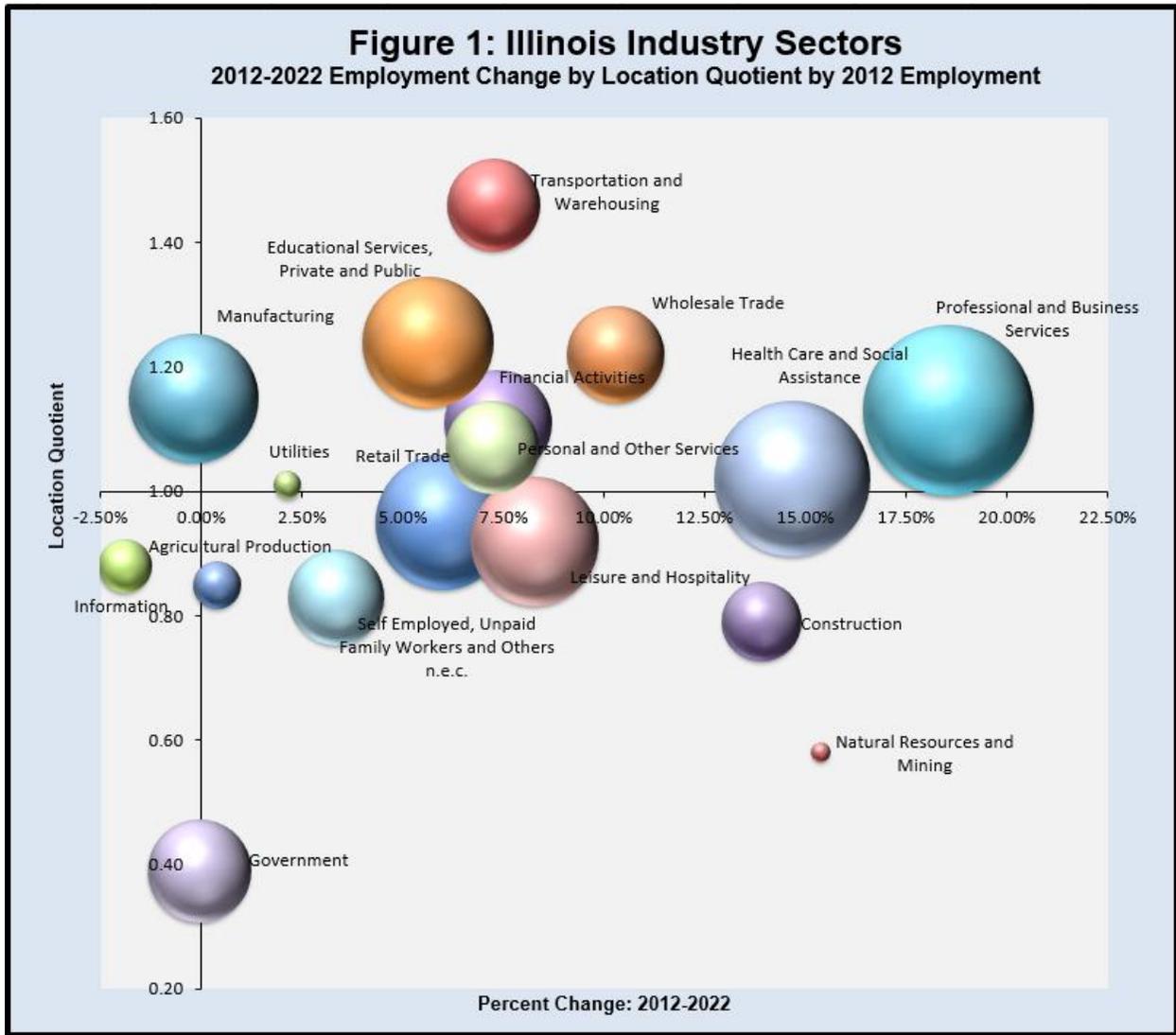
* Location Quotient for "Educational Services, Private and Public" is for 2014

Sources: IL Department of Employment Security Statewide Long-Term Employment Projections, Department of Commerce and Economic Opportunity

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Figure 1 factors in percentage growth and a measure of industry importance in the state (location quotient), with “bubble” size indicating the relative size of the industry.

Figure 1: Illinois Industry Sectors, 2012-2022 Employment Change by Location Quotient by 2012 Employment



Sources: IL Department of Employment Security Statewide Long-Term Employment Projections, Department of Commerce and Economic Opportunity

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Table 3 shows the projected employment demand through 2022 for major occupational sectors throughout Illinois. The largest numbers of new jobs are expected to be created within the transportation and material moving, sales, healthcare, food service, business and financial operations and computer and mathematical occupation sectors. Large numbers of job openings (including replacement jobs) are expected in sales and office and administrative occupations.

Table 3: Illinois Employment by Major Occupational Sector

Standard Occupational Classification (SOC) Title	Base Year Employment	Share of Statewide Base Year Employment	Projection Year Employment	Net Employment Change 2012-2022		Average Annual Job Openings due to		
	2012	2012	2022	Number	Percent	Growth	Replacements	Total
TOTAL, ALL OCCUPATIONS	6,166,236	100.00%	6,678,572	512,336	8.31%	55,296	143,981	199,277
Transportation and Material Moving Occupations	460,208	7.46%	513,176	52,968	11.51%	5,327	11,114	16,441
Sales and Related Occupations	636,874	10.33%	678,851	41,977	6.59%	4,220	19,108	23,328
Healthcare Practitioners and Technical Occs	330,411	5.36%	371,129	40,718	12.32%	4,089	6,773	10,862
Food Preparation and Serving Occupations	451,936	7.33%	491,629	39,693	8.78%	3,989	16,629	20,618
Business and Financial Operations Occupations	315,143	5.11%	353,460	38,317	12.16%	3,872	6,106	9,978
Healthcare Support Occupations	172,031	2.79%	207,310	35,279	20.51%	3,564	3,286	6,850
Office and Administrative Support Occupations	917,264	14.88%	951,675	34,411	3.75%	5,283	20,442	25,725
Construction and Extraction Occupations	220,061	3.57%	249,079	29,018	13.19%	2,905	3,828	6,733
Computer and Mathematical Occupations	152,628	2.48%	181,295	28,667	18.78%	2,867	2,556	5,423
Management Occupations	459,745	7.46%	485,377	25,632	5.58%	3,488	9,212	12,700
Education, Training and Library Occupations	410,319	6.65%	434,583	24,264	5.91%	2,437	8,529	10,966
Building and Grounds Cleaning and Maint. Occs	229,563	3.72%	253,732	24,169	10.53%	2,417	4,728	7,145
Personal Care and Service Occupations	187,390	3.04%	209,960	22,570	12.04%	2,277	4,118	6,395
Production Occupations	445,529	7.23%	466,575	21,046	4.72%	2,945	9,042	11,987
Installation, Maintenance and Repair Occs	202,930	3.29%	220,543	17,613	8.68%	1,795	4,617	6,412
Protective Service Occupations	153,906	2.50%	162,477	8,571	5.57%	892	4,014	4,906
Community and Social Services Occupations	102,398	1.66%	110,938	8,540	8.34%	862	2,373	3,235
Arts/Design/Entertainment, Sports/Media Occs	98,826	1.60%	105,138	6,312	6.39%	668	2,353	3,021
Legal Occupations	53,470	0.87%	59,545	6,075	11.36%	608	860	1,468
Architecture and Engineering Occupations	83,565	1.36%	88,821	5,256	6.29%	559	1,943	2,502
Life, Physical and Social Science Occupations	35,102	0.57%	36,970	1,868	5.32%	194	976	1,170
Farming, Fishing and Forestry Occupations	46,937	0.76%	46,309	- 628	-1.34%	38	1,376	1,414

Sources: IL Department of Employment Security Statewide Long-Term Employment Projections, Department of Commerce and Economic Opportunity

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Emerging Demand Industry Sectors and Occupations

Based on the information contained in Table 2, major industry sectors were categorized according to the following methodology:

- **LEADING** industries are identified as those which are expected to grow during the projection period, and which are important within the state (i.e., have a location quotient greater than 1.0). These industries are found in the upper right hand quadrant of Figure 1.
- **EMERGING** industries are identified as those that are not strongly represented in the current economy (i.e., have a location quotient that is less than 1.0), but are expected to grow during the projection period. These industries are found in the lower right hand quadrant of Figure 1.
- **MATURING** industries are identified as those that are important within the state, but are not expected to grow during the projection period. These industries are found in the upper left hand quadrant of Figure 1.

Each of these categories are significant for the economy, for job growth and availability and are hence important for the planning of WIOA and partner programs during the period of this Unified State Plan. In summary, leading industries are those that will likely provide the largest numbers of job openings, due to their combination of size and growth; emerging industries are those that are currently small but are quickly gaining in economic importance and job creation; and maturing industries are those which have slower job growth but still have hefty presences in the economy and will continue to create significant job openings, if only through attrition (e.g., accelerating retirements).

Tables 4, 5 and 6 display the results of categorizing (according to this methodology) the major industries from Table 3. Major industry categories that are not included in one of these categories are now dropped from the analysis.

Table 4: LEADING Major Industry Sectors Statewide

LEADING INDUSTRIES NAICS Title	Base Year Employment 2012	Share of Statewide Base Year Employment 2012	Projected Year Employment 2022	Net Change 2012-2022	Ten-Year Percent Change 2012-2022	Location Quotient 2012
TOTAL, ALL INDUSTRIES	6,166,236	100%	6,678,572	512,336	8.3%	1.00
Professional and Business Services	860,924	14.0%	1,020,527	159,603	18.5%	1.13
Health Care and Social Assistance	733,693	11.9%	841,289	107,596	14.7%	1.02
Educational Services, Private and Public	568,857	9.2%	600,804	31,947	5.6%	1.24
Wholesale Trade	294,361	4.8%	324,652	30,291	10.3%	1.22
Financial Activities	365,716	5.9%	392,651	26,935	7.4%	1.48
Personal and Other Services	280,007	4.5%	300,240	20,233	7.2%	1.07
Transportation and Warehousing	273,535	4.4%	293,395	19,860	7.3%	1.46
Utilities	23,809	0.4%	24,322	513	2.2%	1.01

Sources: IL Department of Employment Security Statewide Long-Term Employment Projections, Department of Commerce and Economic Opportunity

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Table 5: EMERGING Major Industry Sectors Statewide

EMERGING INDUSTRIES						
NAICS Title	Base Year Employment 2012	Share of Statewide Base Year Employment 2012	Projected Year Employment 2022	Net Change 2012-2022	Ten-Year Percent Change 2012-2022	Location Quotient 2012
TOTAL, ALL INDUSTRIES	6,166,236	100%	6,678,572	512,336	8.3%	1.00
Leisure and Hospitality	535,716	8.7%	580,005	44,289	8.3%	0.92
Retail Trade	596,393	9.7%	632,132	35,739	6.0%	0.95
Construction	188,916	3.1%	215,181	26,265	13.9%	0.79

Sources: IL Department of Employment Security Statewide Long-Term Employment Projections, Department of Commerce and Economic Opportunity

Table 6: MATURING Major Industry Sectors Statewide

MATURING INDUSTRIES						
NAICS Title	Base Year Employment 2012	Share of Statewide Base Year Employment 2012	Projected Year Employment 2022	Net Change 2012-2022	Ten-Year Percent Change 2012-2022	Location Quotient 2012
TOTAL, ALL INDUSTRIES	6,166,236	100%	6,678,572	512,336	8.3%	1.00
Manufacturing	582,735	9.5%	581,655	(1,080)	-0.2%	1.15

Sources: IL Department of Employment Security Statewide Long-Term Employment Projections, Department of Commerce and Economic Opportunity

For those major industries that are included, we can drill down the analysis to each of the industry sectors (3-digit NAICS-level industries) (North American Industry Classification System – <http://www.census.gov/eos/www/naics/>) found within these major industry categories. The tables found in Attachment B at www.illinoisworknet.com/wioastateplan display the leading, emerging and maturing industry sectors within the major industry categories identified in the first step.

The regional planning process utilizes the same analytic steps to assist regional teams in identifying leading, emerging and maturing industry clusters within each region. The regional planning process includes the development of crosswalks between the detailed (3-digit) industry clusters and the occupational pathway for each region. The results of this crosswalk identify occupations related to the detailed industry clusters identified statewide as leading, emerging and maturing. These are considered starting points for conversations with employers regarding critical occupations within their industries during the complete regional planning process. Table 7 below summarizes the leading, emerging and maturing sectors identified for each of the statewide Economic Development Regions on the basis of these current and projected employment data, along with a brief comment on each region.

This table consists of ten rows, one for each of the ten Economic Development Regions in Illinois. For each region, industry sectors are identified based on their employment profile within the

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region: leading (industries that are concentrated within the region and are expected to grow through 2022); emerging (industries that are not currently concentrated with the region, but are expected to grow through 2022) and; maturing (industries that are concentrated within the region, but are not expected to create new jobs through 2022, although they will add employees through separation). A brief summary analysis is also provided for each region, highlighting important sectors within that region.

Table 7: Leading, Emerging and Maturing Sectors Identified by Economic Development Region

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	Leading Sectors	Emerging Sectors	Maturing Sectors	Comments
Central	Health Care Business Management	Marketing & Sales Hospitality & Tourism Law & Safety Education & Training TDL Construction Information Technology Research & Development	Finance Energy Agriculture Manufacturing	Agriculture remains significantly concentrated in this region, even as sector employment is expected to contract. Health Care is expected to continue to grow, as does Marketing & Sales .
East Central	Marketing & Sales Hospitality & Tourism Education & Training TDL Manufacturing	Health Care Law & Safety Business Management Construction Information Technology Energy Research & Development Finance	Agriculture	Education & Training employment is highly concentrated and growing (led by the University of Illinois). Agriculture is also highly concentrated in the region. Manufacturing employment is expected to grow slowly, but is still an important sector in the region.
North Central	Business Management Finance TDL Manufacturing	Hospitality & Tourism Marketing & Sales Health Care Law & Safety Education & Training Construction Information Technology Research & Development	Agriculture	Manufacturing employment is more highly concentrated in the region than in any other region of the state. Although employment growth is expected to be slow, overall employment in this sector will remain highly significant.
Northeast	Marketing & Sales Law & Safety Business Management TDL Information Technology	Hospitality & Tourism Health Care Construction Education & Training Finance Arts Research & Development Agriculture Energy	Manufacturing	Business Management is the most highly concentrated sector in this region. Marketing & Sales and Hospitality & Tourism are expected to be the largest job-creation sectors. Information Technology has a bigger footprint in this region than in any other region of the state.
Northern Stateline	Business Management TDL Manufacturing Agriculture	Marketing & Sales Hospitality & Tourism Law & Safety Health Care Construction Education & Training Finance Information Technology Research & Development Arts Energy	(None)	As in the North Central region, Manufacturing is extraordinarily important to this region in both job creation and (especially) employment concentration. Transportation, Distribution & Logistics is also an important sector to this region across both of those metrics.
Northwest	TDL Business Management	Marketing & Sales Hospitality & Tourism Law	Energy	Between rail, river and trucking traffic, Transportation, Distribution & Logistics is a

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Table 7: Leading, Emerging and Maturing Sectors Identified by Economic Development Region				
	Leading Sectors	Emerging Sectors	Maturing Sectors	Comments
	Manufacturing Finance Agriculture	& Safety Health Care Construction Education & Training Information Technology Research & Development		major driver in this region, through both concentration and expected job growth. Manufacturing and Agriculture are also highly concentrated here and are expected to add some employment.
Southeast	Health Care Education & Training TDL	Marketing & Sales Hospitality & Tourism Business Management Law & Safety Construction Research & Development Information Technology	Agriculture Manufacturing	Agriculture and Manufacturing are the two most highly concentrated sectors in this region, but both are expected to contract in employment by 2022. Biggest job-creating sectors in this region are expected to be Marketing & Sales and Hospitality & Tourism . Health Care is also a significant, and growing, sector.
Southern	Marketing & Sales Hospitality & Tourism Health Care Education & Training Agriculture	Law & Safety Business Management TDL Construction Information Technology Research & Development Arts	Energy Manufacturing	Hospitality & Tourism and Education & Training are both highly concentrated in this region and are expected to create new jobs. Agriculture will create fewer jobs, but is still highly concentrated in the region.
Southwest	TDL Business Management Education & Training Manufacturing	Marketing & Sales Health Care Hospitality & Tourism Law & Safety Construction Information Technology Research & Development	Energy Agriculture	Manufacturing is expected to grow slowly, but is still tremendously concentrated and important to this region. Transportation, Distribution & Logistics is also concentrated in this region and is expected to grow more robustly.
West Central	Health Care Business Management Education & Training TDL Manufacturing	Marketing & Sales Hospitality & Tourism Law & Safety Construction	Agriculture	Health Care is a significant sector in this region, and is expected to create the largest number of new jobs through 2022. Manufacturing and Transportation, Distribution & Logistics are also significant in this region. Agriculture is the most highly concentrated sector in the region, but is expected to shrink in employment through 2022.

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Shown below, in Figures 2a and 2b and in Tables 8a-d, are examples – for Health Care in the Northeast Region and for Manufacturing in the Southwest Region – of information that was prepared for each region to use in their regional planning processes. The information provided to each region is currently available on Illinois workNet (<https://www2.illinoisworknet.com/wioastateplan>). The information in Figures 2a and 2b is analogous to that shown for the state in Figure 1. Tables 8a and 8b show regional employment across industry sectors, and are the basis for Figures 2a and 2b. Tables 8c and 8d show regional employment within specific industries in the example sectors. Tables 8e and 8f show regional employment within occupations associated with those industries. In each case, the intention was for the regional planning groups to review and analyze this data in order to help identify sectors for which regional sector talent pipeline projects might be most appropriate.

Table 8a: Northeast Region Employment by Industry/Occupational Cluster

NORTHEAST REGION					
EMPLOYMENT BY INDUSTRY / OCCUPATIONAL CLUSTER					
Cluster	2012 Employment	2022 Employment	Net Employment Change	Percent Employment Change	Concentration (Location Quotient)
Marketing & Sales	1,486,398	1,655,634	169,236	11.4%	1.02
Hospitality & Tourism	1,072,558	1,195,218	122,660	11.4%	0.64
Law & Public Safety	659,602	785,008	125,406	19.0%	1.17
Business Management	503,349	583,855	80,506	16.0%	1.42
Health Care	498,816	581,060	82,244	16.5%	0.81
Transportation, Distribution & Logistics	390,479	433,897	43,418	11.1%	1.25
Education & Training	379,002	398,055	19,053	5.0%	0.95
Manufacturing	376,840	374,497	- 2,343	-0.6%	1.12
Finance	258,940	269,960	11,020	4.3%	0.96
Construction	161,560	185,578	24,018	14.9%	0.71
Information Technology	64,820	86,724	21,904	33.8%	1.05
Arts & Audio Visual	60,547	64,394	3,847	6.4%	0.78
Research & Development	48,530	51,189	2,659	5.5%	0.72
Agriculture	14,033	16,210	2,177	15.5%	0.30
Energy	12,304	12,919	615	5.0%	0.46

Table 8b: Southwest Region Employment by Industry/Occupational Cluster

SOUTHWEST REGION					
EMPLOYMENT BY INDUSTRY / OCCUPATIONAL CLUSTER					
Cluster	2012 Employment	2022 Employment	Net Employment Change	Percent Employment Change	Concentration (Location Quotient)
Marketing & Sales	74,032	79,564	5,532	7.5%	0.92
Hospitality & Tourism	58,413	62,192	3,779	6.5%	0.92
Health Care	33,642	38,368	4,726	14.0%	0.93
Education & Training	25,437	26,932	1,495	5.9%	1.06
Law & Public Safety	20,727	23,191	2,464	11.9%	0.65
Transportation, Distribution & Logistics	20,635	22,985	2,350	11.4%	1.32
Manufacturing	21,373	21,525	152	0.7%	2.88
Business Management	14,867	16,510	1,643	11.1%	1.19
Construction	13,534	14,901	1,367	10.1%	0.96
Finance	8,889	8,885	- 4	0.0%	0.75
Agriculture	6,485	6,392	- 93	-1.4%	2.44
Arts & Audio Visual	3,806	3,611	- 195	-5.1%	0.81
Reserarch & Development	2,982	3,175	193	6.5%	0.84
Information Technology	2,294	2,984	690	30.1%	0.65
Energy	1,746	1,703	- 43	-2.5%	1.10

Figure 2a: Major Industry Clusters in the Northeast Region

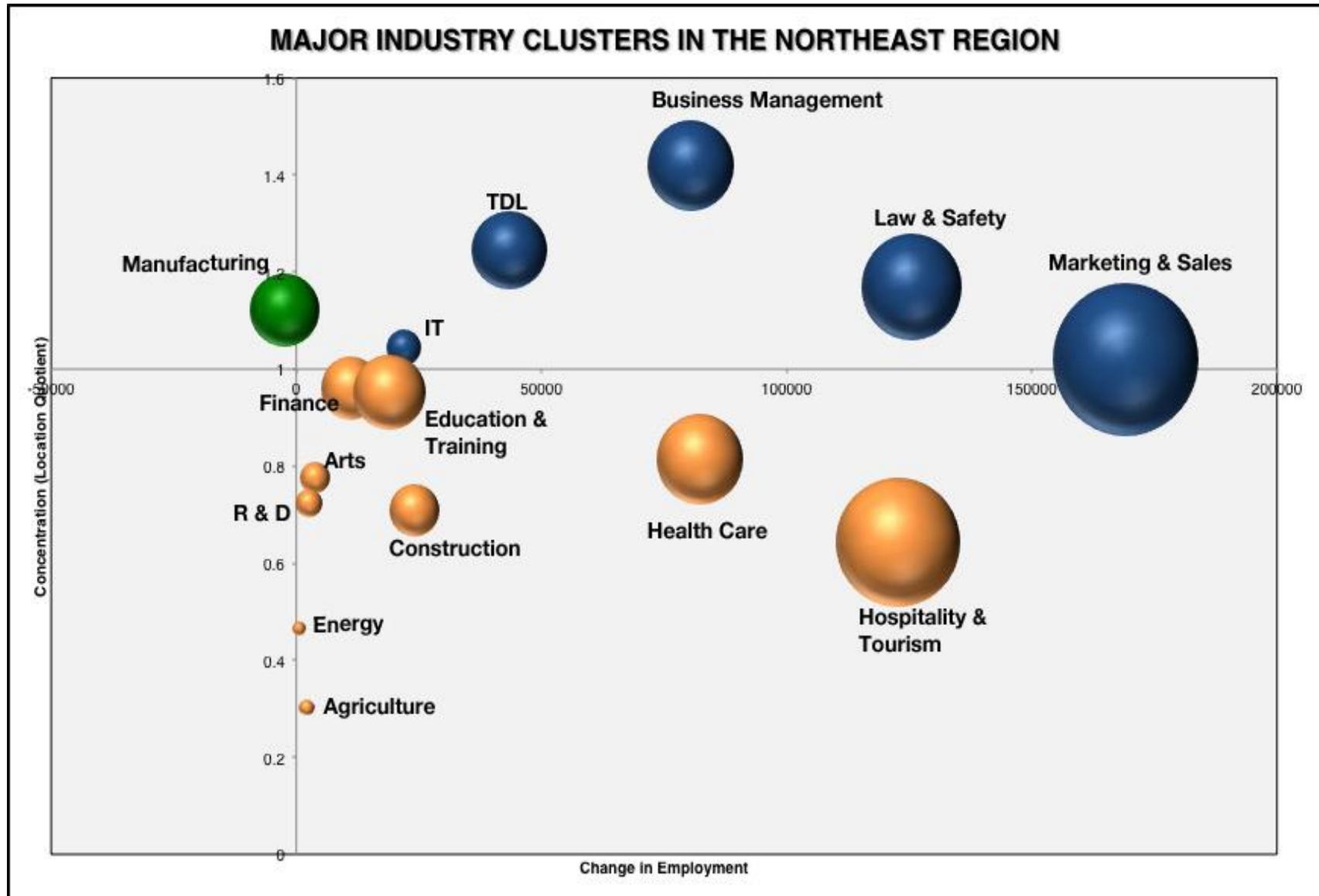


Figure 2b: Major Industry Clusters in the Southwest Region

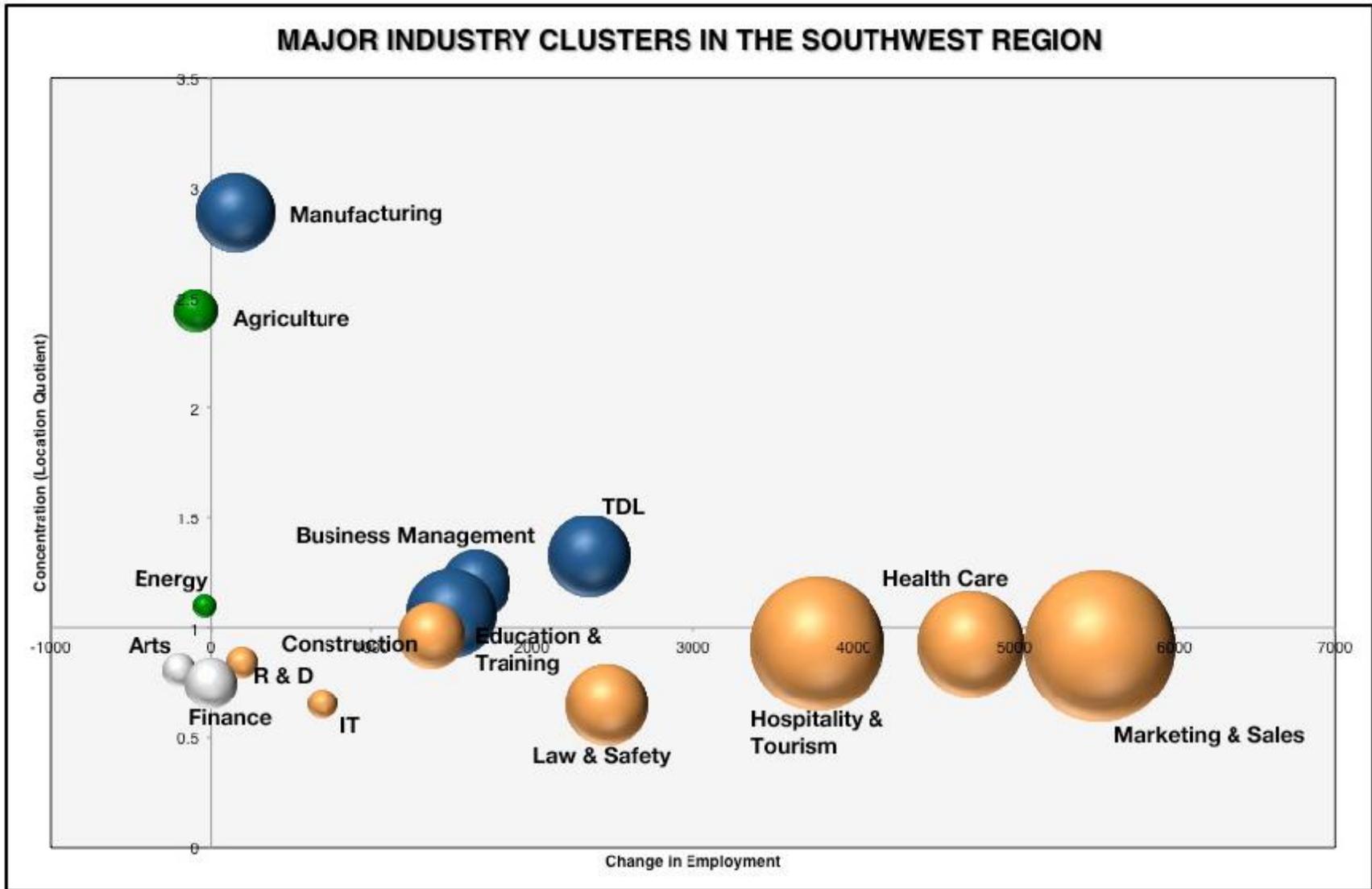


Table 8c: Leading, Emerging and Maturing Health Care Industries in the Northeast Region

HEALTH CARE								
LEADING, EMERGING AND MATURING INDUSTRIES IN THE NORTHEAST REGION								
NAICS	DESCRIPTION	2012 Employment	2022 Employment	Employment Change 2012- 22	% Change 2012-22	2014 Establishments	2014 LQ	Class
621	Ambulatory Health Care Services	169,318	217,633	48,315	28.5%	18,124	0.80	Emerging
622	Hospitals	168,462	171,202	2,740	1.6%	195	0.85	Emerging
623	Nursing and Residential Care Facilities	81,533	99,606	18,073	22.2%	893	0.73	Emerging
624	Social Assistance	79,503	92,619	13,116	16.5%	3,942	0.86	Emerging

Table 8d: Leading, Emerging and Maturing Manufacturing Industries in the Southwest Region
Table 8e: Occupational Employment in Health Care Industries in the Northeast Region

MANUFACTURING									
LEADING, EMERGING AND MATURING INDUSTRIES IN THE SOUTHWESTERN REGION									
NAICS	DESCRIPTION	2012 Employment	2022 Employment	Employment Change 2012-22	% Change 2012-22	2014 Establishments	2014 LQ	Class	
311	Food Manufacturing	3,468	3,502	34	1.0%	62	1.20	Leading	
312	Beverage and Tobacco Product Manufacturing	84	74	(10)	-11.9%	12	0.22		
313	Textile Mills	-	-	-	0.0%	3	-		
314	Textile Product Mills	24	24	-	0.0%	9	0.10		
315	Apparel Manufacturing	-	-	-	0.0%	4	-		
316	Leather and Allied Product Manufacturing	-	-	-	0.0%	2	-		
321	Wood Product Manufacturing	343	385	42	12.2%	23	0.51	Emerging	
322	Paper Manufacturing	475	432	(43)	-9.1%	11	0.63		
323	Printing and Related Support Activities	604	455	(149)	-24.7%	52	0.66		
324	Petroleum and Coal Products Manufacturing	1,056	1,082	26	2.5%	13	4.78	Leading	
325	Chemical Manufacturing	966	938	(28)	-2.9%	31	0.62		
326	Plastics and Rubber Products Manufacturing	156	146	(10)	-6.4%	16	0.12		
327	Nonmetallic Mineral Product Manufacturing	782	936	154	19.7%	27	1.08	Leading	
331	Primary Metal Manufacturing	5,847	5,868	21	0.4%	16	7.38	Leading	
332	Fabricated Metal Product Manufacturing	3,443	3,577	134	3.9%	107	1.23	Leading	
333	Machinery Manufacturing	1,227	1,182	(45)	-3.7%	42	0.56		
334	Computer and Electronic Product Manufacturing	32	27	(5)	-15.6%	16	0.01		
335	Electrical Equipment, Appliance, and Component Manufacturing	903	888	(15)	-1.7%	11	1.22	Maturing	
336	Transportation Equipment Manufacturing	1,431	1,474	43	3.0%	21	0.48	Emerging	
337	Furniture and Related Product Manufacturing	49	51	2	4.1%	23	0.07	Emerging	
339	Miscellaneous Manufacturing	483	484	1	0.2%	55	0.42	Emerging	

HEALTH CARE													
INDUSTRIES FOR PRINCIPAL OCCUPATIONS IN THE NORTHEASTERN REGION													
NAICS	Description	2014 Establishments	2012 Employment	2022 Employment	Industry Class	Pathway	SOC Code	SOC Title	Average Annual Job Openings	Annual Occupation Openings in Industry	Median Annual	Education Entry Level	Experience Entry Level

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621	Ambulatory Health Care Services	18,124	169,318	217,633	Emerging	Therapeutic Services	29-1141	Registered Nurses	2400	482	\$71,914	Associate's or Bachelor's degree	None
622	Hospitals	195	168,462	171,202	Emerging					1,421			
623	Nursing and Residential Care Facilities	893	81,533	99,606	Emerging					168			
624	Social Assistance	3,942	79,503	92,619	Emerging					22			
621	Ambulatory Health Care Services	18,124	169,318	217,633	Emerging	Therapeutic Services	29-1171	Nurse Practitioners	109	68	\$92,698	Master's degree	None
622	Hospitals	195	168,462	171,202	Emerging					28			
623	Nursing and Residential Care Facilities	893	81,533	99,606	Emerging					3			
624	Social Assistance	3,942	79,503	92,619	Emerging					1			
621	Ambulatory Health Care Services	18,124	169,318	217,633	Emerging	Therapeutic Services	29-2021	Dental Hygienists	209	204	\$73,703	Associate's degree	None
622	Hospitals	195	168,462	171,202	Emerging					1			
621	Ambulatory Health Care Services	18,124	169,318	217,633	Emerging	Therapeutic Services	29-2041	Emergency Medical Techs & Paramedics	326	179	\$52,893	Post-secondary non-degree award	None
622	Hospitals	195	168,462	171,202	Emerging					50			
621	Ambulatory Health Care Services	18,124	169,318	217,633	Emerging	Therapeutic Services	29-2052	Pharmacy Technicians	301	11	\$28,119	High school diploma or equivalent	None
622	Hospitals	195	168,462	171,202	Emerging					49			
623	Nursing and Residential Care Facilities	893	81,533	99,606	Emerging					1			
621	Ambulatory Health Care Services	18,124	169,318	217,633	Emerging	Therapeutic Services	29-2061	Licensed Practical Nurses	710	205	\$48,251	Post-secondary non-degree award	None
622	Hospitals	195	168,462	171,202	Emerging					116			
623	Nursing and Residential Care Facilities	893	81,533	99,606	Emerging					278			
624	Social Assistance	3,942	79,503	92,619	Emerging					10			

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Table 8f: Occupational Employment in Manufacturing Industries in the Southwest Region

MANUFACTURING													
INDUSTRIES FOR PRINCIPAL OCCUPATIONS IN THE SOUTHWEST REGION													
NAICS	Description	2014 Establishments	2012 Employment	2022 Employment	Industry Class	Pathway	SOC Code	SOC Title	Average Annual Job Openings	Annual Occupation Openings in Industry	Median Annual	Education Entry Level	Experience Entry Level
334	Computer and Electronic Product Manufacturing	16	32	27		Manufacturing Production Process Development	15-1132	Software Developers, Applications	24	1	\$83,095	Bachelor's degree	None
334	Computer and Electronic Product Manufacturing	16	32	27		Manufacturing Production Process Development	15-1133	Software Developers, Systems Software	14	2	\$93,438	Bachelor's degree	None
332	Fabricated Metal Product Manufacturing	107	3,443	3,577	Leading	Manufacturing Production Process Development	17-2141	Mechanical Engineers	13	1	\$74,902	Bachelor's degree	None
333	Machinery Manufacturing	42	1,227	1,182						2			
334	Computer and Electronic Product Manufacturing	16	32	27						1			
336	Transportation Equipment Manufacturing	21	1,431	1,474	Emerging					2			
334	Computer and Electronic Product Manufacturing	16	32	27									
334	Computer and Electronic Product Manufacturing	16	32	27		Manufacturing Production Process Development	41-4011	Sales Reps, Whls/Mfg, Tech/SciProds	16	1	\$73,452	Bachelor's degree	None
311	Food Manufacturing	62	3,468	3,502	Leading	Manufacturing Production Process Development	41-4012	Sales Reps/Wholesale/Mfg, Ex. Tech/Scientific	63	1	\$49,896	High school diploma or equivalent	None
323	Printing and Related Support Activities	52	604	455						1			
332	Fabricated Metal Product Manufacturing	107	3,443	3,577	Leading					1			
333	Machinery Manufacturing	42	1,227	1,182						1			
311	Food Manufacturing	62	3,468	3,502	Leading	Maintenance, Installation & Repair	49-9041	Industrial Machinery Mechanics	37	3	\$54,703	High school diploma or equivalent	None
312	Beverage and Tobacco Product Manufacturing	12	84	74						1			
321	Wood Product Manufacturing	23	343	385	Emerging					1			
322	Paper Manufacturing	11	475	432						1			
325	Chemical Manufacturing	31	966	938						2			
326	Plastics and Rubber Products Manufacturing	16	156	146						1			
327	Nonmetallic Mineral Product Manufacturing	27	782	936	Leading					1			
331	Primary Metal Manufacturing	16	5,847	5,868	Leading					1			
332	Fabricated Metal Product Manufacturing	107	3,443	3,577	Leading					2			
333	Machinery Manufacturing	42	1,227	1,182						2			
336	Transportation Equipment Manufacturing	21	1,431	1,474	Emerging	2							

Employer's Needs

The data that was provided to each of Illinois' regional planning teams is directly linked to labor market information. The Illinois Pathway's website (www.illinoispathways.com) is a highlighted resource that outlines education and career pathways leading to career options that require similar skills and preparation. The Illinois Pathways website allows the users to research groupings of careers, labor market information, and the knowledge, skills, abilities and credentials that are required for each occupation. Illinois will build on this tool and update the information as a part of the WIOA career pathway and sector strategies. Business engagement is critical to verify that this information accurately reflects the employer's needs.

Illinois Pathways is an innovative public-private education partnership that is organized to support local implementation of career pathway systems in STEM-related application areas by coordinating and reducing the transaction costs among statewide networks of education partners, businesses, industry associations, labor organizations and other organizations. Education and career pathways are an integrated collection of programs and services intended to develop students' core academic, technical and employability skills, to provide them with continuous education and training and to place them in high-demand, high-opportunity jobs. Illinois Pathways builds off of the National Career Clusters® Framework and supports career pathway systems in STEM application areas.

One of the key strategies of Illinois Pathways was to launch and support statewide, public-private partnerships in identified high-growth, STEM-related industry sectors, known as STEM Learning Exchanges. The STEM Learning Exchanges align sector-based supports from business, non-profit organizations, private funding organizations and government entities. These Learning Exchanges have focused on: a) advising regions on career pathway system structure and best practices in a particular sector; b) delivering high quality curricular and professional development resources; and c) expanding access to real world challenges and work-based learning.

Built on longstanding strengths in Illinois, particularly in CTE Programs of Study, Illinois Pathways addresses two goals: first, to increase the number of Illinoisans who attain a postsecondary credential and are prepared for employment in high-demand, high-wage occupations; and second, to spur state and regional economic development by developing a homegrown talent pipeline for areas of workforce need. Illinois Pathways provides specific information regarding the knowledge, skills and abilities that are required for each occupation in each industry sector. A sample occupational profile that was downloaded from www.illinoispathways.com is outlined below. Illinois' regional planning process directs the workforce, education and economic development partners to validate, refine and expand the occupational profile information with the help of businesses in the key industry sectors. This process will continue as the State of Illinois and the regions develop and implement their sector strategy initiatives.

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Example Occupational Profile from Illinois Pathways (www.illinoispathways.com)

Industrial Machinery Mechanics - At a Glance

Industrial machinery mechanics maintain and repair factory equipment and other machinery.

Wages: Earn \$54,482 per year

Ten Year Growth: Much faster than average

Annual Openings: Very High

Preparation

An industrial machinery mechanic typically needs to:

- Have a high school diploma or equivalent
- Complete an long-term, on-the-job training

Working Conditions

In a typical work setting, industrial machinery mechanics:

- Have a low to medium level of social interaction. They often have discussions with machine operators, but also work alone.
- Often work indoors.
- Must be exact in their work and be sure all details are done. Errors could result in injuries to machine operators.
- Work at least 40 hours per week. Schedules are generally established.

Industrial Machinery Mechanics - Knowledge

Industrial machinery mechanics need knowledge in the following areas:

- Mechanical: The design, use and repair of machines and tools.
- Engineering and Technology: How to use computers and rules of engineering to design and produce goods and services.
- Production and Processing: How products are made and distributed.
- Mathematics: The rules and uses of numbers.
- English Language: The meaning and use of the English language.
- Computers and Electronics: Computer hardware and software.
- Design: Making and using plans, blueprints, drawings and models.
- Building and Construction: The tools and methods used to construct buildings, roads and other structures.
- Public Safety and Security: How to protect people and property.

Industrial Machinery Mechanics - Skills and Abilities

Industrial machinery mechanics need to:

Communicate

- Listen to others and ask questions.
- Understand written information.
- Understand spoken information.
- Speak clearly so listeners can understand.

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Reason and Problem Solve

- Follow guidelines to arrange objects or actions in a certain order.
- Notice when something is wrong or is likely to go wrong.
- Analyze ideas and use logic to determine their strengths and weaknesses.
- Recognize the nature of a problem.
- Judge the costs and benefits of a possible action.
- Combine several pieces of information and draw conclusions.
- Concentrate and not be distracted while performing a task.
- Use reasoning to discover answers to problems.
- Develop rules that group items in various ways.

Manage Oneself, People, Time and Things

- Check how well one is learning or doing something.
- Manage the time of self and others.

Work with People

- Change behavior in relation to others' actions.

Work with Things

- Maintain equipment on a routine basis. Determine when and what kind of maintenance is needed.
- Repair machines or systems.
- Watch gauges, dials and output to make sure a machine is working properly.
- Determine the causes of technical problems and find solutions for them.
- Inspect and evaluate the quality of products.
- Operate and control equipment.
- Determine the tools and equipment needed to do a job.

Perceive and Visualize

- Imagine how something will look if it is moved around or its parts are rearranged.

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Example Occupational Profile from Illinois Pathways

Licensed Practical Nurses - At a Glance

Licensed practical nurses (LPNs) care for people who are sick, injured or have disabilities.

Wages: Earn \$45,869 per year

Ten Year Growth: Faster than average

Annual Openings: Very High

Preparation

A licensed practical nurse typically needs to:

- Have a high school diploma or equivalent
- Complete a practical nursing program
- Have a license

Working Conditions

In a typical work setting, licensed practical nurses:

- Have a high level of social interaction with patients.
- Are often exposed to diseases or infections when interacting with patients.
- Must be very exact in their work. Errors could seriously endanger patients' health.
- May work part time or full time. Most work full time.

Licensed Practical Nurses – Knowledge

Licensed practical nurses need knowledge in the following areas:

- Medicine and Dentistry: Injuries and illnesses and plans for treatment.
- Customer and Personal Service: Providing special services to customers based on their needs.
- Psychology: People, their actions and mental processes and how to treat problems.
- English Language: The meaning and use of the English language.
- Therapy and Counseling: The mental or physical problems and methods for treatment.
- Mathematics: The rules and uses of numbers.
- Education and Training: The methods of teaching and learning.
- Administration and Management: How to run a business or group.
- Chemistry: The properties of substances and the changes that occur when they interact.
- Public Safety and Security: How to protect people and property.
- Law, Government, and Jurisprudence: Laws, rules of the court and the politics.
- Sociology and Anthropology: Where people come from and how they behave.
- Clerical: General office work such as filling and storing information.

Licensed Practical Nurses - Skills and Abilities

Licensed practical nurses need to:

Communicate

- Read and understand work-related materials.
- Understand spoken information.
- Understand written information.
- Listen to others and ask questions.

ILLINOIS UNIFIED STATE PLAN-MODIFICATION #1 – AUGUST 31, 2016

- Speak clearly so listeners can understand.
- Write clearly so other people can understand.

Reason and Problem Solve

- Notice when something is wrong or is likely to go wrong.
- Use reasoning to discover answers to problems.
- Analyze ideas and use logic to determine their strengths and weaknesses.
- Judge the costs and benefits of a possible action.
- Combine several pieces of information and draw conclusions.
- Understand new information or materials by studying and working with them.
- Follow guidelines to arrange objects or actions in a certain order.
- Recognize the nature of a problem.
- Concentrate and not be distracted while performing a task.
- Develop rules that group items in various ways.
- Think of new ideas about a topic.
- Make sense of information that seems without meaning or organization.

Manage Oneself, People, Time and Things

- Manage the time of self and others.
- Check how well one is learning or doing something.
- Go back and forth between two or more activities or sources of information without becoming confused.
- Motivate, develop and direct people as they work.

Work with People

- Look for ways to help people.
- Be aware of others' reactions and understand the possible causes.
- Change behavior in relation to others' actions.
- Teach others how to do something.
- Use several methods to learn or teach new things.
- Solve problems by bringing others together to discuss differences.
- Persuade others to approach things differently.

Perceive and Visualize

- Identify a pattern (a figure, object, word or sound) that is hidden in distracting material.

II.a.2.b – The Strengths and Weaknesses of Workforce Development Activities. All hyperlinks for supplementary information referenced must be corrected.

This is a technical correction that has been addressed throughout the document.

II.b.2 – Goals. The State’s response lacked adequate detail in its description of goals for preparing youth and individuals with barriers to employment and other populations as required in II(b)(2).

ICR Requirement: Describe the goals for achieving this vision based on the analysis in (a) above of the State’s economic conditions, workforce, and workforce development activities. This must include—

(A) Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment and other populations.

(B) Goals for meeting the skilled workforce needs for employers.

Goals for Preparing an Educated and Skilled Workforce

1. Expand career pathway opportunities through more accelerated and work-based training and align and integrate programs of study leading to industry-recognized credentials and improved employment and earnings. Key elements and metrics include:
 - Increase the number of businesses that work with the state, regional and local workforce partners to communicate specific occupational competencies.
 - Increase the number of businesses that work with the state, regional and local partners to identify industry credentials and their related competencies.
 - Increase the number of workforce professional that promote work-based learning and earning of industry credentials as part of their programs of study.
 - Increase the number of businesses that participate in Illinois apprenticeship initiatives including: Youth Apprenticeship, Pre-Apprenticeship and Registered Apprenticeship.
 - Increase the number of businesses that offer work-based learning opportunities.
2. Expand career services and opportunities for adults facing multiple barriers to close the gap in educational attainment and economic advancement through career pathways, improved career services and expansion of bridge programs. Key elements and metrics include:
 - Provide more individuals with barriers to employment with coordinated wrap-around services such as: mentoring, remedial math and reading, contextualized bridge programs, high school equivalency testing, disability accommodations, acquiring workplace skills and other training tailored to address barriers to employment for special populations prior to or along with technical skill training.
 - Promote a lifelong learning approach that leverages the accelerated time to earnings and full productivity model and follows up with additional skill training to allow workers to advance up the career pathway.
 - Promote best practice models around blending and braiding funding to support integrated training strategies such as bridge programs, pre-apprenticeship, transitional employment and on-the-job training.
3. Expand career services and opportunities for youth facing multiple barriers to close the gap in educational attainment and economic advancement through career pathways and improved career services and expansion of bridge programs. Key elements and metrics include:
 - Provide more youth with barriers to employment with coordinated wrap-around services such as: mentoring, remedial math and reading, contextualized bridge programs, HSE testing, disability accommodations, acquiring workplace skills and other training tailored

to address barriers to employment for special populations prior to or along with technical skill training, work experience and pre-apprenticeship programs as appropriate.

- Promote the ten success elements for workforce pilot programs serving “opportunity youth” (i.e., young people who are not in school and not working) that were identified by the IWIB Youth Task Force Report (see Attachment E at www.illinoisworknet.com/wioastateplan). These elements utilize the principles and strategies of the WIOA Unified State Plan, and include:
 - Partnerships with education, employers, and workforce boards to plan and leverage resources.
 - Business engagement in the development and management of career pathway programs.
 - Credentials, certifications, and/or post-secondary access that result from career pathway programs.
 - Targeting of high-demand industries and higher skill occupations that meet youth earnings and career goals.
 - Development of work-based learning opportunities to experience the workplace first-hand.
 - Individual career/employment plans for each youth participant.
 - Availability of individual supports in order to meet the unique needs of each youth program participant.
 - Contextualized learning and work-based skills that prepare youth for employment.
 - Measuring results within the context of a continuous improvement methodology that will maintain and enhance program quality.
 - Sustainability plans that connect the program to broader long-term talent strategies.

Goals for Meeting the Skilled Workforce Needs of Employers

1. Foster improvement and expansion of employer-driven regional sector partnerships to increase the focus on critical in-demand occupations in key sectors that are the engine of economic growth for the state and its regions. Key elements and metrics include:
 - Create an environment favorable to the formation of employer-led sector partnerships to improve communications between business, economic development, workforce development and education.
 - Improve the number of meaningful, public-private relationships.
 - Improve the quality of the existing public-private partnerships.
 - Promote data and demand-driven workforce and education initiatives.
2. Expand information for employers and job seekers to access services by improving the Illinois public-private data infrastructure to support the alignment and integration of economic development, workforce development and education initiatives for supporting sector partnerships and career pathways. Key elements and metrics include:
 - Develop and promote data analytics to discover which services provide a better return on investment for various industries, populations and locales.
 - Help businesses, job seekers and students make better-informed decisions by understanding the options available and the implications of each.
 - Invest in Geographic Information Systems to provide improved spatial analysis to identify patterns in demand service deserts and economic hot spots.

II.b.3 – Performance Goals. The State’s response lacked adequate detail in its description because it did not include the correct performance definitions for Youth indicators as described in WIOA Sec. 116(b)(2)(A)(ii)(I) and (II). Specifically, the performance goals narrative provided by the State does not include youth indicators: (I) “the percentage of program participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program: and (II) the percentage of program participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after exit from the program.” Also, the revised response must replace “Employment retention” with “Entered employment 4th quarter after exit.”

ICR Requirement: Using the table provided in Appendix 1, include the State’s expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA.

Performance Goals for Illinois

Illinois submitted proposed performance targets along with supporting documentation (including source references) associated with the PY 2016-2017 Workforce Innovation and Opportunity Act (WIOA) proposed performance targets. This has been prepared in response to the instructions contained in the United States Department of Labor (DOL) Employment Training Administration’s (ETA) Training and Employment Guidance Letter (TEGL) No. 26-15 dated June 29, 2016, and in accordance with the Unified State Plan.

In preparation for the submittal of performance goals, the Interagency Work Group established a performance accountability subgroup consisting of representatives from the core partners. The subgroup identified the extent to which each core partner either now captures the data elements required or has access to the data required from other sources. The subgroup then identified gaps between the data required to support performance accountability and the data each core partner now collects, stores and reports. Based on an analysis of historical and current participant outcomes, each core partner will negotiate WIOA performance measures for each indicator, as applicable. The six primary indicators of performance under WIOA for each core partner (note that primary indicator four and five do not apply to Wagner–Peyser Employment Services) are:

- Employment Rate 2nd Quarter after exit – The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program (for Title I Youth, the indicator is participants in education, or training activities or employment in the 2nd quarter after exit);
- Employment Rate 4th Quarter after exit – The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program (for Title I Youth, the indicator is participants in education, or training activities or employment in the 4th quarter after exit);
- Median Earnings 2nd Quarter after exit – The median earnings of program participants who are in unsubsidized employment during the 2nd quarter after exit from the program;
- Credential Attainment Rate – The percentage of program participants who attain a recognized post-secondary credential or a secondary school diploma or its recognized equivalent, during participation in or within 1 year after exit from the program;

- Measurable Skills Gains – The percentage of participants who during a program year are in an education or training program that leads to a recognized post-secondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational or other forms of progress towards such a credential or employment;
- Effectiveness in Serving Employers (not yet defined by DOL or the United States Department of Education (ED)) – This will be based on indicators developed as required by Section 116(b)(2)(A)(iv) of WIOA.

The core partners of the Interagency Work Group will present performance data to the IWIB quarterly, to meet the requirement in WIOA that the board assess overall effectiveness of the workforce system.

Baseline indicators are indicators for which states will NOT propose an expected level of performance in the Unified State Plan submission and will not need to come to agreement with the Departments negotiated levels of performance. Indicators negotiated for PY 2016-PY 2017 are:

- Title I Adult, Dislocated Worker, and Youth Programs: indicators for employment 2nd quarter, employment 4th quarter, median earning 2nd quarter (excluding youth) and credential attainment rate;
- Title II Adult Education and Family Literacy program: indicator for measurable skill gains; and
- Title III Wagner-Peyser Employment Service: indicators for employment 2nd quarter, employment 4th quarter and median earnings 2nd quarter.

Note: Vocational Rehabilitation will not be negotiating levels of performance for PY 2016 and PY 2017. All indicators are deemed baseline.

The context in which Illinois developed its proposed levels of performance for Adult, Dislocated Workers, Youth and Wagner-Peyser measures encompasses past performance outcomes. Averages for prior program year outcomes were computed (using the five prior program years), as well as a Target Outcome and Predicted Outcome that was produced by DOL. Target values were established using all of the above as well as the ninety percent threshold applied to the DOL Target Outcome. Taking all data element outcomes into account, along with the environmental factors in Illinois, each target was set as shown in Table 9.

Table 9: PY 2016 and PY 2017 Approved Levels for WIOA Title I Adult, Dislocated Worker and Youth and Wagner-Peyser Performance Targets for Illinois

PROPOSED LEVELS OF PERFORMANCE FOR ILLINOIS		
Performance Measure	PY 2016 Goals	PY 2017 Goals
ADULTS		
Employment Rate 2 nd Quarter	72.4	72.4
Employment Rate 4 th Quarter	71	71
Median Earnings 2 nd Quarter	\$5,000	\$5,000
Credential Attainment w/in 4 Quarters	55.6	55.6
DISLOCATED WORKERS		
Employment Rate 2 nd Quarter	78	78
Employment Rate 4 th Quarter	75.4	75.4
Median Earnings 2 nd Quarter	\$6,978	\$6,978
Credential Attainment w/in 4 Quarters	60.5	60.5
YOUTH		
Employment/Placement Rate 2 nd Quarter	73	73
Employment/Placement Rate 4 th Quarter	61.1	61.1
Credential Attainment w/in 4 Quarters	69	69
WAGNER-PEYSER		
Employment Rate 2 nd Quarter	55.7	55.7
Employment Rate 4 th Quarter	59.1	59.1
Median Earnings 2 nd Quarter	\$4,911	\$4,911

U.S. Department of Labor



**Employment and Training Administration
REGION V**

John C. Kluczynski Building
230 South Dearborn Street, 6th Floor
Chicago, IL 60604-1505

<http://www.doleta.gov/regions/reg05>

August 12, 2016

Mr. Julio Rodriguez, Deputy Director
Office of Employment & Training
IL Dept. of Commerce & Economic Opportunity
100 W. Randolph Street
Chicago, IL 60601

Mr. Jeff Mays, Director
IL Department of Employment Security
33 S. State Street – 9th Floor
Chicago, IL 60603

Dear Mr. Rodriguez and Mr. Mays:

Thank you for the submittal of the Program Years (PY) 2016 and 2017 expected levels of performance for the Workforce Development Activities under Title I of the Workforce Innovation and Opportunity Act (WIOA) and the Wagner Peyser Act, as amended under Title III of WIOA, and for the State's participation in the formal performance negotiations which took place on July 29, 2016.

This letter serves as official notification advising Illinois of the agreed-upon PY 2016 and 2017 negotiated levels of performance. A copy of the negotiated performance levels is enclosed with this letter.

This official notice also constitutes a modification to the Unified State Plan. The State must ensure that the PY 2016 and 2017 negotiated levels of performance are included in the State's official copy of its Unified Plan. Any published copy of the Unified Plan on the State's Website must also include these negotiated levels of performance. ETA will incorporate these negotiated performance levels into the Regional and National Office copies of the Unified State Plan. Lastly, the State must enter these negotiated levels of performance into the State Plan Portal.

We look forward to working with you and your staff as Illinois continues to implement its Unified Plan. If you have any questions, please contact me or Marium Baker, the Illinois Federal Project Officer, at 312-596-5526 or baker.marium@dol.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "Christine Quinn". The signature is fluid and cursive, with a large loop at the end.

Christine Quinn
Regional Administrator

Enclosure – PY 2016 and 2017 Negotiated Levels of Performance

cc: Patricia Schnoor, Technology and Performance Manager
Neely Schlosser, Performance Manager
Sergio Estrada, Federal Performance Reporting Manager

**Workforce Development Activities (Title I of WIOA)
Wagner Peyser Act (as amended by Title III of WIOA)
Negotiated Levels of Performance for PY 2016 and 2017**

Illinois

Workforce Development Activities

<u>Adult</u>	PY 2016	PY 2017
Employment Rate 2 nd Quarter after Exit	72.4%	72.4%
Employment Rate 4 th Quarter after Exit	71.0%	71.0%
Median Earnings 2 nd Quarter after Exit	\$5,000	\$5,000
Credential Attainment within 4 Quarters after Exit	55.6%	55.6%
 <u>Dislocated Worker</u>		
Employment Rate 2 nd Quarter after Exit	78.0%	78.0%
Employment Rate 4 th Quarter after Exit	75.4%	75.4%
Median Earnings 2 nd Quarter after Exit	\$6,978	\$6,978
Credential Attainment within 4 Quarters after Exit	60.5%	60.5%
 <u>Youth</u>		
Employment or Placement Rate 2 nd Quarter after Exit	73.0%	73.0%
Employment or Placement Rate 4 th Quarter after Exit	61.1%	61.1%
Credential Attainment within 4 Quarters after Exit	69.0%	69.0%

Wagner Peyser Act

<u>Wagner Peyser</u>		
Employment Rate 2 nd Quarter after Exit	55.7%	55.7%
Employment Rate 4 th Quarter after Exit	59.1%	59.1%
Median Earnings 2 nd Quarter after Exit	\$4,911	\$4,911

II.c.1 – Describe the strategies the State will implement, including industry or sector partnerships related to in-demand industry sectors and occupations and career pathways, as required by WIOA section 101(d)(3)(B), (D). “Career pathway” is defined at WIOA section 3(7), “In-demand industry sector or occupation” is defined at WIOA section 3(23). The State’s response lacked adequate detail in its description of the specific strategies to address the needs of populations provided in Section (a), as required by the ICR at II.c. The State must incorporate all required information mentioned from the “full plan” into the portal.

ICR Requirement: The Unified or Combined State Plan must include the State’s strategies to achieve its strategic vision and goals. These strategies must take into account the State’s economic, workforce development, education and training activities and analysis provided in Section (a) above. Include discussion of specific strategies to address the needs of populations provided in Section (a).

(1) Describe the strategies the State will implement, including industry or sector partnerships related to in-demand industry sectors and occupations and career pathways, as required by WIOA section 101(d)(3)(B), (D). “Career Pathway” is defined at WIOA section 3(7). “In-demand industry sector or occupation” is defined at WIOA section 3(23).

State Strategies: Industry and Sector Partnerships, Career Pathways

Below are the state’s six strategies to achieve our vision and goals. They consist of six major strategies, and each directly underpins Illinois’ commitment to engage and support all parts of our workforce, education and economic development systems as we move to a transparent and seamless system. The system contains bedrock principles of holistic career pathway management for secondary as well as postsecondary students and workers and demand-responsive solutions for employers. These strategies are at the foundation of addressing the needs of individuals that have barriers to employment. The activities associated with implementing this strategy will be fully described in the operational planning section.

Strategy 1: Coordinate Demand-Driven Strategic Planning at the State and Regional Levels

The state is coordinating a demand-driven strategic planning process across education (secondary and postsecondary), workforce and economic development at the state, regional and local levels. This team has built on and integrated current state and regional planning initiatives and resources of the core state agency partners and other non-core partners, including the economic development arm of the Illinois Department of Commerce and Economic Opportunity (Commerce).

Strategy 2: Support Employer-Driven Regional Sector Initiatives

Illinois has been actively engaged in sectoral work and sector strategies for over a decade. In 2006, Illinois was one of six states invited to participate in the National Governors Association (NGA) Center for Best Practices Sector Strategies Learning Academy funded by the Mott, Ford and Joyce Foundations. The initial policy recommendations resulting from this effort remain valid today: a) Promote regionalism; b) Increase funding opportunities; c) Use data to drive decisions; d) Align resources and strategies; e) Present opportunities for unified messages; and f) Build legislative support. State and regional strategic planning activities will align all levels of education, workforce and economic development and lay the foundation for employer-driven regional sector initiatives.

Strategy 3: Provide Career Pathways for Economic Advancement

The state and regional sector initiatives will provide the foundation for sector-based career pathway initiatives that expand career and educational opportunities for students and workers, including those facing multiple barriers to employment to achieve economic advancement.

Strategy 4: Coordinate and Enhance Career Services and Case Management

The Illinois Workforce Innovation Board (IWIB) has approved a collaborative policy development process to ensure a broad range of stakeholder engagement that yields cost-effective and efficient guidance to the field. The Interagency Work Group will use this forum to develop and implement policies for integrated and enhanced career services and case management. In addition, these policies will help inform the curriculum developed in the Workforce Academy mentioned in Activity 4.3 under III.a.2.A.

Strategy 5: Expand Employer and Job Seeker Access to Labor Market Information

The Interagency Data Team will design, develop and use the statewide public-private data infrastructure (Strategy 6) to provide both employers and job seekers with tools to promote and access job openings, review changing labor market trends and opportunities, identify funding opportunities and fund education, training and support services. This will require partners to ensure that privacy and security issues are addressed.

Strategy 6: Improve Public-Private Data Infrastructure

The Interagency Data Team, in cooperation with the Interagency Work Group, will expand and improve the Illinois public-private data infrastructure to support the five strategies described above. This requires the integration of labor market information with state education and workforce longitudinal data systems, as well as program and case management systems. The infrastructure to support and integrate labor market information with workforce partners and education partners was bolstered by the award of a Workforce Data Quality Initiative Grant in 2012. Labor market information from Illinois Department of Employment Security (Employment Security) was already matched with workforce program information from Commerce and also with education information from the Illinois Community College Board (ICCB). In addition to bringing other partners into this data infrastructure, the team will also coordinate with the data analysis related projects recommended through other related projects, such as the Higher Education's Commission on the Future of the Workforce, ICCB Strategic Plan, and Community College Presidents' Council. This will also be an opportunity for the team to include the data experts at the Illinois State Board of Education (ISBE) as ISBE moves toward implementing policy recommendation that infuse demand driven career pathway approaches into secondary curriculum.

Strategies to address the needs of Targeted Populations

As stated in section II.c.2, the following strategies address the needs of targeted populations including but not limited to the long-term unemployed, individuals with disabilities, out-of-school youth, veterans, English language learners, low literacy adults and low-skilled adults.

Provide Career Pathways for Economic Advancement

The state and regional sector initiatives will provide the foundation for sector-based career pathway initiatives that expand career and educational opportunities for students and workers, including those facing multiple barriers to employment to achieve economic advancement. This

will include an emphasis on lifelong learning and allowing each participant to reach his or her full potential. The strategy is to help participants enter or re-enter the workforce by striking an individualized balance between finding any self-sustaining job as quickly as possible and a career pathway that may require additional education, training along with work experience to continue progressing up their career ladder. More simply put, the emphasis will shift from finding a job to finding a career.

Coordinate and Enhance Career Services and Case Management

As stated in Section III.b.2, the IWIB has implemented a collaborative policy development process that the Interagency Work Group will use in developing policies for integrated and enhanced career services and case management, like those mentioned above, and include provisions to remove barriers that hinder providing services to special populations. For example, the Incarcerated Veterans Transition Program (IVTP) is a program in which eligible veterans receive employment service workshops while incarcerated in designated Illinois Department of Corrections (IDOC) facilities. Employment Security coordinates with IDOC to provide employment workshops for inmates that are within 18 months of their maximum release date and are eligible veterans. The IVTP workshops are facilitated by nine Disabled Veterans Outreach Program (DVOP) specialists and place emphasis on job search techniques and resources to help these veterans address the unique employment barriers and other obstacles they will face when attempting to reenter the job market after their release.

Additionally, the Illinois Department of Human Services Division of Rehabilitation Services (DRS) serves people with disabilities who typically have additional barriers to employment beyond the presence of a disability. DRS case management system includes the Survey of Individual Needs, which addresses a variety of support needs that frequently present barriers to employment. Many people with disabilities have low incomes, and about one-third of DRS participants receive Social Security disability benefits. Long-term unemployment is a frequent condition for many people with disabilities, as is a poor work history and a lack of basic skills, along with limited English proficiency. The DRS program seeks to mitigate these barriers through supportive services alongside provision of vocational services. Through participation in local workforce boards DRS expects to expand its awareness of supportive services available throughout the community and make these available to people with disabilities as needed.

Expand Employer and Job Seeker Access to Labor Market Information

The Interagency Data Team will design, develop and use the statewide public-private data infrastructure (Strategy 6) to provide both employers and job seekers with tools to promote and access job openings, review changing labor market trends and opportunities, identify funding opportunities and fund education, training and support services. This will require partners to ensure that privacy and security issues are addressed. The intent is to create ways, such as dashboards, to transform the overwhelming amount of data into information that is both usable and actionable by program staff, job seekers, educators, students and parents. A current example of this strategy that can be emulated is the United States Department of Education (ED) College Scorecard (www.collegescorecard.ed.gov). This application makes it easier for students and parents to compare and evaluate colleges. We envision a similar approach to providing labor market information.

Improve Public-Private Data Infrastructure

The Interagency Data Team, in cooperation with the Interagency Work Group, will expand and improve the Illinois public-private data infrastructure to support the five strategies described above. This requires the integration of labor market information (LMI) with state education and workforce longitudinal data systems, as well as program and case management systems. Just as with LMI dashboards, there is great potential to improve the ability of job seekers and students to assess and evaluate education and training programs, know which programs are more likely to lead to career pathways employment and in the end, help assess the potential return on investment for their available options.

II.c.2 – Describe the strategies the State will use to align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available to the State to achieve fully integrated customer services consistent with the strategic vision and goals described above. Also describe strategies to strengthen workforce development activities in regard to weaknesses identified in section (II)(a)(2). The State provided a response to this element; however, it was copied and pasted from the previous section. The response does not address how the State will align core programs, required and optional one stop partners, and any other available resources, and it does not include a discussion of specific strategies to address the needs of populations provided in Section II (a).

ICR Requirement: The Unified or Combined State Plan must include the State’s strategies to achieve its strategic vision and goals. These strategies must take into account the State’s economic, workforce development, education and training activities and analysis provided in Section (a) above. Include discussion of specific strategies to address the needs of populations provided in Section (a). (2) Describe the strategies the State will use to align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available to the State to achieve fully integrated customer services consistent with the strategic vision and goals described above. Also describe strategies to strengthen workforce development activities in regard to weaknesses identified in section (II)(a)(2).

Alignment of Core, Required and Optional Partner Programs

In August of 2015, Governor Rauner asked the National Governors Association to facilitate a “Policy Academy” among his key staff, business leaders, state administrators, agency directors and local partners to develop the vision and guiding principles for Workforce Innovation and Opportunity Act (WIOA) state and regional planning. The Education, Workforce and Economic Development Leadership Team (Leadership Team) emerged from the Policy Academy that includes high-level state policymakers with the authority to make commitments on behalf of their respective agencies, key members of the Illinois Workforce Innovation Board (IWIB) and other key public and private stakeholders whose involvement is critical to the development of the Unified State Plan. The policy academy is an example of Illinois’ efforts to align the core program, required programs and other key education, workforce and economic development resources in the State of Illinois.

Table 10: Illinois Education, Workforce and Economic Leadership Team

NAME	TITLE	ORGANIZATION
Dr. Karen Hunter Anderson	Executive Director	Illinois Community College Board
Dr. Jim Applegate	Executive Director	Illinois Board of Higher Education
Mayor Tom Ashby	IWIB Member President	Coordinated Transportation Development, Inc.
Doug Baker	President	Northern Illinois University
Leah Bolander	Recruiter	Patterson Technology Center
Tony Esposito	Chief of Staff	Department of Commerce
Trey Childress	Deputy Governor	Office of the Governor
Julie Courtney	President	Illinois Workforce Partnership

NAME	TITLE	ORGANIZATION
Carey Cranston	President	Fox College
Elizabeth Dickson	Director of Human Resources	Engineered Glass Products, LLC
Jim Dimas	Secretary	Department of Human Services
Diane Grigsby-Jackson	Director	Family and Community Services
Alan Summers	Associate Director	Family and Community Services
Brian Durham	Deputy Director of Academic Affairs	Illinois Community College Board
Matt Eggemeyer	Vice President of Sales	Keats Manufacturing
Dr. Kenneth Ender	President	William Rainey Harper College
Jennifer Foster	Deputy Director of Adult Education and Workforce	IL Community College Board
David Friedman	Chief Executive Officer	Autonomyworks
Jonathan Furr	Executive Director	Education Systems Center at Northern Illinois University
Vickie Haugen	President and CEO	Vermilion Advantage
Sylvia Jenkins	President	Moraine Valley Community College
Andrew Duren	Executive Vice President of Administrative Services	
Gretchen Koch	Executive Director of Workforce Development Strategies	CompTIA
Kathy Lively	Chief Executive Officer	MAN-TRA-CON Corporation, LWIA 25
Laz Lopez	Association Superintendent for Teaching and Learning	High School District 214
Alicia Martin	President	Illinois Chapter, Associated Builders and Contractors, Inc.
Mandy Martin	Corporate Human Resources Manager	North American Lighting
Mike Massie	IWIB Member Attorney at Law	Massie and Rennick, LLC
Jeff Mays	Director	Department of Employment Security
Jim McDonough	Chief of Staff	Department of Employment Security
Dolores Simon	Executive Deputy Director of Business Services	Department of Employment Security
Terry Scrogum	Senior Policy Advisor	Department of Employment Security
Marlon McClinton	President and CEO	Utilivate Technologies, LLC
Vic Narusis	Deputy Director Office of Business Development	Department of Commerce
Jim Nelson	Vice President of External Affairs	Illinois Manufacturers' Association
Karin Norington-Reaves	Chief Executive Officer	Chicago Cook Workforce Partnership (LWIA 7)
Terri Payne	Assistant to the Secretary Treasurer	AFL-CIO
Mark Petrilli	State Director, Illinois SBDC Network	Department of Commerce
Dr. Beth Purvis	Secretary of Education	Office of the Governor
John Rico	IWIB President, President and CEO	Rico Enterprises
Julio Rodriguez	Deputy Director, Office of Employment and Training	Department of Commerce
Manny Rodriguez	Senior Director	Jane Addams Resource Corp
Juan Salgado	President and CEO	Instituto Del Progreso Latino
Margie Schiemann	IWIB Member Director of Infrastructure Programs and Support	Nicor Gas
Kris Smith	Director, Division of Rehabilitation Services	Department of Human Services
Doug Morton	Manager, Division of Rehabilitation Services Strategic Management Unit	Department of Human Services
Dr. Tony Smith	State Superintendent of Education	Illinois State Board of Education

NAME	TITLE	ORGANIZATION
Dora Welker	Division Administrator	College and Career Readiness
Wegi Stewart	President	The Community Foundation of Macon County
Trina Taylor	Deputy Director of Service Delivery	Department of Employment Security
Carrie Thomas	Executive Director	Chicago Jobs Council
Mike Uremovich	President	Manhattan Mechanical Services
Terri Winfree	President	Prairie State College
Andria Winters	Assistant Director	Department of Commerce
David Wu	Director of Government Transformation	Office of the Governor

Governor's Guidelines

The Leadership Team and the IWIB established the vision and principles that have provided guidance to the Interagency Work Group, a working group of state-level WIOA program partners designated with the lead responsibility to coordinate implementation of WIOA in Illinois, on the implementation activities outlined in this plan. Illinois has taken a proactive approach in developing guidelines and templates to document how the core programs, required programs and other resources to achieve the goal of fully integrating customer services.

The IWIB was consulted regarding the work of the Interagency Work Group on the “Governor’s Guidelines to State and Local Program Partners for Negotiating Costs and Services” to fulfill the WIOA requirement that the Governor issue guidance to state and local partners for negotiating cost sharing, service access, service delivery and other matters essential to the establishment of effective local workforce development services under WIOA (§678.705). The Governor’s Guidelines address: negotiation of local memoranda of understandings (MOU), negotiation of infrastructure costs, negotiation of local one-stop delivery system costs, timelines for negotiation of MOUs and infrastructure costs, and reporting of interim and final negotiation outcomes and appeals process. The core, required and optional partner program administrators in each local workforce area are included in the State of Illinois MOU template, service matrix and budget worksheet.

The local partners, Local Workforce Innovation Boards (LWIB) and Chief Elected Officials (CEO) are expected to act in accordance with these guidelines and to otherwise comply with them. The scope of the Governor’s Guidelines include:

- Establish general guidance, direction and requirements for negotiating (MOU) that are required in each Local Workforce Innovation Area (LWIA) to support the operation of the local one-stop delivery system.
- Provide guidance related to Comprehensive One-Stop Center infrastructure costs, including guidance for budgeting, allocation and negotiation of these costs using the two funding methods WIOA prescribes.
- Provide guidance for identifying and negotiating local one-stop delivery system costs that will be shared among required partners.
- Prescribe timelines for local negotiation of MOUs and for reporting of the outcomes of these negotiations.
- Outline requirements for the process through which required partners can appeal decisions made in the application of these guidelines if the state infrastructure cost funding mechanism is used.

Additionally, the Governor's Guidelines include service matrices for career services and other programs and activities, demonstrating how career services and other programs are available through the local Comprehensive One-Stop Centers by required partner. To provide uniformity across the local areas, an MOU template is included in the Governor's Guidelines. This template provides the structure and elements of the MOU, providing placeholders for each local area to add their respective content.

Regional and Local Planning and MOU Review

The IWIB approved a process and timetable for the coordinated and comprehensive review of regional plans, local plans and MOUs. This approval was based on a recommendation from the Interagency Work Group.

- The State-level review will be organized “vertically” by region with regional plan components being reviewed first, local plan components for all LWIAs within a region being reviewed second and MOUs for all LWIAs within a region third.
- The review of regional and local plans and MOUs will assess:
 - Completeness of submission according to published guidance (i.e., Planning Guide and Governor's Guidelines, Revision 1);
 - Whether the content in each area is adequate (i.e., thorough, complete, specific, relevant and consistent with regional and local plans and the Unified State Plan);
 - Commitment to integration;
 - Potential issues of compliance with federal requirements described in the final rule;
 - Program-specific issues that may need to be addressed by an individual partner or by the Interagency Work Group;
 - Best or noteworthy practices; and
 - Suggestions from reviewers for improvement.
- The results of the State review will be formally provided to regions and local areas immediately after the late September Interagency Work Group meeting and prior to October 1st. The goal of this process is to document the “as is” state of program coordination at the regional and local levels.

Strategies to Strengthen Workforce Development Activities in Regard to Weaknesses

The comprehensive review of the regional and local plans and the MOUs will provide a baseline for continuous improvement and the implementation of the State's WIOA strategies at the regional and local levels. The state recognizes this process is a first step in addressing the challenges of aligning the core, required and optional partners and other available resources. The regional review process will allow the state to make incremental progress in addressing challenges (weaknesses) of the workforce system in Illinois including:

1. The quality of local career services.
2. The level of regional and local cross-program collaboration.
3. The willingness to pursue innovation at regional and local levels.
4. The level and quality of regional and local public-private sector partnerships.
5. The level and quality of employer engagement.
6. The level and quality of co-located, in-person services in Comprehensive One-Stop Centers.
7. Breaking through a service delivery model that is characterized by a silo approach.

Quality of Career Services

The quality of career services may be the most vital program element that determines the eventual success of our participants and businesses. Understanding this reality has prompted the core partners to agree that service standards must be established, training must be provided. As part of the coordinated career services approach, the core partners intend to establish policy that each of their local program staff will ensure every participant has an individual assessment of their current essential workplace skills, identify any areas for improvement and ensure the participant becomes proficient in these skills while enrolled in one or more of the WIOA programs. Likewise, each participant will be evaluated to determine their technical skill proficiency to identify occupational skill gaps relevant to occupations in-demand in their region and the programs will coordinate services to ensure the skill gaps are addressed while the individual is enrolled. Finally, each career services manager's client outcomes will be tracked for the purposes of identifying best practices that can be replicated across regions and programs.

Program staff must also better understand how to obtain and use the most current labor market information to assist participants in making informed career and training decisions. For example, when career services staff understand the actual occupational skills supply and demand in their region, they will be able to recommend training and education options more likely to lead to training-related employment.

Regional & Local Cross-Program Collaboration / Quality of Co-Located One-Stop Services / Dismantling the Service Delivery Silos

Coordination of career services will require program staff to be better aware of the spectrum of services in all the programs. The core partners are discussing the development of systemic, cross-program procedures to ensure each participant receives every service for which they are eligible that is relevant to their securing employment.

Illinois will address the challenges of a geographically and economically diverse state where the coordination of career services and programs varies widely. The core partners concur on the need to establish rigorous service standards and provide adequate training to career services staff in all WIOA programs. This is especially important for services provided at a Comprehensive One-Stop Center. Policy will place an emphasis on individualized services, where the programs coordinate services designed to meet the individual where they are at on their career pathway and moving away from a one-size-fits all approach. Policy and procedures are under development to formally break down the silo approach by requiring cross-program integration of individualized assessment and services.

Fostering the Development & Acceptance of Innovation

During the recent regional innovation initiatives and planning efforts it became apparent that the willingness to embrace new and improved strategies varied across the ten Economic Development Regions and also across partners. No one region was found to have equal commitment to change from all its partners; while no one partner was found to have equal commitment to change from offices across all the regions.

The core partners will take steps to improve innovation by emphasizing a more inclusive approach that fosters more grass roots innovation rather than the traditional top down strategy. State set aside

funds can be made available to promote regional innovation. Where innovation initiatives involve national competitive grants, efforts will be made to jointly develop applications with regions committed to the project. The overarching goal is to allow every organization involved to feel a sense of ownership in the process of innovation.

Coordinated Business Services

The ICCB Workforce and Education Strategic Planning Process and the WIOA Regional Planning Process confirmed that businesses demand coordinated services from the workforce, education and economic development system. Leveraging United States Department of Labor (DOL) technical assistance support, Illinois engaged the firm of Maher & Maher to assess current business services practices in the core programs and also develop a framework to identify common goals and specific activities for each partner to undertake that will strengthen our ability to provide coordinated business services.

Experience has shown the areas of the state where local staff has established coordinated communication and services to businesses are more likely to have better outcomes for their participants and their employers. Public-private partnerships that are business-led are much more likely to be active and engaged and challenge the state and local education and workforce systems to keep up with their needs. Commerce, Employment Security and ICCB have partnered on several efforts designed to bring the interests of employers to the forefront. Regional strategic planning for ICCB and the community colleges, followed by sector strategies training and then by WIOA regional planning have all emphasized the importance of business engagement. Perhaps more importantly, these efforts highlighted the need for public sector follow through. Businesses disengage as soon as they perceive no return on their investment for participating in publicly funded initiatives. Going forward, the Illinois Department of Human Services Division of Rehabilitation Services (DRS) will be participating in these efforts.

Strategies to address the needs of Targeted Populations

Illinois outlined the six interrelated strategies associated with the implementation of WIOA in Section II.c.1 of this plan. The specific strategies that address the needs of the populations targeted in Section II.a. (including but not limited to the long-term unemployed, individuals with disabilities, out-of-school youth, veterans, English language learners, low literacy adults and low-skilled adults) are summarized below.

Provide Career Pathways for Economic Advancement

The state and regional sector initiatives will provide the foundation for sector-based career pathway initiatives that expand career and educational opportunities for students and workers, including those facing multiple barriers to employment to achieve economic advancement. This will include an emphasis on lifelong learning and allowing each participant to reach his or her full potential. The strategy is to help each participant to make an informed decision as to how best to enter or re-enter the workforce based on his or her personal circumstances. By striking an individualized balance between finding a self-sustaining job as quickly as possible versus pursuing a career pathway that may require additional education and training to continue progressing up their career ladder. The emphasis will shift from finding a job to finding a career regardless of the entry point on the pathway.

Coordinate and Enhance Career Services and Case Management

As stated in Section III.b.2, the IWIB has implemented a collaborative policy development process that the Interagency Work Group will use in developing policies for integrated and enhanced career services and case management, like those mentioned above, and include provisions to remove barriers that hinder providing services to special populations. For example, the Incarcerated Veterans Transition Program (IVTP) is a program in which eligible veterans receive employment service workshops while incarcerated in designated Illinois Department of Corrections (IDOC) facilities. Employment Security coordinates with IDOC to provide employment workshops for inmates that are within 18 months of their maximum release date and are eligible veterans. The IVTP workshops are facilitated by nine Disabled Veterans Outreach Program (DVOP) specialists and place emphasis on job search techniques and resources to help these veterans address the unique employment barriers and other obstacles they will face when attempting to reenter the job market after their release.

Additionally, the Illinois Department of Human Services Division of Rehabilitation Services serves people with disabilities who typically have additional barriers to employment beyond the presence of a disability. DRS case management system includes the Survey of Individual Needs, which addresses a variety of support needs that frequently present barriers to employment. Many people with disabilities have low incomes, and about one-third of DRS participants receive Social Security disability benefits. Long-term unemployment is a frequent condition for many people with disabilities, as is a poor work history and a lack of basic skills, along with limited English proficiency. The DRS program seeks to mitigate these barriers through supportive services alongside provision of vocational services. Through participation in local workforce boards DRS expects to expand its awareness of supportive services available throughout the community and make these available to people with disabilities as needed.

Expand Employer and Job Seeker Access to Labor Market Information

The Interagency Data Team will design, develop and use the statewide public-private data infrastructure (Strategy 6) to provide both employers and job seekers with tools to promote and access job openings, review changing labor market trends and opportunities, identify funding opportunities and fund education, training and support services. This will require partners to ensure that privacy and security issues are addressed. The intent is to create ways, such as dashboards, to transform the overwhelming amount of data into information that is both usable and actionable by program staff, job seekers, educators, students and parents. A current example of this strategy that can be emulated is the United States Department of Education (ED) College Scorecard (www.collegescorecard.ed.gov). This application makes it easier for students and parents to compare and evaluate colleges. We envision a similar approach to providing labor market information.

Improve Public-Private Data Infrastructure

The Interagency Data Team, in cooperation with the Interagency Work Group, will expand and improve the Illinois public-private data infrastructure to support the five strategies described above. This requires the integration of labor market information (LMI) with state education and workforce longitudinal data systems, as well as program and case management systems. Just as with LMI dashboards, there is great potential to improve the ability of job seekers and students to assess and evaluate education and training programs, know which programs are more likely to lead

to career pathways employment and in the end, help assess the potential return on investment for their available options.

III.a.1 – State Board Functions. The State’s response is not adequate because it did not describe how the State Board will implement its functions as described in WIOA sec. 101(d) and did not provide a description of Board operational structures and decision making processes to ensure such functions are carried out.

ICR Requirement: Describe how the State board will implement its functions under section 101(d) of WIOA (i.e., provide a description of Board operational structures and decision making processes to ensure such functions are carried out).

The Workforce Innovation and Opportunity Act (WIOA) and Illinois State Statute require that the Illinois Workforce Innovation Board accomplish the required functions by providing strategic leadership and oversight which will further the state’s goals to meet the workforce needs of businesses and workers. Bylaws are in place to further guide the IWIB’s work and decision making process.

The IWIB initiated a strategic planning process that guides the vision for the state’s workforce system and provides a roadmap for board members to put into place a sound operational structure to ensure the expanded functions under WIOA are carried out. This planning process moves the board from a tactical, operational approach to one where the members will think strategically and serve as system leaders. The Unified State Plan for Illinois is the first tangible product resulting from the IWIB strategic planning process.

Alongside the strategic planning process the IWIB has chosen to prioritize its work through standing committees and a task force structure to ensure business and stakeholder engagement in the operation of the state workforce system that meets the required WIOA board functions. This structure was established to ensure board members remain engaged in furthering the identification and understanding of root causes in workforce and economic development challenges.

Committees are generally longstanding groups that conduct regularly occurring business on behalf of the IWIB and are designed to focus on long-term issues and strategies. Task forces, however, are short-term and goal-oriented bodies that are appointed to achieve articulated outcomes by a specified date and have highly engaged membership and staff support to accomplish those outcomes. Both committees and task forces are approved by the IWIB through action items that detail the objectives and timeframes (if appropriate) of the group. They both comprise members of the IWIB in addition to identified stakeholders throughout the state. Staff from the Illinois Department of Commerce and Economic Opportunity (Commerce) provides support to these bodies.

Upon approval of the full IWIB, the co-chairs are responsible for establishing the committees or task forces and designating the members of these working bodies. While the IWIB encourages wide participation from stakeholders on the standing committees and task forces, the chair must be an IWIB member. The committee chairs shall convene meetings as needed, but in the case of a standing committee it shall be convened no less than four times per year in advance of IWIB meetings. State representatives are responsible for the staff support of these groups.

The agenda at regular meetings of the IWIB will include a time for formal reports to allow for the presentation of committee and task force recommendations and approval as necessary.

Additionally, the IWIB members have increased their role in aligning with education groups within the state to build strong linkages that will expand work-based learning opportunities and open up career pathways for all learners. Building these strong linkages is part of moving the board toward becoming system leaders and supports further alignment of the education, workforce and economic development vision. The IWIB actively participates in the Illinois P–20 Council, the Illinois Pathways Advisory Council and the Higher Education Commission on the Future of the Workforce, as well as the technical assistance work group on New Skills for Youth and the 21st Century Workforce Advisory Fund Board.

III.a.2.A – Core Program Activities to Implement the State’s Strategy. The State provided a response to this element; however, it was identical to the previous section. The response did not describe how the lead State agency with responsibility for administration of each core program will implement the State’s strategies identified in the ICR section II.c, including a description of the activities funded by the core programs. Additionally, all required information that is listed as being in the “full plan” or referenced via a web page must be included in the Plan submitted through the portal.

ICR Reference: Describe the activities the entities carrying out the respective core programs will fund to implement the State’s strategies. Also describe how such activities will be aligned across the core programs and among the entities administering the programs, including using co-enrollment and other strategies, as appropriate.

Core Program Activities to Implement the State’s Strategy

Six policy strategies were developed to reach the goals of the Unified State Plan. Each strategy has specific implementation activities that leverage the collective experience of the core and required partners and builds on experience gained through public and private sector innovation initiatives. The core partner programs under the Workforce Innovation and Opportunity Act (WIOA) are fully committed to achieving improved service delivery through program alignment. Under the direction of the Illinois Workforce Innovation Board (IWIB) and the Interagency Work Group, each program is taking steps to assess how services overlap and identify opportunities for investment of resources toward service alignment in support of the state strategies. For example, over the last 18 months, the core partners contributed funding and in-kind resources of staff and facilities to develop state and regional labor market information, establish strategic planning frameworks for the community colleges and subsequently for WIOA programs and businesses. This work started with the Illinois Community College Board (ICCB) collaborating with the Illinois Department of Commerce and Economic Opportunity (Commerce), employers and other partners to create a Workforce Education Strategic Plan for community colleges, adult education, career and technical education, business and industry, and corporate training. This strategy is in alignment with the Unified Plan’s strategic priorities. Woven throughout these strategies will be a continued assessment of how funds from each program can be used to leverage other funding, especially private-sector support, toward program alignment and implementing the following strategies.

Strategy 1: Coordinate Demand-Driven Strategic Planning at the State and Regional Levels

The state is coordinating a demand-driven strategic planning process across education, workforce and economic development at the state, regional and local levels. This team has built on and integrated current state and regional planning initiatives and resources of the core state agency partners and other non-core partners, including the economic development arm of Commerce. This team will carry out the following activities to provide the support for regional planning, which provides the basis for implementing the remaining strategies, especially regional sector partnerships.

Activity 1.1: Develop Strategic Indicators, Benchmarks and Related Planning Data Resources

The Illinois Workforce Innovation Board (IWIB) has established an Evaluation and Accountability Committee that will recommend tools, measures, and to (a) determine whether the Illinois WIOA

Unified State Plan and other WIOA requirements are being carried out effectively, and (b) identify continuous improvement opportunities in the effectiveness and efficiency of Illinois' workforce development system. This committee will also serve as a resource to other IWIB committees in establishing standards and metrics to assess and continuously improve system and program performance.

During the first year the committee will create a framework by which to work. For the accountability component, the committee will map the components of the Unified State Plan to the work being carried out by all of the IWIB committees. Early work on evaluation will address questions of service delivery and potential approaches to answering those questions. Two early concrete results will be a revised Benchmark Report that has been produced annually that includes education, workforce and economic development indicators and benchmarks including an economic self-sufficiency benchmark for each region and exploring effectiveness measures for individual projects. Revising the Benchmark Report will include bringing together major stakeholders as well as state agency partners to develop strategic indicators and benchmarks for state and regional economic development. These include indicators and benchmarks for economic, job, income growth and distribution. Additionally, indicators and benchmarks for key economic development strategies, including workforce development, can be compared with other states and regions. In addition, the IWIB Evaluation and Accountability Committee will work with the Illinois Education and Self Sufficiency Council to review and finalize metrics defining economic self-sufficiency to inform the work of The Governor's Cabinet on Children and Youth.

In subsequent years, the committee will begin looking at larger questions related to evaluation and performance. The committee will review the research agendas of various components of the system and identify opportunities to strengthen alignment and prioritization of research questions. The availability of the Illinois Longitudinal Data System and the Comprehensive Demographic Dataset will open new evaluation and research opportunities that could lead to improvements in the system.

Through the work of this IWIB Evaluation and Accountability Committee, the Interagency Work Group will build on the findings to: (1) develop a state and regional cross-agency benchmark report for stakeholders and the general public, and (2) provide regional planning data and tools to support regional planning to align education, workforce and economic development. Furthermore, the Interagency Work Group will build on existing agency initiatives to develop and use strategic indicators and benchmarks as part of comprehensive data resources for state and regional planning.

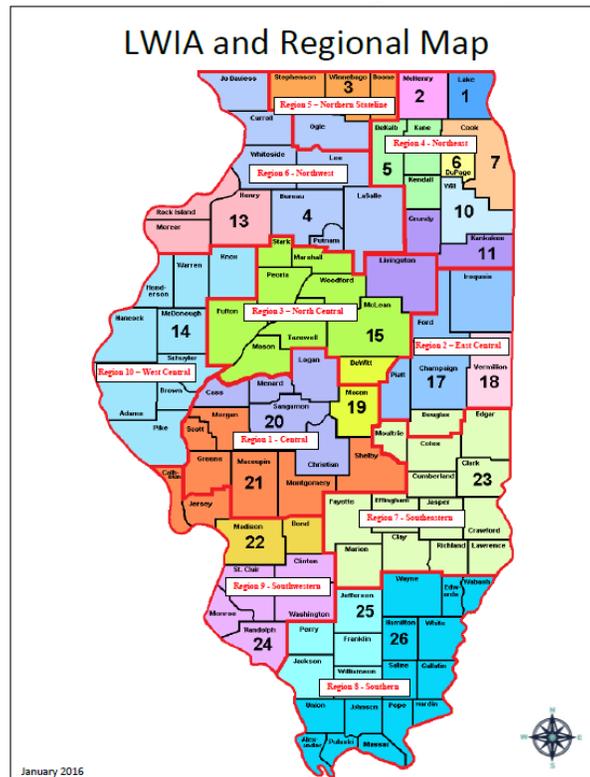
Foundational work for these efforts is in place from the updated state, regional and Local Workforce Innovation Area (LWIA) industry and occupational projections by the Illinois Department of Employment Security (Employment Security) and the work by the ICCB that estimates the percent of the state's population with post-secondary degrees in cooperation with the Illinois P-20 Council and its 60 by 25 goal for the state. Additionally, Employment Security provides key indicators of business growth and location, labor force participation and unemployment rates that will be used to support regional planning. Employment Security, through its partnership with Workforce Data Quality Initiative agencies, has developed a data infrastructure to produce workforce outcomes for education and training graduates. Work has already begun on mapping labor entrants and worker flows across jobs and over time.

All four core partners use these projections to identify in-demand industries and occupations and they have worked together using the national career cluster framework to integrate sector and career cluster initiatives throughout the state. All four core agencies have utilized U.S. Census data to estimate the size and characteristics of the population and labor force, including targeted populations facing multiple barriers to employment.

Activity 1.2: Establish Regional Planning Areas

The Interagency Work Group will use these planning resources to support regional planning within ten regions that have been defined by the Governor and supported by the IWIB as Illinois implements the integration of education, workforce and economic planning. These ten regions address the WIOA Section 106 requirement that the Governor identify and organize local workforce boards and core program partners into regional planning areas to engage in joint planning, integrate service delivery, share administrative costs and enter into regional coordination efforts with economic development agencies operating in the same region. The ten regions were established by the Governor based on the analysis of statewide commuting patterns surrounding major and minor metropolitan centers. As shown below and in Attachment S (www.illinoisworknet.com/wioastateplan), these ten regions involve the following LWIAs and counties.

Illinois Economic Development Regions



It is important to note that Illinois currently has 22 Local Workforce Innovation Areas. The state continues to recommend that Chief Elected Officials (CEOs) and Local Workforce Innovation Boards (LWIB) review the patterns in WIOA funding, participant service levels and administrative costs and consider how these will impact service delivery and the ability to meet

administrative requirements. The state has acknowledged the many efforts already undertaken to streamline operations and provide more efficient service delivery. The state continues to encourage CEOs to consider a voluntary consolidation of LWIAs as an option to provide as much funding as possible for direct client services.

Activity 1.3: Conduct Integrated Regional Planning

The state Leadership Team and IWIB have developed and supported an integrated regional planning process in each of the ten regions that is coordinated with local area planning. As required by WIOA, this planning process will include how LWIBs will engage in the joint development and implementation of regional sector initiatives. ICCB, Commerce and other state agency partners established the foundations for regional planning with community colleges throughout Illinois through an ICCB strategic planning process in the spring of 2015. The process addressed workforce and education needs across the state to improve the changing economic and student needs within the ten planning regions and community college districts.

Illinois Regional Planning Process Framework

The state has worked with the Leadership Team, IWIB and local partners to develop regional planning workshops and a statewide summit to support the regional planning process. The graphic to the right illustrates Illinois' regional planning framework that is customized for each regional team and its particular goals. Regional planning will address how to align and integrate education, workforce and economic development resources to identify opportunities for sector initiatives and partnerships that will promote business and expand career opportunities for more people in the region. The regional plans will also identify opportunities for the coordination and delivery of services.



The Interagency Work Group has developed a coordinated plan and Memorandum of Understanding review process that will include a formal report and on-site technical assistance reviews for each of the ten Economic Development Regions. It is important to note that the Illinois Department of Commerce and Economic Opportunity, Illinois Department of Employment Security, Illinois Department of Human Services Division of Rehabilitation Services and Illinois Community College Board are all actively engaged in this on-going process.

Strategy 2: Support Employer-Driven Regional Sector Initiatives

Illinois has been actively engaged in sectorial work and sector strategies for over a decade. In 2006, Illinois was one of six states invited to participate in the National Governors Association (NGA) Center for Best Practices Sector Strategies Learning Academy funded by the Mott, Ford

and Joyce Foundations. The initial policy recommendations resulting from this effort remain valid today: a) Promote regionalism; b) Increase funding opportunities; c) Use data to drive decisions; d) Align resources and strategies; e) Present opportunities for unified messages; and f) Build legislative support. State and regional strategic planning activities will align education, workforce and economic development and lay the foundation for employer-driven regional sector initiatives. The graphic *Illinois Sector Strategy Success Factors* outlines a set of critical success factors for Illinois' sector strategy initiatives

The Illinois Community College Board is continuing the implementation of the Workforce Education Strategic Plan by creating workgroups, such as one focused on “essential skills,” for employers and workers in Illinois that is being led by Adult Education. These workgroups are and will be made up of diverse partners to build out and work around the findings of the employers' input.

Activity 2.1: Promote Employer-Driven Regional Sector Partnerships

The Interagency Work Group, with input and direction from the IWIB, will work to expand the statewide policy framework that defines the goals and guiding principles of employer-driven sector partnerships developed through the national Sector Strategies Technical Assistance initiative. The framework also describes how state and regional resources can be used to launch, expand and support employer-led partnerships (see Attachment G posted at www.illinoisworknet.com/wioastateplan). The core partners will implement strategies based on the framework and other leading national and state employer-driven models such as those developed with the support of the NGA Sector Strategies Learning Academy, the Workforce Innovation Fund and the U.S. Chamber of Commerce's Talent Pipeline Initiative.

The Department of Commerce will continue to promote employer-led sector strategies via technical assistance on the Illinois Next Generation Sector Strategies Framework and sector partnerships related to Talent Pipeline Management. Commerce will also leverage the work of a \$4 million Sector Partner National Emergency Grant (PY15 Funds) to continue to provide training and work-based learning to long-term unemployed in the healthcare, manufacturing and transportation, distribution & logistics industries.

Activity 2.2: Promote Sector-Based Business Services and Employer Initiatives

As required by WIOA 101(d)(3)(iv), the IWIB will work together with the Interagency Work Group to better align and integrate business services among the core programs, along with state and regional economic development partners. This will focus on providing integrated business services to employers in targeted industries and occupations that are identified as in-demand through the state and regional planning process. The Interagency Work Group will support these business service teams through guides and tools, as well as professional development and training. This integrated business services initiative will be complemented by related initiatives to jointly leverage funding, including an emphasis on private sector investment, to support employer-driven sector initiatives, including how to leverage rapid response and layoff aversion funds for business retention. Commerce will also coordinate workforce development activities with the Department's Business Services team as it provides services to sectors regionally and across the State. Commerce will also promote and encourage private sector leadership for the development of public initiatives most responsive to employer needs.

Illinois Sector Strategy Success Factors



Strategy 3: Provide Career Pathways for Economic Advancement

The IWIB is strengthening its alignment with education groups that will open up career pathways for all learners to prepare them for economic self-sufficiency. In Illinois, the Illinois P-20 Council (P represents preschool and 20 stands for grade 20, education after college), which has a business membership emphasis, has become the conduit for developing a framework to improve the alignment of the state’s education systems. The IWIB Business Co-Chair plays a major role in the council and as the chair of one of its committees -- School, College and Career Readiness. This uniquely positions the IWIB to facilitate connections between workforce, education and business and industry partners by creating a common set of expectations, assumptions and definitions that enable the alignment of programmatic funds and resource supports to develop career pathways that build a stronger talent pipeline across all populations. Additionally, the IWIB Business Co-Chair and one of the required state legislative members of the IWIB are actively engaged in the Higher Education Commission on the Future of the Workforce to ensure that practices and policy recommendations to increase post-secondary education attainment and address regional workforce needs are embedded into WIOA implementation strategies.

The Illinois Community College Board, through the Adult Education and Workforce Division are developing strategies to address individuals with multiple barriers to employment. ICCB has created and implemented Pre-bridge, Bridge, IET programs such as I-CAPS (Integrated Career and Academic Preparation System) and I-TAPS (Integrated Training and Academic Preparation System) models designed to improve access to training leading to demand driven occupations for those most-underserved populations.

Policies and practices recommended from these efforts will be operationalized through current and future state and regional sector initiatives, such as those mentioned below in Activity 3.1, to

provide the foundation for sector-based career pathway initiatives that expand career and educational opportunities for students and workers, including those facing multiple barriers to employment to achieve economic advancement.

Activity 3.1: Promote Leading Career Pathway Models and Best Practices

Illinois' current efforts for aligning education, workforce and economic development is also laying a solid foundation for promoting leading career pathway models and best practices. Career pathway development in Illinois is being expanded to encompass every level of the education system as well as across the needs of our diverse populations including those that face multiple barriers to achieving self-sufficiency. Across the system, Illinois is engaged in piloting and/or creating solutions to inform these models and ultimately policy recommendations such as:

- The New Skills for Youth Initiative which will allow Illinois to create a plan for designing and implementing a rigorous, demand-driven education system that will increase the number of students who complete career pathways beginning in secondary school and culminating in valuable post-secondary credentials.
- Defining High Quality Credentials that will place equal importance on industry recognized credentials by creating a definition for high quality that is based on sector-demand and self-sustaining wage data.
- Determining the Criteria for Progressive Pathways to establish a threshold definition of a career pathway program that promotes a common understanding of quality pathways and systems, while aligning to existing definitions, plans and guidelines.
- Creating 60 by 25 Communities and P-20 Regional Networks which are community and regional collaborations seeking ways to increase college and career success for students through regional action toward meeting a state target of adults in Illinois with high quality degrees and credentials to sixty percent by 2025 (60 by 25).
- Sector-based Job Training and Economic Development/Supplemental Nutrition Assistance Program (SNAP) pilot project involving community-based organizations serving SNAP and Temporary Assistance for Needy Families (TANF) recipients as well as ICCB initiatives, including Integrated Education and Training programs (IET). The IET program provides low-skilled adults with an opportunity to gain basic skills or work towards a high school equivalency while concurrently enrolled in a Career Technical Education program. Individuals enrolled in an IET program will receive instruction that is contextualized to a specific sector, employability/workforce preparation skills and includes a technical training program (i.e., welding). Individuals completing the IET program may earn an industry recognized credential(s), a college certificate and college credit. The idea is that these individuals are concurrently enrolled and can earn credentials within a year to 18 months, depending on the program.
- Disability Employment Initiative (DEI) pilot projects and career pathway initiatives for individuals with disabilities will be supported by core and required partners.
- Commerce will support making local staff aware of best and promising practices and provide technical assistance to foster their integration into the regular WIOA local workflow.

These efforts as well as others will inform the state in expanding career pathway approaches that can be implemented through regional sector partnerships and other regional sector initiatives. Policy recommendations, professional development and technical assistance will be central in addressing how to incorporate these pathway approaches as part of improving career services and

expanding access to accelerated and integrated work-based and classroom training, aligned and integrated programs of study leading to industry-recognized credentials, as well as support services for targeted populations facing barriers to employment. Additionally, career pathway approaches will include strategies for fully mainstreaming targeted populations that provide access to self-sustaining wages and career advancement.

Activity 3.2: Expand and Improve Bridge and Integrated Education and Training Models

The state agency partners will focus on expanding access and success in sector-based bridge programs that provide opportunities for low-skilled and low-literate youth and adults. The state will support new initiatives that promote sector-based pre-bridge, bridge programs and integrated education and training models that expand access and success of low-skilled youth and adults in career pathways. These programs are designed to introduce individuals to career pathway programs of interest. A common definition of bridge programs has been developed to ensure all core and required partners have a basic understanding of the provisions of services under these programs. The partners will revisit this definition and other policies to ensure that it aligns with current employer and workforce readiness needs, and include a definition of career pathways with common measures described in the Alliance for Quality Career Pathways. The state recognizes the use of bridge programs as a foundation for career pathway systems and also as a foundation for employment opportunities and other training. ICCB will work closely with core and required partners under WIOA to re-examine the use of bridge programs to those individuals who lack basic skills as a way of connecting with Title I and Title III for training opportunities and with Title IV to ensure those who are basic skill deficient and have learning differences have access tools needed to be successful.

Activity 3.3: Promote Innovation in Career Pathway Solutions

As stated under above in Activity 3.1, Illinois is laying a solid foundation for career pathway models for all populations. One such example in promoting innovation in career pathway solutions will include an increased emphasis on solutions for youth with barriers. Informed by the work of the IWIB Youth Standing Committee (previously the IWIB Disadvantaged Youth Task Force), state agency partners will use demonstrations and pilot projects that will guide policy recommendations and changes through activities such as:

- Exploring opportunities to expand career pathway for out-of-school youth through the blending of federal and state funding.
- Supporting education efforts to design and implement rigorous, demand-driven education systems that will increase career pathway curriculum in secondary settings.
- Developing joint projects between adult education programs, local workforce boards and others on project such as aligning WIOA Title I services with efforts that currently address justice-involved youth. Illinois is exploring a range of career pathway models seen nationally and statewide as best practices and examining ways to braid and blend funding for maximum impact. Where possible these models will be folded into existing juvenile justice efforts for seamless service alignment to add the expertise of WIOA service providers to strengthen employment and training models.
- Creating service alignment foster youth, including youth who are aging out of the foster care system. The Departments of Commerce and Child and Family Services are developing an initiative to expand career pathway services to older foster youth who are nearing age-out.

Successful models for braiding and blending WIOA and Chafee Foster Care Funds are under consideration as a basis for Illinois' effort.

Activity 3.4: Promote the Use of All Types of Apprenticeships

With increased attention on various forms of work-based learning, we expect apprenticeships to become more common as WIOA is implemented. The IWIB created an Apprenticeship Standing Committee to recommend a plan for establishing a comprehensive and integrated apprenticeship system in Illinois, oversee its implementation and performance and recommend improvements. Through its planning and implementation responsibilities, this committee will play a lead role in integrating Registered Apprenticeships throughout Illinois' workforce development system. In addition, the ICCB through its Highway Construction Careers Training Program, prepares minority and low-income individuals to enter apprenticeship programs. Illinois will learn from the best practices and expand on programs like the Illinois Manufacturers' Association Education Foundation Advanced Apprenticeship Consortium project that will serve more than 7,000 collectively through apprenticeship, pre-apprenticeship and career pathway programs in the State of Illinois. To leverage funding, apprenticeships will be embedded within Illinois Pathways, the state's public-private career pathway system initiative. The use of apprenticeships will be encouraged through demonstration projects, policy guidance and technical assistance.

The IWIB is committed to using registered, non-registered and pre-apprenticeships as a major strategy for building the pipeline of skilled workers to help businesses throughout the state remain competitive. To this end, the IWIB created an Apprenticeship Committee in June 2016. This committee will now be the key resource for the IWIB to identify key policies, resources, opportunities and roadblocks as Illinois seeks to establish a comprehensive "scaffold" of pathways around and towards Registered Apprenticeships.

Strategy 4: Coordinate and Enhance Career Services and Case Management

As stated in Section III.b.2, the IWIB approved a collaborative policy development process to ensure a broad range of stakeholder engagement that yields cost-effective and efficient guidance to the field. The Interagency Work Group will use this process to develop policy recommendations to the IWIB for implementing integrated and enhanced career services and case management.

Activity 4.1: Provide Coordinated and Enhanced Career Services

The Interagency Work Group is working to support the delivery of enhanced career services to participants across partner programs. Employment Security is responsible for the Illinois Career Information System, a web-based tool that incorporates Illinois-specific actionable data on in-demand occupations and wages that allow students and job seekers to make informed decisions about their career pathways. These services will result in individualized plans addressing how to reach career goals based on career and skill assessments and identified barriers requiring support services. Agency partners also will include the assessment of digital literacy as a basic skill and provide services to participants in gaining these skills through career services and through additional services in career pathway bridge programs. Agency partners will also provide career services guides, tools and professional development to core program staff in providing these career services. This will be supported by the interagency labor market information team to provide improved access to career guidance information in in-demand industries and occupations and

education, training and credentialing options for achieving career and education goals in participant plans (See Activity 5.2).

As a component of the Governor’s Guidelines, a service matrix was developed to display the career services available through each of the local Comprehensive One-Stop Centers from each of the required partners. Please note that these will be re-evaluated based upon final regulations.

Table 11: Career Service Matrix

STATE OF ILLINOIS CAREER SERVICES AVAILABLE THROUGH THE LOCAL COMPREHENSIVE ONE-STOP CENTERS	
Outreach, Intake and Orientation	<ul style="list-style-type: none"> • Community Service Block Grant • Illinois Department of Human Services Family Community Resource Centers • Illinois Department of Human Services Division of Rehabilitation Services • Illinois Community College Board Adult Education and Family Literacy • Illinois Community College Board –Post-Secondary Perkins • Illinois Department on Aging – Senior Community Service Employment Program • Title I-B • Illinois Department of Employment Security programs • Illinois Migrant Council – National Farmworker Jobs Program • Illinois Department of Corrections – Second Chance Program
Skills and Supportive Service Needs Assessment	<ul style="list-style-type: none"> • Illinois Department of Human Services Family Community Resource Centers • Illinois Department of Human Services Division of Rehabilitation Services • Illinois Community College Board Adult Education and Family Literacy • Illinois Community College Board –Post-Secondary Perkins • Illinois Department on Aging – Senior Community Service Employment Program • Title I-B • Illinois Migrant Council – National Farmworker Jobs Program • Illinois Department of Corrections – Second Chance Program
Labor Exchange Services	<ul style="list-style-type: none"> • Illinois Community College Board –Post-Secondary Perkins • Title I-B • Illinois Department of Employment Security programs • Illinois Migrant Council – National Farmworker Jobs Program • Illinois Department of Corrections – Second Chance Program
Program Coordination and Referral	<ul style="list-style-type: none"> • Community Service Block Grant • Illinois Department of Human Services Division of Rehabilitation Services • Illinois Community College Board Adult Education and Family Literacy • Illinois Department on Aging – Senior Community Service Employment Program • Title I-B • Illinois Department of Employment Security programs • Illinois Migrant Council – National Farmworker Jobs Program • Illinois Department of Corrections – Second Chance Program
Labor Market Information	<ul style="list-style-type: none"> • Illinois Department of Human Services Division of Rehabilitation Services • Illinois Department of Employment Security programs • Illinois Migrant Council – National Farmworker Jobs Program
Training Provider Performance and Cost Information	<ul style="list-style-type: none"> • Illinois Department of Human Services Division of Rehabilitation Services • Illinois Community College Board Adult Education and Family Literacy • Illinois Community College Board –Post-Secondary Perkins • Title I-B

	<ul style="list-style-type: none"> • Illinois Migrant Council – National Farmworker Jobs Program • Illinois Department of Corrections – Second Chance Program
Performance Information for the Local Area as a Whole	<ul style="list-style-type: none"> • Illinois Department of Human Services Division of Rehabilitation Services • Illinois Community College Board Adult Education and Family Literacy • Illinois Community College Board –Post-Secondary Perkins • Title I-B • Illinois Department of Employment Security programs • Illinois Migrant Council – National Farmworker Jobs Program • Illinois Department of Corrections – Second Chance Program
Information About the Availability of Supportive Services and Referrals to these Services	<ul style="list-style-type: none"> • Community Service Block Grant • Illinois Department of Human Services Family Community Resource Centers • Illinois Department of Human Services Division of Rehabilitation Services • Illinois Community College Board Adult Education and Family Literacy • Illinois Community College Board –Post-Secondary Perkins • Title I-B • Illinois Department of Employment Security programs • Illinois Migrant Council – National Farmworker Jobs Program • Illinois Department of Corrections – Second Chance Program
Information and Assistance with UI Claims	<ul style="list-style-type: none"> • Illinois Department of Employment Security programs • Illinois Migrant Council – National Farmworker Jobs Program
Assistance Establishing Eligibility for Financial Aid	<ul style="list-style-type: none"> • Illinois Department of Human Services Division of Rehabilitation Services • Illinois Community College Board –Post-Secondary Perkins • Title I-B • Illinois Migrant Council – National Farmworker Jobs Program • Illinois Department of Corrections – Second Chance Program
Employment Retention Services	<ul style="list-style-type: none"> • Illinois Department of Human Services Family Community Resource Centers • Illinois Department of Human Services Division of Rehabilitation Services • Illinois Community College Board –Post-Secondary Perkins • Title I-B • Illinois Department of Employment Security programs • Illinois Migrant Council – National Farmworker Jobs Program • Illinois Department of Corrections – Second Chance Program
Follow-Up Services for Title I-B Participants	<ul style="list-style-type: none"> • Title I-B • Illinois Department of Corrections – Second Chance Program

Activity 4.2: Provide Coordinated and Enhanced Case Management Services

The Interagency Work Group will establish a case management team, as applicable, to coordinate and support the delivery of enhanced case management services to participants across the core programs and with other partners. This case management team will include LWIB, frontline and supervisory workforce personnel to create the Workforce Academy described below in Activity 4.3 to develop training in the use of case management data from aligned and integrated case management systems used by core programs and with other partners, including related human resources and supportive service programs (also see Activity 6.3). Illinois’ workforce and education partners are committed to this strategy as illustrated by the following initiatives.

- Commerce will collaborate with the IWIB and core partners to develop standards for integrated case management services and training for local staff to meet and exceed the established service standards. This will include improved and more widespread training

on best practices and linking participant outcomes data to the staff assigned to each customer.

- The Illinois Community College Board will implement strategies for Local Title II providers to offer professional development on assessment for case managers. ICCB will also continue to work on alignment of the Adult Education Area Planning Councils with the LWIAs to foster better case management and customer services for individuals with multiple barriers to employment.
- Title II Adult Education will continue to strategize with core and required partners, specifically TANF and Title I, to maximize efforts to provide coordinated services to mutual clients such as those underserved populations.

Activity 4.3: Promote Continuous Improvement and Ongoing Professional Development

State agency partners will promote continuous improvement in career services and case management services through state and regional initiatives to promote leading business practices working with the IWIB as part of its expanded role (WIOA 101(d)(3)(vii)). Specifically, the IWIB, and Interagency Work Group, will be leading an effort to create a Workforce Academy. LWIB and local input of front-line and supervisory workforce personnel will be critical in the development of the Academy. The Academy will build a common understanding of Illinois' vision and support the move to an integrated delivery system building the capacity of staff through cross-training and other professional development opportunities. In addition, front-line staff will be afforded opportunities to participate in ongoing professional development through topic specific policy academies as well as national professional development and credentialing programs, such as the National Association of Workforce Development Professionals (NAWDP). Furthermore, the IWIB and Interagency Work Group will leverage the expertise of the ICCB Adult Education program to provide professional development to agency partners in the appropriate administration of educational assessment of basic skill deficiencies. As feasible, training will be delivered through technological solutions will be pursued to maximize access and cost-effectiveness.

Activity 4.4: Promote the Incorporation of Required Partner Services

The core partners will explore opportunities to incorporate the services of the Comprehensive One-Stop Center partners into case management and career services. Illinois has made progress through the Interagency Work Group to identify the business services, career services, training services and supportive services of the state's workforce, education and economic development partners. Through the implementation of best practices from programs such as DEI, the state will develop policies through the IWIB policy process to ensure that there is a customer-centered approach of coordinating services that consider the additional needs of the targeted populations as identified in this plan.

Strategy 5: Expand Employer and Job Seeker Access to Labor Market Information

The Interagency Data Team will design, develop and use the statewide public-private data infrastructure (Strategy 6) to provide both employers and job seekers with tools to promote and access job openings; review changing labor market trends and opportunities; identify funding opportunities and fund education, training and support services. This will require partners to ensure that privacy and security issues are addressed.

Activity 5.1: Improve Employer Tools for Communicating and Accessing Information

The Interagency Data Team will develop new tools for employers to communicate their forecasted demand for workers and review and provide input into industry and occupational projections developed through Employment Security. This will include new tools for employers working together in leading regional partnerships to continuously communicate short-term forecasts of job openings and competency and credentialing requirements for these jobs. This will build on tools and best practices from employer-led national and state initiatives, including the U.S. Chamber of Commerce Talent Pipeline Management Initiative and the Vermilion Advantage pilot project. The team also will improve employer capacity to easily communicate career opportunities and current job openings to regional partnerships and their broader labor market in Illinois. This will be accomplished through employer tools that can be easily integrated with their current human resource information systems and their own websites that provide information on careers and job openings. Commerce and other regional and local partners will work with businesses to improve public/private communication of workforce needs, including demand competencies and the location, timing, quantity (what/where/when/how many) of specific demands and talent flow analysis.

Activity 5.2: Improve Access to Career and Education Guidance Tools and Information

The IWIB has increased their role in aligning with education. This includes significantly increased coordination between workforce and secondary and postsecondary education to promote career awareness, career exploration and planning as well as student exposure to in-demand careers. The Interagency Data Team, in cooperation with the Interagency Work Group, will utilize existing tools and develop new and improved tools and information to not only support the enhanced career services provided through the core programs and other partners, but also to the secondary and postsecondary education partners. The team will expand the Illinois Career Information System tools to avoid duplication and to provide the ability to use a flexible and robust system (Strategy 4). The team also will provide ongoing training and support to front-line career services and case management staff to improve access and use of these tools and resources as part of the Workforce Academy.

Activity 5.3: Improve Access and Integration of Eligible Training Provider Lists

To improve the access and use of the WIOA eligible training provider lists (ETPL) by employers and job seekers, the labor market information team will make Illinois workNet even more user-friendly and work with other state agencies to share similar information. This will be accomplished in collaboration with the policy process being put into place to ensure that systems are in line with and supporting the implementation of policy. Commerce will make ETPLs available on the Illinois workNet web portal, along with provider performance and return on investment information for students and jobseekers.

Activity 5.4: Improve Access and Utilization of Labor Market and Workforce System Information

Labor market and career information is currently provided on the Employment Security website through a variety of web-based tools included in the Illinois Virtual Labor Market Information (VLMI) System supported by Geographic Solutions and the Illinois Career Information System, which incorporates Illinois-specific labor market information (LMI). Through the partnership with the core partners, additional enhancements will improve the current platform and changes will be made through any new technology platform utilized by the state. The Illinois Community College

Board will work with Adult Education providers to utilize LMI in making decisions about integrated training and bridge programs.

Strategy 6: Improve Public–Private Data Infrastructure

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

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

Activity 6.1: Enhance the State Labor Market Information System

The core partners, including the Illinois Department of Employment Security (Employment Security), will work to enhance the LMI system to support the six WIOA strategies listed in this chapter. Traditional LMI produced by Employment Security is readily available on the Employment Security website as well as through VLMI (a Geographic Solutions web tool) which houses the Workforce Information Database per the requirements of the Workforce Information Grant. Traditional LMI includes occupational wage information, current economic conditions by industry and geography as well as short term and long term Industry and Occupational Employment Projections by local area. Real time LMI includes information on The Conference Board’s Help Wanted Online Job Ads postings by Economic Development Region and can be customized upon request. Other real time LMI utilizes information from the state’s Unemployment Insurance and Employment Service programs.

Activity 6.2: Expand and Improve the State Longitudinal Data System

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

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

Activity 6.3: Improve the Integration of Program and Case Management Information Systems

The Illinois data team will work with core partners and the Illinois Chief Information Officer as well as the newly formed Illinois Department of Innovation and Technology, to improve the integration of program and case management systems as applicable to improve service delivery.

This team also will work to improve the integration with state longitudinal data systems to support evaluation and continuous improvement.

III.a.2.B – Alignment with Activities outside the Plan. The State provided a response to this element; however, it was identical to the previous section and did not address the specific question asked. All required information that is listed as being in the “full plan” or referenced via a web page must be included in the Plan submitted through the portal.

ICR Reference: Describe how the activities identified in (A) will be aligned with programs and activities provided by required one-stop partners and other optional one-stop partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.

Alignment with Activities outside the Plan

The core program activities identified in (A) will be aligned with programs and activities provided by the required partners and optional partners by engaging representatives, from all programs at both the state and local levels, to participate in various work groups, working subgroups, regional meetings and weekly webinars, all in an effort to establish and maintain consistent, and clear communication among core and required partners.

As described in our response under Section III.a.1, the Illinois Workforce Innovation Board (IWIB) provides oversight and strategic leadership and alignment across the workforce development system, including employment, training, education, human services and other programs, including Registered Apprenticeships and career and technical education. The Interagency Work Group provides operational leadership and alignment across these programs as well. This team has built on and has integrated current state and regional planning initiatives and resources of the state agency partners that administer the required Workforce Innovation and Opportunity Act (WIOA) programs, including the economic development arm of the Illinois Department of Commerce and Economic Opportunity (Commerce).

The IWIB and the Interagency Work Group will expand the strategies outlined in Section III.a.2.A as well as the key initiatives listed below to drive the coordination of program activity, improve the level of service to business and job seekers, increase efficiencies and eliminate duplication. Illinois will continue with the strategy of coordinating regional planning meetings which included partner program staff from each Economic Development Region (EDR). The purpose of the initial regional meetings was to learn about each partner’s program, review regional demographics and program data and learn to use a data-driven planning approach. These meetings served as the basis of Illinois’ ten WIOA regional plans. Commerce, the Illinois Department of Employment Security (Employment Security), the Illinois Department of Human Services Division of Rehabilitation Services (DRS) and the Illinois Community College Board (ICCB) are all actively engaged in the coordinated review process of the regional / local plans and the Memorandums of Understanding (MOU).

Alignment with Employment and Training

The Economic Information and Analysis (EI&A) Division of Employment Security will continue to work closely with the workforce, education and economic development partner’s data team to provide labor market information to inform employment and training decisions. Illinois will also measure workforce outcomes using Illinois’ Longitudinal Data System (ILDS). Illinois will

implement the best practices from pilot projects such as the U.S. Chamber of Commerce Talent Pipeline Management with Vermilion Advantage to measure talent pipelines in local areas and determine which of the sector partnerships and career pathways are more effective in their local areas. The ILDS will also be an important mechanism for aligning plan activities with a number of partner activities outside of the plan. In particular, using lessons learned from the WIOA planning process and the data analysis projects of the Higher Education's Commission on the Workforce, Illinois intends to develop an ILDS agency plan regarding occupational supply/demand data. While Illinois has often produced occupational supply and demand data in conjunction with IWIB workforce development task forces and committees, we recognize the opportunity to develop a sustainable, repeatable occupational supply and demand reporting process for all regions and public, secondary and post-secondary institutions in Illinois.

The IWIB and program partners will continue to work on establishing outcome performance measures that allow partners to see the benefits of certificate and post-secondary degree programs on job stability, as well as earnings, which can be compared to other Illinois workers by comparing the reference group to all Illinois workers by using the Longitudinal Employment Dynamics program (U.S. Census). Employment Security EI&A Division is unique in the nation as having established enhanced measures of workforce outcomes that tie career earnings from the UI Wage Records apart from secondary earnings when employees have wages coming from more than one job. This provides a more accurate reflection of benefits of job training programs.

The state will implement WIOA in conjunction with the Illinois Task Force on Employment and Economic Opportunity for Persons with Disabilities (EEOPD) and as a link to the IWIB to pursue strategies for integration of people with disabilities into employment settings across the state. Linking the IWIB and the Task Force creates an aligned approach to addressing employment barriers to persons with disabilities and creating competitive employment opportunities rather than creating a separate committee of the IWIB. Illinois Title I and Title IV core partners are represented on the Task Force along with representatives of employers, educators, disability advocates and service provider agencies. EEOPD recommendations are now under public review and will be delivered to the Governor and Legislature in the fall of 2016.

The state will also implement WIOA in conjunction with the ApprenticeshipUSA state Accelerator Grants. This initiative will help Illinois build upon existing strategies to expand and diversify Registered Apprenticeship opportunities. These strategies will include convening key industry representatives, state agency leaders and other stakeholders to form strategic partnerships, and elevate apprenticeship as a workforce solution in both traditional and non-traditional industries including IT, healthcare, advanced manufacturing, cyber-security, business services and transportation.

Alignment with Education

Directly built into the regional planning process is the promotion of employer-driven regional sector partnerships that will reinforce and customize career pathways best practices. As a part of this strategy, Illinois will leverage the WIOA Title I (Adult, Dislocated Worker and Youth Programs), Trade and Sector Partnership National Emergency Grant to further develop work-based learning opportunities across the education and workforce system. In administering the Title IB statewide activities, Commerce is working with the local boards to ensure that the new WIOA

innovation initiatives are 1) data-driven by the needs of business and labor market information 2) regionally based and 3) incorporates the staff of the core, required and optional one-stop program partners. The state will make further investment in innovation and technical assistance projects based on the needs identified through this review process. An example of this is WIOA training that was funded by a Statewide Activities grant and coordinated by the Illinois Workforce Partnership. The project provided business outreach and case management training that was made available to all of the core partners.

The state's educational partners (including Title II Adult Education and Career and Technical Education) are part of the team that will coordinate these efforts at the state, regional and local levels. In addition, the Illinois State Board of Education and the Illinois Board of Higher Education will become part of the educational team that will coordinate efforts for customizing career pathway best practices. These identified practices will come from other efforts currently occurring in the state such as those mentioned in 3.1 above as well as the implementation of select recommendations made by relevant groups with an interest in career pathways (e.g. Higher Education Commission on the Future of the Workforce, ICCB Strategic Plan and the Community College Presidents Council. It is anticipated that broader state policy beyond WIOA for the workforce and education systems will be impacted by these approaches.

The ICCB will develop strategies for community colleges to use to strengthen their CTE Business Advisory Councils to be more proactive and employer-led, thereby ensuring that community colleges are aligning training to key industry sectors in each of the ten Economic Development Regions.

Alignment with Human Services and Other Programs

WIOA core, required and optional partners, will be directed to educate and train local staff on a continuous basis on services offered by core and required program partners. A key strategy will use technology to produce webinars (WIOA *Wednesday Webinars*) to provide a platform for all program partners to discuss WIOA topics and build a "library" of information that outlines the required and optional partner's programs. The webinars provide a forum to educate attendees about all programs, activities and resources, ask questions and offer suggestions on improving collaboration efforts. Illinois hosted a major WIOA planning summit in the winter of 2015 that was coordinated by WIOA core partners. Illinois will build on the success of the 2015 summit to support the state WIOA strategies and provide technical assistance that will improve the workforce system in Illinois.

The state is also working to develop a common technical platform and common definition of services among core and required program partners, which will be a key component in aligning the programs and activities. Additionally, the Interagency Work Group as part of the Workforce Academy will establish a case management team to coordinate and support the delivery of enhanced case management services to participants across the core programs and with other partners. The case management team will also focus on potential coordination and co-enrollment strategies that increase communication between the partners and avoid duplication and delay.

Illinois will expand pilot programs that are successful in coordinating services with Human Services programs including the Disability Employment Initiative (DEI) and the Employment

Opportunities, Personalized Services, Individualized Training, Career Planning (EPIC) pilot program. Illinois is coordinating resources among agency partners and providers to address the barriers to employment for people with disabilities. DEI is a multi-year project jointly funded by the United States Department of Labor's (DOL) Employment and Training Administration (ETA) and Office of Disability Employment Policy, with the goal of testing pilot strategies to improve outcomes for jobs seekers with disabilities. Illinois' Round V DEI project will continue to help Illinois align the workforce system with secondary and post-secondary education to deliver seamless Information Technology Career Pathway services to persons with disabilities during the initial period of this WIOA plan. EPIC is a pilot program with the Illinois Department of Human Services and Illinois Department of Commerce. The program is designed to provide basic and technical skill training and work experience for individuals that are Able Bodied Adults Without Dependents (ABAWD). Participants receive personal career development and team counseling to develop customized accelerated training plans that include job skills training and work-based learning opportunities with local employers that lead to credentials in high-demand fields and employment. This pilot is assisting underemployed and unemployed SNAP recipients in five regions across the State of Illinois and is part of a national study that includes an evaluation process to create strategies to implement with the existing SNAP employment and training program. The goal is to help participants get good jobs, increase earnings and reduce reliance on public assistance.

III.a.2.C – Coordination, Alignment and Provision of Services to Individuals. The State provided a response to this element; however, it was identical to the previous section and did not address the specific question asked. All required information that is listed as being in the “full plan” or referenced via a web page must be included in the Plan submitted through the portal.

ICR Requirement: Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services to individuals including those populations identified in section II(a)(1)(B). The activities described shall conform to the statutory requirements of each program.

Coordination, Alignment and Provision of Services to Individuals

A key component in coordinating activities and resources to provide comprehensive, high quality customer-centered services, involves a greater integration of services made available to all job seekers on a local and regional level. The integration of services provided by all core and required program partners will also consider the future educational and employment needs of the job seekers serviced throughout Illinois. Expanding the collaboration efforts on methods to improve local service delivery by; improving our assessment of the opportunities and needs of individuals and the labor market in each area; and employer engagement will be key in our efforts to administer high quality, customer-centered services.

Regional Planning Assessment and Analysis

Illinois has developed and promoted an integrated Workforce Innovation and Opportunity Act (WIOA) strategic planning process across education, workforce and economic development, which will provide comprehensive, high quality customer-centered services. Part of the regional planning process was to examine targeted population data provided by the state data team and other relevant local studies. Regional teams examined supply-side data and considered ways to leverage partners’ expertise, programs, and resources to connect various talent pools to career opportunities in targeted industries. The planning process included analysis of how the partners in each region will address the specific needs of the targeted populations and an asset mapping process to inventory the career, education, training and supportive services that are available in each region.

Governor’s Guidelines and One-Stop Certification

The State of Illinois will continue to use the Interagency Work Group to develop and recommend policy through the policy process to the Illinois Workforce Innovation Board (IWIB) regarding the operational requirements of the Comprehensive One-Stop Centers, including the Memorandums of Understanding (MOU) with the required and optional partners. These guidelines require the Local Workforce Innovation Areas (LWIA) to describe the services that will be provided to individuals and how the services will be coordinated by the required and optional partners. It is anticipated that the State of Illinois will update the Governor’s Guidelines to be compliant with the final WIOA rule. The Governor’s Guidelines and One-stop certification criteria will develop minimum standards for the provision of services including the referral and coordination of training

and supportive services. It is anticipated that these standards will also be informed by the benchmarks and performance metrics that are developed by the evaluation efforts of the IWIB and Interagency Work Group. Once these standards are established the state will develop a technical assistance and monitoring strategy to ensure compliance and continuous improvement.

Labor Market Information & Illinois Pathways

Labor market information and demand-driven data set the foundation for the WIOA career services in Illinois. Employment Security is responsible for labor market information (LMI) and the Illinois Career Information System, a web-based tool that incorporates Illinois-specific actionable data on in-demand occupations and wages that allow students and job seekers to make informed decisions about their career pathways. These services will result in individualized plans addressing how to reach career goals based on career and skill assessments and identified barriers requiring support services. Illinois Pathways uses these data to provide individuals with research groupings of careers, LMI and the knowledge, skills, abilities and credentials that are required for each occupation. Through partnerships between the State of Illinois' education and economic development agencies, Illinois Pathways supports local programs that empower students of all ages to explore their academic and career interests. Illinois will leverage the work of statewide, public-private partnerships to better coordinate investments, resources and planning for those programs with the goal of providing more opportunities for targeted individuals.

The workforce and education partners including Adult Education, Career and Technical Education and Illinois State Board of Education will expand career development guides and technical assistance materials to promote leading career pathway models and best practices that can be implemented through regional sector partnerships and other regional sector initiatives. These technical assistance materials (along with associated professional development) will address how to improve career services and expand customer access to accelerated and integrated work-based and classroom training, align and integrate programs of study leading to industry-recognized credentials and support services for targeted populations facing barriers to employment. They will also address how to fully mainstream targeted populations into sector-based career pathway initiatives in order to achieve outcomes similar to those of other populations.

Coordinated Case Management and Supportive Services

A key strategy that was outlined in Section III.a.2.A, is the development policies for integrated and enhanced career services and case management. Illinois will incorporate the regional planning process and updated Governor's Guidelines to drive customer-centered workforce centers that align the available career, education, training and supportive services. Illinois is working to develop case management teams to coordinate and support the delivery of enhanced case management services to participants across the required and optional program partners. As stated in Section III.a.2.A, Activity 4.3, through the Workforce Academy, cross-agency training and professional development will be developed to ensure needs are clearly understood by all partners, both core and required. This includes leveraging the resources of partners such as the ICCB Adult Education to provide professional development to agency partners in the appropriate administration of educational assessment of basic skill deficiencies. Finally, as mentioned earlier, training will be delivered through technological solutions and will be pursued to maximize access and cost-effectiveness.

In an effort to move forward with providing customer-centered services the state will expand on customer workflow studies like the Customer Centered Design Challenge. Several of the core and required program partners collaborated throughout the state and participated in the Customer Centered Design Challenge. The intent of the Customer Centered Design Challenge course is to task all WIOA program partners to rethink how services are administered, with the customer at the center as opposed to laws and regulations. The challenge taken on by the Illinois Department of Employment Security (Employment Security) team members was to identify “*How might we better assist formerly incarcerated individuals obtain employment, education, develop healthy relationships and make positive decisions?*” The group was comprised of managers and field office staff from the Wagner-Peyser Employment Service Program, Re-entry Employment Service Program, Hire the Future Program, Employer Outreach and Unemployment Insurance Program. The team conducted focus groups and interviews with multiple stakeholders within the re-entry population consisting of job seekers, those currently employed, community organizations and support systems such as family members. It was determined that, while Comprehensive One-Stop Centers offer the services and resources requested, very few stakeholders were aware of the services available. To address this issue, it was concluded that improved methods of outreach and resources should be made available through on-line avenues such as social media, partner web pages and informational videos in resource rooms. Identifying the needs of our customers allows all core partners to collaboratively and simultaneously address the problem of misinformation and lack of information in the re-entry community. The platform of waiting rooms, web pages, and social media will be areas of initial emphasis.

Incorporation of Required Partner Services to Targeted Populations

Illinois will highlight and encourage the adoption of the best practices that are identified in statewide innovation projects that serve targeted populations throughout the state. This will include joint projects between the agencies responsible for administering the required WIOA programs.

- Aligning and implementing the best practices of the current and future Disability Employment Initiative (DEI) Projects. Commerce, ICCB, and Department of Human Services Division of Rehabilitation Services (DRS) have worked with regional and local partners to increase the participation of individuals with disabilities (aged 18 and above) in integrated career pathway and academic programs through community colleges and non-profit organizations in cooperation with American Job Centers, Local Workforce Innovation Boards (LWIB), employment networks and other regional partners.
- Aligning and developing bridge programs for low literacy and low-skilled adults to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in post-secondary education and career path employment. The state’s bridge programs prepare adults (with limited academic or limited English skills) to enter and succeed in post-secondary education and training leading to career path employment in demand occupations. The state agency partners will focus on expanding access and success in sector-based bridge programs that provide opportunities for low-skilled and low literate youth and adults. The state will support new initiatives that promote sector-based pre-bridge, bridge programs and integrated education and training models that expand access and success of low-skilled youth and adults in career pathways. These programs are designed to introduce individuals to career pathway programs of interest. The state recognizes the use of bridge programs as a foundation for career pathway systems and also as a foundation for employment opportunities and other training. ICCB will work closely with core and required partners under

WIOA to re-examine the use of bridge programs for those individuals who lack basic skills as a way of connecting with Title I and Title III for training opportunities and with Title IV to ensure those who are basic skill deficient and have learning differences have access to tools needed to be successful.

- Aligning and coordinating WIOA Title I services with efforts that currently address justice-involved youth. Illinois is exploring a range of career pathway models for justice-involved youth seen nationally and statewide as best practices, and examining ways to braid and blend funding for maximum impact. Where possible these models will be folded into existing juvenile justice efforts for seamless service alignment to add the expertise of WIOA service providers to strengthen employment and training models.
- Aligning and coordinating foster youth employment and training programs including youth who are aging out of the foster care system. Commerce and Department of Children and Family Services are developing an initiative to expand career pathway services to older foster youth who are nearing age-out. Successful models for braiding and blending WIOA and Chafee Foster Care funds are under consideration as a basis for Illinois' effort.
- Aligning and coordinating the critical programs and services for Veterans. Employment Security provides veterans' employment representatives, who are fellow veterans and specialists in providing employment services. Illinois veterans will be served through the WIOA priority of service as well as targeted initiatives administered by the workforce and education partners and the Illinois Department of Veterans Affairs. As the WIOA definition of case management describes, it takes a community of resources to assist these Veterans to overcome/mitigate the identified barriers to employment and get them back in to the workforce.

III.a.2.D. – Coordination, Alignment and Provision of Services to Employers. The State provided a response to this element, however, it was identical to the previous section and did not address the specific question asked. All required information that is listed as being in the “full plan” or referenced via a web page must be included in the Plan submitted through the portal.

ICR Requirement: Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements of each program.

Coordination, Alignment and Provision of Services to Employers

Under the strategic direction of the Illinois Workforce Innovation Board (IWIB), Illinois has embedded sector strategies into workforce development programs across Illinois that support businesses, employees and job seekers. These approaches enable the workforce system to customize solutions for employers in the industries that are most vital to our economy. Through customized training solutions, employed, unemployed and underemployed workers are better able to obtain the skills they need and that businesses require. Illinois will continue this sector focus in the upcoming program years through activities such as the continued development of a sector-based approach in Illinois.

Coordination of Business Services – Department of Labor Technical Assistance

Illinois received formal technical assistance from the United States Department of Labor’s (DOL) Chicago Regional Office in 2016 to assist with business service integration through an analysis of how business services are currently structured, designed, and delivered across the four core partners in Illinois. This information supports the agencies’ understanding of each other’s work and identifies opportunities to streamline activities and align resources. The project report also identified key components of effective integrated business services as well as promising practices or models related to those elements to support possible replication, in part or whole in Illinois. Those resources will help support the agencies as they move forward with developing an action plan for business services integration.

The report noted that all of the core partners’ business services representatives or their local partners, directly engage with business but the degree of coordination for that engagement varies across the state.

- *WIOA Title I business services are mainly provided through Local Workforce Innovation Area (LWIA) staff whose responsibilities vary, but typically include outreach to businesses, managing on-the-job training contracts and incumbent worker grants to companies, marketing (often via website and social media), and providing information to companies regarding the offerings available through the workforce system. These services are provided in coordination with the state and local economic development professionals. The Illinois Department of Commerce and Economic Opportunity (Commerce) Office of Employment and Training (OET) Program and Planning staff frequently meet with businesses and associations for insight into how to improve local service delivery. The majority of OET staff, however, who engage*

directly with business are working with the Rapid Response program to support businesses undergoing layoffs by coordinating services to the affected workers. Their work entails building relationships and working with businesses to mitigate the impact of the layoffs and also determine if workforce training services could forestall future layoffs.

- *Illinois Department of Employment Security (Employment Security) employs state agency staff that engage in business services in most of the local areas across the state that are all co-located in a local workforce center. Employment Security Business Services Managers and Coordinators work with all companies to provide job matching services while IDES' Veterans' Employment Representatives work specifically with businesses on behalf of veterans as well as Disabled Veterans' Employment Representatives who work on behalf of veterans with disabilities.*
- *Illinois Department of Human Services Division of Rehabilitation Services (DRS) employs state agency staff that engage in business services in many of the local areas across the state. DRS Employment Resource Specialists (ERS) are specifically charged with engaging with businesses for the purpose of understanding their current and future needs and matching those with clients. They also work to foster an ongoing relationship with business customers to ensure consistent support and services. ERS can provide a variety of services to business to support successful employment of people with disabilities. Services span a broad spectrum, from consulting and technical assistance to businesses to enhance their disability awareness, to financial support for training and job accommodations.*
- *Illinois Community College Board (ICCB) does not provide services directly to businesses - those services are provided by local staff in community colleges. Staff employed through community colleges' Corporate Training Centers also provide a variety of consulting and coaching, but may also develop customized training for specific businesses.*

The report made note of the following initiatives to enhance business services, specifically:

- *Employment Security Business Services Coordinator role is going through a LEAN process which may result in changes to the position. There is also discussion about alignment between the Business Services Division and the Employment Services Division of Employment Security.*
- *Commerce is in the process of developing a strategic plan which includes goals and objectives designed to streamline the Office of Employment and Training and LWIA business services as well as improve external partnering and communication.*
- *DRS is receiving technical assistance through a national effort to improve business engagement across the DRS Vocational Rehabilitation program which should increase staff capacity in this area. This project started in November and is scheduled to last through next year.*
- *DRS' development of a CRM tool will provide a better way to track engagement with different industry sectors.*
- *The Illinois Workforce Partnership (IWP) which is an association of the Illinois LWIAs has planned a series of webinars for state and local areas staff around key topics, including business engagement, which will be held in June 2016.*

- *ICCB's current strategic planning work includes elements of service coordination and will enhance the support and dialogue around this issue. (Note: The corporate training report that is underway within ICCB will contain useful information about the business services being provided across the state.)*

Support Employer-Driven Regional Sector Initiatives

The coordination of the core, required and optional program partners in each region and local area of the state will be required for Illinois to achieve the goal of coordinated business services. As noted in Section III.a.2.A, the support of employer-driven sector initiatives is a key WIOA strategy. Illinois will expand business engagement across the workforce system in order to align training with needed skills, and to match companies with qualified workers and workforce needs, pointing the state towards the creation of a talent pipeline that fuels economic growth and creates career pathways for all citizens of Illinois.

Illinois will continue to focus on the development of employer-based training options that work directly with businesses to identify hiring requirements, assess the skill levels of job seekers, and provide competency-based training to quickly fill skill gaps, prepare individuals to go to work, and allow employers to increase their productivity while reducing their hiring risk. Using approaches such as apprenticeships, internships, job shadowing, work experience, and on-the-job training provides employers with a quicker method to fill critical job openings while providing trainees with a quicker route to a paycheck.

The Workforce Innovation Fund Round I project (known as Accelerated Training in Manufacturing, or ATIM) provided an opportunity to test strategies intended to deliver improved outcomes for participants and businesses. Goals in this plan address providing improved career services and improved business services. Based on the promising performance of this project, United States Department of Labor (DOL) Region V recommended to the DOL National Office that Illinois be included in its Sector Strategies Technical Assistance initiative. Beginning in late 2014, the Illinois Department of Commerce and Economic Opportunity (Commerce), Illinois Department of Employment Security (Employment Security) and Illinois Community College Board (ICCB) partnered with the support of noted sector strategies expert Lyndsey Woolsey and technical experts at Maher & Maher to create a statewide framework for fostering the development of employer-led sector partnerships. The framework was completed in May 2015, and was followed by regional training events for cross-program local staff and education and training provider partners. The end goal of this framework is to provide meaningful guidance for stakeholders to understand how to foster the development of employer-led partnerships and how to leverage their work to improve services to both businesses and job seekers.

This effort segued directly into a private-sector initiative administered by the U.S. Chamber of Commerce Foundation Talent Pipeline Management initiative. These same partners leveraged the experience of developing the sector strategies framework to support an application and subsequent implementation of a grant to Vermilion Advantage, a local employer-led multi-sector public-private partnership. The core premise of Talent Pipeline Management is that businesses must apply supply-chain management principles to talent, and must organize themselves into regional sector-based partnerships in order to nudge the public education and workforce systems into being more nimble and responsive to evolving needs of employers. The following foundational

principles of Talent Pipeline Management each provide an opportunity for the core partner programs to explore methods of improving business services.

- Employers play a new leadership role as the end-customer in closing the skills gap for those jobs most critical to their competitiveness.
- Employers proactively organize and manage flexible and responsive talent pipelines in partnership with their preferred education and workforce providers.
- Employers work collaboratively with their partners to develop measures and incentives designed to reinforce and improve performance across all partners.

Likewise, the following Talent Pipeline Management strategies present an opportunity for the core partners to make great use of the new flexibility and emphasis on collaboration and alignment under WIOA.

- Development of employer collaboratives in states or regions;
- Demand planning for critical jobs in key sectors;
- Communication of competency and credentialing requirements;
- Development of employer-centric performance measures and dashboard tools;
- Back-mapping of talent flows for critical jobs in key sectors; and
- Alignment of public and private incentives in states or regions.

Working together and with Vermilion Advantage, this team is currently conducting groundbreaking work on talent flow analysis. This is commonly known as back-mapping, and is used to identify from where employers are sourcing their best candidates and the organizations and programs of study from which those candidates originated. The intent is to raise the performance of all schools and providers to the level of the best performers to create a more robust talent pipeline. In this effort, the state partners have contributed the following in support of the project:

- Commerce - provided coordination of local and state partners and leadership on implementation of sector strategies, demand planning, and communication of occupational competencies;
- Employment Security – provided labor market information (LMI) data and analysis for demand planning and occupational competencies, and information about their Career Information System used by students;
- ICCB – provided data on students dual enrolled in high school and community college and information on how programs of study can become more nimble.

It is anticipated that the lessons learned from the Workforce Innovation Fund (ATIM), Unified Business Services Analysis and the Talent Pipeline Management transform how each program operates by becoming better coordinated and responsive to the needs of business.

III.a.2.E – Partner Engagement with Educational Institutions. The State provided a response to this element; however, it was identical to the previous section and did not address the specific question asked. All required information that is listed as being in the “full plan” or referenced via a web page must be included in the Plan submitted through the Portal.

ICR Requirement: Describe how the State’s Strategies will engage the State’s community colleges and area career and technical education schools, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv)

Partner Engagement with Educational Institutions

Illinois’ 48 comprehensive community colleges and multi-college centers play a vital role in the state’s educational, economic development and workforce preparation partnership. Each year, the colleges serve nearly one million residents. The community college system pledges to address workforce development needs with flexible, responsive, and progressive programs designed for colleges and university transfer students, returning adults and expanding adult education and literacy programs. These efforts help with the growing demand for trained workers in various occupations.

The Illinois Community College Board (ICCB) continues to work collaboratively across the state with other partners to address the alignment of workforce development, education and economic development. Through workforce development, career and technical education and adult education, the Illinois community college system and ICCB have moved forward in a coordinated way, focusing on the implementation of the Workforce Innovation and Opportunity Act (WIOA) and the ICCB Workforce Education Five Year Strategic Plan. Additionally, sector/clusters initiatives such as manufacturing, healthcare and transportation, distribution and logistics with an emphasis on low-skilled and low-income adults through business and industry training, Professional and Continuing Education training, Programs of Study and continued Adult Education initiatives are all focused on meeting the needs of Illinois’ employers and workforce. ICCB’s ongoing partnerships with other agencies and entities such as the Illinois Department of Commerce and Economic Opportunity (Commerce) Office of Employment and Training (OET) are critical to addressing Illinois’ economic and workforce needs.

Coordination with the Illinois Department of Commerce and Economic Opportunity

ICCB, in partnership with the Illinois Community College Presidents’ Council and Commerce, engaged multiple stakeholders to begin the development of a five-year Workforce Education Strategic Plan. This plan focuses on strengthening system-wide visibility and impact by aligning workforce education and training. The Illinois Community College System Strategic Plan for Workforce Education builds upon current successful efforts and will design creative solutions to address the challenges of a new economy, high unemployment rate, and the demand for more highly skilled workers. As part of the plan development, ICCB and Commerce held eleven regional forums in the spring of 2015, one in each of the ten Economic Development Regions (EDR) with two in the Northeast region to bring education, workforce and employer partners together to discuss workforce and education issues in their regions and to hear from employers regarding their most pressing concerns. A final report with strategic recommendations will be released in the next few months. The data and information compiled from the regional forums served as a baseline for the WIOA regional planning process.

Coordination with the Illinois Department of Employment Security

Illinois recognizes that labor market information is at the foundation of a job-driven education and training system. As outlined in Section II.a, Illinois' Interagency Data Team includes the Economic Information and Analysis (EI&A) Division of the Illinois Department of Employment Security (Employment Security) that produces industry and occupation projections by Local Workforce Innovation Area (LWIA). These projections allow educational institutions to consider in-demand jobs when establishing educational programs and training by LWIA as well as the surrounding areas thereby allocating resources to in-demand occupations and away from those occupations that have declining interest because of changing economic conditions. EI&A also works with educational institutions to measure the workforce outcomes of their students. This allows educational institutions to measure the performance and effectiveness of their programs.

Coordination with the Illinois Department of Human Services

The Illinois Department of Human Services Division of Rehabilitation Services (DRS) is actively involved in supporting people with disabilities who wish to participate in community college programs in pursuit of a degree or a credential to improve their employment opportunities. In 2016 DRS served 1,750 individuals with disabilities through support for their education and vocational training programs at Illinois community colleges. Since 2011 DRS has operated the Community College Initiative, which provides financial incentives for individuals with disabilities to enroll in community college programs. Since that time enrollment at community colleges has nearly doubled from a baseline of about 900 students. DRS is working with ICCB to facilitate participation by individuals with disabilities, whether or not those individuals are enrolled in the DRS Vocational Rehabilitation program. The two agencies are working in conjunction with the Institute for Community Inclusion to identify strategies for maximizing participation by people with disabilities across the range of programs offered in community colleges.

III.a.2.F – Partner Engagement with Other Education and Training Providers. The State provided a response to this element; however, it was identical to the previous section and did not address the specific question asked. All required information that is listed as being in the “full plan” or referenced via a web page must be included in the Plan submitted through the portal.

ICR Requirements: Describe how the State’s Strategies will engage the State’s other education and training providers, including providers on the state’s eligible training provider list, as partners in the workforce development system to create a job-driven education and training system.

Partner Engagement with Other Education and Training Providers

Community colleges, four-year colleges, universities and other training providers in Illinois play important roles in helping residents pursue credentials that will help them access high-skill, high-wage jobs. Partnerships with high schools ensure graduates are college-ready, and dual credit opportunities, transfer assistance, recognition for prior learning and other innovative approaches help learners, particularly low-income individuals, move through the P–20 pipeline. Illinois P-20 Council and the Illinois Workforce Innovation Board (IWIB) play an important role in developing policies and activities that will include engagement with other educational and training providers. The IWIB will work with the Illinois Department of Commerce and Economic Opportunity (Commerce), Illinois Community College Board (ICCB) and other partners to develop and implement best practice strategies to require training providers to be demand driven based on labor market information and encourage the use of work-based learning best practices.

The State of Illinois started to lay the groundwork for Workforce Innovation and Opportunity Act implementation in 2014 through the coordination of a number of roundtable events to help prepare stakeholders (including training providers) for the new program requirements. These regional events highlighted: the importance of work-based learning and strategies for improving business engagement; how-to training to foster the creation of regional employer-led sector partnerships; understanding the differences and commonalities between demand-driven, data driven and employer-led; Illinois Community College Board regional planning linked to the Illinois Department of Commerce and Economic Opportunity’s Economic Development Regions; and most recently, WIOA regional planning that leveraged data and relationships developed as part of the ICCB planning. A common theme to link these efforts was a specific emphasis on using these training strategies to support industry sector initiatives. Additional technical assistance will provide the opportunity to develop statewide policy and operationalize the best practices of work-based learning strategies throughout the state.

The regional events, described above were followed by the development of the state’s transitional and final WIOA training provider and training program eligibility policies. These policies serve to connect new and transitioned providers with the state’s WIOA goals and strategies. Providers and programs on the state’s eligible training provider list are only able to train to occupations identified as “in-demand” via the state’s thorough system for identifying appropriate training targets. The state data team will continue to analyze labor market information at the state and regional levels as the critical input to the regional “in-demand” occupational lists. Also, in conformance with the state’s strategy of increasing work-based learning opportunities, the state’s eligible training provider policy states that *all* Registered Apprenticeship programs registered with

the United States Department of Labor (DOL) Office of Apprenticeship or a recognized state apprenticeship agency are automatically eligible to be included as eligible training providers.

Illinois' Workforce Innovation Award – Job-Driven Best Practices

The IWIB and core partners recognize work-based learning as a key strategy that provides more opportunities for workers to earn income while gaining critical job skills. Illinois' Accelerated Training for Illinois Manufacturing (ATIM) Program is a Workforce Innovation Fund project that was administered in partnership with Commerce, Illinois Department of Employment Security (Employment Security), ICCB and the Illinois Manufacturing Association to implement strategies that were designed to accelerate service delivery and results. Nearly all of the ATIM strategies involved working with community colleges and other private training providers to create a manufacturing job-driven education and training system in the region. The ATIM program design emphasized that, regardless of funding source, it is critical for training programs to: 1) be demand driven based on labor market information, employer projections and employer identified skills; 2) lead to industry-recognized credentials or degrees; and 3) be able to accelerate time to earnings and full worker productivity through a variety of strategies.

While the ATIM project is still underway for the evaluation phase, the training phase of ATIM ended in August 2015; however, the experience gained through this Workforce Innovation Fund project continues to inform Illinois' Unified State Plan. The IWIB will continue to promote the wider use of the best practices identified under the Workforce Innovation Fund/ATIM project, including having the core partners incorporate the lessons learned and best practices from ATIM (outlined below) when implementing the strategies and activities outlined in this plan.

Provide Training Based on Labor Market Information Demand:

Case managers, community colleges and training providers were given the latest labor market information on manufacturing in their region, and expected to enroll participants only into training for which there was employer demand. The long term goal is to right-size enrollment so that resources are used efficiently and not used in a manner that overproduces students for some skills and under-produces for others. Applying supply-chain principles to talent pipelines promises to be an effective approach for traditional education institutions and other training providers to become closer partners.

Provide Training Based on Skill Requirements:

ATIM went to great lengths to have employers and industry associations verify the occupational competencies necessary to be productive in four of the most common manufacturing occupational groups. Colleges and training providers were then asked to tailor their programs to address the specific skills that were required by the manufacturers. This approach may be applied to any sector or industry. One of the vital deliverables resulting from enhanced business engagement is better communication and understanding between employers and training providers on the specific competencies that are relevant. ATIM demonstrated that educational institutions and other training providers can boost the impact of their partnerships with business and other WIOA programs when they elevate employers from serving on advisory councils to a more dynamic role to ensure educational content provides relevant skills to the number of individuals aligned with projected demand in each region.

Focus on Short-term Industry-recognized Credentials vs. Long-term Degree Programs:

In ATIM, Commerce partnered with the Illinois Manufacturers Association, ICCB and several community colleges to expand the availability of Manufacturing Skills Standards Council (MSSC) credential training and testing as well as promoting other nationally portable credentials. The ATIM challenged education and training providers to adapt to meet the needs of individual students and jobseekers on a more personal level and less of a one-size-fits-all approach. For many individuals, especially dislocated workers and adult career changers, spending years in a degree program is not feasible. Offering shorter-term education for stackable, industry credentials is an alternative approach to meeting this need.

Encourage Educational Institutions and training providers to provide options for accelerated training: For individuals that need to acquire skills as quickly as possible, there are other options beyond pursuing stackable credentials such as open entry / open exit, all-day training, and blended online instruction. Under ATIM, by allowing open entry, some community colleges were able to start training cohorts with as few as two participants. This often saved months by eliminating the need to wait for the next semester, or in some cases, next year to start a program of study. This also reduces the time employers must wait to have access to recently-trained skilled workers.

Promote the application of lean principles, the elimination of processes found to not be value-added, to education and training:

In ATIM community colleges and other training providers were asked to find ways to assess participant's existing skills and eliminate class time going over material they had already mastered. That time could be better spent on career exploration, work-experience or internships or earning stackable credentials. At the very minimum, local WIOA staff used down-time between sessions for career exploration, short-term work experience and honing interviewing skills. The ATIM met students where they were at and allowed for open exit upon being able to demonstrate mastery of the material and skill.

III.a.2.G – Leveraging Resources to Increase Educational Access. The State provided a response to this element; however, it was identical to the previous section and did not address the specific question asked. All required information that is listed as being in the “full plan” or referenced via a web page must be included in the Plan submitted through the portal.

ICR Requirement: Describe how the State’s strategies will enable the State to leverage other Federal, State, and local investments that have enhanced access to workforce development programs at the above institutions, described in section (E-community colleges).

Leveraging Resources to Increase Educational Access

Illinois has developed partnerships to leverage resources and increase educational and training opportunities to individuals with barriers to employment. Illinois will leverage the partnerships with high schools and other educational institutions to ensure that more students are provided with dual credit opportunities, transfer assistance, recognition for prior learning, and other innovative approaches to help learners, particularly low-income individuals, move through the P-20 pipeline.

Under the leadership of the Illinois Community College Board (ICCB), Illinois has expanded policies to require all adult education providers to offer bridge program instruction related to high demand occupations. Bridge programs offer students cluster level knowledge and skills while building basic literacy skills, career exploration and awareness, as well as support services that assist the student accessing post-secondary education and pathway employment. Through this policy, bridge program delivery has expanded to more than 60 programs. The remaining programs are working to partner to develop services to students. Comprehensive professional development activities have been developed to increase the knowledge of adult educators in the development of contextualized bridge career pathway programs.

ICCB administers over \$30 million annually in state and federal Post-secondary Perkins grants to community colleges in support of career and technical education (CTE) programs and students across the state. Perkins’ intent is to provide students with the academic and technical skills necessary to succeed in the 21st century knowledge and skills-based economy and to gain employment in a high-skill, high-wage and high-demand occupation. It focuses on certain themes such as increasing state and local accountability standards, integrating academic and technical education, strengthening the connections between secondary and post-secondary education and restructuring the way stakeholders – high schools, community colleges, universities, business and parents – work together. ICCB will continue to support community colleges in the implementation of CTE-related programs and activities including academic and career guidance services.

Illinois will continue to invest in adult education initiatives to provide the opportunity for adult education students to earn industry recognized credentials, college certificates and college credit while studying to obtain the high school equivalency certificate or learn the English language. Through the Integrated Education and Training (IET) program in Illinois, Integrated Career and Academic Preparation System (ICAPS), many students will be connected to Title I to ensure they have the services necessary to gain access to resources for training and employment opportunities upon completion.

Illinois Workforce Innovation Fund

Illinois will implement the best practices from the \$12 Million Illinois Workforce Innovation Fund initiative, Accelerated Training in Manufacturing that demonstrated the feasibility of providing accelerated training for industry credentials that incorporated lean principles and multiple modes

of work-based learning. Several community colleges (Harper College, Lake Land College, Richland Community College and Danville Area Community College, among others) and private training providers, such as Symbol Training Institute, have each found innovative ways to improve responsiveness to businesses and job seekers. The core partners each have access to funding that can be used to incent colleges and trainers to adopt these best practices and/or help reduce the out-of-pocket cost to job seekers in need of education and technical skill upgrades.

Trade Adjustment Assistance Community College and Career Training Grant Program

In Illinois, Trade Adjustment Assistance Community College and Career Training (TAACCCT) grants include local and regional teams made up of various partners – and led by community colleges. Through this grass-roots strategy, specific regional sector needs have been addressed, such as advanced manufacturing. Additionally Illinois received awards in the green economy, bio-energy and a multi-state initiative along the Mississippi River. Known as MRTL, the Mississippi River Transportation, Logistics and Distribution Consortium is committed to advancing economic development in the Mississippi River region, from the headwaters to the Gulf and are dedicated to the placement of dislocated and other workers in high wage, high skill occupation in Transportation and Distribution Logistics and related industry sectors. Illinois has been very successful with TAACCCT both in terms of the ability to address specific sector needs and in terms of generating grant dollars and in bring diverse partners together to address economic and workforce needs in the state and in partnership across state borders.

Supporting Individuals with Barriers to Employment

Illinois is also supporting the development of proposals to design new approaches to connect individuals with barriers to employment to education and training resources. One example is a proposed initiative to expand access to careers in information technology to at-risk in-school and out-of-school youth with learning disabilities. A proposal to do this is being prepared for submission to the National Science Foundation under its “Advancing Informal STEM Learning” initiative. Illinois’ approach will involve community-based organizations in the provision of informal instructional settings for this population, and conduct research on diverse learning content and tools, such as gaming software and online learning tools based on brain science technology, such as CompTIA’s CertMaster learning tools. CompTIA has been a key resource and partner in developing this proposal. This work will be overseen by the new Youth Standing Committee of the Illinois Workforce Innovation Board (IWIB). The Committee’s initial focus will be on implementing the recommendations of the IWIB’s Disadvantaged Youth Task Force. These include core criteria for the development of career pathway systems, particularly for the most disadvantaged learners. Providing technical assistance to the field and selecting regional pilot projects will be major early foci of this committee.

The state’s P-20 system represents another opportunity to increase access to educational resources for school-age youth. The Illinois Department of Commerce and Economic Opportunity (Commerce) and ICCB are participating in the Northern Illinois P-20 Network, a group of 12 community colleges, 16 school districts, five state agencies and six educational organizations who are focused on improving college and career success for students. A Workforce Development Team was created within this network to help identify strategies to better connect educational and workforce systems and resources. The three objectives of the Workforce Development Team include:

- Recommend resources and strategies to help academic institutions and planners understand and use available workforce data,
- Continue development and testing of student-centered career pathways information tied to regional industry needs, and
- Strengthen the connection between educational performance and broader statewide workforce outcomes by identifying educational metrics that align with WIOA, the 60 by 20 Network, Illinois Pathways and other relevant initiatives.

Commerce has approached Northern Illinois University, the convener of the Northern Illinois P-20 Network about how to form regional P-20 networks in other parts of the state that can similarly address the integration of education, workforce and economic development.

III.a.2.H – Improving Access to Post-secondary Credentials. The State provided a response to this element; however, it was identical to the previous section and did not address the specific question asked. All required information that is listed as being in the “full plan” or referenced via a web page must be included in the Plan submitted through the portal.

ICR Requirement: Describe how the State’s strategies will improve access to activities leading to recognized post-secondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.

Improving Access to Post-secondary Credentials

A key to a robust career pathways system is that portable, stackable credentials are incorporated fully into the system, particularly at the post-secondary level. Fortunately, in Illinois, the incorporation of portable, stackable credentials has been an ongoing commitment of the post-secondary career and technical education system since the implementation of the Carl D. Perkins Career and Technical Education Improvement Act (Perkins IV). Illinois Career and Technical Education (CTE) provides 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 post-secondary education and the high-wage, high-skill and high-demand career of their choice.

Illinois recognizes that CTE students at a community college do not always fit the model of transition implied in the Perkins IV definition. Thus, the agency moved early to adopt a more holistic career pathways approach to implementation. For example, the Illinois Community College Board (ICCB) CTE division partnered with Adult Education to develop an Integrated Career and Academic Preparation System (ICAPS). The purpose is to provide integrated CTE and Adult Education instruction, so adult students can earn at least one “stackable,” credit-bearing, post-secondary education credential as well as industry-recognized credentials that lead to high-wage employment in Illinois. In integrated programs career and technical educators teach integrated classes alongside adult education instructors, ensuring that students receive not only integrated curriculum inclusive of basic skills enhancements, but also curriculum tied to the latest in industry standards developed in partnership with employers.

ICCB will continue to participate in initiatives to promote career pathway programs in Adult Education, including the Jobs for the Future initiative “Accelerating Opportunity (AO).” This initiative focuses on a blending of both adult education and Career and Technical Education instruction to provide an integrated model of instruction using a team teaching approach. Both the Adult Education and Career Technical Education Divisions of ICCB have partnered on this project and have worked to expand the number of colleges from eight to twenty-five. The initiative allows adult learners, without a high school diploma, the opportunity to gain college level credit and certificates, including college and industry-recognized credentials around in-demand occupations while working toward learning English, high school equivalency and/or increasing basic skills.

ICCB also plays an essential role in overseeing the development, delivery, and evaluation of dual credit across the state. Dual credit refers to a course that is taken by a qualified high school student

for which the student receives both high school and college credit. While dual credit significantly impacts students (by reducing college costs, speeding time to degree completion, and easing the transition from high school to college); it also maximizes state and local resources and promotes collaboration between secondary and post-secondary education institutions. As a leader in dual credit, the ICCB works collaboratively with secondary and post-secondary stakeholders to expand student access to higher education while simultaneously maintaining the high academic standards expected of the Illinois Community College System. In an effort to support and augment dual credit programs around the state, the ICCB has supported the dual credit enhancement grant. This grant encourages the creation and implementation of innovative strategies in the areas of: dual credit offerings, curriculum alignment, instructional models, faculty recruitment efforts and professional development.

Improving Access to Registered Apprenticeships

Illinois will leverage the Apprenticeship USA State Accelerator Grant to further integrate apprenticeship opportunities into the required and optional program partners throughout the state. The Governor has mobilized a broad cross-section of apprenticeship stakeholders to drive this important planning process. Representing a range of perspectives and resources, these individuals have agreed to serve on the new Illinois Apprenticeship Committee (a standing committee of the Illinois Workforce Innovation Board (IWIB)) and will oversee this planning effort and continue into implementation. Members of this Committee include representatives of the IWIB, the four WIOA core state agency partners, business and industry, training providers, Local Workforce Innovation Boards (LWIB), labor, philanthropies, community colleges, rehabilitation services and employment exchange services.

The use of apprenticeships will be encouraged through demonstration projects, policy guidance and technical assistance. With increased attention on various forms of work-based learning, it is expected that the number of apprenticeships will expand as WIOA is implemented. Illinois will learn from the best practices and expand on programs such as the:

- Illinois Manufacturers' Association Education Foundation Advanced Apprenticeship Consortium project that will serve more than 7,000 collectively through apprenticeship, pre-apprenticeship and career pathway programs in the State of Illinois. To leverage funding, apprenticeships will be embedded within Illinois Pathways, the state's public-private career pathway system initiative.
- ICCB Highway Construction Careers Training Project that prepares minority and low-income individuals to enter apprenticeship programs.

At their last meeting on July 27, 2016, the committee agreed that Illinois should apply for implementation funding available through the ApprenticeshipUSA State Expansion Grant. They are focusing not only on the expansion of Registered Apprenticeships, but on the pipeline to Registered Apprenticeship represented by youth apprenticeships, pre-apprenticeships and some types of customized employer-based training.

III.a.2.I – Coordinating with Economic Development Strategies. The State provided a response to this element; however, it was identical to the previous section and did not address

the specific question asked. All required information that is listed as being in the “full plan” or referenced via a web page must be included in the Plan submitted through the portal.

ICR Requirement: Describe how the activities identified in (A) will be coordinated with economic development entities, strategies, and activities in the State.

Coordinating with Economic Development Strategies

Coordination of Regional and Local Planning

The Illinois Department of Commerce and Economic Opportunity (Commerce) is the state agency that leads economic development efforts for Illinois and is responsible for the Workforce Innovation and Opportunity Act (WIOA) Title IB and Trade Training Program activities. It is recognized that supporting innovative workforce programs that connect employers to a highly skilled workforce is central to Illinois’ commitment to ensure that businesses thrive in Illinois. Commerce is also responsible for the administration of the required and allowed Governor’s Statewide Workforce Activities as outlined in WIOA. The state is coordinating a data/demand-driven strategic planning process across education, workforce and economic development at the state, regional and local levels using Illinois’ ten Economic Development Regions (EDR). The use of the ten EDRs illustrates Illinois’ commitment to data-driven economic development in the state. Commerce’s Regional Economic Development Regional Managers and supporting staff are responsible for managing business relationships, developing business plans and cultivating customer relationships and company growth in their assigned regions or territories. The goal is to provide a one-stop resource focus on providing customized services to business including:

- Intergovernmental Coordination
- Technical Assistance with Site Selection
- Regional Collaboration with Key Stakeholders
- Assistance Eliminating Governmental Red Tape
- Custom Workforce Training
- Expedited Permitting, Licensing & Other Approvals
- Connection to Civic & Business Partners
- Potential Financial Support

Commerce will also connect the core and required partners with the latest economic development initiatives in the state. For example the State of Illinois, in partnership with Intersect Illinois and the Illinois Economic Development Association is introducing a new statewide business outreach and retention initiative called, CORE: Creating Opportunities for Retention and Expansion. The first step in this process is to conduct in-depth training sessions designed to explain this statewide alliance, instruct communities on specific steps of participation and to coordinate specific measures aimed at meeting the growth and development needs of local/regional employers. A key goal of this initiative is to better coordinate and communicate with business. These activities are in direct alignment with the regional planning, business coordination and sector strategies outlined in this plan.

Coordination of Economic Development Activities and Business Services

Illinois' regional planning process consistently highlighted the need to align and integrate economic development and business services at the state, regional and local levels. Illinois responded by requesting consultant support from the United States Department of Labor's (DOL) Chicago Regional Office to integrate the business services design and operations. The resulting 2016 Illinois Integrated Business Service Environmental Scan report recommended that the state develop a business services framework that considered the following key elements:

- *A sectors-based approach – As a result of WIOA regional planning work across the state, each Economic Development Region has identified target industry sectors. The work of the unified business services team in each region should align around their region-specific industry sectors.*
- *From transactional to transformative – Much of the current work with businesses across the state are based on a transactional approach – processing job orders, coordinating on-site recruitment events, and more. While these tasks will continue to be important components of service delivery, the overall engagement of businesses should take on a transformational focus that provides a platform for regular and ongoing dialogue.*
- *Regional in nature – Service delivery should be regional in nature and align with the regional designations identified by the Governor for WIOA, which are the ten Economic Development Regions. The core partners should look at the pros and cons of aligning, to the extent possible, their geographic boundaries in order to remove this as a barrier to coordinated service delivery.*
- *Consideration of federal statutory mandates – Three of the four core partners have a federal mandate to provide specific, related services. Because these federal requirements are spread across three agencies, coordination is a bit more difficult and thus needs to be taken into account when developing the state framework.*
- *Coordinated approach – The framework should describe a coordinated approach to business services and suggest a process for determining which partner is going to serve as the point of contact for particular businesses/industries and how the point of contact will coordinate with other partners to meet business needs.*
- *Co-located staff – Building upon efforts already underway, continue efforts to collocate in workNet Centers to ensure maximum coordination between partners.*
- *Policies that each of the four agencies will adopt including coordinated program and staff performance measures. This may mean that existing policies/procedures need to be reviewed and revised to ensure alignment.*
- *Again, it is critical for local partners to be engaged in the creation of the framework to ensure that it provides enough guidance to be helpful but also allows enough flexibility to allow regional innovation and customization. Businesses, as well, need to be engaged in the creation of the framework.*

The Interagency Work Group has reviewed the DOL technical assistance report and has recommended that each of the core agencies obtain a formal commitment from the agency directors to move forward to develop a joint vision of unified business services in Illinois.

Illinois has embraced the concept of employer-led sector partnerships as a viable means of becoming more nimble in meeting the needs of business. Commerce, the Illinois Department of Employment Security (Employment Security) and the Illinois Community College Board (ICCB) have been collaborating on sector strategies for years, including our Workforce Innovation Fund manufacturing project, creating the state sector strategy framework and most recently the Talent Pipeline Management Initiative. Illinois is currently working to expand the successful pilot with Vermilion Advantage in the East Central Illinois region to other regions of the state.

As noted above, Commerce's regional economic development staff actively engaged in the regional workshops and planning meetings and will continue to be key resources in connecting workforce and education professionals with key businesses in targeted industry sectors. Commerce's regional economic development team will take a more active role in working with local workforce and education partners to implement regional sector strategies in key industries and bringing more businesses to the planning table.

Provide Career Pathways for Economic Advancement

Commerce, Employment Security, ICCB and the Illinois Department of Human Services' Division of Rehabilitation Services (DRS) Interagency Data Team will continue to provide an analysis of economic and labor market information to the state and local economic development professionals. It is vital that local economic development staff have the most current macro-level data, but also work with us to share micro-level data and the vision they have for their communities. The Interagency Data Team will play an important coordinating role to foster better intra-regional communication (such as through WIOA regional planning) so that as many communities as possible within a region have a similar vision that can be used to leverage the efforts of all. The state and local economic development professionals play an important role in working with business to validate and refine the labor market information (LMI) based on the current needs of business in the region and local areas.

Expand Employer Access to Labor Market Information

The Interagency Data Team will develop new opportunities for employers to communicate their forecasted demand for workers and review and provide input into industry and occupational projections developed through Employment Security. This will include new tools for employers working together in leading regional partnerships to continuously communicate short-term forecasts of job openings and competency and credentialing requirements for these jobs. This will build the best practices from employer-led national and state initiatives, including the U.S. Chamber of Commerce Talent Pipeline Management Initiative. The team also will improve employer capacity to easily communicate career opportunities and current job openings to regional partnerships and their broader labor market in Illinois. This will be accomplished through employer tools that can be easily integrated with their current human resource information systems and their own websites that provide information on careers and job openings.

III.b.2 – The State policies that will support the implementation of the State's strategies (e.g., co-enrollment policies and universal intake processes where appropriate). In addition,

describe the State's process for developing guidelines for State-administered one-stop partner programs' contributions to a one-stop delivery system, including benchmarks, and its guidance to assist local boards, chief elected officials, and local one-stop partners in determining equitable and stable methods of funding infrastructure in accordance with sec. 121(h)(1)(B). Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, the State must also include such guidelines. The State's response is not adequate because the hyperlink provided does not function properly and the relevant information described in the plan was therefore not provided. Any content required to answer this element must be put in the portal rather than provided through a hyperlink.

ICR Requirement: The State policies that will support the implementation of the State's strategies (e.g., co-enrollment policies and universal intake processes where appropriate). In addition, describe the State's process for developing guidelines for State-administered one-stop partner programs' contributions to a one-stop delivery system, including benchmarks, and its guidance to assist local boards, chief elected officials, and local one-stop partners in determining equitable and stable methods of funding infrastructure in accordance with sec. 121(h)(1)(B). Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, the State must also include such guidelines.

State of Illinois Policies

The Illinois Workforce Innovation Board (IWIB), along with Illinois' core agency partners have developed and issued several Workforce Innovation and Opportunity Act (WIOA) state policies since WIOA was enacted in 2014. These policies provide the guidance for the workforce activities grantees and state agency partners in such areas as general transition to and implementation of WIOA, designation of Local Workforce Innovation Areas (LWIA), Chief Elected Official (CEO) agreements and functions, local workforce board composition and certification, eligible training providers and their programs, and eligibility for youth, dislocated worker and adult populations.

The WIOA core partners, who make up the Interagency Work Group, have worked with the IWIB, its Executive Committee and Interagency Work Group to review WIOA regulations, to discuss its effects on the workforce, education and economic development systems and to develop plans to implement the required provisions.

Going forward, the IWIB is implementing a collaborative policy advisory process that will involve its members, WIOA partners, and stakeholders in revisiting WIOA interim policies and developing new WIOA policies. The intention is to make WIOA policy development in Illinois more collaborative and ensure that it yields cost-effective and efficient guidance to the field.

Furthermore, the state has requested input from the local area grantees, Local Workforce Innovation Boards (LWIB) and training and service providers, utilizing a number of methods. The coordinated effort assures input from all stakeholders to ensure continuity and consistency among the programs, even in instances where a policy is specific to only one of the partner's programs.

As a way to (a) determine whether the Illinois WIOA Unified State Plan and other WIOA requirements are being carried out effectively, and (b) identifying continuous improvement opportunities in the effectiveness and efficiency of Illinois' workforce development system as well

as policy, the IWIB created an Evaluation and Accountability Committee. A proposed scope for this Committee will be discussed at the next full IWIB meeting in September 2016. It will include recommending tools, measures, and strategies. This committee will also serve as a resource to other IWIB committees in establishing standards and metrics to assess and continuously improve system and program performance.

More specifically, the following policies have been developed and issued through the Illinois Department of Commerce and Economic Opportunity (Commerce) Office of Employment and Training (OET):

- Guidance was issued to provide the workforce system with an overview of the steps Commerce has taken to implement the provisions of WIOA. This insured a seamless transition for customers during intake and the continued provision of career and training services, including the expanded training services described in WIOA. This guidance also addressed reporting requirements during and after the transition period as changes to the workforce data reporting system are being made.
- Membership and certification of LWIBs under WIOA is governed under policies that are consistent with the new provisions - including the assurance of more streamlined boards with a majority of business members and minimum percentage of labor and community service organizations represented. Emphasis was placed on ensuring the business representatives reflect regional industry sectors and the diversity of the population.
- Policy was implemented to address CEOs in each local area, including an understanding of their required functions as confirmed through a CEO agreement. The agreement addresses those LWIAs that have multiple CEOs. CEOs are given authority, as the local grant recipient, to designate local grant subrecipients and fiscal agents for the Title IB funds of WIOA. It also defines each CEO's liability for WIOA funds determined to have been misspent or used for unallowable purposes.
- Eligibility policies have been written to ensure that all of the requirements of WIOA are clearly outlined for the LWIAs and their staff providing the intake and registration of customers. All customers of the system, whether served by local one-stop staff, through technology, or self-served, are included in the general eligibility policy. Those seeking more than self-service assistance are determined eligible based on the funding stream they will be served under. Detailed descriptions of the eligibility requirements and documentation sources allowed confirming such eligibility decisions provide guidance to career planners in their decision-making. Priority of service is emphasized throughout to ensure veterans' preference is provided over non-veterans who might otherwise be determined eligible under a particular program.
- WIOA policy has been issued to provide guidance to all training providers - including new providers, those that previously provided transitional eligibility, the LWIBs and LWIAs - on the process for determining eligibility of providers and training programs. The policy includes initial and continued eligibility of all providers, with separate guidance for those Registered Apprenticeships choosing to be added to the Eligible Training Provider List (ETPL). This list highlights those programs that meet the state's requirements for in-demand occupations. The current procedures are under review by a work group to address the performance collection requirements for ALL students, streamline the current approval process for eligibility and make suggestions for changes to the reporting system.
- Recently, the IWIB approved new procedures for communications between the board, its Executive Committee, and the Interagency Work Group especially as they pertain to the

continued implementation of WIOA. Specifically, this guidance informed the Illinois workforce system how to implement WIOA statutory requirements for the upcoming Program Year 2016 (PY'16) beginning July 1, 2016. It also provides guidance and instructions regarding the PY'16: 1) regional and local planning requirements, 2) Governor's Guidelines to State and Local Program Partners Negotiating Costs and Services under WIOA, and 3) Criteria and Procedures for Certifying Comprehensive One-Stop Centers under WIOA. This guidance provided a framework for program activities.

- Under a work group structure, Illinois has begun development of new policy to address the types of training services allowed under WIOA. The first of these training options was on-the-job training (OJT) for which recent policy was issued. General requirements for all OJTs outline the guidance for potential new employees or eligible underemployed workers that provide an opportunity for acquisition of new skills or knowledge essential to job performance. To ensure proper implementation, LWIBs are required to set policy for OJTs. Monitoring and evaluation guidance assures further accountability.
- Additional policies, such as co-enrollment, universal intake and cross-program scorecards will be released upon review and analysis of the WIOA final regulations.

Development of the Governor's Guidelines

The IWIB was consulted regarding the work of the Interagency Work Group on the "Governor's Guidelines to State and Local Program Partners for Negotiating Costs and Services under WIOA" to fulfill the WIOA requirement that the Governor issue guidance to state and local partners for negotiating cost sharing (including determining equitable and stable methods of funding infrastructure in accordance with WIOA Section 121(h)(1)(B)), service access, service delivery and other matters essential to the establishment of effective local workforce development services under WIOA (§678.705). The Governor's guidelines address: negotiation of local Memorandums of Understanding (MOU), negotiation of infrastructure costs, negotiation of local one-stop delivery system costs, timelines for negotiation of MOUs and infrastructure costs and reporting of interim and final negotiation outcomes and appeals processes. The state expects all required and optional partners to adhere to these guidelines. LWIBs and CEOs are to act in accordance with the guidelines and to otherwise comply with them. The scope of the Governor's guidelines include:

1. Establish general guidance, direction and requirements for negotiating local MOUs that are required in each LWIA to support the operation of the local one-stop delivery system.
2. Provide guidance related to comprehensive one-stop center infrastructure costs, including guidance for budgeting, allocation and negotiation of these costs using the two funding methods WIOA prescribes.
3. Provide guidance for identifying and negotiating local one-stop delivery system costs that will be shared among required partners.
4. Prescribe timelines for local negotiation of MOUs and for reporting of the outcomes of these negotiations.
5. Outline requirements for the process through which required partners can appeal decisions made in the application of these guidelines if the state infrastructure cost funding mechanism is used.

Additionally, the Governor's guidelines include service matrices for career services and other programs and activities, demonstrating how career services and other programs are available

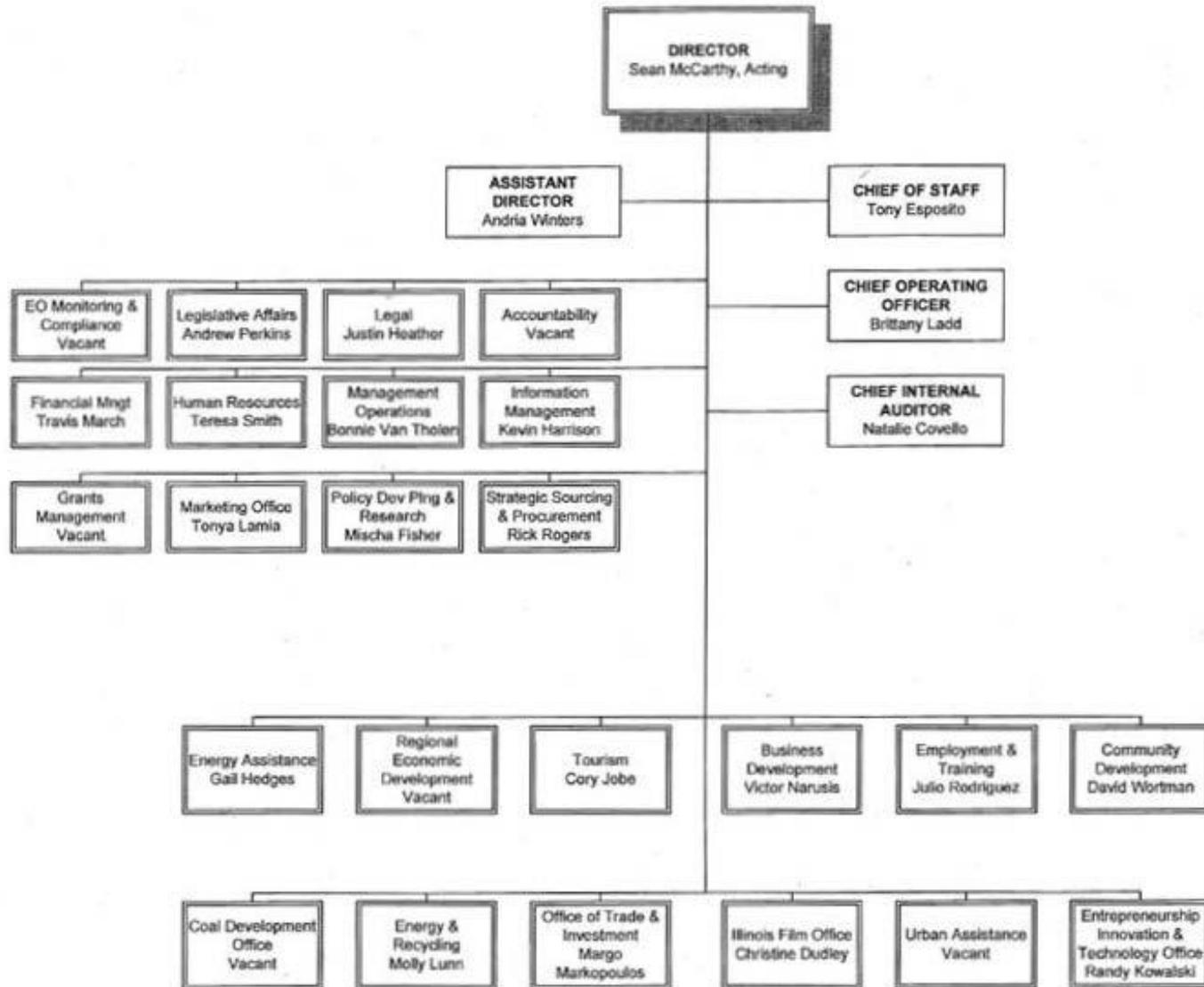
through the local comprehensive one-stop centers by required partner. To provide uniformity across the LWIAs, an MOU template is included in the Governor's guidelines. This template provides the structure and elements of the MOU, providing placeholders for each LWIA to add their respective content. The Governor's guidelines will be updated to address the recent release of the WIOA final rules.

III.b.3.A – State Agency Organization. The State’s response is not adequate because it did not include an organizational chart as required. As stated in previous sections, all information required by a question must be in the portal and all supplementary information must be linked properly.

ICR Requirement: Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

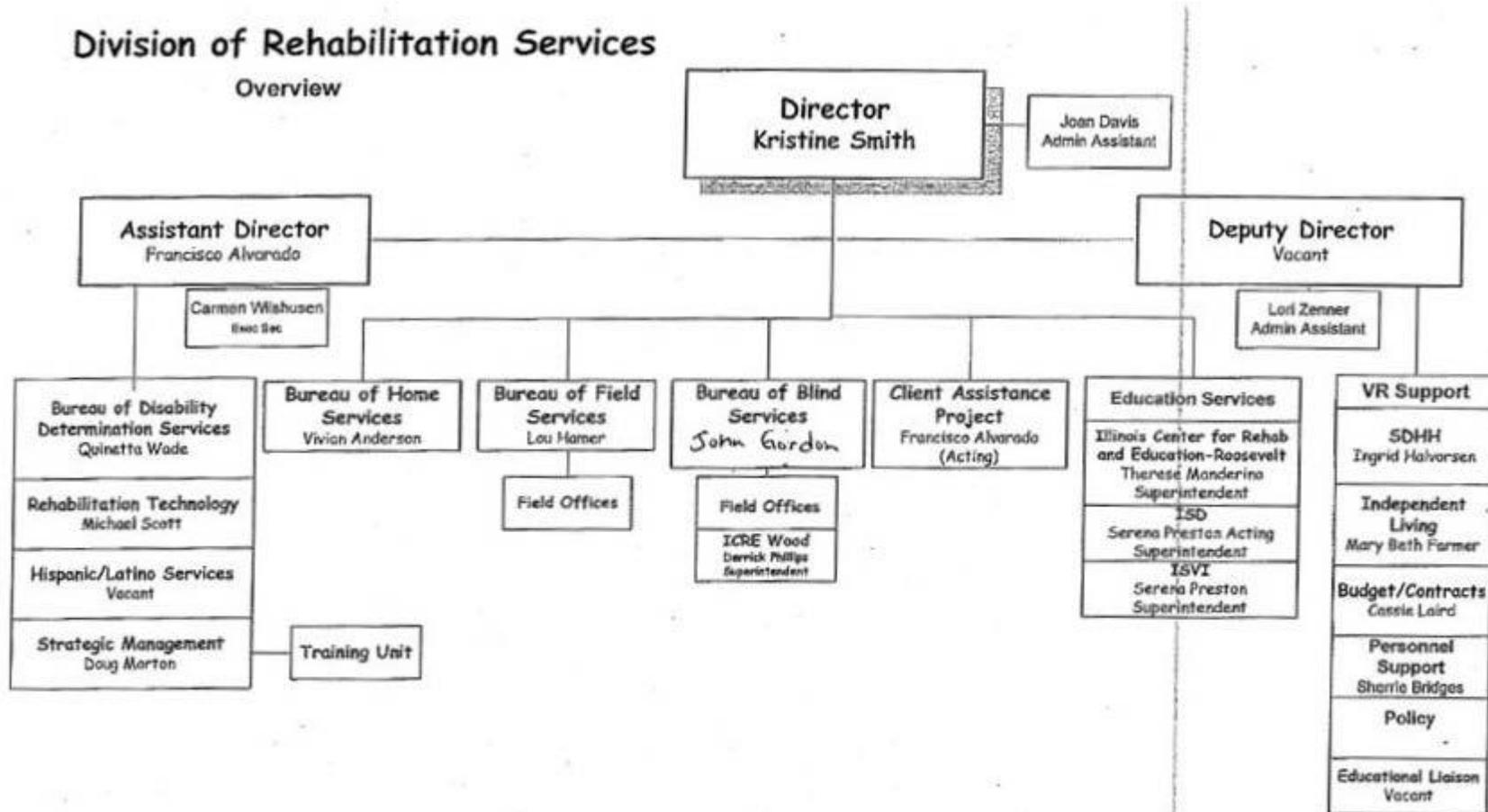
DEPARTMENT OF COMMERCE AND ECONOMIC OPPORTUNITY

April 11, 2016

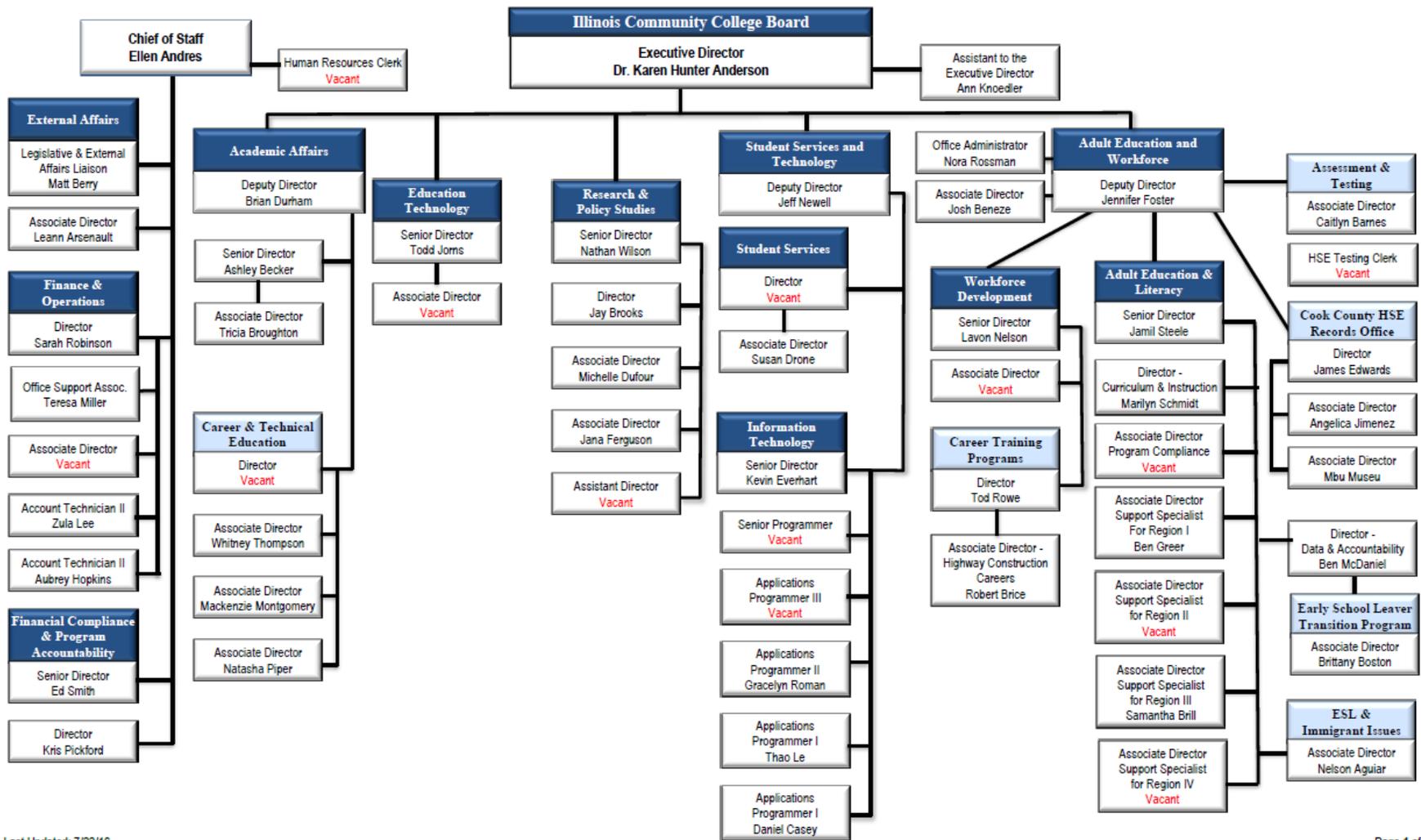


Division of Rehabilitation Services

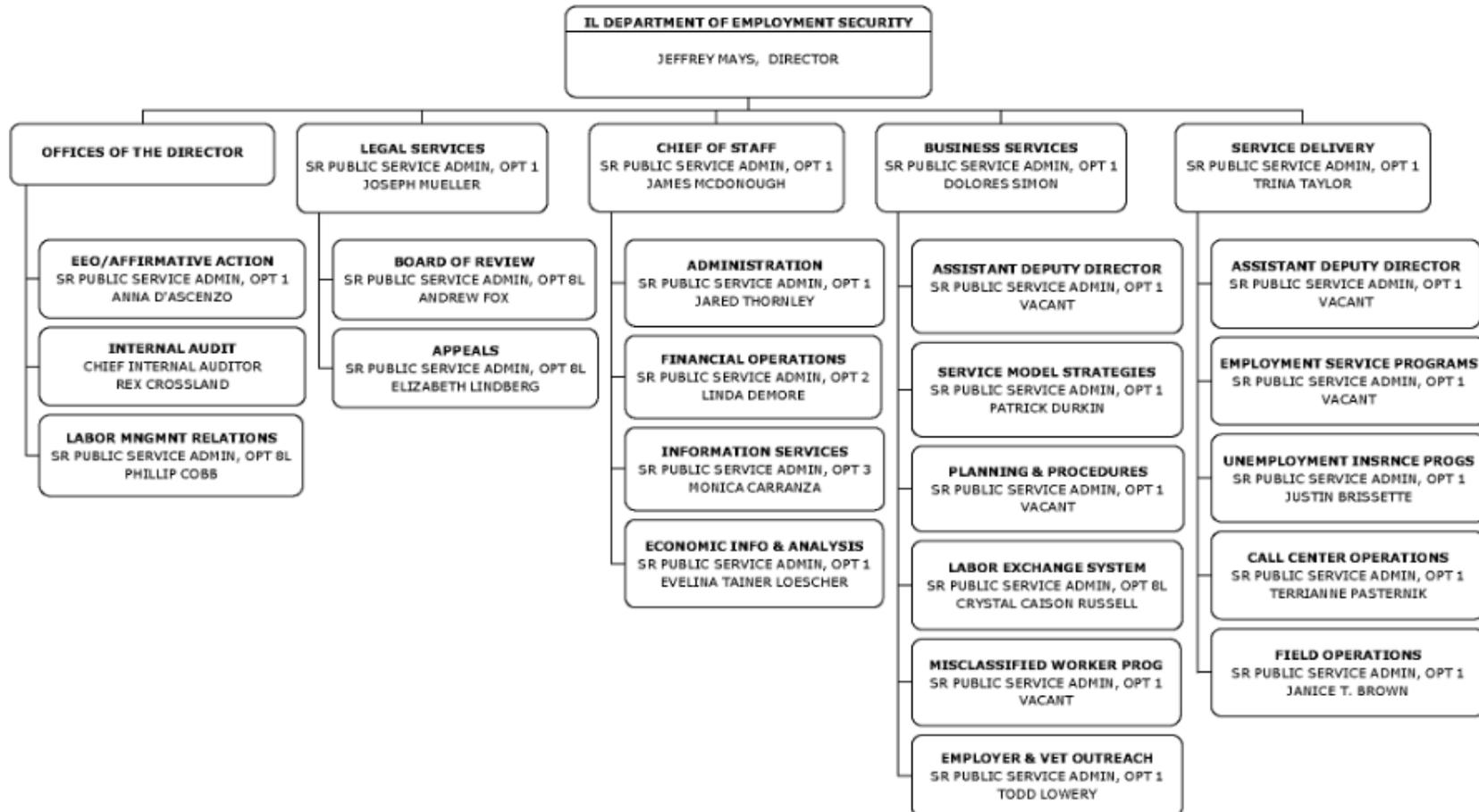
Overview



August 2015



ILLINOIS DEPARTMENT OF EMPLOYMENT SECURITY



Illinois Department of Commerce and Economic Opportunity

The Illinois Department of Commerce and Economic Opportunity (Commerce) is the state agency that leads economic development efforts for Illinois. The main focus of Commerce is to retain and create jobs in Illinois by marketing to:

- Existing businesses, encouraging them to reinvest and create more jobs for Illinois citizens;
- New businesses, inviting them to relocate, invest and create new jobs;
- International companies, positioning Illinois as a global business destination for Foreign Direct Investment;
- Entrepreneurs and investors, connecting resources to support their startups and ventures; and
- Locally and globally, promoting Illinois as a world-class tourism and film destination.

Commerce works with businesses, local governments and community organizations to advance economic development and improve the state's competitiveness in the global economy.

Commerce is organized into the following offices that are focused on economic growth for the State of Illinois:

- **Business Development:** Administers job creation/retention grants, loans and tax credit programs;
- **Employment and Training:** Oversees statewide workforce training system, and promotes and coordinates initiatives to bridge skills gaps;
- **Community Development:** Utilizes federal Housing and Urban Development (HUD) funding to administer community infrastructure, housing and disaster recovery funding programs;
- **Entrepreneurship, Innovation and Technology:** Catalyzes local, national and global partnerships including the Small Business Development Center network and the Advantage Illinois program that strengthen Illinois' competitive advantage;
- **Regional Economic Development:** Integrates economic development activities and outreach across the state;
- **Energy and Recycling:** Promotes investment in Illinois' green economy, as well as create energy and recycling policies for state facilities;
- **Film:** Promotes the state's film and theatre industry through tax incentives, including the Illinois Film Tax Credit;
- **Tourism:** Markets state travel opportunities domestically and internationally, contributing to over \$2 billion in state and local tax revenues annually;
- **Trade and Investment:** Promotes Illinois' economy through outreach events and trade missions, and provides financial and technical exporting assistance to Illinois companies;
- **Urban Assistance:** Manages the Urban Weatherization Initiative, targeting homes in disadvantaged communities and training home energy technicians, and the Employment Opportunities Grant program, which trains participants in the construction trade industry; and
- **Energy Assistance:** Enables low income households to maintain utility services through programs to reduce energy costs through improved energy efficiency.

Office of Employment and Training

Supporting innovative workforce programs that connect employers to a highly skilled workforce is central to Illinois' commitment to ensure that businesses thrive in Illinois. The Office of Employment and Training (OET) oversees the administration of the WIOA Title IB Programs, WIOA statewide activities including rapid response and the training component of the Trade

Adjustment Assistance Act Program. Key units of the OET include Planning, Policy, Performance, Monitoring, Reporting, Rapid Response, Trade and Technical Assistance.

Coordination with Economic Development

Commerce is responsible for ensuring that economic development activities are integrated with the workforce strategies outlined in II.c.1. Over the last decade there has been a steady, deliberate move to integrate economic and workforce development services at the state, regional and local levels. At the state level, Commerce's Business Development, Regional Economic Development Offices and OET collaborate to respond to the needs of business and industry in Illinois. This collaboration has accelerated over the last year under the leadership of the Governor and Commerce Director. There have been multiple informational briefings between offices and a marked increase in the use of cross-cutting teams to bring additional perspective and resources to bear on efforts of business retention, layoff aversion and business expansion. Establishing, maintaining and expanding these relationships are critical to the successful implementation of the workforce strategies and activities.

Coordination with Community Development

Commerce's Bureau of Community Development oversees the employment and training programs under the Community Services Block Grant Program funding. The Community Services Block Grant (CSBG) program provides federal funding to Illinois' 36 Community Action Agencies (CAAs) to carry out locally designed programs providing a range of services and activities that have measurable impacts on the causes and effects of poverty. The CSBG program assists low income populations with transportation, clothing, health services, food, shelter and programs designed to increase self-sufficiency, such as job preparedness, education and housing assistance. Small business loans are also available with CSBG funding. Commerce will use the Workforce Innovation and Opportunity Act (WIOA) state, regional and local planning process to better align and integrate this program into the workforce and education system to strengthen Illinois' communities.

Illinois Community College Board

Title II of WIOA is funded through the U.S. Department of Education Office of Career, Technical and Adult Education (OCTAE) and is administered by the Illinois Community College Board (ICCB). Title II of WIOA reauthorizes and enhances the Adult Education and Family Literacy Act (AELA). The purpose of Title II is to:

- Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and lead to sustainable improvements in the economic opportunities for their families;
- Assist adults in attaining a secondary school diploma and in the transition to post-secondary education and training, through career pathways; and
- Assist immigrants and other individuals who are English language learners in improving their:
 - Reading, writing, speaking and comprehension skills in English;
 - Mathematics skills; and
 - Acquiring an understanding of the American system of government, individual freedom and the responsibilities of citizenship.

The eligible population to be served under Title II include individuals who have attained 16 years of age; who is not enrolled or required to be enrolled in secondary school under state law; and

- Is basic skills deficient;
- do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
- are English language learners.

The ICCB recognizes the core purpose of Adult Education is to prepare individuals with the skills and knowledge needed to succeed in post-secondary education and the workforce. Two ways that this can be accomplished is through the Alignment Activities and Establishment of High Quality Adult Education System.

Illinois Department of Employment Security

The Illinois Department of Employment Security (Employment Security) is responsible for administering the Wagner–Peyser Program, Title III. The intent of the Wagner–Peyser Program is to sustain economic growth by meeting the needs of job seekers, increase awareness of resource providers, and expand employment opportunities. Each Employment Security location provides employment services to all populations. Employment Security collaborates with our local workforce partners, community-based organizations, faith-based organizations, local/state representatives, educational institutions, and other organizations to assist job seekers in finding employment and helping employers find qualified workers. Employment Security offers job placement, individual employment assessments, an online job application process, and job search and placement services.

Employment Service representatives are charged with increasing community awareness about Employment Security programs via job fairs, resource events, community collaborations, onsite recruitments, resource linkage and presentations. Through outreach services, the Employment Service staff are able to connect to those that do not come into our office for services. Representatives are also charged with creating relationships with local leaders to ensure they are aware of Employment Security programs and are able to collaborate with all activities to promote community awareness, use of resources and employment opportunities.

Economic Information and Analysis Division (EI&A)

Employment Security is the preeminent source for labor market and career information in Illinois. Employment Security has cooperative agreements with the U.S. Bureau of Labor Statistics (USBLS) to provide statewide and sub–state employment, unemployment, occupation and wage information. In addition, Employment Security has a cooperative agreement with the U.S. Department of Labor’s (DOL) Employment and Training Administration to provide ten year and twenty year statewide and sub–state industry and occupational employment projections. These data products serve as the cornerstone for the Career Information System, a web-based tool for students and job seekers to identify Illinois in-demand jobs and make informed choices about future career pathways.

Division of Business Services

The Employment Security Business Services Division delivers professional employer engagement, with a focus on servicing our veteran community. This team is comprised of Business Service Managers, Business Service Coordinators, Veteran Program Representatives and special program advocates. Each serves collectively to deliver services and programs to the business and job seeker community. Employer engagement throughout Illinois is accomplished through personal business relationships with chambers of commerce, industry associations, economic groups and community-based organizations. Employer workshops are held, highlighting topics such as the Work Opportunity Tax Credits (WOTC)/State Tax Credits, Federal Fidelity Bonding Program, and Apprenticeship programs. In addition to daily employer interactions, Employment Security provides training on Illinois Job Link (IJL), which is the data platform that assists employers in meeting their job candidate needs.

Opportunities for Individuals with Barriers to Employment

Wagner-Peyser staff, in conjunction with the Unemployment Insurance (UI) and Reemployment Services Program (RES), conducts workshops which target the needs of customers that may have a difficult time finding employment. Topics for the workshops include how to perform an effective job search, resume writing and cover letters, interviewing skills, labor market and career choice tools and tips on how to use IllinoisJobLink.com (IJL). Specialized workshops are held for military veterans, youth and ex-offenders.

Employment Security promotes employment opportunities for individuals with disabilities and encourages employers to hire these individuals for job openings. Employment Security hosts and participates in hiring events and workshops across the state for individuals with disabilities in coordination with Central Management Services (state agency) and the Department of Human Services Division of Rehabilitation Services (DRS), presenting information about employment opportunities in state government and the Successful Disability Opportunities Program.

Reentry Employment Service Program

To better serve the employment needs of returning citizens and in response to the sharply increasing number of returning citizen job seekers in Illinois, Employment Security facilitates a statewide Reentry Employment Service Program (RESP). This program is for adults or juveniles who are or have been subject to any stage of the criminal justice process and who require assistance in overcoming barriers to employment resulting from a record of arrest or conviction. The RESP provides one-on-one job readiness assessments through its state labor exchange program, conducts workshops, makes appropriate referrals for supportive services, matches qualified job seekers with employer needs and encourages job retention.

Migrant Seasonal Farmworkers Program

The Migrant Seasonal Farmworkers Program is a statewide program that assists migrant farmworkers, food processors and seasonal workers with workforce development services, career guidance, referral to training, advocates for appropriate working conditions and referrals to supportive services.

Hire the Future Program

The Hire the Future (HTF) program encourages youth age 16–24 years old to aspire to careers in professional and growth-oriented occupations. It provides employment services to youth and introduces them to career opportunities.

Economic Information and Analysis Division

Employment Security's Economic Information and Analysis Division (EI&A) also offers consultation services and products on workforce outcomes to state agencies, training providers and universities. EI&A economists are singularly trained on workforce outcome metrics based on longstanding cooperative working relationships with the U.S. Census Longitudinal Employment Dynamics Division, USBLS, and DOL's Employment and Training Administration.

Illinois Department of Human Services, Division of Rehabilitation Services

The Illinois Department of Human Services, Division of Rehabilitation Services (DRS) is the designated state agency for administration of the vocational rehabilitation (VR) program in Illinois. The main focus of the Department is to assist individuals with significant disabilities to obtain and retain competitive integrated employment. VR services are designed to prepare an individual for employment through an individualized planning process. Key VR services include:

- Job Placement – DRS VR counselors work with customers to identify job opportunities in the community, develop a resume and prepare for interviews. Other customers receive more intensive job placement and preparation services through community rehabilitation program agencies under contract to DRS.
- On-the-Job Training and Evaluations – Many VR customers receive on-the-job training and evaluation services arranged by DRS counselors in conjunction with local employers. These services provide an opportunity to demonstrate job skills and learn the requirements of a specific job.
- College and University Training – DRS assists many customers in pursuing a degree at a community college or at a university, based on the needs and abilities of the individual. Each year DRS assists about 3,000 individuals in attending college training.
- Treatment and Restoration Services – VR funds may be used to purchase medical, surgical, or psychological services, as well as other therapeutic services, to help customers achieve greater functioning and reduce barriers to employment.
- Supported Employment – Individuals with most significant disabilities often require a high level of support, both in preparation and on-the-job assistance, in order to achieve and maintain employment. Supported employment provides a variety of supports, such as job coaching, to assist customers in meeting employment goals.
- Assistive Technology – Many people with disabilities utilize a variety of technological devices to function in the world of work and increase their employment potential. The DRS VR program can assist customers with evaluation services and purchase of technology equipment that will meet their individual needs.
- Transition Services – Students with disabilities benefit from work-based learning experiences and other pre-employment services designed to prepare them for post-school employment or additional training.

DRS counselors establish program eligibility based on an evaluation of functional limitations, then work with the customer to develop an individualized plan for employment. Many services are

provided through a network of community partners with the capacity to assist the customer in obtaining employment consistent with their needs. These include:

- Around 145 school districts which provide pre–employment transition services, including work–based learning experiences, to over 10,000 students with disabilities;
- About 150 community rehabilitation providers who provide job development, job placement and supported employment services to around 4,000 individuals; and
- Community colleges and universities that provide training services to about 3,000 individuals pursuing degrees or credentials to enhance employment skills.

DRS works in partnership with other elements of the workforce system to provide people with disabilities access to a wide range of services and employment opportunities. DRS staff are members of local workforce boards and serve as a key linkage to information on disability awareness, work accommodations and accessibility requirements.

Employment First Initiative

An important resource for meeting the employment needs of Illinoisans with disabilities is the Employment First initiative. Illinois became an Employment First state in July 2013 with the passage of the Employment First Act (Public Act 98–91). Employment First is a national movement to promote competitive integrated employment for people with disabilities, particularly individuals with intellectual and developmental disabilities. WIOA defines “competitive integrated employment” as the key objective for people with disabilities, creating inherent synergy between the two laws.

Before the passage of WIOA, Illinois’ Employment First Act created the Illinois Task Force on the Employment and Economic Development for Persons with Disabilities (EEOPD) to work towards the goal of increasing competitive integrated employment for citizens with disabilities. Members of the task force are appointed by the Governor and include people with disabilities, business representatives and officials from state agencies.

The guiding principles of the WIOA Unified State Plan align directly with Employment First. The focus on integrated service delivery, robust engagement with business, competitiveness and accessibility, cross-agency collaboration, and alignment of results–driven practices are shared by both the Unified State Plan and the Employment First movement and are in line with the preliminary findings and goals of the EEOPD. In addition, EEOPD is linked to the IWIB to ensure coordination and alignment of policy and practice rather than the IWIB creating a duplicative structure.

III.b.3.B.1 – Membership Roster. The response is not adequate because it did not include the Board Roster within the space provided in the portal. All required information that is listed as being in the “full plan” or referenced via a web page must be included in the Plan submitted through the portal.

ICR Requirement: Provide a membership roster for the State Board, including members’ organizational affiliations.

Membership Roster

Appointed by the Governor and confirmed by the Illinois Senate, the Illinois Workforce Innovation Board (IWIB), in accordance with federal legislation, includes leaders from business that represent high-demand sectors, state agencies, industry, labor, education and community-based organizations.

The Governor has made it a priority to recruit business leaders whose companies are also end users of the workforce system. Requiring business leaders that are end users provides the IWIB with better insight for setting policy that ensures workforce development activities are aligned and integrated with education and economic development in a way that serves the needs of employers, incumbent workers, and job seekers. Additionally, recognizing the importance that education from preschool through post-secondary plays in workforce development the Governor has ensured representatives from the Illinois State Board of Education, the Illinois Community College Board, and the Illinois Board of Higher Education have a central role on the state board.

Illinois law requires three additional appointments, the sitting president of the Illinois Workforce Partnership, which is an association of local board directors and Title I operators, and two additional members of the state legislature, representing each chamber and party affiliation.

A business representative and the Director that oversees the Title I program are appointed by the Governor to serve as co-chairs. These co-chairs are responsible for presiding over all IWIB meetings, convening them quarterly or more often as necessary, establishing committees and their structures, as well as serving as custodians of IWIB records. All meetings of the IWIB, including committees, abide by the Open Meetings Act.

Table 12: Illinois Workforce Innovation Board Membership Roster

ILLINOIS WORKFORCE INNOVATION BOARD MEMBERSHIP ROSTER		
Last Name	First Name	Entity
Aranda-Suh	Elba	National Latino Education Institute
Ashby	Tom	Mayor of Centralia Coordinated Transportation Dev, Inc
Beards	Henry	United Parcel Service
Bush	Melinda	Illinois Senate, 31st District
Conley	Mike	Trenton Sun
Courtney	Julie	Illinois Workforce Partnership

Davidsmeyer	Christopher "C.D."	Illinois Road Contractors, Inc.
Day	Debra	Aetna Better Health - IL
Dickson	Victor	Safer Foundation
Dickson	Elizabeth	Engineered Glass Products, LLC
Donahue	John	IBEW - NECA Technical Institute
Fabijanski	Pat	Hyatt - McCormick Place
Ferrari	Daniele	ITC, Inc
Forbes	Joe	Versatech
Foster	Jennifer	Illinois Community College Board
Friedman	David	AutonomyWorks
Gadberry	Kirk	North American Lighting
Hacker	Thomas	C&L Supreme
Hammond	Norine	Illinois House of Representatives, 94th District
Jones	Grailing	SchneiderNational, Inc.
Martin	Alicia	Associated Builders & Contractors, Inc
Mason	Angela	Chicago Botanic Garden
Massie	Michael	Massie, Quick and Sondergoth, LLC
Mays	Jeffrey	Illinois Department of Employment Security
McCarthy	Sean	Department of Commerce
McClinton	Marlon	Utilivate Technologies, LLC
Nain	Sandeep	Sntial Technologies, Inc.
Oilschlager	Barbara	Lake County Vocational System
Payne	Terri	AFL-CIO
Perry	Michael	AFSCME Council 31
Rico	John	Rico Enterprises
Salazar	Eloy	Illinois Migrant Council
Salgado	Juan	Institute for Latino Progress
Schiemann	Margi	Nicor Gas
Sigsbury	John	St. Mary's Hospital - Centralia
Smiddy	Mike	Illinois House of Representatives, 71st District

Smith	Kris	Illinois Department of Human Services, Division of Rehabilitation Services
Tennant	Aaron	Tennant Truck Lines, Inc.
Walsh	Larry	Will County Executive
Warrington	Andrew	United Conveyer
Weaver	Chuck	Illinois Senate, 37th District
Webb	Grover	Tanglefoot Ranch
Wendorf	Thomas	Money Mailer of Chicago
Wetzel	Sylvia	Bison Gear & Engineering
Wilkerson	Terry	Rend Lake College
Williams	Michael	Rock River Training Corporation
Applegate	Dr. James*	Illinois Board of Higher Education
Dimas	James*	Illinois Department of Human Services
Hunter-Anderson	Karen*	Illinois Community College Board
Schultz	Jim*	Illinois Business and Economic Development Corporation
Smith	Tony*	Illinois State Board of Education

***Denotes ex-officio member**

III.b.3.B.2 – Board Activities. The response is not adequate because it did not provide a description of the activities that will assist State Board members and staff in carrying out each of the required State Board functions.

ICR Requirement: Provide a description of the activities that will assist State Board members and staff in carrying out State Board functions effectively.

Board Staff and Committees

The Illinois Workforce Innovation Board (IWIB) has state staff from the Department of Commerce and Economic Opportunity (Commerce) designated to coordinate the functions of the board, act as a liaison, and provide overall operational support. In addition, there are two coordinating bodies (Executive Committee and Interagency Work Group) designated by the IWIB that are responsible for the day-to-day board functions.

Executive Committee - As further commitment to ensuring adequate business representation and alignment of workforce, economic development and education occurs throughout the system, the IWIB created an Executive Committee that must be majority business members and include representation from the education system.

The Executive Committee has the authority to take action on the functional requirements on behalf of the IWIB when time does not allow for an issue to be addressed at a regularly scheduled board meeting. A majority vote of the Executive Committee is required for all such actions, which must be reviewed by the full board at the next regularly scheduled meeting. In addition to the review and issuance of policy and processes related to the mandated board functions, the Executive Committee also is responsible to the full board on:

- leading the board strategic planning efforts
- making legislative recommendations on related state workforce law as appropriate
- periodically reviewing the by-laws and making recommendations for amendments as appropriate
- outreach and recruitment of businesses
- education and outreach to congressional members as well as state legislators
- ensuring state education initiatives are aligned and connected to the state workforce system

Any interim or new policies for WIOA that are developed and presented to the Executive Committee go through a collaborative policy advisory process that will involve its members, WIOA partners, and stakeholders. The intention is to make WIOA policy development in Illinois more collaborative and ensure that it yields cost-effective and efficient guidance to the field

Interagency Work Group – As a way to provide consistent direction to regional and local-level partners as they establish effective one-stop delivery systems, a state Interagency Work Group, consisting of all required state program partners under the Workforce Innovation and Opportunity Act (WIOA), was convened to address state-level technical and programmatic issues associated with WIOA. The Interagency Work Group meets monthly to discuss operational and policy recommendations that emerge at the regional and local level, as well develop the necessary statewide policy needed for WIOA implementation. These recommendations are submitted to the Executive Committee for discussion and approval. Any cross-agency policy developed must go through the IWIB collaborative policy process.

To support the IWIB and staff in performing the function of developing policies relating to the appropriate roles and contributions of entities carrying out one-stop partner programs within the one-stop delivery system, the IWIB Executive Committee and Interagency Work Group have developed a communication protocol for identifying the need for cross-agency policies or guidance and a mechanism for developing and issuing those policies or guidance to all entities providing federally-funded programs and services under WIOA.

The protocol supporting the Board and staff in performing this function begins with the Interagency Work Group, with state-level representatives of all required programs under WIOA, identifying the need for cross-agency policy or formal communications by the IWIB Executive Committee. These policies or communications could include new or clarified guidance that significantly affects multiple required partners (e.g., new guidance that flows from established authoritative documents such as the “Governor’s Guidelines for Negotiating Cost and Services Under WIOA”), or they could include decisions about processes being put into place that significantly apply to required programs.

Once the need for a cross-agency policy or guidance is identified, then the Interagency Work Group reviews all proposed policies or formal communications and determines whether the formal issuance by the IWIB Executive Committee is appropriate or whether any changes are needed. The Interagency Work Group approves the final policy or formal communications and requests an action item on the agenda of the next IWIB Executive Committee meeting.

The IWIB Executive Committee then acts on whether to approve and issue the final policy or guidance and, if approved, issues the final policy or guidance on IWIB letterhead to the specific workforce delivery system stakeholders to which the policy or guidance pertains.

Youth Committee – The IWIB established a standing Youth Committee to create recommendations and oversee the implementation of creating sustainable pathways for youth throughout the state. There is a required business majority for membership on this committee and the chair must be a member of the IWIB that represents business.

Apprenticeship Committee – The IWIB has made designing a comprehensive system of apprenticeship (traditional and non-traditional) a major strategy for providing career pathways for economic advancement. To support this implementation, a standing Apprenticeship Committee was created which includes leaders representing all key state apprenticeship stakeholders: business and industry, training providers, Local Workforce Innovation Boards, labor, philanthropies, community colleges, vocational rehabilitation services and employment exchange services.

The Apprenticeship Committee’s focus will be to create a plan for the IWIB’s consideration that will establish a comprehensive and integrated apprenticeship system in Illinois, oversee its implementation and performance, and recommend improvements.

Initial strategies the Apprenticeship Committee will consider include, but are not limited to:

- a) aligning apprenticeship supply and demand
- b) organizing and engaging employers and industry partners
- c) fostering apprenticeship program innovation and expansion

- d) expanding access to under-represented populations, including women, minorities, and people with disabilities
- e) promotion and branding

Task Force Structure – The IWIB uses this structure to convene businesses and other interested partners to discuss topic-specific issues based on the established priorities of the IWIB. These groups are responsible for developing recommendations to present to the full IWIB for consideration. Examples of task forces include those focused on disadvantaged youth, healthcare, information technology, manufacturing, people with disabilities and transportation, distribution and logistics.

Board Activities

The Illinois Workforce Innovation Board is supported by staff and a committee structure to perform key functions outlined WIOA Sec. 101(d)(1-12) including:

Unified State Plan and Annual Report Development

The IWIB is supported by the Executive Committee, Interagency Work Group and board staff with the development and review of the technical requirements of the Unified State Plan. The vision, goal and strategic elements are developed in partnership with the IWIB, Governor and Interagency Work Group. The annual report is developed using the same approach and activities. The IWIB will be supported by the agencies responsible for administering the core and required program to implement the Unified State Plan.

Continuous improvement, accountability and performance systems

The development of continuous improvement systems will be supported by the Evaluation Committee and Accountability Committee and Interagency Work Group including specialized assistance from the Interagency Data Team that includes experts in labor market information and performance data. The IWIB will also continue to work with the Interagency Work Group to identify and disseminate best practice information. A key continuous improvement activity is the *Wednesday Webinars* that are open to all IWIB members, core partners, required partners and local areas that covers best practice and coordination opportunities.

One-Stop Delivery System Policies

The development and review of statewide policies affecting the coordinated provision of services through the state's one-stop delivery system will be supported by the work of the Youth Committee, Apprenticeship Committee, Executive Committee and the Interagency Work Group. The cross-agency policy development process outlined above is an example of how policies will be researched, developed, drafted and reviewed by the IWIB.

Strategies for Aligning Technology and Data Systems

The IWIB will be supported by the Evaluation and Accountability Committee that will create a framework of the data elements and requirements that will be key inputs for the alignment of technology and data systems across required partner programs in Illinois. This is a critical activity this is required for the IWIB to effectively evaluate and identify continuous improvement opportunities in the effectiveness and efficiency of Illinois' workforce development system.

III.b.5.A.i – Youth activities in accordance with WIOA section 128(b)(2) or (b)(3). The State’s response is not adequate because the hyperlink provided does not function properly and the relevant information was not provided in the plan. Additionally any content required to answer this element must be put in the portal rather than through a hyperlink.

Youth Activities

Illinois will distribute Workforce Innovation and Opportunity Act (WIOA) Youth funds according to Section 128(b)(2)(A). Illinois does not intend to distribute WIOA Youth Program funds to local areas based on the youth discretionary allocation formula contained in Section 128(b)(3)(B). Utilizing the additional factors contained in Section 128(b)(3)(B) would, in our estimation, undermine decisions by the Governor and the Illinois Workforce Innovation Board regarding the local area boundaries within which WIOA should operate locally. In many instances local areas would likely be left without the amount of funding necessary to allow them to operate viable youth programs.

III.b.5.B.1 – Multi-year grants or contracts. The response is not adequate because it did not fully describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness. The State did not fully describe how it is distributing AEFLA funds within the State. The State does not adequately describe the State’s competitive process and identify how many years will be awarded in multi-year grants or contracts. The Plan does not fully address how the State will make the application available to all eligible providers, consistent with section 231 (c) of WIOA, and does not describe how it will determine demonstrated effectiveness.

ICR Requirement: For Title II: Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness.

Multi-Year Grants or Contracts

The Illinois Community College Board (ICCB) is the state’s eligible agency for adult education and literacy programs. ICCB is responsible for administering funds and providing program/performance oversight to grantees.

Adult education and literacy eligible providers approved under the Workforce Investment Act of 1998 (WIA) requirements will continue to receive funding through June 30, 2017, as long as they adhere to state and federal grant expectations, as measured through annual application, financial reports, and program performance reports. The ICCB will award three-year grants or contracts to all eligible applicants who meet the required criteria. The grant contract will reflect a number of variables, including availability of funding, demonstrated effectiveness from year to year, and other factors. The length of the multi-year grant or contract will be three years to correspond with the effective period of the Workforce Innovation and Opportunity Act (WIOA).

Illinois will use a three-year grant or contract process that will be subject to renewal or continuation annually. Applicants may apply as a single entity or as part of a consortium. The application process used to award funding for eligible adult education applicants will be the same for every applicant. All eligible applicants of demonstrated effectiveness must provide evidence of their ability to meet or exceed prescribed performance outcomes and provide evidence of their capacity to provide instructional and support services to the targeted populations identified. Continuation of a grant or contract from year to year is contingent on sufficient funding and submittal and approval of an official application that includes demonstration of adequate and effective performance in the prior year.

The competitive process for grants in Illinois is subject to the Illinois Grant Accountability and Transparency Act (GATA), which is based on EDGAR, the Education Department General Administrative Regulations and FFATA, the Federal Funding Accountability and Transparency Act. During the competitive grant cycle, all eligible providers will be notified of the funding opportunity through a uniform public notification and application process and will be asked to submit a competitive application and complete a thorough pre-qualification process. All providers

who meet all of the eligibility requirements will be able to access and participate in the application process of a competitive grant cycle.

During 2016-17, the ICCB will implement a new competitive application process for all federal and state Adult Education and Family Literacy Act (AEFLA) funding that will determine the eligible providers that will be awarded funds starting July 1, 2017. The review of proposals will include rating responses of the 13 considerations as in Title II of WIOA as well as the state consideration of making certain the applicants proposed budget is consistent with the eligible provider's activities, is cost efficient within administrative guidelines and places emphasis on serving the target populations. The considerations that will be used in the competitive process are listed below.

Considerations

1. The documented need of the eligible applicant to serve individuals in the community who are most in need of literacy services and those who are in need of career pathway services, including individuals who have literacy skills (i.e., literacy statistics, regional and local needs, etc.).
2. The program is of sufficient intensity and duration for individuals, including those with learning disabilities, to achieve substantial learning gains.
3. The past effectiveness of an eligible applicant in improving the literacy skills of adults, including those with low literacy levels; and demonstrates the ability to meet or exceed the levels of performance.
4. The demonstrated alignment to the requirements of the adult education services and activities as well as alignment to the local plans.
5. The program uses instructional practices and activities that research has proven to be effective in teaching to achieve learning gains, is of sufficient intensity and duration, is built on a strong foundation of research and effective educational practice and includes the essential components of reading.
6. The program demonstrates the effectiveness in providing instruction in reading, writing, speaking, mathematics, and English language acquisition and is based on best practices, research and state standards.
7. The program activities effectively employ advances in technology including the use of computers as a part of instruction as well as distance education, when applicable.
8. The program activities provide contextualized learning including integrated education and training as well as bridge programs to ensure that an individual has the skills needed to compete in the workplace, transition to post-secondary education and training, advance in employment, and exercise the rights and responsibilities of citizenship.
9. The program is staffed by well-trained instructors, counselors, support staff and administrators who meet state guidelines, and have participated in high quality professional development.
10. The program activities are coordinated with other available resources in the community, such as establishing strong links with elementary schools and secondary schools, post-secondary institutions, Comprehensive One-Stop Centers, job training programs, business, and social service agencies.

11. The program offers flexible schedules and supportive services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.
12. The program maintains a high-quality information management system, as determined by the ICCB and has the capacity to report participant outcomes and to monitor program performance measures.
13. The local communities have a demonstrated need for additional English Literacy programs and civic education programs.
14. The proposed budget is consistent with the eligible provider's activities, is cost efficient within administrative guidelines and places emphasis on serving the target populations.

Timeline

The following steps will be taken in conducting the AEFLA competition:

2017	ACTIVITIES
January – February	<ul style="list-style-type: none"> • ICCB publishes three-year federal AEFLA Request for Proposals (RFP) aligned with the priorities in the approved Unified State Plan and in compliance with state GATA and federal EDGAR and FFATA rules.
February – March	<ul style="list-style-type: none"> • An open bidder's conference will be held to provide an overview of the competitive RFP. • ICCB provides technical assistance to inquiries from potential eligible providers. • ICCB recruits candidates to review and score AEFLA grant applications.
February – April	<ul style="list-style-type: none"> • FAQ's are posted to the ICCB website to distribute broadly the questions asked during the bidders conference as well as during the entire process.
March – April	<ul style="list-style-type: none"> • Due date for AEFLA grant applications.
April – May	<ul style="list-style-type: none"> • Reviewers review and score AEFLA grant applications.
April	<ul style="list-style-type: none"> • ICCB conducts review of budgets and other grant requirements and develops a rank-ordered slate based on applicant scores.
May – June	<ul style="list-style-type: none"> • ICCB announces AEFLA grant applicants that will receive funding, contingent upon the release of state and federal funding.
July 1	<ul style="list-style-type: none"> • AEFLA grant providers begin grant cycle, programming, and funding.

The ICCB will provide funding to eligible local entities for the provision of adult education services through a competitive Request for Proposals (RFP) process. Through this process, the ICCB will identify, assess and award three-year grants to eligible providers throughout the state. An eligible applicant is an organization that has demonstrated effectiveness in providing adult education activities to eligible individuals and may include: a local education agency; a community-based or faith-based organization; a volunteer literacy organization; an institution of higher education; a public or private nonprofit agency; a library; a public housing authority; a nonprofit institution with the ability to provide adult education and literacy services; a consortium or coalition of agencies, organizations, institutions, libraries, or authorities described above; and a partnership between an employer and an entity described above.

To determine if an applicant is an organization of demonstrated effectiveness, all applicants will be required to provide data demonstrating their ability to improve skills of low-literate adults in the applicable instructional areas as described in the RFP. Applicants may use existing data to demonstrate the ability to achieve state and federal performance measures for all student levels including English language learners or provide data and information to demonstrate the ability to assist learners in achieving learning gain, including low-literacy level and English language learners. An applicant will be required to demonstrate its record of improving the knowledge and skills needed to transition successfully to post-secondary education, skills training, or employment. Each application will be reviewed to determine whether it meets the standard of demonstrated effectiveness. Applications that do not provide sufficient evidence of demonstrated effectiveness will not be considered for funding.

In continuation years of a multi-year grant cycle, demonstrated effectiveness will be evaluated based on past performance in achieving state negotiated performance measures as well as achieving the prescribed requirements of the grant, including the attainment of educational functional level increases/measurable skills gains, and successful programs that transition students to post-secondary education, training and employment.

Funding Distribution

Title II Adult Education and Literacy funding will be used to provide prescribed instructional and supportive services in all of the designated Area Planning Councils (APCs) in Illinois. The APCs, designated by Illinois state statute as the geographic units for adult education funding distribution, are aligned with each of the 39 community college districts which are represented in each workforce region as well as Local Workforce Innovation Area. Funds that are awarded through competitive grant cycles will be distributed through the use of a comprehensive funding methodology that is based on the APC's index of need, as calculated on an annual basis using the most recent U.S. Census data/American Community Survey results. The variable used includes literacy needs of both the English Speaking Population and the English language population as well as poverty and unemployment needs in an area.

Within an APC, the funds are then distributed proportionately among approved eligible providers based on demonstrated performance, previous data, units of instruction, and enrollments. During continuation years in a multi-year grant cycle, the funding formula will also take into account the most recent completed and verified data of measurable skill gains as a continuous indicator of

demonstrated effectiveness. Providers who are new to the process will be awarded funding based upon their proposed enrollments as indicated in their application as related to the funding request.

III.b.5.B.2 – Ensure direct and equitable access. The response is not adequate because it did not more fully describe: (1) how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds; and (2) how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers. The State does not indicate in the Plan that the same announcement, application, and process will be issued or all applicants for each Request for Procurement (RFP) it intends to issue. The Plan does not indicate that all applications are treated in the same manner in terms of review and evaluation.

ICR Requirement: For Title II: Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedures for all eligible providers.

All grants awarded through the State of Illinois are now subject to the Grant Accountability and Transparency Act (GATA), based on EDGAR, the Education Department General Administrative Regulations and FFATA, the Federal Funding Accountability and Transparency Act. Under GATA, all grant applications and awards are subject to uniform processes to ensure transparency, fairness and equitable access to all eligible participants and providers. Grant notifications are performed through the posting of a Notice of Funding Opportunity (NOFO) to a public web portal, Grants.Illinois.gov, where all of the eligibility criteria, application and grant requirements, and an explanation of the application and approval process are posted. The Illinois Community College Board (ICCB), state eligible agency, will also provide notification and access to the public portal through the use of the ICCB web site and with direct electronic mail notifications to all potential applicants, including both current providers and eligible potential providers. Eligible providers must then complete a thorough pre-qualification and application process in order to be considered for a grant. The ICCB will use the same application, process, and rubric/grading process for all applicants submitting an application.

The ICCB will use the same announcement and application and submission procedures for all eligible applicants under WIOA Sections 225, 231, and 243. Each application will be reviewed and evaluated using the same criteria as indicated in the grant or contract application. Each applicant must address the areas that are applicable. Eligible applicants will be asked to address applicable activities listed below:

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training.

The ICCB will publish and distribute broadly a Request for Proposals (RFP) in the Spring of FY 2017, which will be aligned with the Unified State Plan and other education and workforce plans. During a competitive year, to be considered for funding an applicant must:

1. Be an Eligible Applicant, as listed below:
 - Local educational agencies (LEAs)
 - Community–Based Organizations (CBOs) or Faith–Based Organization (FBO)
 - Volunteer Literacy Organizations
 - Institutions of Higher Education (IHEs)
 - Public or Private nonprofit agencies
 - Libraries
 - Public–housing authorities
 - Non-profit institutions that are described previously and have the ability to provide adult education and literacy services to eligible individuals
 - Consortium or coalition of agencies, organizations, institutions, libraries, or authorities described previously
 - Partnership between an employer and an entity described above
2. Respond to the Request for Proposal by the due date.
3. Complete all required portions of the application.
4. Meet all deadlines and other elements as specified in the Request for Proposal.
5. Meet all eligibility requirements.

The past effectiveness of an eligible applicant in improving the literacy skills of adults is a strong factor in the delivery of adult education instruction and supportive services. In addition, the alignment of local adult education activities with the local area plans and services as well as local regional workforce plans are essential.

For grant/contract continuation years, notices will be emailed and communicated to current eligible entities only. Eligible providers may then apply for continuation of the grant. The continuation of an applicant is contingent upon the availability of federal and state funding; a sufficient appropriation of funding as well as the applicant’s demonstrated effectiveness in serving the target population, achieving the state negotiated performance targets and the ability to meet all grant requirements.

III.b.6A.1 – Describe the State’s plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation. The State must revise this and all other sections of the Plan referencing the Division of Vocational Rehabilitation with the correct agency title of Division of Rehabilitation Services or DRS.

ICR Requirement: Describe the State’s plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation.

The Illinois core partners already have long-standing data sharing agreements in place whereby the Illinois Department of Commerce and Economic Opportunity (Commerce), Illinois Department of Human Services Division of Rehabilitation Services (DRS) and Illinois Community College Board (ICCB) request data matching of the Unemployment Insurance Wage Record Data from the Illinois Department of Employment Security (Employment Security). The Workforce Innovation and Opportunity Act (WIOA) has motivated the agencies to look closely at the long-term agreements and determine if changes need to be made to accommodate the new and innovative sharing of data between the agencies.

The agreements facilitate cross-program access to data about common participants while minimizing duplicative systems costs. In addition to one-on-one data access the Illinois Longitudinal Data System (ILDS) and the Workforce Data Quality Initiative (WDQI) fully executed a multiple agency data sharing agreement with all the State of Illinois educational and workforce agencies. This data sharing agreement allows for the sharing of agency data via the new established Centralized Demographic Dataset Administrator (CDDA). The interagency agreements and the CDDA arrangement establishes a master client index number for all clients and facilitates integrated and streamlined service delivery, common reporting and measurement of interagency longitudinal performance outcomes as required under WIOA Section 116(d)(2).

Illinois will continue to use existing web-based interfaces that integrate data via Application Program Interface (API) tools. Real-time access to workforce development resources for individuals, businesses and workforce professionals is available, shareable and viewable in user-friendly dashboards for better customer service. Ongoing discussions include how to further integrate the Internet-based data systems to enhance program alignment and service delivery.

- Currently the Illinois workNet portal connects individuals and businesses to workforce services and data. The new Beta version of the portal serves as a hub for WIOA implementation resources and guidance for all required programs. The open source and widget technology available in the new version allows for maximum agility in on-demand program development and implementation needs.
- Employment Security administers the IllinoisJobLink (IJL) system to collect data on job seeker and employer customers. IllinoisJobLink.com is an internet-based system with a centralized job search engine and resume service that integrates workforce customer information to facilitate coordination of services across partner programs.
- The Illinois Community College Board—Adult Education administers the Illinois Data and Information System (DAIS-i), which is a web-based system that collects relevant student level

record data on education, attendance, courses and employment data needed for reporting to WIOA.

- The Illinois Governor's Office is actively assisting the core partners in technology interoperability solutions. Assessments of current systems have begun and additional research and analysis will be necessary prior to committing one solution for the state. Further discovery is needed and attention made to mold the technology plan with the state WIOA plan so that policy drives the state technology. This action will ensure long-term success and sustainability of a WIOA Unified State Plan and workforce system.

As evident from the strategies laid out in the Unified State Plan, the use of integrated data-driven information is a priority for the State of Illinois and is specifically addressed in Strategy 6 and the associated activities. Strategy 6 specifically addresses maximizing the efficient exchange of common data elements to support assessment and evaluation by improving public-private data infrastructure.

Strategy 6: Improve Public-Private Data Infrastructure

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

Activity 6.1: Enhance the State Labor Market Information System

The core partners, including Employment Security, will work to enhance the labor market information system to support the six WIOA strategies.

Activity 6.2: Expand and Improve the State Longitudinal Data System

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

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

Activity 6.3: Improve the Integration of Program and Case Management Information Systems

The Illinois data team will work with core partners and the Illinois Chief Information Officer to improve the integration of program and case management systems as applicable to improve service delivery. This team also will work to improve the integration with state longitudinal data systems to support evaluation and continuous improvement.

III.b.6.A.3 – Explain how the State board will assist the governor in aligning technology and data systems across required one-stop partner programs (including design and implementation of common intake, data collection, etc.) and how such alignment will improve service delivery to individuals, including unemployed individuals. The State’s response is not adequate because it did not explain how the State board will assist the governor in aligning technology and data systems across required one-stop partner programs, as appropriate (including design and implementation of common intake, data collection, etc.) and how such alignment will improve service delivery to individuals, including unemployed individuals.

ICR Requirement: Explain how the State board will assist the governor in aligning technology and data systems across required one-stop partner programs (including design and implementation of common intake, data collection, etc.) and how such alignment will improve service delivery to individuals, including unemployed individuals.

The Illinois Workforce Innovation Board (IWIB) has established an Evaluation and Accountability Committee that will create a framework of the data elements and requirements that will be key inputs for the alignment of technology and data systems across required one-stop partners program in Illinois. This is a critical activity this is required for the IWIB to effectively evaluate and identify continuous improvement opportunities in the effectiveness and efficiency of Illinois’ workforce development system. During the first year the committee will create a framework by which to work. For the accountability component, the committee will map the components of the Unified State Plan to the work being carried out by all of the IWIB committees. Early work on evaluation will address questions of service delivery and potential approaches to answering those questions. In subsequent years, the committee will begin looking at larger questions related to evaluation and performance. The committee will review the research agendas of various components of the system and identify opportunities to strengthen alignment and prioritization of research questions. The availability of the Illinois Longitudinal Data System and the Comprehensive Demographic Dataset will open new evaluation and research opportunities that could lead to improvements in the system.

Through the work of this IWIB Evaluation and Accountability Committee, the Interagency Work Group will build on the findings to: (1) develop a state and regional cross-agency benchmark report for stakeholders and the general public, and (2) provide additional regional planning data and tools to further support regional planning to align education, workforce and economic development. Furthermore, the Interagency Work Group will build on existing agency initiatives to develop and use strategic indicators and benchmarks as part of comprehensive data resources for state and regional planning.

The IWIB and Interagency Work Group will work to align the state’s evaluation and reporting strategies to ensure that they will be supported by the improved data systems. The state will align the work of the Illinois Longitudinal Data System (ILDS) and Centralized Demographic Dataset Administrator (CDDA) project with the Workforce Innovation and Opportunity Act (WIOA) implementation. The ILDS will enable state agencies to link workforce, education and early childhood data to help understand how to best meet Illinois’ workforce and education needs. The focus of the ILDS is on developing a reporting system for areas that are important to Illinois

parents, students, teachers, program administrators and policymakers. The CDDA addresses the challenge of linking records across state agencies that use different identifiers for the same individual. This initiative provides a technical record matching and identity resolution procedure and software to securely and confidentially match records across seven different agencies that include three of the four core partners:

- Illinois Department of Commerce
- Illinois Community College Board
- Illinois Board of Higher Education
- Illinois State Board of Education
- Illinois Department of Employment Security
- Illinois Student Assistance Commission
- Illinois Department of Human Services

Six agencies have completed data-sharing agreements and have begun to submit to the CDDA so that unique individual identifiers may be assigned across agencies. The data-sharing agreement for the seventh agency is near completion. To date, 69.7 million records have been processed and 14.2 million unique individuals identified. This opportunity to use longitudinal data to assess education and employment outcomes over time will be included in the scope of the Illinois Workforce Innovation Board's (IWIB) accountability and evaluation strategies.

WIOA Technical Assessment

Since the submittal of the Unified State Plan in March 2016, the Office of the Governor has established the Department of Innovation and Technology (DoIT) to “lead digital transformation within the state and increase interagency efficiency and improve delivery of services to residents and businesses.” DoIT has conducted two phases of an independent WIOA Technical Assessment of the core partners’ applications supporting the WIOA programs. The goal of the WIOA Technical Assessment is for the state Chief Information Officer (CIO), in consultation with the core partners, to provide a comprehensive solution to implement a technically integrated WIOA system in Illinois. The state CIO has secured resources from an experienced technical team to lead the assessment and the directors from the core partners requested additional information regarding usability of potential WIOA enterprise systems and to obtain input from the business leads. A business lead from each of the core partners was designated by each director to help identify an enterprise WIOA solution.

The scope of the WIOA technical assessment included a review of business, information, and system architecture and current applications supporting WIOA programs for the core partner businesses. This assessment is the first of many steps toward developing the capacity for common intake and improving service delivery for job seekers, especially the unemployed. The WIOA technical assessment team’s approach was to view the WIOA core partners collectively as an enterprise or program that is responsible for providing job seekers with a technology offering Single Sign-On (SSO) access, Integrated Workforce Registration (IWR), real-time triage and coordinated service provisioning for the portfolio of WIOA programs. The WIOA technical assessment team approached the assessment of each of the core partner’s system(s), from a customer-centric, job seeker user experience. The WIOA technical assessment team’s approach aligned with the United States Department of Labor (DOL) Employment Training Administration’s (ETA) national vision for states to provide “a system that is driven by a single

Workforce System Registration (WSR) as the entry point to the nation’s “reemployment system” – and offers a coordinated customer-centric focus with full partner access.”

The WIOA technical assessment discovered that the current WIOA business service delivery model includes challenges such as multiple access points, multiple online forms, siloed information and lack of service coordination. Phase I and II of the technical assessment concluded that efforts should be focused on implementing a commercial off-the-shelf (COTS) product from a market leading vendor. Phase III includes evaluating and obtaining a COTS solution and utilizing a Systems Integrator as part of the implementation process. This includes:

- Development of a state Request for Proposal (RFP) that encompasses all of the findings from the technical assessment.
- Fast track procurement to receive competitive bids for a WIOA enterprise solution to meet the State of Illinois’ needs.
- Assign the Chief Statewide Applications Officer to lead the procurement effort.
- Obtain a Systems Integrator to implement the chosen solution.
- Identify a Change Manager to lead cultural change, training activities and create the structure for a Steering committee.
- Identify a Project Manager not associated with the four core partner agencies.

Immediately following the RFP the implementation of the solution will begin. The entire process will integrate all of the core partners, ensuring that the goals of WIOA are met.

PROGRAM SPECIFIC CONTENT – TITLE I

VI.a.1.A – Identify the regions and the local workforce development areas designated in the State. The State did not provide the correct hyperlinks/attachments to assess this element, and sufficient narrative was not provided in the Plan. Additionally, any content required to answer this element must be put in the portal rather than provided through a hyperlink.

For purposes of WIOA, the 102 counties in Illinois are grouped into ten Economic Development Regions (EDR) and twenty-two (22) Local Workforce Innovation Areas (LWIA). The regions range from a relatively compact four counties in the Northern Stateline region to the much larger nineteen (19) county Southern region.

The 22 LWIAs range from six (6) single-county LWIAs to an area with 14 counties. All but one of the single-county LWIAs are located in the Northeastern Economic Development Region that covers the greater Chicagoland area. There are a small number of instances where the EDRs cross LWIA boundaries. The Governor designated ten EDRs that are also used for the purposes of alignment with workforce development. Here is a list of counties in each region:

- Region 1 (Central (12 counties)) - Cass, Christian, Greene, Logan, Macon, Macoupin, Menard, Montgomery, Morgan, Sangamon, Scott, Shelby Counties.
- Region 2 (East Central (6 counties)) - Champaign, Douglas, Ford, Iroquois, Piatt, Vermilion Counties.
- Region 3 (North Central (10 counties)) - De Witt, Fulton, Livingston, Mc Lean, Marshall, Mason, Peoria, Stark, Tazewell, Woodford Counties.
- Region 4 (Northeast (10 counties)) - Cook, De Kalb, Du Page, Grundy, Kane, Kankakee, Kendall, Lake, Mc Henry, Will Counties.
- Region 5 (Northern Stateline (4 counties)) - Boone, Ogle, Stephenson, Winnebago Counties.
- Region 6 (Northwest (10 counties)) - Bureau, Carroll, Henry, Jo Daviess, La Salle, Lee, Mercer, Putnam, Rock Island, Whiteside Counties.
- Region 7 (Southeastern (13 counties)) - Clark, Clay, Coles, Crawford, Cumberland, Edgar, Effingham, Fayette, Jasper, Lawrence, Marion, Moultrie, Richland Counties.
- Region 8 (Southern (19 counties)) - Alexander, Edwards, Franklin, Gallatin, Hamilton, Hardin, Jackson, Jefferson, Johnson, Massac, Perry, Pope, Pulaski, Saline, Union, Wabash, Wayne, White, Williamson Counties.
- Region 9 (Southwestern (9 counties)) - Bond, Calhoun, Clinton, Jersey, Madison, Monroe, Randolph, St. Clair, Washington Counties.
- Region 10 (West Central (9 counties)) - Adams, Brown, Hancock, Henderson, Knox, McDonough, Pike, Schuyler, Warren Counties.

In looking at the map of Illinois' EDRs and LWIAs one will notice the 22 local areas are numbered up to "26". This is due to local area consolidations that have taken place in recent years. To reduce confusion among state and local stakeholders, it was decided to use the lowest number of the consolidating areas. One will notice local areas 8, 9, 12 and 16 no longer appear on the map. The map is also provided as Attachment S at www.illinoisworknet.com/wioastateplan.



VI.a.1.B – Describe the process used for designating local areas, including procedures for determining whether the local area met the criteria for “performed successfully” and “sustained fiscal integrity” in accordance with 106(b)(2) and (3) of WIOA. Describe the process used for identifying regions and planning regions under section 106(a) of WIOA. This must include a description of how the State consulted with the local boards and chief elected officials in identifying the regions. The State’s response is not adequate because it did not include the procedures used by the State to determine fiscal integrity, as well as how the State consulted with the local boards and chief elected officials (CEOs) in identifying regions.

Procedures for Determining if Local Areas Met the Criteria for “Performed Successfully”

Illinois issued the Workforce Innovation and Opportunity Act (WIOA) Transition Policy 1 to address the initial designation of local areas as required by WIOA and Training and Employment Guidance Letter (TEGL) Number 27-14 that was issued by the United States Department of Labor (DOL). The process for designating Local Workforce Innovation Areas (LWIA) under WIOA was established by WIOA Transition Policy 1, issued on April 23, 2015 (see Attachment L at www.illinoisworknet.com/wioastateplan). This policy letter describes conditions necessary for the Governor to approve a request to designate an area, defines “performed successfully” and “sustained fiscal integrity” as required by the Act. “The term “performed successfully” used with respect to a local area, means the local area met or exceeded the adjusted levels of performance for core indicators of performance described in Section 136(b)(2)(A) of the Workforce Investment Act of 1998, as in effect the day before the date of enactment of WIOA for each of the last two (2) consecutive years for which data are available preceding the determination of performance under this paragraph;” “The term “sustained fiscal integrity”, used with respect to a local area, means that the Secretary of Labor has not made a formal determination, during within of the last two (2) consecutive years preceding the determination regarding such integrity, that either the grant recipient or the administrative entity of the area misappropriated funds provided under Title I of the Workforce Investment Act of 1998 (as in effect prior to the effective date of WIOA subtitle B) due to willful disregard of the requirements of the provision involved, gross negligence, or failure to comply with accepted standards of administration.” The conditions necessary for the governor to designate a local area as described in the policy letter are:

- The local area was designated under the Workforce Investment Act of 1998 on or before July 1, 2012.
- The local area successfully met or exceeded adjusted performance requirements for core indicators under Section 136(b)(2)(A) of the Workforce Investment Act of 1998 for each of the most recent two consecutive years for which data are available.
- The local area did not receive a declaration of having failed to sustain fiscal integrity for the two prior program years by the Secretary of Labor.
- All county Chief Elected Officials (CEO) within a current LWIA, following a review of all current operations of the local area and by signature on the request, agree to all matters with regard to the request for designation by the state of the current local area. The majority (20 of 22) of the local workforce areas in Illinois met the criteria outlined in Section 1.A of TEGL 27-14. All of the Chief Elected Officials that met these criteria, in consultation

with the local workforce boards, submitted a request to be designated as a local area under WIOA.

Procedures for Determining if Local Areas Sustained Fiscal Integrity

In determining whether the grant recipient/administrative entity in the local area sustained fiscal integrity, the Department of Commerce and Economic Opportunity reviewed the following for the two-year period immediately preceding Program Year 2015: 1) Formal determinations of disallowed costs and non-compliance as documented by reports of the results of the state's WIA/WIOA monitoring, single audits and DOL monitoring (if applicable); 2) Results of investigations of incident reports alleging gross negligence, fraud, abuse or other misconduct; and 3) Formal communication of high-risk status and/or suspension of cash payments resulting from continued violations of administrative requirements and grant terms and conditions and the subsequent corrective actions implemented by the local area to correct the violations. The implementation of the Illinois Grant Accountability and Transparency Act will also establish standard pre-award, establishment and grant administration procedures across all state agencies. This will add another set of tools that will be used to ensure that the grant recipient sustains fiscal integrity.

Process Used to Determine Regions and Planning Regions

Regional Planning Areas were designated to align with the state's ten Economic Development Regions (EDR). These ten regions address the WIOA Section 106 requirement that the Governor identify and organize local workforce boards and core program partners into regional planning areas to engage in joint planning, coordinate service delivery, share administrative costs and enter into regional coordination efforts with economic development agencies operating in the same region. The ten regions were first established in 2003 by the Governor based on the analysis of statewide commuting patterns surrounding major and minor metropolitan centers and other economic factors.

In late 2014, a new analysis of the state was completed and the data confirmed this regional alignment is still appropriate. In early 2015, the Department collaborated with the Illinois Community College Board on creating a strategic plan for workforce and education. The Illinois Department of Commerce and Economic Opportunity (Commerce) and the Department of Employment Security (Employment Security) and the Illinois Community College Board (ICCB) made the local areas and community college districts aware the data indicated the EDRs were still valid. Furthermore, we jointly announced our intent to strengthen the linkages of all our efforts to economic development by using these regions as the base for community college and WIOA planning regardless of community college district and LWIA alignments. As part of the ICCB planning, data packets for each region were prepared that included a map showing how the community college districts and LWIAs overlapped with the planning regions (See Attachment M at www.illinoisworknet.com/wioastateplan). To promote continuity from the ICCB planning, these data packets are also being used by WIOA regional planning teams.

The Governor has approved the requests for twenty LWIAs for initial designation using the aforementioned criteria. The CEOs of the remaining two local areas (LWIAs 4 and 15), in consultation with the local workforce boards, submitted a request letter under Section 1.B of TEGF 27-14, which provides that under the following conditions, the Governor may approve a request

for initial designation as a LWIA under WIOA from any area that was designated as a local area under the Workforce Investment Act of 1998, but failed to meet all requirements of Section 1.A above. Each of these areas was involved in a consolidation with an adjacent local area during the time frame set forth, and each would have been eligible to apply under Section 1.A had their performance data not been impacted by the local area being absorbed.

VI.a.2.A – Provide State policies or guidance for the statewide workforce development system and for use of State funds for workforce investment activities. The State’s response is not adequate because it did not provide adequate information regarding what policies and guidance the State has issued.

The Department of Commerce and Economic Opportunity (Commerce) oversees the administration of the Workforce Innovation and Opportunity Act (WIOA) Title IB and Trade Adjustment Assistance Training programs. As administrator, Commerce issues policy guidance through its series of policy letters and notices that are posted on the Illinois workNet portal (<https://www2.illinoisworknet.com/WIOA/Resources/Pages/WIA-WIOAPolicies.aspx>).

Commerce has issued guidance on the implementation and administration of WIOA for the following activities:

- Data Management and Reporting
- Fiscal Reporting and Accountability
- General Administration
- Governance
- Performance Management
- Planning
- Program Eligibility
- Training

More specifically, the following policies have been developed and issued through Commerce’s Office of Employment and Training (OET):

- Guidance was issued to provide the Local Workforce Innovation Boards (LWIB), Local Workforce Innovation Areas (LWIA), core partner programs, service and training providers, sub-grantees and other interested parties with an overview of the implementation steps Commerce, primarily through OET, has taken to implement the provisions of WIOA. This insured a seamless transition for the customers during intake and the continued provision of career and training services, including the expanded training services described in WIOA. This guidance also addressed reporting requirements during and after the transition period as changes to the workforce data reporting system, Illinois Workforce Development System (IWDS), is being updated.
- Membership and certification of LWIBs under WIOA is governed under new policies that are consistent with the new provisions including the assurance of more streamlined boards, but with a majority of business members and minimum percentage of labor and community service organizations represented. Emphasis was placed on ensuring the business representatives reflect the regional industry sectors, labor market information (LMI) and the diversity among populations. This policy provided new forms for completion for nominated applicants to the board, as well as reiterated the process for appointees with fixed and staggered terms. Certification (and recertification) of the boards is conducted by OET only after a review of the requisite information on each local board member to ensure appropriate composition is maintained. This process further includes reviews of LWIB bylaws, and compliance with the Sunshine Provision and parliamentary procedures.

- Policy was implemented to address chief elected officials (CEO) in each LWIA to include an understanding of their required functions, which is confirmed through a CEO agreement signed by each CEO in the LWIA. The agreement further addresses those LWIAs that have multiple CEOs when there is more than one unit of general local government residing within the boundaries of the area. CEOs are given the authority as the local grant recipient, including the authority to designate local grant subrecipients and fiscal agents for the Title IB funds of WIOA. It also defines each CEO's liability for WIOA funds determined to be misspent or used for unallowable purposes.
- Eligibility policies have been written to ensure all of the requirements of WIOA are clearly outlined for the local areas and their staff providing the intake and registration of customers. ALL customers of the system, whether served by local one-stop staff, through technology, or self-served, are included in the general eligibility policy. Those seeking more than self-service assistance are then determined eligible based on the funding stream they will be served under including the youth, adult and dislocated worker populations. Detailed descriptions of the eligibility requirements and documentation sources allowed confirming such eligibility decisions provide guidance to the career planner in their decision making. The documentation is further outlined to determine low-income status, veteran or qualified spouse of a veteran status, and identity and employment eligibility. Priority of service is emphasized throughout to ensure veterans preference is provided over non-veterans who might otherwise be determined eligibility under a particular program.
- WIOA policy was issued to provide guidance to all training providers (including new providers and those previously provided transitional eligibility) and the LWIB and LWIA on the process for determining eligibility of providers and training programs. It is intended that this policy letter is interim until further guidance is received by the United States Department of Labor (DOL) and final changes are made to the Illinois Workforce Development System (IWDS). As Illinois awaits final guidance, specifically related to performance of training providers and programs, Illinois has required LWIAs develop and implement local policies as necessary. The policy includes initial and continued eligibility of all providers, with separate guidance for those Registered Apprenticeships choosing to be added to the eligible training provider list (ETPL). In limited instances, there are exceptions for when a training provider is not required to apply for eligibility determination by the local boards. In addition to the IWDS system which is the main intake point for applications of eligibility by training providers and for their training programs, the state's online workforce system, Illinois workNet, will maintain information on ALL eligible training providers and their programs, as well as performance information as it becomes available. This list highlights those programs that meet the state's requirements for in-demand occupations. The current procedures are currently under review by a work group to address the performance collection requirements for ALL students, streamline the current approval process for eligibility, and make suggestions for changes to the reporting system.
- Recently, the IWIB approved new procedures for communications between the board, its executive committee, and the interagency work group especially as they pertain to the continued implementation of WIOA. Specifically, this guidance will inform the Illinois workforce system how to implement WIOA statutory requirements for the upcoming Program Year 2016 (beginning July 1, 2016). It also provides guidance and instructions regarding the Program Year 2016 (PY'16): 1) Regional and Local Planning Requirements, 2) Governor's Guidelines to State and Local Program Partners Negotiating Costs and Services under WIOA, and 3) Criteria and Procedures for Certifying Comprehensive One-Stop Centers under WIOA.

This Notice will provide a framework for program activities until WIOA regulations and applicable state policy is finalized.

- Under a work group structure, Illinois has begun development of new policy to address all of the types of training services allowed under WIOA. The first of these training options was on-the-job training (OJT) for which recent policy was issued. General requirements for all OJTs outline the guidance for potential new employees or eligible underemployed workers that provide an opportunity for acquisition of new skills or knowledge essential to job performance. Eligibility of participants and employers, including apprenticeships, addresses the types of customers (job seeker, incumbent worker and business) allowed through OJT contracts. To ensure proper implementation, local workforce boards are required to set policy for OJTs. The employer reimbursement scale is detailed to both attract businesses and ensure they have a level of accountability to the training program and customer's success. Monitoring and evaluation guidance assures further accountability. A comprehensive list of all WIOA policies and guidance issued is provided in Attachment U at www.illinoisworknet.com/wioastateplan.
- Title IB Policy 15-WIOA-3.1 titled *Annual Allocation and Modification Requirement of WIOA Formula Grant Funds* provides guidelines by which the Title IB Workforce Innovation and Opportunity Act (WIOA) formula grants shall be established and modified. The State will provide additional guidance through an annual funding notice that includes information regarding on the formula allocations and any additional guidance that is applicable to the program year funds.
- Title IB Policy 10-PL-62 titled *Incentives and Sanctions for Performance* a required statewide activity policy related to the Title IB incentive bonus awards and sanctions associated with exceeding and failing negotiated performance standards. In addition, it provides the bonus incentive measures related to completion of training in a demand occupation and subsequent employment in that occupation.
- Title IB Policy 11-PL-01, Change 1 titled *Dislocated Worker Emergency Assistance Application* outlines a statewide Rapid Response policy to provide additional assistance to local areas that experience disasters, mass layoffs, or plant closings, or other events that precipitate substantial increases in the number of unemployed individuals, carried out in local areas by the State, working in conjunction with the local boards and the chief elected officials for the local areas.

VI.b.2 – Describe how the State will incorporate Registered Apprenticeship into its strategy and services. The State’s response is not adequate because it did not describe how Registered Apprenticeships will be incorporated into the State’s workforce development strategy and services.

The use of Registered Apprenticeships will be encouraged through demonstration projects, policy guidance and technical assistance. With increased attention on various forms of work-based learning, we expect all types of apprenticeship (pre-apprenticeship, non-registered and registered) to become more common as the Workforce Innovation and Opportunity Act (WIOA) is implemented. Encouraging participants to simultaneously earn and learn higher technical skills through an apprenticeship will set them up to succeed in the workplace. The ultimate solution to incorporating Registered Apprenticeships into WIOA will depend on the final form of Title IB performance requirements, the planned duration of the training and the occupational demand.

The Illinois Workforce Innovation Board (IWIB) is moving toward a comprehensive, cross-program, public-private approach to fostering the use of Registered Apprenticeships. On June 16, 2016, the IWIB created an Apprenticeship Standing Committee to recommend a plan for establishing a comprehensive and integrated apprenticeship system in Illinois, oversee its implementation and performance and recommend improvements. This 32-member body represents employers, business associations, organized labor, education, community-based organizations, philanthropies, local workforce innovation areas and the four core state agency partners.

Through its planning and implementation responsibilities, this committee will play a lead role in integrating Registered Apprenticeships throughout Illinois’ workforce development system. Five areas of activity are included in the Apprenticeship Standing Committee’s charge:

1. Describe a vision of apprenticeship in Illinois, including how apprenticeships fit in the WIOA Unified State Plan and in the context of sector-based employment and training strategies;
2. Describe the state of apprenticeship in Illinois: inventory assets (supply), assess demand by sector, and identify gaps and alignment opportunities;
3. Highlight effective practices and recommend strategies for:
 - a) engaging employers and industry partners;
 - b) assessing the viability of industry sectors to target for apprenticeships;
 - c) expanding access to under-represented populations including women, communities of color, opportunity youth, people with disabilities; and
 - d) aligning apprenticeship resources and programs across all partners;
4. Identify immediate opportunities to strengthen and expand apprenticeships; and
5. Identify state apprenticeship goals and performance metrics.

The committee’s planning efforts received a boost from the recent ApprenticeshipUSA State Accelerator Grant awarded to Illinois in June. The committee is advising the state on this planning grant, and has already made significant progress in designing a comprehensive state apprenticeship system that will expand and diversify Registered Apprenticeships in Illinois. Northern Illinois University’s Center for Governmental Studies is staffing the Illinois Apprenticeship Committee

and assisting in the delivery of the State Accelerator Grant. Their involvement will help ensure swift progress and alignment among various state apprenticeship efforts.

Other activities undertaken by the Committee since it was formed include:

- Meeting with the Regional Executive Assistant from the United States Department of Labor's (DOL) Region V Office of Apprenticeship and other Illinois Office of Apprenticeship staff to understand the requirements and process of Registered Apprenticeship;
- Researching apprenticeship models, policies and strategies of six benchmark states: Iowa, Michigan, Wisconsin, South Carolina, North Carolina and California; and
- Adopting the five core characteristics of DOL's definition of Registered Apprenticeships (business involvement; structured on-the-job training; related instruction; rewards for skill gains; and a national occupational credential) as the basis for Illinois' apprenticeship system.

At their last meeting on July 27, 2016, the Committee agreed that Illinois should apply for implementation funding available through the ApprenticeshipUSA State Expansion Grant. They are focusing not only on the expansion of Registered Apprenticeships, but on the pipeline to Registered Apprenticeship represented by youth apprenticeships, pre-apprenticeships and some types of customized employer-based training. Committee members have begun to identify activities that need to be undertaken to build a comprehensive and integrated apprenticeship system in Illinois:

- Research specific employer engagement and support practices in other states;
- Clarify the message around Registered Apprenticeship and develop an outreach and marketing campaign to demystify apprenticeship throughout Illinois;
- Focus on data collection and building the data infrastructure to support growth and expansion in Registered Apprenticeships;
- Address misperceptions and confusion surrounding apprenticeship, particularly among youth;
- Develop an apprenticeship performance framework to measure participant and employer outcomes at the local, regional and state levels through both quantitative and qualitative data;
- Integrate apprenticeships into state workforce development and economic development policy;
- Reach out to LWIAs and businesses to inform them of Illinois' new apprenticeship system and related opportunities for assistance and support; and
- Identify other sources of support for apprenticeships to strengthen the entire apprenticeship pipeline and ensure long-term sustainability for the system.

Each of the public partners is committed to jointly integrating the policy and program recommendations into services. In addition to the efforts of the committee, Illinois has already begun incorporating policy and program enhancements to promote the use of Registered Apprenticeships. In April 2016, WIOA policy letter 15-WIOA-5.3, which pertains to the state's Eligible Training Provider List (ETPL) was issued. The new policy allows apprenticeship programs registered with the United States Department of Labor (DOL) to bypass certain application requirements and automatically be placed on the ETPL upon notifying a local area of its interest in providing services to Title IB participants.

Additional information on how the Title IB Program is encouraging Registered Apprenticeship, unregistered apprenticeship and structured internship opportunities is posted on Illinois workNet (<https://www2.illinoisworknet.com/Training/Pages/Apprenticeship.aspx>).

VI.b.3 – Provide the procedures, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122). The State’s response is not adequate because it did not provide the required information pertaining to a procedure, eligibility criteria, or information requirements.

On April 20, 2016, Illinois transmitted Workforce Innovation and Opportunity Act (WIOA) Policy 15-WIOA-5.3, which set procedures, criteria and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs. This policy is included with this plan under Attachment U at www.illinoisworknet.com/wioastateplan. Below is a summary of the requirements of that policy.

Criteria for Initial Eligibility

Only eligible training providers and their eligible training programs will be included in the state’s Eligible Training Provider List (ETPL). The initial eligibility requirements apply to all organizations providing training services to WIOA adults and dislocated workers. Providers of on-the-job training, customized training, incumbent worker training, internships, and paid or unpaid work experience opportunities, or transitional employment will not be subject to those requirements. To be eligible to receive funds for the provision of training services, the provider must be:

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

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

- Registered Apprenticeships must indicate their interest in being included on the ETPL.
- Local Workforce Innovation Areas (LWIAs) should inform the RAs in their local area via mass email, phone call or other method of these requirements.
- An RA may contact its LWIA or State of Illinois, Office of Employment and Training to indicate its interest in being included on the ETPL.
- LWIAs must notify the Illinois Department of Commerce (Commerce), Office of Employment and Training (OET) in writing of all Registered Apprenticeship programs that have shown interest in being included on the ETPL.

Procedure for Initial Eligibility

Except for Registered Apprenticeships (see above), new training providers must apply for Initial Eligibility in accordance with the following guidance: Applications for Initial Eligibility of Training Providers and Training Programs. Applications for initial eligibility must be submitted according to the geographical location of the training program. A training provider is prohibited from applying for training program eligibility in LWIAs where the program site is not geographically located, unless the LWIA in which the program is located denies eligibility or fails to act on the application within 30 days of the date of application. The LWIA should instruct the training provider as to where they should apply for each training program, as follows:

- Training programs located in a single LWIA must initially apply with the LWIA where its program is geographically located.
- Training programs offered in multiple LWIAs and identical across each of the LWIAs must initially apply to the LWIA in which the training provider has identified as its headquarters and/or primary location.
- Training programs offered in multiple LWIAs - but the program is not substantially the same across the various LWIAs - must initially apply to each LWIA in which the training program is offered.
- Training programs located out-of-state or not offered at a physical location (e.g., distance learning) must initially apply to the LWIA from which it anticipates receiving the most students. A training provider is prohibited from applying for training program eligibility in LWIAs where the program site is not geographically located, unless the LWIA in which the program is located denies eligibility or fails to act on the application within 30 days of the date of application.

Information Requirements:

- Program Name (should match the name found in a course catalog for the training provider, if published);
- Program Description;
- 6-digit CIP code;
- O*Net code(s) that identifies the occupation of the eligible training program;
- Website link to additional program information;
- How many weeks it typically takes to complete the program;
- The total hours of instruction/classroom/lab time;
- Other than employment, the primary goal of the program (i.e., Associates Degree, Bachelor's Degree, etc.);
- If Certification, License, or Registration, the name of the certifying, licensing, or registering body;
- Identify up to three occupations for which the individual will be qualified to immediately hold after completing this program;
- The program offerings;
- The entry level requirements of the program;
- The total cost of this program;
- Types of financial aid available; and
- Year the program was established.

All job seekers and program partners will have ready access to the provider list on the Illinois workNet web portal. The information provided on the list will allow local career services staff under the LWIBs and the Illinois Departments of Employment Security and Illinois Department of Human Services Division of Rehabilitation Services to better coordinate services and allow job seekers to make better informed decisions when selecting programs of study.

Procedure for Continuing Eligibility

The continued eligibility policy requires that all training providers (other than Registered Apprenticeships) apply at least every two years for approval, as well as for all training programs, to remain on the Eligible Training Provider List (ETPL). Eligibility is determined based on state and local performance and eligibility criteria, and any other conditions the local board considers necessary. Timelines for applying for continued eligibility as well as approval or denial are outlined within the policy.

Below are the requirements for continued eligibility and continued inclusion on the Eligible Training Provider List (ETPL) for training providers and programs previously approved for initial eligibility and those training providers and programs that were approved for transitional eligibility (as provided under WIOA Transition Policy Letter #7):

- LWIAs must ensure all training providers have their eligible training programs determined for continued eligibility on at least a biennial (at least every two years) basis to maintain their status as an eligible training program.
 - LWIAs may want to inform each training provider of any upcoming continued eligibility dates (i.e., a notice sent to the training provider 90 days prior to the continued eligibility date).
 - Continued eligibility is based on the date entered during the initial eligibility or most recent continued eligibility determination of the training program (as outlined in Section E.4. of this policy letter).
- The LWIA must receive the training provider's intent to apply for continued eligibility of a training program or programs in sufficient time to meet the following continued eligibility timeline requirements.
 - The training provider expresses intent for continued eligibility of a training program by resubmitting the Training Program Basic Information application in IWDS.
- If a training program has had only changes in information that are not significant information (as outlined in Section F.2.a.), the training provider must make such changes in IWDS and save the Training Program Basic Information record.
- If a training program has had no changes in information, the training provider must still save the Training Program Basic Information record.
- Once the Training Program Basic Information record has been saved, the Initial Criteria Status record will change to "Pending Continued Eligibility (recertification)".
- The change to "Pending Continued Eligibility (recertification)" status will prompt the LWIA that they must send the training program to the LWIB for review and determination.
 - A report will be available for the local area to identify any training programs with a "Pending Continued Eligibility" status.
- The frequency of producing these reports will be a local decision.

- The LWIA should utilize due diligence in producing this report routinely throughout the year keeping in mind training programs may be jeopardized if they are not approved for continued eligibility promptly.
- The report is titled "Training Programs Nearing Continued Eligibility (recertification) Date" in IWDS.
- The LWIA should continue to make available and enroll customers in any training program with a "Pending" status.
- The LWIA has 90 days to submit the application(s) to the LWIB for review and approval. The submission to the LWIB should include the following items:
 - A current copy of the Training Program Basic Information record from IWDS;
 - Identification of items that have changed since the initial eligibility or most recent continued eligibility determination;
 - Performance data (as outlined in Section J of this policy letter) for the training program; and
 - Any additional information the training provider has submitted for review or the LWIB determines pertinent to the review.
- The LWIB should grant continued eligibility to a training program based on the following:
 - State and local eligibility criteria are still being met;
 - State and local performance criteria have been met;
 - One or more O*Net codes associated with the training program remain on the current Demand Occupation Training List;
 - The training provider has maintained timely updates in the Illinois Workforce Development System of information on the training program; and
 - Other conditions for which the LWIB considers necessary for continued eligibility.
- The LWIB must make a determination of eligibility of the training program within 30 days of receiving the application from the LWIA.
 - An exception to the requirement to approve subsequent eligibility of transitionally eligible providers and programs within 30 days of application is being extended through June 30, 2016. This exception will provide up to 90 days from application date for the LWIB to determine a program eligible. This is being extended to allow local boards ample time to meet and review the applications as this policy is phased in. After June 30, 2016, this exception expires. The 90-day period shall NOT extend past June 30, 2016 as these providers and programs must receive a determination no later than June 30, 2016 or they will be removed from the Eligible Training Provider List (ETPL) as their transitional eligibility period expires.
- LWIBs must notify the LWIA within five (5) business days of their decision to approve continued eligibility as a training program.
 - The LWIA must update the Training Program Basic Information record in IWDS within ten (10) business days of notification by the LWIB. The update should include the following:
 - The Status must be changed from "Pending Continued Eligibility (Recertification)" to "Accept" to indicate an accepted continued eligibility application.
 - The Program Status must be listed as "Approved".
 - The Last Elig./Cert. Date must be listed as the date the LWIB approved the continued eligibility, not the date the entry is made into IWDS.

- The Next Elig./Cert. Date should be listed as the date for which the next continued eligibility should take place (and should take into consideration the same factors for initial eligibility as outlined in Section C.3. of this policy letter).
- Training programs that are not determined eligible by the LWIB within 30 days of receipt of the application from the LWIA will be removed from the approved program list and may reapply after one year.
- Training programs that are not determined eligible within 120 days of their continued eligibility date will be removed from the approved program list in IWDS.
(Note: The intent of this provision is to automatically clear training programs from IWDS when they have not been approved for continued eligibility in a timely fashion. Such programs will not be available for selection and thus are removed.)
- LWIAs shall cease to enroll customers in any training program that has been moved to the capture list. Customers who have already been enrolled in training programs that are removed from the capture list shall be allowed to complete such training programs.
- A training provider may reapply for eligibility for any training program that was not determined eligible for any reason other than "for cause" reasons.

VI.b.4 – Describe how the State will implement and monitor the priority for public assistance recipients, other low-income individuals, and individuals who are basic skills deficient in accordance with the requirements of WIOA sec. 134(c)(3)(E), which applies to individualized career services and training services funding by the Adult Formula program. The State’s response is not adequate because it did not describe how the State will implement and monitor the priority for public assistance recipients, other low-income individuals, and individuals who are basic skills deficient in accordance with the requirements of WIOA sec. 134(c)(3)(E).

All Workforce Innovation and Opportunity Act (WIOA) inquirants are asked to identify if they are on public assistance, are low income, or are basic skills deficient. Inquirants are asked to provide documentation of earning diplomas, degrees and certificates and those without post-secondary credentials and degrees are tested for math and reading skills at intake to determine eligibility for the Adult program. Individuals that become participants in the Adult and Dislocated Worker streams have information on their income, basic skills and enrollment in other social service programs such as Supplemental Nutrition Assistance Program (SNAP) recorded and tracked in the Illinois Workforce Development System (IWDS). IWDS is a web-based client tracking and reporting system that serves as the central repository of data on all WIOA participants. Tracking of participants with these indicators is done routinely at the local and state level to ensure that priority of service requirements are met.

On October 29, 2015, the Illinois Department of Commerce and Economic Opportunity (Commerce) issued WIOA Policy Letter 15-WIOA-4.2 and other related policy letters (see Attachment U at www.illinoisworknet.com/wioastateplan) that outline Commerce’s WIOA Title IB general and funding stream eligibility and documentation requirements. Allowable supporting documentation is listed in the attachment to the policy letter and there are many items that can be used to support eligibility and identification for priority of service. We require the use of TABE and other tests to verify basic skills deficiency. Identifying public assistance registrants is supported by data from the Illinois Department of Human Services systems. Veteran status is documented using the DD214 form.

Commerce is in the process of updating its online monitoring instrument to reflect both state policy and the WIOA Final Rule. The updated monitoring instrument will provide for a review of general eligibility as well as priority of service based on the new requirements. In addition, the state’s monitoring instrument will verify all local areas have established written policies and procedures to ensure priority for public assistance recipients, other low-income individuals, individuals who are basic skills deficient and veterans. Until updates to Commerce’s online monitoring instrument are completed, Commerce continues to use WIOA-specific participant file review worksheets to monitor eligibility for participants served in the WIOA Adult program. Commerce conducts on-site programmatic and fiscal monitoring of all local areas at least once annually.

VI.c.2 – Describe the strategies the State will use to achieve improved outcomes for out-of-school youth as described in 129(a)(1)(B), including how it will leverage and align the core programs, and Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available. The State’s response is not adequate because the State merely reiterates language from their policy notice regarding the expenditure requirement for out-of-school youth. Strategies on how the State will align and leverage core and partner programs and required and optional One-Stop programs and other resources to achieve improved outcomes for out-of-school youth are not included in the Plan.

Illinois’ Unified State Plan seeks to frame recommendations for creating sustainable career pathways for youth throughout the state, with a focus on the needs of young people who are not in school and not working, a group we refer to as “Opportunity Youth.” Of the estimated 1.8 million youth ages 15-24 living in Illinois in 2013, approximately 18.3% were considered to be in poverty and 19.3% were unemployed – more than twice the rate of the entire labor force. Further, of this 15-24 year-old cohort, an estimated 33.5% were not in school or working. These opportunity youth have much higher poverty (30%) and unemployment (40.2%) rates than the general population that age.

At the state level, the Core Workforce Innovation and Opportunity Act (WIOA) partners seek to leverage existing efforts such as the Governor’s Cabinet on Children and Youth, which is creating a strategic vision for education and health and human services by bringing together all state entities that interact with children into a central unit, and the New Skills for Youth Initiative, a national effort funding Illinois’ secondary education agency to actualize a robust plan for career pathway curriculum integration and connections to the workforce. In addition to these examples, Illinois currently has additional legislative efforts and policy initiatives that have been and will continue to be tied into the Youth Committee of the Illinois Workforce Innovation Board (IWIB), formed as a recommendation of the IWIB Disadvantaged Youth Task Force (which met from 2015-2016).

Through the IWIB Youth Committee, Illinois has leveraged the input of the business community, the Illinois P-20 Council, Illinois Learning Exchanges, state boards, agencies and other partners to create a set of criteria for career pathway programs that meet the needs of Illinois youth that have barriers to employment.

Illinois has secured a funding commitment from all core WIOA partners to blend together various funding streams to support business-led sector initiatives based on career pathways that fully mainstream this youth population, while pointing the way to a sustainable integration of services across agencies and partnerships. This funding, and relevant criteria, have been developed into a Request for Application that will be distributed across the WIOA partnership network by all core and partner agencies upon its review and approval by the full IWIB Youth Committee in September 2016. Technical Assistance related to the development of quality programs is being designed for deployment leading up to the release of the Request for Application (RFA).

Programs targeted by the RFA will be built on a platform of work-based learning, the development of foundational skills, continuous improvement through education and training, and sustainability - all with the support of public-sector and business partners. Ten success elements for workforce

pilot programs serving opportunity youth were identified by the task force and have been included as the pillars of the RFA, as well as key activities identified towards the accomplishment of Illinois' goals for youth activities. These elements demonstrate the principles, strategies, and criteria in the WIOA Unified State Plan and how various funding sources may be blended for full regional ownership and sustainability.

VI.c.4 – Provide the language contained in the State policy for “requiring additional assistance to enter or complete an educational program or to secure and hold employment” criterion for out-of-school youth specified in WIOA section 129(a)(1)(B)(iii)(VIII) and for “requiring additional assistance to complete an education program, or to secure and hold employment” criterion for in-school youth specified in WIOA section 129(a)(1)(C)(iv)(VII). The State did not provide adequate detail in its response to this element and must revise this response to address the element. The State’s response must include the requested language and/or the relevant excerpt from State policy.

Illinois does not yet have a statewide policy. The Illinois Workforce Investment Board (IWIB) Youth Committee is examining the issue from a statewide policy perspective. The Illinois IWIB created the Disadvantaged Youth Task Force to use the vision of the Workforce Innovation and Opportunity Act (WIOA) Unified State Plan to frame recommendations for creating sustainable career pathways for youth throughout the state. The task force in turn created the IWIB Youth Committee to carry on its work. The committee is currently setting an agenda to examine policy issues affecting youth services in the wake of final WIOA regulations. The “Needs Additional Assistance” clauses in both In-School and Out-of-School youth eligibility will be reexamined by the committee for possible statewide policy solutions that are able to fit both our urban and rural dynamics, while leaving the flexibility needed for local areas to design effective local programming. This item presents an opportunity for each of the core partners to help create a cross-program policy definition that will allow their local staff to have consistent definitions. This coordinated policy could be codified through a joint issuance (the preferred method), or could be adopted as policy by each of the core partners. Regardless of the mechanism for issuance, the state partners for Title IB, Title II, Title III and Title IV are committed to improving service delivery through adoption of common policies.

PROGRAM SPECIFIC CONTENT - TITLE II

VI-AEFLA (b)(1) – Adult Education and Literacy Activities. The State’s response is not adequate because the activities listed in the State Plan are not fully consistent with those listed in section 203(2) of WIOA.

(b)(1) Local Activities. Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities: adult education; literacy; workplace adult education and literacy activities; family literacy activities; English language acquisition activities; integrated English literacy and civics education; workforce preparation activities; or integrated education and training that (1) provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster.

Creating Pathways for Adult Learners: An Illinois Strategic Plan for Adult Education Applicants should consider the priorities listed below as set forth in the Strategic Plan for Adult Education “Creating Pathways for Adult Learners” in delivering the activities below.

- Assessment, Curricula, and Instruction: Adopt and align assessments, curricula and instructional practices that prepare adults for family-sustaining jobs and career advancement.
- Support Services and Follow-up Services: Provide comprehensive student support to reduce personal barriers to retention and progress that promote smooth transitions within and between educational/training providers and into the workforce.
- High Quality Teaching and Professional Development: Ensure that all adult educators have ongoing, specialized professional development in career cluster framework to deliver high quality instruction and to use classroom support that fosters learner persistence.
- Partnerships: Build and sustain mutually beneficial relationships with key partners to identify regional skill needs and design and provide career pathways programs that meet those needs. Work with local workforce boards to develop instructional services that meet the needs of the local and regional economy.
- Research, Data and Accountability: Continue to expand and strengthen the State’s accountability system to document, evaluate and improve student and program outcomes on a continuing basis.
- Program Design: Design pathways for adult education learners interested in employment or further education, regardless of their skill levels at point of entry. This may require an alignment with local and regional strategies and activities as outlined in the Unified State Plan. The strategic vision for adult education is a “foundation of a career pathways system that prepares adult learners for economic self-sufficiency.” The Illinois Community College Board (ICCB) sees a system of adult education as one that is transforming the lives of adult learners and readying them for continuing education and employment. Applicants must address how they will develop instructional curriculum that will ensure:
 - Multiple entry points for all adult learners.
 - Accelerated learning options.

- Industry–focused curricula that is contextualized and prepares learners for employment and careers, such as bridge programs, Integrated Career and Academic Preparation System (ICAPS), Integrated Career Training and Academic Preparation System (ICTAPS) or other integrated models. These industry curricula must be aligned with regional and local planning area labor market information (LMI).
- Support Services and a transitional framework that accelerates student progress and completion.
- Alignment with Common Core and College and Career Readiness Standards to ensure students are college ready.
- Responsiveness to the workforce needs in Illinois as well as at the regional and local levels.
- Collaboration with partners, including the local one-stop and workforce boards in connecting adult learners to services and employment opportunities.
- Innovative approaches to build and deliver instruction that meets the needs of the adult learner and of the workforce and employers.
- Accountability and the use of data to improve instruction and services.
- Using evidence-based and integrated teaching methodologies that are based on research.
- Utilizing professional development that maximizes the skills of adult educators to support quality teaching and learning in the classroom. ICCB will publish and distribute broadly a Request for Proposals (RFP) in the spring of 2017, which will be aligned with the Unified State Plan and other education and workforce plans.

During a competitive year, to be considered for funding, applicants must:

1. Be an Eligible Applicant, as listed below:
 - Local educational agencies (LEA)
 - Community–Based Organizations (CBO) or Faith-Based Organizations (FBO)
 - Volunteer Literacy Organizations
 - Institutions of Higher Education (IHE)
 - Public or Private nonprofit agencies
 - Libraries
 - Public-housing authorities
 - Nonprofit institutions that are described previously and have the ability to provide adult education and literacy services to eligible individuals
 - Consortium or coalition of agencies, organizations, institutions, libraries or authorities described previously
 - Partnership between an employer and an entity described above
2. Respond to the RFP by the due date.
3. Complete all required portions of the application.
4. Meet all deadlines and other elements as specified in the RFP.
5. Meet all eligibility requirements.

The past effectiveness of an eligible applicant in improving the literacy skills of adults is a strong factor in the delivery of adult education instruction and supportive services and will be used in the evaluation of the grant applications. In addition, the alignment of local adult education activities with the local area plans and services as well as local regional workforce plans are essential. The

ICCB recognizes the following activities are allowable under Adult Education and Literacy under the Workforce Innovation and Opportunity Act (WIOA).

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training.

The ICCB will also consider the success of a funded provider in meeting or exceeding such performance measures as identified by the federal National Reporting System (NRS). The ICCB also recognizes the need to build a career pathway system for adult learners that will enhance education and employment opportunities. In order to accomplish this, the program/applicant must address the thirteen considerations under federal law and one state consideration. Applications will be evaluated using a rubric with an assigned a point value for each proposed activity as outlined in the proposal.

1. The documented need of the eligible applicant to serve individuals in the community who are most in need of adult education and literacy services and those who are in need of career pathway services, including individuals who have literacy skills or who are English language learners (i.e., literacy statistics, regional and local needs as identified under the Unified State Plan, etc.).
2. The applicant demonstrates the ability to serve eligible individuals with disabilities, including those with learning disabilities.
3. The past effectiveness of an eligible applicant in improving the literacy skills of adults, including those with low literacy levels; and demonstrates the ability to meet or exceed the levels of performance.
4. The applicants proposed adult education services and activities demonstrate an alignment with local plans and services and with local one-stop partners.
5. The applicant demonstrates the use of instructional practices and activities that research has proven to be effective in teaching to achieve learning gains, is of sufficient intensity and duration, is built on a strong foundation of research and effective educational practice, and includes the essential components of reading.
6. The applicant demonstrates the effectiveness in providing instruction in reading, writing, speaking, mathematics and English language acquisition and is based on best practices, scientific valid research and the state standards.
7. The program activities effectively employ advances in technology including the use of computers as a part of instruction including distance education to increase the quality of learning which leads to improved performance.
8. The applicant proposes activities that provide contextualized learning including integrated education and training as well as bridge programs to ensure that an individual has the skills needed to compete in the workplace, transition to post-secondary education and training, advance in employment and exercise the rights and responsibilities of citizenship.

9. The applicant proposes activities that are delivered by well-trained instructors, counselors, support staff and administrators who meet state guidelines, have access to high quality professional development.
10. The applicant's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, post-secondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations and intermediaries, for the development of career pathways.
11. The applicant offers flexible schedules and supportive services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.
12. The applicant maintains a high quality information management system, as determined by the ICCB and has the capacity to report participant outcomes and to monitor program performance measures.
13. The local communities have a demonstrated need for additional English literacy programs and civic education programs.
14. The proposed budget is consistent with the eligible provider's activities, is cost efficient within administrative guidelines and places emphasis on serving the target populations.

Eligible Instructional Categories: Programs applying for federal and state adult education resources must abide by the policy and procedures set forth. All programs must provide instruction that is direct, at a distance, or a blended approach, direct and at a distance. These activities are important to the success of the program and the students served.

The purpose of Adult Education is to create a partnership among the Federal Government, States and localities to provide, on a voluntary basis, adult education and literacy activities, in order to:

- assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- assist adults who are parents or family members to obtain the education and skills that-
 - are necessary to becoming full partners in the educational development of their children; and
 - lead to sustainable improvements in the economic opportunities for their family;
- assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
- assist immigrants and other individuals who are English language learners in-
 - improving their –
 - reading, writing, speaking, and comprehension skills in English; and
 - mathematics skills; and
 - acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

The Adult Education activities below are the approved instructional activities for an ICCB approved adult education program.

Adult Education

- Adult Basic Education (ABE) curriculum consists of approved courses designed to bring a student from grade zero through the eighth-grade competency level, as determined by standardized testing. This curriculum as well as the instruction must increase a student's ability to read, write, speak and perform mathematics. This should also lead to the attainment of a secondary school diploma or high school equivalency; and transition to post-secondary education and training; or employment. Beginning level courses cover grade zero through the third-grade competency level. The intermediate level courses cover fourth-grade competency through the eight-grade competency. Each level of courses covers each content area and includes College and Career Readiness Standards (CCRS) in the curriculum. The curriculum is designed to accommodate the concept of individualized instruction and includes courses in general basic skills; reading literacy and communication skills; computational skills; technology and digital literacy skills; workforce/employability skills; life skills; career exploration/awareness skills; workplace literacy; family literacy/parenting; bridge instruction and U.S. Citizenship education.
- Adult Secondary Education (ASE) curriculum consists of approved courses designed to bring a student from grade nine through the twelfth-grade competency level, as determined by standardized testing. This curriculum as well as the instruction must increase a student's ability to read, write and speak and perform mathematics. This should also lead to the attainment of a secondary school diploma or high school equivalency; and transition to post-secondary education and training; or employment. The curriculum is designed to prepare a student to achieve a High School Equivalency credential and includes College and Career Readiness Standards (CCRS) within each curriculum. The curriculum is also designed to accommodate the concept of individualized instruction and includes courses in basic skills; general academic and intellectual skills; reading literacy and communication skills; computational skills; technology and digital literacy skills; workforce/employability skills; life skills and career exploration/awareness skills; workplace literacy; family literacy/parenting; bridge instruction and U.S. Citizenship education.
- English Language Acquisition (ELA) curriculum consists of approved courses designed to include instruction in English for those whose native language is not English. The curriculum and instruction is designed to help eligible individuals who are English Language Learners achieve competence in reading, speaking, comprehension and mathematics skills that leads to attainment of a secondary school diploma or high school equivalency; and transition to post-secondary education and training; or employment. Beginning, intermediate and advanced courses include a curriculum in listening, speaking, reading and writing using the English language. Technology and Digital Literacy skills as well as CCRS are also included in the curriculum. Other courses using the English language may include instruction in life skills, citizenship education, career exploration, employability skills (e.g., the OCTAE's Employability Skills Framework), workplace literacy, family literacy, bridge instruction and Integrated English Literacy/Civics (IEL/Civics). Student levels are based on proficiency as measured by ICCB-approved standardized tests. The curriculum is designed to accommodate the concept of individualized instruction.
- Workforce Preparation Activities/Career Exploration/Awareness Skills curriculum may include instruction in workplace language, career readiness/exploration, development of career

plans, career awareness job readiness, career development including, the use of career cluster essential knowledge and skills statements, job skills and career interest inventories, soft skills, preparation for college entrance exams and career planning. This also includes instruction related to employment opportunities, access to job information and self-analysis techniques. The instruction is offered at every level of instruction (ABE/ASE/ELA), but each level will only include the most appropriate information for the level of instruction.

- Integrated English Literacy/Civics (IEL/Civics) includes education to immigrants and other limited proficient populations and are designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and integrate with the local workforce development system and its functions to carry out the activities of the program, in combination with Integrated Education and Training programming. Curriculum for this instructional category assists participants to effectively engage in the education, work and civic opportunities of the United States of America. The Illinois IEL/Civics competencies consist of seven thematic units (components) of civics development and more than 40 practical and immediately relevant activities for immigrant integration and success. The seven thematic units include: Consumer Economics (CE), Community Resources (CR), Democratic Process (DP), Employment (EM), Health Services (HE), Housing (HO) and U.S. School System (SS). Throughout a combination of classroom instruction and community connections, these competencies will enable participants to effectively engage in education, work, civics opportunities and rights and responsibilities of citizenship while continuing to build their English language and literacy skills. The competencies may be used at each level of ELA instruction; however, a program should increase the level of difficulty as the student progresses.
- Bridge Programs/Career Pathways services must be incorporated into the instructional process for all adult learners and at all educational functioning levels. This includes the incorporation of career awareness, career development activities designed to assist learners in making informed decisions regarding making smooth transitions to post-secondary education. The use of bridge programs has been piloted and has shown promise in introducing adult learners to different career options while increasing basic skills. Bridge programs provide adult education learners with contextualized occupation-specific basic skills needed to successfully transition to post-secondary education and employment in high-growth industries. The ICCB and other key state agencies and stakeholders, developed a bridge definition that is used to ensure consistency in use statewide. This group defined a bridge as a program that prepares adults with limited academic or limited English skills to enter and succeed in credit-bearing post-secondary education and training leading to career-path employment in high-demand, middle- and high-skilled occupations. The goal of bridge programs is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in post-secondary education and career-path employment. Three core elements are required to be included as part of a bridge program:
 - Contextualized instruction that integrates basic reading, math and language skills and industry/occupational knowledge.
 - Career development that includes career exploration, career planning within a career area, and understanding the world of work (specific elements depend upon the level of the bridge program and on whether participants are already incumbent workers in the specific field).

- Transition services that provide students with the information and assistance they need to successfully navigate the process of moving from adult education or remedial coursework to credit or occupational programs. Services may include (as needed and available) academic advising, study skills, coaching, referrals to individual support services, e.g., transportation and child care.
- Integrated Education and Training (IET) is comprised of three components: adult education and literacy activities, workforce preparation activities and workforce training. Each of these components is offered concurrently for educational and career advancement. Illinois currently has one model of integrated education and training and one that is in development: ICAPS and ICTAPS. The ICAPS (Integrated Career and Academic Preparation System) model is an IET model that blends both adult education and Career and Technical Education instruction in a format leads to a post-secondary credential or an industry recognized credential and post-secondary credit, in addition to high school equivalency certification. The ICTAPS (Integrated Career Training and Academic Preparation System) model is an IET model that integrates adult education with workforce training that is non-credit post-secondary education or training, but leads to industry recognized credentials, skills gains and high school equivalency certification.
- Vocational Skills Training (VOC) consists of an ICCB AEFL–approved course that is short-term in nature. VOC training leads to an industry recognized certificate or credential related to a specific career pathway. The training must provide entry–level workforce skills which lead to employment and prepare adults with limited academic or limited English skills to enter and succeed in credit-bearing post-secondary education and training leading to career-path employment in high–demand, middle- and high-skilled occupations. A program may choose to offer Vocational Skills Training in addition to the required instructional categories listed above. The recommended method to offer VOC training is as a part of either a bridge program or through an Integrated Education and Training (IET)/ and/or Integrated Literacy and Civics Education (IL/CE) programs.
- Family literacy is an integrated, intensive service for at-risk families that must include, but is not limited to, the four components—adult education, parenting education, parent/child activities and child education—of family literacy. Each component is defined as:
 - Adult education as defined above.
 - Parenting education includes information and support for parents on issues such as childbirth, development and nurturing of children, child rearing, family management, support for children learning, effective advocacy strategies for the rights of all children, and parent involvement in their child’s education.
 - Parent/child activities include regularly scheduled, interactive literacy–based learning activities for parents and children.
 - Child education includes age-appropriate education to prepare children for success in school and life experiences (includes early childhood programs, school programs and/or childcare). Only three components—adult education, parenting education, and parent/child activities—can be funded by ICCB Adult Education and Family Literacy (AEFL) funds. The fourth component—child education—must be funded by an appropriate child education partner.
- Literacy coordination may include coordination, tutor training, tutor scheduling and other support activities that promote student learning gains, and may include volunteer literacy. Literacy services must be in conjunction with Adult Education and Family Literacy

instructional programming provided by trained volunteers to target population students. Literacy services support classroom instruction and increasing student learning gains. Trained volunteers may work with students during classroom instruction under the supervision and coordination of a paid instructor in an AEFL funded class. Instructional hours may not be claimed for services provided by volunteer tutors.

- Workplace Adult Education and Literacy may include coordination of workplace education projects that are designed to meet the unique needs of participating workers and employers. Workplace Adult Education and Literacy refers to an individual's ability to read, write, speak, compute and otherwise solve problems with enough proficiency to meet every day needs on the job and to pursue professional goals. This includes a knowledge of phonics, word identification and comprehension, which enables the employee to read technical information and complex manuals. Workplace Adult Education and Literacy also refers to the ability of an individual to function in job situations involving higher order thinking and the capacity to evaluate work situations and processes. An employee who is workplace literate has increased job success, experiences fewer frustrations in the workplace, has higher self-esteem and has less need for retraining as the job and technology change. Workplace literacy can be funded with Adult Education and Literacy funds. All other rules of the AEFL grant apply as well. The ICCB will continue to work to align new terminology with the requirements of the federal law (e.g., Workplace Literacy to Workforce Education). Allowable Support Services Activities:
 - A. Student transportation services are for students enrolled in Adult Education and Literacy eligible activities. Every effort should be made to coordinate these services with other entities within the community.
 - B. Childcare is the care of children during the time an adult education student is engaged in eligible adult education and literacy instructional activities. The student must be the primary care giver of the child. Every effort should be made to coordinate these services with other entities within the community.
 - C. Guidance and counseling are activities with students which may include: (1) Learning styles inventories, (2) Evaluating the abilities of students, (3) Assisting students to make their own educational and career pathway choices, including career awareness and development activities, etc. (4) Assisting students in personal and social development, (5) Assisting staff members in planning and conducting guidance programs and (6) Providing transition services that will lead to post-secondary education and training, bridge programs, integrated education and training programs, employment and other activities of statewide significance. Social work activities include: (1) Improvement of students' attendance, (2) Interventions to assist students dealing with the problems involving home, school, and community, (3) Provision of referral assistance and (4) Retention strategies.
 - D. Assistive and adaptive equipment or special printed materials are for adult education and literacy students with special learning needs.
 - E. Assessment and testing are activities to measure skill gains of individual students enrolled in eligible adult education and literacy activities through the use of the approved assessments for Illinois Adult Education and Literacy. However, other diagnostic assessments designed to place students in appropriate and eligible adult education and literacy instruction are allowable.

I-AEFLA (c) – Corrections Education and other Education of Institutionalized Individuals. The State provided a response to this element; however, it did not describe how it will carry out the academic programs in a manner that is consistent with section 225 of WIOA. The Plan does not indicate how the grants and contracts awarded with section 225 funds will be competed and will comply with the requirements of Subpart C of title II of WIOA.

Corrections Education and other Education of Institutionalized Individuals. Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of title II subtitle C, any of the following academic programs for: adult education and literacy activities; special education, as determined by the eligible agency; secondary school credit; integrated education and training; career pathways; concurrent enrollment; peer tutoring; and transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

The state agency allocates funds to eligible correctional institutions using the same grant or contract process as the other eligible providers under the Workforce Innovation and Opportunity Act (WIOA) and carries the same provisions for direct and equitable access. The same criterion used to determine an applicant's eligibility under Section 231 also applies to all applicants of demonstrated effectiveness listed under Section 203.5, including Correctional Education Institutions. Each applicant will be evaluated using the same rubric and scoring process. Priority will be given to applicants who provide services to incarcerated individuals who are likely to leave the correctional institution within five years of enrolling in the instructional program.

Eligible instructional activities and services are provided in correctional institutions throughout the state. The services provided include an assessment of an individual's educational functioning levels to determine mandated adult education and literacy instructional programming needed in reading, writing, math and speaking to earn a High School Equivalency (HSE) Certificate or High school credit as well as the acquisition of the English language.

The ICCB funds adult education in correctional institutions and are designed to provide offenders with basic skill instruction as well as career pathway preparation. Given the low skill levels of many offenders, the ICCB adult/correctional education model understands that most participants' re-entry preparation will begin with adult education. Adult education is designed to help individuals strengthen their basic skills, earn their high school credential and transition to further education and training such as career and technical education or other post-secondary education programs. Illinois' adult education programs within a correction framework may provide the following core services that are consistent with the requirements for all statewide adult education programs: Adult Basic Education (ABE), Adult Secondary Education (ASE) and English Language Acquisition (ELA). These services are based on the needs of the institution. Other services that may be offered include: (1) adult education and literacy activities; (2) special needs assessment, as determined by the eligible agency; (3) integrated education and training or bridge programs; (4) career pathways; (5) concurrent enrollment; and (6) peer tutoring. The ICCB will work with the Second Chance program through the Correctional programs to establish a process for individuals to transition to re-entry initiatives and other post-release services with the goal of reducing recidivism. The ICCB will, in conjunction with the Correctional programs, develop a process of referral to adult education programs in the area of release and to the local community

college. Special Note: Secondary School Credit programming is not currently provided through correctional education with AEFL funds, however this provision may be considered in the future.

Through partnerships, adult education programming will align its educational services with the labor market needs to determine jobs without criminal history restrictions. For example, the Illinois Department of Corrections developed a bridge program in Culinary Arts to provide instruction to those with low basic skills. The use of contextualized instruction and the incorporation of career awareness and workforce preparation activities will be incorporated into instruction to provide the offenders with knowledge and skills necessary for their success. The ICCB will work with core and required partners under WIOA to provide extensive wrap-around services to ensure successful recruitment, retention, re-entry, transition into post-secondary education, career training and workforce preparation to incarcerated individuals to reduce recidivism.

VI-AEFLA (d) – Describe how the State will establish and operate Integrated English Literacy and Civics Education (IELCE) programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries. The State provided a response to this element; however, it did not address the activities that will be funded with section 243 funds. The Plan does not adequately describe how the State will establish IELCE programs that provide educational services consisting of literacy and English language acquisition integrated with civics education – that is, instruction on the rights and responsibilities of citizenship and civic participation.

Integrated English Literacy and Civics Education Program. Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.

The State will use Integrated English Literacy and Civics Education funds in combination with integrated education and training activities to address how to prepare adults including professionals with degrees and credentials in their native countries, who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and integrate with the local workforce development system and its functions to carry out the activities of the program.

- A. The state will evaluate the applications under Section 243 based upon the ability to deliver blended English Language Acquisition (ELA)/Civics as a part of instruction as well as each applicant must address the required competencies as listed below in item B, and concurrent enrollment in an Integrated Education and Training (including Workforce Preparation Skills) instruction. Programs may offer instruction in partnership with other entities in order to achieve the requirements of the law. For example: A program (community based organization (CBO)) may decide to deliver contextualized instruction in their literacy program and another program (CBO or community college) may provide the related training activities or workforce preparation activities. Applications will also be evaluated on how well instruction is connected to in-demand industries.
- B. As part of this requirement, Illinois Adult Education requires those enrolled in Integrated English Literacy Civics (IEL/Civics) to demonstrate competency in achieving outcomes. The state will update the competencies such as the Democratic Process, Community Resources, U.S. School System, Housing, Employment and Consumer Economics. The goal of IEL/Civics is to provide integrated programs of service that incorporate English literacy and civics education to help immigrants and other Limited English Proficiency (LEP) populations to effectively participate in education, work and civic opportunities in this country as well as the rights and responsibilities of citizens.
- C. Other activities of statewide significance will be added to ensure compliance with achievement of Section 243.

Special Note: Programs who provide civics education only in conjunction with English Literacy instruction must do so with under Section 231.

VI-AEFLA (d) – Describe how the State will fund, in accordance with the requirements of title II, subtitle C, Integrated English Literacy and Civics Education (IELCE) services and how the funds will be used for those services. The State provided a response to this element; however, it did not indicate how the grants and contracts awarded with section 243 funds will be competed and will comply with the requirements of Subpart C of title II of WIOA.

Describe how the State will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program.

- A. Integrated English Literacy and Civics Education activities will be funded in combination with integrated education and training activities and will be awarded to providers that address how their programs will:
- prepare adults including professionals with degrees and credentials in their native countries, who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that leads to economic self-sufficiency;
 - integrate with the local workforce development systems to carry out the activities of the program;
 - address the civic competencies outlined below;
 - have a demonstrated population need in the area; and
 - integrated education training and workforce preparation skills with curriculum.

The same criterion used to determine an applicant’s eligibility under Section 231 also applies to all applicants of demonstrated effectiveness listed under Section 203.5. Each applicant will be evaluated using a rubric and scoring process that is in accordance with the activities established under Section 243 and will also include the thirteen considerations under law as well as one consideration under state guidelines.

- B. As a part of this requirement, Illinois Adult Education requires those enrolled in Integrated English Literacy Civics (IEL/Civics) to demonstrate competency in achieving outcomes. As part of the application process, Adult Education Providers must address Illinois’ specific IEL/Civics Competencies in their proposals. Each applicant must address competencies such as the Democratic Process, Community Resources, U.S. School System, Housing, Employment and Consumer Economics. The goal of IEL/Civics is to provide integrated program of services that incorporates English literacy and civics education to help immigrants and other Limited English Proficiency (LEP) populations to effectively participate in education, work and civic opportunities in this country. Each applicant must address the required competencies as listed above and will integrate Integrated Education and Training and Workforce Preparation Skills. Priority will be given to those programs that provide Integrated Education programs and Workforce Preparation Skills as a part of instructional programming as well as partnering with other entities in the delivery of services.

Special Note: Programs who provide civics education only in conjunction with English Literacy instruction must do so under Section 231.

VI-AEFLA (e) – Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA. The State provided a response to this

element; however, it does not indicate how the State will use section 223 funds to support required activities under section 223(a)(1)(D).

State Leadership. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

- A. The Illinois Community College Board (ICCB) will provide services that have been identified previously under this plan. The ICCB will assist programs in the coordination and delivery of key services within the one-stop delivery system. These services may include instructional, assessment, support and referral services. The ICCB will develop and provide relevant training to assist locals in the development of partnerships within the one stop system. The ICCB will also provide technical assistance to all core partners in understanding the adult education system and more specifically, training in appropriate administration of educational assessments to students.

The ICCB will continue to assist local programs in the development of career pathway programs and will identify tools and develop curriculum needed to support students entering career pathway programs.

- B. The ICCB will develop and continue to enhance high quality professional development to support instruction provided to local adult education programs. Professional development will be or will continue in the following areas: Leadership Excellence Academy (LEA) for administrators in the overall evaluation of program instruction and services provided; Evidence Based Reading Instruction (STAR) (i.e., enhanced toolkit); Content Standard Development and Implementation (i.e., enhance ABE/ASE standards; develop English Language Acquisition (ELA) standard alignment with CCR Standards); Curriculum and Lesson Planning Development; ELA; Civic Education; Integrated Literacy and Civics; Competency Development and Implementation; Transitions and Workplace Education; development of Instructional Leaders and Instructor Academies; Increase Technology based professional development; Integrated Education and Training; Bridge Programs; Career Awareness; Math, Reading, Writing, Speaking, and Listening; host conferences, workshops, advisory committees, training and meetings that promote career pathways education, transitions, adult literacy; develop tools and conduct relevant research that show the connection of professional development to instruction; and other activities that support the ongoing enhancement of adult education instruction.
- C. The ICCB will also assist programs with incorporating technology into instruction; research and develop distance education tools that may be used to enhance instruction; identify and implement the most recent research in reading, writing, math ELA, and transitions; and develop standards for implementation into instruction.

The ICCB will also provide training to local adult education programs in the development of partnerships within the one-stop system. The agency will work with state workforce board and one-stop system to determine appropriate training needed across partner organizations. The ICCB will host a variety of regional planning summits/forums/workshops for all partners to enhance and align partnerships in the delivery of services.

In addition to the research activities identified, the ICCB will continue to participate in studies and research projects that are designed to provide a better understanding of how to enhance Illinois adult education. Also, the ICCB will conduct studies that will allow innovation to occur at the state and local levels. Lastly, the ICCB will encourage partnership research across partner agencies to determine how to best serve the student/client.

- D. The ICCB utilizes a statewide data collection system (DAISI, Data and Information System Illinois) to monitor the performance of all Title II-funded adult education and literacy providers. The data collected in DAISI is then analyzed and used to evaluate the quality and improvement of adult education and literacy activities by assessing the performance of providers through their educational functioning level increases or measurable skills gains. Each provider must complete fiscal/administrative and programmatic risk assessments, which determine whether a program should have increased requirements for reporting and monitoring, as a part of the grant application process. Additional monitoring takes place in the form of desktop monitoring and through regional support visits to program sites to determine compliance and provide technical assistance. Information about models and proven or promising practices are disseminated to providers throughout the state through the use of electronic mailing lists and also at bi-annual Administrators' Meetings held by the ICCB for this purpose as well as to engage providers in statewide efforts. A variety of monitoring activities will be used in order to ensure programs ability to achieve outcomes as well as the use of corrective action plans for those programs who are low performing.

VI-AEFLA (e) – Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable. The State provided a response to this element; however, it did not describe other permissible activities that it may fund.

Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.

The Illinois Community College Board (ICCB) will carry out the following permissible state Leadership Activities:

- The support of a statewide Professional Development. Utilizing federally allocated State Leadership Funds, Illinois adult education will maintain a Statewide Service Center Network (SCN) to provide professional development. The ICCB will continue to work with the SCN to identify professional development needs of the state based upon regional assessments and local program data. While the SCN addresses a host of professional development needs, each also has its own unique priority to address the goals in the state. These goals include: ongoing professional development at the state, local and regional level to improve the quality of adult education instruction; participation in reading research projects; enhancement to the statewide instructional content standards; and the development of bridge programs which includes the design, curriculum and instruction.
- The development and implementation of technology applications, translation technology, or distance education, including professional development to support the use of instructional technology. ICCB will continue to examine technology use at all levels in order to expand the reach of instruction. This includes technology use by administrators, instructors, students as well as maximized use in the classroom. The ICCB will expand its offering of online professional development. Lastly, the ICCB will expand its use of digital literacy at all levels, but more specifically the English Language Acquisition (ELA) levels of instruction through participation in the Literacy Information and Communication System (LINCS) English as a Second Language (ESL) Pro Project.
- Develop content and models for integrated education and training and career pathways. The ICCB will explore models that link or connect student interests to instruction. This may include but is not limited to a framework that will assist programs in helping students identify career needs and opportunities, development of a process that will place students on a pathway, career awareness and instruction map designed to illustrate a student's movement from basic instruction through career pathway programs and portfolio development. The ICCB will continue to add additional Integrated Education and Training (IET), Integrated English Literacy and Civics (IELC), Workforce Preparation, and bridge programs through ongoing technical assistance via the Transitions Academy. The academy is a year-long process to assist programs in the development of their career pathway programs.
- The development and implementation of a system to assist in the transition from adult education to post-secondary education, including linkages with post-secondary educational institutions or institutions of higher education. The ICCB will work through its' Area Planning Council process and the Local Workforce Innovation Boards (LWIB) to develop a streamlined approach to link students to post-secondary education, transitions between and among

programs, partnering on bridge programs and integrated programs, employment and other services and activities.

- Activities to promote workplace adult education and literacy activities. The ICCB has partnered with businesses, Career and Technical Education (CTE) programs, post-secondary education throughout the state in the development of a Health Care, Manufacturing and Transportation, Distribution and Logistic (TDL) curricula. The ICCB will research workplace programs that will connect students to employment and will work closely with the Illinois Workforce Innovation Board (IWIB) to identify statewide curricula in other career pathway areas to be developed.
- Developing and piloting of strategies for improving teacher quality and retention. The ICCB will conduct research on the professional development requirements in an effort to enhance the quality of instruction as well as professionalize the field of adult education. Currently, the ICCB requires eight professional development hours annually for instructors. The ICCB will also conduct research on full-time vs. part-time instructors in programs and the impact on performance outcomes. The ICCB will identify and pilot strategies geared toward teacher quality and also provide curriculum and lesson planning training to increase the knowledge of instructors. The ICCB will develop instructional staff pathways to improve teacher quality and retention. This will include master teachers, transition specialists, content specialists and standard proficient instructors.
- Integration of literacy and English language with occupational skill training, including promoting linkages with employers. The ICCB will conduct research on effective models and pilot the development and implementation of these models.
- Identify curriculum frameworks and aligning rigorous content standards and identify the knowledge and skills needed of students. The ICCB will continue to revise and enhance the content standards developed in Adult Basic Education (ABE), Adult Secondary Education (ASE) and ELA; and will continue to develop a crosswalk of student knowledge and skills to other post-secondary education areas and occupational programs. The ICCB will continue to explore the alignment of ELA standards to CCRS.
- The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies that are based on scientifically valid research, where appropriate and identify the needs and capture the gains of such students at the lowest achievement levels. The ICCB will continue to explore options to identify and assess the instructional needs of students. This can be accomplished by exploring other diagnostic tools that can be used with literacy students, those with learning disabilities and ELA learners. The ICCB will continue to provide Special Learning Need trainings to local programs as well as the American with Disability Coordinator Training to all adult education programs throughout the state. The ICCB will partner with the Illinois Department of Human Services Division of Rehabilitation Services in the identification of new tools and strategies that can be integrated.
- Outreach to Instructors, students and employers. The ICCB will continue to identify instructors who have incorporated promising practices into instruction to help develop strategies that can be used in the classroom. Currently, the ICCB uses instructors/coordinators in the development of standards, curriculum and lesson planning activities. ICCB will continue to work with employers in the development of career pathway curriculum development and connecting students to employment. ICCB will also develop a process of getting student input on adult education related activities.

- Other activities of statewide significance that promote the purpose of this title. The ICCB will continue to work with CTE, business and industry and the state workforce board to develop and connect workforce activities within the state. Also, the ICCB will continue to identify the areas of need and enhance the system of adult education to promote career pathway and literacy activities, especially for those at the lowest literacy levels.

The ICCB may also fund other permissible activities such as:

- Developing and disseminating curricula, including curricula incorporating the essential components of reading instruction as such components relate to adults;
- The provision of assistance to eligible providers in developing and implementing programs that achieve the objectives of Title II of the Workforce Innovation and Opportunity Act (WIOA) and in measuring the progress of those programs in achieving such objectives, including meeting the state adjusted levels of performance; or
- The development and implementation of a system to assist in the transition from adult education to post-secondary education, including linkages with post-secondary educational institutions or institutions of higher education.
- Pilot projects and other related projects that show integration and alignment of services by partnering with core and required partners under WIOA.
- The development of activities for the strategies listed under the Unified State Plan.
- The development of activities to embed technology skills and the use of a variety of distance education tools into instruction.
- Using technology to disseminate best practices.
- The integration of English Language Acquisition instruction with the Civics Education Competencies.
- The development of strategic planning activities that align adult education to workforce and post-secondary education, training activities and WIOA related activities.

VI-AEFLA (f) – Assessing Quality. The State’s response is not adequate because it did not include a description of how it will assess the quality of its professional development programs designed to improve instruction in the essential components of reading instruction, instruction related to the specific needs of adult learners, instruction provided by volunteers or paid personnel, and dissemination of information about models and promising practices.

Assessing Quality. Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

The Illinois Community College Board (ICCB) will evaluate and has evaluated programs on a continuous basis and through a variety of processes. Programs will be assessed and monitored throughout the year through program visits, the Desktop Monitoring Tool, fiscal and compliance monitoring and through the Data and Information System – Illinois (DAIS–I). In addition, a state Policy and Procedure manual is widely distributed and is posted on the ICCB website, <http://www.iccb.org/aepl.pub.reports.html>.

ICCB funded Adult Education and Family Literacy Programs will be monitored to determine:

- program improvement;
- the degree to which the programs comply with ICCB, state and federal policies and guidelines;
- information needed in local program planning efforts; and
- the ability to achieve state and federal requirements.

During the course of the fiscal year all programs will be reviewed through a combination of program visits by ICCB staff, the state’s Desktop Monitoring Tool and approved data collection system. Staff, on an ongoing basis, will review program data and inform programs where there is a need for improvement. In addition, a probation and watch status was instituted in 2014 that will be continued to ensure a program receives significant technical assistance to improve program outcomes.

Fiscal and compliance monitoring will be conducted throughout the year to determine compliance with federal and state requirements. Programs will be contacted to schedule the review. Reviews may be onsite and or may be handled through online submissions. Specific information on fiscal and compliance monitoring will be provided to programs in advance of the monitoring review.

The ICCB will provide data and procedures for funded providers to evaluate their own performance in comparison to statewide performance and in comparison to funded providers with comparable students, goals and/or activities. The providers will use data reports that have been developed through the data collection system. These include:

- Student Error reports that indicate errors on a student record and where to locate/ correct the specific error(s).
- Enrollment Reports that provide information about the number of students served and units generated in each instructional category by a specific funding source.
- Master List Reports generate a list by funding source of students by student name and Social Security number. The Master List Reports also provide a breakdown of the enrollment hours generated by students in the specific funding source by instructional category.

- Program Status Reports include all students eligible to be served through Adult Education and Financial Literacy (AEFL) funds. It is the most inclusive of the required ICCB reports and provides demographic and testing data that can be used to foster continuous program improvement.
- National Reporting System (NRS) Performance Reports exist in two versions. The first version reflects all activity including all post-testing. The second version applies an attendance hour filter to the testing results. When the second version is generated, the results of any post-testing conducted before the minimum attendance hours were met as established by the test publishers will be excluded from the report. The second version (with AH filter) reflects what programs will be granted credit for in terms of NRS completion rates.

In addition, several Static reports are available that provide a snapshot of program performance at a more granular level. These include:

- AEFL Certification of Units Report represents the total number of students the program will be granted credit for in terms of the ICCB-AEFL funding formula. It represents the total number of students meeting the criteria for inclusion (In Open-Entry classes, have accrued at least 7.5 attendance hours in a single class section, prior to dropping. In Fixed-Entry classes, have been successfully retained through the mid-term date and have accrued at least 7.5 attendance hours in that single class section, prior to dropping) and be served through an approved funding source.
- Cohort: Follow-up Measure 3–Earned High School Equivalency (HSE) or Secondary Credential report includes all learners who take all HSE tests and exit during the Fiscal Year and all learners who are enrolled in adult high school (HSCR classes) at the high Adult Secondary Education (ASE) High Level and exit during the Fiscal Year.
- Cohort: Follow-up Measure 4–Entered Post-secondary report includes students from the group that was counted as a success for the Earned HSE/High School Diploma cohort or that entered the program with a Secondary Credential or was enrolled in a course specifically designed to transition them to post-secondary education and exited during the Fiscal Year.
- IEL/Civics Report provides information about the number of students supported with IEL/ Civics dollars and the competencies completed by these students.
- High School Equivalency (GED 2014 Series) data match report by student, or program record includes all data matched HSE results for all students that provide consent.
- Generation Reports detail the total number of student enrollments, attendance hours and class/individual persistence rates by funding source, instructional category or other classification.
- Instructor Individual and Summary Outcomes Reports include students that meet the criteria to be in the Program Status Report. In addition, to be claimed with a specific instructor, the student must meet the usual requirements plus have at least 7.5 attendance hours with that instructor (and have reached the midterm successfully if enrolled in fixed entry classes).
- NRS Core Performance Measures reports provide a detailed breakdown of educational functioning level (EFL) gains and separates students into four distinct categories to illustrate areas where program performance meets targeted levels.
- Professional Development Reports illustrate levels of compliance to minimum professional development requirements by instructors. Tracks quantity, type and cost of professional development hours accrued in a fiscal year.

- Program Outcomes Report (Building) indicates student post-test percentage, percentage of students gaining levels, average attendance hours at specified building by instructional category, persistence rates for students and overall average attendance hours by students at specified building.

The ICCB also assesses the quality of the professional development programs that are designed to improve instruction in all areas. The assessment process is done through evaluations of training sessions and research conducted to determine outcomes and levels of learning. The ICCB is in the process of developing a professional development portal that will, among other functions, track instructor professional development that can be linked to classroom outcomes as an additional method of evaluating the effectiveness of the professional development. Professional development is still in development for instructional staff, including both volunteer and paid personnel. Some professional development training has been developed for special learning needs and the specific needs of adult learners. This area is undergoing further development, with plans to survey students regarding the specific needs that are unique to the adult education population.

The ICCB regularly meets with the professional development service centers to assess, develop and revise the training and development offerings in order to ensure that the most effective and promising practices and methods are being utilized and highlighted. For example, plans are in place to fully examine and assess the existing professional development that is available for career pathways and transitions in efforts to determine what to keep, what needs to be developed and added and what needs to be retired. The expansion of integrated education and training and the growing focus on career pathway education and training necessitate the most up-to-date, relevant, and effective training resources and materials. The reports noted above will also be used to determine professional development needs as well as to assess outcomes as it relates to professional development. For example, in recent years research was conducted on the effectiveness of evidenced-based reading instruction. This research helped to determine the local training needs and how things are to be structured.

PROGRAM SPECIFIC CONTENT - TITLE III

VI-WP (d.4) – Provision of referrals to and application assistance for training and education programs and resources. The State provided a response to this element; however, it did not describe the provision of referrals to and application assistance for training and education programs and resources.

Describe how the State will use W-P funds to support UI claimants, and the communication between W-P and UI, as appropriate including provision of referrals to and application assistance for training and education programs and resources.

Wagner-Peyser staff at the Illinois Department of Employment Security (Employment Security) is charged with increasing community awareness about education, workforce and economic development programs through in-person and outreach services such as job fairs, community events, onsite recruitments, resource linkage and presentations.

Individuals that may require additional assistance with his/her reemployment efforts may be identified through various means including the UI profiling program; in-person contact at a Comprehensive One-Stop location; contact by phone; or through an automated self-assessment process for UI claimants that is currently being developed. The self-assessment process will allow for individuals to complete a series of questions related to his/her efforts to obtain employment. The response to each question will be associated with a specific score. Upon completing the assessment, a total score will be provided, which will prompt the system to recommend various employment service options including referrals to training or literacy programs; presenting for a re-employment workshop; or participating in one of the online employment related tutorials.

It is through these methods that the targeted individuals will participate in the development of an Individual Reemployment Plan, with the assistance from Wagner-Peyser staff. The development of an Individual Reemployment Plan will assist to identify the existence of any barriers to obtaining and maintaining meaningful employment. The barriers identified in the plan will be the bases in which the individual is referred to additional services that will assist with reemployment efforts including, but not limited to, workshops that focus on specific employment needs, job training, adult education or literacy programs, trade assistance, veteran outreach services, youth services, career pathways or vocational rehabilitation services.

update

VI-WP (e.2.A) – Contacting farmworkers who are not being reached by the normal intake activities conducted by the employment service offices.

Outreach activities. The local offices outreach activities must be designed to meet the needs of MSFWs in the State and to locate and contact MSFWs who are not being reached through normal intake activities. Describe the State agency’s proposed strategies for contacting farmworkers who are not being reached by the normal intake activities conducted by the employment service offices.

The Illinois Department of Employment Security (Employment Security) will conduct outreach services to farmworkers through designated agency outreach staff stationed in four high volume offices. To assist with outreach efforts, Employment Security is currently hiring up to six bi-lingual individuals in these high volume offices to assist Spanish-speaking consumers. Other public and private community service agencies and migrant and seasonal farm worker groups will also provide outreach services in cooperation with Employment Security. Employment Security will continue to identify pertinent groups, organizations and associations involved with the agricultural community to establish new alliances, such as the Workforce Innovation and Opportunity Act (WIOA) 167 National Farmworker Jobs Program (NFJP) grantee, the Illinois Migrant Council (IMC NFJP), Illinois Farm Bureau, Legal Aid Foundation, Illinois Department of Human Services (DHS), Community Health Partnership and faith-based organizations. We will discuss ways to reach Agriculture employers and inform them of Employment Security employer services, the Agricultural Recruitment Service (ARS) and the Migrant and Seasonal Farm Workers (MSFW) employment service complaint system through Employment Security’s Business Services Team. These event presentations, workshops and other communication means supported by updated technical advancements, will be utilized whenever and wherever possible.

Other activities to assist with contacting farmworkers who are not being reached by normal intake activities conducted by employment service offices include:

- The development of increased literature and media outreach targeted to the agricultural community through an MSFW informational packet for workers and employers summarizing available resources. The IllinoisJobLink.com database systems allows for a variety of language options.
- Strengthening of relationships with Occupational Safety and Health Administration (OSHA), U.S. Department of Justice, Environmental Protection Agency (EPA), Center for Disease Control (CDC) and Health & Human Services, as they relate to MSFWs and other agricultural workers.
- Establishment of networks and structured communication with these groups, organizations and associations to help to identify ongoing needs and services. Additionally, meetings to realize a joint effort with others to locate and assist MSFWs will be attended within the limits of available resources.
- The establishment of a more visible MSFW State Monitor Advocate internet presence, through the development of a new website titled Agricultural Employers, Outreach, Migrant Seasonal Farm Worker Program, Foreign Labor: H-2A & H-2B. In addition to the basic role, items such as agricultural related materials for the worker and employer, links and location of centers and agency/community resources, complaint process, safety and other informational items are now displayed in one convenient location.

- Providing more extensive training to Employment Security and partner staffs in One-Stops to better identify MSFWs, their needs and service requirements, and providing informational material to those MSFWs, employers and organizations in their counties served.
- Target community based business and events in MSFW communities (i.e. shopping center, Wal-Marts, laundromats, churches, restaurants, etc.) to reach MSFWs with informational materials.

VI-WP (e.4.B) – Review and public comment. The State provided a response to this element; however, it did not include the name of the organizations that made comments, what comments were submitted, and how comments were incorporated into the Plan.

Review and Public Comment. In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA must provide a proposed plan to NFJP grantees, public agencies, agricultural employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA must: 1) Consider any comments received in formulating its final proposed AOP; 2) Inform all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP.

- i. The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations have been given an opportunity to comment on the AOP. Include the list of organizations from which information and suggested were solicited, any comments received, and responses to those comments.**

The Agricultural Outreach Plan (AOP) went out for public comment (as a component of the Unified State Plan) for the period of January 25, 2016-February 24, 2016. The plan also was presented to the Illinois Workforce Innovation Board (IWIB) via a webinar on February 10, 2016 and at the Illinois Workforce Innovation Board (IWIB) meeting on February 25, 2016. The IWIB includes NFJP grantees, public agencies, agricultural employer organizations and other organizations. The content of the agricultural outreach plan was discussed at the February 25 IWIB meeting and recommendations were made. The AOP was modified and changes including comments and editing are incorporated into this draft with the assistance of the Illinois Migrant Council, the NFJP grantee, and the only organization to provide comment. Eloy Salazar, Executive Director of the Illinois Migrant Council submitted the following comments:

- Page 1, Chapter 1, Executive Summary: In Section “State Workforce System” under “Illinois Department of Employment Security,” second item, suggested is reference to “Title I-D” can be removed as this is the National Farmworker Jobs Program (NFJP) which is not the Title III Migrant and Seasonal Farmworker Program at the Illinois Department of Employment Security (Employment Security). Recommended is a check be made about the “Native American” program in Illinois. Comment addressed as follows: In Section “State Workforce System” under “Illinois Department of Employment Security,” modify the second item to read: Migrant Seasonal Farmworkers Monitor Advocate System (Title III).
- Page 23, Chapter 3, Illinois Workforce System: In Section “State Agency Capacity,” under “Illinois Department of Employment Security,” second item, suggested is removing reference to “Title I-D” as this is the National Farmworker Jobs Program (NFJP) which is not the Title III Migrant and Seasonal Program at Employment Security. Also suggested is a check be made about the “Native American” program in Illinois. Comment addressed as follows: In Section “State Agency Capacity,” under “Illinois Department of Employment Security,” modify the second item to read: Migrant Seasonal Farmworkers Monitor Advocate System (Title III)

- Page 39, Chapter 7, Implementation of State Strategy: In Activity 3.1, suggested is changing “migrant workers” to “migrant and seasonal farmworkers” if that is the population that was intended. Comment addressed as follows: In Activity 3.1, the second to the last sentence should be modified to read: These targeted populations will include the long-term unemployed, low-skilled, low-literate and low-income adults, those receiving public assistance, out-of-school youth, veterans, individuals with disabilities and migrant and seasonal farmworkers workers.

VI-WP (e.4.C) – Data Assessment. The State provided a response to this element; however, it did not include the data analysis over the last four years.

Data Assessment. Review the previous four years Wagner-Peyser data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes the goals were not achieved, and how the State intends to improve its provision of services in order to meet such goals.

The state continues to meet its goals to provide migrant and seasonal farm workers (MSFW) quantitatively proportionate services. The data for the previous years is available at Attachment Y at www.illinoisworknet.com/wioastateplan.

Job Service Quarterly REPORT -- Ending on 06/30/2011
 Report Due: 08/14/2011
 Location: Statewide IL
 Printed 07/20/2016

Migrant Indicators of Compliance

		MSFW (number)	MSFW (percent)	Non- MSFW (number)	Non- MSFW (percent)	Equity	
Part Three							
A	Total Applications	2704	100.00	731626	100.00		
1	Referred to Employment	963	35.61	113173	15.47	Yes	
2	Received Staff Assisted Services	1589	58.76	189459	25.90	Yes	
3	Referred to Support Service	594	21.97	41274	5.64	Yes	
4	Career Guidance	288	10.65	53650	7.33	Yes	
5	Job Development Contact	0	0.00	0	0.00	No	
						Compliance Indicator	Compliance Level
Part Four							
1	Placed in Job	36	1.33	3894	0.53	No	42.5
2	Placed \$.50 above min Wage	36	1.33	3894	0.53	No	14
3	Placed in Long Term non-ag Job	23	0.85	3317	0.45		

Job Service Quarterly REPORT -- Ending on 06/30/2012

Report Due: 08/14/2012

Location: Statewide IL

Printed 07/20/2016

Migrant Indicators of Compliance

	MSFW (number)	MSFW (percent)	Non- MSFW (number)	Non- MSFW (percent)	Equity		
Part Three							
A	Total Applications	2046	100.00	751334	100.00		
1	Referred to Employment	1095	53.52	74003	9.85	Yes	
2	Received Staff Assisted Services	1569	76.69	180882	24.07	Yes	
3	Referred to Support Service	793	38.76	34703	4.62	Yes	
4	Career Guidance	633	30.94	87826	11.69	Yes	
5	Job Development Contact	1	0.05	184	0.02	Yes	
					Compliance Indicator	Compliance Level	
Part Four							
1	Placed in Job	17	0.83	2204	0.29	No	42.5
2	Placed \$.50 above min Wage	17	0.83	2192	0.29	No	14
3	Placed in Long Term non-ag Job	7	0.34	1815	0.24		

Job Service Quarterly REPORT -- Ending on 06/30/2013

Report Due: 08/14/2013

Location: Statewide IL

Report Period: Jul 1 2012 Through: Jun 30 2013

Printed 07/20/2016

Migrant Indicators of Compliance

		MSFW (number)	MSFW (percent)	Non- MSFW (number)	Non- MSFW (percent)	Equity	
Part Three							
A	Total Applications	1703	100.00	700531	100.00		
1	Referred to Employment	37	2.17	18269	2.61	No	
2	Received Staff Assisted Services	1633	95.89	167695	23.94	Yes	
3	Referred to Support Service	1531	89.90	29775	4.25	Yes	
4	Career Guidance	651	38.23	136592	19.50	Yes	
5	Job Development Contact	1	0.06	614	0.09	No	
						Compliance Indicator	Compliance Level
Part Four							
1	Placed in Job	7	0.41	3105	0.44	No	42.5
2	Placed \$.50 above min Wage	7	0.41	3012	0.43	No	14
3	Placed in Long Term non-ag Job	1	0.06	2022	0.29	No	3

Job Service Quarterly REPORT -- Ending on 06/30/2014

Report Due: 08/14/2014

Location: Statewide IL

Report Period: Jul 1 2013 Through: Jun 30 2014

Printed 07/20/2016

Migrant Indicators of Compliance

		MSFW (number)	MSFW (percent)	Non- MSFW (number)	Non- MSFW (percent)	Equity	
Part Three							
A	Total Applications	1279	100.00	768261	100.00		
1	Referred to Employment	24	1.88	28656	3.73	No	
2	Received Staff Assisted Services	1194	93.35	87831	11.43	Yes	
3	Referred to Support Service	986	77.09	16500	2.15	Yes	
4	Career Guidance	1017	79.52	49811	6.48	Yes	
5	Job Development Contact	0	0.00	316	0.04	No	
						Compliance Indicator	Compliance Level
Part Four							
1	Placed in Job	3	0.23	1776	0.23	No	42.5
2	Placed \$.50 above min Wage	3	0.23	1626	0.21	No	14
3	Placed in Long Term non-ag Job	1	0.08	1367	0.18	No	3

Job Service Quarterly REPORT -- Ending on 06/30/2015

Report Due: 08/14/2015

Location: Statewide IL

Report Period: Jul 1 2014 Through: Jun 30 2015

Printed 07/20/2016

Migrant Indicators of Compliance

		MSFW (number)	MSFW (percent)	Non- MSFW (number)	Non- MSFW (percent)	Equity	
Part Three							
A	Total Applications	996	100.00	542657	100.00		
1	Referred to Employment	27	2.71	30380	5.60	No	
2	Received Staff Assisted Services	909	91.27	51542	9.50	Yes	
3	Referred to Support Service	769	77.21	11022	2.03	Yes	
4	Career Guidance	404	40.56	10784	1.99	Yes	
5	Job Development Contact	1	0.10	130	0.02	Yes	
						Compliance Indicator	Compliance Level
Part Four							
1	Placed in Job	0	0.00	696	0.13	No	42.5
2	Placed \$.50 above min Wage	0	0.00	651	0.12	No	14
3	Placed in Long Term non-ag Job	0	0.00	581	0.11	No	3