

Local Plan draft, February 14, 2022, for Local Workforce Investment Area 13

Chapter 4: Operating Systems and Policies- Local Component

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

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

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

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

LWIA 13 is in process of using technology for case management beyond individualized agency software by creating a database through Microsoft Excel that houses client referral information to be accessible throughout WIOA program providers. It is our hope that this excel datasheet will be an intricate form of communication in which a client's individualized WIOA services and barriers are documented. Additionally, although a simplistic form of technology, partners have found contacting one another via the telephone makes for better case management, especially in terms of troubleshooting barriers. Prior to this practice, partners would refer clients to a specific agency by directing the client towards independent contact to such agencies. By collaboration during both Front-line staff meetings and Joint Service Committee meetings, partner leadership professionals agree to guide staff towards conducting client outreach by use of telephone so that agency professionals are aware of client barriers to successful completion of WIOA services. Although all agencies have case management systems, it will be the responsibility of the agency funding WIOA services to conduct thorough case management. Including insuring clients receive services. This idea of initiating referrals may provide clients with in-depth case management that is deemed necessary for program completion, resulting in an upturn of qualifying employees within the workforce. Referral and Case management processes will continue to develop.

Additionally, the local area has completed projects to simplify and expedite the referral process including: the development of a common Release of Information form and a common intake form.

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

LWIA 13 Workforce Development Board (WDB) recognizes that special populations may endure an increase volume of barriers when seeking advanced employment and/or training that leads to a sustainable income. Leadership team and Staff of **American Job Center**® agree that every individual will have unique barriers, that no situation will be matched and that our team is determined to assist clients to the best of our ability. Through collaboration and cross training, partners continue to learn what agency to turn to for client assistance. Although WIOA programs have a list of supportive services in which we can provide to clients enrolled in Title I career services or training activities, we recognize additional services outside of the scope of WIOA funding may be needed. In addition, all clients will have access to ADA compliant accessibility tools and equipment. All public funding will be awarded on a nondiscriminatory basis. Because of this collaboration and cross-training, client demographical location will not hinder their progress towards successful completion of WIOA programming. (Technology will be used as described in the previous bullet.)

As a result of the COVID-19 National Health Emergency, front line staff meetings have been suspended. LWIA 13 partners have every intention to resume meetings once partners are able to resume. Meanwhile, partner leadership team meets one time weekly to discuss updates on programs, services, and deliveries.

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

In response to COVID-19 National Health Emergency, Title I began providing services using technology such as telephone, virtual platforms, and email. Adobe Sign allowed for Title I to easily conduct business that required signature during the height of the pandemic shutdown. Office telephones were forwarded to personal cellular phones in order for staff to continue serving the public. Additionally, due to the multiple office suite structure of our One Stop, we were able to offer limited on-site services to clients without allowing access to those partners that were closed to the public. Lessons learned will impact our service delivery going forward. Once social distancing mitigation was eased, in-person services quickly became offered to the public. However, Title I found that options to receive services virtually and/or in person became an important accessibility issue. It was found that the need for service delivery options is dependent on individual circumstances that include access to technology, transportation, disabilities, childcare, employment, and etc. Because of the obvious variants of circumstances, LWIA 13 Title I will continue to provide flexibility to clients seeking WIOA services. In addition, this flexibility has proven to be a preventative measure for the spread of COVID-19 due to the natural staggering of in person visits.

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Service Integration between WIOA partners and community organizations increased during the COVID-19 Health Emergency. It is thought to be due to the halt of travel, giving more time for community involvement. Title I will continue to be thoughtful of travel, scheduling only necessary meetings so that staff can continue the expanded efforts during the height of the pandemic.

Furthermore, The COVID-19 National Health Emergency required Black Hawk College to pivot to remote learning for all classes, and provision of student services. The College quickly saw the need to expand the technology loan program to offer not only laptops, but routers as well. Prior to that technology loan was only available to CTE students funded through Perkins. CTE students have the opportunity to apply for the assistance with the cost of internet service, which is funded through Perkins. The College continues to make technology loans available to all students.

Providing remote lab and clinical experience required in CTE programs has been challenging. The Practical Nurse and Associate Degree Nurse programs both utilized virtual clinical simulations for students during the pandemic. Both programs employ standardized, computerized exams to assess student learning outcomes and prepare students for licensure exams. These were normally proctored in-person in the college computer lab. The College now contracts an online proctoring service in order to allow students to complete testing at home.

The College was able to leverage grant funds to purchase Cisco CCNA equipment and software which provides Computer Information Technology and Cybersecurity students access to virtual lab activities. With an Internet connection, students can access lab equipment without being in the classroom. Black Hawk College is exploring other ways in which virtualization can supplement in-person activities.

Describe how the Local Board will support the strategies identified in the Unified State Plan and work with entities carrying out core programs, including a description of the following, noting significant implications of the COVID-19 National Health Emergency where applicable

C. (§679.560(b)(1)(ii));

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

LWIA 13 Workforce Development Board provides workforce development activities that address educational and skill needs to the public by use of two avenues. LWIA 13's **American Job Center**® professionals continue to work towards successful implementation of Referral Intake. This process could allow for front-line staff members to capture a client's educational history, skills history, developmental history, social service necessities and any (additional) barriers to employment. This model allows for proper referral of services, which will result in an increase in effective completion of WIOA services. The execution of Business Services teams, including a grant proposal for

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Apprenticeship Navigator submitted by regional partner LWIA 4, will build workforce capacity throughout the 11 county region by developing and strengthening the knowledge, skills, abilities, processes, and resources that businesses, educational institutions, local workforce investment areas and community partners need to create new or expand existing employment opportunities. Like Referral Intake, Business Services teams will work to create relationships with businesses that will capture business needs and allow for development of business service action plans that contribute to a successful workforce.

- Furthermore, Workforce Development Board (WORKFORCE DEVELOPMENT BOARD) recognizes that special populations may endure an increase volume of barriers when seeking advanced employment and/or training that leads to a sustainable income. Leadership team and staff of **American Job Center**® agree that every individual will have unique barriers, that no situation will be matched and that our team is determined to assist clients to the best of our ability. Through collaboration and cross training, partners continue to learn what agency to utilize for client assistance. Although we do have a list of supportive services in which we can provide to clients enrolled in Title I career services or training activities, we recognize additional services outside of the scope of WIOA funding may be needed. In addition, all clients will have access to ADA compliant accessibility tools and equipment at **American Job Center**®. All public funding will be awarded on a nondiscriminatory basis. Because of this collaboration and cross-training, client demographical location will not hinder their progress towards successful completion of WIOA programming. Sealing up the use of Integrated Education and Training models to help adults get their GED and work on other basic skills and English language acquisition while earning credentials and industry-recognized credentials that lead to in-demand occupations:

Black Hawk College Adult Education Program has developed three Model I options. (Patient Care Assistant, IT, and Manufacturing CNC) Adult Education students in the GED, High School Completion, and upper level ESL classes are encouraged to consider these options as ways to progress along their chosen career pathways. The manufacturing CNC option will be available in FY22. The college credit classes in the CNC program have been redesigned under new leadership in that department to better meet the needs of local manufacturers. A Model II CDL option in the Transportation, Distribution, and Logistics pathway and a Model II Manufacturing Welding are currently being developed and will be available in FY22.

In response to the COVID-19 National Health Emergency, the Adult Education Program developed remote learning options for students. In-person, hybrid, and fully remote options are available as needed. Learning platforms that support remote learning include Burlington English, Edmentum, and Essential Education. Adult Education purchases a number of laptops through a special grant and are available to students for loan. Technology skills were incorporated into all instruction on an accelerated basis.

- Title I will continue to provide services based on individual need. In response to COVID-19 National Health Emergency, Title I found that options to receive services virtually and/or in

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person to be dependent on individual circumstances including, access to technology, transportation, disabilities, childcare, employment, and etc. Because of the obvious variants of circumstances, LWIA 13 Title I will continue to provide flexibility to clients seeking WIOA services. In addition, this flexibility has proven to be a preventative measure for the spread of COVID-19 due to the natural staggering of in person visits. Using the insights and lessons learned from successful dual credit programs to scale up similar efforts in other sectors and regions:

LWIA 13's Great Northwest Region has a dedicated partnership with multiple community colleges that offer successful dual credit programs throughout the region. By use of data derived from educational partners, LWIA 13 can discuss dual credit options for local secondary schools. In addition, Labor market information assists with the development of career pathways, some starting with secondary school vocational programs. With an early insight to career pathways, secondary school students will have a head start in mapping out their future career while obtaining entry level credit hours prior to graduation from secondary school. Black Hawk College is working with two high schools offering apprenticeships. Rock Island High School is offering an apprenticeship program in Shielded Metal Arc Welding. Moline High School offers an apprenticeship program in CNC Manufacturing. Students in both programs can complete the college certificates and apprenticeship training.

The process of providing dual credit and CTE programs and CTE dual credit programs prevent some of the student population from obtaining environmental barriers that contribute to the lack of post-secondary training and/or education. To continue to build new programs, the workforce board and business services team will assist in the recruitment of businesses to serve as apprenticeship sites and in scaling the apprenticeship model to other sectors.

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

Partners within WIOA programming should promote Prior Learning Assessments to all clients based off the Referral Intake process, where staff are currently being trained to sit with clients during intake process and discuss work, educational and social history. In this discussion staff should recognize if a client displays the qualifications to obtain Prior Learning Assessment.

This is another area in which cross training or understanding partner programs and services is crucial to individualized case managements. WORKFORCE DEVELOPMENT BOARD and LWIA 13 partner leadership team will continue to lead agency frontline staff towards cross-training and intense case management so that programs like Prior Learning Assessments are connected as a WIOA service.

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

Attending Rapid Response and WARN meetings give LWIA 13 partners insight on which businesses to market WIOA programs that require less intensive training due to skills received from work experience.

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Middle Skills are highly marketable and likely to be obtained by workers who have been in the workforce for some time. Additionally, using data for statistical analysis can target segments of the labor force by review of projected industry declines. Using this data will allow the local area to determine what skills will become available as the industry decline progresses. This data will also paint a picture of the extent of training and/or education needed within the area. Economic Development agencies are great resource for targeted marketing. These agencies have great awareness of sector developments and declines, both of which will assist the local area with marketing specific segments of the labor force.

COVID-19 Pandemic resulted in heightened service integration during Rapid Response and WARN meetings.

Development of targeted marketing is a multifaceted process that the local area will strive to improve on an ongoing basis.

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

WORKFORCE DEVELOPMENT BOARD monitors partner initiatives that facilitate development of career pathways and co-enrollment to ensure LWIA 13 WIOA programing is in line with the Unified State Plan. Currently it is a LWIA 13 initiative to provide individuals with a career that has sustainable mobility. Career Pathways goals are linked to in-demand industry and occupational tiers within the region. Skill levels within these career pathways range from Middle Skills to Advanced Skills/ Education. This allows for partners to assist diverse population of clients with goal setting and guide clients to individualized steps towards that goal within a career pathway while promoting services available through partner agencies to allow for a smooth transition into WIOA services.

- Improving access to activities leading to a recognized post-secondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable) (§679.560 (b)(2)(iii)).

Collaboration with educational partners will continue to drive improvement to increase access to activities leading to a recognized post-secondary credential. Partners agree that educational institutions have made great strides in providing access to post-secondary credentials to non-traditional students, advancements will continue to progress.

- In the 2022 modification, use insights and lessons learned from COVID-19 National Health Emergency regarding the identification and service delivery to targeted populations significantly affected by the pandemic.

In response to COVID-19 National Health Emergency, Title I provided services using technology such as telephone, virtual platforms, email, and USPS. Adobe Sign allowed for Title I to easily conduct business that required signature during the height of the pandemic shutdown. Office telephones were forwarded to personal cellular phones in order for staff to continue

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serving the public. LWIA 13 was already in a position with regard to mobile technology to ensure a seamless shift to remote work environment for all staff

Lessons learned will impact our service delivery going forward. Once social distancing mitigation was eased, in-person services quickly became offered to the public, due in large part to our unique office space. Separate entrances allowed Title I and other partners a space to offer in-person services without infringing on those partners with direction to be closed. However, Title I found that options to receive services virtually and/or in person became an important accessibility issue. It was found that the need for service delivery options is dependent on individual circumstances that include access to technology, transportation, disabilities, childcare, employment, and etc. Because of the obvious variants of circumstances, LWIA 13 Title I will continue to provide flexibility to clients seeking WIOA services. In addition, this flexibility has proven to be a preventative measure for the spread of COVID-19 due to the natural staggering of in person visits.

Service Integration between WIOA partners and community organizations increased during the COVID-19 Health Emergency. It is thought to be due to the halt of travel, giving more time for partner involvement. Title I will continue to be thoughtful of travel, scheduling only necessary meetings so that staff can continue the expanded efforts during the height of the pandemic.

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

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

LWIA 13 has a strong workforce partnership that allows for successful implementation of Referral Intake. This process allows for front-line staff members to capture a client's education history, skills history, social service necessities and any (additional) barriers to employment. This model allows for proper referral of services, which results in accurate obtainment of WIOA services and decrease in duplication of services. Although all agencies have case management systems, it will be the obligation of the agency awarding WIOA funding to carry out thorough case management. This case management may include insuring clients receive useful services from other agency sources. Great Northwestern Region (GDR), EDR 6, continues to collaborate on current happenings, including sharing of new policies and initiatives for comparison and discernment of best practices.

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

Adult Ed and workforce agency staff will hold partner orientations to avoid duplicating services and will maintain communication on co-enrolled students. RITCC will carry out its coordination duties under

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WIOA Title II in much the same way as under other WIOA Titles. As previously WORKFORCE DEVELOPMENT BOARD is reviewing the local Area Plan and the Title II application for funds submitted to the Illinois Community College Board to assure the alignment of Core Partner programs and services. Joint Services Committee is responsible for overseeing all Core Partners' performance reports as well as establishing continuous improvement goals for local workforce system and to provide guidance and oversight for the One-Stop system and partners.

Providers of workforce investment activities under Title I of WIOA, adult education and literacy activities under Title II of WIOA, and career and technical education (as defined in section 3 of Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2302)) are members of WORKFORCE DEVELOPMENT BOARD (WDB) and will be asked to report to WDB, describing how their activities serve as a complement to one another and avoid duplication of services. If it appears that there are gaps and/or overlaps in services, providers will be asked to revise their current plans and report outcomes at the next meeting.

WORKFORCE DEVELOPMENT BOARD will review applications to provide adult education and literacy activities under Title II for the local area to determine whether such applications are aligned and consistent with the local plan, and that all programs and services are available and accessible to all individuals, including those with disabilities.

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

Wagner-Peyser staff are currently coordinating with Unemployment Insurance Program on Reemployment Services and Eligibility Assessment (RESEA) grant through Department of Labor. Unemployment Insurance Program profiles clients monthly and provides the list to Wagner-Peyser staff. Wagner-Peyser in turn, sets up a meeting with these clients and provides them information and services to assist in their attempts to find gainful employment. Any barriers that arise during these assessments are discussed with clients and they are then referred to appropriate partner/supportive services and/or workshops. Covid-19 has affected the delivery of RESEA services in that all claimant contact for the program is now done by telephone, as opposed to in person workshops.

Wagner-Peyser staff also review job seeker resumes in Illinois Job Link and make appropriate job referrals and schedule interviews for job seekers with local employers who are attending our monthly hiring events. Wagner-Peyser staff also review recent IllinoisJobLink registrations and call claimants to inform them of available partner and/or supportive services, and to assist them in further updates of their resume to enhance the possibility of success in finding employment before their Unemployment benefits are exhausted.

An interagency Business Services Team (BST) is in the process of being formed and will have regular meetings to determine steps needed for all partners to collaborate in working with employers in this area. BST will communicate on what businesses they are visiting weekly and then schedule joint visits monthly. When unable to do joint visits, each program's staff utilize their knowledge of partner

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programs to communicate what the Workforce System can provide the employer. The program's staff will then make a referral to the partner. Wagner-Peyser Business Service representative is in the early process of working with Employment Service staff to coordinate possible employer visits by the BST based on employment needs of RESEA participants and sector strategies. Due to the nature of Covid-19, this process has been delayed, however, as restrictions lift and workloads level out, the partners will revisit forming the Business Services Team in order to provide quality services to employers.

There has been cross training via conference call, organized by One-Stop Operator, to meet with one of the proposed activities on the previous local plan. These will continue regularly to ensure that staff from all programs are able to assist clients as quickly and efficiently as possible.

A weekly meeting has been established with representatives from each of WIOA Core and Required Partner Program front-line staff members. During these meetings a review of referrals for the week is discussed and a calendar has been established for cross training. Training is completed either at **American Job Center**® or at partner organization location. There are two separate times established as some cannot close to the public for training and so everyone can participate in training. We are beginning to see results of cross-training as it was identified there were four partners all working on assisting youth services and a question was asked as to since several are working on the same thing, how could we all work together and accomplish good for hire the future that would be a win for our clients. Front-line staff cross-training was suspended due to the incredible work load and logistical issues that the Covid-19 pandemic caused. Instead, a weekly partner management meeting has taken place on a weekly basis to keep all partners informed and the lines of communication open. As the restrictions of the pandemic lift and workloads level out, the partners plan to return to the weekly front-line staff meetings.

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

Title IV – Vocational Rehabilitation Services: Illinois Department of Human Services (DHS) Division of Rehabilitation Services (DRS) is lead agency serving individuals with disabilities. DRS works in partnership with people with disabilities and their families to assist them in making informed choices to achieve full community participation. In this process we work with all Regional employers, all levels of education and all educational institutions within the Region, and independent living opportunities.

Transition services are available for all secondary students with disabilities. Services facilitate and support movement of high school students into adult life activities, primarily and ultimately employment. DRS will link students with community services provided by other agencies.

Transition is a process involving a partnership with individuals, school services, post school services and local communities that results in maximum levels of employment, integration and community participation.

As part of its continuum of coordinated transition services for youth with disabilities, DRS offers a wide range of services to students at local high schools through Secondary Transition Experience Program

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(STEP). STEP is a training/placement program to help students with disabilities prepare for employment and community participation during and after high school. Students learn to become productive, self-sufficient adults through a variety of STEP experiences. These experiences include assisting students in development of desirable work habits and realistic career goals. Students participate in pre-vocational classroom learning. Some students begin with on campus work experiences. Most students participate in paid work experiences. Some students receive specialized job coach assistance. Throughout the year, some students participate in mock interviews with DRS staff and employers. Students are offered one-to-one interviews and receive individualized feedback on how they presented and responded to the interview situation. Students are also offered the opportunity to participate in guidance and career counseling and self-advocacy.

Additionally, The Fast Track contract is held by the Illinois Iowa CIL and offers Pre-employment Transition Services (PTS) to youth ages 14-21, enrolled in an education program and who are “potentially eligible” for the vocational rehabilitation program.

During October, DRS works with individual employers to bring Disability Mentoring Day experiences to persons with disabilities. Participants can be secondary school students or adults. Participants are offered the opportunity to tour job sites, meet with employers, and get hands on experiences in the world of work.

DRS offers on-the-job evaluation (OJE) and on-the-job training (OJT) in cooperation with employers throughout the Region. OJE is utilized to evaluate whether a customer can perform work duties within a specific job title in which they have an interest. Length of evaluation is dependent on type of position and abilities and strengths / weaknesses of the individual. OJT is utilized to train individuals who possess the ability to perform work duties associated with a job they have chosen.

Individuals are offered the opportunity to become acclimated to the job and to become proficient at their tasks. Timeframes vary depending on individual job. DRS and employers work cooperatively to monitor training and evaluate performance.

Throughout the Region, DRS works with all academic institutions to offer training opportunities in certificate programs, two-year technical programs, and all levels of academic degrees. Technologies and a variety of supports are available to students with disabilities to attend and successfully complete programs.

Many persons with disabilities benefit from job placement assistance. DRS staff work with individuals to explore careers, especially those with promising growth opportunities in the Region. Pre-placement work with individuals includes resume development and interview skills. DRS engages with specialized community providers to purchase placement, job coaching and supported employment opportunities for some individuals. For all individuals, all necessary supports are available to guide the individual along a successful path to choose, get and keep employment of their choice.

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

By use of data derived from educational partners, LWIA 13 can discuss educational options for local secondary and post-secondary schools. In addition, labor market information assists with development of career pathways, some starting with secondary school vocational programs. WORKFORCE DEVELOPMENT BOARD approves all training programs based off analytical information and unique local area demographics.

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

Black Hawk College (BHC) administrators have agreed to the following activities to coordinate strategies, enhance services and avoid duplication.

- More visible presence at **American Job Center**® and affiliate centers by Perkins CTE related programs.
- Investigate dedicated BHC computers with:
 - BHC webpage access at start-up, Access to Career Cruising/Inspire
 - Online Application, Cooperative agreements, Skype a Counselor
 - CTE Program information, Financial Aid Information

Coordination will occur through means such as quarterly meetings and e-mail lists, and possibly through some skype (conference calls) vs face to face meetings.

Role of WORKFORCE DEVELOPMENT BOARD (WDB) to support coordination of secondary and post-secondary educations programs and services with education and workforce activities will include things such as:

- I. Acting as an information source for educators and employers in our local area and region to bring them together to strategize local need.
- II. Ensuring that educators sit on WDB and board committees which will enhance services to customers at the One-Stop System. Each partner has a specialty and by working together on projects and events all customers can receive the same level of expertise and the chance of duplicated services will be lessened.
- III. Ensuring that local workforce staff sit on Advisory Committees for community college departments. This will serve as linkage to WDB and communicate the relevant activities of the community college back to WDB.
- IV. Participating in career exploration events that are held for secondary education students with partnership from workforce and post-secondary entities.

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WORKFORCE DEVELOPMENT BOARD will review agencies and institutions and how services and activities listed above are delivered as part of an overall coordinated strategy or set of strategies designed to prepare a work-ready, skilled workforce that meets needs of the local business community.

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

400-1 Supportive Services Policy

Supportive services may be made available to any adult or dislocated worker participating in Title I career services or training activities that is unable to obtain supportive services through other programs providing such services. Additionally, the supportive services must be necessary to enable the individual to participate in career services or training activities.

400-1 Supportive Services Policy (Cont'd)

Supportive services may include, but are not limited to:

1. Assistance with transportation; distance of 30 miles or more round trip will be paid out at \$0.20 per mile.
2. Assistance with childcare and dependent care; case by case basis only.
3. Linkages to community services;
4. Assistance with educational testing;
5. Reasonable accommodations for individuals with disabilities;
6. Assistance with health care;
7. Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear;
8. Assistance with books, fees, school supplies, and other necessary items for students enrolled in post-secondary education classes and;
9. Payments and fees for employment and training-related applications, test, and certifications.

400-2 Supportive Services with the Trade Adjustment Assistance Policy (TAA) Policy

The WIOA Dislocated Worker program partners with TAA in identifying and serving trade-impacted workers. **American Job Center**® can provide supportive services relating to childcare, transportation, dependent care, housing assistance, and needs-related payments, and may also provide career services described in Section 4 of TEGL 3-15. These services will include Basic Career Services, Individualized Career Services and Follow-up Career Services.

This Supportive Service Policy is based on Title I programming; however, it is recognized that other partner agencies provide Supportive Service Policies and are part of a holistic approach to client needs and direct all partners to work together to achieve successful program completion.

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

A description and assessment of the type and availability of adult and dislocated worker employment and training activities in the local area (§679.560(b)(6)). As part of the 2022 modification, describe how adult and dislocated worker employment and training activities will address the impact and recovery from the COVID-19 National Health Emergency.

LWIA 13's **American Job Center**® Comprehensive One-Stop Career Center serves the three-county area. This site houses WIOA program agencies including: Title I, Wagner-Peyser and United Migrant Opportunity Services (UMOS). **American Job Center**® partners have teamed together to increased collaboration by holding regular front-line staff partner meetings, cross training, creating a common intake process, holding orientations and the implementation of a common referral process. This progression in service integration has developed into a highly individualized experience for clients. Qualifying Adults for services under Adult and Dislocated Worker receive on-site collaboration starting with Title I and IDES-is a well-known state agency and receives much of the incoming traffic to the center. Due to this, IDES refer clients inquiring on UI benefits to Title I for employment and training services.

Basic Career Services include internet access to job search and labor market information provided by IL workNet and Illinois Job Link, Orientation to information and services that are available from partnering agencies, program coordination and referrals, labor exchange services, training provider performance and cost information, performance information for local area as a whole, information on availability of supportive services and referrals, information and assistance with UI claims, assistance establishing eligibility for financial aid, among others.

Individualized Career Services include skills and supportive service needs assessment, Eligibility of services, employment retention services, follow-up services, work experience/transitional jobs and internships.

Training services may include occupational skills training, including training for non-traditional employment; work-based trainings; programs that combine workplace training with related instruction; skill upgrading and retraining; customized training; occupational bridge programs; incumbent worker training, academic remediation/prevocational services.

Assessment testing and interviewing is conducted by Career Planners. Illinois workNet, O*Net career exploration assessment and individual interest tests are administered, in addition to an Individual Employment Plan and Individual Career Plan interview. Career exploration is conducted with phone calls and/or internet-based searches.

Definition of “self-sufficiency” is determined by WORKFORCE DEVELOPMENT BOARD. In LWIA 13, “self-sufficiency” has been defined as 200% of Lower Living Standard Income Level for family household income for eligibility for program services.

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

Initial on-site visits usually consist of Title I personnel and area-appropriate IDES. Workshops are usually staffed by a Career Planner and a Field Office Supervisor. Information on various types of programs and services that will assist dislocated workers is distributed at workshops. An interest survey is completed by dislocated workers and used by staff to determine needs and appropriate course of action.

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

Local workforce investment activities for youth are as follows:

- 14 elements required to be offered to WIOA-eligible youth per TEGL 23-14 will be provided either through Title I staff or providers who contract for youth services. In some cases, these elements will be delivered directly by the provider, Title I or as a referral to an appropriate agency. Depending upon the nature of the activity, some of them may be work-based activities.
- Request for Proposal (RFP) for service providers are completed on a bi-annual basis. At the beginning of the second year of the two year contract, positive evaluation of provider performance will result in a one-year renewal. LWIA 13 has successfully awarded contracts to projects that provide either GED/HSE instruction and/or credit recovery. Some of these projects may also include WBL activities.
- A model to use for individuals with disabilities would be DRS model of IEP appointments with in-school youth. All services provider that could possibly benefit a youth in the future would be part of the IEP process, from present to employment and follow up.
- Using technology to stay connected. Facebook, Twitter and now a cellular phone for texting.
- Currently have a youth career planner whose focus is on developing youth activities and monitoring those contracts. This individual is also a representative on Youth Committee
- Partnering with Adult Education to possibly co-enroll for work-based learning and working with Vocational Rehab for transition services for older youth
- Mainstreaming youth in community college and other occupational training programs
- A description and assessment of the type and availability of youth workforce investment activities in the local area, including activities for youth who are individuals with disabilities.

WORKFORCE DEVELOPMENT BOARD Youth Committee meets quarterly and is tasked with review of potential youth service providers in our Tri-County area. Currently we have three youth providers, one in each county. Included in programming is GED preparation, Life-Skill workshops, Stackable Credentials, and Mentorship as defined by WorkforceGPS: “Mentoring is a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop competence and character of the mentee”.

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Quad City Tri-County Transition Planning Committee (TPC) is a partnership of community, school, and agency representatives who relate information and respond to needs of individuals with disabilities. Typically, each year TPC offers a Transition Fair for middle school and high school students to provide them with information on community services and assist with transition beyond high school. This year it is being incorporated into Black Hawk Area Special Education's (BHASED) Day of Transition Conference.

Western Illinois University (WIU), Division of Rehabilitation Services (DRS), Quad City Career & Technical Education Consortium (QCCTEC) and Black Hawk College (BHC) coordinate and implement Transitions Conference which is aimed at high school Juniors and Seniors with disabilities. The event, which alternates location between BHC and WIU, focuses on transitioning to postsecondary education.

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

LWIA 13 focuses on out-of-school youth. Working with out-of-school youth is complemented by a Career Planner through coaching youth grant sub-recipients. Historically, the percentage of youth out-of-school participants has been at or near 100%.

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

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

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

WIOA requires that the workforce program gives priority of service to individuals receiving public assistance or other low income (meeting 70 % of the lower living standard) individuals who and/or are basic skills deficient. As the provider of these activities, partners ensure compliance with this priority. However, if none of those priority group are remaining and funds are available, income eligibility will be based on 200% of the lower living standard. Partners will also comply with the State of Illinois' Veterans priority.

- Describe how the local workforce areas will ensure equitable access to workforce and educational services through the following actions:
 - Disaggregating data by race, gender and target populations to reveal where disparities and inequities exist in policies and programs.
- In preparation of Black Hawk College's FY22 Postsecondary Perkins application, college data was disaggregated by special population. It was determined that economically disadvantaged

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students had a lower completion rate than other subpopulations. To assist this population college and American Job Center (AJC) staff developed a plan to collaborate on case management of AJC clients. To ensure compliance with privacy laws, AJC career planners are requiring clients submit FERPA forms to BHC Enrollment Services from their myBlackHawk account during intake. Each semester a list of WIOA funded students is requested from the Bursar with receipt of FERPA waiver noted. This allows college advisors to communicate with the students' AJC career planner in the event an Early Alert is received.

Partnership with University of Illinois Extension gives LWIA 13 subject matter expertise in terms of data that allows for breakdown of information into smaller subpopulations. Chapter 1 of Regional Plan provides local area's source for disaggregated data.

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

Comprehensive Local Needs Assessment (CLNA), which is being completed as required by Perkins V for Black Hawk College's FY21-24 Postsecondary Perkins application, will identify equity gaps for special populations as defined in Perkins V. Special populations include the following:

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for non-traditional fields
- Single parents, including single pregnant women
- Out-of-workforce individuals
- English learners
- Youth who are in, or have aged out of, the foster care system
- Homeless individuals
- Youth whose parents are members of the armed forces or on active duty

Workforce development partners will utilize this information to develop and implement plans to address the identified equity gaps. Black Hawk College staff will provide training for other workforce development partners on processes used to disaggregate data, such as Pathways to Results. Workforce development partners will engage area K-12 stakeholders in order to provide meaningful career exploration activities without duplication of efforts.

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

With an early insight to career pathways, secondary school students will have a head start in mapping out their future career while obtaining entry level credit hours prior to graduation from secondary school. Black Hawk College is working with two high schools offering apprenticeships. Rock Island

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High School is offering an apprenticeship program in Shielded Metal Arc Welding. Moline High School offers an apprenticeship program in CNC Manufacturing. Students in both programs can complete college certificates and apprenticeship training.

Black Hawk College, Moline campus, has conducted a summer College for Kids program for over fifty years. This exposes youth entering sixth-ninth grades to a college campus, and some classes are STEM related. Black Hawk College, East Campus, will hold a similar program during summer of 2020 with a specific focus on career programs.

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

Mentoring as a formal relationship between an adult participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop skill and character of the client can improve successful completion of WIOA programs. LWIA 13 views mentoring alongside individual case management where it is understood that every client will have unique case that will require unique services.

- Providing training to workforce program staff on data-driven approaches to address equity gaps.

During Front-Line staff meetings and Joint Committee meetings, leadership team educates peers on data trends from a multitude of resources. A data driven approach could be demographical, labor force, business need survey, and educational data.

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

LWIA 13's **American Job Center**® is in Rock Island Illinois. By use of partner driven data and census data, local area can determine populations most in need of services. If it is recognized that a specific population needs service, LWIA 13 will conduct outreach.

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

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

LWIA 13 Title I routinely exceeds direct training requirement. Management, both fiscal and programmatic, are driven and agree that Title I funding is best used to assist our clients succeed. To meet this requirement, we have weekly staff meetings that include all career planners and fiscal staff to

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discuss and review funding available, client applications, referrals from other agencies, and potential outreach opportunities.

- The direct implications of COVID-19 have resulted in a significant decrease in clients inquiring about potential services. In understanding the length of occupational training and the window for performance evaluation, it is understood that the number of clients served will take years to diminish the effect of this pandemic. Outreach has become a critical part of serving our communities. A concerted effort has been made in both partner relationship-building and personalized outreach to potential clients. Practices such as expanded phone calls to former clients and individuals known to be receiving Unemployment benefits are underway. Utilization of Job Leads weekly email blasts to provide job seekers with up to date employer openings, community events, and resources. Outreach in conjunction with other partners has increased visibility to our services. How local areas will encourage the use of work-based learning strategies, including the local area goals for specific work-based learning activities and proposed outcomes related to these activities.

Business-led WORKFORCE DEVELOPMENT BOARD drives Work-Based Learning (WBL) activities, emphasizing the need. WBL activities offer opportunity for individuals and innovation for businesses. Pre-classroom training and post-classroom training allows for learning about an occupation of interest prior to investing time and money only to find out that career will not meet a customer's professional and/or personal goals. It also allows them to put into practice those skills obtained through classroom training.

Work Experience prior to classroom occupational training offers a customer the opportunity to gain valuable information about skills needed as well as about workplace culture of a specific occupation. The outcome would be either validation of a course of classroom training selected or an adjustment to one's career/occupational goals. As a post-classroom training internship, a customer gains valuable work experience in a new career/occupation that should shorten time needed in gaining unsubsidized employment.

Transitional Jobs should be offered to Adults and Dislocated Workers with little or no work history or prolonged unemployment. In LWIA 13, this WBL is designed to serve as a first step in transitioning into or back into the workforce. For Adult customers, and those customers with whom we would do joint case management with our TANF, Transitional Jobs could be the first step in a career path that would be followed by a longer work experience position, or it could serve as an avenue of career exploration. For the dislocated worker who has exhausted his/her unemployment, it would be an avenue of career exploration into perhaps a whole new career path, but it would also serve the dual purpose of re-acclimating him/her back into the world of work after a prolonged absence. Like the adult customer, the dislocated worker could also transition into a full work experience. For either adult or dislocated worker populations, a series of short-term transitional jobs would be a good opportunity to "try-out" various occupations before committing to a course of study.

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Incumbent Worker Training will be promoted and encouraged to businesses by partners of the interagency business services team. Focus on continued training of the areas incumbent workers not only benefits the employee by giving them employable/marketable skills, but it also benefits the business by making their current workforce more effective and efficient during changes in technology and business practices.

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

ITA policy annual training limits are set at \$12,000 for health care related training and \$9000 for all other training. Based on the intake process, potential clients are required to complete an Illinois workNet packet requiring occupational research to help them discern their career pathway. It is not in the client's best interest we dictate program enrollment. The only restriction is that it has to a WDB approved program and is included on high-demand occupation list.

300-6 Individual Training Accounts – Expenditure Limits Policy

Under Title I of WIOA, training services must be provided in a manner that maximizes informed consumer choice in selecting an eligible provider. The Local Workforce Board, through the American Job Center, must make the Eligible Training Provider List available to staff. Eligible individuals may select training services from the Eligible Training Provider List, in consultation with a case manager, in order to maximize informed customer choice. One-Stop delivery system will refer the individual to training and coordinate payment with the eligible training provider through an Individual Training Account (ITA). The ITA is a payment agreement established on behalf of a participant with a training provider. Only those training providers that are on the State's ETPL, and are approved for use of WIOA funding, and can redeem ITA's for payment. In order to enhance individual participant choice in their education and training plans and provide flexibility to service providers, the U.S. Department of Labor (USDOL) allows ITA's for out-of-school youth, ages 16 to 24, using WIOA youth program funds when appropriate.

ITA's Cost Limits – WORKFORCE DEVELOPMENT BOARD has established a two-tier cost system for ITA's. Healthcare programs have a limit of \$12,000 per program year. All other approvable training programs have a \$9,000 per program year limit.

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

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300-2 Approved Training Provider Policy

Individual Training Accounts for classroom occupational training can only be issued for approved training facilities and programs. Procedures are as follows:

1. Staff must first check the Demand Occupation/Approved training list to verify that the training is approved. Staff must also verify the provider has been approved and is entered in the state MIS system prior to issuing a voucher for classroom training.
2. If the customer wants to attend training at a facility or in a program that is not approved, staff will inform the customer and contact the Lead Career Planner to begin the approval process.
3. Any questions from a facility regarding gaining approval for their facility or program should be directed to the Lead Career Planner.

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

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

Based on designated funding allocations and need of clients, there has been a transfer of funds between fund sources. LWA 13 does not typically transfer monies between funds. Local situations differ from year to year depending upon many factors, e.g., employer and job seeker needs, amount of our allocation, locally and regionally designed initiatives, etc. Therefore, decision to transfer money will be determined on a as needed, timely basis and done in accordance with all policies that govern this option at time of transfer. All transfers are approved by the board.

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

Incumbent Worker Training (IWT) is intended to meet the requirements of an employer or group of employers to retain a skilled workforce or avert the need to lay off employees by assisting the workers in obtaining the skills necessary to retain employment.

Up to twenty percent of the adult and dislocated worker funds are available to support the cost of Incumbent Worker training. Employers could be reimbursed up to 90% of the Incumbent Worker training costs based on the number of employees. Companies are required to provide matching contributions based on the following:

- 10 percent of the cost, for employers with not more than 50 employees;
- 25 percent of the cost, for employers with more than 50 employees but not more than 100 employees;
- and
- 50 percent of the cost, for employers with more than 100 employees.

Should local area have an influx of Incumbent Worker need, WORKFORCE DEVELOPMENT BOARD will determine what amount of additional funds will become available to support the program. Local board members were pleased to see that WIOA allows for a more flexible use of funds for

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IWT opportunities that will be used to enhance the skills of current workers and as a result will enable businesses to be more competitive.

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

Strategy to determine use of funds for transitional jobs will depend upon customer demand/need. Furthermore, depending upon total allocation, it may be necessary to weigh need for this activity vs other work-based learning activities.

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

LWIA 13 does not intend to use funds for pay for performance contracts currently.

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

K. Describe how a workforce equity lens is or will be incorporated in the operating systems and policies as part of the Local Workforce Innovation Areas (LWIAs)
LWIA 13 is committed to continue to learn how racial, social, and geographic inequities effect an individuals access to sustainable wage. Local Area 13 has a diverse group of partners that have committed to Memorandum of Understanding. Safer Foundation is a new partner whose target audience is justice impacted individuals which are represented by underserved communities of color, tend to be lower income and face barriers due to a background, lack of education and housing instability. Many of the grants received by the organization are required to target underserved communities, representing those hardest hit by the pandemic.

The Arc of the Quad Cities is a non-for-profit agency partner that provides Work Services programs designed for individuals with disabilities who may require more direct supervision than one might get in a community position. The Arc provides paid work opportunities in sheltered workshop settings where individuals concentrate on developing a strong work ethic, good work habits, and proficient skills. Workers are trained in performing service contracts, light assembly work, textile recycling, secure document destruction, and product packaging.

Local Area 13 has a history of serving Incarcerated Offenders/ Returning Citizens. WORKFORCE DEVELOPMENT BOARD (WDB) Innovation Project for Returning Citizens (IPRC) established an **American Job Center**[®] Specialized One-Stop Career Center inside Kewanee Life Skills Re-Entry Center. Partner organizations include WDB / IPRC, Illinois Department of Corrections (IDOC), Rock Island Tri-County Consortium, Lake Land College, Black Hawk College, University of Illinois Extension, Illinois Department of Employment Security (IDES), Illinois Department of Human Services (IDHS) Division of Rehabilitation Services (DRS), The Illinois Migrant Council, and Project NOW, Inc. Supporting organizations include Illinois Workforce Innovation Board (IWIB), Illinois Department of

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Commerce & Economic Opportunity (DCEO), Illinois Community College Board (ICCB), Southern Illinois University Carbondale Center for Workforce Development (SIUC CWD), First Institute Training & Management Corporation, and Midwest Trailer Manufacturing, LLC. The objective is to build valuable life skills and prepare offenders for Re-Entry into society while maintaining safety and security. There is a focus on offenders who are ready to make needed changes in order to successfully reintegrate into their communities, by offering educational, job readiness, and cognitive behavior therapy courses. Business-driven career, education, training, and supportive services are provided. Customers being served are (1) businesses / employers, (2) State of Illinois / IDOC, and (3) incarcerated offenders / returning citizens. Workforce professionals meet routinely with all three types of customers to ensure that focus and programs are customer driven. Outreach has been improved using digital newsletters and videos produced by incarcerated offenders. Additional services have been provided to returning citizens located at the East Moline Correction Center.

Additionally, LWIA 13 recognizes that a humanitarian approach to providing services is essential. It is agreed that each individual has unique barriers. The impact of COVID-19 was detrimental to our program in many ways. However, COVID-19 pandemic also led our partners to use technology in a way that encourages service delivery. Technology services will continue to be provided for the public on an individualized basis. This new service delivery provides an additional level of equity.

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Chapter 5 Performance Goals and Evaluation- Local Component

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

Performance Measures are reviewed by career planners, managers, Oversight Committee, Youth Committee and WORKFORCE DEVELOPMENT BOARD on a quarterly basis.

Performance Measurement

Goal

Adult	PY 2020	PY 2021
Employment Rate 2 nd Quarter after Exit	73.0%	73.0%
Employment Rate 4 th Quarter after Exit	68.0%	68.0%
Median Earnings 2 nd Quarter after Exit	\$5,000	\$5,000
Credential Attainment within 4 Quarters after Exit	70.0%	70.0%
Measurable Skill Gains	50.0%	50.0%
Dislocated Worker	PY 2020	PY 2021
Employment Rate 2 nd Quarter after Exit	60.0%	60.0%
Employment Rate 4 th Quarter after Exit	60.0%	60.0%
Median Earnings 2 nd Quarter after Exit	\$7,000	\$7,000
Credential Attainment within 4 Quarters after Exit	60%	60%
Measurable Skill Gains	50.0%	50.0%
Youth	PY 2020	PY 2021
Employment or Education Rate 2 nd Quarter after Exit	55.0%	55.0%
Employment or Education Rate 4 th Quarter after Exit	50.0%	50.0%
Median Earnings 2 nd Quarter after Exit	\$3,000	\$3,000
Credential Attainment within 4 Quarters after Exit	60.0%	60.0%

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Measurable Skill Gains	50.0%	50.0%
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Performance goals are reviewed by career planners, managers, Oversight Committee, Youth Committee and WORKFORCE DEVELOPMENT BOARD on a quarterly basis.

- **Employment Rate: 2nd and 4th quarter after exit:** The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program (for title I Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the second quarter after exit
- **Title I Youth Education and Employment: Rate 2nd and 4th Quarter After Exit:** The percentage of title I Youth program participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program
- **Median Earnings after 2nd quarter post-exit:** The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program
- **Credential Attainment:** The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program
- **Measurable Skill Gains:** The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary 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. Depending on the type of education or training program, documented progress is defined as one of the following:
 1. Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
 2. Documented attainment of a secondary school diploma or its recognized equivalent;
 3. Secondary or postsecondary transcript or report card for enough credit hours that shows a participant is meeting the State unit's academic standards.
 4. Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or

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5. Successful passage of an exam that is required for an occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.
- **Effectiveness in serving employers:** WIOA sec. 116(b)(2)(A)(i)(VI) requires the Department of Labor and the Department of Education to jointly establish a primary indicator of performance for effectiveness in serving employers. The Departments are currently piloting three approaches designed to gauge the critical workforce needs of the business community.
 1. Approach 1 - Retention with the same employer - addresses the programs' efforts to provide employers with skilled workers;
 2. Approach 2 - Repeat Business Customers - addresses the programs' efforts to provide quality engagement and services to employers and sectors and establish productive relationships with employers and sectors over extended periods of time; and
 3. Approach 3 - Employer Penetration Rate - addresses the programs' efforts to provide quality engagement and services to all employers and sectors within a State and local economy.

Since this indicator is a new approach for measuring performance under WIOA's six core programs, the pilot program requires states to select two of the three approaches to report data that the Departments will use to establish a permanent indicator. States may also voluntarily develop an additional State-specific approach. The Departments will evaluate state experiences with the various approaches to identify a standardized indicator

- **Re-Entry Employment Opportunities – Adult Program:** Recidivism Rate: the percentage of participants who are rearrested for a new crime or re-incarcerated for revocation of a parole or probation violation within one year from release from prison.
- Black Hawk Community College uses NRS Performance Measure which is a Static Report that allows programs to compare their programs level completion rate with the state targets. Also, in the spirit of continuous improvement, this report allows programs to enter the level completion percentage they proposed when they submitted their proposals. This allows programs to see how they are progressing not only relative to state targets, but also to what they have done previously
- Additional State Performance Measures

As any new additional measures are developed, WORKFORCE DEVELOPMENT BOARD will address them as needed.

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

- What existing service delivery strategies will be expanded based on promising return on investment?

LWIA 13 service delivery strategies that will be expanded based on promising return on investment include various routes. Enrollment and selection process of WIOA fund recipients has recently received additional qualifiers. Applicants now write essays and a panel of career planners and leadership team members review applicant essays and documentation to determine if they are a viable candidate to continue and successfully complete programming. Career Planners will discuss contact made with candidates, reporting this contact with the panel. This process will continue to ensure that WIOA funding has a promising return on investment.

Additionally, Youth Committee meetings are held quarterly to review performance of youth providers; these reports are given to the Board for review. This process of monitoring will allow LWIA 13 to assist youth providers with performance measures along with ensuring that youth continue on a career pathway that will enhance their future in the workforce.

Finally, follow-up is a spotlight for LWIA 13. We have dedicated staff that mentor clients throughout the follow up period. Supplying services and one on one mentoring to guide clients through the beginning process of successfully achieving career pathway goals.

Expansion on these service delivery strategies will continue to progress. Additional expansions are expected to develop in other areas that will provide a promising return on investment.

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

Title I is in process of curtailing process in which an individual is awarded WIOA funding for training and/or education.

- What new service strategies will be used to address regional educational and training needs based on promising return on investment?
 - What return on investment and qualitative outcome data for various education and training programs will be collected to identify barriers to enrollment?

Student surveys are conducted by Black Hawk College post-graduation. Although these surveys do not currently identify barriers, educational partners will review student surveys and other qualitative data sources to identify possible barriers to enrollment. Newly designed surveys will be developed to suit the need to identify barriers to enrollment of education and training programs. These surveys maybe delivered by educational partners and Title I partners.

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

Pending development and implementation of proper qualitative study.

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Chapter 6 Technical Requirements and Assurances- Local Component

Technical requirements and assurances that are required by the Workforce Innovation and Opportunity Act

A. Fiscal Management

- Rock Island Tri-County Consortium is Fiscal Agent, identified as the entity responsible for the disbursement of grant funds described in WIOA sec. 107(d)(12)(B)(i)(III), as determined by the chief elected officials for local workforce investment area, serving Rock Island, Henry and Mercer Counties under WIOA sec. 107(d)(12)(B)(i).
- A copy of local procurement policies and procedures follows. This includes description of competitive procurement process that is used to award sub-recipient grants and contracts for WIOA title I activities.

Current Procurement Policy

SECTION 105 – PROCUREMENT

RITCC requires the practice of ethical, responsible and reasonable procedures related to purchasing, agreements, contracts and related forms of commitment. The policies in this section describe the principles and procedures that all staff shall adhere to in the completion of their designated responsibilities. The goal of these procurement policies is to ensure that materials and services are obtained in an effective manner and in compliance with the provisions of applicable federal statutes and grant requirements.

Responsibility for Purchasing

All department heads or their designees shall have the authority to initiate purchases on behalf of their department, within the guidelines described here. Department heads shall inform the Accounting Department of all individuals that may initiate purchases or prepare purchase orders.

The Fiscal Administrative Associate shall be responsible for processing purchase orders. The Executive Director has approval authority over all purchases and contractual commitments and shall make the final determination on any proposed purchases where budgetary or other conditions may result in denial.

Code of Conduct in Purchasing (2CFR Part200.318(c)(1))

Ethical conduct in managing RITCC's purchasing activities is essential. Staff must always be mindful that they represent the Board of Directors and share a professional trust with other staff members and the general membership.

- Staff shall discourage the offer of and decline individual gifts or gratuities of value in any way that might influence the purchase of supplies, equipment and/or services.
- Staff shall notify their immediate supervisor if they are offered such gifts.

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- No officer, board member, employee or agent shall participate in the selection of a contractor (vendor) if a real or apparent conflict of interest would be involved. Such a conflict would arise if an officer, board member, employee, agent, any member of his or her immediate family, his or his spouse or partner, or an organization that employs or is about to employ any of the parties indicated herein, has a financial or other interest in the contractor (vendor) selected.
- Officers, board members, employees and agents shall neither solicit nor accept gratuities, favors or anything of monetary value from contractors (vendors) or parties to sub-agreements.
- Unsolicited gifts with a value of \$25 or less may be accepted with the approval of the Executive Director.

Competition (2CFR Part 200.319)

In order to promote open and full competition, purchasers will:

- Be alert to any internal potential conflicts of interest.
- Be alert to any noncompetitive practices among contractors (vendors) that may restrict, eliminate or restrain trade.
- Not permit contractors (vendors) who develop specifications, requirements or proposals to bid on such procurements.
- Award contracts to bidders whose product or service is most advantageous in terms of price, quality and other factors.
- Issue solicitations that clearly set forth all requirements to be evaluated.
- Reserve the right to reject any and all bids when it is in the organization's best interest.
- Not give preference to state or local geographical areas unless such preference is mandated by Federal statute. (200.319(b))

Procurement Procedures

- RITCC shall avoid purchasing items that are not necessary or duplicative for the performance of the activities required by a federal award. (2 CFR Part 200.318(d))
- Where appropriate, an analysis shall be made of lease and purchase alternatives to determine which would be the most economical and practical procurement. (2 CFR Part 200.318(d)). This analysis should only be made when both lease and purchase alternatives are available to the program.
- Purchasers are encouraged to enter into state and local inter-governmental or inter-entity agreements where appropriate for procurement of use of common shared goods and services. (2 CFR Part 200.18€)
- Documentation of the cost and price analysis associated with each procurement decision in excess of the simplified acquisition threshold (\$150,000) shall be retained in the procurement files pertaining to each federal award (2 CFR Part 200.323)
- RITCC will maintain records sufficiently to detail the history of the procurement including (2 CFR Part 200.318(i))
 1. Rationale for the method of procurement

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2. Selection of contract type
 3. Contractor (vendor) selection or rejection; and
 4. The basis for the contract price
- RITCC shall make all procurement files available for inspection upon request by a federal awarding agency.

Nondiscrimination Policy

All contractors (vendors) who are recipients of funds, or who proposes to perform any work or furnish any goods under agreements with RITCC, shall agree to these important principals:

- Contractors (vendors) will not discriminate against any employee or applicant for employment because of race, religion, color, sexual orientation or national origin, except where religion, sex or national origin is a bona fide occupational qualification reasonably necessary to the normal operation of the contractor (vendor).
- Contractors (vendors) agree to post in conspicuous places, available to employees and applicants for employment, notices setting forth the provisions of this nondiscrimination clause.

Authorizations and Purchasing Limits

The following table lists required approval levels and solicitation processes:

Amount of Purchase	Required Approvals	Required Solicitation	Required Documentation
< \$3,000	Dept. Head	Evidence of solicitation not required but purchases should be distributed amount qualified vendors	<ul style="list-style-type: none"> • Receipt approved by Dept. Head
\$3,000 ≤ \$25,000	<ul style="list-style-type: none"> • Dept. Head • Director 	Minimum of 3 written bids (catalogue, Internet, written)	<ul style="list-style-type: none"> • Documentation of bids received • How decision was made
> \$150,000	<ul style="list-style-type: none"> • Dept. Head • Executive Director • Board of Directors 	3 written bids (Request for Bids or Request for Proposal)	<ul style="list-style-type: none"> • Copy of RFB or RFP • Proposal scoring grids including who participated in the scoring

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			<ul style="list-style-type: none"> • Proposal and contract of winning bidder
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Note – this table incorporates the micro-purchase limit of \$3000 in aggregate. Micro purchases may be made without soliciting competitive quotation if the organization considered the price to be reasonable. Organizations must distribute micro-purchases equitably among qualified suppliers. (2 CFR Part 200.320(a))

These policies shall also apply to renewals of existing contracts. As an exceptional item of note, contracts involving real estate leasing shall be reviewed by outside legal counsel.

Use of Purchase Orders

RITCC utilizes a purchase order system. A properly completed purchase order shall be required for each purchase decision unrelated to participant training or item requiring a formal contract in excess of \$3000 (total amount of goods and services purchased, not unit cost) with the exception of travel expenses and expense reimbursements which require the preparation of a separate form described elsewhere in this manual. A properly completed purchase order shall contain the following information, at a minimum:

1. Specifications or statement of services required
2. Contractor name, address, point of contact and phone number
3. Source of funding (if applicable)
4. Special conditions (if applicable)
5. Net price per unit, less discount, if any
6. Total amount of order
7. Authorized signature
8. Date order was prepared
9. Organizational department purchase is for

All purchase orders shall be recorded in a purchase order log.

Required Solicitation of Quotations from Contractors (Vendors)

Solicitations for goods and services (requests for proposals or RFPs) should provide all the following:

1. A clear and accurate description of the technical requirements for the material, product or service to be procured. Descriptions shall not contain features which unduly restrict competition (2 CFR Part 200.319(c)(1))
2. Requirements which the bidder/officer must fulfill and all other factors to be used in evaluating bids or proposals. (2 CFR Part 300.319(c)(2))

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3. Technical requirements in terms of functions to be performed or performance required, including the range of acceptable characteristics or minimum acceptable standards. (2 CFR Part 200.319(c)(1))
4. The specific features of “brand name or equal” descriptions that bidders are required to meet when appropriate. (2 CFR Part 200.319(c)(1))
5. A description of the format, if any, in which proposals must be submitted, including the name of the person to whom proposals should be sent.
6. The date the proposals are due.
7. Required delivery or performance dates/schedules.
8. Clear indications of the quantity(ies) requested and unit(s) of measure

Evaluation of Alternative Contractors (Vendors)

Contractors (Vendors) shall be evaluated on a weighted scale that considers some or all the following criteria as appropriate for the purchase:

1. Adequacy of the proposed methodology
2. Skill and experience of key personnel
3. Demonstrated experience
4. Other technical specifications designated by the department requesting proposals
5. Compliance with administrative requirements of the request for proposal (format, due date, etc.).
6. Contractor’s (Vendor’s) financial stability
7. Contractor’s (Vendor’s) demonstrated commitment to the nonprofit sector
8. Results of communications with references supplied by vendor
9. Ability/commitment to meeting time deadlines
10. Cost
11. Minority – or women-owned business status of contractor (vendor)
12. Other criteria (to be specified by the department requesting proposal)

Not all preceding criteria may apply in each purchasing scenario. However, the department responsible for the purchase shall establish the relative importance of the appropriate criteria prior to requesting proposals and shall evaluate each proposal based on the criteria and weighting that have been determined.

After a contractor (vendor) has been selected and approved by the Executive Director, the final selection shall be approved by others according to RITCC’s purchasing approval policies.

Affirmative Consideration of Minority, Small Business, Women-owned Businesses and Labor Surplus Area Firms (2 CFR Part 200.321)

Positive efforts will be made by RITCC to utilize small businesses, minority owned firms, women’s businesses and labor surplus area firms whenever possible. Therefore, the following steps shall be taken:

- Ensure that small business, minority-owned firms, women’s business enterprises and labor surplus area firms are used to the fullest extent practicable. (2 CFR Part 200.321)

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- Make information on forthcoming opportunities available and arrange time frames for purchases and contracts to encourage and facilitate participation by small business, minority-owned firms, women's business enterprises and labor surplus area firms (2 CFR 200.321(b)(4))
- Consider in the contract process whether firms competing for larger contracts tend to subcontract with small businesses, minority-owned firms and women's business enterprises. (2 CFR Part 200.321(b)(6))
- Encourage contracting with consortiums of small businesses, minority-owned firms, women's business enterprises and labor surplus area firms when a contract is too large for one of these firms to handle individually. (2 CFR Part 200.321(b)(3))
- Use services and assistance, as appropriate, of such organizations as the Small Business Administration and the Department of Commerce's Minority Business Development Agency in the minority-owned firms and women's business enterprises. (2 CFR Part 200.321(b)(5))

Availability of Procurement Records (2 CFR Part 200.324(b))

RITCC shall, on request make available for the federal awarding agency, pre-award review and procurement documents, such as requests for proposals, when any of the following conditions apply:

- The process does not comply with the procurement standards in (2 CFR 200.324(b)(1))
- The procurement is expected to exceed the federally defined simplified acquisition threshold (\$150,000) and is to be awarded without competition or only one bid is received. (2 CFR 200.324(b)(2))
- The procurement exceeds the simplified acquisition threshold and specifies a "name brand" product. (2 CFR Part 300.324(b)(3))
- The proposed award exceeds the federally defined simplified acquisition threshold and is to be awarded to other than the apparent low bidder under a sealed-bid procurement. (2 CFR Part 324(b)(4))
- A proposed contract modification changes the scope of a contract or increases the contract amount by more than the amount of the federally defined simplified acquisition threshold. (2 CFR Part 324(b)(5))

Provisions Included in All Contracts (2 CFR Part 200 Appendix II)

RITCC includes all the following provisions, as applicable, in all contracts charged to federal awards with contractors (vendors) and subgrants to grantees:

1. Contracts for more than the simplified acquisition threshold currently set at \$150,000, which is the inflation adjusted amount determined by the Civilian Agency Council and the Defense Acquisition Regulations Council as authorized by 41 U.S.C. 1908, must address administrative, contractual or legal remedies in instances where contractors violate or breach contract terms and provide for such sanctions and penalties as appropriate.

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2. All contracts in excess of \$25,000 must address termination for cause and for convenience by the non-Federal entity including the manner by which it will be affected and the basis for settlement.

Special Purchasing Conditions

Emergencies: Where equipment, materials, parts and/or services are needed, quotations will not be necessary if the health, welfare, safety etc., of staff and protection of the Organization property is involved. There reasons for such purchases will be documented in the procurement file.

Single Distributor/Source: Single source purchases may be made when one or more of the following conditions applies:

- The item or service is only available from one source;
- The situation is an emergency and will not permit a delay resulting from competitive solicitation;
- The awarding agency expressly authorizes noncompetitive proposals in response to a written request; or
- After solicitation, competition is deemed inadequate (insufficient bidders).

Receipt and Acceptance of Goods

A designated individual shall inspect all goods received to verify against the packing slip/invoice all items ordered are received and in good condition. The packing slip/invoice shall initial and forwarded to the Fiscal Administrative Associate for payment processing.

Contract Administration

RITCC shall be required to have policies and procedures on contract administration (2 CFR part 200.318(b)). Therefore, all contract managers will adhere to the following procedures:

1. Contract administration files shall be maintained.
 - a. For each contract greater than \$25,000 a separate file shall be maintained.
 - b. For contracts less than \$25,000 contract records may be combined in a single file.
2. Contract administration file shall contain:
 - a. The required documentation specified in the authorizations and purchasing limit table for the original scope of work and for all the amendments.
 - b. Where the contract work is identified in the grant award or budget, the identification and scope of the work contained in the award or budget, and all approved changes.
3. Authorization of work:
 - a. No work shall be authorized until the contract for the work has been approved and fully executed.
 - b. No change in the work shall be authorized until the contract for the work has been approved and fully executed.
 - c. No change in the work shall be authorized until an amendment to the contract for work has been approved and fully executed, except as permitted for Special Purchasing Conditions.

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- d. No amendment of a contract for work shall be executed until it has been approved and authorized as required in the Authorization and Purchasing limits table and where required by the terms of the grant award or budget, approved by the funding source.
4. Conformance of work:
 - a. For each grant award, based on the applicable laws, regulations and grant provisions, the Executive Director shall establish and maintain a system to reasonably assure contractor:
 - I. Conformance with the terms, conditions, and specifications of the contract, and
 - II. Timely follow-up of all purchases to assure such conformance and adequate documentation.
5. The Deputy Director will authorize payment of invoices to contracts after final approval of work products.

B. Physical and Programmatic Accessibility

- LWIA 13 is committed to making all services, facilities and program information accessible by complying with WIOA Section 188, applicable provisions of Americans with Disabilities Act of 1990 (42 U.S.C. 12010 et seq.) and all other applicable statutory and regulatory requirements. This applies to all programs, activities and services provided by or made available to potential employees, volunteers, contractors/service providers, licensees, clients and potential clients within One-Stop Delivery System.

Compliance monitoring is conducted at local and state level to programs, services, technology and materials are accessible and available at **American Job Center**® and affiliates

All local workforce system staff will be trained, either as an entire staff or through their respective agencies, in provisions of WIOA Section 188 and ADA of 1990 so that when a customer with a disability visits **American Job Center**®, all staff will have understanding and knowledge of how to accommodate individual needs. Requests for assistance from one or more partners may be solicited depending upon type of accommodation being requested. **American Job Center**® is compliant with ADA accessibility regulations.

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

There are no cooperative agreements currently other than the MOU .

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C. Plan Development and Public Comment

Developing local plan has truly been a partnership effort. Through a series of meetings and conference calls, processes, procedures, service delivery and other critical components of local plan were introduced, discussed and agreed to by all partners in local workforce system in LWIA 13. As parts of plan were written, they were sent out to partners, Local Workforce Development Board and CEOs for comment and input. Representatives of businesses, education and labor organizations that are members of the Workforce Investment Board of Rock Island, Henry, and Mercer Counties Not-for-Profit were invited to participate in the development of the local plan. Educational partners participated in much of the development.

Summary of the public comments received and how this information was addressed by the CEO, partners and the Local Board in the final plan.

CEOs reviewed local plan. Workforce Development Board has reviewed local plan. Plan is available for viewing and public comment, 8:00 a. m. – 4:30 p. m., Monday through Friday, at County Clerk’s Office, 1504 3rd Avenue, Floor 1, Rock Island, Illinois, as well as on county website, www.RockIslandCounty.org, under County News. Notice of plan has been published in local newspapers and on Rock Island County website. Telephone 309.854.1904. Email WDB@AmericanJob.Center

No public comment received.

Modification procedures of the local plan.

Plan modifications will be done in accordance with state policy.