

## Introduction

Illinois saw the inauguration of a new Governor, which immediately brought a new strength of message that Illinois will focus on workforce development and job creation supported by investments in skills training for career pathways that lead to economic self-sufficiency. Only two days after inauguration in January, Governor JB Pritzker issued Executive Order 2019-03 which required that Illinois agencies review identified targeted growth industries, provide recommendations on improved effective and efficient returns on investments, and report on better alignment of workforce resources. In April, the Department of Commerce and Economic Opportunity (DCEO) issued [“An Action Agenda for Workforce Development and Job Creation”](#) containing three broad action areas, 10 related strategies, and 37 proposed action steps. The action areas are:

- Unite workforce development partners around regional cluster strategies
- Prepare Illinois workers for a career, not just their next job
- Connect job seekers with employers

Illinois’ workforce development, education, and economic development systems immediately responded to the report by reviewing current visions and strategic plans and developing modifications that addressed the Governor’s priorities. The action areas became the framework for modifications to the Illinois Workforce Innovation Board (IWIB) Strategic Plan and vision and goals guiding the 2020-2024 Illinois Unified State Plan development. While these occurred late in the reporting period, Illinois made significant progress on the Workforce Innovation and Opportunity Act (WIOA) priorities at the state, regional, and local levels throughout PY18. These included strategic alignment, accountability, improving the Illinois workNet® system, improving services to employers, and promoting work-based learning. Implementation of Illinois’ policy on Service Integration was recognized by the US Department of Labor as a national model for implementing many key tenets of WIOA. Elements of the seven goals of this policy can be seen throughout the strategies identified and initiatives implemented during the program year.

Strategic planning efforts by the IWIB, the Illinois Community College Board, other core and required partners, and the private sector built upon and aligned with earlier planning efforts. The plans placed emphasis on aligning system resources to provide employers and job seekers services that promote better economic opportunities, greater equity, and sustainable career pathways. This is achieved through focusing on work-based learning/apprenticeship, utilizing technology to better serve customers, integrating partner services, and continuous improvement through evaluation and identification of best practices that can be replicated by all twenty-two local workforce innovation boards.

Through leadership from the Illinois Governor’s office and the IWIB, significant progress was made engaging businesses to expand work-based learning and apprenticeships. This was done through alignment of state agency policies, stronger business outreach and marketing, and innovative funding opportunities and highlighted during the Summit on Work-Based Learning in October 2018. The Summit engaged employers and educators in discussions on best practices in apprenticeships and other “earn and learn” models that have been proven successful in preparing job seekers and workers in meeting the needs of business. Illinois continued to seek additional resources to support these efforts including a grant from the National Governors Association that supported the October 2018 Governor’s Summit on Work-Based Learning and a Department of Labor sponsored Apprenticeship Expansion Grant.

This report highlights Illinois’ successes during the period of July 1, 2018 through June 30, 2019 and is divided into five sections. The first describes progress made in achieving the state’s strategic vision and goals as described in Illinois’ WIOA Unified State Plan and Modifications, including progress made in implementing sector strategies and career pathways. Section 2, Planning and Service Integration, includes updates of system planning and service integration efforts in the Unified Plan and Modifications. This includes workforce system technical assistance needs. Performance and Evaluation, Section 3, covers evaluation, customer satisfaction approaches, and performance indicators (Attachment H) including Illinois’ pilot approaches to measuring Effectiveness in Serving Employers. Section 4, Layoff Aversion and Dislocated Workers, details efforts supported by funds reserved by the Governor, rapid response and

layoff aversion activities, Illinois' dislocated worker grant activities, and Trade Adjustment Assistance. Finally, Promising Practices, including the use of waivers are described in Section 5.

## **1. Illinois' Vision and Goals in Workforce and Education**

The Illinois Workforce Innovation Board (IWIB) continues to lead Illinois' workforce system planning process. In early 2019, the Board reviewed its current strategic plan implementation and began development of modifications to occur in 2020. This began with approval of new vision and mission statements and overall guiding principles at the June 2019 meeting. Becoming a nationally recognized leader in workforce development is an ambitious expectation but identifies the business-led commitment to succeed at the highest level. Integration is at the forefront in better serving employers, job seekers, and workers.

Illinois continued to implement strategies and activities outlined in the Illinois 2016-2020 WIOA Unified State Plan while beginning the process of developing the 2020-2024 Plan. The National Governor's Association facilitated discussions of the IWIB and WIOA partners to develop a new<sup>1</sup> vision, as well as clear principles and achievable goals. This new vision aligns with the Illinois Workforce Innovation Board's vision and mission as outlined in their Strategic Plan. Together, these provide the framework for strategic decisions that lead the workforce system and education system.

A broad overview of the state's approach to strategy implementation is included in Attachment A. Descriptions of the progress achieved on individual strategies attached to Illinois' goals follow.

### **Goals for Preparing an Educated and Skilled Workforce**

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

#### **Strategy: Provide Career Pathways for Economic Advancement**

The U.S. Department of Labor (USDOL) awarded Illinois DCEO a National Dislocated Worker Grant (NDWG) to provide employment and training services through September 30, 2020 to 235 workers laid off from the retail and manufacturing sectors. National Dislocated Worker Grants are discretionary grants awarded by the Secretary of Labor to respond to major economic dislocations to temporarily expand service capacity, reemploying workers, and enhancing their employability and earnings. USDOL issued the Trade and Economic Transition National Dislocated Worker Grants funding opportunity to allow states to implement training and employment services to help address dislocations that can be traced to broader workforce needs and economic changes or transitions.

Illinois' economic changes and transitions in the retail and manufacturing sectors resulted in significant layoffs and Illinois DCEO was awarded a \$2.2 million grant. The project enables two Local Workforce Innovation Areas, Lake County and Chicago Cook Workforce Partnership, to expand their capacity to provide comprehensive employment and training services, with an emphasis on training, to eligible dislocated workers from the retail and manufacturing sectors. The project provides businesses with the skilled workforce they need and dislocated workers with new skills, credentials, and careers so that they can obtain and retain employment.

One aspect of the project designed to strengthen outreach and recruitment efforts is the utilization of Sector Specialists to work with both laid off workers and employer customers. Sector Specialists offer early intervention with impacted workers to make connections to related employment and skill upgrade opportunities. In some instances, the Sector Recruitment Specialist is an individual laid off from one of the companies which provides built in rapport, knowledge of the industry, and trust among the workers.

With service delivery beginning during the first quarter of 2019, 90 participants enrolled in the project through June 30. Forty participants received Training and Work-Based Training, such as On-the-Job Training and Work Experience,

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<sup>1</sup> The new vision, principles and goals were drafted during the reporting period; however, they were not approved until the August 5, 2019 IWIB Executive Committee meeting.

connecting clients with employers and the opportunity to earn a paycheck while learning new, in-demand skills.

Project Operators plan to evaluate the outcomes of the trainees associated with the grant to create best practices moving forward, including analyzing credential attainment, employment, and the engagement level within career services at the completion of the grant. Reviews also include evaluating outcomes of participants receiving occupational training and work-based training to evaluate training models. Lessons learned by the Project Operators will be applied to their future program design and they will continue to explore innovative service delivery methods and models to better serve their customers.

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

Illinois' and the Illinois Workforce Innovation Board's (IWIB) current efforts to align education, workforce, and economic development are also laying a solid foundation to promote leading career pathway models and best practices. Career pathway development in Illinois is being expanded to encompass every level of the education system and to meet the needs of our diverse populations, including those that face multiple barriers to achieving self-sufficiency. The IWIB and several WIOA partner agencies adopted a statewide definition of "Career Pathways." This definition adapts the current definition under WIOA and expands to ensure a connection with current state initiatives, programs and services.

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

#### **Activity: Workforce Readiness through Apprenticeships & Pathways**

With the assistance of the IWIB Apprenticeship Committee Marketing Work Group, Southern Illinois University – Carbondale (SIU-C) created an Outreach Initiative Plan for Apprenticeship Expansion. The plan conducted a side-by-side analysis of states' apprenticeship programs and outreach materials to identify content gaps, best practices, and attributes of an effective apprenticeship outreach campaign. Interviews were conducted with different businesses and industries throughout the state to gauge awareness of apprenticeship programs and needs. Updates for additional content to the Apprenticeship Illinois site are ongoing and based on the decisions of the work group.

Throughout PY18, the Workforce Readiness through Apprenticeships & Pathways (WRAP) project of the Governor's Cabinet on Children and Families (Children's Cabinet) worked toward the following vision: "All Illinois young people reach adulthood having completed workforce readiness programs that prepare them for college and work, while equipping them with the information they need to choose the best career pathway for themselves."

WRAP is led by the Illinois DCEO and uses the Illinois P-20 Council and IWIB as key advisory councils for the work along with its primary partners of this cross-agency effort. Throughout PY18, the WRAP team used high-priority strategic planning initiatives and activities across the state as building blocks to create a cohesive career readiness system and building toward its vision.

A result of federal legislation and led by the Illinois State Board of Education (ISBE), the Every Student Succeeds Act (ESSA) State plan outlines ISBE's goals to implement a holistic, comprehensive, and coordinated system of support that prepares every student for academic excellence and postsecondary success. Most relevant to this project is the College and Career Readiness Indicator (CCRI) set forth by the plan, which the U.S. Department of Education highlighted as an example of a unique and progressive indicator. The CCRI was adopted as a part of the State Plan approved by the U.S. Department of Education and is aligned to the philosophy of career pathways in the Illinois Unified State Plan, as well as the Postsecondary & Workforce Readiness Act (PWR Act).

A result of the federal Workforce Innovation and Opportunity Act and led by the four core WIOA partners (DCEO, DHS, ICCB, and IDES) and the Illinois Workforce Innovation Board (IWIB), the Illinois Unified State Plan provides a vision of the state's integration of workforce, education, and economic development policy.

Led by the Illinois Community College Board (ICCB), the Workforce Education Strategic Plan outlines the goals and objectives for four priority areas that will achieve alignment of the community college system and the state's workforce development system with economic development directions and workforce needs, thereby creating a talent pipeline that fuels economic growth and creates career pathways for all Illinoisans.

The Illinois Department of Employment Security (IDES), in partnership with Illinois State University (ISU), the Illinois Student Assistant Commission (ISAC), and the Illinois State Board of Education (ISBE), led the first of two phases identified intergenerational mobility pathways for high school seniors and evaluates the impact of learning pathways on career job profile and career job earnings for high school seniors.

Both Illinois DCEO and ICCB have spent a great deal of PY18 leading work to scale apprenticeship opportunities across the state through providing targeted grant opportunities to address a variety of systemic needs. These funding opportunities have included youth career pathways, funding for regional and sectoral intermediary structures, and scaling apprenticeships in the context of Career and Technical Education (CTE) in the community college context.

#### **Activity: Career Pathways through WRAP**

Career pathways strategies through WRAP and its participating agencies has fostered growing interest in work-based learning strategies such as apprenticeships. During National Apprenticeship Week, these efforts culminated in over 30 formal proclamations by the Governor and the communities and entities below (Attachment D). These proclamations indicate a growing commitment to scaling and strengthening apprenticeship models throughout Illinois in service of preparing young people for college and career.

The Illinois Department of Employment Security (IDES), with support from The Illinois Workforce Innovation Board (IWIB), Illinois Board of Higher Education (IBHE), Illinois Community College Board (ICCB), and Illinois Student Assistance Commission (ISAC), publicly released its beta version of the Career Outcomes Tool in May 2018. This tool provides workforce outcomes for postsecondary graduates by 2- and 4-year college and/or programs. ISAC conducted usability tests at six high schools with a total of 60 students.

In collaboration with IDES and other WRAP agencies, ISAC has been driving the promotion of the College2Career tool. Through ISAC's Fall Professional Development Series, 274 community college advisors and leaders were reached. Over 1,000 high school counselors were reached over the course of eight Illinois State Articulation Conferences across the state. The tool was also highlighted at over 700 events throughout College Changes Everything Month, and there have been several radio and Facebook Live promotions. ISAC continues to promote the tool through webinar and in-person convenings, as well as through a virtual tutorial that has been shared extensively as a resource.

The IWIB Career Pathways for Targeted Populations Committee has been engaged in becoming educated about the targeted populations in Illinois, reviewing multiple data sources and related state initiatives, featuring exemplary practices currently in regional and local areas, and hosting specific industry sector experts to showcase education/training efforts and workforce needs. The committee has also been regularly briefed on state-level initiatives related to career pathways, including the dictionary, the Postsecondary and Workforce Readiness Act, the College and Career Pathway Competency Endorsements, the Career Development Toolkit, and relevant legislation. The expectation in PY19 is that the Committee will implement activities related to key sectors around career pathways and highlight best practices and new strategies for multiple targeted populations outlined within the Unified State Plan.

#### **Aligned Funding Streams**

In PY18, the WRAP Committee provided input into and supported several efforts by participating agencies to scale apprenticeships and career pathways strategies through strategic grant funding initiatives in alignment with the Unified Career Pathways Definition. Both the Illinois Community College Board (ICCB) and the Illinois Department of Commerce and Economic Opportunity (DCEO) released funding opportunities to strategically scale innovative career pathways strategies through their respective systems. These aligned funding initiatives are detailed elsewhere in this report.

## **EPIC Program Customer Support System**

The Employment opportunities, Personalized services, Individualized training, and Career planning (EPIC) program was a 3-year program that concluded February 2019. Funded by U.S. Department of Agriculture, EPIC was a study implemented as a partnership between IDHS and Department of Commerce in seven Local Workforce Innovation Areas (LWIAs 3, 7, 14, 15, 19, 24, and 25). The mission was to develop an innovative approach that would reduce dependency of Supplemental Nutrition Assistance Program (SNAP) benefits by offering more robust services through academic training, work experience, expanded supportive services, and access to career navigators that are invested in the participant success. The study used random assignment to determine program enrollment and support an evaluation of the program using EPIC outcome data compared to outcome data for those individuals who applied but were not enrolled.

Twenty-three Community Based Organizations (CBO) were selected to be a part of the EPIC pilot and represented the following Local Workforce Innovations Areas (LWIA). Training programs were targeted in demand sectors including Agriculture, Food, and Natural Resources; Architecture and Construction; Business Management and Administration; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Information Technology; Law, Public Safety, Corrections, and Security; Manufacturing; and Transportation, Distribution, and Logistics.

The Illinois Workforce Innovation Board (IWIB) and IDHS recruited/invited over 28,200 SNAP recipients to attend the EPIC orientation. A total of 2,505 were assigned to the control group and 2,519 were assigned to the treatment group. An additional 1,448 SNAP customers were aligned with CBOs through the new cohort for a total of 3,967 SNAP customers assigned to CBOs. The CBOs assessed and staffed a total of 2,386 customers. Customers not assessed/staffed were no-shows to the CBOs or some were not considered a good fit for the assigned training program and returned to IDHS. There were 1,926 customers who were enrolled in academic or career only services and of those, 990 completed their academic service. A total of 783 customers were placed in employment and 575 completed 90-day retention period.

Of the 2,505 control group customers, 2,046 were associated with a provider. Providers submitted reporting information for 1,927 customers. A total of 91 were placed in employment.

The program evaluation team collected data throughout the program and will put together the final report. Additionally, best practices and project implementation protocols have been developed as a result of working closely with IDHS, IWIB, CBOs, and local workforce innovations (LWIB) and local workforce innovation area (LWIA) program administrators to the benefit of new projects, partners and customers. Currently, thirteen success stories are available online as text along with 18 success story videos.

## **Increase Career Services and Opportunities for Populations Facing Multiple Barriers**

Illinois is increasing career services and opportunities for populations facing multiple barriers to close the gap in educational attainment and economic advancement through career pathways, improved career services, and expansion of bridge programs. Commerce has remained one of the national leaders on promoting employment and training opportunities to thousands of individuals with disabilities. By developing, implementing, and supporting innovative programs, the state has remained current on new training techniques and job opportunities that can aid individuals with disabilities in finding lasting employment. These were partially gathered through Illinois' prior involvement in the Disability Employment Initiative.

## **Equal Opportunity Monitoring & Compliance**

The Illinois Department of Commerce and Economic Opportunity's (DCEO) Office of EO Monitoring & Compliance (EOMC) oversees the implementation of the nondiscrimination and equal opportunity (EO) provisions of WIOA. Per the Nondiscrimination Plan, EOMC's Deputy Director reports directly to the Governor's Office on all EO and nondiscrimination matters (Attachment J). Using this direct report method, the Governor's Office takes appropriate action to comply with WIOA Section 188, as applicable, and all other applicable federal and state acts and rules. The Nondiscrimination Plan also serves as assurance for the United States Department of Labor Civil Rights Center (USDOL CRC), that the State of Illinois has appropriate and meaningful measures in place to comply with the requirements set forth in the Nondiscrimination and Equal Opportunity Provisions of the Workforce Innovation and Opportunity Act, as detailed in 29 Code of Federal Regulations (CFR) Part 38.

## **Illinois Employment and Business System (IEBS)**

The Illinois Employment Business System (IEBS) is a new cloud-based agile software platform that is currently in development by the DCEO, Office of Employment and Training (OET). The goal of IEBS is to provide quality workforce information and layoff tracking data from multiple reliable sources that is easy to access, easy to understand, easy to retain and extract in order to make data-driven decisions that facilitate state efforts for layoff aversion and promote economic and workforce advancement in Illinois. Built in responsive design, IEBS will empower users to have the business intelligence they need via smart phone, tablet, or laptop to quickly search the economic landscape of Illinois utilizing real time Dunn & Bradstreet (D&B) global business data, IDES labor market information (LMI) data, and state and local workforce layoff tracking data. Providing government workforce and economic advocates with critical transparent business intelligence via on-the-fly dashboards, analytic tools, and industry cluster information will facilitate informed strategic decision making and result in the ability for state leadership to formulate evidence-based policy making.

The IEBS platform was expanded with additional economic data tools. An address lookup tool was built to help identify if a location was in an Underserved Area. A combination of census tract information and Census Survey data for poverty and unemployment was combined to allow a user to find and quickly identify if a location met the qualifications for the EDGE tax credit.

IEBS data was also used to determine if a census tract was to be included in the Cannabis Regulation & Tax Act ("Act"), 410 ILCS 705 Social Equity grant. Analysis was done to review what census tracts met both the qualifications of an Underserved Area and if a census tract was in a school district that had a population of more than 75 percent free lunch recipients. Since census tracts can intersect multiple school districts, a geospatial tool was built to find the intersection of school districts and census tracts.

## **Wagner-Peyser**

Wagner-Peyser funds are used by the Illinois Department of Employment Security to provide employment services to all job seekers and employers seeking qualified individuals. Those services include but are not limited to basic career services, job readiness, employer outreach, employer seminars, employment retention services, labor market information, career information, employment plans and referrals to training, educational opportunities, and supportive services.

During PY18, Hire-the-Future provided individuals age 16-24 with job readiness services to increase employability, career development to help make informed career decisions, and job development to aid in securing employment opportunities that will assist in building positive work skills and habits.

The Reentry Employment Services Program (RESP) served the employment needs of returning citizens. In response to the increasing number of returning citizen job seekers, activities under RESP has been increased to provide one-on-one job readiness assistance, job development workshops, make appropriate referrals for supportive services, match qualified job seekers with employer needs, and encourage job retention.

In addition to community outreach, job development, and standard workforce development services, IDES has increased employability efforts among the reentry population by participating in alternative to incarceration initiatives as well as collaborating with state and municipal agencies. Highlighted events during PY18 include:

The Office of the Cook County Clerk of the Circuit Court, in conjunction with several other agencies and organizations, held an Adult and Juvenile Expungement Summit and returning citizen information seminar. The summit provided information about reentry support services in the Cook County area as well as assistance in expungement and sealing arrest records. The Illinois Department of Employment Security not only provided a packet of current jobs for attendees, the agency also provided a seminar regarding the services offered at the American Job Centers, as well as answered pertinent employment questions regarding topics like Work Opportunity Tax Credit and Federal Fidelity Bonding.

The Illinois Department of Corrections (IDOC) sponsored monthly meetings throughout the state to build support within the community on behalf of the returning citizens. Local stakeholders come together to build and develop relationships as well as exchange information on reentry resources.

In collaboration with Title I partners, IDES has provided workforce development services at two of the three Illinois Life Skill Reentry Centers (Kewanee and Logan Correctional Center). Services provided include coordinating mock interview events by bringing in local business and community partners; instruction and navigation of the state's labor exchange system and other on-line employment platforms; connecting the facilities with business partners to develop training curriculum and industry recognized certification programs; and standard job readiness assistance such as resume writing, interviewing skills, etc. The Illinois Department of Employment Security is also in discussions with Title I partners and the representatives from the City of Chicago to provide similar services to Cook County Jail in PY19.

In collaboration with the Cook County Court, IDES provided workforce development assistance to delinquent parents of the domestic court division in the Markham Courthouse. As a final opportunity for assistance before punishment (and possible incarceration), delinquent parents are referred to IDES for assistance in finding employment or employment with a larger wage. Staff are on site weekly to ease transportation concerns and provide regular follow-up and communication with referring judges.

In collaboration with the Office of the State Appellate Defender, the IDES Southern and Northwest Regions hosted monthly seminars that provide community members to not only gain more information about expungement, sealing, and other options available, but they also receive assistance in submitting applications. Over the past year, these events have become one of the most popular monthly events in the southern region.

### **Improve and Expand Employer-Driven Regional Sector Partnerships**

Illinois strives to foster improvement and expansion of employer-driven regional sector partnerships to increase the focus on critical in-demand occupations in key sectors that are the engine of economic growth for the state and its regions.

### **Promote Employer-Driven Regional Sector Partnerships**

Led by the IWIB, Illinois continues efforts to expand the statewide policy framework that operationalizes the goals and guiding principles of employer-driven sector partnerships developed through the national Sector Strategies Technical Assistance initiative. The sector strategies' framework describes how state and regional resources can be used to launch, expand, and support employer-led partnerships. For more detail see the report Sector Partnership-based Employer Engagement.

### **Promote Sector-Based Business Services and Employer Initiatives**

ISBE has announced a total of 25 Competency-Based Education pilot districts in support of Postsecondary and Workforce Readiness Act implementation. These districts conducted extensive planning processes to implement competency-based education in their high schools.

## **Career Pathways Dictionary**

The Illinois Career Pathways Dictionary, published in November 2018, is organized around the Unified Career Pathways definition adopted over the course of PY17/PY18 by the Illinois Community College Board (ICCB), the Illinois Board of Higher Education (IBHE), the Illinois P-20 Council, the Illinois State Board of Education (ISBE), the Illinois Workforce Innovation Board (IWIB), and the Illinois Student Assistance Commission (ISAC). The Dictionary includes 16 career pathways terms and agreed upon by 14 statewide partners. It was launched during the National Apprenticeship week in November 2018 and can be found on the agency and external partner sites in Attachment B and has been shared with the respective Boards. This Dictionary will be used to ensure alignment across program and funding streams supporting work across education and workforce agencies.

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

The IWIB Information Technology Committee, in cooperation with core partners, the Interagency Data Team and the Interagency Technical Assistance Team, engaged in development of new tools for employers to:

- Communicate their forecasted demand for workers and review and provide input into industry and occupational projections developed through IDES
- Improve employer capacity to easily communicate career opportunities and current job openings to regional partnerships and their broader labor market in Illinois
- Utilize existing tools, and develop new and improved tools and information to support enhanced career services provided by the core programs, other partners, and the secondary and postsecondary education partners
- Continue to enhance the Labor Market Information (LMI) system to support the WIOA strategies
- Expand and improve the state education and workforce longitudinal data system to support the goals and strategies
- Improve the integration of program and case management systems as applicable to improve service delivery

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

The IWIB and core partners continued important strategic planning efforts, which were initiated in PY17. These plans, described below, have led to efforts to further integrate services at the point of delivery to businesses and jobseekers.

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

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

The Illinois Workforce Innovation Board (IWIB) established an Evaluation and Accountability Committee (EAC) that will recommend tools and measures to (a) determine whether the Illinois WIOA Unified State Plan and other WIOA requirements are being carried out effectively and (b) identify opportunities to improve the effectiveness and efficiency of Illinois' workforce development system. This committee serves as a resource to other IWIB committees in establishing standards and metrics to evaluate and continuously improve system and program performance.

During PY18 the committee created a framework for its activities with six clear charges to guide their activities. For the accountability component, the committee will map the components of the Unified State Plan to the work being carried out by the IWIB committees. Early work on evaluation addresses questions related to policy, including minimum training expenditures, and service delivery and potential approaches to answering those questions. The EAC has identified continuous improvement opportunities following a review of identified best practices and the common WIOA performance measures results for the core partners and make recommendations in strategies that the entire system can learn from and implement.

The work of the EAC is critical in updating resources and planning guidelines in advance of 2020 regional and local plans. Illinois has a solid foundation of resources that were developed for the 2016 regional and local plans including regional data packets of industry and occupational demand and pathway supply/demand analyses, key indicators of business growth and location, labor force participation, and unemployment rates. Core partners use these projections to identify in-demand industries and occupations. The planning resources also utilized United States Census data to estimate the

size and characteristics of the population and labor force, including targeted populations under this plan who are facing multiple barriers to employment. For example, WIOA Title II Adult Education programs are required to align Integrated Education and Training and Bridge programming with in-demand industries as identified through the regional and local plans.

### **Interagency Career Pathways Data System – Pro Path Illinois**

The Illinois Workforce Innovation Board (IWIB) and the WRAP team led cross-agency collaboration on a systemic approach for collecting more comprehensive and higher quality information on career pathway programs across multiple agency funding streams. The cross-agency technical team driving this work is comprised of representation from the core education and training agencies, as well as representation from the Governor’s Office education team and IDES. At its core, this effort is to align data collection and program approval processes to the Unified Career Pathways definition to support mandated reporting for WIOA and Eligible Training Providers, as well as enhance systemic research capabilities and improve information available to potential program participants. In the future, the system will also serve as the basis for connecting data in support of participant outcomes data reporting as required by WIOA.

### **ETPL Workgroup**

WIOA requires that all states and workforce areas certify training programs as eligible to receive funding through Individual Training Accounts. Illinois’ policy for the Eligible Training Provider Lists (ETPL) and their Eligible Training Programs includes the current policy as outlined in current ePolicy, and the current [Demand Occupation Training List](#) which was most recently updated in 2011.

WIOA Certified Training programs throughout the state and participation:

- # of Training Programs with customers enrolled in PY18 = 1,525
- # of Training Programs with customers enrolled in PY18 offered in classroom only = 930
- # of Training Programs with customers enrolled in PY18 offered online only = 50
- # of Training Programs with customers enrolled in PY18 offered in classroom and online = 473
- # of Training Programs with customers enrolled in PY18 that didn’t indicate classroom or online = 72

Considering recent State policy changes and interagency initiatives, DCEO and IWIB formed the Eligible Training Provider List (ETPL) Workgroup to recommend revisions to existing policies to address its goals.

The workgroup is aligned with the interagency Common Program Information (CPI) initiative that seeks to obtain more comprehensive and higher quality information on career pathway programs across multiple agency funding streams. This effort is to align data collection and program approval processes to the unified Career Pathways definition to support mandated reporting for WIOA and Eligible Training Providers and enhance systemic research capabilities. The system will also serve as the basis for connecting data in support of participant outcomes data reporting. The ETPL workgroup provided feedback on the CPI elements through a series of meetings.

In April 2019, DCEO was awarded a \$1 million Workforce Data Quality Initiative grant for the “Pro Path Illinois” project. Pro Path Illinois is comprised of two aligned components to enhance programmatic data collected in administrative data across agencies and generate greater analytic capacity to report on program efficacy and outcomes by expanding the Illinois Administrative Data Research Facility.

Southern Illinois University-Carbondale’s Center for Workforce Development (SIUC-CWD) serves as the technical lead for the first project component to standardize data formatting and schemas and integrate the combined CPI data into a centralized relational database. This system will have the ability to be augmented to capture any CPI elements not covered through administrative datasets, and information from programs outside of the agencies’ administrative ecosystems. Pro Path Illinois will also enable the State to combine CPI data with credential transparency data available through the [Credential Engine](#) project, whose lead technology partner is SIUC-CWD. Nationally standardized credential, quality assurance, competency, and assessment data from Credential Engine can supplement the CPI data.

## **2018-2020 LWIA Realignment**

In 2017, the U.S. Department of Labor conducted a WIOA Implementation Monitoring Review and issued a finding that directed the State to: “identify a regional structure that does not result in any single local area being split between two or more regions.” Five Local Workforce Areas and six counties were split across state planning regions.

In response to the finding, an interagency state team reviewed the requirements for regional planning areas and economic development regions, analyzed the data that established the economic development regions in Illinois and held consultation meetings in each of the impacted counties. During the months of September through December 2018 additional technical assistance meetings were held with local officials and stakeholders that reviewed the local workforce area regional alignment options.

Calhoun, Jersey, and Douglas (Attachment F) counties chose to realign with new local workforce areas. Ogle, Livingston, and DeWitt counties requested that the State submit a letter to the U.S. Department of Labor to allow the current alignment of these counties. Illinois’ request was approved through June 30, 2020.

The State Team provided additional technical assistance during the first two quarters of 2019 to Jersey, Calhoun, and Douglas counties and their respective LWIBs to ensure a smooth transition was achieved on the effective date of July 1, 2019. Also, additional technical assistance was provided to the Local Workforce Areas acquiring the new counties to ensure that a service was not interrupted and for expanded services across the local workforce area.

Illinois was informed that a waiver from the requirement was not necessary to implement its realignment process. The State will continue to review any guidance from USDOL regarding the status of the remaining three counties and seek further guidance in 2020.”

## **Regional Economic Analysis for Employment Needs**

In addition to an analysis of leading, emerging and maturing industries, the diverse Illinois economy requires an accompanying analysis in each of our ten economic development regions. The core partners provided the latest U.S. Bureau of Labor Statistics (USBLS) data to each of Illinois’ regional planning teams, who used this data as a key part of their assessment of business needs in their regional economies (Attachment E). Planning teams were encouraged to augment the USBLS data with their own primary data sources, such as business interviews and surveys, discussions with business industries, and associations, and staffing agencies.

Regional plans highlighted the need to understand the challenges and opportunities in the private sector. Important to understanding these challenges is an awareness of the specific knowledge, skills and abilities in demand in each region. The local workforce boards recognized the importance of considering employers’ employment needs as the foundation for prioritizing workforce system efforts.

## **Service Integration**

In August 2017, the IWIB convened a state-level Service Integration Policy Work Group. A 13-member One-Stop Certification Project Team was formed to identify changes to the One-Stop Certification application process to ensure service integration is being addressed by all One-Stop Centers. The group conducted a detailed review of the original certification application and identified a number of needed changes to strengthen its service and integration requirements that were presented to the IWIB in July 2018.

A survey for One-Stop Center frontline staff was designed and implemented to better understand the challenges, potential solutions, and effective service integration practices occurring in Illinois One-Stop Centers. All 22 of Illinois’ local workforce areas were represented in the 266 respondents. The most important finding was that stronger communication and information-sharing was needed to promote collaboration among One-Stop staff.

Three roundtables on the basic components of self-assessment were offered in the southern, central, and northern parts of Illinois to local workforce area teams. Team members included One-Stop operators, Board members, and

core and required WIOA partners. Among the topics addressed at each roundtable were assessment, suitability for training, case noting, direct linkage referral, and individual employment planning.

The IWIB approved a new policy recommended by the IWIB's Service Integration Policy Work Group that established requirements Illinois One-Stop Centers must meet to be certified as an Illinois workNet Center and part of the national American Jobs Center network.

A 16-member Evaluation Project Team prepared a report to the IWIB's Evaluation and Accountability Committee (EAC) that outlined an approach for evaluating the effectiveness of the new service integration policy. The EAC approved the report.

The IWIB approved a final version of its service integration policy, signaling the official launch of policy implementation. In the ensuing three months, implementation efforts focused on:

- a. Building an understanding of the policy, its importance, and the systems change model put in place to achieve service integration.
- b. Developing capacity at the local level to implement the service integration policy. An interagency team was formed to address professional development needs related to service integration and arrange for appropriate activities and resources.
- c. Tying service integration to other strategically important state-level workforce initiatives, including the Governor's Executive Order 2019-03 on job creation and workforce development and the Unified State Plan.

A self-assessment guide was developed to assist One-Stop Centers in determining how well they are currently integrating services and develop improvement targets. This guide, "Service Integration in Illinois under the Workforce Innovation and Opportunities Act," provides a diagnostic tool for One-Stop Centers to use to identify their placement on a five-stage integration continuum.

Service integration was the theme of the 2019 WIOA Summit held in Lisle, Illinois, in April 2019. Five of the most popular sessions were repeated as part of the online "Wednesday Webinar" series. These focused on the self-assessment process, effective practices in service integration, building a supportive and accountable One-Stop culture, implementing successful collaboration between One-Stop partners and service integration, and the One-Stop certification process.

### **Building an Aligned College and Career Pathways System in Illinois**

Over the past decade, the State of Illinois and the Illinois Workforce Innovation Board (IWIB) have embraced the approach of college and career pathways that envisions Illinois residents will be enabled to progressively build toward college and career success through aligned education, training, and employment opportunities over their lifetime. The public and private sector alike are conducting a broad number of efforts pertaining to education, workforce development, and economic development through a lens of career pathways. The development of a college and career pathway system is fully described under the "Partner Engagement with Other Education and Training Providers" section of this plan. These strategic initiatives are designed to increase the knowledge, skills, and abilities of Illinois citizens so that they may obtain the portable, stackable credentials, and licenses that businesses require.

These initiatives have been tied to several aligned approaches, including Illinois Pathways, the Postsecondary and Workforce Readiness (PWR) Act, Illinois' participation in the National Governors Association Work-Based Learning Policy Academy, scaling of apprenticeship models, and the State's plans for Every Student Succeeds Act (ESSA) and Career and Technical Education. Built on longstanding strengths in Illinois, particularly in CTE Programs of Study, this broad pathways work addresses two goals: first, to increase the number of Illinoisans who attain a postsecondary credential and are prepared for employment in high-demand, high-wage occupations; and second, to spur state and regional economic development by developing a homegrown talent pipeline for areas of workforce need.

The PWR Act has utilized deep employer engagement to identify the specific essential employability as well as technical competencies needed in the State of Illinois. In consultation with state agencies and key industry experts including hiring professionals, education and training professionals, and industry associations, industry-based steering

committees were formed to identify and propose technical and professional competencies in six sectors that have since been adopted by the State's relevant education and training agencies. The first iteration of this document included four industry areas selected due to their alignment with state economic development priorities: Health Sciences and Technology (HST), Information Technology (IT), Manufacturing, Engineering, Technology, and Trades (METT), and Finance and Business Services (FBS). Two additional areas (Arts and Communication – A&C, Human and Public Services – HPS – particularly the Education Pathway) were mapped, as well as entrepreneurial competencies. These Technical and Employability Competencies serve as quality indicators of an individual's readiness to enter an industry or to pursue further education. Competency statements apply to current industry needs, contain both employability skills and technical skills, and leave opportunity for specialized training and career advancement. State agencies will be aligning the essential employability skills competencies developed under the PWR Act with the Essential Employability Skills Framework – a framework developed in 2017 through a Title II Adult Education state-level workgroup that included private-sector employers. This framework was developed in 2017 to address employers' expressed concerns regarding the lack of non-technical skills in new hires and existing employees.

Career pathways in Illinois are administered by a variety of private, state, and local entities, and thus several state education and workforce committees, including an extensive base of stakeholders, conducted definitional work to ensure alignment across agencies, legal frameworks, and initiatives. In 2018, Illinois' education and training agencies adopted the Illinois Career Pathways Dictionary, which documented the unified State definition for Career Pathways, as well as definitions for college and career pathway program and system elements. These definitions were thoroughly reviewed by representatives of key State entities and committees pertaining to the broader education and workforce systems in Illinois.

Implementation of college and career pathways is rapidly expanding throughout the Illinois P-20 education and workforce systems. For example, a network of over 100 high schools in more than 70 school districts across the state are implementing College & Career Pathway Endorsement systems aligned to the PWR Act. This network provides a foundation for future scaling through continued alignment of funding, policy, and support at the State level.

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

In October 2018, Economic Information & Analysis (EI&A) implemented a new collection process for school information to display in the Career Information System (CIS). In the past, EI&A engaged in a costly, labor-intensive school survey to update their information through an online portal. The low response rate to the survey required considerable staff commitment for follow-up. In contrast, EI&A now imports all the CIS school information from Peterson's college database. The import is an automated data pull administered by IntoCareers. This new process not only eliminated the cost of conducting an in-house school survey, but the school information reflects a more uniform and consistent data source.

#### **Education and Workforce Transitions**

The Illinois Workforce Innovation Board (IWIB) and IDES continue to work with vocational training partners, such as Associated Builders and Contractors of Illinois and the Jane Addams Resource Center, to link their training completers to workforce outcome metrics (job stability, career earnings, and career job profiles). We produced outcomes for youth and non-youth completers up to three years following their matriculation.

IDES continued its interagency partnership with the Illinois Student Assistance Commission (ISAC), Illinois State University (ISU), Illinois Board of Higher Education (IBHE), and Illinois Community College Board (ICCB) in support of Illinois College2Career (C2C). This partnership established a data infrastructure that links graduates from more than one hundred four-year (2013-2015) and two-year (2010-2015) Illinois colleges to workforce outcomes by area of study and institution and career information. The C2C infrastructure currently supports two products. First, the Student/Parent portal is an Illinois college exploration tool that was launched in September 2018 and had nearly 7,000 unique users in its first year and 88 percent of these users accessed the site more than once (available in both English and Spanish). This portal received a 2019 National Innovation Award from the Center for Digital Government in the category of Government Experience. Second, the Institutional Researcher portal grants each participating institution

access to a Statistical Analysis System – Visual Analytics (SAS-VA) workspace that includes data visualizations of aggregate data and de-identified micro student records matched to workforce outcomes for each cohort of the institution (launched March 2019).

IDES also initiated a second interagency partnership, Illinois HighSchool2Career (HS2C), with the Illinois Student Assistance Commission (ISAC), Illinois State Board of Education (ISBE), and Illinois State University. This partnership established a data infrastructure that links high school seniors from all Public schools (2007 - 2016) with post-secondary enrollment/completion, intergenerational mobility, and workforce outcomes. In the current period, the interagency partnership completed the data-sharing agreements, ingested and curated each of the data sets, and completed the longitudinal record linking. The HS2C infrastructure currently will support three products in this next year. First, the Student/Parent portal to display the post-secondary and career outcomes of Illinois high school students. Second, the Institutional Researcher portal for ISBE staff to access a SAS-VA workspace that includes data visualizations and de-identified micro records of all High School Seniors matched to post-secondary enrollment/completion, intergenerational mobility and workforce outcomes. Finally, the Information Pipeline to local school districts with their graduates' post-secondary enrollment/completion, intergenerational mobility, and workforce outcomes integrated with the ISBE proprietary Ed360 system.

The Illinois Career Information System (ILCIS), Illinois' premier online career planning system, is fully integrated with ILCollege2Career and ILHighSchool2Career. During this report period, users of the ILCollege2Career Student/Parent tool accessed school details linked to ILCIS nearly 2,000 times. IDES readily shares its research and knowledge on these projects by presenting at LMI and education-sponsored events: "Understanding Life-Long Learning Transitions to Careers: A Longitudinal Perspective on Career Outcomes for High School Seniors", presented at the annual College Changes Everything Conference, sponsored by the Illinois Student Assistance Commission; "Building the pipeline of students' workforce outcomes to promote evidence-based decision-making in Illinois," presented at the 2019 Annual Meeting of the National Association of State Workforce Agencies (NASWA); and, "Illinois College 2 Career - web based tool to track college students' workforce outcomes in Illinois," presented at the LMI Institute Annual Forum as a part of a panel on state scorecard initiatives.

IDES established an interagency partnership with the Illinois Department of Human Services (IDHS) and the Illinois Department of Corrections (IDOC) and a close collaboration with New York University's Administrative Data Research Facility (ADRF) on a two-year pilot to demonstrate the potential of such a facility to bring together micro data from multiple Illinois agencies and other states. Based on the success of the pilot, these agencies established an Illinois platform (I-ADRF) within the ADRF FedRAMP compliant environment (January 2019). Illinois has taken a leadership role in evidence-based practice examining the earnings and employment outcomes of ex-offenders, parents of children who receive childcare subsidies (CCAP), TANF recipients, and others who participate in state-sponsored education/training programs. Several projects have benefitted from record linkage to Missouri and Indiana earnings and employment records to bolster an interstate analytic capability. While no Workforce Information Grant (WIGS) funding was used for the training of IDES staff, the capacity-building will spillover in all aspects of the department's evidence-based practice.

In July 2019, moreover, an interagency partnership represented by the Department of Commerce and Economic Opportunity (DCEO) and Department of Employment Security (IDES), together with the University of Chicago and Northern Illinois University, received a Workforce Data Quality Initiative award to extend the Illinois Administrative Data Research Facility (I-ADRF) initiative. This funding will establish Title I (WIOA adult, dislocated worker, and youth programs) and Title III (WIOA Wagner-Peyser Employment Services programs) training completer data in the I-ADRF and link to Unemployment Insurance (UI) employment and earnings in Illinois and surrounding Midwest states. The project's deliverables are to augment Employment and Training Administration (ETA) performance metrics with career job metrics, create a data dashboard, and implement a replicable program evaluation analytic framework.

### **Provide Coordinated and Enhanced Case Management Services**

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

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

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

Professional development and technical assistance opportunities are coordinated by the Professional Development Team, comprised of representatives of core WIOA partners, business, and workforce partners. Assistance has been provided through industry-recognized leaders and consultants, representatives of business and education, partner agency staff, and board staff through several platforms providing opportunities for interactive learning experiences in-person and via technology. Regularly scheduled webinars, regional workshops and roundtables, and a 2018 WIOA Summit provided opportunities for small and large groups to attend. Additionally, information and guidance through policies, Question and Answer documents, newsletters (related to workforce, adult education and career and technical education), and recorded webinars are available on the state's workforce portal, Illinois workNet, for review.

The Summit reflected the commitment to collaboration and the unified mission fostered by WIOA. The Summit was coordinated by the Professional Development Team, which worked to coordinate a conference that was useful and informative to anyone working across the vast range of aligned WIOA partner services. The WIOA Summit was intentionally designed to assist local core partner staff and board members by providing practical guidance on service integration. The overarching goals of the conference were to deepen collaboration among workforce development, education, economic development, and other partners and foster the development of integrated, multi-partner service delivery. Approximately 400 people connected to WIOA partner services were in attendance.

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

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

As a responsibility of the IWIB Executive Committee, a professional development plan is also being developed for all state workforce board members to better prepare them in executing their functions and roles. For the past five years,

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

Illinois utilizes a variety of methods to identify the needs for technical assistance and professional development. An Interagency Technical Assistance Team, comprised of all core partners and several required programs, work at the local level to resolve implementation concerns and identify where assistance might be needed in better understanding the requirements and implementing best practices learned from other regions and local areas. Technical assistance may be provided in a one-on-one setting or result in statewide assistance being provided through the various methods previously described.

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

#### **October 2018 –Work Based Learning Statewide Summit**

In October of 2018 a work-based learning statewide summit was provided. Of the 226 total registrants, leaders from private sector companies, K-12 and post-secondary education, the State and Local workforce boards and State Agencies. Business leaders comprised 94 or 42 percent of the registrants. A survey developed by the Illinois State Integrated Business Services Work Group was distributed to attendees, as well as to businesses, industry associations and chambers of commerce that could not attend the event. Research continued through PY18 and a final report with recommendations will be issued in the fall of 2019.

#### **Regional Sector-Based Listening Sessions**

Two separate listening sessions to gather business feedback on their use of work-based learning, interest in sector partnerships and experience, and opinions of workforce services were held in PY18. Partnering with the Technology and Manufacturing Association (TMA), the Core Partners held a regional event at TMA headquarters. Businesses shared their concerns and ideas through a brainstorming session for addressing workforce issues together. The event led to a DCEO Workforce Innovation grant to TMA in support of targeted skill training to create a pool of workers available for member companies to hire.

In cooperation with the Central Illinois Chapter of the Society for Human Resource Management (SHRM), the Core Partners met with major healthcare businesses in the Springfield area. The employers expressed several common challenges and potential opportunities for cooperation. Follow up with the businesses occurred in June 2019 and a meeting to reconvene with new local SHRM leadership is planned for fall 2019.

The IWIB's emphasis on Service Integration is also a focus when serving business customers. Business Services Teams meet on a reoccurring basis in all ten identified Economic Development Regions (EDRs) and the 22 local workforce innovation areas (LWIAs) to participate in the planning for delivery of business-based solutions that meet labor needs. These groups also participate in cross-agency staff training on programs and services. These teams include entities that represent Community-Based Organizations and other organizations that are directly involved in planning and development for a unified integrated business services approach.

### **3. Performance and Evaluation**

#### **Effectiveness in Serving Employers Performance Pilot Indicators**

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

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

1. Retention (employment retention with the same employer)
2. Employer Penetration Rate (the percentage of employers using services out of all employers in the State)

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

#### **Illinois Title I and II Performance Goals**

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

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

The development of continuous improvement systems will be led by the EAC, the Interagency Technical Assistance Team, specialized assistance from the Illinois Department of Innovation and Technology (DoIT) and the Interagency Data Team that includes experts in labor market information and performance data, and the Integrated Business Services Team. A key continuous improvement activity is the WIOA Wednesday Webinars that are open to the public but are geared to state and local board members, WIOA partners and local areas that cover best practice and coordination opportunities. Additional continuous improvement activities are detailed in the implementation activities attached to Illinois' Unified State Plan core workforce development strategies.

#### **Employer Expectations Report**

Led by Illinois DCEO and in alignment with the Apprenticeship Committee of the Illinois Workforce Innovation Board (IWIB), a group of WRAP members conducted research into employer expectations of skills at first credential and identify strategies to ensure pathways systems adequately prepare youth. In late October 2018, this report was released and detailed businesses' perceptions and expectations of the workforce system. Based on focus group data and over 200 surveys collected from employers throughout the state, the report provides recommendations on how the workforce system can better serve employers, support their willingness to hire from WIOA populations and encourage greater use of work-based learning strategies.

#### **Customer Satisfaction**

Improved customer satisfaction is an overall expectation in the IWIB's service integration policy that was approved for action on December 13, 2018. The policy addresses customer-centered design as one of seven service integration goals and fourteen functions that all One-Stop systems began implementing in 2019. To assist One-Stop centers in assessing their readiness to address this goal, innovative and effective customer-centered design

practices were among the topics addressed at the 2019 WIOA Summit. Additional technical assistance and capacity-building needs around customer-centered design will be identified and addressed throughout 2019, primarily as a result of information gathered from the One-Stop system self-assessments to be completed in September 2019.

### **Interagency Technical Assistance Team**

The interagency technical assistance team is made up of representatives of the Illinois Workforce Innovation Board (IWIB), WIOA Core Partners, and One-Stop Required Partners. The team meets monthly to address WIOA Core and One-Stop Required Partner field implementation issues. Key activities and deliverables of the team are to develop One-Stop Memoranda of Understanding (MOU) Guidelines and assist with cost-share infrastructure funding decisions.

The team reviews and approves all One-Stop MOUs including annual shared funding agreements, manages MOU remediation efforts if local partners cannot come to an agreement, and provides regional and local WIOA planning guidance, including appropriate utilization of templates and forms.

### **Division of Rehabilitation Services**

The Department of Human Services, Division of Rehabilitation (DRS) managers participate as members of all 22 local workforce innovation boards. As such, they are actively involved in developing operating budgets and memorandums of understanding (MOUs) required each year. DRS business engagement staff (business services consultants and employment resource specialists) coordinate their efforts with the local business services team in each comprehensive workNet® center. DRS staff are the lead resource for employers regarding hiring individuals with disabilities, accessibility, and reasonable accommodations.

The DRS Vocational Rehabilitation (VR) program has an annual budget of around \$130 million, including \$102 million in federal funds and \$28 million in non-federal funds. The VR program has around 175 rehabilitation counselors, 115 case coordinators, and 33 supervisors in 45 offices across the state. In PY18 DRS provided VR services to 38,404 individuals and helped 5,114 obtain competitive integrated employment.

VR services are provided to persons with disabilities based on an assessment of their needs and through an individualized plan for employment. The goal for all participants is competitive integrated employment, meaning a job in the community that pays at least the minimum wage, but no less than the wage paid to non-disabled workers in that position. Employment must be in a setting working alongside individuals who do not have disabilities.

In PY18 DRS provided post-secondary training to 1,346 university and 2,207 community college students. Total spending on post-secondary training in all settings was \$15.5 million in PY18. DRS provides Pre-employment Transition Services (PTS) to students with disabilities in about 650 high schools in Illinois. In PY18 over 11,000 students received PTS through contractual arrangements with DRS, with total spending of around \$13.1 million. PTS includes job exploration, counseling, workplace readiness training, instruction in self-advocacy, and counseling on post-secondary opportunities as well as a variety of paid and unpaid work-based learning experiences.

DRS works with community partner agencies to provide job placement and supported employment to about 4,000 individuals with significant disabilities each year. In PY18 DRS spent \$16.6 million on community job placement activities. Finally, DRS staff assist in ensuring system related documents, such as the Annual Performance Report Narrative, are accessible. They are consulted routinely by partners to assist in assurance of accessibility related matters.

### **Governor's Summit**

In October 2018, the Illinois Workforce Innovation Board successfully executed a Governor's Summit on Work-Based Learning at Illinois Central College in East Peoria. The Summit had over 230 attendees, including representation across the business and education sectors. The goal of the summit was to foster the creation of a cohesive, business-led, education-driven work-based learning system that supports the needs of its workforce, businesses, and communities with the opportunity to prosper and contribute to growing the state's economy. To that end, the plurality of the attendees represented the business sector, and 41 unique attendees from across business, education, and workforce from around the State presented throughout plenary and breakout sessions. Activities

throughout the day included: informative panels and plenary sessions, tactical breakout sessions, a work-based learning fair where participants engaged directly with other employers and providers, and closing remarks from the Governor.

Surveys distributed to attendees gathered a wealth of positive feedback, with the majority of attendees noting that the Summit met or exceeded their expectations, gave them the opportunity to build their network around supporting work-based learning, provided them with useful resources, and prepared them to take steps in supporting the scaling of work-based learning opportunities in their region. Over 90 different organizations joined a “Committed Coalition” in support of scaling work-based learning opportunities across Illinois, and the plurality of respondents reported that as a result of the Summit, they knew what resources were available to them in support of taking their next steps.

### **Illinois’ Minimum Training Expenditure Policy**

Illinois’ Minimum Training Expenditure (MTE) requirement policy was established in 2007 by the Illinois Workforce Innovation Board. The rationale for the policy was three-fold: (1) training is a fundamental purpose of Workforce Investment Act (WIA) Title I, and a lack of access to training undermines public and Congressional support for the program; (2) training services are needed to significantly improve the employment and earnings potential of WIA Title I participants, especially low-income adults, and (3) WIA Title I must be a source of training investment if it is to play its proper role in support of the State’s larger workforce and economic development strategy.” The IWIB approved revisions in the MTE in September 2018 that incorporated the following recommendations: increase in required WIOA Title I Adult and Dislocated Worker direct training expenditures from 40 percent to 50 percent and implement a conditional Hold Harmless Provision until further notice. Further revisions to the defined direct training costs incorporated certain leveraged resources such as innovation grants supported by WIOA statewide activities funds. The purpose of these considerations was to not disincentivize local boards from applying for these additional opportunities. Local workforce boards were asked to continue research into further revisions of the policy and provide them to the IWIB for consideration.

The Hold Harmless Provision allows LWIBs to present verifiable, quantitative data and information indicating the reasons for failing to meet the minimum training expenditure rate. This presentation will be made to the IWIB Evaluation and Accountability Committee (EAC), and if determined as enough reasoning for failure to meet, would not impose sanctions on receipt of earned performance incentive bonus.

4. Local workforce areas began operating under the policy in Program Year 2018 (PY18) which began on July 1, 2018. All but one of the local areas met the 50 percent requirement in PY18. The percentage of statewide adult and dislocated workers formula funds that were expended on training increased from 53.9 percent in PY 2017 to 57.6 percent in PY18. An evaluation of the impacts of the policy change during the initial year of operation is expected to be completed by the end of 2019. Layoff Aversion and Dislocated Workers

### **Rapid Response**

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

The State of Illinois considers a layoff averted when a worker's job is saved with an existing employer that is at risk of downsizing or closing; or a worker at risk of dislocation transitions to a different job with the same employer or a new job with a different employer and experiences no or minimal unemployment.

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

To improve responsiveness to business, Illinois is developing the Illinois Employment Business System (IEBS), a layoff and business intelligence platform. The new system is designed to serve users in two ways: develop a new approach to serving Illinois' businesses and employees; and design an innovative system solution that leverages Dun and Bradstreet real time global business data, and empower business and economic developers to proactively identify, profile, and target businesses of interest on demand.

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

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

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

### **Youth Career Pathways Customer Support Center**

Illinois Youth Career Pathway program and the Illinois Workforce Innovation Board's (IWIB) goal is to pilot learn and earn programs, and provide a framework which supports regions throughout Illinois to work collectively to connect Illinois' youth with careers in high-growth industries. All programs funded under the Statewide Youth Career Pathways align and support the vision, goals, and strategies that are outlined in Illinois' Unified State Plan. Additionally, successful pilot projects will integrate workforce, education, and economic development services; breaking down barriers to accessing job-driven training resulting in employment opportunities. These projects will inform a framework for the development of sustainable career pathways for young people throughout the State. Moreover, they will assist in the effective and efficient implementation of Workforce Innovation and Opportunity Act (WIOA) regulations within Illinois' economic development regions.

The Youth Career Pathways Initiative projects are focused on Integrating workforce, education, and economic development services; Serving youth who face barriers to employment and education; and incorporating practices that align with the statewide-adopted definition for a career pathway framework.

Through the Illinois Workforce Innovation Board (IWIB) Illinois workNet's Customer Support Center Youth Career Pathway tools, customers submit an online application that populates the Illinois Workforce Development System (IWDS) with initial customer information to minimize duplicate data entry. Integrated partnerships engage and facilitate customer services through real-time dashboards; access to customer application, suitability review, and assessments; tools for forming integrated partner teams; worksite placement tools; online progress updates and tracking tools that are synced with IWDS: services, case notes, messages, outcomes, and reports.

A Youth Career Pathway Notice of Funding Opportunity (NOFO) funded an additional seven providers that started their program 10/1/2018. Program changes were made with this group based the prior program experiences. One was that the grant would focus its training on one sector. An additional change was to request applications that focused on career pathways instead of apprenticeships as it was clear in the prior opportunity that providers did not have a clear understanding of the required elements of an apprenticeship. An operational change was to move Youth Apprenticeship under the Apprenticeship NOFO.

### **Reemployment Services and Eligibility Assessments**

The Reemployment Services and Eligibility Assessment (RESEA) program is funded by the U.S. Department of Labor to help unemployment insurance claimants return to work more quickly. IDES Economic Information and Analysis Division has developed a predictive analog that identifies claimants with the highest propensity for exhausting UI benefits, in addition to transitioning veterans receiving Unemployment Compensation for Ex-service members (UCX). Those identified as participants in the program are required to report in-person for employment services. Those services include, but are not limited to: orientation to the American Job Center and services offered by our workforce partners, development of an individual employment plan, labor market information, career information, job readiness workshops, employment retention services and referral to employment, training and educational services.

IDES has implemented this program in each location statewide. Currently, the workshops are held monthly or bi-monthly. Our goal is to conduct RESEA workshops in each location on a weekly basis, thus reducing the number of weeks a UI claimant collects benefits, by assisting them in securing employment sooner.

This program has proven to be successful in strengthening collaboration with our workforce partners and increasing our referrals for supportive services, training and educational opportunities. By requiring in person participation, claimants can take advantage of all available services offered in the American Job Center.

### **5. Promising Practices, Statutory and/or Regulatory Requirements and Waivers**

Illinois received approval on the following waivers on June 28, 2018:

- Waivers associated with the requirement at WIOA Section 129(a)(4)(A) and 20 CFR 681.410 that states and local areas expend 75 percent of all Governor's reserve and local formula youth funds on out-of-school youth (OSY).
- Waiver or the obligation of eligible training providers (ETPs) to collect performance data 011 all students in a training program at WIOA Sections 116(d)(4)(A) and 122, :md 20 CFR 677.20(a)(4) and (5) and 20 CFR 680.460.

The waivers outlined include only those waivers in effect for more than a twelve-month period of time. The State continuously considers opportunities to request waivers that strengthen the workforce development system or provide flexibility of current federal guidance and have additional waivers approved during PY18 that are not detailed within this report. Illinois waivers will be continued to be evaluated during PY19 and reported accordingly.

### **Data Systems**

Illinois WIOA Core Partners that manage Labor Market Information and educational completer data with staff and research support from NIU Center for Governmental Studies and NIU Education Systems Center meets bi-weekly to plan and execute data development, analysis and presentation for the WIOA Unified State Plan, Regional Plan Data Packages and LWIAs. Their key activities and deliverables provided technical assistance to WIOA Core Partners, regional planning teams, and LWIAs; and data gathering, analysis, and presentation related to the State's economic snapshot, workforce supply and demand analysis, and State workforce demographics (age, educational attainment, income etc.)

### **Integrated Business Services Work Group**

Illinois WIOA Core Partners meet monthly with business engagement efforts, representatives from the Illinois Workforce Partnership (IWP), and business representatives from the IWIB and IWIB apprenticeship committee (with

staff support from NIU Center for Governmental Studies) to address opportunities and challenges to improved integration of business services. They are responsible to identify current business services practices and best practices in Illinois and across the nation, seek business input and feedback to guide efforts, and develop and provide tools to local business services staff that promote improved service integration.

### **Customer Experience**

The Illinois Department of Employment Security was informed of shortcomings in participant experiences following a USDOL, Employment and Training Administration (ETA) UI Program Specialist training visit. This Technical Assistance team's observations have allowed staff to more accurately gauge the quality of the progress made up to that point, and provided valuable observations, recommendations and tips which staff have begun to implement.

The Illinois Department of Commerce and Economic Opportunity - Office of Employment and Training announced that after review and consideration of a recent request for proposal of funding, the U.S. Department of Labor has awarded the agency \$1 million in Workforce Data Quality Initiative (WDQI) Round VII funding. Over the past several years the state has been making great strides in bridging the gaps between education and workforce stakeholders. Work done by state agencies, public and private partners, and state educational institutions provides improved transparency of education and workforce efforts in order to identify and communicate pathways that participants can take to achieve demand driven, sector-based occupations that afford them lifelong self-sustaining careers.

This infusion of WDQI dollars will further drive the enhancement and integration of education and workforce data across the state to continue to create synergy and momentum that results in best practice information and outcomes to overcome current gaps in data and information collection. Of importance, the new round of funding will be dedicated to:

- Expanding the existing Illinois Longitudinal Data System (ILDS) and Centralized Demographic Dataset Administrator (CDDA) to leverage and include the Illinois Administrative Data Research Facility (IADRF) with twin goals of greater breadth of integrated datasets, as well as, enhanced research capacity for robust program evaluation.
- Implementing Common Program Information (CPI) elements across education and workforce training programs to standardize and enhance the capture of program data aligned to the State's Career Pathway definition and WIOA Eligible Training Provider List (ETPL) policy in service of system administrators and customers of the system.
- Utilizing the enhanced system infrastructure to produce and disseminate workforce training provider performance information and outcomes, create user-friendly portals to inform consumer choice, and continue to develop and expand the data matching and transparency tools and dashboards that drive evidenced based decisions and policy making.

### **Promising Practices**

Several promising practices (Attachment I) were identified by the Illinois Workforce Innovation Board (IWIB) and core and required partners. Those associated with career pathways, apprenticeship, youth, bridge programs, and others were mentioned earlier.

### **Innovation Project for Returning Citizens Pilot**

The guiding principle of the Innovation Project for Returning Citizens (IPRC) pilot project is the integration of the workforce system as identified and supported in the Unified State Plan and the Illinois Workforce Innovation Board (IWIB) Strategic Plan. IPRC's mission is to provide training and education opportunities that will have a returning citizen job-ready upon release, have a connection made to a career planner in the local workforce area that the citizen will be returning to; and have identified employers and support services available in the local workforce area of return so the citizen can be immediately re-engaged into society.

Three Local Workforce Innovation Areas (LWIA) are implementing this pilot program which serves both male (LWIA 13 and 25) and female (LWIA 20) offenders. The program in LWIA 13, occurring at the Kewanee Life-Skills Re-Entry Center was elaborated more on page 7 of the Report Narrative, as it has achieved the most progress and success to date with the number of participants and successful reentry upon release. The IWIB heard of one such success from an employer

and participant at its June 2018 summer meeting. IWIB members have for several years been hearing of employer, participant, and system successes at their meetings, and this was yet another example of how they are providing a positive effect throughout Illinois as their functions are further implemented. These have become a very moving and anticipated part of quarterly meeting agendas.

The reentry/corrections facilities require the potential candidates, with four years or less remaining until release, to apply for acceptance. Each center is unique in their offerings, but the intent is to offer vocational education, work experience, job preparation, essential skills training, and cognitive behavioral therapy to offenders. The design is to have the local LWIA partners in the facilities to provide services and use Illinois workNet Customer Support Center tools to facilitate the connection between the returning citizen and their new LWIA.

### **Coordination of Core and Other Partners**

Approximately 100,000 Illinoisans are at risk of losing Supplemental Nutrition Assistance Program (SNAP) benefits after January 2020 due to a planned change in a Federal work requirement for a segment of SNAP recipients called Able-Bodied Adults Without Dependents (ABAWDs). In response, the WIOA Executive Leadership Team commenced an interagency pilot project to connect the SNAP-eligible ABAWD population in Illinois with workforce programs, collaborating across agencies to ensure the ABAWD population is food secure and has access to career pathways. The pilot project is designed to inform future ways workforce partners can collaborate to serve disadvantaged populations.

### **Inclusive Process of Evaluating and Developing Guidance**

The Interagency Technical Assistance Team periodically surveyed required partners to identify specific needs for new or improved guidance to facilitate successful MOU and budget negotiations in local workforce areas. As a result of this feedback, the Interagency Technical Assistance Team issued a handbook in PY18 to help guide the process of reconciling budgeted to actual costs of local One-Stop systems, which was required for the first time in PY17.

### **Collaborative Development of the Unified State Plan**

A federally required modification of data elements was submitted in PY 2018. A Unified State Plan Workgroup, consisting of state agencies, IWIB members, and representatives of interagency teams and task forces, have been in the process of drafting the Unified State Plan for the period of 2020-2024. New developments for this planning period include outreach and inclusion of stakeholders outside of core and required partners ensuring that the plan is representative of all, including special populations. Careful attention will be paid to aligning the Unified State Plan with the IWIB Strategic Plan, Executive Order 19-03 and other agency-specific plans.

### **Local Agreement on PY18 MOUs and One-Stop Operating Budgets**

The Interagency Technical Assistance Team worked proactively with local workforce boards, chief elected officials, and required partners to identify local areas at risk of an impasse during cost-sharing negotiations. Agreement was facilitated in these local areas before issues could arise, significantly reducing the number of local areas needing state-level remediation teams to address areas of potential impasse. Agreement was reached in all 22 local areas for MOUs that took effect July 1, 2018, avoiding the need to declare an impasse and activate a series of restrictive provisions to cost sharing.

### **Improvements to the MOU Negotiations Process**

The Interagency Technical Assistance Team also considered input and best practices to ensure required partners in each local area are best positioned to begin and complete successful and inclusive annual negotiations for shared costs and service delivery. Local pre-planning activities include the completion of a Pre-Program Year Planning Form, which serves as both a tool to help local areas better understand and more efficiently meet MOU and One-Stop operating budget submission requirements, and as an additional layer of documentation that the Interagency Technical Assistance Team can use to better provide guidance throughout the negotiations process. To ensure compliance in offsite program service delivery, a Direct Linkage Checklist also became a required tool for local areas to use during negotiations.

## **Mapping Points of Intersection Between WIOA Activities**

Leading into the fourth full year of WIOA implementation, required partners at the state and local levels will be required to undertake significant planning and other activities during PY19 and thus began discussions on effective and efficient practices that would assist in addressing each during PY18. These activities included developing the new 2020-2024 Unified State Plan, regional and local plans, and local Memoranda of Understanding with Infrastructure Funding Agreements, One-Stop certification for all designated workNet centers, and completion of self-assessments with action plans for improving service integration. Challenges included assessing the human and financial resources required for each activity, identifying where each activity intersects, and identifying when earlier points of intersection may be helpful to improve integration and streamline guidance and activities for regional and local implementation. The IWIB and interagency teams developed the concept of an integrated timeline to help improve coordination of the various guidance and planning activities in future program years.

## **Customer Support Center**

The Illinois workNet® online platform offers education and workforce partners program facilitation and implementation tools (Attachment G) to help their customers reach their training and employment goals. The site provides a common system where partners can work together to streamline services for individuals and employers. The site uses a combination of role and access management to allow the appropriate staff access to their customers' workforce readiness information. The suite of tools includes online intake applications, eligibility and suitability determination, assessments, career plan builder, outcome documentation tools, worksite placement, account management, referral/scheduling, dashboards, notifications, case notes/messages, and reporting. The implementation tools are available at no cost to state and local partners. The tools are also customized and used to implement special state and local programs including employment opportunities, personalized services, individualized training, and career planning (EPIC); Youth Career Pathways (YCP), Returning Citizens, and the Illinois Department of Humans Services Community Youth Employment Program (CYEP). The tools were used by 742 partners to facilitate program implementation serving 35,124 customers.

## **Training and Professional Development**

The Illinois workNet team has continued to work with the Chicago Public Library to provide guidance and feedback to develop a new course introducing and exploring the Illinois workNet website to job seekers. The course, called Getting a Job Using Illinois workNet is aimed at serving learners who are unemployed or underemployed and was specifically designed to be easy to use for those without high digital literacy skills.

The course, which runs 52 minutes total, is divided into seven short lessons guiding a learner through the job seeking process using the most helpful resources on Illinois WorkNet.

Getting a Job Using Illinois workNet is one of more than 25 simple digital literacy courses on Chicago DigitalLearn. The site is free and available to the public; learners don't need to live in Chicago or have a Chicago Public Library card to access it. Learners will be able to take courses immediately or if they choose to make an account, they can track their progress and earn personalized certificates.

## **Illinois Workforce Professional Development Academy**

The Illinois workNet team has worked with the WIOA Professional Development Team to design an inclusive and accessible Illinois Workforce Professional Development Academy (IWPDA). IWPDA offers professional development courses for statewide mandated and community-based organization partners within the workforce system to ensure training and learning engagements are current and relevant to understanding and delivering workforce development services to our communities.

## **National Governors Association Work-Based Learning Policy Academy**

Over the course of June and July 2018, the WRAP team built on PY17 efforts and supported the development of a brand in support of Illinois' efforts to scale work-based learning. Work Learn Grow: Pathways to the Jobs of Illinois' Future will

serve as a brand for work included in Illinois' participation in the NGA Work-Based Learning Policy Academy, as well as other WRAP-related efforts including the Career Pathways Dictionary. As part of this branding effort, the logo and color scheme that follow were designed on behalf of and approved by the WRAP team and additional NGA team members.

In conjunction with both the Work Learn Grow brand and the Summit, the WRAP Committee supported the development of a digital platform housing Summit details and now serves as a platform for the greater career pathways work in the state, including the Career Pathways Dictionary described previously. The platform serves as a hub of resources for a variety of stakeholders: learners of all ages, employers, and education/training providers. Organizations can also join the "Committed Coalition" on the site.

## **EPIC**

The EPIC program was a collaboration between Illinois DHS and Illinois DCEO that ended March 31, 2019. The program's mission was to develop an innovative approach that would reduce dependency of SNAP benefits by offering more robust services through academic training, work experience, expanded supportive services, and access to career navigators that are invested in the participant success. EPIC provided a platform for DHS and DCEO to have a much more collaborative relationship. This included a better understanding of how each agency operates and incorporating policies and process associated with SNAP E&T. This understanding can drive the development of future projects. Relationships built between CBO training provider career navigators and DHS frontline staff will extend past EPIC. Understanding each other's roles and what can be accomplished helped with transparency.

DHS recruited/invited over 28,200 SNAP recipients to attend the EPIC orientation. A total of 2,505 were assigned to the control group and 2,519 were assigned to the treatment group. An additional 1,448 SNAP customers were aligned with CBOs through the new cohort for a total of 3,967 SNAP customers assigned to CBOs. The CBOs assessed and staffed a total of 2,386 customers. Customers not assessed/staffed were no-shows to the CBOs or some were not considered a good fit for the assigned training program and returned to DHS. There were 1,926 customers that were enrolled in academic or career only services and of those 984 completed their academic service. A total of 783 customers were placed in employment and 575 completed 90-day retention period to date.

## **Youth Career Pathway**

Thirteen organizations were funded in the first round of Youth Career Pathway which expired June 30, 2019. Training provided in career pathways included the following sectors: Agriculture, Food and Natural Resources; Architecture and Constructions; Health Science; Information Technology; Manufacturing; and Transportation, Distribution, and Logistics. Four hundred and ninety-three youth were registered in WIOA with 410 receiving vocational-occupations training, 454 academic services, 387 placed in a work-based experience, 402 received a credential and 546 received supportive services. One hundred and thirty-two were documented the case manager as employed but the employment number will not be final until after the fourth quarter wage data. A final evaluation of these programs is underway to identify methodologies that seem to be successful that will inform future program development and funding.

As identified in the 2018 Annual Report a Youth Career Pathway Notice of Funding Opportunity (NOFO) funded an additional seven providers that started their program October 1, 2018. Program changes were made with this group based the prior program experiences. One was that the grant would focus their training on one sector. An additional change was to request applications that focused on career pathways instead of apprenticeships, as it was clear in the prior opportunity that providers did not have a clear understanding the required elements of an apprenticeship. An operational change was made to move Youth Apprenticeship under the Apprenticeship NOFO.

## **Summary**

Ending where this report narrative began, Program Year 2018 brought many successes, highlighted multiple successful and innovated strategies, and outlined efforts towards stronger collaborations and opportunities for further integration. PY18 brought the initiation of many strategic planning efforts to occur throughout Illinois, including modifications to the Illinois Workforce Innovation Board (IWIB) Strategic Plan, development of a new 2020-2024 Illinois Unified State Plan, implementation of the Adult Education Strategic Plan and Illinois Community College Board (ICCB)

Workforce Development Plan, and reviews of requirements and initiation in development of a new Perkins V Reauthorization Plan. Each of these large-scale efforts will be developed and implemented with consideration of the three key action areas found in the report in response to Governor JB Pritzker’s Executive Order 2019-03 and a new Five-Year Economic Development Plan that was being developed at the conclusion of PY18.

The Illinois Workforce Innovation Board, through its standing committees and policy work groups, will continue to lead a system that is innovative, reactive to business needs, and ever-seeking new ways of providing the education and training necessary to prepare Illinois job seekers and workers for immediate opportunities and long-term career pathways that lead to self-sufficient wages. Strengthening the relationships between the IWIB and local boards will be a key process in realizing the Governor’s and IWIB mandates that reflect regional and local distinction.

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## **Attachment A. State Strategy Implementation**

### **State Board Functions**

The Workforce Innovation and Opportunity Act (WIOA) and Illinois State Statute (Illinois Workforce Innovation Board Act [20 ILCS 3975/]) require that the Illinois Workforce Innovation Board (IWIB) provide strategic leadership and oversight that will further the state's goals to meet the workforce needs of businesses and workers. Bylaws are in place to further guide the IWIB's work and processes. The IWIB continued to implement the priority activities outlined within its Strategic Plan which established the vision for the state's workforce system and provided a roadmap for Board members to create a sound operational structure to ensure the expanded functions under WIOA are carried out. This planning process moved the Board from a tactical, operational approach to one where the members think strategically and serve as system leaders.

### **IWIB Strategic Plan**

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

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

The current [IWIB Strategic Plan](#) can be found on Illinois workNet®.

While the IWIB began strengthening local involvement in the policy making process, the Strategic Plan further emphasized the Board's desire to build stronger partnerships and communication between the IWIB and local workforce boards. This is occurring through direct communication between the IWIB Co-Chairs and local workforce innovation board (LWIB) chairs, invitations to jointly participate in state and local board meetings, and the development of an outreach plan to ensure local boards understand and participate in Illinois' efforts to create a quality workforce, with a focus on the unique needs of each regional and local market. Recognizing that this effort has fallen short of expectations, the IWIB Executive Committee has committed to this being a priority in 2019-2020 and has informed Board members they will be expected to attend local workforce board meetings in the region and local area where they operate and reside. Additionally, board outreach will be incorporated within a new IWIB Member's Manual and professional development program that is being developed to be implemented in 2020. In order to be more effective, modifications to the plan will reign in an ever-increasing set of priorities to a more manageable level. This will allow the IWIB to focus on the most important areas of the workforce system that will lead to the greatest successes.

To identify the modifications necessary, including the appropriate priorities, and ensure collaboration across board activities, the IWIB initiated a monthly convening of an IWIB Leadership Team. This team is comprised of members of the Executive Committee and chairs of each standing committee. Their primary focus is to share discussions among their peers to identify collaborative areas, cross pollination of discussions, and discuss the necessary modifications to the current strategic plan.

## **IWIB By-Laws**

In addition to the statutory guidelines that dictate direction for the IWIB, a set of By-Laws provides supplemental guidance to the structural and operational framework of the Board. The By-Laws provide a foundation to processes for creating standing committees, task forces and work groups, recommendations for formal calls to action, shape frequent and routine meetings. The By-Laws were revised at the December 2018 Board meeting to allow for the designation of a Vice-Chair (selected from current business members in good-standing) and Co-Chairs (selected from board members or industry) for standing committees. The Vice-Chair was immediately appointed to the Executive Committee and began sharing some of the responsibilities historically managed by the business co-chair to the board including facilitation of meetings.

The Board recognized the importance of having a fully engaged membership and adopted new criteria for engagement of board members that requires, for the first time, all board members participate on at least one standing committee, task force or work group and actively participate in scheduled meetings. In certain instances, board members can appoint an appropriate designee to represent them at meetings. Finally, clarification was given to real or perceived conflicts of interest by members.

## **Committees, Task Forces, and Work Groups**

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

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

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

The IWIB Executive Committee is responsible for establishing the committees, task forces, or work groups and designating the members of these working bodies, subject to the approval of the full IWIB. While the IWIB encourages wide participation from stakeholders, a Chair is identified for each Committee and Task Force to ensure continued effective, efficient, and focused efforts on the IWIB's behalf. During PY18, the Board approved a recommendation to allow Co-Chairs to serve on standing committees where there was a defined need to share leadership over the priorities, which resulted in the approve of a Co-Chair to the Career Pathways for Targeted Populations who represents one of Illinois key industry sectors. Additionally, the By-Laws provided detail as to the expectation of Chairs and members of committees, task forces, and work groups.

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

members also participate in the Workforce Readiness through Apprenticeship and Pathways (WRAP) and Integrated Business Services teams. IWIB staff provides information to the Board related to other workforce, education, and economic development efforts occurring throughout the state to assist them in better understanding their roles and how they can affect continuous improvement opportunities throughout the system.

### **2020 IWIB Strategic Plan Modifications**

In early 2019, the IWIB conducted a review of the success in meeting the expected outcomes found within the goals and priorities of the strategic plan. As a result, two next steps were identified: begin an early process into the development of modifications to the Strategic Plan to be implemented in 2020 and ensure the direction of the Board within the Strategic Plan is consistent with direction from the Governor's Executive Order 2019-03 and other state mandates. The first step in this process was to modify the current Vision and Mission statements. Working in advance of the anticipated new implementation date allowed these revisions to be considered and incorporated into the discussions of the Vision, Principles, and Goals found within this 2020-2024 Illinois Unified State Plan.

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

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

Additionally, finalized and began implementation of the Adult Education Strategic Plan, which furthered alignment with goals set forth in multiple other state plans that were occurring in PY18. These included the Illinois Unified State Plan (2018 Modifications); the Report of the Higher Education Commission on the Future of the Workforce; and the Illinois Postsecondary Workforce and Readiness Act. This 2018-2023 plan, "Expanding Career Pathway Opportunities in Adult Education, Strategic Directions for Illinois", is focused on expanding and scaling comprehensive career pathways that have been successfully implemented across the state. This plan is proactively responding to a future of work that will demand advanced skills and training in the new economy. The following graphic highlights the differences between the plans.

**Attachment B. Career Pathways Dictionary:**

The Illinois Career Pathways Dictionary, published in November 2018, is organized around the Unified Career Pathways definition adopted over the course of PY17/PY18 by the Illinois Community College Board (ICCB), the Illinois Board of Higher Education (IBHE), the Illinois P-20 Council, the Illinois State Board of Education (ISBE), the Illinois Workforce Innovation Board (IWIB), and the Illinois Student Assistance Commission (ISAC). The Dictionary includes 16 career pathways terms and agreed upon by 14 statewide partners. It was launched during National Apprenticeship Week and can be found on the agency and external partner sites below and has also been shared with the respective Boards. This Dictionary will be used to ensure alignment across program and funding streams supporting work across education and workforce agencies. The Dictionary has been shared with, and/or published by, the following entities:

<b>State Agencies &amp; Boards</b>	<b>External Partners (including, but not limited to those below)</b>
Governor’s Office Education Teams <a href="#">Work Learn Grow Digital Platform</a> <a href="#">DCEO</a> <a href="#">ISAC</a> <a href="#">ISBE</a> <a href="#">ICCB</a> IBHE <a href="#">IDES</a> IDHS IL P-20 Council IWIB	US Department of Labor Region 5 Youth Liaison Education Commission of the States <a href="#">JFF Pathways to Prosperity Network</a> National Governors Association Illinois School Counselors Association Illinois Workforce Partnership Illinois Apprenticeship Collaborative College & Career Access, Persistence, & Success Funders & Nonprofits Chicago Jobs Council Chicago Workforce Funders Alliance Grand Victoria Foundation Joyce Foundation <a href="#">Education Systems Center at Northern Illinois University</a> Women Employed Young Invincibles

## **Attachment C. WIOA Statewide Workforce Activities**

The Department of Commerce is responsible for the *WIOA statewide workforce activities* and provides resources for projects that integrate workforce, education and economic development services. Commerce supports the activities of the IWIB, administers grant programs and manages contracted projects to support the priorities of the IWIB as outlined in Illinois' Unified Workforce Plan

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

The Department of Commerce administers grant programs to advance the priorities of the IWIB and State Workforce Partners. A summary of the Program Year 2018 grants are included [Location in Report]

- The Illinois Talent Pipeline Program uses strategies to train workers who can contribute to a company's growth and success. Projects funded under this program are intended to develop sustainable work-based learning programs to help Illinois companies retain and train current workers and hire new staff. The goal of a talent pipeline grant is to maintain a pipeline of hireable talent for the employer being served.
- The Youth Career Pathways Program provides grants to serve opportunity youth with barriers that prevent continued education and employment. Successful pilot projects will integrate workforce, education, and economic development services and address barriers to accessing job-driven training resulting in employment opportunities. These projects will inform the development of sustainable career pathways for young people throughout the state.
- The WIOA Statewide Workforce Innovation Program funds projects that support the vision, principles, goals and strategies articulated within the WIOA Unified State Plan. The primary areas of focus for this program includes: industry sector partnership projects, innovative workforce pilot and research projects, priority population projects, and statewide technical assistance initiative.
- The Apprenticeship Expansion Program is part of a larger strategy to help Illinois' companies develop their talent pipeline. As Illinois coordinates and aligns the strategy of apprenticeships with the P-20 education and workforce systems, we are integrating a shared vision and language around Career Pathways. The state has developed the Workforce Readiness through Apprenticeship and Pathways (WRAP) project. WRAP was developed to ensure that all young people in Illinois reach adulthood having completed workforce readiness programs that prepare them for college and career, while equipping them with the information they need to choose the best career pathway for themselves.

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

WIOA mandates a Governor-appointed Workforce Innovation Board (IWIB) that includes leaders from business, industry, state agencies, education, labor and community organizations. OET has the lead responsibility for providing staff support to the IWIB through oversight of the work of the IWIB, acting as liaison between the IWIB and other WIOA partners related to functions such as the Unified State Plan and professional development, and coordinating the committee and taskforce structure to ensure completion of the work for reporting to the full IWIB.

## 2018 APPRENTICESHIP EXPANSION GRANTS

**Grantee:** ManTraCon Corp

**Project Type:** Intermediary and Navigator

**Sector:** Manufacturing, Healthcare, TDL

**Award Amount:** \$ 156,978

**Project Summary:** Acting as Apprenticeship Navigator, ManTraCon will oversee a project team tasked with mapping existing resources and identifying gaps in development of apprenticeships as well as other talent pipeline challenges in the southern region. The Navigator team will engage 15 new businesses and register 4 new apprenticeship programs. An Apprenticeship Coordinator will be hired to coordinate activities across the region. Transportation issues are one of the largest barriers to employment in the region and this project will work to improve the ability to utilize public transportation as a reliable means of getting to and from work. As an Apprenticeship Intermediary, ManTraCon will enroll 10 apprentices in 3 different programs as CNC Operator & Programmer, Industrial Technician/Elevator Mechanic and Phlebotomy. ManTraCon plans to work in collaboration with current partners to discuss apprenticeships with several employers in the region whom they've identified in their proposal.

**Project Partners include:** John A. Logan College (Apprenticeship Sponsor) Rend Lake College (DOL approved Intermediary), Shawnee Community College, Southeastern Illinois College, IDES Business Services Team, Special Mine Services – CNC (Employer), Phoenix Modular – Industrial Tech/Elevator Mechanic (Employer)

**Grantee:** Cook County Bureau of Economic Development

**Project Type:** Navigator

**Sector:** Metal Manufacturing – Primary Metals; Fabricated

**Award Amount:** \$140,000

**Project Summary:** The applicant is the lead organization for the Chicago Metro Metals Consortium (CMMC). Through its existing network of employers and partners, this project will engage 40 new businesses to widen the network of apprenticeship sponsors and serve as a steward for improving apprenticeship readiness by working with schools and training organizations to promote careers in manufacturing to young people. CMMC will expand its current role as a connector for both partners and manufacturers and serve as an apprenticeship champion with technical expertise to promote and expand apprenticeships in the region and provide on-on-one technical assistance. This multi-year, long-term project will be sustained with the help of the Chicago Cook Workforce Partnership. As a sub-recipient of the Illinois Defense Industry Adjustment Program Phase II grant, the applicant will leverage \$166,820 for this project to identify and understand the expansive supply chain for defense manufacturers in the Chicago region using the mapping tool created during Phase I of the defense industry program to identify defense manufactures in the Chicago region with whom to outreach and promote apprenticeships.

**Project Partners include:** Chicago-Cook Workforce Partnership, Chicagoland Southland Economic Development Corporation (CSEDC), OAI, Business and Career Services, Inc., Chicago Federation of Labor, Manufacturing Renaissance, Daley College, Calumet Area Industrial Commission, Prairie State College, German American Chamber of Commerce, Calumet Manufacturing Industry Sector Partnership (CMISP)

**Grantee:** Calumet Area Industrial Commission

**Project Type:** Intermediary

**Sector:** Manufacturing – Industrial Maintenance

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

**Project Summary:** This project builds on CAIC's capacity as a facilitator of manufacturing apprenticeship and pre-apprenticeship programs on Chicago's south side and south suburbs. This project will develop Industrial Maintenance apprenticeships and pre-apprenticeships for a consortium of regional business partners. The project will enroll 20 individuals in Registered Apprenticeship programs, 30 in pre-apprenticeship programs. Four new RA programs will be developed, and two existing RA programs will be expanded. As entry-level machine operators and assemblers move up the career path with further training, CAIC anticipates providing employers with potential employees to fill the open positions. Prairie State College conducts the required classroom training and each employer handles the OJT component with Journey-workers serving as trainers. In addition, working with Daley College as a sponsor to establish apprenticeships to aggregate small employer needs.

**Project Partners:** Daley College, Prairie State College, South Suburban, Moraine Valley, OAI, South Suburban Mayors & Managers Assoc., JARC, Gelita, USA (Calumet City) Chicago Magnesium Casting (Blue Island) Tower Automotive (12350 South St., Chicago) Flex-N-Gate (2924 E. 126<sup>th</sup> St. Chicago), Keystone-Calumet, Inc. (Chicago Heights) Agrati, Inc (Park Forest).

**Grantee:** Accreditation Council for Pharmacy Education

**Project Type:** Navigator

**Sector:** Healthcare – Pharmacy Tech; Advanced Pharmacy Tech

**Award Amount:** \$208,900

**Project Summary:** This project will convene community pharmacy and health care system employers and practitioners in Cook and Lake Counties to educate about and support apprenticeship programs for Pharmacy Technicians. The pilot program focuses on designing and implementing a non-registered apprenticeship for pharmacy technicians and will seek US DOL approval for an Advanced Pharmacy Technician Registered Apprenticeship at the end of the grant period. New standards for Pharmacy Technician education will become effective January 2019, and this project will work with employers to oversee the quality and program design in the entry-level Pharmacy Technician program and to develop a new health system apprenticeship model and career pathway for Advanced Pharmacy Technicians.

**Project Partners:** Northwestern Medicine, College of Lake County, SHINE Pharmacy Technician Program, Talent First, The Institute for American Apprenticeships at Vermont HITEC, Institute for American Apprenticeships (IAA)

**Grantee:** Lake Land College

**Project Type:** Intermediary and Navigator

**Sector:** Healthcare – Certified Medical Assistant

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

**Project Summary:** Applicant proposes to serve as both Apprenticeship Navigator and Intermediary focusing on the non-traditional sector of healthcare. Each Community College project partner will act as apprenticeship sponsor and provide required technical instruction to develop a Registered Apprenticeship for Certified Medical Assistants. Plans are to recruit 40 apprentices with 34 successfully earning certification. Each CC partner has long-standing relationships with health care employers and through development of sector advisory boards, applicant will work to promote and develop apprenticeship opportunities throughout the region and further enhance the existing infrastructure to support apprenticeship expansion. Thirty new healthcare businesses will be engaged and in-kind

and matching funds of \$207, 192 will be provided by the 3 community colleges, Title I, including \$7500 in Title II funds.

**Project Partners:** Lincoln Trail College and Kaskaskia College (sub-recipients), LWIA 23, CEFS Economic Opportunity Corp., Sarah Bush Lincoln Health System (Mattoon) Carle Hospital System (Mattoon) HSHS St. Anthony (Effingham) Fayette County Hospital.

**Grantee:** St. Clair County Intergovernmental Grant Dept.

**Project Type:** Intermediary and Navigator

**Sector:** Manufacturing, Healthcare

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

**Project Summary:** This project managed by the St. Louis Metro East Apprenticeship Consortium will serve 9 counties and is focused on RAs in Healthcare (Certified Medical Assistant) and Manufacturing (Refinery Operator). Working as an Intermediary, the applicant will serve 15 WIOA eligible apprentices with technical instruction provided by Lewis and Clark Community College and OJT delivered by employer partners National Corn-to-Ethanol Research Center, Center Ethanol and Green Plains. In addition, consortium will partner with SIHF Healthcare on a pilot apprenticeship incumbent worker program for Certified Medical Assistants. The project plans to recruit lower-skilled minimum wage incumbent workers as participants and provide onsite training at the workers place of employment. As a Navigator the Consortium will work with more than 19 employers, community-based organizations and economic development organizations to raise awareness and foster engagement in the apprenticeship model by developing a regional protocol for outreach, survey of employers and sector-targeted Apprenticeship Awareness Campaigns.

**Project Partners:** Lewis and Clark Community College, Southwestern Illinois College, SIUE, National Corn-to-Ethanol Research Center (NCERC) at SIUE, SIHF Healthcare, Green Plains, Antolin Nashville, LWIAs 21, 22 and 24 – EDR 9 Regional Partnership

**Grantee:** Prairie State College

**Project Type:** Intermediary

**Sector:** Manufacturing, TDL, IT

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

**Project Summary:** This project will serve 55 participants through pre-apprenticeship and apprenticeship programs across three industry sectors offering career pathways in Manufacturing, IT and TDL. Plans are to expand two existing RAs as well as expand two existing pre-apprenticeship programs, including:

- IT Apprenticeship Program: 15 participants
- Industrial Maintenance Mechanic Apprenticeship Program: 10 Participants (Manufacturing)
- Maintenance Technician Apprenticeship Program: 15 participants (Manufacturing)
- CDL Apprenticeship Program: 15 participants expand (TDL)

In partnership with Calumet Area Industrial Association, Prairie State will work to expand the Industrial Maintenance apprenticeships to incumbent workers for a minimum of 2 employers. In addition, a Maintenance Technician Apprenticeship program will begin in Fall 2019 offering dual credit courses in manufacturing technology. Working

with employer partner KLLM, Prairie State's Driving Academy will provide instruction for CDL and KLLM guarantees employment.

**Project Partners:** Calumet Area Industrial Commission, National Able, LWIA 7, LWIA 10, Alsip Mini Mill, Calumet Lift Truck Service, Chicago Magnesium Casting Co., Cook County Bureau of Economic Development, Flex N Gate, Gelita, KLLM Transport Services

**Grantee:** LWIA 14 – Western Illinois Works

**Project Type:** Intermediary and Navigator

**Sector:** Manufacturing, Healthcare, TDL

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

**Project Summary:** Western Illinois Works (WIW) has been approved by US DOL as an Apprenticeship program intermediary. For this project WIW will form Apprenticeship teams in each of 3 "sub-regions" within the EDR focused on uncovering hiring/retention challenges for employers, strengthening the talent pipeline and raising awareness of pre-apprenticeship and apprenticeship programs to employers in the region. Project will recruit five new employers to participate in apprenticeship programs – four Registered Apprenticeship and one non-registered apprenticeship. Community College partners will provide required technical instruction for CDL Apprenticeship as well as CNC and Welding Apprenticeships and employer partners will provide OJTs. Ten individuals will be recruited and enrolled in Registered Apprenticeship programs and 12 incumbent workers will be served.

**Project Partners:** John Wood Community College, Carl Sandburg College, Spoon River College, DOT Foods (Mt. Sterling), Kohls Wholesale (Quincy), Pegasus (Galesburg), Midstate Manufacturing (Galesburg) and Manchester Tank (Quincy)

**Grantee:** City Colleges of Chicago

**Project Type:** Intermediary

**Sector:** Manufacturing

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

**Project Summary:** City Colleges will take the lead in this demonstration project by leveraging apprenticeship expertise and employer connections of project partners to expand manufacturing apprenticeships with Chicago employers focusing on Industrial Maintenance and CNC programs. With employer partners, the project will establish work-based learning activities and processes as well as pre-apprenticeship programs. Classroom instruction will take place at Daley College and Wright College. The project will serve 40 participants and work to develop pre-apprenticeship programs that will support the established apprenticeship program. As part of the sustainability plan, CCC will capitalize on the infrastructure and "next-generation" partnership of this project to roll out further expansion of Apprenticeship programs to other network schools within the CCC system.

**Project Partners:** Calumet Area Industrial Commission, Manufacturing Renaissance, Cook County Bureau of Economic Development, CCWP, E&ES, Donson Machine, Pepsico, American Gear Manufacturing Association, BSD Industries (CBO providing Bridge programs)

**Grantee:** TEC Services Consulting

**Project Type:** Navigator

**Sector:** Manufacturing, Healthcare, TDL, IT

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

**Project Summary:** Applicant proposes to hire three technical apprenticeship experts to build regional capacity. A regional Project Advisory Committee will help guide the project partners including the creation of a regional website/database organized by sector with the Workforce Partners of Metropolitan Chicago (WPMC). This password protected database will be designed as a resource with employer contacts, current trends and other significant data. Armed with this new data, applicant will work with employers, intermediaries, LWIA Business Service Teams, DOL apprenticeship staff and other partners to design apprenticeship programs in a manner that is effective and thoughtful. Information gathering and sharing as well as relationship building activities will also include employer surveys, feedback on best practices etc. The 3 technical experts will eventually train 25 additional business services reps to sustain the work they begin with this project.

**Project Partners:** Workforce Partners of Metropolitan Chicago (WPMC) Business Services Teams from all EDR 4 LWIA's

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**Grantee:** National Able  
**Project Type:** Intermediary  
**Sector:** IT  
**Award Amount:** \$350,000

**Project Summary:** Applicant will enroll 20 individuals in an IT Registered Apprenticeship program with 18 earning journey-worker status in either one of two IT occupations—Network Support Specialist or Systems Administrator. Individuals will be interviewed and have a hiring commitment from an employer prior to the start of classroom training. Participants will earn 4 certifications from Microsoft and Cisco. Bridge programs and supportive services are available. Training takes place in 4 locations: 567 W. Lake St., Chicago; Lisle, Waukegan and Palatine. Upon certification, graduates are placed in subsidized employment as apprentices for 12 to 16 weeks, followed by OJT, until shifting to unsubsidized employment for final 3 months of apprenticeship. In addition, applicant proposes to convene an “Apprenticeship Training Committee” with eight businesses to develop and regulate apprenticeship standards within IT. Able plans to expand the employer base for IT apprenticeships with the idea of creating a backfill or “talent pipeline” for IT positions.

**Project Partners:** LWIA 1 and 6, Keystone Alliance 1925 N. Clybourn, Chicago; Heartland Alliance 208 S. LaSalle, Chicago; Net56 21805 W. Field, Deer Park

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## **2018 TALENT PIPELINE GRANTS**

**Grantee:** Kankakee County (LWIA 11)

**Award Amount:** \$216,331.80

**Project Summary:** The project proposed by Kankakee County (LWIA 11) provides incumbent worker training to approximately 30 employees of CSL Behring's 1,600 Kankakee County workforce. CSL Behring is a biopharmaceutical manufacturer producing plasma-derived and recombinant therapeutic products and has a Pennsylvania headquarters and total employees of 20,000. Per a 2018 article in Intersect Illinois magazine, the CSL Behring expansion project has the biggest impact in Illinois over the past year. CSL Behring is building a 1.8 million square foot campus, investing well over a billion dollars in capital improvement and creating thousands of new jobs. The target incumbent worker population of about 30 employees includes engineers, control project leads, control engineers, and automation project leads. LWIA 11's prior experience with CSL Behring includes a 2016 Illinois Talent Pipeline grant for recruiting and placing 36 dislocated workers in on-the-job training. The 2016 grant funds of \$500K were fully expended and the 36 individuals are still employed at CSL Behring (100% Retention rate).

**Project Partners Include:** Kankakee County, LWIA 11 acting as the Illinois Talent Pipeline grantee and providing IWTS data entry, while CSL Behring is providing 50% employer matching funds and contracting with Siemens Controls / Werum Automation as the training provider.

**Grantee:** McHenry County Workforce Network

**Award Amount:** \$195,538

**Project Summary:** The Manufacturing pre-apprenticeship program proposed by McHenry County Workforce Network (MCWN) will provide a career pathway for underserved populations to up-skill into a Registered or Non-Registered Apprenticeship program and/or directly into permanent employment with a local employer. As area employers have been having increased difficulty finding qualified job applicants, they are turning to the workforce system and overlooked labor pools such as opportunity youth and returning citizens. MCWN will recruit from the at-risk young adults and returning citizens participating in its current Workplace Readiness courses. 20 participants will be served. 14 are funded from the grant and 6 are funded through the Illinois Manufacturing Association (IMA). The program will serve the employers and job seekers in Local Workforce Area 2 and the program has the potential to be shared with other LWAs within Economic Development Region 4, and with the state. MCWN is the Title 1B administrator for LWA 2 and has successfully administered federal workforce programs for over 45 years.

**Project Partners Include:** McHenry County College providing outreach, feedback, coaching, project coordination, oversight, monitoring and reporting, the 22<sup>nd</sup> Judicial Circuit Court providing participant referral, outreach, feedback, and partnership support, Illinois Manufacturers Association Education Foundation providing outreach, funding for 6 participants, direct participation, and feedback, the McHenry States Attorney's Office providing outreach, coaching, feedback, and referrals, 4 area employers providing program development assistance, content assistance, outreach, 3 apprenticeships and 4 work-based learning program opportunities.

**Grantee:** Revolution Workshop

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

**Project Summary:** The project proposed by RW will partner with KRA Corporation and Associated Builders and Contractors, Illinois Chapter, Inc. (ABCIL) to recruit and train 45 WIOA eligible candidates (35 adults and 10 dislocated workers) in a 12-week pre-apprenticeship. KRA operates the American Jobs Center located about a mile south of the shop. This makes them the logical partner to assist RW with recruitment, verifying eligibility of WIOA participants and entering all information into the Illinois Workforce Development System (IWDS). RW will focus on a target population including minorities and women ages 18-40 with a genuine interest in “blue collar” work. Special emphasis will be placed on recruiting returning citizens, opportunity youth, and women as these groups have historically been denied opportunities in the construction and manufacturing sectors. RW will leverage ABCIL’s Accredited Training Sponsorship with the National Center for Construction Education and Research (NCCER) to register all successful trainees in the national registry. RW will be responsible for providing all technical training that includes NCCER Core, Carpentry 1 and OSHA 10 certifications. Additionally, RW will work with ABCIL to identify trainees to continue their apprenticeship training through ABCIL USDOL registered apprenticeship program. NCCER Core and Carpentry 1 are already approved curriculum and provide the 1st year of related technical instruction for a carpentry apprentice.

**Project Partners Include:** MOUs with 3 employers committing to hire two or more and interview 10 to 12 participants, KRA Corporation providing recruiting, eligibility, and IWDS data entry, ABCIL providing registry in the NCCER, Blue Cards, and Core, Carpentry Level 1 certifications, Literacy Chicago providing TABE testing and a 2-week, 40-hour bridge program for trainees that test below 9<sup>th</sup> grade reading and math.

**Grantee:** A Safe Haven Foundation  
**Award Amount:** \$175,050

**Project Summary:** The project proposed by A Safe Haven Foundation (ASHF) will provide 30 justice-involved adults, both men and women, with subsidized Work-Based Learning in Gas Metal Arc Welding (Manufacturing Sector), the increasingly in-demand credential: American Welding Society (AWS) Certification, together with literacy, job readiness, support services, career job placement and retention services. The ASHF welding program takes place in a facility adjacent to ASHF’s main location. Upon entry, 100% of the ASHF client population is homeless or has no place to stay. ASHF has over 20 years’ experience preparing Adult ex-offenders. ASHF gets client referrals from the Illinois Department of Corrections, Cook County Sheriff’s Office, Department of Child and Family Services, Illinois Department of Juvenile Justice, Illinois Department of Family and Support Services, emergency responders, shelters, hospitals, the Veterans Administration, probation officers, and substance abuse treatment programs.

**Project Partners Include:** MOUs with KRA Career Services providing IWDS co-enrollment and WIOA eligibility determination, Near West American Job Center at Pilsen providing client referrals, assessment and TABE testing services to clients with barriers to employment. Job-seeker services are also provided. Eight employers have signed MOUs to hire program participants as needed.

**Grantee:** Associated Builders & Contractors, Inc. – Illinois Chapter (ABCIL)  
**Award Amount:** \$305,500

**Project Summary:** The project proposed by ABCIL will provide Construction Sector paid apprenticeship training through ABCIL’s Community Builders (CB) Apprenticeship Training Program now active across 72 ABC Chapters nationally. ABCIL will train 30 participants in 2 cohorts. Each cohort will be recruited in partnership with Illinois Department of Employment Security (IDES), Veteran’s Affairs offices, Probation Offices, Community-based organizations, and the Local Workforce Innovation Area. Once the individuals have been identified and WIOA eligibility established, these individuals will be trained in the CORE and Carpentry/Electrical Level One in a “boot camp” style, work-based learning program with the selected students attending class five days a week, 8-hour days for up to 12 weeks. They will receive

certifications from the NCCER in CORE and Carpentry/Electrical Level One; including their OSHA 10 certification. The individuals who complete this training successfully will be ready to go on the job site as a first-year apprentice and will be able to help meet the workforce demands for the peak time in the construction season. Support Services will be in the form financial support for travel, food, Milestone Achievements, and childcare while in the CB program. Also, all participants will leave with personal protective equipment and a set of tools for their new career with the employers we have within ABCIL's 350+ construction employer membership.

**Project Partners Include:** MOUs with 9 employers committing to 3-7 permanent hires and additional hires as needed, Real Time Relief providing recruiting, Safer Foundation providing placement services, Lake County Workforce Development providing recruiting, Waukegan Housing Authority providing housing, Project H.O.O.D. Community Development Corp. providing recruiting.

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## 2018 WIOA STATEWIDE INNOVATION PROGRAM

**Grantee:** Champaign County Regional Planning Commission (LWIA 17)

**Project Type:** Sector Strategies

**Award Amount:** \$293,881

**Project Summary:**

The grant will fund a local Area labor shed and economic analysis that includes Douglas County which will join LWIA 17 to bring the local area into alignment with the Economic Development Region. As submitted, the project will include the development of: 1) a model labor shed and business needs survey tool and associated labor market analytics; 2) an innovative web-based data portal to provide contemporary workforce data for current and prospective employers; and 3) performance indicators and continuous improvement monitoring.

**Grantee:** University of Illinois at Urbana-Champaign

**Project Type:** Work-Based Learning for Weatherization Program Building Inspectors

**Award Amount:** Not to exceed \$249,805

**Project Summary:**

Work-based training to address shortage of weatherization program building inspectors at local community action agencies. UIUC to provide a 10-week training with an additional 6-month “apprenticeship” with a community action agency for 5 trainees. The primary goals are to establish an internship program for energy auditors that will result in improved sustainability of weatherization programs throughout the state and to pilot this program with an initial cohort of interns placed with local agencies.

**Grantee:** Rock Island County (LWIA 13)

**Project Type:** Manufacturing

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

**Project Summary:**

This project will provide training and placement of returning citizens into demand occupations with businesses that are currently hiring returning citizens. Demand occupations include Manufacturing, Construction, Information Technology, and Transportation, Distribution and Logistics. Pre-release services provided at the Life Skills Reentry Center will include integrated, stackable, credential training, including by not limited to, life skills and basic skills education and training resulting in industry recognized credentials.

## Attachment D. WRAP Committee

### WRAP Committee

Throughout PY18, the Workforce Readiness through Apprenticeships & Pathways (WRAP) project of the Governor's Cabinet on Children and Families (Children's Cabinet) worked toward the following vision: *All Illinois young people reach adulthood having completed workforce readiness programs that prepare them for college and work, while equipping them with the information they need to choose the best career pathway for themselves.*

WRAP is led by the Illinois Department of Commerce and Economic Opportunity (DCEO) and uses the Illinois P-20 Council and IWIB as key advisory councils for the work. The primary partners of this cross-agency effort are:

- Illinois State Board of Education (ISBE)
- Illinois Community College Board (ICCB)
- Illinois Board of Higher Education (IBHE)
- Illinois Department of Employment Security (IDES)
- Illinois Student Assistance Commission (ISAC)
- Illinois Department of Innovation and Technology (DoIT)
- Department of Human Services (DHS)
- Department of Juvenile Justice (DJJ)
- Guardianship and Advocacy Commission (IGAC)
- External Partners, including: Education Systems Center at Northern Illinois University, Women Employed, and Young Invincibles

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

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

Throughout PY18, the WRAP team has used the following, high-priority strategic planning initiatives and activities across the state as building blocks to create a cohesive career readiness system and building toward its vision:

- *Every Student Succeeds Act State Plan*: A result of federal legislation and led by ISBE, the ESSA State plan outlines ISBE's goals to implement a holistic, comprehensive, and coordinated system of support that prepares each and every student for academic excellence and postsecondary success. Most relevant to this project is the College and Career Readiness Indicator (CCRI) set forth by the plan, which the U.S. Department of Education highlighted as an example of a unique and progressive indicator. The CCRI was adopted as a part of the State Plan approved by the U.S. Department of Education and is aligned to the philosophy of career pathways in the Unified State WIOA Plan, as well as the Postsecondary & Workforce Readiness Act.
- *Postsecondary & Workforce Readiness (PWR) Act*: The Illinois PWR Act, signed into law in 2016, identified four aligned strategies that require coordinated community systems involving school districts, postsecondary education institutions, employers, and other public and private organizations. This act includes a framework for Postsecondary and Career Expectations (PaCE), College and Career Pathway Endorsements, Transitional Math Instruction, and pilots of competency-based high school graduation requirements.
- *Illinois WIOA Unified State Plan*: A result of the federal Workforce Innovation and Opportunity Act and led by the four core WIOA partners (DCEO, DHS, ICCB, and IDES), the Illinois WIOA Unified State Plan provides a vision of the state's integration of workforce, education and economic development policy.

- *ICCB Workforce Education Strategic Plan:* Led by ICCB, the Workforce Education Strategic Plan outlines the goals and objectives for four priority areas that will achieve alignment of the community college system and the state’s workforce development system with economic development directions and workforce needs, thereby creating a talent pipeline that fuels economic growth and creates career pathways for all Illinoisans.
- *Career Outcomes for Illinois High School Seniors:* Led by IDES in partnership with ISU, ISAC, and ISBE, the first of two phases identified intergenerational mobility pathways for high school seniors and evaluates the impact of learning pathways on career job profile and career job earnings for high school seniors.
- *Scaling Apprenticeship through Funding Opportunities:* Both DCEO and ICCB have spent a great deal of PY18 leading work to scale apprenticeship opportunities across the state through providing targeted grant opportunities to address a variety of systemic needs. These funding opportunities have included youth career pathways, funding for regional and sectoral intermediary structures, and scaling apprenticeships in the context of Career and Technical Education (CTE) in the community college context.

**Key Accomplishments in PY18:**

**Competency-Based Education Pilots:** ISBE has announced a total of 25 Competency-Based Education pilot districts in support of Postsecondary and Workforce Readiness Act implementation. These districts are conducting extensive planning processes to implement competency-based education in their high schools.

**Career Outcomes Analysis:** The Illinois Department of Employment Security (IDES), with support from Illinois Board of Higher Education (IBHE), Illinois Community College Board (ICCB), and Illinois Student Assistance Commission (ISAC), publicly released its beta version of the Career Outcomes Tool in May 2018. This tool provides workforce outcomes for postsecondary graduates by two- and four-year college and program. ISAC conducted usability testing at six high schools with a total of 60 students. IDES formally launched [ilcollege2career.com](http://ilcollege2career.com) at the September Children’s Cabinet meeting.



The web tool is available in both English and Spanish and empowers youth and their guides to make more informed postsecondary education and career choices. IDES and ISAC have also established a partnership with the Illinois State Board of Education (ISBE) to develop an informational tool for learning pathways and workforce outcomes for Illinois high school seniors between 2003-2016. This effort will link federal financial aid applications, postsecondary enrollment and completion, high school characteristics, and employment/earnings records. Since its release in September 2018, the College2Career tool has recorded more than 5,100 unique weekly users. The top programs of user interest have been Business, Health Professions, and Engineering. Users most often viewed information on career earnings and student debt.

In collaboration with IDES and other WRAP agencies, ISAC has been driving the promotion of the College2Career tool. Through ISAC’s Fall Professional Development Series, 274 community college advisors and leaders were reached. At least 1,000 high school counselors were reached over the course of eight Illinois State Articulation Conferences across the state. The tool was also highlighted at over 700 events throughout College Changes Everything Month, and there have been a number of radio and Facebook live promotions. ISAC continues to promote the tool through webinar and in-person convenings, as well as through a virtual [tutorial](#) that has been shared as a resource extensively.

**Aligned Funding Streams:** In PY18, the WRAP Committee provided input into and supported several efforts by participating agencies to scale apprenticeships and career pathways strategies through strategic grant funding initiatives in alignment with the Unified Career Pathways Definition. Both the Illinois Community College Board (ICCB) and the Department of Commerce and Economic Opportunity (DCEO) released funding opportunities to strategically scale innovative career pathways strategies through their respective systems. These aligned funding initiatives are detailed elsewhere in this report.

**National Governors Association (NGA) Work-Based Learning Policy Academy:**

Over the course of June and July 2018, the WRAP team built on PY17 efforts and supported the development of a brand in support of Illinois' efforts to scale work-based learning. *Work Learn Grow: Pathways to the Jobs of Illinois' Future* will serve as a brand for work included in Illinois' participation in the NGA Work-Based Learning Policy Academy, as well as other WRAP-related efforts including the Career Pathways Dictionary. As part of this branding effort, the logo and color scheme that follow were designed on behalf of and approved by the WRAP team and additional NGA team members.



**Digital Platform:** In conjunction with both the Work Learn Grow brand and the Summit, the WRAP Committee supported the development of a digital platform that housed Summit details and now serve as a platform for the greater career pathways work in the state, including the Career Pathways Dictionary described previously. The platform serves as a hub of resources for a variety of stakeholders: learners of all ages, employers, and education/training providers. Organizations can also join the "Committed Coalition" on the site. The Digital Platform garnered well over 250 hits shortly after its launch, and can be found at this link: <https://www2.illinois.gov/sites/wlg/Pages/default.aspx>

**Governor's Summit:** In October 2018, the WRAP team successfully executed a Governor's Summit on Work-Based Learning at Illinois Central College in East Peoria. The Summit had over 230 attendees, including representation across the business and education sectors. The goal of the Summit was to foster the creation of a cohesive, business-led, education-driven work-based learning system that supports the needs of its workforce, businesses, and communities with the opportunity to prosper and contribute to growing the state's economy. To that end, the plurality of the attendees represented the business sector, and 41 unique attendees from across business, education, and workforce from around the State presented throughout plenary and breakout sessions. Activities throughout the day included: informative panels and plenary sessions, tactical breakout sessions, a work-based learning fair where participants engaged directly with other employers and providers and closing remarks from the Governor.

Surveys distributed to attendees gathered a wealth of positive feedback, with the majority of attendees noting that the Summit met or exceeded their expectations, gave them the opportunity to build their network around supporting work-based learning, provided them with useful resources, and prepared them to take steps in supporting the scaling of work-based learning opportunities in their region. Over 90 different organizations joined a "Committed Coalition"

in support of scaling work-based learning opportunities across Illinois, and the plurality of respondents reported that as a result of the Summit, they knew what resources were available to them in support of taking their next steps.

*National Apprenticeship Week Proclamations:* The alignment and emphasis on career pathways strategies through WRAP and its participating agencies has fostered growing interest in work-based learning strategies such as apprenticeships. During National Apprenticeship Week in November, these efforts culminated in over 30 formal proclamations by the Governor and the communities and entities below. These proclamations indicate a growing commitment to scaling and strengthening apprenticeship models throughout Illinois in service of preparing young people for college and career.

*End-of-Grant Activities:* In early 2018, the core team re-convened and attended the final cross-state meeting for the NGA WBL Policy Academy. As a collective, they determined that the final spend-down of funds would include supporting a career pathways program through the Illinois Department of Corrections to allow incarcerated individuals to earn an industry-recognized credential in prison to facilitate better access to jobs during re-entry and help reduce recidivism, an in-depth branding research project to provide greater alignment across relevant programs and funding streams, and the potential for another summit convening to continue building momentum in support of college and career pathways in Illinois. The branding project is well underway, and the group anticipates launching the new umbrella brand in late 2019 or early 2020.

*Employer Expectations Report:* Led by DCEO and in alignment with the Apprenticeship Committee of the IWIB, a group of WRAP members conducted research into employer expectations of skills at first credential and identify strategies to ensure pathways systems adequately prepare youth. In late October 2018, this report was released and detailed businesses' perceptions and expectations of the workforce system. Based on focus group data and over 200 surveys collected from employers throughout the state, the report provides recommendations on how the workforce system can better serve employers, support their willingness to hire from WIOA populations and encourage greater use of work-based learning strategies.

*Eligible Training Provider Policy:* WRAP is providing leadership and guidance for a workgroup developing revised Illinois' WIOA Training Provider and Training Program Eligibility policy in alignment with the unified Career Pathways definition. Throughout PY18, WRAP members participated in ETPP workgroup meetings to promote alignment through Common Program information elements highlighted in the section below.

*Interagency Career Pathways Data System – Pro Path Illinois:* The WRAP team led cross-agency collaboration on a systemic approach for collecting more comprehensive and higher quality information on career pathway programs across multiple agency funding streams. The cross-agency technical team driving this work is comprised of representation from the core education and training agencies, as well as representation from the Governor's Office education team, and IDES. At its core, this effort is to align data collection and program approval processes to the unified Career Pathways definition to support mandated reporting for WIOA and Eligible Training Providers, as well as enhance systemic research capabilities and improve information available to potential program participants. In the future, the system will also serve as the basis for connecting data in support of participant outcomes data reporting as required by WIOA. In April 2019, DCEO sought and was awarded a \$1 million Workforce Data Quality Initiative for the "Pro Path Illinois" project. Pro Path Illinois is comprised of two aligned components to enhance programmatic data collected in administrative data across agencies (through implementing the Common Program Information elements) and generate greater analytic capacity to report on program efficacy and outcomes (through expanding the Illinois Administrative Data Research Facility – I-ADRF.)

**Attachment E. Employers’ Employment Needs**

An effective workforce system must address the basic need to ensure that a pool of appropriately skilled workers is available when and where businesses need them. The workforce and education systems must be aware and understand the key knowledge, skills and abilities required in the state and respective to each region.

*Regional Economic Analysis for Employment Needs*

In addition to an analysis of leading, emerging, and maturing industries, the diverse Illinois economy requires an accompanying analysis in each of our ten economic development regions. The core partners provided the latest U.S. Bureau of Labor Statistics (USBLS) data to each of Illinois’ regional planning teams, who used this data as a key part of their assessment of business needs in their regional economies. Planning teams were encouraged to augment the USBLS data with their own primary data sources, such as business interviews and surveys, discussions with business industries, associations, and staffing agencies.

Regional plans highlighted the need to understand the challenges and opportunities in the private sector. Important to understanding these challenges is an awareness of the specific knowledge, skills, and abilities in demand in each region. The local workforce boards recognized the importance of considering employers’ employment needs as the foundation for prioritizing workforce system efforts. The following is a summary of the fundamental activities that are identified in Illinois’ ten regional plans that support the identification of employer needs:

Be aware of regional business needs for skilled workers and other issues impacting their competitive position.	Ensure basic employability skills awareness and training are embedded into participants that need to improve those skills.
· Understand the workforce impact of national, state and regional demographic trends.	Work collaboratively to stay in touch with business needs through coordinated strategies that encourage companies to participate in developing talent pipeline solutions.
· Understand the effectiveness of regional talent pipelines.	Be willing to share information that will improve companies’ access to skilled workers.
· Be aware of current and anticipated levels of demand for specific skills and how they are related to regional industries and occupations.	Understand how IWIB their policies and program delivery strategies impact overall efforts to improve regional talent pipelines.
· Understand the level of oversupply or undersupply of high-skilled, medium-skilled, and low-skilled workers and the root causes of shortages and surpluses.	· Ensure that talent pipelines incorporate career pathways concepts.

*Building an Aligned College and Career Pathways System in Illinois*

Over the past decade, the State of Illinois has embraced an approach of college and career pathways that envisions Illinois residents being enabled to progressively build toward college and career success through aligned education, training, and employment opportunities over their lifetime. The public and private sector alike are conducting a broad number of efforts pertaining to education, workforce development, and economic development through a lens of career pathways. The development of a college and career pathway system is fully described under the “Partner Engagement with Other Education and Training Providers” section of this plan. These strategic initiatives are designed to increase the knowledge, skills and abilities of Illinois citizens so that they may obtain the portable, stackable credentials and licenses that businesses require.

These initiatives have been tied to a number of aligned approaches, including Illinois Pathways, the Postsecondary and Workforce Readiness (PWR) Act, Illinois’ participation in the National Governors Association Work-Based Learning Policy Academy, scaling of apprenticeship models, and the State’s plans for the Every Student Succeeds Act (ESSA) and Career and Technical Education. Built on longstanding strengths in Illinois, particularly in CTE Programs of Study, this broad pathways work addresses two goals: first, to increase the number of Illinoisans who attain a postsecondary credential and are prepared for employment in high-demand, high-wage occupations; and second, to spur state and regional economic development by developing a homegrown talent pipeline for areas of workforce need.

Since 2016, the implementation of the PWR Act has utilized deep employer engagement to identify the specific essential employability as well as technical competencies needed in the State of Illinois. In consultation with state agencies and key industry experts including hiring professionals, education and training professionals, and industry associations, industry-based steering committees were formed to identify and propose technical and professional competencies in six sectors that have since been adopted by the State’s relevant education and training agencies. The first iteration of this document included four industry areas selected due to their alignment with state economic development priorities: Health Sciences and Technology (HST), Information Technology (IT), Manufacturing, Engineering, Technology, and Trades (METT), and Finance and Business Services (FBS). Two additional areas, Arts and Communication (A&C), Human and Public Services (HPS) – particularly the Education Pathway – were mapped, as well as entrepreneurial competencies. These Technical and Employability Competencies serve as quality indicators of an individual’s readiness to enter an industry or pursue further education. Competency statements apply to current industry needs, contain both employability skills and technical skills, and leave opportunity for specialized training and career advancement. State agencies will be aligning the essential employability skills competencies developed under the PWR Act with the Essential Employability Skills Framework – a framework developed in 2017 through a Title II Adult Education state-level workgroup that included private-sector employers. This framework was developed to address employers’ expressed concerns regarding the lack of non-technical skills in new hires and existing employees.

Career pathways in Illinois are administered by a variety of private, state, and local entities, and thus several state education and workforce committees, including an extensive base of stakeholders, conducted definitional work to ensure alignment across agencies, legal frameworks, and initiatives. In 2018, Illinois’ education and training agencies adopted the Illinois Career Pathways Dictionary, which documented the unified State definition for Career Pathways, as well as definitions for college and career pathway program and system elements. These definitions were thoroughly reviewed by representatives of key State entities and committees pertaining to the broader education and workforce systems in Illinois, including:

State Agencies	State Committees & Entities
Illinois State Board of Education (ISBE)	Workforce Readiness through Apprenticeships & Pathways (WRAP) Committee of the Governor’s Cabinet on Children and Youth
Illinois Community College Board (ICCB)	Illinois P-20 Council College & Career Readiness (CCR) Committee
Illinois Board of Higher Education (IBHE)	Illinois P-20 Council Data, Accountability, & Assessment (DAA) Committee
Illinois Department of Employment Security (IDES)	Illinois Workforce Innovation Board (IWIB) Apprenticeship Committee
Illinois Department of Commerce & Economic Opportunity (DCEO)	Governor’s Office Education Team
Illinois Student Assistance Commission (ISAC)	

Illinois continues to prioritize college and career pathways as a cohesive framework for linking education and training to real-world applications in ways that both engage employers deeply and meet their talent needs. At each level, college and career pathways system elements must incorporate deep employer engagement, feedback, and participation to ensure the system functions well. An example of this is outlined in the work-based learning continuum outlined in the Career Pathways Dictionary, which shows the increasing levels of employer engagement as individuals progress to more involved types of work-based learning such as apprenticeships.



Implementation of college and career pathways is rapidly expanding throughout the Illinois P-20 education and workforce systems. For example, a network of over 100 high schools in more than 70 school districts across the state are implementing College & Career Pathway Endorsement systems aligned to the PWR Act. This network provides a foundation for future scaling through continued alignment of funding, policy, and support at the state level.

DRAFT





July 1, 2019

## **Attachment G. Illinois workNet Service Report**

During PY 2019, July 1, 2018 through June 30, 2019, Illinois workNet (IwN) programs and enhancements continued to innovate and provide the following programs and tools for individuals, employers and workforce and education partners:

### Updated Illinois workNet Outreach Materials for Partners

Illinois workNet outreach materials for state and local partners were redesigned. Any partner can download and use outreach materials for job seekers, employers, and workforce partners. The materials are listed on <https://www.illinoisworknet.com/outreach> including general and customizable flyers.

### Illinois workNet General Updates

- Notice of Funding Opportunities - A NOFO landing page (<https://www.illinoisworknet.com/nofo>) and entry tool was developed to house NOFO information including current opportunities, tips, and links to search the Grant Opportunities through Illinois' Catalog of State Financial Assistance (SCFA).
- Success Stories - Updates to the success story (<http://www.illinoisworknet/successstories>) entry and management tool integrates Illinois Workforce Development System (IWDS) customer information and IwN data to auto-populate and confirm services including Trade Adjustment Act (TAA) and WIOA Title I services and demographic data to aid in verifying participation and assist in success story submission.

### Illinois workNet Events and Training

Illinois workNet has hosted a total of 354 events and training sessions that were attended by 8,204 people. Events and training sessions focused on Youth Career Pathways (YCP), Returning Citizens, Illinois Workforce Development System (IWDS) Training, Apprenticeship, WIOA Funding, Illinois Employment Business Systems (IEBS), Chicago Public Library (CPL) Online Courses, etc.

## **Tools for Partners and Helping Individuals Success**

### **Customer Support Center**

The IwN Customer Support Center (CSC)- (<https://www.illinoisworknet.com/csc>) offers education and workforce partners program facilitation and implementation tools to help their customers reach their training and employment goals. The CSC provides a common system where partners can work together to streamline services for individuals and employers. The CSC uses a combination of role and access management to allow the appropriate staff access to their customers' workforce readiness information. The suite of tools includes online intake applications, eligibility and suitability determination, assessments, career plan builder, outcome documentation tools, worksite placement, account management, referral/scheduling, dashboards, notifications, case notes/messages, and reporting. The implementation tools are available at no cost to state and local partners. The tools are also customized and used to implement special state and local programs including Employment opportunities, Personalized services, Individualized training, and Career planning (EPIC); Youth Career Pathways (YCP), Returning Citizens, and the Illinois Department of Humans Services Community Youth Employment Program (CYEP). The tools were used by 742 partners to facilitate program implementation serving 35,124 customers.

### **EPIC Program Customer Support System**

The Employment opportunities, Personalized services, Individualized training, and Career planning (EPIC)- (<http://www.illinoisworknet.com/EPICpartners>) was a three-year program that concluded February, 2019. Funded by U.S. Department of Agriculture, the EPIC program was a study implemented as a partnership between IDHS and Commerce in seven Local Workforce Innovation Areas (LWIAs 3, 7, 14, 15, 19, 24, and 25). The mission was to develop an innovative approach that would reduce dependency of SNAP benefits by offering more robust services

through academic training, work experience, expanded supportive services and access to career navigators that are invested in the participant success. The study used random assignment to determine program enrollment and to support an evaluation of the program using EPIC outcome data compared to outcome data for those individuals who applied but were not enrolled.

Twenty-three Community Based Organizations (CBO) were selected to be a part of the EPIC pilot and represented the following Local Workforce Innovations Areas (LWIA): 16 in IDHS region 1 (LWIA#7), 1 in IDHS region 2 (LWIA#3), 1 in IDHS region 3 (LWIA#15), 3 in IDHS region 4 (LWIA#14 and 19) and 2 in IDHS region 5 (LWIA#24 and 25). Training programs were targeted in demand sectors including Agriculture, Food, and Natural Resources; Architecture and Construction; Business Management and Administration; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Information Technology; Law, Public Safety, Corrections, and Security; Manufacturing; and Transportation, Distribution, and Logistics.

IDHS recruited/invited over 28,200 SNAP recipients to attend the EPIC orientation. A total of 2,505 were assigned to the control group and 2,519 were assigned to the treatment group. An additional 1,448 SNAP customers were aligned with CBOs through the new cohort for a total of 3,967 SNAP customers assigned to CBOs. The CBOs assessed and staffed a total of 2,386 customers. Customers not assessed/staffed were no shows to the CBOs or some were not considered a good fit for the assigned training program and returned to IDHS. There were 1,926 customers that were enrolled in academic or career only services and of those 990 completed their academic service. A total of 783 customers were placed in employment and 575 completed 90-day retention period.

The system was originally designed as a suite of tools to facilitate program implementation of intake, documenting random assignment, and service delivery for treatment group customers. As the program matured, the team identified a need to track the control group progress. Control group tracking tools were added to the system. Of the 2,505 control group customers, 2,046 were associated with a provider. Providers submitted reporting information for 1,927 customers. A total of 91 were placed in employment.

The program evaluation team collected data throughout the program and will put together the final report. Additionally, best practices and project implementation protocols have been developed as a result of working closely with IDHS, CBOs, and LWIAs to the benefit of new projects, partners and customers. At this time, thirteen success stories are available online as text along with 18 success story videos. View the success stories and videos by visiting <http://www.illinoisworknet/successstories> and select EPIC to filter by program.

### **Youth Career Pathways Customer Support Center**

Youth Career Pathway program's ([www.illinoisworknet.com/YouthCareerPathwaysNOFO](http://www.illinoisworknet.com/YouthCareerPathwaysNOFO)) goal is to pilot learn and earn programs, and provide a framework that supports regions throughout Illinois to work collectively to connect Illinois' youth with careers in high-growth industries. All programs funded under the Statewide Youth Career Pathways align and support the vision, goals, and strategies that are outlined in Illinois' Unified State Plan. Additionally, successful pilot projects will integrate workforce, education, and economic development services and break down barriers to accessing the job-driven training that results in employment opportunities. These projects will inform a framework for the development of sustainable career pathways for young people throughout the state. Moreover, they will assist in the effective and efficient implementation of Workforce Innovation and Opportunity Act (WIOA) regulations within Illinois' economic development regions.

The Youth Career Pathways Initiative projects are focused on:

- Integrating workforce, education, and economic development services;
- Serving opportunity youth who face barriers to employment and education; and
- Incorporating practices that align with the statewide-adopted definition for a career pathway framework.

Through Illinois workNet's Customer Support Center Youth Career Pathway tools, customers submit an online application that populates the Illinois Workforce Development System (IWDS) with initial customer information to

minimize duplicate data entry. Integrated partnerships engage and facilitate customer services through real-time dashboards; access to customer application, suitability review, and assessments; tools for forming integrated partner teams; worksite placement tools; online progress updates and tracking tools that are synced with IWDS: services, case notes, messages, outcomes, and reports.

Thirteen organizations were funded in the first round of Youth Career Pathway which expired June 30, 2019. Training was provided in career pathways that included the following sectors: Agriculture, Food and Natural Resources; Architecture and Constructions; Health Science; Information Technology; Manufacturing; and Transportation, Distribution, and Logistics. Four hundred and ninety-three youth were registered in WIOA with 410 receiving vocational-occupations training, 454 academic services, 387 placed in a work-based experience, 402 received a credential and 546 received supportive services. One hundred and thirty-two participants were documented by their case manager as employed, but the employment number will not be final until after the fourth quarter wage data is calculated. A final evaluation of the programs is underway to identify methodologies that seem to be successful that will inform future program development and funding.

As identified in the 2018 Annual Report a Youth Career Pathway Notice of Funding Opportunity (NOFO) funded an additional seven providers that started their program October 1, 2018. Program changes were made with this group based the prior program experiences. One program change was that the grant would focus their training on one sector. An additional change was to request applications that focused on career pathways instead of apprenticeships, as it was clear in the prior opportunity that providers did not have a clear understanding of the required elements of an apprenticeship. An operational change to move Youth Apprenticeship under the Apprenticeship NOFO was also made.

NOTE: YCP Success Stories - ten success stories are available online as text.

<https://www.illinoisworknet.com/successstories> (filter by program and select Youth Career Pathways).

### **Innovation Project for Returning Citizens Pilot**

The guiding principle of the Innovation Project for Returning Citizens (IPRC) pilot project is the integration of the workforce system as identified and supported in the Unified State Plan and the Illinois Workforce Innovation Board (IWIB) Strategic Plan. IPRC's mission is to:

- Provide training and education opportunities that will have a returning citizen job-ready upon release;
- Have a connection made to a career planner in the local workforce area that the citizen will be returning too; and
- Have identified employers and support services available in the local workforce area of return so the citizen can be immediately engaged into society.

Three Local Workforce Innovation Areas (LWIA) are implementing this pilot program which serves both male (LWIA 13 and 25) and female (LWIA 20) offenders. The reentry/corrections facilities require the potential candidates, with four years or less remaining until release, to apply for acceptance. Each center is unique in their offerings, but the intent is to offer vocational education, work experience, job preparation, essential skills training, and cognitive behavioral therapy to offenders. The design is to have the local LWIA partners in the facilities provide services and use Illinois workNet Customer Support Center tools to facilitate the connection between the returning citizen and their new LWIA.

Illinois workNet Customer Support Center partner tools are used as:

- Program implementation and facilitation tools that allow LWIA partners to coordinate and report services the offender receives while in custody.
- A resource to enter and store offender assessments, resumes, and career planning tools that will be accessible to them once they are no longer in custody.

- A referral tool to connect returning citizens to LWIA partners in their Mandatory Supervised Release (MSR) county.
- Communication tool so MSR LWIA partners can view the returning citizens current situation, needs, and achievements. This information is used to streamline access to services in order to help them get employed and stay employed.

These tools are currently used by 22 partners serving 124 customers.

### Working with Employers and Developing a Job-Ready Workforce

#### Business Hub

The Business Hub Beta Site was developed on Illinois workNet to provide a landing area for employers that links to information and tools focused on serving businesses. The goal of the site is to increase informational flow and coordination between employers and state and local partners. The beta site was created and had a soft launch at the Governor's Summit in October 2018. The site is available at <https://www.illinoisworknet.com/BizHub>. News, events, tools, resources, and articles pertaining to several different topics for employers were added. Updates to the site's content are ongoing.

Development of a Business Hub Usability Study for design and navigation has been put on hold until current content has been reviewed, approved, and expanded upon. Subject matter experts are currently being determined for each topic area.

#### Apprenticeship Illinois

With the assistance of the IWIB Apprenticeship Committee Marketing Work Group, SIU created an Outreach Initiative Plan for Apprenticeship Expansion; conducted a side-by-side analysis of states' apprenticeship programs and outreach materials to identify content gaps, best practices, and attributes of an effective apprenticeship outreach campaign. Interviews were conducted with different businesses and industries throughout Illinois to gauge awareness of apprenticeship programs and needs. Updates for additional content to the Apprenticeship Illinois site (<http://apprenticeshipillinois.com>) are ongoing and based on the decisions of the work group.

#### Illinois Employment Business Systems

The Illinois Employment Business Systems (<https://www.illinoisworknet.com/partners/Pages/IEBS.aspx>) is an economic landscape tool utilized by state and local workforce and education specialists, and economic development specialists to view macro- and micro-economic conditions in the state in order to make data-driven decisions regarding self-sustaining jobs and long term business stability. Data from the system is utilized in state economic development and strategic planning. Significant progress has been made towards the release of IEBS version 1.0. In addition to the Layoff module, a Company Information module (*Companies*), and Labor Market Insight modules (*LMI*) have also been developed. IEBS has fully integrated Dun and Bradstreet information with the three modules and also integrated IDES data to supplement the *LMI* module.

The IEBS platform is being expanded with additional economic data tools. An address lookup tool was built to help identify if a location was located in an Underserved Area. Census tract information and census survey data for poverty and unemployment were combined to allow users to quickly find a location and determine if it met the qualifications for the EDGE tax credit.

IEBS data was also used to determine if a census tract was to be included in the Cannabis Regulation & Tax Act ("Act"), 410 ILCS 705 Social Equity Grant. Analysis was done to review which census tracts met both the qualifications of an Underserved Area and was located in a school district that had a population of more than 75 percent free lunch recipients. Since census tracts can intersect multiple school districts, a geospatial tool was built to find the intersection of school districts and census tracts.

### Training and Professional Development

## Chicago Public Library Online Course

The Illinois workNet team has continued to work with Chicago Public Library to provide guidance and feedback to develop a new course introducing and exploring the Illinois workNet website to job seekers. The course, *Getting a Job Using Illinois workNet*, serves learners who are unemployed or underemployed and was specifically designed to be easy to use for those without high digital literacy skills.

The course can be accessed at: <https://chipublib.digitallearn.org/courses/getting-a-job-using-illinois-worknet>

The course, which runs 52 minutes total, is divided into seven short lessons guiding a learner through the job seeking process using the most helpful resources on Illinois WorkNet:

- Steps to Getting a Job – helping patrons understand the process and organization needed to get a job
- Deciding Jobs to Consider – signing up for an account and using the assessment tools in Resume Builder
- Organizing the Job Search – using the job search record worksheet
- Preparing your Resume and Cover Letter – Creating a resume and cover letter using Resume Builder
- Searching Jobs – using Illinois workNet Jobfinder
- Applying for Jobs – all the steps to actually submit an application
- Interviewing and Following Up – realistic tips on how to follow through on all those applications and interviews

*Getting a Job Using Illinois workNet* is one of 25+ simple digital literacy courses on Chicago DigitalLearn. The site – [Chicago.digitallearn.org](http://Chicago.digitallearn.org) – is free and available to the public; you don't need to live in Chicago or have a Chicago Public Library card to access it. Learners can take courses immediately or if they choose to make an account, they can track their progress and earn personalized certificates. The course was launched on September 23, 2019.

## Illinois Workforce Professional Development Academy (IWPDA)

The Illinois workNet team has worked with the Illinois Department of Commerce Office of Employment and Training (Commerce) to design an inclusive and accessible Illinois Workforce Professional Development Academy (IWPDA). IWPDA will offer professional development courses for statewide mandated and community-based organization partners within the workforce system to ensure training and learning engagements are current and relevant to understanding and delivering workforce development services to our communities. The goal of the academy is to:

- Develop and implement inclusive professional development based on the needs of the workforce system in support of the Illinois Workforce Innovation and Opportunity Act United State Plan.
- Implement an ongoing framework to keep essential workforce system professional development relevant.
- Provide ongoing professional development based on current trends, best practices and policy changes in Illinois.

**Attachment H. Title I and III Performance Measures**

Wagner-Peyser Performance Measures PY 2018

	Goals	Actual	Numerator
			Denominator
Employment Rate 2nd Quarter after Exit	61%	69.7	23,792
			34,158
Employment Rate 4th Quarter after Exit	60%	70.2	26,974
			38,448
Median Earnings 2nd Quarter after Exit	\$5,400	\$6,007	

Job for Veterans State Grant PY 2018

	Goals	Actual	Numerator
			Denominator
Employment Rate 2nd Quarter after Exit	53%	58.6%	595
			1,016
Employment Rate 4th Quarter after Exit	54%	57.0%	571
			1,001
Median Earnings 2nd Quarter after Exit	\$6,000	\$6,515	

\* PY 2018 JVSG Performance Goals were negotiated baseline goals.

**PY 2018 Qtr 6/30/2019 Performance Report for Jobs for Veterans' State Grants**

**Time Period:** (choose only one)  Quarterly  Rolling 4 Quarters  Program to Date State: Illinois

**REPORTING PERIOD COVERED:** 4/1/2019-6/30/2019

Certified in WIPS: 8/13/2019 4:48 PM EDT

Performance Items		Basic Career Services (other than self service)	Individualized Career Services	Training Services	Total Current Period	Total Previous Period
<b>A. SUMMARY INFORMATION</b>						
1. Total Exiters (Cohort Period:4/1/2018-3/31/2019)		31	1,454	0	1,485	1,258
2. Total Participants Served (Cohort Period:7/1/2018-6/30/2019)		27	1,526	0	1,553	1,621
3. Total Reportable Individuals (Cohort Period:7/1/2018-6/30/2019)						
<b>B. PARTICIPANT SUMMARY AND SERVICE INFORMATION<sup>1</sup> (Cohort Period:7/1/2018-6/30/2019)</b>						
Sex	1a. Male	25	1,329	0	1,354	1,418
	1b. Female	2	183	0	185	191
Ethnicity/Race	2a. Hispanic/Latino	2	138	0	140	167
	2b. American Indian or Alaskan Native	0	33	0	33	30
	2c. Asian	0	20	0	20	22
	2d. Black or African American	13	427	0	440	460
	2e. Native Hawaiian or Other Pacific Islander	0	4	0	4	6
	2f. White	13	906	0	919	960
	2g. More Than One Race	0	26	0	26	27
Other Demographics	3a. Eligible Veterans	27	1,522	0	1,549	1,618
	3b. Individuals with a Disability	4	822	0	826	867
	3c. Incumbent Workers	0	0	0	0	0
	3d. Unemployed Individuals	26	1,402	0	1,428	1,482
Education Level	4a. Secondary School Graduate or Equivalent	13	472	0	485	522
	4b. Completed 1 or more years of Postsecondary Education	8	457	0	465	482
	4c. Postsecondary Certification, License, or Educational Certificate (non-degree)	1	70	0	71	72
	4d. Associate's Degree	1	152	0	153	166
	4e. Bachelor's Degree or Equivalent	3	200	0	203	196
	4f. Advanced Degree Beyond Bachelor's Degree	1	92	0	93	100
<b>C. EMPLOYMENT BARRIER<sup>2</sup> (Cohort Period:7/1/2018-6/30/2019)</b>						
1. Displaced homemakers		1	6	0	7	6
2. Low-income individuals		2	334	0	336	274
3. Older individuals		13	421	0	434	440
4. Ex-offenders		0	109	0	109	100
5. Homeless individuals or runaway youth		1	257	0	258	285
6. Current or former foster care youth		0	0	0	0	0
7. English language learners, individuals with low levels of literacy or facing substantial cultural barriers		0	11	0	11	9
8. Eligible migrant and seasonal farmworkers		0	0	0	0	0
9. Exhausting TANF within 2 years (Part A Title IV of the Social Security Act)		0	4	0	4	3
10. Single parents (Including single pregnant women)		5	200	0	205	266
11. Long-term unemployed (27 or more consecutive weeks)		5	114	0	119	177

**PY 2018 Qtr 6/30/2019 Performance Report for Jobs for Veterans' State Grants**

**Time Period:** (choose only one)  Quarterly  Rolling 4 Quarters  Program to Date State: Illinois

**REPORTING PERIOD COVERED:** 4/1/2019-6/30/2019

Certified in WIPS: 8/13/2019 4:48 PM EDT

Performance Items		Basic Career Services (other than self service)	Individualized Career Services	Training Services	Total Current Period	Total Previous Period
<b>A. SUMMARY INFORMATION</b>						
1. Total Exiters (Cohort Period:4/1/2018-3/31/2019)		31	1,454	0	1,485	1,258
2. Total Participants Served (Cohort Period:7/1/2018-6/30/2019)		27	1,526	0	1,553	1,621
3. Total Reportable Individuals (Cohort Period:7/1/2018-6/30/2019)						
<b>B. PARTICIPANT SUMMARY AND SERVICE INFORMATION<sup>1</sup> (Cohort Period:7/1/2018-6/30/2019)</b>						
Sex	1a. Male	25	1,329	0	1,354	1,418
	1b. Female	2	183	0	185	191
Ethnicity/Race	2a. Hispanic/Latino	2	138	0	140	167
	2b. American Indian or Alaskan Native	0	33	0	33	30
	2c. Asian	0	20	0	20	22
	2d. Black or African American	13	427	0	440	460
	2e. Native Hawaiian or Other Pacific Islander	0	4	0	4	6
	2f. White	13	906	0	919	960
	2g. More Than One Race	0	26	0	26	27
Other Demographics	3a. Eligible Veterans	27	1,522	0	1,549	1,618
	3b. Individuals with a Disability	4	822	0	826	867
	3c. Incumbent Workers	0	0	0	0	0
	3d. Unemployed Individuals	26	1,402	0	1,428	1,482
Education Level	4a. Secondary School Graduate or Equivalent	13	472	0	485	522
	4b. Completed 1 or more years of Postsecondary Education	8	457	0	465	482
	4c. Postsecondary Certification, License, or Educational Certificate (non-degree)	1	70	0	71	72
	4d. Associate's Degree	1	152	0	153	166
	4e. Bachelor's Degree or Equivalent	3	200	0	203	196
	4f. Advanced Degree Beyond Bachelor's Degree	1	92	0	93	100
<b>C. EMPLOYMENT BARRIER<sup>2</sup> (Cohort Period:7/1/2018-6/30/2019)</b>						
1. Displaced homemakers		1	6	0	7	6
2. Low-income individuals		2	334	0	336	274
3. Older individuals		13	421	0	434	440
4. Ex-offenders		0	109	0	109	100
5. Homeless individuals or runaway youth		1	257	0	258	285
6. Current or former foster care youth		0	0	0	0	0
7. English language learners, individuals with low levels of literacy or facing substantial cultural barriers		0	11	0	11	9
8. Eligible migrant and seasonal farmworkers		0	0	0	0	0
9. Exhausting TANF within 2 years (Part A Title IV of the Social Security Act)		0	4	0	4	3
10. Single parents (Including single pregnant women)		5	200	0	205	266
11. Long-term unemployed (27 or more consecutive weeks)		5	114	0	119	177

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

### **Information Technology Training - IDES and National Able Partnership**

The Illinois Department of Employment Security Burbank office has partnered with National Able, focusing on their Information Technology training program. The training program is accelerated and meets the latest industry trends through their curriculum. It is a unique 16-week multi-certification path program that gives our dislocated workers a competitive edge in the job market.

National Able markets their Information Technology program to the dislocated workers by participating in Workforce Innovation and Opportunity Act (WIOA) workshops held weekly in the Burbank location. IDES refers individuals to National Able who have filed an Unemployment Insurance claim and have a degree or experience in information technology without program certifications .

During PY18, the results of the collaboration between IDES and National Able are as follows:

- 109 clients were referred to the IT training program, and 38 have become IT Career Lab clients.
- Half of these clients qualified for the "National Emergency Grant" which not only paid for training, but also subsidized a "Paid Work Experience" at a local technology company.

#### **IDES Referral to National Able Success Story:**

### **Illinois Department of Employment Security Promising Practices - Collaboration with our WIOA Partners**

Illinois Department of Employment Security has fostered a collaborative and authentic relationship with our Title I and Title II workforce partners in the Metro South Region. In collaboration with their partners, weekly workshops for the dislocated workers have been conducted to assist jobseekers obtain and/or maintain suitable employment. The workshops are unique, specifically at the Burbank location because there are presentations from Moraine Valley Community College, Employment & Employer Service, Dynamic Educational Systems, Inc., DESI, National Able, and various other supportive services such as CEDA and Catholic Charities. Working with a variety of workforce providers gives our clients several options to consider in their reemployment efforts.

IDES has also expanded their relationship with Title I, with a focus on dislocated workers over 50 years of age. IDES and Title I have been co-hosting workshops for this client population with support from AARP. This partnership has proven to be successful in providing services to our 50 years and older population.

### **Illinois Department of Employment Hosted Partner Breakfast Meetings**

IDES has hosted an annual partner breakfast for the past three years in the Burbank location. Workforce partners from Title I and Title II attend. The purpose of the meeting is to discuss and review the previous year's performance such as referrals, outcomes, and employment and training performance goals, and also discuss ways to improve and provide support in achieving our goals for the upcoming year. The meetings have been extremely successful in helping each agency gain a better understanding of the services available, which has resulted in an increase of appropriate referrals.

#### **Success Story: Alton Adams**

Calumet Area Industrial Commission (CAIC) recently assisted a new client, Mr. Alton Adams. Mr. Adams became unemployed due to a plant closure at ZF Chassis. Grace Morin, a career coach from CAIC attended a Rapid Response at ZF Chassis which was also attended by Mr. Adams. During the Rapid Response, Grace discussed how our agency could provide support in his employment search and job training.

Mr. Adams is a 48-year-old male with a household of seven. He was looking for full-time employment as an assembler and was interested in obtaining on the job training in order to refresh his skills. Grace Morin developed an Individual Employment Plan for Mr. Adams to follow. They discussed the availability of supportive services such as gas cards to assist him in getting to interviews.

Flex N Gate (located at 2924 East 126 Place in Chicago) is one of the local manufactures that CAIC assists in filling their need for employees. Flex N Gate informed CAIC that they had an immediate need for entry level production workers. A CAIC Career Coach called Mr. Adams to inform him of the opening, and then arranged an interview for him with Flex N Gate. Mr. Adams was hired immediately, and he started customized training on March 11. His training included: classroom training, plant floor workshops, safety procedures, packaging and assembling, and introduction to injection molding.

Mr. Adams has completed his training and learned the implementation and adherence to company standards. He is happy at his new job and has utilized the resources of gas cards provided by CAIC. He is thankful for the opportunity and is looking forward to growing within the company.

### **Success Story: Michelle Henton**

Michelle Henton is busy, very busy, and that's just the way she likes it. Some of her favorite pastimes include spending time with family, going to see plays in Chicago and traveling, but what keeps her the busiest is her career. Michelle works as a Guidance Counselor at COMPSYCH, a company that provides EAP services to employees in over 45,000 companies. While her journey to success has had challenges and setbacks, her hard work and perseverance have gotten her through, and others have taken notice along her journey.

Michelle, who was born and raised on Chicago's West Side, had always aspired to be a cosmetologist. Says Michelle, "I remember my mother would send me to the beauty salon every other week and it was always great to watch the stylist transform their clients". In 2000, Michelle enrolled at Pivot Point Cosmetology School and became a Licensed Cosmetologist. Michelle felt as if she had found her perfect match. "I was never going back to school. In my mind I was going to do hair forever".

In September 2000, Michelle was a passenger in a car driven by her friend. Their car struck another car and Michelle sustained an accident that left her a quadriplegic. Michelle and her family were devastated. Says Michelle, "I was just so unsure, I kept having visions of seeing myself not being able to do things, like I was a bum. It was so distracting. But I was constantly encouraged by my family, faith and friends. Without them I do not know where I would be."

Michelle learned about the Home Services Program (HSP) through the Illinois Department of Human Services Division of Rehabilitation (DHS-DRS) before leaving the rehabilitation hospital. The HSP program allowed Michelle to immediately begin receiving assistance related to activities of daily living that she couldn't perform herself. Says Michelle, "The HSP Services were a blessing because my mother had to work. The ability to have that much hands-on care in the beginning stages of my injury allowed me to learn about my new body. I was able to learn my new strengths and areas I would need to improve to increase my quality of life "on wheels". I always felt confident because I was hardly ever alone in the beginning".

As Michelle's confidence increased, she decided that she would like to pursue a college degree. Michelle was connected to DRS Counselor Pam Geddes, who Michelle says helped her with everything. "Pam, connected me up with all kinds of services, such as a wheelchair, tuition, books and counseling. She was very welcoming and supportive, and she understood my struggles about my disability. Pam embraced me"!

With Pam's assistance Michelle went on to graduate with an Associates of Science in 2008 from Malcom X Community College, worked for a little while in customer service and then started back for her bachelor's degree at Roosevelt University in 2013. After taking a few psychology classes Michelle became intrigued with human behavior. She also saw similarities with her past skills as a cosmetologist. "As a stylist, I listened to my clients, gave them advice, and made them beautiful on the outside. As a therapist, I could empathetically listen to my clients, offer tools and interventions, and make them feel better on the inside."

Michelle graduated from Roosevelt University with a bachelor's degree in 2016 and immediately pursued her master's degree in Clinical Psychology. She completed her master's degree in May of 2018. All three of her degrees shared one consistent theme; all were completed with high honors.

At the completion of her master's degree Michelle was notified by the Dean of Roosevelt University that her hard work had been noticed by her peers and she had been nominated to give the commencement speech at her graduation. Says Michelle, "I was in shock, my mom was dumbfounded. As busy as I still was, I couldn't say no". Michelle's commencement speech was highlighted on an edition of the Chicago 7 News.

Michelle continued working with DRS to secure her career goal of counseling. With the partnering assistance from the Chicago Lighthouse, Michelle was able to begin her career with COMPSYCH in their EAP Department. Michelle says that employers who are looking to hire shouldn't judge someone with a disability just by their appearance but, "by the talent they bring".

Michelle tries to remain positive everyday even though she still faces challenges. "After being an individual with a spinal cord injury for 16 years, I believe differently abled people are superheroes! I literally and figuratively need to find the strength to push myself around and push myself to remain continuously motivated. There are some days that I'm tired before I even get out of the bed, but I think about my future and my goals and I always get a second burst of energy to complete my day".

There is little doubt that Michelle Henton, Superhero, has the perseverance to fight whatever battle lies ahead, and still have time to see a play!

#### **Success Story: Elysia**

Elysia visited Man-Tra-Con for assistance in April 2016. She was determined eligible to receive services provided through the EPIC grant program for work readiness and post-secondary training. Career Specialist Tena Studer reports, "When I first met with Elysia, I learned that she had suffered from bullying in school, and had experienced many years of extreme social anxiety, which prevented her from leaving her home. As a result, she decided to complete her high school diploma from home."

"After receiving many years of counseling, Elysia felt she was ready to get out and make some changes in her life. She began meeting with me for career counseling and job search assistance. We discussed her anxieties and long-term goals at length. We worked on developing a professional resume, discussed work ethics, and practiced mock interviews. I remember telling her that I was her personal cheerleader, and I would be with her during all of the new changes that were going to be taking place," Tena explains.

"Elysia enrolled at John A. Logan College (JALC) to earn a certificate in Medical Billing and Coding. I took her on a tour of JALC and helped her find the different departments that she would need for her classes. We also set up an appointment with the director of the program, so that Elysia would feel more comfortable when starting classes," Tena adds.

"Elysia decided to start with one class over the summer to see how she would do. After completing the class with a rating of 105 percent, she knew this was the right path for her. By the middle of fall semester, she was excelling in all classes. Elysia decided that she would like to earn more than a certificate in Medical Billing and Coding. She wanted to remain in school and work toward receiving a degree in Health Information Technology. In addition, she volunteered at the local library a few hours a week and tutored other students in the biology lab." Tena reports. "I couldn't be prouder Elysia and her success. I have no doubt that she will be a success in anything she pursues," Tena adds.

Man-Tra-Con Career Specialists Christina Abbott and Autumn Basler also provided Elysia with career development and job search assistance as she worked toward achieving her goals.

Elysia describes her experience, "Most of all, the program helped me achieve the confidence to go out in the world and accomplish all the things I had only ever dreamed of before. My Career Specialists encouraged me every step of the way; from day one of meeting with them, to meeting with educational specialists, to deciding what degree I wanted to ultimately go for — the entire way through my schooling. The program helped me build my communication skills, provided opportunities for me to participate in two internships, helped me update my resume, and obtain the required education for my career field."

“While enrolled in college, I was still able to receive [Supplemental Nutrition Assistance Program] SNAP benefits, as well as financial aid (FAFSA). Without these things, I would not have been able to take care of my basic needs or dress for the success I was working to attain. The program also made it so I could travel to college, my internships, and school related functions with the aid of mileage reimbursement,” Elysia adds.

“As a result of the program, I am ecstatic to say that I am currently employed as a Coding Specialist for a successful surgical management facility—they hired me on while I was still and intern. I am on my way to earning my Registered Health Information Technology credentials very soon also! I managed to maintain a 4.0 GPA throughout my schooling, placed on the President’s List every semester, earned a TRIO scholarship, earned a Presidential Scholar award as well as a scholarship, and won the American Health Information Management Association (AHIMA) Huffman award for my Health Information Technology degree program. My life has completely changed for the better. I wouldn’t recognize the woman that timidly began this program any longer. I am so proud of the accomplishments I’ve made and am eternally grateful to the support this program afforded and the wonderful people that have stood at my side along the way. Thank you!!” Elysia exclaims.

Career Specialist Autumn Basler adds, “Elysia completed the Health Information Technology Associate Degree Program at John A. Logan College in Carterville, Illinois in May 2018. She is currently working remotely from home as a Coding Specialist for a surgical management company in South Dakota, earning \$18.50 per hour. We are so proud of her!”

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## **Attachment J. Nondiscrimination & Equal Opportunity**

The Illinois Department of Commerce and Economic Opportunity's (DCEO) Office of EO Monitoring & Compliance (EOMC) oversees the implementation of the nondiscrimination and equal opportunity (EO) provisions of WIOA. Per the Nondiscrimination Plan, EOMC's Deputy Director reports directly to the Governor's Office on all EO and nondiscrimination matters. Using this direct report method, the Governor's Office takes appropriate action to comply with WIOA Section 188, as applicable, and all other applicable federal and state acts and rules. The Nondiscrimination Plan also serves as assurance for the United States Department of Labor Civil Rights Center (USDOL CRC), that the State of Illinois has appropriate and meaningful measures in place to comply with the requirements set forth in the Nondiscrimination and Equal Opportunity Provisions of the Workforce Innovation and Opportunity Act, as detailed in 29 Code of Federal Regulations (CFR) Part 38.

The State of Illinois prohibits discrimination against individuals in any WIOA Title I—financially assisted program or activity, which includes job training for adults and youth programs or activities provided by recipients at American Job Centers. EOMC works with LWIA staff to provide comprehensive employment information and referral resources to job seekers with disabilities, as well as employers looking to hire a more diverse workforce. In addition, DCEO works with community-based organizations to reach out to residents with Limited English Proficiency (LEP). The State of Illinois includes a significant minority workforce, the largest being Hispanic/Latino which accounts for 16 percent of the estimated workforce, followed by African Americans (12.7 percent), and Asian & Pacific Islander (5.5 percent). LWIAs strive to promote diversity by working with community-based organizations that serve minority populations as well as disability populations to promote WIOA programs including:

- Central State SERS;
- Instituto Progresso;
- National Latino Education Institute;
- Illinois Hispanic Advisory Council;
- Centro de Información;
- Mi Raza;
- Mexican Home Town Associations;
- Illinois Migrant Council;
- Governor's Office of New Americans (GONA);
- Korean American Association;
- Vietnamese Association;
- Lao American Organization of Elgin;
- Chinese American Service League;
- Illinois Asian American Advisory Council;
- African American Advisory Council;
- Polish American Association;
- Illinois Economic and Employment Opportunity for Persons with Disabilities Taskforce;
- Illinois Department of Human Services Office of Rehabilitation Services;
- Women in the Trades;
- Statewide Independent Living Council (SILC);
- Access Living;
- Equip for Equality's Disability Rights Consortium; and,
- Equip for Equality's ADA Project.

Using an innovative partnership comprised of State and local agencies, businesses, industries, service providers, educational institutions, and disability advocacy organizations, one of EOMC's important goals remains to develop and implement strategies to enhance diversity in employment and training opportunities throughout Illinois. To further

this effort, EOMC continuously updates the nondiscrimination and equal opportunity provisions to align them with current law and legal principles. Substantive changes include:

- Protections from discrimination based on pregnancy;
- Updated policies to ensure that the definition of “disability” will be interpreted broadly;
- Increasing Limited English Proficiency (LEP) in all notices and communication ensuring that recipients and beneficiaries are aware of the full scope of their responsibilities and rights;
- Ensures access to the workforce system for people with disabilities by bringing the regulations in line with updated disability civil rights law; and,
- New and increased protections for transgender and gender non-conforming people.

Beginning January 3, 2019, DCEO enacted policy changes to implement data collection by preferred language (WIOA Notice No. 18-NOT-02). This policy requires service providers to record the preferred language of applicants who seek to participate in the workforce development system to help ensure they have the necessary information to serve LEP individuals as effectively as English-speaking applicants. The Illinois Workforce Development System (IWDS) has been modified to capture LEP data for recipients to be compliant with this mandate.

By utilizing this front-end approach to language determination, diverse non-English speaking participants will have meaningful access to aid, benefits, services, and training by utilizing the language of choice as administered during applicant inquiry. Breaking down the communication barriers ensures that individuals with LEP are informed about and able to participate in covered programs or activities. EOMC continues to clarify which documents are vital, and thus must be translated into languages spoken by a significant number or portion of the population eligible to be served or likely to be encountered.

Beginning on January 3, 2019, each recipient must also record the limited English proficiency and preferred language of each applicant, registrant, participant, and terminee (29 CFR 38.41-38.45). To that end, EOMC continues to clarify which documents are “vital” and thus must be translated into languages spoken by a significant number or portion of the population eligible to be served or likely to be encountered. USDOL CRC has identified and required vital information be offered in the most prevalent languages spoken by a significant number or portion of the population eligible to be served and/or likely to be encountered. EOMC reserves the right to add additional languages as appropriate and has adopted the following list of specific languages as follows: Arabic, Chinese, English, French, French Creole, Korean, Polish, Portuguese, Russian, Spanish, Tagalog, and Vietnamese.

EOMC continues to educate LWIA’s during continuous training seminars on the promising practices to help recipients comply with their legal obligations and includes the components of a plan to facilitate meaningful access for individuals with limited English proficiency. With these increased provisions to provide universal access throughout the workforce system, annual on-site monitoring of all recipients was enacted to provide assurances that recipients are complying with all nondiscriminatory provisions of the law.

Copies of all monitoring reviews submitted to USDOL CRC during their review schedule. These reports will include findings as well as corrective actions taken to ensure recipients of WIOA funding adhere to the assurance clauses of their contracts. Affirmative outreach efforts are also discussed and reviewed as part of the annual monitoring process at each LWIA. If EOMC determines there is insufficient outreach being performed (either through monitoring or data analysis review), the LWIA is required to complete a corrective action plan detailing how they will improve their efforts to attract the under-represented group(s).

## Attachment K WIOA Title I Performance PY2018 Highlights

Illinois WIOA Title I annual performance measures were recently submitted to U.S. Department of Labor (DOL) for PY2018 certification. In the past two years (PY 17' and PY 18') Illinois has met or exceeded goal expectations set by DOL for all reportable measures. In PY 2018 Illinois exceeded all reportable performance measures. Overall, the annual PY2018 data showed the following:

### Adults Served:

- Over 4,000 Adults received some type of either career service or training service.
  - 55% of the adults were female and 45% were male
  - 75% were adults between ages of 25 and 54
  - 7% were adults 55 or older
  - 50% of the adults were African American, 36% White, and 14% Hispanic
  - 83% were low-income, 19% were single parents, and 15% were Ex-Offenders
- Almost 80% were employed in the 2<sup>nd</sup> Quarter after exiting the services, and 77% remained employed the 4<sup>th</sup> Quarter after exiting the program services.
- The Median earnings of the adults served increased 4.5 % from PY17 to PY18.
- Over 73% or 1,890 adults that received training earned an Industry Recognized Credential.

### Dislocated Workers Served:

- Over 4,000 Dislocated Workers received some type of either career service or training service.
  - 39% of the dislocated workers were female and 61% were male
  - 3% were dislocated workers between ages of 19 and 24
  - 74% were dislocated workers between ages of 25 and 54
  - 22% were dislocated workers 55 or older
  - 29% of the dislocated workers were African American, 54% White and 17% Hispanic
  - 21% were low-income, 8% were single parents, and 6% were Ex-Offenders
- Almost 86% were employed in the 2<sup>nd</sup> Quarter after exiting the services and 84% remained employed the 4<sup>th</sup> Quarter after exiting the program services.
- The Median earnings of the Dislocated Workers served increased 10% from PY17 to PY18.
- Over 70% or 1,880 Dislocated Workers that received training earned an Industry Recognized Credential.

### Youth Served:

- Almost 4,000 Youth received some type of either career service or training service from WIOA Title I in PY12018.
  - 54% of the youth were female and 46% were male
  - 39% were youth between ages of 16 and 18
  - 61% were youth between ages of 19 and 24
  - 47% of the youth were African American, 39% White and 22% Hispanic
  - 61% were low-income, 9% were single parents, and 6% were Ex-Offenders
- Almost 78% were employed or entered higher education learning in the 2<sup>nd</sup> Quarter after exiting the services and over 75% remained employed or in school the 4<sup>th</sup> Quarter after exiting the program services.
- The Median earnings of the Youth served increased 16% from PY17 to PY18.
- Over 67% or 1,452 youth that received training earned an Industry Recognized Credential.

PROGRAM WIOA Adult		TITLE (select one):			
STATE: Illinois	Title I Local Area:	Title I Adult	<input checked="" type="checkbox"/>	Title II Adult Education	<input type="checkbox"/>
REPORTING PERIOD COVERED (Required for current and three preceding years.)		Title I Dislocated Worker	<input type="checkbox"/>	Title III Wagner-Peyser	<input type="checkbox"/>
From (mm/dd/yyyy) : 7/1/2018 To (mm/dd/yyyy) : 6/30/2019		Title I Youth	<input type="checkbox"/>	Title IV Vocational Rehabilitation	<input type="checkbox"/>
		Title I and Title III combined	<input type="checkbox"/>		

SUMMARY INFORMATION				
Service	Participants Served Cohort Period:	Participants Exited Cohort Period:	Funds Expended Cohort Period:	Cost Per Participant Served Cohort Period:
Career Services	10,053	4,875	\$16,733,793	\$1,665
Training Services	7,663	3,686	\$24,172,383	\$3,154
Percent training-related employment <sup>1</sup> :		Percent enrolled in more than one core program:		Percent Admin Expended:
17.5%		2.1%		38.6%

BY PARTICIPANT CHARACTERISTICS													
		Total Participants Served Cohort Period: 7/1/2018-6/30/2019	Total Participants Exited Cohort Period: 4/1/2018-3/31/2019	Negotiated Targets	Employment Rate (Q2) <sup>2</sup> Cohort Period: 7/1/2017-6/30/2018		Employment Rate (Q4) <sup>2</sup> Cohort Period: 1/1/2017-12/31/2017		Median Earnings Cohort Period: 7/1/2017-6/30/2018	Credential Rate <sup>3</sup> (Cohort Period: 1/1/2017-12/31/2017)		Measurable Skill Gains <sup>3</sup> Cohort Period: 7/1/2018-6/30/2019	
					Num	Rate	Num	Rate	Earnings	Num	Rate	Num	Rate
<b>Total Statewide</b>		10,080	4,893			76.0%		73.0%	\$5,460		63.0%		
Sex	Female	5,934	2,715		3,489	79.8%	3,166	77.0%	\$6,846	1,890	73.1%	3,234	50.6%
	Male	4,133	2,173		2,025	83.9%	1,885	82.7%	\$6,529	1,003	70.5%	1,868	48.4%
Age	< 16	0	0		0		0		\$0	0		0	
	16 - 18	126	64		39	83.0%	30	88.2%	\$5,124	15	62.5%	53	53.5%
	19 - 24	1,785	816		659	86.8%	624	86.7%	\$6,350	348	76.3%	624	52.0%
	25 - 44	6,231	2,993		2,100	80.3%	1,878	76.4%	\$7,168	1,220	73.6%	2,060	50.7%
	45 - 54	1,335	698		486	75.0%	451	73.7%	\$6,822	225	68.8%	369	49.9%
	55 - 59	390	211		146	73.4%	132	71.0%	\$6,920	48	65.8%	87	46.0%
	60+	213	111		59	56.7%	51	49.5%	\$4,424	34	69.4%	41	41.0%
Ethnicity/Race	American Indian / Alaska Native	70	39		22	75.9%	17	58.6%	\$7,496	16	80.0%	26	63.4%
	Asian	384	202		143	78.1%	93	76.2%	\$7,280	56	87.5%	105	51.2%
	Black / African American	5,000	2,470		1,687	78.2%	1,562	77.3%	\$6,191	794	68.7%	1,394	47.3%
	Hispanic / Latino	1,448	699		499	78.2%	456	74.1%	\$7,139	275	74.5%	441	47.3%
	Native Hawaiian / Pacific Islander	20	14		8	88.9%	6	60.0%	\$5,201	4	50.0%	8	61.5%
	White	3,785	1,761		1,336	82.3%	1,204	77.5%	\$7,610	859	77.0%	1,450	54.2%
	More Than One Race	111	56		35	89.7%	27	84.4%	\$5,841	16	69.6%	40	50.6%

BY EMPLOYMENT BARRIER <sup>4</sup>												
	Total Participants Served	Total Participants Exited		Employment Rate (Q2) <sup>2</sup>		Employment Rate (Q4) <sup>2</sup>		Median Earnings	Credential Rate <sup>3</sup>		Measurable Skill Gains <sup>5</sup>	
				Num	Rate	Num	Rate	Earnings	Num	Rate	Num	Rate
Total Statewide	10,080	4,893	Negotiated Targets		76.0%		73.0%	\$5,460		63.0%		Baselin
			Actual	3,489	79.8%	3,166	77.0%	\$6,846	1,890	73.1%	3,234	50.6%
Displaced Homemakers	7	3		3	75.0%	3	60.0%	\$8,623	2	40.0%	1	20.0%
English Language Learners, Low Levels of Literacy, Cultural Barriers	4,349	2,165		1,484	77.5%	1,280	73.2%	\$6,103	691	69.9%	1,272	49.2%
Exhausting TANF within 2 years (Part A Title IV of the Social Security Act)	1	1		2	66.7%	3	100.0%	\$3,775	1	100.0%	0	
Ex-offenders	1,415	710		422	71.3%	417	67.1%	\$6,473	310	72.6%	451	54.2%
Homeless Individuals / runaway youth	181	94		50	63.3%	39	60.0%	\$5,345	28	70.0%	36	42.9%
Long-term Unemployed or more consecutive weeks) <sup>(27)</sup>	294	147		63	66.3%	20	64.5%	\$5,821	12	85.7%	66	45.8%
Low-Income Individuals	8,280	4,042		2,910	79.4%	2,669	76.1%	\$6,677	1,611	72.0%	2,594	49.4%
Migrant and Seasonal Farmworkers	0	0		0		0		\$0	0		0	
Individuals with Disabilities (incl. youth)	312	151		108	67.9%	77	60.2%	\$4,423	46	64.8%	80	45.2%
Single Parents (incl. single pregnant women)	2,156	934		766	85.5%	824	85.1%	\$7,090	527	72.0%	775	49.2%
Youth in foster care or aged out of system	0	0		0		0		\$0	0		0	

**ADDITIONAL COMMENTS:**

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

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

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

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

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

**Public Burden Statement (1205-0NEW)**

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

<b>PROGRAM WIOA Adult</b>		<b>TITLE (select one):</b>		Certified in WIPS: 9/30/2019 2:18 PM EDT	
<b>PERIOD COVERED</b> From ( mm/dd/yyyy ) : 7/1/2016 To ( mm/dd/yyyy ) : 6/30/2017		Title I Adult Title I Dislocated Worker Title I Youth	<input type="checkbox"/> x <input type="checkbox"/> <input type="checkbox"/>	Title II Adult Education Title IV Vocational Rehabilitation	<input type="checkbox"/> <input type="checkbox"/>
<b>STATE:</b> Illinois					
<b>MEASURABLE SKILL GAINS<sup>1</sup></b>					
<b>Skill Gain Type</b>	<b>Total Skill Gains</b>				
Achievement of at least one educational functioning level of a participant who is receiving educational instruction below the postsecondary level	221				
Attainment of a secondary school diploma or its equivalent	2				
Transcript or report card for either secondary or post-secondary education that shows a participant is achieving the state unit's academic standards	826				
Satisfactory or better progress report, towards established milestones from an employer/training provider who is providing training (e.g., completion of on-the-job training (OJT), completion of 1 year of an apprenticeship program, etc.)	645				
Successful passage of an exam that is required for a particular occupation, progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge- based exams	1,927				
<b>TOTAL</b>	<b>3,621</b>				
<b>ADDITIONAL COMMENTS:</b>					

<sup>1</sup>For performance accountability purposes, the measurable skill gains indicator calculates the number of participants who attain at least one type of gain. However, this report is designed to examine the number of total gains within each type of gain.

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# An Action Agenda for Workforce Development and Job Creation

*Response to Illinois Executive Order 2019-03*



April 2019

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# An Action Agenda for Workforce Development and Job Creation

Response to Illinois Executive Order 2019-03

## Executive Summary

Governor Pritzker's Executive Order 2019-03 directs Illinois' State agencies to review current and potential industries targeted for economic growth and recommend how workforce resources can be better aligned to serve disenfranchised populations in communities throughout Illinois. In response, the four agencies that play a prominent role in the State's workforce development efforts got together to prepare an agenda that will create opportunities for all Illinoisans.

The agenda presented in this report is drawn from evidence-based practices, promising innovations, and collaborative input from leaders across the state, with the goal of ensuring that businesses, individuals, and communities across the state have the opportunity to prosper and contribute to the state's economic growth.

Three broad action areas, 10 related strategies, and 37 proposed action steps are presented in this report and summarized below.

### **Action Area 1: Unite workforce development partners around regional cluster strategies**

Regional cluster strategies will focus resources on the industries with the highest potential to add jobs and increase prosperity in regions across Illinois. These strategies bring together the public and private sectors in each region to build on their unique strengths.

- 1. Identify high-impact regional clusters and associated in-demand occupations**
  - a. Use the upcoming planning cycle to identify promising clusters for future growth in Illinois.
  - b. Engage local and regional partners in selecting regional clusters.
  - c. Reconvene the WRAP committee to develop an approach for establishing target occupational/career pathway clusters.
- 2. Implement coordinated workforce development strategies around regional clusters**
  - a. Convene employers, foundations, and regional institutions to help lead sector partnerships and make coordinated investments.
  - b. Require alignment of public investments in high-demand industries and occupations.
- 3. Strengthen workforce development in all parts of the state**
  - a. Develop a directory of existing talent pipeline management projects and other employer-driven sector strategies.
  - b. Expand employer-led workforce development projects to high-growth sectors in all regions in Illinois.
  - c. Partner with information technology firms and others that can bring new economic and workforce development models and opportunities to rural Illinois.

### *Action Area 2: Prepare Illinois workers for a career, not just their next job*

Regardless of background, life circumstances, or education level, Illinois workers can be prepared for high-demand careers by developing core academic, technical, and essential employability skills throughout their lifetimes.

- 1. Increase apprenticeship opportunities**
  - a. Use the Accenture/AON/Zurich approach to initiate pilot apprenticeship programs throughout Illinois.

- b. Evaluate Illinois' new apprenticeship intermediaries and navigators to ensure they maintain best practices and get results.

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- c. Provide an apprenticeship tax credit to incentivize apprenticeships at small and medium-sized businesses.
- d. Conduct research on effective apprenticeship and pre-apprenticeship practices and share results with trainers and industry leaders.

**2. Address barriers to successful training and employment**

- a. Scale up the use of Integrated Education and Training models to help adults get their GED and work on other basic skills while getting credentials for in-demand occupations.
- b. Improve data collection and program evaluation to identify the needs of job-seekers with barriers to employment and the most cost-effective ways to remove them.
- c. Provide career training and apprenticeship opportunities to inmates re-entering the workforce.

**3. Establish and support equity goals**

- a. Disaggregate data by race, gender, and target population to reveal disparities in policies and programs.
- b. Compel advisory and oversight boards/councils to set equity goals and prepare action plans to achieve them.
- c. Expose more high school students, particularly young women and minorities, to careers in STEM fields.
- d. Expand mentor programs to adults undergoing career transitions.
- e. Equip workforce program staff with training on data-driven approaches to address equity gaps.

*Action Area 3: Connect job seekers with employers*

Illinois businesses can find the productive workers they need through more efficient training and better services for job seekers and employers.

**1. Shorten time from credential to employment**

- a. Scale up dual credit programs to give high schoolers an early start on college credits.
- b. Inform college and university students about prior learning assessments so they do not need to repeat coursework to get credit.
- c. Identify workers who may quickly qualify for in-demand occupations.
- d. Ensure licensing requirements for in-demand occupations are portable.
- e. Require training providers to publish important information for prospective trainees, such as training requirements, expectations, and typical outcomes.

**2. Use smart online tools to connect job-seekers to valuable information and programs that work**

- a. Expand access to information that helps job-seekers make better decisions about training programs.
- b. Develop Illinois Pro Path into an online front door to workforce resources for job seekers and current workers.
- c. Minimize duplication and invest strategically in the State's data resources.
- d. Develop a statewide education and workforce research and evaluation agenda that informs which programs receive resources and are offered to job seekers and employers.
- e. Coordinate data collection from Illinois businesses to improve information sharing and save time for businesses and state agencies.
- f. Move online tools that assist in proactive targeting from development to testing and production.

**3. Integrate workforce services for job seekers**

- a. Fast track the implementation of the IWIB's new workforce service integration policy.
- b. Provide training and technical assistance to One-Stop Centers to help implement service integration.
- c. Provide regular integration progress reports to identify needed course corrections and additional implementation resources.

**4. Give employers easy access to the skilled workforce they need**

- a. For companies relocating or expanding in Illinois, provide comprehensive and customized training and recruitment services.
- b. Prioritize the development of talent pipeline projects in rural areas.

- c. Prioritize workforce development within efforts to improve infrastructure and quality of life in rural areas.

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## Introduction

Governor Pritzker's Executive Order 2019-03 directs Illinois' State agencies to review current and potential industries targeted for economic growth and recommend how workforce resources for disenfranchised populations may be improved in communities throughout Illinois. In response, the four State agencies involved in implementing the federal Workforce Innovation and Opportunity Act – the Departments of Commerce, Employment Security, and Human Services and the Illinois Community College Board – and representatives of the Illinois Workforce Innovation Board met to identify evidence-based practices and models that had a good chance of success in Illinois. They also identified innovations in Illinois and other states that hold promise for achieving our workforce and job creation goals and serving disenfranchised populations. These ideas have been shared with a cross-section of business, labor, civic, education, and workforce leaders at the state and local level to solicit their ideas and suggestions. The results are presented in this report as an action agenda for consideration by the Pritzker Administration.

Three action areas and related strategies are recommended as the focus of the State's workforce efforts going forward:

Unite workforce development partners around regional cluster strategies

- Identify high-impact regional clusters and associated in-demand occupations
- Implement coordinated workforce development strategies around regional clusters
- Strengthen workforce development in all parts of the state

Prepare Illinois workers for a career, not just their next job

- Increase apprenticeship opportunities
- Address barriers to successful training and employment
- Establish and support equity goals

Connect job seekers with employers

- Shorten time from credential to employment
- Use smart online tools to connect job-seekers to valuable information and programs that work
- Integrate workforce services for job seekers
- Give employers easy access to the skilled workforce they need

A definition of Disenfranchised Individuals is provided in Appendix A. Demographic and employment information about the state and its ten economic development regions is included in Appendix B. Of interest is Table B-14, which contains the labor force participation rates in each of the State's 10 Economic Development Regions. The converse of this statistic – the non-participation rate – is the number that should be a central focus of workforce planning as it represents the percentage of people who are neither working nor actively looking for work. With the right outreach, skills training, and support services, many of the individuals making up this pool of non-participants could be an important part of the talent solution.

## Learning from Our Past

Charting a new course for Illinois' economic future requires that we learn from the past. We must scale up practices that have proven effective,<sup>1</sup> re-engineer those that have not delivered on promised success, and abandon those with little to no return. Six lessons learned will help guide our path forward and form the basis for our goals.

1. As a driver of economic development, workforce development efforts must support the industries and occupations targeted at the state and regional levels while responding to the needs of local employers.
2. The skills gap is arguably Illinois' most serious barrier to economic prosperity, yet it has not been addressed as a top State priority. Building a pool of job seekers and workers with the right skills at the right time is essential if Illinois business and workers are to compete in the global economy today and in the future.
3. Our job creation efforts must be statewide and extend to employers of all sizes. Effective economic development strategies are needed in urban and rural areas alike and must reach beyond the headline-grabbing financial incentive packages intended to lure corporate headquarters to our state. We must also recognize that almost two-thirds of the nation's private sector workforce are employed by small business. Strategies to stabilize, retain, and grow this bedrock of our economy are urgently needed throughout Illinois.
4. All our investments must generate an acceptable return on investment. These returns must be measured in terms of outcomes most meaningful to Illinois residents – such as jobs, earnings, and long-term career prospects – not just in dollars spent or number of participants. We must be accountable for how we invest our scarce public resources and the initiatives in which we ask our partners to co-invest.
5. Programs to prepare individuals for the workplace too often ignore the harsh economic realities of low-income populations. Education and training models that offer an “earn as you learn” component enable economically at-risk populations to acquire new skills while supporting themselves and their families. For others, support for childcare and transportation can mean the difference between advancing on a career pathway or remaining in poverty.
6. The system-level change we envision will require that all State agencies with a stake in education, job creation, or workforce development support each other. We need to align our services, program eligibility, funding, and even basic terminology so we do not work at cross-purposes.

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<sup>1</sup>In Appendix C, we show a list of programs that we identify throughout the report as successful initiatives that should be expanded or used as models for future Illinois efforts.

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## Measuring Progress

A number of metrics will be used to track progress of the proposals in this report by the core agency partners, and, to the extent feasible, by other agencies providing workforce supports. According to the federal Workforce Innovation and Opportunities Act, “primary indicators of performance” must be reported at the state and local levels. To track our progress, state agencies will report these outcomes for target subgroups of job seekers – including rural residents and the disenfranchised populations detailed in Appendix A – and will track them over a longer time horizon than is required by federal guidelines. Taken as a whole, the strategies described in this report should improve these indicators over time.

1. Employment rate – six months, one and five years after program completion
2. Median earnings – six months, one and five years after program completion
3. Credential attainment
4. Measurable skills gains
5. Effectiveness serving employers
  - a. Retention with the same employer
  - b. Employer penetration rate

Other metrics will track specific components of this agenda. For example:

6. Number of apprentices and number of firms employing apprentices, including minority and women-owned businesses
7. Enrollment in dual credit programs
8. Number of employees who participate in employer-supported training
9. Number of employers involved in employer-led sector programs, particularly in rural regions of Illinois

In addition to these metrics, the report recommends more in-depth evaluation of the effectiveness of publicly funded policies and programs.

### *Action Area 1: Unite workforce development partners around regional cluster strategies*

A targeted industry, or cluster-based, economic development strategy builds on existing industry concentrations and related assets. High sector concentrations increase the competitiveness of firms by providing access to supports such as transportation, financing, and education and training services. An important component of a successful industry cluster is the specialized skills developed by the local workforce. Workers with specialized skills in a cluster tend to earn higher wages.

Specialized industry clusters in more rural parts of the state, while important to their local economies, may not be apparent in an analysis of statewide data. As a result, the cluster identification process should occur in each of the State’s Economic Development Regions to determine the economic drivers in each.

Targeted regional clusters (groups of similar firms) determine in-demand occupations (groups of similar jobs) in that region. Public sector training funds are guided by in-demand occupations. Ensuring these training investments align with economic development activities will give the highest chance of success for both efforts.

Once in-demand industries and occupations are identified, employers from all the represented sectors should be brought together to help lead workforce development efforts. This ensures that training programs are targeted and demand-driven, giving training completers better job opportunities and providing businesses with the talent they need.

### ***Strategy: Identify high-impact regional clusters and associated in-demand occupations***

All Illinois education, workforce, and economic development agencies must agree to use a common set of key state and regional level target industries and occupational/career pathway clusters as a baseline for discussion. While there is overlap between the clusters on which Illinois agencies currently focus, they do not completely align. By agreeing to focus resources on specific clusters, the state can create a competitive advantage in emerging industries and make economic development efforts more effective. Leading companies in concentrations of high-potential clusters act as a magnet for talent, related businesses, robust infrastructure, and innovation.

It is important to recognize that regional economies vary significantly across Illinois and important industries for local areas may not be evident in analyses of statewide data. For example, finance and insurance are important in the Bloomington-Normal area, heavy machinery manufacturing in Peoria, and aerospace components in the Rockford region. These strengths should be reflected in regional target industry sectors.

WIOA regulations require that training funds only be used for training that leads to employment in a “demand occupation.” While states use different methodologies to determine demand occupations, in general they are expected to have large numbers of future job openings and average wages above some minimum standard. Illinois and other states have focused their workforce development efforts on occupation clusters.

Education and career pathways in Illinois are an integrated collection of programs and services intended to develop students’ core academic, technical, and employability skills; provide them with continuous education and training; and place them in high-demand, high-opportunity jobs. Illinois Pathways builds off the National Career Clusters® Framework and supports career pathway systems in science, technology, engineering, and math. The pathways are a basis for clusters of specific occupations or careers grouped together because they share similar interests, strengths, and skills<sup>2</sup>.

#### *Examples*

Illinois’ target clusters have changed over time as the economy has evolved. A few core industries have remained a part of the State’s economic development efforts over the past 10 years:

- Advanced manufacturing, including advanced materials and fabricated metals

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<sup>2</sup> <https://www.illinoisworknet.com/ilpathways/Pages/default.aspx>

- Agribusiness and food processing
- Transportation, distribution, and logistics
- Biotechnology
- Energy and clean energy

In addition, several other industries have been identified as significant in one or more economic or workforce development plans:

- Professional and business services
- Healthcare
- Information technology
- Financial activities
- Leisure and hospitality

Illinois' Eligible Training Provider policy defines the method for choosing demand occupations. The current set of demand occupations was developed in 2009 using criteria that consider regional demand (entry wage and average job openings), statewide demand, whether the occupation is on the Illinois Career Pathways Career Clusters list, designation as a priority occupation, and evidence supporting regional need.

Based on these criteria, 533 occupations are on the current demand occupation list of at least one Economic Development Region. Most of the occupations are on the list because they are included in a career cluster.

#### *Proposed Action Steps*

- Use the upcoming planning cycle to identify promising clusters for future growth in Illinois.
- Engage local and regional partners in selecting regional clusters.
- Reconvene the Workforce Readiness through Apprenticeships and Pathways Committee to develop a unified State approach for establishing target occupational/career pathway clusters across public education and workforce funding streams. These will align with the target industries to be identified in DCEO's 2019 Illinois Economic Development Plan required by the Illinois General Assembly.

#### ***Strategy: Implement coordinated workforce development strategies around regional clusters***

Many states incorporate a cluster-based strategy into economic and workforce development practices to build on existing assets and opportunities. By focusing resources on specific clusters, the state can more effectively focus on a competitive advantage in emerging industries. Leading companies in high-growth industry clusters act as a magnet for talent, related businesses, robust infrastructure, and innovation. Investing in the foundations of a dynamic economy, such as a well-trained workforce, a favorable regulatory environment, and a coordinated plan can help the state attract companies to specific clusters. Sector partnerships, a workforce development practice based on industry clusters, are being used throughout the U.S. to advance and align education and training inputs and outcomes with industry talent pipeline needs.

### *Example*

A regional business-led sector strategy focused on aerospace – the Rockford Area Aerospace Network (RAAN) – has been developed in the Northern Stateline region centered on Rockford. RAAN brings together the region’s Tier 1 aerospace companies, many of their regional suppliers, regional economic development organizations, and education and training providers at all levels. While RAAN responds to a range of industry concerns, it emphasizes talent pipeline development that feeds all levels of industry employment needs, from factory floor production and maintenance to product design, engineering, and development.

### *Proposed Action Steps*

- a. Convene employers, foundations, and regional institutions to help lead sector partnerships and make coordinated investments.
- b. Legislatively require alignment of public investments in high-demand industries and occupations.

### *Strategy: Strengthen workforce development in all parts of the state*

A key component of Illinois’ many workplace and education plans is the central role of employer-driven sector strategies in the implementation of regional workforce development initiatives. Coordinating economic and workforce development efforts is critical because surveys of business executives consistently rate the availability of skilled labor as the top site selection factor, ahead of other considerations such as real estate costs, tax rates, or financial incentives.<sup>3</sup>

Over the course of the past decade, Illinois has been exploring how talent pipeline management strategies can be used to identify employer needs and communicate them to education and training providers. This talent pipeline management model, pioneered in Illinois by Vermilion Advantage, applies principles of supply chain management to the development of talent within regions and across individual businesses. Employers are engaged in analyzing talent supply and demand and identifying skill and competency requirements and credentials. Clear communication between sector businesses and their education and training partners is essential to ensuring that trainees meet employers’ hiring expectations and job placement and retention outcomes are improved. The needs of minority and women-owned businesses must be considered as these strategies are designed and implemented.

### *Examples*

The Calumet Area Industrial Commission (CAIC) is working with its advanced manufacturing company members and others in the southern part of Chicago/Cook County to develop a regional talent development supply chain, regional partnership, and management metrics. These efforts include support for on-the-job training, incumbent worker training, and apprenticeship programs.

Illinois’ flagship industry sector model, Accelerated Training for Illinois Manufacturing (ATIM), involved a crosscutting team of manufacturers, education entities, and workforce partners that worked with

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<sup>3</sup> *Area Development* Annual Corporate Survey. *Area Development* is a trade journal focused on corporate site selection and relocation.

manufacturing companies to identify their skill needs and accelerate movement from training to employment. A rigorous evaluation<sup>4</sup> of the program found that ATIM participants were three times more likely to attain certifications and earned five times as many certificates as the general workforce. The result of this pilot was increased training certification with participants having an employment rate 10 percent higher than non-participants and about 20 percent higher earnings. These and other evaluation findings are invaluable lessons learned in designing and strengthening other sector partnership programs.

Information technology companies are using the flexibility of digitally networked offices to increase career pathway opportunities in rural areas. Pillar, a technology consulting firm recently acquired by Accenture, is expanding office locations throughout the U.S. Their latest location is in rural Iowa and will add 25-30 more employees at that location. Pillar plans to begin a software development workforce training program in collaboration with area K-12 school districts and a community college.

### *Proposed Action Steps*

- a. Develop a directory of existing talent pipeline management projects and other employer-driven sector strategies used to support and grow regional economies. Such a directory would provide a base of information and best practices to encourage and support new sector-based projects.
- b. Support the expansion of employer-led workforce development projects to all sectors and regions in Illinois. Information about the workforce development resources described in this report will help ensure these employers have the skilled workers they need to stay and grow in Illinois, and workers have access to well-paying jobs in careers with a future.
- c. Partner with information technology firms and others that can bring new economic and workforce development models and opportunities to rural Illinois.

### *Action Area 2: Prepare Illinois workers for a career, not just their next job*

Career pathways prepare individuals for high demand, high opportunity jobs by developing their core academic, technical, and essential employability skills over a lifetime. Illinois, a national leader in career pathways, has adopted a shared definition of career pathways<sup>5</sup> across workforce and education systems that helps practitioners implement these types of programs. This policy work, guided by the Illinois Workforce Readiness through Apprenticeships and Pathways (WRAP) committee and approved by the State's workforce and education boards, lays out a shared vision of career pathways with these features:

- Aligns with the skill needs of industries
- Includes work-based learning experiences such as internships, pre-apprenticeship, apprenticeships, and on-the-job training opportunities
- Prepares an individual to be successful in a range of secondary or postsecondary education options
- Includes counseling to support individual education and career goals

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<sup>4</sup> Betesh, Hannah, Hui Kim, Deborah Kogan, Rachel Lindy, Anne Paprocki (2017). Evaluation of Accelerated Training for Illinois Manufacturing (ATIM): Final Impact Report. Social Policy Research Associates

<sup>5</sup> *Career Pathways Dictionary: A Unified Framework for College and Career Readiness and Success*, download available at <https://edsystemsniu.org/illinois-launches-career-pathways-dictionary/>

- Accelerates educational and career advancement by organizing education, training, and other services to meet individual needs
- Helps an individual enter or advance in a specific occupation or occupational cluster.

### *Strategy: Increase apprenticeship opportunities*

Apprenticeship is a flexible training strategy that can be customized to meet the needs of most businesses. It is an employer-driven model that combines on-the-job learning with related classroom instruction that increases an apprentice’s skill level and wages. Importantly, apprenticeship is an “earn and learn” model in that apprentices receive a paycheck from day one and earn wages while they learn on the job. While successfully used for decades in skilled trades and production occupations, apprenticeships also can fill workforce needs in other fields that historically have required four-year degrees, such as healthcare, insurance, and information technology.

Apprenticeship intermediaries and navigators have emerged as an important new approach for expanding the number of apprenticeship programs. Intermediaries bundle the needs of small and medium sized businesses and then sponsor and manage apprenticeship programs for these employers. Apprenticeship navigators serve as key points of contact in the region for outreach and partnership development to help expand apprenticeship programs.

### *Examples*

In 2017, Accenture, AON, and Zurich North America established the Chicago Apprenticeship Network to team up with community colleges and Chicago-based non-profits to design apprenticeship programs in information technology, insurance, and human resources.<sup>6</sup> Since then, Accenture has grown its program from five to 27 apprentices, with many becoming permanent, full-time employees. AON has hired 25 apprentices per year since 2016. Zurich, whose apprentices are considered full-time employees from day one, has also hired about 25 per year. All three companies aim to diversify their workforce through their apprenticeship programs. Students earn an Associate of Applied Science degree and an industry recognized DOL Apprenticeship Certificate of Completion in their field while gaining on-the-job work experience. Today this employer-led apprenticeship network has grown to include more than 20 companies all working to design their own apprenticeship programs. The Network’s goal is 1,000 apprentices by 2020.

In early 2019, DCEO funded 10 organizations to serve as apprenticeship intermediaries, navigators, or both to expand existing and create new apprenticeship programs. This investment is modeled after the experience of other states in using apprenticeship navigators and intermediaries. For example, since hiring five apprenticeship navigators in 2016, Maryland has added 47 new programs, reactivated 23 programs, and approved 265 occupations (110 of which currently have active apprentices) and 6 pre- apprenticeship programs. South Carolina has six full-time navigators who were instrumental in increasing the number of active apprentices from 800 in 2007 to over 17,000 by 2017. These states also enacted \$1,000 tax credits as an incentive to employ apprentices.

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<sup>6</sup>Chicago Apprentice Network (2018). *Bridging the Gap between Talent and Opportunity: An Apprenticeship Playbook for Professional Jobs*.

### *Proposed Action Steps*

- a. Use the Accenture/AON/Zurich approach to initiate pilot apprenticeship programs throughout Illinois.
- b. Evaluate Illinois' new apprenticeship intermediaries and navigators to ensure they maintain best practices and get results.
- c. Provide an apprenticeship tax credit to incentivize apprenticeships at small and medium-sized businesses.
- d. Conduct research on effective apprenticeship and pre-apprenticeship practices and share results with trainers and industry leaders.

### *Strategy: Address barriers to successful training and employment*

Individuals with multiple barriers to employment often require more than a referral to an occupational training program to successfully prepare for a career pathway. For many unemployed and underemployed people, assistance with childcare, transportation, physical and mental health care, employability skills training, and other essential support services can mean the difference between advancing on a career pathway or remaining in poverty. For others, financial assistance may be needed to provide household income while they are in training. Asking individuals directly about their barriers and goals is the best way to identify the resources most helpful in addressing their challenges.

Recognizing that job seekers in Illinois may confront barriers to employment, a wide array of education and training models are being implemented to address these diverse needs. Many combine foundational, employability, and occupational skill training, while others speak to the unique situations of ex-offenders, young people aging out of foster care, homeless individuals, or others who face difficult life situations. It is essential that Illinois provide disenfranchised populations and others who have experienced limited economic opportunity with the career and support services they need to succeed.

### *Examples*

The Kewanee Life Skills Re-Entry Program is a partnership between the Illinois Departments of Corrections, Commerce and Economic Opportunity, Employment Security, Human Services, and the Illinois Community College Board to reduce recidivism by providing life skills, career readiness, and occupational training to inmates prior to release. Since 2017, 233 inmates have participated in essential skills training, cognitive behavior therapy, high school equivalency/GED courses (if applicable), technical education, work experience within the institution, and job search. To date, 16 inmates have graduated with a welding certificate from Black Hawk Community College and are employed in their home communities. A recent study by the Government Performance Lab of the Harvard Kennedy School identified four practices of high performing career and technical education programs operating within correctional systems: offering demand-driven courses and merging resources across state workforce agencies; building programs around nationally recognize certifications, targeting limited seats to the right students; and fostering direct communication with employers.<sup>7</sup>

The St. Clair County Intergovernmental Grants Department is working with Southern Illinois University's Head Start/Early Head Start program in Edwardsville to fill early childhood development associate

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<sup>7</sup> Pagano, J. Innovations in High Performing Career and Technical Education for Correctional Settings.

positions by developing a career pathway for parents who use Head Start services. St. Clair County government manages an apprenticeship program that offers participating parents a job and a credential, and St. Clair County encourages them to continue their education by using federal workforce funding to obtain an associate degree.

More than 100,000 individuals in Illinois participating in the Supplemental Nutritional Assistance Program (SNAP) are able-bodied adults without dependents. Connecting these individuals to workforce training keeps them eligible for their benefits while they address their barriers to employability, but there are far fewer training opportunities than people who need them. Lessons learned from the State's recent EPIC (Employment Opportunities, Personalized Services, Individualized Training, and Career Planning) pilot that assisted underemployed and unemployed SNAP recipients in five Illinois regions will be useful in connecting these individuals to career preparation activities while they receive needed public assistance.

The Illinois Department of Human Services: Rehabilitation Services' partnership with the University of Illinois-Urbana Champaign's E3 (Educate, Empower and Employ) project identifies and serves young adults with disabilities who have been arrested, spent time in jail or prison, or who are aging out of foster care. E3 provides training to help community agencies identify and connect people with disabilities with vocational rehabilitation services. E3 has helped provide services to 164 individuals who are in foster care or recently aged out, 78 ex-offenders under 25 years of age, and 374 ex-offenders who are 25 or older.

Illinois is a national leader in Integrated Education and Training (IET), an adult educational strategy that primarily assists those without a high school diploma, English language learners, or those with basic skills deficiency with goal oriented, relevant, practical knowledge. IET combines adult education basic skills with career and technical education training designed to provide college credit and industry recognized credentials. This approach can offset the opportunity costs of education for individuals with family and work responsibilities by offering education leading to educational and economic mobility. For example, several community colleges serving large communities of English language learners have redesigned their curriculum to teach career and technical education concurrently and contextually leading to an industry recognized certificate. In a similar vein, "bridge programs" such as one at Jane Addams Resource Center (JARC), which combines math and reading with occupational training, are helping low-skill individuals launch a career in manufacturing. JARC graduates 91% of their trainees and 93% of those find full-time employment<sup>8</sup>. Trainees move from an average annual salary of \$9,675 at program entry to nearly \$33,000 in their first year of employment. Other Illinois community colleges use the Integrated Career and Academic Preparation System model that blends adult education with career and technical education for college credit for students without a high school diploma or who lack basic skills.

#### *Proposed Action Steps*

- a. Scale up the use of Integrated Education and Training models throughout Illinois to allow more adults to complete their high school equivalency and increase basic skills and English language

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<sup>8</sup> Jane Addams Resource Center (2018). *New skills. New path. Renewed life.*

acquisition while earning postsecondary and industry-recognized credentials that lead to in-demand occupations.

- b. Collect ROI and qualitative outcome data for various education and training programs, identify barriers to enrollment, and identify the most cost-effective approaches to taking down those barriers or helping residents overcome them. This data should break out the impact for disenfranchised populations.
- c. Provide career training and apprenticeship opportunities to inmates re-entering the workforce. Collaborate with the Vocational Program Subcommittee at the Illinois Department of Corrections to expand the Kewanee model statewide to increase the number of sustainable, industry-driven career pathways that prepare inmates with in-demand skills while incarcerated and connect those individuals to jobs, support services, and ongoing education upon release.

### *Strategy: Establish and support equity goals.*

As the unemployment rate has declined in recent years, businesses are finding it more difficult to find qualified workers. At the same time, labor force participation is at historic lows. Preparing workers to meet the needs of business while connecting them to viable career pathways in Illinois' most vibrant industries will lead to economic prosperity at all levels. An important focus of these efforts must be ensuring that disenfranchised populations have access to these employment opportunities. Achieving equitable workforce outcomes for all Illinoisans will require thoughtful, concrete, and coordinated action by the agencies charged with delivering these programs and related supports. Providing opportunities to young people can start them on a promising career pathway and help position them for a lifetime of success.

Setting specific, measurable equity goals for all workforce programs receiving federal or state funds is needed to ensure that disparities in access, employment, and earnings for underserved populations will no longer be masked by aggregate performance data. Publicly accountable advisory and oversight boards and councils must play a key role by adopting equity goals and plans to achieve them. Once goals are set, resources must be secured to pursue them.

### *Examples*

The Illinois Science and Technology Institute connects professionals in science, technology, engineering and math (STEM) fields with high school classrooms through its Mentor Matching Engine, a web platform that offers high quality mentoring experiences that overcome geographic barriers.

The Greater Oak Brook Chamber of Commerce, in partnership with other local business and educational organizations, matched young STEM business leaders with 40 students from a culturally and economically diverse high school. The young business leaders and high school students participated in eight weeks of STEM simulations. Pre and post survey results showed a significant increase in the students' appreciation for the important of essential workplace readiness skills.

Pathways to Results (PTR) focuses on improving transitions to and through high school to postsecondary education and into employment by addressing inequities in student outcomes. Supported by the Illinois Community College Board and the Office of Community College Research and Leadership, all 48 Illinois

community colleges are working with employers and support service providers to improve student success. For the past few years, PTR has utilized a two-year approach with year one focused on planning and year two on implementation. For example, in year one of its PTR process, Rock Valley College (RVC) identified an opportunity to strengthen how it uses data to evaluate career and technical education (CTE) programs offered by the college, including the identification of equity gaps. In year two of PTR, RVC made improvements centered on new professional development modules and adoption of a new advisory committee model that better reflected its CTE programs.

#### *Proposed Action Steps*

- a. Disaggregate data by race, gender, and target population to reveal where disparities and inequities exist in policies and programs.
- b. Compel advisory and oversight boards/councils to set equity goals and prepare action plans to achieve them.
- c. Expose more high school students, particularly young women and minorities, to careers in STEM fields.
- d. Explore how effective mentor programs can be expanded to adults, particularly those who are displaced and moving to a new career. Colorado's Governor's Coaching Corps provides coaches with the tools and training they need to help job seekers in a rapidly changing labor market and could serve as a model for Illinois.
- e. Provide training to workforce program staff on data-driven approaches to address equity gaps. Make these data-driven approaches to addressing equity gaps easily accessible to workforce staff and educators through custom tools and professional development.

#### *Action Area 3: Connect job seekers with employers*

The urgency of addressing unmet business talent needs and the rising costs of education are putting pressure on first-time job entrants and career changers alike to more quickly acquire needed education and training and find employment. Ensuring that job seekers have the support and tools to plan and complete their education and training as efficiently and cost-effectively as possible will speed up their entry into the job market. Similarly, providing job seekers and workers with accurate and up-to-date information about career opportunities helps them make good decisions and embark on in-demand career pathways.

#### *Strategy: Shorten time from credential to employment*

There are several ways to shorten the time from education and training to the labor market. One is to acquire multiple needed credentials at the same time. Such opportunities are made available to high school students and adults who can earn a high school diploma or equivalency certificate while working toward an occupational credential. Such "dual credit" programs motivate young people and adult learners alike to complete their high school education by providing early credentials that give them a leg up in the job market.

Another opportunity to shorten the time to employment is to expand the use of Prior Learning Assessments (PLAs) to credential workers who have gained skills through experience. The Credit for

Prior Learning Act permits Illinois public universities and community colleges to award academic credit for learning acquired outside of a traditional classroom setting.

Job seekers with marketable skills may be able to find employment that requires little or no additional training. Career counselors can assist on demand workers, mature workers, and the underemployed in matching their current skill sets with the hiring requirements of local employers.

Professional licensing requirements can restrict access to certain professions for disenfranchised communities. Understanding what licensing requirements are needed for various occupations and working with other states to maximize the portability of licensing can prevent residents of other states from retaking needed training when they move to Illinois.

A final opportunity to move job seekers more quickly into employment is to help them make informed decisions when selecting a training program. A recent report by the Deloitte Center for Governmental Insights<sup>9</sup> recommends that information about the suitability of training programs for individual needs and program outcomes be provided to consumers of training services. “Suitability” information includes locations of likely job placements, prerequisites for training entry, effort/education level required to complete the training, and delivery methods. Program outcome information includes graduation and placement rates, credential(s) earned, likely salary, and potential job growth in the field of training.

#### *Examples*

Heartland Community College and the District 5 high school in Normal, Illinois, partnered to create an information technology career pathway that enables students to graduate from high school with a diploma and an associate degree in information technology.

Community colleges and universities in Illinois can award credit for prior learning if individuals can demonstrate they have achieved the objectives for one or more specific courses. Specific statewide policies are in place to award academic credit for military training.

Illinois was selected to participate in the National Governors Association’s State Collaborative Consortium to Understand and Support the On-Demand Workforce. Participation in this initiative will help Illinois identify ways to build the skills and knowledge that self-employed workers need to compete in the on-demand economy and develop socially responsible mechanisms for employers to leverage this talent.

#### ***Proposed Action Steps***

- a. Use the insights and lessons learned from successful dual credit programs to scale up similar efforts in other sectors and regions.
- b. Determine the most effective marketing methods and messages for informing college and university students about PLAs.
- c. Investigate 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.

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<sup>9</sup> O’Leary, John, Scott Malm, Sushumna Agarwal (2018). *Reinventing Workforce Development: Making job training more effective*. Deloitte Center for Governmental Insights.

- d. Research the licensing requirements for various in-demand occupations and work with other states to enhance the portability of licenses.
- e. Request that the Illinois Workforce Innovation Board consider requiring eligible training providers publish information about training requirements, expectations, and outcomes.

### *Strategy: Use smart online tools to connect job-seekers to valuable information and programs that work*

Illinois has many data tools available to decision-makers, researchers, and the public to help understand labor market trends, workforce needs and opportunities, and performance results of a variety of public programs. Because many of these data resources were developed at a time when State agencies had different reporting requirements and tracked different client characteristics, very few of these systems “talk” to each other today. This inability to connect or integrate data systems creates significant duplication and inefficiencies.

Additional opportunities to make better use of available data and online tools include:

1. Ensuring that these resources respond to the needs of current and potential end users.
2. Confirming that the evaluation research being conducted is providing useful results for priority research questions. For example, the effectiveness of workforce development programs has historically relied largely on outputs, rather than outcomes. Outputs include such measures as the number of job seekers served, credentials earned, employment gained, and wage levels. Unfortunately, little attention is paid to whether those outputs would have occurred even without the services provided or training support, or whether better outcomes could have been achieved with different approaches.
3. Minimize duplication and strengthen the integration and linkage of data resources and tools.

### *Examples*

Illinois has launched a new centralized data portal for prospective Illinois college students that compiles information on graduation rates, costs, student debt and, for the first time, potential career earnings of graduates of the state’s two- and four-year institutions. The Illinois College2Career website features information from more than 100 public and private colleges on subjects including basic tuition and financial aid, program offerings, and popular career paths for certain graduates.

Illinois is pursuing funding under the Data for the American Dream initiative to expand the Progressive Pathways project to provide an online front door to workforce development tools and resources. This project will improve career pathway decision-making by Illinois residents, particularly those who are low-income, underemployed, and unemployed. Also, by enhancing how data is collected and integrated, it will help inform continuous improvement of education and training in career pathways.

The *Illinois Longitudinal Data System* (ILDS) enables seven state agencies<sup>10</sup> to link early childhood, education, and workforce data over time to better understand program effectiveness and anticipate

<sup>10</sup> Illinois Board of Higher Education, Illinois Community College Board, Illinois Department of Commerce and Economic Opportunity, Illinois Department of Employment Security, Illinois Department of Human Services, Illinois State Board of Education, and the Illinois Student Assistance Commission.

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future education and workforce needs. ILDS can deepen our understanding of the education and employment outcomes of Illinois learners and citizens. Examples include:

- How many Illinois children do the state's early childhood programs serve, and what is the impact of these programs on later learning?
- Are high school graduates prepared to succeed in community colleges and four-year universities?
- What are the employment outcomes for college graduates and completers of various workforce-training programs?

The *Economic Information and Analysis Division* (EI&A) of the Illinois Department of Employment Security has primary responsibility for the development and dissemination of workforce and labor market information in Illinois. Through broad public/non-public sector partnerships, EI&A has been generating workforce outcomes data on:

- growth industry sectors (construction, manufacturing, information technology and healthcare)
- 75,000 completers of training programs, including dislocated workers and youth
- 320,000 post-secondary graduates (2010-2014) in nearly 110 private and public two-year and four-year colleges
- Nearly two million high school seniors (2003-2016) representing all 852 Illinois public school districts
- More than 28,000 formerly incarcerated individuals

The *Illinois Employment Business System* (IEBS) is a new cloud-based software platform being developed by the Illinois Department of Commerce and Economic Opportunity. IEBS is an example of a smart and predictive tool that provides quality workforce information and layoff tracking data from multiple sources to help avert layoffs and promote economic and workforce development. This system is easy to access and understand, enabling users to quickly locate real time Dun & Bradstreet global business data, IDES labor market information, and State and local workforce layoff tracking data. IEBS may be accessed by smart phone, tablet, or laptop, providing current on-the-fly dashboards, analytic tools, and industry cluster information.

#### *Proposed Action Steps*

- a. Expand access to information that helps job-seekers make better decisions about training programs. For example, the Illinois Department of Employment Security's College2Career portal currently only applies to two-and four-year institutions and, in partnership with Illinois education and employment agencies, could be expanded to other certificate programs. In addition, artificial intelligence and predictive analytics should be used in as many workforce tools as possible to provide individuals with the information and delivery methods that are most likely to be of use to them.
- b. Develop Illinois Pro Path into an online front door providing a wide array of workforce development resources to job seekers and current workers.
- c. Clarify and coordinate with researchers and decision-makers available education, workforce, and economic development resources so duplication is minimized, and strategic investment opportunities are identified.

- d. Develop a statewide education and workforce research and evaluation agenda to establish research priorities, identify opportunities to integrate and leverage existing data assets, and communicate findings and progress to interested partners. Attention should be paid to understanding the impacts for disenfranchised populations.
- e. Coordinate data collection from Illinois businesses. Creating Opportunities for Retention and Expansion (CORE) is a statewide coalition of economic development agencies, councils, and communities focused on business outreach, retention, and expansion. CORE partners conducted over 1,100 interviews between 2016-2018 on a variety of business and community factors, including workforce. As more occupational demand data is being requested from employers, it is essential that such efforts are coordinated to the maximum extent possible.
- f. Move tools under development into testing and production. The Illinois Employment Business System (IEBS) described above is in the final stages of design and resources are needed to move it to the testing phase. A related opportunity is BizHub<sup>11</sup> which provides a centralized location for all employer-related content and increases the flow of information and coordination between employers and state assistance.

### *Strategy: Integrate workforce services for job seekers*

Individuals with multiple barriers to employment may access workforce-related services through various public programs administered by different agencies. Ensuring that these programs are working together to provide seamless and coordinated services will facilitate the transition from aspiring worker to employee. This need to better integrate workforce services has been reflected over the past 20 years in federal workforce legislation that has increasingly emphasized customer focus. The Workforce Investment Act of 1998 reformed federally funded job training programs by creating a new, comprehensive workforce investment system intended to help U.S. companies find skilled workers and assist job seekers and current workers in accessing the information and quality services they need to manage their careers. In 2014, the Workforce Innovation and Opportunities Act further strengthened the focus on customers by requiring that employment and training services provided by the core agency partners be coordinated and integrated.

The Illinois Workforce Innovation Board (IWIB), charged with providing leadership for Illinois' workforce system, has recognized service integration as a major driver of quality service. Ensuring that employer and job-seeking customers have prompt access to the array of services they need improves the quality and timeliness of matching workers with employers.

### *Example*

The IWIB adopted a service integration policy in 2018 that is being implemented in all Illinois workforce areas. This policy provides a detailed description of how service integration strengthens the operation and effectiveness of the State's network of one-stop centers. A self-assessment guide has been developed that lays out a process for one-stop centers to use in collaborating with partners to agree on a baseline of service integration for seven one-stop functions. This self-assessment will be administered annually to determine progress and identify improvement targets.

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<sup>11</sup> <https://www.illinoisworknet.com/bizhub/Pages/default.aspx>

### *Proposed Action Steps*

- a. Fast track the implementation of the IWIB's new workforce service integration policy aimed at improving how job seeker and employer customers of workforce programs connect with available services, resulting in better and faster customer outcomes and more efficient utilization of public resources.
- b. Provide training and technical assistance to the state network of One-Stop Centers to help them implement this policy.
- c. Provide the IWIB with progress reports on policy implementation to identify needed course corrections and additional resources.

### *Strategy: Give employers easy access to the skilled workforce they need*

Over the last few decades, less urbanized areas of states across the Midwest have seen a slow and steady depopulation as jobs have disappeared. The four regions of Illinois with the lowest population density are the Northwest, West Central, South, and Southeast. From 1990 to 2017, these regions lost more than 3% of their population at a time when the overall state population grew by more than 12%. Equally concerning is the aging of the population that remains in these less urbanized regions. These four regions rank highest for share of their population age 65 or older and rank among the lowest for share of their population below age 19. Finally, the percent of residents in these regions who are college graduates is well below the percent statewide and the other six regions of Illinois, indicating a “brain- drain” of the most educated members of these communities. Appendix B shows population characteristics for each of the State's 10 Economic Development Regions.

Increasing employer awareness of available workforce development resources will be key to retaining existing jobs and attracting new business and industry. An array of tax credits and incentives are available to employers who hire and retain individuals in specific groups, and additional information about employer resources is available through the network of one-stop centers located throughout Illinois or through Illinois workNet<sup>12</sup> (IwN). IwN is the State's workforce development portal and provides access to workforce development resources aimed at individuals, employers, and workforce/education partners.

### *Examples*

The federal Work Opportunity Tax Credit (WOTC) is available to employers who hire and retain veterans, mature workers, people with disabilities, formerly incarcerated individuals, veterans, and youth.

Employers claim about \$1 billion in tax credits each year under the WOTC program, and there is no limit on the number of individuals an employer can hire to qualify for this tax credit.

The Employer Training Investment Program (ETIP) supports Illinois workers' efforts to upgrade their skills so they can remain current in new technologies and business practices. Employers must match training funds received from the ETIP program.

### *Proposed Action Steps*

- a. For companies relocating or expanding in Illinois, provide free comprehensive and customized training and recruitment services. Create a one-stop shop that works closely with companies

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<sup>12</sup> <https://www.illinoisworknet.com/Jobs/Pages/HiringCredits.aspx>

relocating to or expanding in Illinois to assess their need for workforce solutions, develop and provide customized training programs, and assist in employee recruitment and screening. This program would be modeled after Louisiana's FastStart and Georgia's QuickStart program, which are widely recognized as a best practice in the field of workforce development.

- b. Prioritize the development of talent pipeline projects (discussed above) in the Northwest, West Central, Southern and Southeast regions of the state. These regions have more small and medium-sized employers who stand to benefit from such efforts. Given the more rural nature of these regions, it is incumbent upon public sector partners to convene the business leadership needed for these projects. Technology may be an indispensable resource in doing this.
- c. Prioritize workforce development within efforts to improve infrastructure and quality of life in rural areas. For instance, efforts to provide high-speed internet coverage to all areas of the state should ensure that that coverage is adequate to the needs of businesses in rural regions. For example, the U.S. Department of Agriculture recently announced the launch of a new program to create high-speed internet connectivity in rural America. The Governor's Rural Advisory Council can play an important leadership role to ensure that the workforce development needs of rural Illinois are understood and addressed.

## Suggested Legislative and Policy Actions

The following items are suggested in the preceding sections of this report as important in framing a new workforce agenda for Illinois. This does not include many actions listed above that may be accomplished through programmatic changes or that do not require legislative or policy action.

### Legislative actions

- Expand funding for effective programs such as the Employer Training Investment Program, Accelerated Training for Illinois Manufacturing, dual credit programs, and Integrated Education and Training models
- Provide business tax credits for hiring apprentices
- Enhance the portability of professional licenses across state lines, in collaboration with other states
- Present DCEO's Five-Year Economic Development Plan to the General Assembly by July 1, 2019

### Policy actions

- Ensure all agencies use a unified approach to identifying target industries and occupations
- Identify targeted industry sectors in each region while preparing the DCEO's Five-Year Economic Development Plan, and use these during the WIOA regional planning process
- Incorporate information about projected growth in target industry sectors into the process of identifying in-demand occupations at both the state and regional levels
- Require outcome metrics to be disaggregated by race, gender, and target population characteristics
- Compel advisory and oversight boards/councils to set equity goals and prepare action plans to achieve them.
- Evaluate Illinois' new apprenticeship intermediaries and navigators to ensure they maintain best practices and get results

- Coordinate the role of the State’s major data resources in education, workforce and economic development
- Establish research priorities and a statewide research agenda
- Require eligible training providers to publish information about training program requirements, expectations and outcomes
- Fast track the implementation of the IWIB’s new workforce service integration policy
- Develop a rural workforce and economic development agenda for rural Illinois
- Include workforce development programming within efforts to improve infrastructure and quality of life in rural areas

## Conclusion

After years of turnover and uncertainty, Illinois’ new leadership has the opportunity to refocus and redouble our efforts in economic and workforce development. It is time to embrace change that provides all Illinoisans access to a stable and prosperous future. We must address the immediate need of employers of all sizes and in all parts of the State for skilled workers who will boost productivity and competitiveness; and of residents for careers that will support families and sustain and grow our communities. We must redouble our collaborative efforts across education and workforce agencies to integrate and align services and scale up effective practices. Our shared goal is that every employer will have access to the skilled workers they need to remain and grow in Illinois, and every Illinoisan who wants to work will have the opportunity and support to succeed in a career.

# Appendix A

## Disenfranchised Individuals

For purposes of this report, disenfranchised individuals are those who have been systematically excluded from economic opportunity because of their birth, geography, or life circumstances. Characteristics often associated with disenfranchisement are referenced as necessary for eligibility in receiving federal and/or state assistance. These include, but are not limited to, individuals who are:

- Low-Income
- Low-skilled, including those without a high school diploma
- Physically, mentally, or developmentally disabled
- Returning citizens (ex-offenders)
- English language learners or those facing substantial cultural barriers
- Migrant and seasonal farmworkers
- Out-of-school youth
- Long-term unemployed
- Mature workers
- Homeless
- Teen parents (including single pregnant women)
- Youth in the foster system or who have aged out
- Displaced homemakers

## Appendix B

### Characteristics of Illinois Economic Development Regions

*(A map of the 10 regions is provided at the end of this appendix)*

Table B1: Economic Development Region Population Estimates 1990 - 2017

	Central	East Central	North Central	Northeast	Northern Stateline	Northwest	South	Southeast	Southwest	West Central	State
1990 Census Population	543,335	321,892	597,898	7,507,113	377,728	498,707	385,253	302,432	658,856	237,288	11,430,502
2000 Census Population	555,871	325,528	628,096	8,376,601	420,215	506,127	389,777	309,857	671,603	235,618	12,419,293
2010 Census Population	554,705	343,234	656,004	8,700,058	450,639	501,968	385,373	306,873	704,091	227,687	12,830,632
2013 Population Estimate	550,217	345,245	660,522	8,787,583	443,637	495,839	382,005	302,959	697,632	224,764	12,890,403
2015 Population Estimate	544,028	345,949	652,453	8,797,166	437,993	490,111	378,463	300,779	692,653	222,456	12,862,051
2017 Population Estimate	537,279	344,909	646,002	8,772,503	434,408	485,427	374,340	298,113	689,793	219,249	12,802,023

Source: U.S. Census Bureau, American Community Survey (ACS) (<https://www.census.gov/programs-surveys/acs/>)

Table B2: Economic Development Region Population (Percent of State)

	Central	East Central	North Central	Northeast	Northern Stateline	Northwest	South	Southeast	Southwest	West Central	State
1990 Census Population	4.75%	2.82%	5.23%	65.68%	3.30%	4.36%	3.37%	2.65%	5.76%	2.08%	100%
2000 Census Population	4.48%	2.62%	5.06%	67.45%	3.38%	4.08%	3.14%	2.49%	5.41%	1.90%	100%
2010 Census Population	4.32%	2.68%	5.11%	67.81%	3.51%	3.91%	3.00%	2.39%	5.49%	1.77%	100%
2013 Population Estimate	4.27%	2.68%	5.12%	68.17%	3.44%	3.85%	2.96%	2.35%	5.41%	1.74%	100%
2015 Population Estimate	4.23%	2.69%	5.07%	68.40%	3.41%	3.81%	2.94%	2.34%	5.39%	1.73%	100%
2017 Population Estimate	4.20%	2.69%	5.05%	68.52%	3.39%	3.79%	2.92%	2.33%	5.39%	1.71%	100%

Source: U.S. Census Bureau, American Community Survey (ACS) (<https://www.census.gov/programs-surveys/acs/>)

Table B3: Economic Development Region Population by Age Group

	Central	East Central	North Central	Northeast	Northern Stateline	Northwest	South	Southeast	Southwest	West Central	State
Percent Persons under 5 years,	5.6%	5.8%	<b>6.2%</b>	<b>6.2%</b>	6.0%	5.7%	5.7%	5.8%	5.9%	5.4%	6.1%
Percent Persons 5-19 years,	18.7%	<b>19.8%</b>	19.6%	<b>19.8%</b>	20.0%	18.5%	17.9%	18.6%	19.0%	18.5%	19.6%
Percent Persons 20-64 years,	58.0%	60.0%	58.6%	<b>60.7%</b>	57.4%	56.8%	58.0%	57.9%	59.5%	57.0%	60.0%
Percent Persons 65+ years,	<b>17.7%</b>	14.4%	<b>15.6%</b>	13.2%	<b>16.6%</b>	<b>19.0%</b>	<b>18.3%</b>	<b>17.8%</b>	<b>15.7%</b>	<b>19.1%</b>	14.4%

Source: U.S. Census Bureau, American Community Survey (ACS), 2013-2107 5-year estimates (<https://www.census.gov/programs-surveys/acs/>) Bolded figures are greater than the statewide average

Table B4: Economic Development Region Population by Educational Attainment

	Central	East Central	North Central	Northeast	Northern Stateline	Northwest	South	Southeast	Southwest	West Central	State
Non-High school graduate (% of persons age 25+)	9.3%	7.7%	7.8%	<b>12.2%</b>	<b>12.0%</b>	10.5%	<b>12.0%</b>	<b>11.9%</b>	8.9%	10.0%	11%
High school graduate, no bachelors (% of persons age 25+)	<b>66.1%</b>	<b>60.4%</b>	<b>62.0%</b>	50.0%	<b>66.4%</b>	<b>69.4%</b>	<b>68.6%</b>	<b>69.6%</b>	<b>66.1%</b>	<b>68.5%</b>	55%
Bachelor's Degree or Higher (% of persons age 25+)	24.6%	31.9%	30.2%	<b>37.8%</b>	21.6%	20.0%	19.4%	18.4%	25.1%	21.6%	33%

Source: U.S. Census Bureau, American Community Survey (ACS), 2013-2107 5-year estimates (<https://www.census.gov/programs-surveys/acs/>) Bolded figures are greater than the statewide average

Table B5: Economic Development Region Population by Assistance and Poverty

	Central	East Central	North Central	Northeast	Northern Stateline	Northwest	South	Southeast	Southwest	West Central	State
Percent of Households Receiving cash public assistance or Food Stamps/SNAP within past 12 months	<b>14.6%</b>	11.9%	12.4%	13.6%	<b>17.7%</b>	12.8%	<b>18.6%</b>	<b>15.8%</b>	13.7%	<b>14.5%</b>	14%
Percent Persons below poverty level	<b>14.8%</b>	<b>19.5%</b>	13.0%	12.9%	<b>14.3%</b>	12.8%	<b>18.7%</b>	<b>15.5%</b>	14.0%	<b>15.7%</b>	14%

Source: U.S. Census Bureau, American Community Survey (ACS) 2013-2107 5-year estimates (<https://www.census.gov/programs-surveys/acs/>) Bolded figures are greater than the statewide average

Table B6: Economic Development Region Population by Veteran Status

	Central	East Central	North Central	Northeast	Northern Stateline	Northwest	South	Southeast	Southwest	West Central	State
Veterans (% of persons age 18+)	<b>9.5%</b>	<b>7.1%</b>	<b>8.0%</b>	4.9%	<b>8.6%</b>	<b>9.2%</b>	<b>9.5%</b>	<b>8.5%</b>	<b>11.2%</b>	<b>8.9%</b>	6.2%

Source: U.S. Census Bureau, American Community Survey (ACS) 2013-2107 5-year estimates (<https://www.census.gov/programs-surveys/acs/>) Bolded figures are greater than the statewide average

Table B7: Economic Development Region Population by Disability Status

	Central	East Central	North Central	Northeast	Northern Stateline	Northwest	South	Southeast	Southwest	West Central	State
Persons with a disability (% of 18-64 non-institutionalized population)	<b>11.8%</b>	8.7%	9.0%	7.5%	<b>11.6%</b>	<b>10.7%</b>	<b>15.3%</b>	<b>13.3%</b>	<b>10.8%</b>	<b>11.3%</b>	9%
Labor Force Participation Rate of Persons with a disability	41.8%	42.6%	42.3%	<b>44.3%</b>	42.6%	43.0%	36.2%	42.6%	40.7%	39.3%	43%
Unemployment Rate of persons with a disability	<b>17.1%</b>	15.7%	14.9%	<b>16.3%</b>	<b>23.3%</b>	14.4%	<b>16.8%</b>	11.0%	12.7%	14.5%	16%

Source: U.S. Census Bureau, American Community Survey (ACS) 2013-2107 5-year estimates (<https://www.census.gov/programs-surveys/acs/>) Bolded figures are greater than the statewide average

Table B8: Economic Development Region Population by Language Other Than English Spoken at Home

	Central	East Central	North Central	Northeast	Northern Stateline	Northwest	South	Southeast	Southwest	West Central	State
Language Other Than English Spoken at Home (% of persons age 5+)	3.8%	12.2%	6.1%	<b>30.5%</b>	12.7%	8.1%	3.9%	4.3%	3.9%	3.8%	23%

Source: U.S. Census Bureau, American Community Survey (ACS) 2013-2107 5-year estimates (<https://www.census.gov/programs-surveys/acs/>) Bolded figures are greater than the statewide average

Table B9: Economic Development Region Population by Gender

	Central	East Central	North Central	Northeast	Northern Stateline	Northwest	South	Southeast	Southwest	West Central	State
Percent Male	48.9%	49.7%	49.2%	48.9%	49.0%	49.9%	50.3%	50.0%	49.2%	50.1%	49%
Percent Female	51.1%	50.3%	50.8%	51.1%	51.0%	50.1%	49.7%	50.0%	50.8%	49.9%	51%

Source: U.S. Census Bureau, American Community Survey (ACS) 2013-2107 5-year estimates (<https://www.census.gov/programs-surveys/acs/>)

Table B10: Economic Development Region Population by Race

	Central	East Central	North Central	Northeast	Northern Stateline	Northwest	South	Southeast	Southwest	West Central	State
White alone	86.6%	78.6%	85.8%	65.4%	82.5%	90.2%	89.5%	94.9%	80.3%	91.1%	72%
Black or African American alone	8.8%	11.3%	7.9%	16.8%	9.7%	4.4%	6.6%	2.5%	15.6%	5.2%	14%
American Indian and Alaska Native alone	0.2%	0.2%	0.2%	0.2%	0.3%	0.2%	0.2%	0.2%	0.2%	0.2%	0%
Asian alone	1.1%	6.5%	2.8%	6.8%	1.9%	1.2%	1.1%	0.6%	1.0%	1.1%	5%
Native Hawaiian and Other Pacific Islander alone	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0%
Some other race alone	0.5%	1.1%	0.9%	8.2%	2.8%	1.8%	0.5%	0.4%	0.7%	0.8%	6%
Two or more races	2.7%	2.3%	2.4%	2.5%	2.8%	2.1%	2.1%	1.4%	2.2%	1.5%	2%

Source: U.S. Census Bureau, American Community Survey (ACS) 2013-2107 5-year estimates (<https://www.census.gov/programs-surveys/acs/>)

Table B11: Economic Development Region Individuals Receiving SNAP or TANF Assistance

	Central	East Central	North Central	Northeast	Northern Stateline	Northwest	South	Southeast	Southwest	West Central	State
SNAP - Total Individuals	93,654	51,862	91,411	1,113,724	81,496	51,249	48,012	73,546	101,689	50,238	1,756,881
TANF - Total Individuals	4,634	1,681	3,978	32,944	2,746	1,529	1,624	2,140	4,844	1,366	57,486

Source: Illinois Department of Human Services, January 2019

Table B12: Economic Development Region Individuals Receiving Vocational Rehab Assistance

	Central	East Central	North Central	Northeast	Northern Stateline	Northwest	South	Southeast	Southwest	West Central	State
Individuals, under Age 25 with Disabilities, who are Receiving Vocational Rehabilitation Employment Services	1,365	464	1,317	11,997	421	832	503	1,156	850	732	19,637
Individuals, Age 25+ with Disabilities, who are Receiving Vocational Rehabilitation Employment Services	639	414	450	4,530	247	284	284	486	430	319	8,083
Total Individuals with Disabilities who are Receiving Vocational Rehabilitation Employment Services	2,004	878	1,767	16,527	668	1,116	787	1,642	1,280	1,051	27,720

Source: Illinois Department of Human Services, Division of Vocational Services, February 2019

Table B13: Economic Development Region Annual Average Unemployment Rates

	Central	East Central	North Central	Northeast	Northern Stateline	Northwest	South	Southeast	Southwest	West Central	State
1990	5.0	4.6	4.5	<b>6.3</b>	5.4	5.7	<b>7.6</b>	<b>9.2</b>	<b>6.6</b>	5.3	6.1
2000	4.1	3.8	3.8	<b>4.4</b>	4.3	<b>4.5</b>	<b>4.7</b>	<b>5.4</b>	4.2	4.1	4.3
2010	9.2	9.1	9.3	<b>10.6</b>	<b>13.5</b>	10.3	9.8	10.0	9.6	8.6	10.4
2013	8.8	8.1	8.4	<b>9.1</b>	<b>10.3</b>	8.8	8.7	<b>9.5</b>	8.9	7.8	9.0
2015	5.9	5.6	6.0	5.9	<b>6.8</b>	<b>6.3</b>	6.0	<b>6.7</b>	6.0	5.5	6.0
2017	4.7	4.6	5.0	5.0	<b>6.0</b>	5.0	4.7	<b>5.5</b>	4.5	4.4	5.0

Source: Illinois Department of Employment Statistics, Local Area Unemployment Statistics (LAUS)

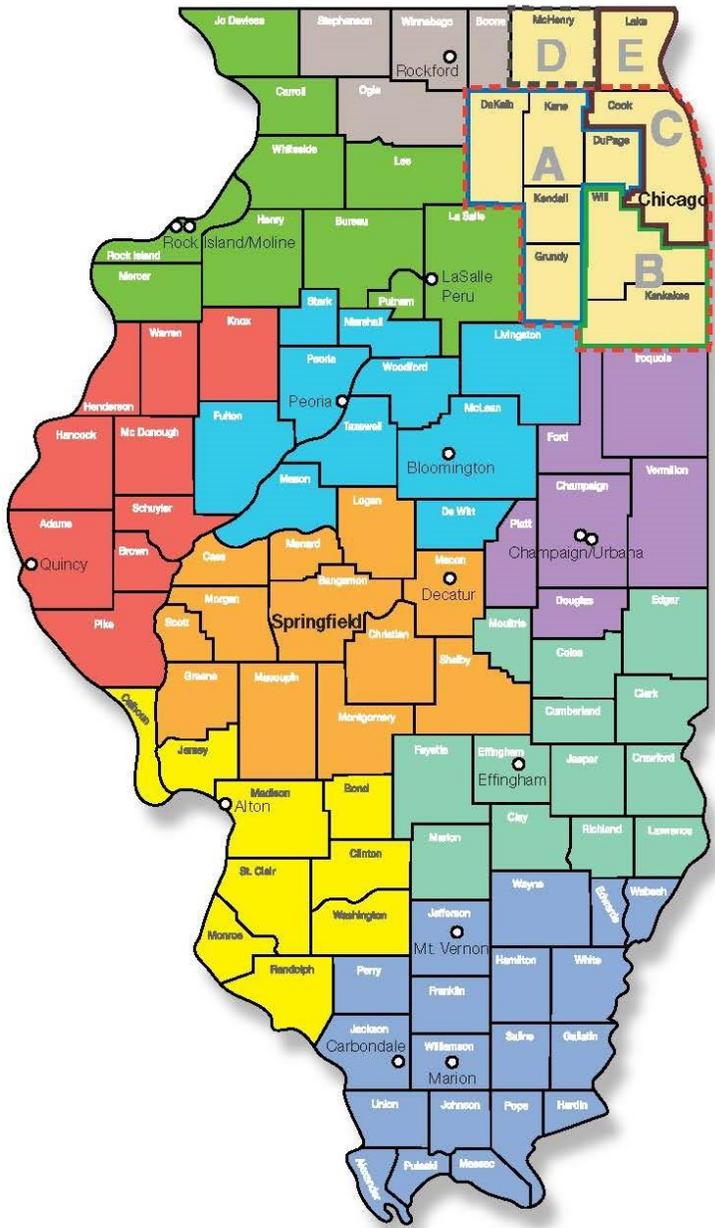
Bolded figures are greater than the statewide average

Table B14: Economic Development Region Labor Force Participation Rates

	Central	East Central	North Central	Northeast	Northern Stateline	Northwest	South	Southeast	Southwest	West Central	State
Percent in the Labor Force (% of persons age 16+)	61.2%	61.5%	63.5%	<b>67.2%</b>	64.6%	61.9%	54.9%	60.3%	62.5%	58.5%	65.4%

Source: U.S. Census Bureau, American Community Survey (ACS) 2013-2107 5-year estimates (<https://www.census.gov/programs-surveys/acs/>) Bolded

figures are greater than the statewide average



- Central
- East Central
- North Central
- Northeast
- Northern Stateline
- Northwest
- Southeast
- Southern
- Southwest
- West Central

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# Appendix C

## Summary of Programs with Expansion Potential

Throughout this report, we recommend that the State expand current programs or use them as a model for novel approaches or policies. These programs and initiatives have been identified as effective by economic and workforce development partners, business and labor leaders, and a review of successful programs in Illinois and around the nation. We summarize successful Illinois programs cited in this report and their outcomes below.

Program	Purpose	Outcomes/Potential
Chicago Apprenticeship Network	Major employers teamed up with community colleges and non-profits to design apprenticeship programs in information technology, insurance, and human resources.	Today this employer-led apprenticeship network has grown to include more than 20 companies all working to design their own apprenticeship programs. The Network's goal is 1,000 apprentices by 2020.  There is interest by workforce agencies, community colleges, and corporations across the state to emulate this model.
Rockford Area Aerospace Network (RAAN)	Brings together the Northern Stateline region's Tier 1 aerospace companies, many of their regional suppliers, regional economic development organizations, and education and training providers at all levels.	The RAAN has worked with major stakeholders in the aerospace industry in the Rockford region to develop a comprehensive economic development strategy, a five-year strategic plan, and a set of resources for industry members.  By three years into the plan, they generated \$880 million in capital investment and over 5,000 new or retained jobs in the region.
Accelerated Training for Illinois Manufacturing (ATIM)	Manufacturers, education entities, and workforce partners collaborated to identify skill needs and reduced the time from training to employment	Participants experienced increased certification rates, employment rate 10% higher than non-participants, and earnings about 20% higher than non-participants  Evaluation suggests potentially even better outcomes with greater business outreach
Kewanee Life Skills Re-Entry Program	A multi-agency partnership to reduce the rate of recidivism by providing life skills, career readiness, and occupational training to inmates prior to release	Since 2017, 233 inmates have participated in skills training, cognitive behavior therapy, GED and technical courses, work experience, and job search  16 inmates earned a welding certificate from Black Hawk Community College and are employed at Midwest Trailer or in their home communities
St. Clair County-SIU Head Start/Early Head Start Early Childhood Development Career Pathways	Parents using Head Start services are recruited to an apprenticeship program in early childhood development	Graduates have a job and a credential and are encouraged to continue their education to obtain an associate's degree  Program is scalable for any county or region with a Head Start program

<p>Connecting Supplemental Nutritional Assistance Program (SNAP) recipients with career preparation and training</p>	<p>Help 164,000 SNAP recipients keep their benefits while receiving skills training</p>	<p>Use strategies learned through the EPIC pilot to provide basic and technical skill training and work experience that lead to good jobs, increased earnings, and reduced reliance on public assistance.</p>
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<b>Program</b>	<b>Purpose</b>	<b>Outcomes/Potential</b>
Illinois DHS Rehabilitation Services' partnership with UIUC's E3 (Educate, Empower and Employ) project	Help young adults with disabilities who have been arrested, spent time in jail or prison, or aging out of foster care prepare for employment	E3 has helped provide services to 164 individuals who are in foster care or recently aged out, 78 ex-offenders under 25 year of age, and 374 ex-offenders who are 25 or older
Integrated Education and Training models	Increase high school completion, basic skills and English language skills acquisition while earning industry-recognized credentials that lead to in-demand occupations	Jane Addams Resource Center (JARC) contextualizes math and reading with CNC training to set low-skill individuals on a career pathway in manufacturing  JARC graduates 91% of their trainees, and 93% find full-time employment. Trainees move from an average annual salary of \$9,675 at entry to nearly \$33,000 in their first year of employment.
Dual credit programs across the state	Offer high school students the opportunity to earn high school and college credits simultaneously	Successful programs include the partnership between Heartland Community College and the District 5 high school in Normal, Illinois, to create an information technology career pathway that enables students to graduate from high school with a diploma and an associate's degree in IT
Illinois Science and Technology Institute's Mentor Matching Engine	Provide young women and minority high school students with high quality STEM mentoring regardless of geography	Create safe opportunities for young people to explore careers in science, technology, engineering, and math
Pathways to Results (PTR)	Program available to all community colleges to continuously enhance pathways and programs of study by addressing inequities in student outcomes	Prairie State College used resources available through PTR to improve access to their dental assistant program to in-district students, which were predominantly African-American.  PTR helped Rend Lake College adopt strategies to increase degree completion among part-time and non-traditional by age students.
Creating Opportunities for Retention and Expansion (CORE) Coalition	Conduct business interviews to collect information on a variety of business and community factors	Over 1,100 interviews conducted from 2016-18, 92% of which were with small employers