

Workforce Innovation Area #18

Vermilion County, Illinois



Local Workforce Innovation Plan

Vermilion County Board,
Vermilion County Workforce Innovation Board

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Local Component- LWIA 18 - Vermilion County, Illinois

Chapter 4: Operating Systems and Policies

A. Memorandum of Understanding

Local Workforce Innovation Area 18's (LWIA 18) Memorandum of Understanding (MOU) provides a description of the one-stop delivery system, and other information that is essential to the establishment and operation of effective local workforce development systems as required by the WIOA Rule (20 CFR Part 678.705). The MOU and any subsequent modifications are incorporated by reference into this plan.

The one-stop delivery system in Vermilion County will be centered on employment and training activities in the American Job Center (AJC) located at 407 N. Franklin St., Danville IL. The AJC has been evaluated through the State of Illinois certification process and is a Certified Comprehensive One-Stop. AJC partner programs collaborate to ensure all career services are accessible and offered on demand. Partner programs in the AJC will include:

Vermilion County Works (VCW) – WIOA Title IB- Adult, Dislocated Worker, Youth programs and Trade Adjustment Assistance (TAA)

Adult Education and Family Literacy Act (AEFLA) – WIOA Title II

Illinois Department of Employment Security (IDES) – WIOA Title III – Wagner-Peyser, Unemployment Insurance (UI), Veterans Services, TRA and Migrant and Seasonal Farmworkers

Illinois Community College Board – Carl Perkins Career and Tech Education

Illinois Department of Human Services, Division of Rehabilitation Services (DRS) – WIOA Title IV- Vocational Rehab

National Able – Title V Senior Community Service Employment Program

Housing Authority of the City of Danville - Housing and Urban Development

First Institute Training and Management, Inc. (FITM)- WIOA Title IB Youth services provider

Illinois Department of Veterans Affairs - State of Illinois

East Central Illinois Community Action Agency – Community Service Block Grant (CSBG)

Danville Area Community College/Carl D. Perkins – Career and Technical Education programs at the postsecondary level

Illinois Department of Human Services, Division of Family and Community Services - Temporary Assistance for Needy Families (TANF) authorized under part A of title IV of the Social Security Act

Small Business Development Center - Management assistance to current and prospective small business owners

The AJC partners' services are locally coordinated through the MOU process. Under WIOA, the responsibilities of the required partners are shared and are defined in the MOU. LWIA 18 has partners co-located at the AJC, and regular cross training between programs at monthly partner meetings or bi-annual AJC Partner Orientations ensures all partners are knowledgeable of all AJC services. All partners will be responsible for meeting the unique needs of our customers. The Local Board facilitates access to all services through the comprehensive center and access sites throughout the area. Access sites include Danville Area Community College (DACC) main campus, DACC Higher Learning Center in Hoopston, and through each partners' sites in the county. All access sites utilize staff knowledgeable of the partners' basic services and the AJC referral process.

The AJC costs are agreed upon by all partners in the MOU and the cost allocation plan. These costs will include the expenses of the comprehensive center. Examples of comprehensive center costs are:

- AJC operations cost
- Resource room materials and maintenance
- Facility costs
- AJC equipment maintenance
- Customer orientations
- Marketing
- Other costs to be agreed upon by all partners

Service Integration Plan

LWIA 18's Service Integration Action Plan provides a description of how local workforce partners will align and coordinate services as required by the State of Illinois Service Integration Policy (WIOA Policy Chapter 1, Section 13). The Service Integration Action Plan and any subsequent modifications are incorporated by reference into this plan.

The Vermilion County Workforce Innovation Board (VCWIB) designated DACC as the One Stop Operator (OSO) of the AJC in Vermilion County since July 2017. The AJC is a valuable community resource that offers assistance to individuals looking for work or opportunities to grow in their careers, as well as assisting employers looking for skilled workers. The network of partners work to align investments in workforce, education, and economic development to respond to regional and local job markets. The OSO is responsible for the following services and activities:

- Coordinate resource room & basic career services in Vermilion County
- Ensure the appropriate delivery of workforce development services in accordance with all governing laws, statutes, regulations, guidance and policies.
- Manage all One-Stop employment and training activities.

- Establish a single point of entry (electronic & physical) for job seekers.
- Offer access to data, information, and analysis for the local labor market
- Provide job search, placement, recruitment, and employment activities.
- Assure the delivery of services to individuals with limited English proficiency, disabilities or other significant barriers.
- Develop and maintain written policies that will outline the responsibilities and objectives of each of the One-Stop Partner while providing excellent customer service
- Confirm that the One-Stop Partners adhere to the MOU; actively participate with the core and required partners to integrate services in the One-Stop System and Center
- Work with AJC partners to ensure that the staff's training regarding the partner's services are provided to One-Stop staff.
- Ensure all partners follow the policies of the center
- Coordinate and schedule facilities usage such as, but not limited to classrooms, assessment, and conference rooms.
- Abide by all federal, state, and board procurement policies.
- Follow any current and future board administrative directives especially those directives that concern: fiscal responsibilities of the day-to-day operation of the American Job Center, Equal Employment Opportunities, and the Americans with Disabilities Act.

Further, it is the OSO's responsibility to ensure non-discrimination in that customers' have an equal opportunity to access programs and services administered by the VCWIB. No individual shall be excluded from participation in, denied the benefits of, subjected to discrimination under, or denied employment in the administration of or in connection with the programs on the basis of race, color, religion, sex (including pregnancy and gender identity), national origin, political affiliation, sexual orientation, marital status, disability, genetic information, age, membership in an employee organization, retaliation, parental status, or military service, and each customer shall have rights as are available under any applicable federal, state, or local law prohibiting discrimination. The local OSO shall be responsible for holding all partner agencies accountable for providing services within the AJC.

- B. *Provide information regarding the use of technology in the one-stop delivery system, including a description of:*
- *How the workforce centers are implementing and transitioning to an integrated, technology enabled intake and case management information system for programs carried out under WIOA (§ 679.560(b)(20)).*

The OSO has created a database, Basic Customer Information (BCI), to collect basic information on all job seekers entering the AJC. This database of individuals guides our workforce partners to design innovative programs and to create training opportunities that

will assist in creating a stronger workforce. Additionally, the BCI database will assist employers in the community. AJC staff can filter our database to identify specific occupational interests and education levels to ensure qualified candidates are receiving the most recent information on job openings, hiring events, vital community services, and other workforce related information. Another responsibility of the OSO was to create a common referral system. In 2017, a referral system was put into place that allowed our workforce development system to track and coordinate services. This process ensures that all individuals that receive a referral will be given the opportunity to speak to a program expert so that the individual is educated on all service options. The referral system is available on the DACC website for use by all partners.

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

Utilizing the BCI database and the online referral system is the first step to an integrated, technology-enabled intake and case management system. Since all partners have their own technology-based system, gathering basic information and being able to refer between partners allows LWIA 18 to give the best services possible to the customer without duplication. Shared data facilitates the coordination of services to customers through co-enrollment, allows for common reporting, and assists in calculation of performance outcomes. When the state designs a system for all partners to use, LWIA 18 will have data collected for input.

Illinois workNet also offers convenient, on-demand access to workforce development services and support. Illinois workNet has the capability of collecting customer information that can be shared with the applicable partner.

Though the AJC in LWIA 18 has been open to the public since June of 2020, many changes in service delivery were applied to accommodate the challenges of the COVID-19 National Health Emergency. Some of the changes that have been implemented include:

- Conducting virtual meetings with customers, partners, the VCWIB, State and Local Officials, and others to make sure services continue
- A contract for service from DocuSign has been purchased so that customers' signature are received in a timely manner without any physical contact needed between parties
- Training providers have adopted remote learning modules with laptop computers and WiFi hot spots provided for students
- The WIOA Title IB provider, VCW, created a new website with linkage to all partners and their services so outreach can be completed virtually

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

During the COVID-19 pandemic IDES Employment Services (ES) and Reemployment Services and Eligibility Assessment (RESEA) services transitioned from in-person to virtual. ES services returned to in-person in late 2021. RESEA services have continued to be accessible via phone, and additional virtual services, such as virtual workshops, are being explored.

These services will continue for the next two years and beyond not only because of the changes needed due to the national health emergency, but they make our services more efficient. All services provided will follow Center of Disease Control (CDC) and local public health guidelines and are subject to updates, where applicable, as guidelines may change.

In a strong, more comprehensive One-Stop system, customers move easily between the labor market and further education and training in order to advance their careers and upgrade their contributions to the workplace, while disconnected youth are able to reconnect through multiple pathways to education and training that enable them to enter and advance in the workforce. Adult education, job training, post-secondary education, registered apprenticeships, career advancement activities, and supportive services are aligned with economic and community development strategies, so as to meet the skill needs of existing and emerging regional employers and high-growth occupations as well as the needs of under-skilled adults.

Education and training at every level are closely aligned with jobs and industries important to local and regional economies. Every level of education and training affords students, apprentices, and trainees the ability to advance in school or at work, with assessments and certifications articulated to the requirements of the next level of education and employment. The Local Board has formed partnerships with community colleges and other education providers, registered apprenticeship employers and labor unions, civic groups and community philanthropic concerns to align workforce development services with strategies for local growth.

The Local Board envisions a local system that:

- Is employer-centric and built upon common efforts of our economic development partners with strong industry partnerships in place
- Uses labor market data to have an up-to-date understanding of both the supply and demand sides of our regional economy, including the talent needs and qualifications of employers and our education and training systems' effectiveness in meeting them
- Builds upon educational efforts throughout the region to identify and create job relevant career pathways for all on-ramps within a given industry sector and their associated occupations
- Advances opportunities for all job seekers including low skilled adults, youth, individuals with disabilities, veterans, and other individuals with multiple barriers to employment
- Creates a system of workforce, education and economic development partners that provide excellence in meeting the needs of businesses and individuals thus growing a vibrant and robust local economy

To coordinate workforce program and economic development, the VCWIB will work to coordinate policy and program design. The State's vision is to provide communities with the opportunity to prosper. Through policy and program coordination, alignment of economic development's focus on growth in the economy with workforce development's goal to train a skilled workforce should help the state achieve that goal.

The AJC partners met in September 2019 after completing the service integration self-assessment to determine the next step of or action plan. Four goals were chosen to address in the next year.

- 1) Improved communication across One-Stop partners
- 2) Integrating Business Services into partner program delivery
- 3) Ensuring that access to services is timely and coordinated
- 4) Customer information is shared

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

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

The VCWIB's vision is actualized at the local level through the implementation of general goals to expand access to employment, training, education, and supportive services for eligible individuals, particularly those eligible individuals with barriers to employment. These goals will be realized by the following:

- Services and programs are convenient and universally accessible to all job seekers; they are customer-centered, outcome-driven, responsive, and integrated throughout the community;
- Programs and services are provided to assist job seekers to manage barriers to on-going workforce attachment through a process of on-going assessment and referral;
- Employment placements and activities are developed in conjunction with regional business and industry, and coordinated with economic development efforts so as to result in increased employment and earnings, and, therefore, increased economic independence and decreased dependency on public assistance;
- Programs and services are consolidated so as to reduce duplication;
- Strong accountability mechanisms enable the measurement of performance outcomes on an on-going basis;
- Performance outcomes are reviewed in order to continuously improve services, provide targeting capacity-building, and respond to customer/market feedback;
- On-going input regarding program development and planning is solicited from Local Elected Officials, Workforce Innovation Board and committee members, Economic Development, education partners, local social service agencies, and customers;
- Supportive services are offered such as mileage reimbursement, car repair, child care, needs related payments, etc.;

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

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

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

The Local Board will work with Adult Education and DACC to creating more accelerated opportunities models, like the combined GED/HSE and CNA sixteen-week training at DACC, for those individuals attaining their High School Equivalent or working on other basic skills while earning credentials and industry-recognized credentials that lead to in-demand employment. DACC has a successful College Express dual credit program for high school junior and seniors, and DACC recruitment staff and local high school guidance counselors are guiding those students into the area of study that most interest them while providing real time job projection data. In the past, VCW has worked with dislocated workers to determine if Prior Learning Assessments (PLA) can be utilized to determine if a worker's knowledge learned outside of traditional academic setting can be credited towards a

credential or certification. Partners can work with training providers to determine if PLAs can be used for other customers.

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

As with many areas of the country, Vermilion County has an aging population. However, many older individuals still need to work to sustain self-sufficiency. Some of this population, and others, are considered to be underemployed and rely on government subsidies to survive. These individuals may need transitional or short-term training to meet standards that employers are seeking to gain better paying careers. AJC partners can market training and other services through partnerships with the Illinois Department of Human Services – TANF and SNAP programs.

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

Core Program Strategies

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

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

LWIA 18 will use a diverse array of training models to achieve our goals including:

- Development of Career Pathways – This will focus on our primary targeted industry sectors of healthcare, transportation/warehousing, and manufacturing, business/IT, and agriculture business. We will also explore pathway creation for our secondary targeted industry sector of construction. These pathways will contain multiple entry and exit points. Co-enrollment in partner services will allow barriers to be addressed. This will allow individuals of varying abilities to have access to realistic pathways.
- Apprenticeship Opportunities – This will be created by leveraging the linkages that economic development partners have to employers in our targeted industry sectors. Integrated business services will continue to work with employers to understand training resources from all partners.

- Talent Pipeline Solutions – This will reengineer the concept of education and training design. This model places the employer at the center of skill acquisition and training. The region will develop programs based on the concepts outlined in a talent pipeline approach. This includes the concept that each partner adds incremental value to the supply chain of a trained workforce.
- The LWIB contracts with youth providers that connect youth with quality secondary training, post-secondary training, and employment opportunities in high growth sectors.
- The LWIB shall continue to review and approve local training providers to be on the statewide list of eligible training providers so individuals may select in-demand training opportunities. This will include cooperation from the Local Board, training providers, and employers to identify industry recognized credentials that may be portable and/or stackable.

The COVID-19 National Health Emergency affected all populations of customers and how services had to be altered to accommodate their needs. Due to the K-12 education system closures and remote learning, single parents were one population of customers that were greatly affected. Since the adult population served under WIOA also went to remote learning styles, the need for WiFi access and computers in the home were needed to stay on track with career goals. Meeting customers via Zoom or other web services and using digital signature software made it easier to continue services without making in-person contact. WIOA partners and providers were able to supply these services when applicable. By supplying these services it was noted that in many cases, these models are more efficient. However, many participants also experienced difficulties adjusting to an all-remote learning model. As such, in-person learning will still be utilized when possible and appropriate.

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

Local coordination strategies to enhance services and avoid duplication of activities

LWIA 18 continues to prepare an educated and skilled workforce by aligning and integrating partner programs and services. This alignment will include programs that focus on employer needs for a skilled workforce. When possible, we will leverage funds across programs to better serve employers. We will work to improve access to sector-based education and training services to those facing multiple barriers to employment.

Identified customer needs will be met through partnerships within the AJC system. Strong partnerships between VCW, Adult Education, Wagner-Peyser, DHS-DRS and other AJC partner programs will utilize all means of funding and/or services to assist with customer needs. WIOA Core Partners will be serving participants and employers that will require a

multitude of services. Establishing relationships with AJC partners and community agencies will be crucial to serving all WIOA customers. Under the direction of WIOA, customer choice is very important. Local staff will be trained and will be able to assist customers in making the most informed career decision. This information will help the customer choose an eligible training provider approved by the LWIB from the state's demand occupations list, and assist them in their transition to work as soon as possible.

Additionally, the Vermilion County Workforce Innovation Board has designed its committee structure to allow for increased partnerships with Vermilion Advantage, the county's primary economic and business development agency. Our LWIB has created a Workforce Solutions Committee that allows all partner programs and employers that are Vermilion Advantage members to coordinate services and programs that will create solutions to the employment concerns. This board structure will be essential for the AJC system to be successful under WIOA. Our partnership with Vermilion Advantage has strengthened over the years and will continue to grow to ensure we are building a local system that our Board envisions.

In addition to utilizing a diverse array of training models, LWIA 18 will strengthen our business services by taking the following steps:

1. Coordinate business services among the partners for an integrated, coordinated effort to serve businesses.
 - a. Communicate a consistent message from every partner.
 - b. Create opportunities to educate business leaders about AJC partnerships and services by integrating Business Service Team members into Perkins Tech Advisory Committees and Vermilion Advantage groups.
 - c. Meet with businesses to address barriers to growth.
 - d. Leverage local resources to help businesses launch or accelerate competency-based programs.
 - e. Create, or utilize a current, trackable system for services and contacts as well as the ability to stack services based on previous success.
 - f. Pursue additional funds available through state and federal grants to assist in the development and growth of employer services.
2. Work with partners and Vermilion Advantage to foster a shared understanding of the needs of business and in particular, the skill needs of businesses in our targeted sectors.
3. Improve outreach and recruitment of potential employee candidates by leveraging existing federal, state, regional, and local career guidance tools and expanding their use throughout the region. Examples of these tools include:

- a. O*NET My Next Move
 - b. IDES Career Information System (CIS)
 - c. Illinois workNet
4. Improve skills assessment of job-seeker customers by utilizing resources we have as well as looking for new and improved tools.
 5. Promote the apprenticeship model to manufacturing and other industry employers throughout the workforce area.

Partners will continue provide cross training on the programs and services that they offer to employers through AJC monthly meeting and the annual AJC orientations. The partners will develop a common messaging and marketing of business services. Strategies will be developed that go beyond program silos to promote employer services that will be supported through the MOU to cover marketing costs. Through this process, a coordinated effort to communicate a uniform design of services that includes all partners' services will be delivered to local employers. This will ensure there is no duplication of services or multiple partners contacting employers and causing confusion. Cross training of partner staff at all levels will educate each person serving customers on what services are available and what program may be able to best serve that individual. This strategy will maximize coordination, improve service delivery and avoid duplication of VCW, Adult Education, Wagner-Peyser, Department of Rehabilitation, and all partner agencies' services. Customers will be co-enrolled in partner programs to receive quality service and meet individual needs. Co-enrolled customers will complete a consent to release/exchange information form so partners may work in conjunction to serve the customers.

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

Adult and Dislocated Workers Employment and Training Programs

WIOA Title I

Providing services to adults and dislocated workers begins with a policy to define the eligibility criteria for these two funding streams.

An adult will be determined as follows:

- The term “adult” means an individual who is age 18 or older.
- Low income individual: IN GENERAL.—The term “low-income individual” means an individual who

- receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the supplemental nutrition assistance program established under the Food and Nutrition Act of 2008 (7 U.S.C. 2011 et seq.), the program of block grants to States for temporary assistance for needy families program under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.), or the supplemental security income program established under title XVI of the Social Security Act (42 U.S.C. 1381 et seq.), or State or local income-based public assistance;
 - is in a family with total family income that does not exceed the higher of—
 - A. the poverty line; or
 - B. 70 percent of the lower living standard income level;
 - is a homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994
- Refer to priority policy for eligibility

- The term “dislocated worker” means an individual who—
- A.
 1. has been terminated or laid off, or who has received a notice of termination or layoff, from employment;
 2. (i) is eligible for or has exhausted entitlement to unemployment compensation; or (ii) has been employed for a duration sufficient to demonstrate, to the appropriate entity at a one-stop center, attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under a State unemployment compensation law; and (iii) is unlikely to return to a previous industry or occupation;
 - B.
 1. has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise;
 2. is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; or
 3. for purposes of eligibility to receive services other than training services described in section 134(c)(3) of WIOA, career services described in section 134(c)(2)(A)(xii) of WIOA, or supportive services, is employed at a facility at which the employer has made a general announcement that such facility will close;
 - C. was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters;
 - D. is a displaced homemaker; or
 - E.
 1. is the spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code), and who has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty station of such member; or

2. is the spouse of a member of the Armed Forces on active duty and who is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

VCW provides a variety of job training programs and services. VCW assesses potential clients to assist in prescreening for training and job placement. Job readiness, training, ongoing job counseling, retention and follow-up are also provided to enhance employment.

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

Adult Education and Literacy under WIOA Title II

The Adult Education department at DACC offers individualized, computer-based and group instruction for students demonstrating a need to develop basic skills in the following areas:

Current programs include:

- High School Equivalency (GED/HiSET) classes
- Adult Basic Education (ABE)
- English as a Second Language (ESL) classes
- High School Completion Program
- Certified Nursing Assistant training
- Workplace Literacy
- Life Skills

Assist students to develop and broaden the life skills necessary to cope with daily life. A partial listing of topics covered includes: oral communications, consumer skills, government/law, health and safety, and job skills and career exploration.

- Reader's Route
Pairs volunteer literacy tutors with adults age 17 years or older who read or compute math below the 9th grade level or are learning to speak English as a second language.
- Volunteer Tutoring Program
Addresses skill needs in the area of reading, writing, grammar, punctuation, spelling and math. Volunteers are utilized in coordination with classroom instruction or community based.
- Middle College
A high-school dropout prevention program whose goal is to take students who are at-risk of dropping out and support them on their way to high school completion.

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

Wagner-Peyser Act Services under WIOA Title III

The Wagner-Peyser Employment Service (ES) focuses on providing a variety of services including job search assistance, help getting a job referral, and placement assistance for job seekers. Additionally, re-employment services are available for UI claimants, as well as recruitment services to employers with job openings. Services are delivered in one of three modes including self-service, facilitated self-help services and staff-assisted service delivery approaches.

The services offered to employers, in addition to referral of job seekers to available job openings, include assistance in development of job order requirements, matching job seeker experience with job requirements and skills, assisting employers with special recruitment needs, arranging job fairs, helping employers analyze hard-to-fill job orders, assisting with job restructuring and helping employers deal with layoffs. Job seekers who are veterans receive priority referral to jobs and training as well as special employment services and assistance. In addition, the system provides specialized attention and service to individuals with disabilities, migrant and seasonal farm-workers, ex-offenders, youth, minorities and older workers.

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

Vocational Rehabilitation service activities under WIOA Title IV

An individual is eligible to receive services through the Vocational Rehabilitation program if they:

A: receive Social Security Disability Insurance or Supplemental Security Income
or

B: an individual is determined by to have a physical or mental impairment that constitutes or results in a substantial impediment to employment for the individual, and needs Vocational Rehabilitation services to prepare for, secure, retain, or regain employment.

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

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

Carl D. Perkins Career and Technical Education Act

The purpose of the Act is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education (CTE) programs. DACC will distribute information about its CTE programs to the AJC partners. The AJC will use the BCI system to send targeted emails, paper mailings, a monthly email/blitz for a featured job of the month, or personal contact to reach potential students, local employers, and the community.

Program Advisory Committees at DACC, which include AJC Business Service Team members, are required for CTE programs of study and are one of the most effective ways to establish and strengthen partnerships. (Carl D. Perkins Career and Technical Education Improvement Act S.250, 109th Cong., 6 (2006) (enacted), Section 122 (c)(5), Section 134(b)(5).) A Program Advisory Committee is a group of stakeholders which may include representatives from local business and industry, college administrators, faculty, staff, and representatives from transfer institutions who advise the institutions development, implementation, and evaluation of CTE programs to ensure programs are tailored to meet the workforce requirements of the community while addressing student needs. Additionally, they provide expertise pertaining to technological change.

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

Supportive Services

The Vermilion County Workforce Innovation Board has approved the following supportive service policy. This policy incorporates language and definitions from the Act to ensure compliance with federal guidance.

SUPPORTIVE SERVICES.—Funds allocated for adults under paragraph (2)(A) or (3), as appropriate, of section 133(b) of WIOA, and funds allocated for dislocated workers under section 133(b)(2)(B) of WIOA, may be used to provide supportive services to adults and dislocated workers, respectively—

- (A) who are participating in programs with activities authorized under Career or Training Services; and
- (B) who are unable to obtain such supportive services through other programs providing such services.

All supportive service applications are approved on an individual basis. Each participant's request will be evaluated based on available funding, reasonableness, income, family size, history of supportive services, academic progress, and compliance with VCW.

Available Funding- Is there adequate funding in the Title that the individual is enrolled in to continue to serve all participants enrolled for services and those approved for support?

Reasonableness- Is the request reasonable, allowable, and the dollar amount fair?

- If an “other” supportive service request is applied for and the dollar amount is over \$200, ***two estimates are required.***
- If the request is for additional school supplies, a letter from the instructor must be attached to the application.
- Have other options been investigated to meet the customer’s needs?
- What is in the best interest of VCW?

Income- What are the sources of income in the household?

Family Size- Total number people living at the current address.

History of supportive services- Is there a history of requests for support and if so, have those requests been approved? The history of support will influence the overall decision as the participant should be able to demonstrate progress moving forward and not going backward.

Academic Progress- Is the participant making progress in their chosen curriculum and are they maintaining an acceptable Grade Point Average? Acceptable is defined as the grade achieved in a class will count toward the degree and the participant will not have to repeat the class.

Compliance with VCW- Has the participant maintained regular contact with his/her Case Manager? Failure to do so will result in the denial of the participant’s request.

The following services are allowable and considered for assistance: mileage reimbursement, child care reimbursement, clothing allowance for school and for employment including the interview process, eye exam and glasses, dental work to improve appearance including extraction and denture work, software packages required for classes, needs related payments, minor car repair, and personal hygiene products. This list is not intended to be all inclusive and is approved only on an as needed basis. Limits for the some of the services are outlined in this policy, but some do not have limits due to the unpredictable costs related to the extraction and fitting of dentures, for example.

Transportation- Expenses for transportation may be approved for payment when participants are enrolled in training, job search activities or when starting new employment.* While in training, transportation expenses will only be paid for days participants attend classes required for the completion of their training and in approved cases for when a participant is traveling to work while enrolled in training.

Child Care- Expenses for child care may be approved for payment when participants are enrolled in training, job search activities or when starting new employment.* While in training, child care expenses will only be paid for days participants attend classes required for the completion of their training unless the child care provider is licensed and has documented they require a holding fee and in approved cases for when a participant is traveling to work while enrolled in training.

Child care expenses for a month must equal or be greater than \$10.00 to be approved for payment.

Other Supportive Services - Expenses for other supportive services may be approved for payment when participants are enrolled in training, job search activities or when starting new employment. Other supportive services include, but not limited to, required uniforms, supplies, license exams, physicals, vaccination, immunizations and any others deemed necessary for completion of training or gaining employment.

If a participant does not complete their training as outlined in their Individual Employment Plan; any tools, supplies, equipment or material goods purchased by VCW for training over the cost of \$500.00 must be returned to VCW. Failure to return such item will be enforced with legal action.

If a participant does not accept the terms of an approved application or is denied, the participant may resubmit in writing an appeal. The appeal should state reasons why the participant feels he/she should be approved and explain the need. The appeal should be submitted to the Director of Vermilion County Works within 5 business days of notification.

* Assistance with transportation/child care expenses when starting new employment is limited to a three month maximum.

As described previously, the formation of the Workforce Solutions Committee will allow for greater coordination of community resources to eliminate duplication. As an example, this committee has focused efforts on the transportation barriers that exist in our community. We have surveyed employers and employees to get a greater understanding of the needs of both groups. We have included several community organizations and employers, but we have also included Danville Mass Transit to assist with creating solutions to this ongoing issue. With the need for better transportation solutions now documented, further assistance is now being pursued in the form of cooperation from other agencies and applying for outside grant opportunities.

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

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

Assessments

AJC Partners utilize several different means of assessment during intake of customers for services. The following lists the possible assessments available.

- Test of Adult Basic Education (TABE) 11 & 12 – Both the online and written TABE Math and Reading assessments administered by VCW and Adult Education are available for all partners to use and share customers' scores.
- The Harrington-O'Shea Career Decision Making system (CDM) – VCW administers an online CDM that helps customers and other career planners identify their occupational interests, values, and abilities.
- The Illinois Career Information System (CIS) is for high school and college students, counselors, parents, and anyone searching for in-depth career resources. CIS offers information on occupations, programs of study, and training, as well as Illinois and national schools. It includes information about owning your business, writing a resume, tips for a successful job search, and much more.
- Vocational Rehabilitation Services assessment is completed through customer interview with a DRS Counselor, medical documentation from customer's physician's, and possible psychological and vocational evaluation. An eligible individual must have documentation of significant limitations in two of the following areas:
 - A. self-care skills
 - B. communication skills
 - C. work skills
 - D. mobility
 - E. self-direction skills
 - F. interpersonal skills
 - G. work tolerance
- Adult Education also offers an in-house developed math assessment
- East Central Community Action Agency (CSBG) completes a client needs assessment

USE OF PREVIOUS ASSESSMENTS.—The OSO or one-stop partner shall not be required to conduct a new interview, evaluation, or assessment of a participant if the OSO or one-stop partner determines that it is appropriate to use a recent interview, evaluation, or assessment of the participant conducted pursuant to another education or training program.

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

Rapid Response Activities

VCW coordinates and supports the rapid response activities with the State Rapid Response Unit (RRU) at the local level. VCW assists local rapid response teams, local government officials, employers and workers by providing resources such as funding, technical assistance, and labor market information. Generally, the State RRU is the first point of contact for employers for major dislocation events, including WARN and TAA petition notification. Then, the State RRU contacts VCW to respond to dislocation events by establishing communication with the Local Board and other partners including IDES, DHS Division of Rehabilitation Services, and the Illinois Department of Insurance, initially by telephone or e-mail. The State RRU works with VCW and other designated partners to determine immediate needs of workers and employers to establish appropriate “first steps” in responding as a workforce system and then formulates strategies for planning and carrying out rapid response. VCW then invites other partners or labor organizations as needed. To ensure effective delivery of rapid response services, VCW also provides rapid response workshops, preferably on site.

The local RRU includes the following activities (coordinated with the State RRU):

- Consults with the State RRU, state and local economic development organizations, and other entities to avert potential layoffs;
- Determines proposed layoff schedule and what employer plans are to assist the dislocated workers, including the status of any collective bargaining negotiations affecting layoff benefits;
- Coordinates the delivery of rapid response layoff orientations for affected workers in conjunction with the State RRU;
- Arranges for participation by local service providers in these sessions;
- Assesses the needs of the impacted workers as quickly as possible through the use of surveys.
- Maintains an inventory of available workforce resources for onsite meetings to address the short and long-term assistance needs of the impacted workers;
- Consults and coordinates with appropriate labor representatives when planning rapid response activities for those impacted workers covered by a collective bargaining agreement;
- Ensures procedures are in place for the timely access and referral to workforce centers, services and information offered by WIOA, UI, TAA, Wagner-Peyser and other programs.

The COVID-19 National Health Emergency delayed many WIOA services for both individual customers as well as business customers. Remote learning will still be utilized where applicable, and offering customers an opportunity to return to in-class participation as public health conditions allow. With employment shortages at historic levels in several industry sectors, addressing our business customers’ delayed training opportunities, as well as providing new training for incumbent workers and apprenticeships will be a priority for LWIA 18 while

rebounding from the effects of the national health emergency. Case management will be provided remotely or in person and follow all CDC and local health department guidelines to keep customers and staff safe.

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

Youth Activities

Preparing youth that meet the “hard to serve” or “at-risk” characteristics for their adult life will be the focus of LWIA 18. In addition to the WIOA program, the WIB will oversee the One-Stop system and the available services. Utilization of AJC services will assist all customers and youth in becoming and remaining attached to the workforce.

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

VCWIB awards a minimum of 75% of its youth allocation to organizations serving out-of-school youth. Expenditures are monitored throughout the program year.

VCW partners with the DHS Division of Rehabilitation Services to provide services to youth with disabilities. DRS currently provides services to students receiving an Individualized Education Plan, and provides career counseling and job development for those students. VCW works with DHS to provide presentations and workshops for youth participating in DRS programs.

It is the long-range mission of LWIA 18 to serve local youth to ensure that their needs and the needs of Vermilion County employers are met. LWIA 18 plans to focus on those youth that are considered “hard to serve” or “at-risk”, and meet one or more of the following characteristics:

- School Dropouts
- Deficient in basic literacy skills
- Homeless, runaway or foster children
- Pregnant or parenting
- Offender
- Substance Abuse
- Disabled – Mentally or Physically
- Welfare recipients
- Individuals that are at or below the poverty level
- Low income roles – Grandparents

- Mental/Physical health issues
- Transportation
- Parental Neglect – Counselor identified & documented
- Multiple arrests – criminal activity & police involvement
- Lack of Financial Aid

These barriers are considered serious barriers to employment and individuals falling into one or more of these categories can be classified as Youth Needing Additional Assistance with the proper documentation. These barriers will be addressed under the direction of the Workforce Innovation and Opportunity Act.

In order to be provided services under the youth funding stream, the individual must meet either the criteria for an out-of-school or in-school youth as defined below:

The term “out-of-school youth” means an individual who is—

1. Not attending any school (as defined under State law; individuals attending Adult Education provided under Title II of WIOA, YouthBuild or Job Corps are also classified as out-of-school);
2. Not younger than age 16 or older than age 24; and
3. One or more of the following:
 - a. A school dropout.
 - b. A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.
 - c. A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is
 - (i). Basic skills deficient; or
 - (ii) An English language learner.
 - d. An individual who is subject to the juvenile or adult justice system.
 - e. A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out of home placement.

- f. An individual who is pregnant or parenting.
- g. A youth who is an individual with a disability.
- h. A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

Individuals who require additional assistance to complete an educational program or secure and hold employment are defined as:

1. Lack of financial aid
2. Need for pre-employment and work maturity
3. Living with a grandparent or a person who is not a legal guardian
4. Workplace skill deficient as defined by standardized assessment
5. Living in a single parent household
6. Youth who are in need of substance abuse services
7. Youth who have serious emotional, medical or psychological barriers
8. No transportation or cannot afford transportation to and from training/work
9. Parental Neglect – Counselor identified and documented
10. Youth with multiple arrests – criminal activity and/or police involvement
11. Youth who have a parent or legal guardian that is incarcerated

The term “in school youth” means an individual who is—

1. Attending school (as defined by State law);
2. Not younger than age 14 or (unless an individual with a disability who is attending school under State law) older than age 21;
3. A low-income individual; and
4. One or more of the following:
 - a. Basic skills deficient.
 - b. An English language learner.

c. An offender.

d. A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42U.S.C. 11434a(2)), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out of home placement.

e. Pregnant or parenting.

f. A youth who is an individual with a disability.

g. An individual who requires additional assistance to complete an educational program or to secure or hold employment.

Individuals who require additional assistance to complete an educational program or secure and hold employment are defined as:

1. Lack of financial aid
2. Need for pre-employment and work maturity
3. Attendance in an alternative educational program
4. Living with a grandparent or a person who is not a legal guardian
5. Workplace skill deficient as defined by standardized assessment
6. Living in a single parent household
7. Truancy
8. Youth who have serious emotional, medical or psychological barriers
9. Youth who are in need of substance abuse services
10. No Transportation or cannot afford transportation to and from training/work
11. Parental Neglect – Counselor identified and documented
12. Multiple Arrests – criminal activity and police involvement
13. Youth who have a parent or legal guardian that is incarcerated

SPECIAL RULE.—For the purpose of this subsection, the term “low-income”, used with respect to an individual, also includes a youth living in a high-poverty area.

EXCEPTION FOR PERSONS WHO ARE NOT LOW-INCOME INDIVIDUALS.—

1. **DEFINITION.**—The term “covered individual” means an in-school youth, or an out-of-school youth as described above

2. **EXCEPTION.**—Not more than 5 percent of the individuals assisted under this section may be persons who would be covered individuals, except that the persons are not low-income individuals.

VCW has subcontracted youth services in Vermilion County in compliance with WIOA. The Youth Program includes three major components. They include:

- Work Experience projects which include individual and team projects supervised by professionals that provide the students with career-related work experience and career exploration opportunities. Work Experience projects will meet the 20% minimum training expenditure for youth funds.
- Education programs developed by education curriculum specialists that apply and integrate subject areas in the context of the public service area. The education programs will also provide students with information on related careers in the public and private sectors.
- Work readiness programs will provide students with the work readiness skills needed for employment. The Youth Employment Program also incorporates green-job work experiences, supportive services, connections with local organized labor, and strategies to engage the out of school youth. These strategies include work experiences, training opportunities, transitional job models, support for new and innovative strategies, and co-enrollment in adult training services.

Due to the COVID-19 National Health Emergency, youth activities were impacted similarly as other WIOA activities, with limitations on in-person contact and learning. To address this impact on services, subcontractors and partners of youth services will use strategies such as virtual meetings, electronic signatures, social distancing for in-person activities and any other CDC and local health department guidelines that are applicable.

- G. *Provide a description of how the local area will provide services to individuals with barriers to employment⁸ as outlined in the Unified State Plan: • Provide information on how priority will be given to recipients of public assistance, other low income individuals and individuals who are basic skills deficient consistent with WIOA Sec. 134(c)(3)(E) (§ 679.560(b)(21)).*

- **Priority of Services**

The Local Board has approved the following policy for priority of services.

With respect to funds allocated to a local area for adult employment and training activities, priority must be provided in the following order:

1. First, to veterans and eligible spouses who are also included in the groups given statutory priority for WIOA Adult formula funds.
 - This means that veterans and eligible spouses who are also recipients of Public Assistance, other low-income individuals, or individuals who are Basic Skills Deficient would receive first priority for services provided with WIOA adult formula funds.
 2. Second, to non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA adult formula funds.
 3. Third, to veterans and eligible spouses who are not included in WIOA's priority groups.
 4. Last, to non-covered persons outside the groups given priority under WIOA.
- *Describe how the local workforce areas will ensure equitable access to workforce and educational services through the following actions:*
 - Disaggregating data by race, gender and target population to reveal where disparities and inequities exist in policies and programs.*

Funding stream participation by gender for PY2020:

	<u>Adult (1A)</u>	<u>DW (1D)</u>	<u>Youth (1Y)</u>	<u>Total</u>
Total Registrants	92	34	73	199
Male	45 (48.9%)	19 (55.9%)	34 (46.6%)	98 (49.2%)
Female	47 (51.1%)	15 (44.1%)	39 (53.4%)	101 (50.8%)
Not reported	0	0	0	0

Funding stream participation by race/ethnicity for PY2020:

	<u>Adult (1A)</u>	<u>DW (1D)</u>	<u>Youth (1Y)</u>	<u>Total</u>
Total Registrants	92	34	73	199
White	64 (69.6%)	22 (64.7%)	27 (37.0%)	113 (56.8%)
Black/African American	28 (30.4%)	9 (26.5%)	44 (60.3%)	81 (40.7%)
Hawaiian/Pacific Islander	0	0	1 (1.4%)	1 (0.5%)
American Indian/Alaska Native	1 (1.1%)	1 (2.9%)	1 (1.4%)	3 (1.5%)
Asian	0	0	0	0
Hispanic, any race	3 (3.3%)	3 (8.8%)	7 (9.6%)	13 (6.5%)

Declined 1 (1.1%) 2 (5.9%) 4 (5.5%) 7 (3.5%)

Overall, registrations and participation in all funding streams was down in PY2020, largely due to restrictions that were in effect as a result of the COVID-19 pandemic. While our office remained open to the public (limited hours at the outset of the pandemic), the public was discouraged from congregating in public areas for a good period of 2020, and although online and phone contacts were available and were advertised, participation was significantly limited.

The analysis indicates that the White population registration rate differs from that of other races, where other races are more favored, both in the four-fifths rule and using Standard deviation analysis. There are several reasons that explain the disparity. First, African American households in the local area have significantly lower average household income levels and higher participation in programs such as SNAP and TANF, that would qualify them for Adult and Youth services. Also, unemployment insurance (UI) eligibility tends to have higher participation rates among minorities than whites, and UI eligibility is the main component in determining eligibility for dislocated worker services.

In conclusion, the data is in line with the population of LWIA 18. LWIA 18 serves all populations that request services as long as they meet WIOA eligibility criteria.

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

Services to Individuals with Barriers

LWIA 18 ensures equitable access to workforce and educational services by connecting individuals with relevant supportive services, such as transportation, child care, and transition services will enable the AJC system to be responsive to the workforce readiness needs of all individuals and help targeted populations prepare for and advance along a career pathway. Affirmative action data must be collected by all WIOA partners at the time of intake. In order to ensure compliance with the equal opportunity and nondiscrimination provisions of WIOA, the LWIA 18 EO officer compiles data on a yearly basis regarding demographics of program participants and comparisons to the Vermilion County population and civilian labor force. This practice helps to prevent programmatic discrimination, address complaints, and ensure all applicants and participants are treated fairly. Data from IDES' Economic Information and Analysis Division and the U.S. Census Bureau are compared with participant enrollment data obtained from the Illinois Workforce Development System (IWDS) to analyze areas where potential discrimination may be occurring. This information is used to identify needed changes to practices and policies, as well as to train and guide staff and participant training needs.

Unemployment and underemployment are at the core of poverty. For low-income individuals and families, work that pays a living wage is the only means to improve their

living situation. As a result, the creation of jobs should be the centerpiece in a strategy to address the reduction of poverty. This job creation should focus not only on the quantity of jobs, but the quality as well, including job equity and job security, especially for those who face systemic obstacles and barriers due to gender, age, disability, race and ethnicity, and other factors that intersect with poverty, and may contribute to disparity of opportunity.

The 2020 US Census data below showing poverty levels in Vermilion County (LWIA 18) is proof of the need for workforce programs to help local job seekers overcome barriers.

***Small Area Income and Poverty Estimate (SAIPE) All Ages in Poverty
2020 - Selected State - Selected County***

Year	ID	Name	Poverty Universe	Number in Poverty	90% Confidence Interval	Percent in Poverty	90% Confidence Interval
2020	00000	United States	321,478,113	38,371,394	38,309,115 to 38,433,673	11.9	11.9 to 11.9
2020	17000	Illinois	12,284,107	1,351,159	1,323,764 to 1,378,554	11.0	10.8 to 11.2
2020	17183	Vermilion County (IL)	71,855	13,397	11,390 to 15,404	18.6	15.8 to 21.4

Source: U.S. Census Bureau, Small Area Income and Poverty Estimates (SAIPE) Program.

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

The Local Board will work with DACC on sharing concepts and methods associated with the college’s Achieving the Dream (ATD) initiative with other educational training providers. The ATD initiative provides data-driven, evidence-based strategies to help post-secondary institutions improve on measures of student success. As a part of its’ mission, ATD seeks to address inequities in education institutions, particularly those facing underserved and underrepresented students: first-generation, low-income, students of color; adult students; marginalized orientations, gender identities, and intersex students; students with second-language backgrounds; undocumented students; veterans; students with disabilities; students with dependents; foster care youth; and formerly and currently incarcerated students.

One other program offered at DACC is the Second Chance Program. This program is designed to offer career-seeking students a “second chance” even though they have a previous bill at the college. Many individuals with barriers have started their career pathway but was then interrupted by something in their lives. This scholarship program is for those with past-due balances of at least two years at DACC. Acceptance to the program will allow registration for classes in order to complete a certificate or degree. If the ongoing criteria below are met and a

certificate or degree is completed while in the program, the original past-due balance will then be forgiven.

Ongoing program requirements:

- Meet financial obligations of current semesters
- Maintain a 2.0 term GPA
- Complete 1 Career Counseling session prior to first semester registration
- Meet with an Academic Advisor to establish an Academic Plan
- Complete a degree or certificate within 4 years

DACC partners with the AJC partners for the career counseling aspect of the program, which in most cases continues throughout the person's training program.

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

The Chair of the Workforce Solutions Committee of the Local Board is a representative of Vermilion Advantage currently working in local high schools to advise students on dual credit programs, career pathways, and job readiness. Those students, including young women and minorities, are learning how to access careers in science, technology, engineering, and math fields. Student enrollments in college level courses, data on those entering the workforce, and career interests are reported to the local board regularly.

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

DACC has a mentoring program for all new students. Students who are first-time, full-time, degree and certificate seeking students are assigned a staff member as a mentor automatically. All other students are welcome to join the program on a voluntary basis. Mentors will meet with and communicate with their mentee throughout the academic year. It is important for each student to have a "go to" person to make them feel welcome and help them learn how to navigate college both inside and outside the classroom, especially those who were displaced from employment and moving into a new career. Data is still being collected on the effectiveness of the mentor program and will be reviewed to determine future adjustments and strategies.

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

The AJC is strategically located in the center of the largest populated city, Danville. The highest population of poverty in LWIA 18 is in the center and East side of Danville. The AJC is downtown and only three blocks from the Danville Mass Transit hub, with stops conveniently located near the center. DACC is located on the East side of Danville and

is an access site. There is also an access site in the North end of the county at the DACC Higher Learning Center in Hoopston. AJC partners have also been mobile to meet the needs of customers with barriers to receiving services.

- H. *Provide a description of training policies and activities in the local area, including:
How local areas will meet the annual Training Expenditure Requirement (WIOA Policy Chapter 8, Section 49);*

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

Training Services

LWIA 18 will meet the 50% Minimum Training Expenditure requirement through customer training cost for Individual Training Accounts (ITA), Incumbent Worker Training (IWT), Work Experience, On-the-Job Training (OJT), Transitional Jobs, Customized Training, and supportive services needed by customers to complete training. Our organization and Board have operated for many years with a minimal staff, ensuring that our funds are used to upgrade the skills of our current workforce and to train individuals in our community to stay competitive and become employable. Work-based learning services, such as Incumbent Worker Training, will be offered to hopefully prevent layoffs or closures so there may not be a need for Rapid Response services. LWIA 18 will work with employers to increase Work Based Learning opportunities which will assist in exceeding the 50% Minimum Training Expenditure. Our goal with all of these services is to offer our participants the opportunity to get a “foot in the door” to showcase their talents and abilities so that, upon completion, unsubsidized employment will be secured shortly thereafter.

Training services shall be provided through providers identified in accordance with WIOA section 122.

TRAINING SERVICES.—Training services may include—

1. occupational skills training, including training for nontraditional employment;
2. on-the-job training;
3. incumbent worker training in accordance with the Incumbent Worker Policy
4. programs that combine workplace training with related instruction, which may include cooperative education programs;
5. training programs operated by the private sector;
6. skill upgrading and retraining;
7. entrepreneurial training;
8. transitional jobs in accordance with the Transitional Jobs Policy on page 16;
9. job readiness training provided in combination with services described in any of clauses (1.) through (8.);
10. adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (1.) through (7.); and
11. customized training conducted with a commitment by an employer or group of employers to employ an individual(s) upon successful completion of the training.
12. In response to the COVID-19 National Health Emergency, training services may be virtual or in-person to follow all CDC and local health department guidelines. Tools such as e-signature applications and web meetings will be utilized where applicable.

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

The Local Board has approved the following policies for Work Based Learning and ITAs:

Incumbent Worker Training

A. IN GENERAL.—

1. STANDARD RESERVATION OF FUNDS.—The Local Board may reserve and use not more than 20 percent of the funds allocated to the local area involved under section 133(b) of WIOA to pay for the Federal share of the cost of providing training through a training program for incumbent workers, carried out in accordance with this paragraph.

2. DETERMINATION OF ELIGIBILITY.—For the purpose of determining the eligibility of an employer to receive funding under clause (1.), the following must be met:

(i) the employer must be located within LWA 18 and has been established in LWA 18 for more than 120 days;

(ii) all the employees being trained must work, or work must be based, within LWA 18;

(iii) the training must be determined by VCW to be beneficial to the employee(s) and/or the employer;

- If an employer does not meet the above criteria, they may present their need and benefits to the community to the Vermilion County Workforce Innovation Board (VCWIB) at the next scheduled meeting. VCWIB would vote to approve or not to approve the training.

- There is no minimum or maximum number of employees that can be trained

- IWT funds may be utilized for Registered Apprenticeships

B. TRAINING ACTIVITIES.—The training program for incumbent workers carried out under this paragraph shall be carried out by VCW in conjunction with the employers or groups of employers of such workers (which may include employers in partnership with other entities for the purposes of delivering training) for the purpose of assisting such workers in obtaining the skills necessary to retain employment or avert layoffs.

C. EMPLOYER PAYMENT OF NON-FEDERAL SHARE.— Employers participating in the program carried out under this paragraph shall be required to pay for the non-Federal share of the cost of providing the training to incumbent workers of the employers.

D. NON-FEDERAL SHARE.—

1. FACTORS.—Subject to clause (2.), the local board shall establish the non-Federal share of such cost (taking into consideration such other factors as the

number of employees participating in the training, the wage and benefit levels of the employees (at the beginning and anticipated upon completion of the training), the relationship of the training to the competitiveness of the employer and employees, and the availability of other employer-provided training and advancement opportunities.

2. LIMITS.—The non-Federal share shall not be less than—

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

3. The maximum amount of IWT funds one employer may receive in the first six (6) months of a fiscal year is \$25,000.

CALCULATION OF EMPLOYER SHARE.—The non-Federal share provided by an employer participating in the program may include the amount of the wages paid by the employer to a worker, but not benefits, while the worker is attending a training program under this paragraph. The employer may provide the share in cash or in kind, fairly evaluated.

E. PROJECT SUBMISSION, -

1. An employer may submit no more than three (3) projects for approval in the first six (6) months of a program year (July 1st – December 31st). If funds are available after the first six (6) months of the program year, projects shall be approved by a first come-first serve basis. Projects must be approved prior to the start of the training.
2. If the number of projects submitted exceeds the amount of funds available, all submitted projects will be presented to the Workforce Innovation Board’s Accountability Committee to select which projects are to be funded. If funds become available, the projects not selected shall be reconsidered for funding.

F. REGIONAL PROJECTS –

1. If the local workforce area is awarded grants that are in accordance with the regional plan, the clause under A.(2.)(i.) above may be waived and employers outside the local workforce area, but within Economic Region 2, may be approved.
2. If the local workforce area is awarded grants, other than the WIOA core grant, that are in accordance with the regional plan, the clause under D.(3.) above may be waived and employers may be awarded additional incumbent worker funds above the \$25,000 limit but only from the additional special grants.
3. Only funds from specified regional grants may be utilized, no WIOA core funding (Adult or Dislocated Worker) may be used for employers outside the workforce area.

VCW will utilize the Illinois workNet Incumbent Worker Tracking System (IWTS) for all Incumbent Worker Training.

Work Experience

Work experience is a planned, structured learning experience that takes place in a workplace for a limited period and may be paid or unpaid. Work experience differs from OJT and IWT training in that there is no hiring occurring prior to or agreement to hire

following the learning experience. Work experience is considered an intensive service under WIOA.

1. Participants in a paid work experience must be provided a reasonable wage to the extent that it is consistent with that paid for similar work according to the Uniform Guidance at 2 CFR 200. Reasonableness of compensation is addressed at 2 CFR 200.430(b).
2. The employment of participants must not occur at a workplace where:
 - A participant's employment would unfavorably impact current employees (a youth participant would displace all or a portion of a current employee's hours including overtime, wages, employment benefits, or promotional opportunities);
 - A participant's employment would impair existing contracts for services or collective bargaining agreements;
 - A participant's employment would replace the work of employees who have experienced layoffs; or
 - An employer has terminated a regular employee or otherwise reduced its workforce with the intention of replacing them with participants subsidized with these funds.
3. The work experience has meaningful and adequate supervision (with provisions made for supervision when the regular supervisor may not be available).
4. The work experience is achieving the goals for which it was designed (possibly with documented learning experiences).
5. Work Experience Contract and OJT/Work Experience Outline must be completed for all work experiences.

Transitional Jobs

The local board may use not more than 10 percent of the funds allocated to the local area involved under section 133(b) of WIOA to provide transitional jobs under subsection Training Services that—

1. Are time-limited work experiences that are subsidized and are in the public, private, or nonprofit sectors for individuals with barriers to employment who are chronically unemployed or have an inconsistent work history;
2. Are combined with comprehensive employment and supportive services; and
3. Are designed to assist the individuals to establish a work history, demonstrate success in the workplace, and develop the skills that lead to entry into and retention in unsubsidized employment.

4. Work Experience Contract and OJT/Work Experience Outline must be completed for all transitional jobs.

On-the-Job Training (OJT)

The term “on-the-job training” means training by an employer that is provided to a paid participant while engaged in productive work in a job that—

1. Provides knowledge or skills essential to the full and adequate performance of the job;
2. Is made available through a program that provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, except as provided in the Training Services section (H) on page 14, for the extraordinary costs of providing the training and additional supervision related to the training; and
3. Is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.
4. OJT/Work Experience Outline must be completed for all OJT's.

Customized Training

Customized Training is designed to meet the special requirements of an employer or group of employers.

1. The employer(s) must pay not less than fifty percent (50%) of the cost of the training.
 - i. Employer matching costs must be in cash, or in-kind, must be documented, and are subject to audit.
 - ii. Customized training may be provided to eligible unemployed persons and, in some cases (as described below), to eligible employed workers.
2. The employer (or group of employers) must commit to hire WIOA customers who successfully complete the customized training program and trainees must agree to accept employment offers from the employer.
3. A customized training contract may also be written to train a WIOA customer who is already working for the employer (or group of employers) for which the customized training is being provided, when the employee is not earning a self-sufficient wage. In this situation, customized training provided to a previously Employed Worker must elevate the employee to reach at least a self-sufficient wage through skill upgrade training that relates to either:
 - i. The introduction by the employer of new technologies;

- ii. The introduction to new production or service procedures;
- iii. Upgrading to new jobs that require additional skills/workplace literacy; or
- iv. Other appropriate purposes identified by the Local Board.

Participant Compensation

Participants enrolled in a paid Work Experience shall be compensated an hourly wage at not less than the State or local minimum wage, whichever is higher. Participants shall be paid only for the hours worked during the Work Experience as documented on the participant's time sheet.

Work Experience participants shall not be paid for:

- Sick leave;
- Vacation breaks;
- Lunch breaks; or
- A holiday recognized by the service provider as a "paid holiday".

Work Experience participants are not authorized to work overtime.

When determining the hourly wage for a Work Experience participant, the following considerations should be taken into consideration. This list is not intended to be all inclusive:

- Objectives of the Work Experience;
- Type of work performed during the Work Experience;
- Skill set of the participant;
- Skill set required for the Work Experience; and/or
- Service provider budget.

Individual Training Accounts (ITAs)

Training Services, under an ITA or contract, will be provided in a manner that maximizes informed consumer choice in selecting an eligible provider. The Vermilion County Workforce Innovation Board, through the AJC, will make available to customers the state list of eligible providers as required. This list will include a description of the programs through which providers will offer the training services, the information identifying eligible providers, and the performance and cost information. Locally, a database and records will be maintained to keep information current on all eligible service providers that have been utilized by our customers. Local staff will consult with the customer to ensure that a well-informed decision has been made.

VCW will continue referring customers to eligible service providers as we have in the past. After consultation with local staff, the customer will be referred to the contact person at the service provider of their choice. VCW will contact the customer at 30-day, or as needed, intervals regarding the follow through and satisfaction with service recommendations. Local staff and the customer will discuss and agree on the time it will take to complete the training. This information will be documented in the individual's employment plan. ITAs will only be available for use for training programs which are directly linked to occupations that are in demand in the local area (or another area to which the customer is willing to relocate).

Prerequisites to Training

1. Assessment: Prior to selection of a vocational training field and vocational training institution, a Case Manager will work with the customer to prepare an Individual Employment Plan (IEP). The IEP will include, but is not limited to, the participant's:
 - a. Employment Goals
 - b. Job Search constraints
 - c. Services completed or enrolled through the AJC
 - d. Vocational interests
 - e. Other possible funding sources
 - f. Barriers to training and employment
 - g. Assessment results
 - h. Supportive Services that may be needed
2. The customer's score on the reading and math must be acceptable levels for the desired training . Note: Placement exams may also be required by the respective institution where the vocational training will occur.
3. The customer must be able to show how they will be able to meet their personal financial obligations during the period they will be in training. All applicants will be required to complete a budget worksheet outlining their income and expenses during the course of their training program. If the cost the training chosen exceeds the ITA maximum, the customer must provide a plan for payment for the remaining balance.

The Workforce Innovation and Opportunity Act requires the Local Workforce Innovation Board to set the amount of an Individual Training Account (ITA). That is, the maximum

amount of money an individual may utilize to fund the training of their choice **only** from the statewide list of eligible service providers. The Vermilion County Workforce Innovation Board has set the local ITA policy to **only include tuition and fees**.

- A. Training offered by an Eligible Training Provider that is designed to be completed in less than 12 months will be funded to a maximum of \$6,250. Applies to Youth, Adult and Dislocated Workers.
- B. Training offered by an Eligible Training Provider that is designed to require 12 months or more to complete will be funded to a total maximum of \$12,500. Applies to Youth, Adult and Dislocated Workers.
- C. An Individual Training Account may be increased \$2,500 to a total of \$15,000, **ONLY for Dislocated Workers** meeting ALL of the following criteria:
 - 1) Enrolled in a degree program (more than 12 months) within Vermilion County being charged out-of-district tuition to attend training.
 - 2) Dislocated from employment in Vermilion County.
 - 3) Documented proof that they are not eligible to receive PELL/MAP grants for tuition assistance, or if eligible for PELL/MAP but those grants do not cover the total amount of tuition and fees.
 - 4) Exhausted or will exhaust original ITA amount before completing training.

VCW will pay for coursework that counts towards the requirements of an approved certificate or degree program. VCW may pay for remedial courses required which are preparatory for or in addition to the requirements for the program area of study. All coursework and needed remedial courses must have prior approval by the WIOA Case Manager.

Repeated courses – it will be up to the discretion of VCW if a repeated course may be paid by an ITA. Factors to be considered include, but limited to, previous grades, personal and family situations, if the course was paid by VCW, and amount of remaining ITA.

The customer should not pay any costs for a course in their program of study prior to receiving authorization from VCW. VCW will not reimburse the customer for expenses incurred prior to authorization.

The VCW will review the participant's performance periodically and reserves the right to terminate funding at any time if the participant's progress and performance is deemed unsatisfactory and unacceptable. Participants will receive verbal and written notification that such action is occurring.

LWIA 18 staff will offer Individual Training Accounts for training programs that are deemed in demand. In demand training programs are those that have been approved and that are located on the Statewide Training Provider List. Workforce Development Boards from across the state are given the responsibility of approving training programs that are considered to be in demand.

USE OF INDIVIDUAL TRAINING ACCOUNTS.—

1. Training services provided under this paragraph shall be provided through the use of individual training accounts in accordance with this paragraph, and shall be provided to eligible individuals through the one-stop delivery system.

2. TRAINING CONTRACTS.—Training services authorized under this paragraph may be provided pursuant to a contract for services in lieu of an individual training account if—

- (i) the requirements of subparagraph (F) are met;
- (ii) such services are on-the-job training, customized training, incumbent worker training, or transitional employment;
- (iii) the local board determines there are an insufficient number of eligible providers of training services in the local area involved (such as in a rural area) to accomplish the purposes of a system of individual training accounts;
- (iv) the local board determines that there is a training services program of demonstrated effectiveness offered in the local area by a community-based organization or another private organization to serve individuals with barriers to employment;
- (v) the local board determines that—
 - a. it would be most appropriate to award a contract to an institution of higher education or other eligible provider of training services in order to facilitate the training of multiple individuals in in-demand industry sectors or occupations; and
 - b. such contract does not limit customer choice; or
- (vi) the contract is a pay-for-performance contract.

3. LINKAGE TO OCCUPATIONS IN DEMAND.— Training services provided under this paragraph shall be directly linked to an in-demand industry sector or occupation in the local area or the planning region, or in another area to which an adult or dislocated worker receiving such services is willing to relocate, except that a local board may approve training services for occupations determined by the local board to be in sectors of the economy that have a high potential for sustained demand or growth in the local area.

4. RULE OF CONSTRUCTION.—Nothing in this paragraph shall be construed to preclude the combined use of individual training accounts and contracts in the provision of training services, including arrangements that allow individuals receiving individual training accounts to obtain training services that are contracted for under clause (2.).

CONSUMER CHOICE REQUIREMENTS.—

1. IN GENERAL.—Training services provided under this paragraph shall be provided in a manner that maximizes consumer choice in the selection of an eligible provider of such services.

2. ELIGIBLE PROVIDERS.—Each local board, through one-stop centers, shall make available the list of eligible providers of training services, and accompanying information

3. INDIVIDUAL TRAINING ACCOUNTS.—An individual who seeks training services and who is eligible pursuant to subparagraph (A), may, in consultation with a career planner, select an eligible provider of training services from the list of providers described in clause (2.). Upon such selection, the OSO shall, to the extent practicable, refer such individual to the eligible provider of training services, and arrange for payment for such services through an individual training account.

4. COORDINATION.—The local board may, through one-stop center, coordinate funding for individual training accounts with funding from other Federal, State, local, or private job training programs or sources to assist the individual in obtaining training services.

5. ADDITIONAL INFORMATION.—Priority consideration shall, consistent with clause (1.), be given to programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area.

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

Local Training Provider Certification

Provider Certification and Recertification Policy – The Vermilion County Workforce Innovation Board will review all new provider applications for those located in Vermilion County and out of state providers that have shown interest in serving a potential participant from our local area, and will act in accordance with the WIOA law.

Recertification will occur on a bi-annual basis and will be driven by those occupations listed on the Illinois Department of Commerce and Economic Opportunity’s State Occupational Demand List.

Career Services

Career Services shall be available to individuals who are adults or dislocated workers through the AJC system and shall, at a minimum, include—

A. determinations of whether the individuals are eligible to receive assistance under WIOA;

B. outreach, intake (which may include worker profiling), and orientation to the information and other services available through the one-stop delivery system;

C. initial assessment of skill levels (including literacy, numeracy, and English language proficiency), aptitudes, abilities (including skills gaps), and supportive service needs

D. labor exchange services, including—

1. job search and placement assistance and, in appropriate cases, career counseling, including—
 - (i) provision of information on in-demand industry sectors and occupations; and
 - (ii) provision of information on nontraditional employment; and
2. appropriate recruitment and other business services on behalf of employers, including small employers, in the local area, which services may include services described in this subsection, such as providing information and referral to specialized business services not traditionally offered through the one-stop delivery system;

E. referrals to and coordination of activities with other programs and services, including programs and services within the one-stop delivery system and, in appropriate cases, other workforce development programs;

F. workforce and labor market employment statistics information, including accurate information relating to local, regional, and national labor market areas, including—

1. job vacancy listings in such labor market areas;
2. information on job skills necessary to obtain the jobs described in sub-clause (1.); and
3. information relating to local occupations in demand and the earnings, skill requirements, and opportunities for advancement for such occupations; and

G. performance information and program cost information on eligible providers of training services, provided by program, and eligible providers of youth workforce investment activities, providers of adult education described in title II, providers of career and technical education activities at the postsecondary level, and career and technical education activities available to school dropouts, under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), and providers of vocational rehabilitation services described in title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.);

H. provision of information, in formats that are usable by and understandable to one-stop center customers, regarding how the local area is performing on the local performance accountability measures and any additional performance information with respect to the one-stop delivery system in the local area;

I. 1) provision of information, in formats that are usable by and understandable to one-stop center customers, relating to the availability of supportive services or assistance, including child care, child support, medical or child health assistance under title XIX or XXI of the Social Security Act (42 U.S.C. 1396 et seq. and 1397aa et seq.), benefits under the supplemental nutrition assistance program established under the Food and Nutrition Act of 2008 (7 U.S.C. 2011 et seq.), assistance through the earned income tax credit under section 32 of the Internal Revenue Code of 1986, and assistance under a State program for

temporary assistance for needy families funded under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) and other supportive services and transportation provided through funds made available under such part, available in the local area; and

2) referral to the services or assistance described in sub-clause (1.), as appropriate;

J. provision of information and assistance regarding filing claims for unemployment compensation;

K. assistance in establishing eligibility for programs of financial aid assistance for training and education programs that are not funded under this Act;

L. services, if determined to be appropriate in order for an individual to obtain or retain employment, that consist of—

1. comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include—

(i) diagnostic testing and use of other assessment tools; and

(ii) in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals;

2. development of an individual employment plan, to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve the employment goals, including providing information on eligible providers of training services, and career pathways to attain career objectives;

3. group counseling;

4. individual counseling;

5. career planning;

6. short-term prevocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct, to prepare individuals for unsubsidized employment or training;

7. internships and work experiences that are linked to careers;

8. workforce preparation activities;

9. financial literacy services

10. out-of-area job search assistance and relocation assistance; or

11. English language acquisition and integrated education and training programs; and

M. follow-up services, including counseling regarding the workplace, for participants in workforce investment activities authorized under this WIOA who are placed in unsubsidized employment, for not less than 12 months after the first day of the employment, as appropriate.

The Local Board will also integrate apprenticeships into business engagement strategies by encouraging the development of new apprenticeship programs as a solution to meet business customer needs. The Local Board will further enhance strategic regional

partnerships by integrating apprenticeship programming into strategies for talent development and linking apprenticeship programs to local employers.

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

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

Local Strategies for Transferred Funds

VCW operates under the smallest WIOA budget in the State of Illinois. We will take advantage of allowable transfer policies based on our community's needs. If a transfer is requested, we are not anticipating the need to transfer more than 50% of our funds between the adult and dislocated worker funding streams, but if more is needed a formal request will be sent to DCEO.

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

As indicated earlier, the Local Board will reserve up to the allowable 20 percent of the funds allocated to provide training through a training program for incumbent workers. We will utilize the IWTS system to ensure DCEO approval for all projects.

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

Also indicated earlier, the Local Board will reserve up to the allowable 10 percent for transitional jobs program. Vermilion County plans to maximize this opportunity to work with a population that has little or no work history

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

LWIA 18 does not anticipate using any pay for performance contracts at this time.

- J. The VCWIB, AJC partner agencies, and economic development agencies have learned and adapted during the COVID-19 National Health Emergency on how to best serve our customers without breaks in services. Over the next two years and beyond we will continuously improve services as applicable.
- K. A more equitable workforce system will be implemented by the VCWIB in LWIA 18 by the following steps:
 - 1) Create a definition of equity to apply to goals, programs, evaluation and more.

- 2) Increase visibility and connections with community agencies serving WIOA priority customers and maintain working relationships with these agencies.
- 3) Gather and analyze data to identify gaps in service delivery and to track outcomes.
- 4) Target career and training services, including supportive services, to populations most in need to eliminate cost barriers of career goals.
- 5) Examine policies and procedures that may contribute to inequity and modify them to make programs more accessible

These five steps were created with the assistance of the Access, Equity and Diversity Committee at DACC. The members of this committee consists of the Danville NAACP President, AJC partners from the Vermilion County Housing Authority and Carl Perkins, Human Relations staff from the City of Danville, Local Pastors and other clergy members, a Vermilion County Board member, the DACC Chief Diversity Officer, and other influential members of our community. The committee will continue to support the VCWIB in the design of a more equitable workforce system in Vermilion County including the definition of equity we will apply to our goals, programs, evaluation and more.

Chapter 5: Performance Goals and Evaluation

The plan must include information on the actions the Local Board will take toward becoming or remaining a high performing board, consistent with the factors developed by the State Board (WIOA Sec. 101(d)(6)) and (§ 679.560(b)(17)).

Performance Goals and Evaluation

Local Levels of Negotiated Performance

Core partners will work towards consistent program design that enables them to meet the WIOA performance measures of:

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

Performance Measure	PY 2022 Goal	PY 2023 Goal
Employment Rate 2 nd Quarter after Exit		
Title I Adults	74%	74%

Title I Dislocated Worker	80%	80%
Title I Youth	70%	70%
Title III – Wagner-Peyser PY 22 Goal	68%	68%
Employment Rate 4th Quarter after Exit		
Title I Adults	73%	73%
Title I Dislocated Worker	80%	80%
Title I Youth	65%	65%
Title III – Wagner-Peyser PY 22 Goal	69%	69%
Median Earnings 2nd Quarter after Exit		
Title I Adults	\$7,000	\$7,000
Title I Dislocated Worker	\$9,400	\$9,400
Title I Youth	\$4,500	\$4,500
Title III – Wagner-PeyserPY 22 Goal	\$5,800	\$5,800
Credential Attainment		
Title I Adults	75%	75%
Title I Dislocated Worker	74%	74%
Title I Youth	62%	62%
Measurable Skills Gains		
Title I Adults	60%	60%
Title I Dislocated Worker	54%	54%
Title I Youth	45%	45%

Title II – Adult Education Measureable Skills Gain goal for PY 2022 is 44.7%.

Title IV – Vocational Rehabilitation PY 2022 statewide goal for Successful Competitive Employment is 5,600 individuals.

Baseline data will be utilized to negotiate any additional state performance measures.

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

B. Evaluation and Continuous Improvement

Since the inception of WIOA, VCW has met/exceeded performance measures. LWIA 18 will take a customer-focused approach to be successful in meeting the needs of job seekers. Teamwork among partners in the AJC system will ensure that customer needs are met.

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

Continuous improvement in Vermilion County will be accomplished through the monitoring of service providers, holding them accountable for performance outcomes. VCW staff will assist local providers in developing tools for continuous improvement and the monitoring of their own programs. VCW staff will also be monitored by caseload performance outcomes. This will allow us to locally train staff on serving and meeting customer needs, when appropriate. VCW will also be attending state level training offered to help in the development of customer service and continuous improvement. All information from staff development activities will be disseminated to all staff, WIB members, and partners. All processes, strategies, monitoring methods, and performance outcomes will be evaluated periodically to see if any changes need to be made to meet local and state needs.

To continue a successful system, it is imperative for continuously evaluating current practices. Part of this vision will entail surveying customers and employers to monitor satisfaction. These results along with monitoring the negotiated performance measures will be used to mold a more successful system each year. Continuous improvement throughout the existence of this plan is a goal set by LWIA 18. In addition to the continuous improvement concept, it is our goal to provide the latest technology to all individuals that come to the AJC. Local staff will develop and maintain the technological infrastructure as required under the guidance of the Department of Commerce and Economic Opportunity (DCEO).

What new service strategies will be used to address regional educational and training needs based on promising return on investment?

What return on investment and qualitative outcome data for various education and training programs will be collected to identify barriers to enrollment?

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

Partnering with Vermilion Advantage, LWIA 18 will continue to promote sector strategies and career pathways. We aim to improve the economic situation of workers through increased employment, wages, benefits, and earnings over time while they also seek to improve employers' access to workers with the necessary skills, to increase business productivity, and to boost regional competitiveness. Continuing sector strategies is still evolving under WIOA, but participation in the Talent Pipeline Management (TPM) initiative has enhanced the sector-based partnership for Vermilion County. Demand planning tools have been put into place to gather specific information on credentialing, competency levels and backflow analysis. Based on the results, shared performance measures can be developed to measure the return on investment and improve performance through aligning incentives. The TPM project will continue to focus on building tomorrow's talent supply chain leaders today.

The AJC Business Services Team will continue to participate in the Program Advisory Committees at DACC that are required for CTE programs of study and are one of the most effective ways to establish and strengthen partnerships. Although advisory committees do not set academic policy, their recommendations play an instrumental role in programming.

Improving access to apprenticeship opportunities will be another initiative in LWIA 18. Building on the current apprenticeships in our area and creating new opportunities can eliminate barriers for job seekers that need an income while training and fill the open jobs for local employers.

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

The Local Board can act as a systems change driver by leveraging their long-standing relationships with DACC and the AJC partners that fund training and supportive services to drive new approaches to service delivery and cultivate systems change where needed. As the AJC system evolves, braiding of funding and eliminating duplication of services will be the most cost-effective methods to overcome barriers.

It is also the intent of VCW to utilize any state funded assistance, when necessary, in order to develop and continuously improve our local system.

- D. During the COVID-19 National Health Emergency, as the number of customers utilizing the AJC services decreased due to steps to slow the spread of the virus, the number of referrals to partner agencies also decreased. In the next two years LWIA 18 partner agencies will need to increase the number of referrals through our system to help job seekers connect with employers.
- E. A workforce equity lens will be incorporated in the analysis of performance goals and implementation of evaluation activities by, as mentioned in Chapter 4, K. A more equitable workforce system will be implemented by the VCWIB in LWIA 18 by the following steps:
- 1) Create a definition of equity to apply to goals, programs, evaluation and more.
 - 2) Develop a goal to achieve equity in service delivery and to track outcomes.
 - 3) Gather and analyze data to identify gaps in service delivery and to track outcomes.
 - 4) Target career and training services, including supportive services, to populations most in need.
 - 5) Examine policies and procedures that may contribute to inequity and modify them to make programs more accessible.

Chapter 6: Technical Requirements and Assurances

A. Fiscal Management

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

- By designation, the Vermilion County CEO, approved by the Vermilion County Board, Danville Area Community College (DACC) will serve as the fiscal agent. DACC will provide all fiscal oversight for the Workforce Innovation and Opportunity Act funds for the employment and training activities at the direction of the Local Workforce Innovation Board.
- Vermilion County Works, a department of Danville Area Community College (DACC), will follow all procurement policies approved by the DACC Board of Trustees for purchases. In regards to the awarding of contracts to sub grantees for WIOA Title I services, Vermilion County Works will competitively bid grant dollars with the oversight of the Local Workforce Innovation Board and its committee structure. All requests for proposals will follow the following seven steps:
 1. Publicized to the general public and released to the current bidders list
 2. Hold a bidder's conference to allow for questions and answers
 3. Evaluation process utilizing a point system for each proposal
 4. Schedule successful bidders for presentations to allow for questions and answers from Evaluation Committee
 5. Approval of proposals by the Evaluation Committee
 6. Approval of funding recommendations for the Accountability Committee and LWIB consideration
 7. LWIB approval

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

- **PURCHASING policy**
It shall be the policy of the College to purchase products and services using competitive procedures through the Director of Administrative Services or Designee. This official has the sole authority, within established policy and administrative procedures, to order supplies, materials, and equipment, and to obligate the College for contractual services. Without definite and particular permission of the Director of Administrative Services or Designee, College employees may not order products or services by letter, telephone, telegraph, or in any other manner. The College will only assume obligations issued on a duly authorized purchase order by the Director of Administrative Services or Designee.

Director of Administrative Services or Designee is responsible for the procurement of all supplies, materials, equipment, and contracted services necessary for College operations. The Director of Administrative Services or Designee will operate within procedures that meet the requirements of the laws of the State of Illinois, applicable federal laws, and requirements of applicable Office of Management and Budget (OMB) Circulars, specifically 29 CFR 95, 2 CFR 200, and OMB Circular A-110, for Procurement Procedures; adhere to sound business practice and; in general, are consistent with those of similar institutions. The objectives will be to procure all equipment, supplies, and related services in such a manner that maximum value will be obtained for money expended.

Procedure

Competitive buying principles shall be applied for all procurements which exceed \$1,000 and in all other instances where price comparison may be advantageous. Contracts and purchase orders will be awarded without prejudice or favoritism. Even though price has been established by bid or negotiation on standard items, market checks should continue to be made by procurement personnel. Contracts will be awarded to the lowest responsible bidder complying with specifications and other stipulated bidding conditions. Joint purchasing with the State of Illinois is encouraged when pricing is lower. Danville Area Community College will aspire to award contracts in accordance with Illinois Statute 30 ILCS 575, aka the Business Enterprise for Minorities, Females, and Persons with Disabilities Act.

Intent of Purchasing Policies

To procure products and services as economically and conveniently as possible.

To maximize the ultimate value to the College for each dollar expended.

To procure products and services from District 507 vendors so long as value, economy, and service are not sacrificed.

To consolidate purchases of like or common items to obtain maximum economic benefits.

To promote good business relationships between the vendor and the College.

Not to discriminate against the procurement of recycled-content products. Products with recycled-content shall be purchased when costs, specifications, quality standards and availability are comparable to products without recycled-content.

In accordance with Illinois State Statute 30 ILCS 575, the College President shall appoint the Director of Administrative Services as the liaison to the Business Enterprise Council.

Pursuant to 110 ILCS 805/8-27, contracts for the purchase of supplies, materials, or work exceeding \$25,000 must be awarded to the lowest responsible bidder. The College will

evaluate bids based upon financial concerns first and foremost but will make consideration for qualified businesses.

Pursuant to 30 ILCS 575, it shall be the aspirational goal of the College to use such firms owned by minorities, females, and persons with disabilities as defined by the Act for not less than 20% of the total amount spent on State Contracts for these services collectively.

Danville Area Community College prohibits contractors who develop or draft specifications, requirements, statement of work, or Requests for Proposals from competing for such procurements.

Adopted: 7-24-01

Revised: 12-13-05; 1-24-12; 9-27-16; 6-22-17

Assurances:

- 1) The local WIB assures that it will coordinate workforce investment activities carried out in the local area with the statewide rapid response activities.
- 2) The local WIB assures that no funds received under the Workforce Innovation and Opportunity Act will be used to assist, promote, or deter union organizing.
- 3) The local WIB assures that it will comply with the nondiscrimination provisions of Section 188 of WIOA.
- 4) The local WIB assures it will comply with all applicable federal and state laws, regulations, rules, and policies.
- 5) The local WIB assures that planned performance goals meet or exceed the negotiated performance goals.
- 6) The local WIB assures the timely submission of participant information, financial reports, and other information as required by the Act.
- 7) The local WIB assures that all WIOA-required services will continue to be provided using the LWIB's adult and dislocation worker formula allocations.
- 8) The local WIB assures that all incumbent worker, OJT, and customized training will be employed in a targeted industry cited in this local plan (or are working for an employer being provided incumbent worker training, customized training, or OJT as part of an economic development incentive package regardless of industry).
- 9) The local WIB assures that all incumbent worker, OJT, and customized training is scheduled to receive training related to a targeted occupation, also as cited in plan.
- 10) The local WIB assures that all incumbent worker, customized training, or OJT is employed by a participating company or organization, as cited in a project plan.

- 11) The local WIB assures that the current ten percent (10%) limit on local administrative costs still applies. No additional amount shall be set aside for administrative costs associated with incumbent worker training activities.
- 12) The local WIB assures that the prohibition against using Title I funds to encourage business relocation. If the relocation resulted in any employee losing his or her job at the original location, the 120-day rule. In such cases, incumbent worker training services, OJT, or customized training may not be provided until the company has operated at the new location for 120 days.

B. Physical Accessibility

Describe how entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with WIOA Sec. 188, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and programmatic accessibility of facilities, programs and services, technology and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities (§ 679.560(b)(5)(iii)).

ADA accessibility of the Vermilion County AJC is regularly reviewed by Vermilion County Works and the WIB for compliance to ADA standards and requirements. The comprehensive one-stop will maintain compliance with Section 188 of WIOA, the Americans with Disabilities Act of 1990, the Illinois Accessibility Code, and all other applicable statutory and regulatory requirements.

All individuals will be given access to all required career services on site and the opportunity to explore occupations to understand the technical and physical requirements. Additional accommodations will be made, if necessary. Direct linkage is addressed in the referral process and will be with a designated staff member in-person at the partner program if not on-site.

All partners agree that they will not discriminate on the basis of gender, race, age, color, creed, religion, national origin, disability, or veteran status, or on the basis of any other classification protected under state or federal law. All partners have assured that they have policies and procedures in place to address these issues, and that such policies and procedures have been disseminated to their employees as posted and/or required by law. Each partner also assures that they are currently in compliance with all applicable state and federal laws and regulations and they are unaware of any claims currently pending against them before any court or administrative body relative to alleged violations of such laws.

All partners will cooperate with compliance monitoring that is conducted at the local level to ensure that all comprehensive one-stop center(s), programs, services, technology, and materials are accessible and available. These services will be provided on-demand and in

"real time" in the physical comprehensive one-stop center in person or via technology consistent with the "direct linkage" requirement as defined in WIOA. All staff members will be trained to provide services to all, regardless of range of abilities, mobility, age, language, learning style, and education level. An interpreter will be provided to any customer with a language barrier, and assistive devices will be available, if needed.

C. Plan Development and Public Comment

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

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

Local partner meetings, statewide webinars, and local budgets guided the development of this plan. A draft Local Plan was sent via e-mail to all AJC partners on December 6th, 2021 to review and make additions and/or corrections. After input from partners, a draft copy was sent out again to all the AJC partners for any final additions on January 21st and 28th, 2022. A period for meaningful public comment was provided and no comments were submitted to the LWIA 18 Workforce Innovation Board for consideration of modification.

• Provide information regarding the regional and local plan modification procedures.

Both the regional and local plans are considered living documents and will require continued evaluation and critique. This will allow our local programs and policies to be modified based on community need. The Vermilion County Workforce Innovation Board and AJC partners are committed to upgrading the skills of our workforce and to creating career opportunities.

D. A workforce equity lens will be incorporated with meeting the administrative requirement of WIOA programs by the following steps:

A more equitable workforce system will be implemented by the VCWIB in LWIA 18 by the following steps:

- 1) Create a definition of equity to apply to goals, programs, evaluation and more.
- 2) Develop a goal to achieve equity in service delivery and to track outcomes.
- 3) Gather and analyze data to identify gaps in service delivery and to track outcomes.
- 4) Target career and training services, including supportive services, to populations most in need.

- 5) Examine policies and procedures that may contribute to inequity and modify them to make programs more accessible.

Plan Review and Public Comment

The Local Plan and all components were made available for view and public for 30 days from February 17th, 2002 to March 18th, 2002 before submission. There were no comments submitted to the Local WIB.