STATE OF ILLINOIS

DEPARTMENT OF COMMERCE AND ECONOMIC OPPORTUNITY

ILLINOIS WORKFORCE DEVELOPMENT

FPY'15/SFY'16 ANNUAL REPORT

STATE OF ILLINOIS

Bruce Rauner, Governor:

Bruce Rauner, Governor

I am pleased to present to you the 2016 Illinois Workforce Development Annual Report, which describes the activities of Illinois' Workforce Innovation and Opportunity Act (WIOA) partners during the recently completed program year. As this report will show, Illinois remains fully committed to providing our workforce with the education and training necessary to make them job-ready in our current economy and career-ready in the economy of the future. A job and career ready workforce will allow Illinois' businesses to compete in the global economy and bring more and higher-quality jobs to the state.

The programs you will read about have been designed to implement a clear vision for Illinois' workforce development system. My administration is focused on encouraging an economic climate that creates jobs, on ensuring world-class education and training options for every Illinoisan, and on bringing greater accountability to state government.

We are determined to create a demand-driven climate that engages with business to assess their needs, and develops sector-based talent pipeline partnerships that leads to systemic solutions for those needs. These partnerships with business will enable the development of career pathways that meet employers' skills needs today, while offering individuals clear opportunities to build and upgrade their skills and advance their career over time.

Every Illinoisan should have access to a flexible integrated education and training system that helps students and workers identify career pathway options to develop their skills that meet the evolving requirements of a global economy. We are committed to full collaboration and improved strategic connections across all of state government to meet this goal. By integrating workforce education and economic development, we can ensure Illinois' overall talent pipeline grows with the future. These collaborative strategic connections are being designed and will continue to be designed to maximize employment opportunities for all of our citizens, including those who face many barriers to employment.

Finally, we have and will continue to establish clear accountability metrics that gauge our progress and success in meeting the needs of our students, workers and businesses. We will also use these metrics to assess our ability to continuously improve our system, through recognizing our successes and by gaining an understanding of areas we can do better.

We are proud of our accomplishments this year as a state workforce development system – the programs and the individual success stories that are highlighted in this report give us reason to be proud.

A MESSAGE FROM IWIB CO-CHAIRS

John Rico
Rico Enterprises

As Co-Chairs for the Illinois Workforce Innovation Board (IWIB), we are pleased to present you with the 2016 Illinois Workforce Development Annual Report.

The past year Illinois has used the extraordinary opportunity presented through the Workforce Innovation and Opportunity Act (WIOA) to create alignment within the workforce, education, and economic development systems. In solidifying our efforts for alignment and integration, a team of IWIB business members, Cabinet level staff along with industry associations, education entities and community organizations came together in August of 2015, and established a vision that serves as the foundation of our Unified State Plan:

> ***"Business-driven talent solutions that integrate education, workforce, and economic development resources across systems to provide businesses, individuals, and communities with the opportunity to prosper and contribute to growing the state's economy."***

Since that time, our partners have worked diligently to craft regional and local strategies that will result in a comprehensive and integrated system to meet the needs of Illinois' businesses, workers and students. The level of cooperation and collaboration amongst state, regional and local education, workforce and economic development partners, in this effort is unprecedented.

Sean McCarthy
Illinois Department of Commerce

Strategies developed and under implementation as part of the WIOA Unified State Plan have expanded the tools available to us in coordinating data driven strategic planning to support employer led regional demand sector initiatives. WIOA's emphasis on the use of work-based learning models has proven invaluable in refining Illinois' use of our expanded tools.

To that end, this year saw the establishment of an IWIB Apprenticeship Standing Committee. This committee -- which includes representatives of business, education and apprenticeship program practitioners -- was given a charge to lead Illinois' efforts to increase the use of this established work-based learning practice, and to expand its use among nontraditional business sectors and underrepresented populations. Its designation as a standing committee of the IWIB is an indication of the value placed on this strategy, and our commitment to seeing it utilized broadly within the workforce system.

As you will see in this report, Illinois has made great strides in implementing these and a host of other strategic directions during the past year. Our priority continues to be that employment and training solutions created through collaboration with business leadership, economic development and industry partnerships is the best approach. The business members of the IWIB understand that education, workforce development and economic development must all be partners in the important effort to provide Illinois' businesses with the most skilled and capable workforce possible.

To that end, Illinois will continue to focus on the creation of strong partnerships that will allow us to remain in the vanguard of progress as we continue that effort.

John Rico, Rico Enterprises
Co-Chair, Illinois Workforce Innovation Board

Sean McCarthy, Acting Director
Illinois Department of Commerce and Economic Opportunity

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INTRODUCTION

The past year was significant for Illinois' workforce development system, both for what we were able to accomplish and for the steps we made to build the foundation for future accomplishments. Many of those achievements are described in this report. Steps taken to establish the basis for the future are described in the first WIOA Unified State Plan for Illinois – a plan that was developed throughout Program Year 2015 (State Fiscal Year 2016) in conjunction with WIOA planning processes at the regional and local level.

In both cases, our work has and will be guided by the Governor's vision for workforce development in Illinois. We seek to promote business-driven talent solutions that integrate education, workforce and economic development resources across systems to provide businesses, individuals, and communities with the opportunity to prosper and contribute to growing the state's economy.

Our guiding principles also remain firmly fixed. Illinois has worked toward achieving the Governor's vision by using a clear set of principles: a demand-driven sector-strategy framework; strong business partnerships; a focus on career pathways; integrated service delivery; cross-agency collaboration and alignment; access and opportunity for all; clear metrics for success, and; a focus on continuous improvement and innovation.

Under the strategic direction of the Governor's Office and the Illinois Workforce Development Board (IWIB), Program Year 2015 saw the creation of an Interagency Work Group that meets regularly to identify and address the state-level issues associated with the implementation of WIOA. This group, including representatives from the four the core partners that are encompassed in this report, was established in order to provide consistent direction to regional and local-level partners as they seek to establish effective One-Stop Delivery Systems under WIOA. Through the Interagency Work Group, the core partners have established a new mechanism to address the operational and policy issues that arise during WIOA implementation, and the group met regularly throughout Program Year 20'5.

The agency partners that make up the Interagency Work Group have each continued to develop activities that seek to embed sector strategies into workforce development programs across Illinois that support employers, employees, and jobseekers. These approaches enable the workforce system to customize solutions for employers in the industries that are most vital to our economy. Through customized training solutions, employed, unemployed and underemployed workers are better able to obtain the skills they need and that employers require.

Illlinois continued this sector focus in Program Year 2015 through the continued development of employer-based training options that work directly with employers to identify hiring requirements, assess the skill levels of

jobseekers, and provide competency-based training to quickly fill skill gaps, prepare individuals to go to work, and allow employers to increase their productivity while reducing their hiring risk. Using approaches such as internships, job shadowing, work experience, and on-the-job training (OJT) provides employers with a quicker method to fill critical job openings while providing trainees with a quicker route to a paycheck. The Accelerated Training in Manufacturing (ATIM) project continued to be an example of this type of innovation model during Program Year 2015.

All of the projects that are described in detail within this report have together provided the mechanism for Illinois' workforce development system to partner with employers, workers, job seekers and students to help gain knowledge, build skills, and create economic growth for the State of Illinois, during Program Year 2015 and into the future.

ILLINOIS WORKFORCE INNOVATION BOARD

The IWIB is charged with providing strategic leadership and oversight which will further the state's goals to meet the workforce needs of businesses and workers. Furthermore, recognizing the importance of aligning the education system with workforce and economic development, the IWIB is providing guidance to the workforce system to ensure there are strong linkages that expand work-based learning opportunities and open up career pathways for all learners. Building these strong linkages is part of moving the board toward becoming system leaders and supports further alignment of the education, workforce and economic development vision.

During this reporting year, the Governor and the IWIB created a unified vision for aligning workforce, education and economic development through the implementation of WIOA. A team of IWIB business members, Cabinet level staff along with industry associations, education entities and community organizations established the following vision: "Business-driven talent solutions that integrate education, workforce, and economic development resources across systems to provide businesses, individuals, and communities with the opportunity to prosper and contribute to growing the state's economy."

To achieve this vision, the Governor and the IWIB built the Unified State Plan around the following principles:

- Demand-Driven Orientation
- Strong Partnerships with Business at All Levels
- Career Pathways to Today's and Tomorrow's Jobs
- Cross-agency Collaboration and Alignment
- Integrated Service Delivery
- Access and Opportunity for all Populations
- Clear Metrics for Progress and Success
- Focus on Continuous Improvement and Innovation

This vision and the guiding principles provided the framework to guide the IWIB's Unified State Planning process.

Appointed by the Governor and confirmed by the Illinois Senate, the IWIB includes leaders from business that represent high-demand sectors, state agencies, industry, labor, education and community based organizations. Additionally, recognizing the importance that education from preschool through post-secondary plays in workforce development the Governor has ensured representatives from the Illinois State Board of Education, the Illinois Community College Board, and the Illinois Board of Higher Education have a central role on the state board.

A business representative and the Director that oversees the Title I program are appointed by the Governor to serve as co-chairs. These co-

chairs are responsible for presiding over all IWIB meetings, convening them quarterly or more often as necessary, establishing committees and their structures, as well as serving as custodians of IWIB records.

The IWIB has prioritized its work through standing committees and a task force structure to ensure business and stakeholder engagement in the operation of the state workforce system that meets the required WIOA board functions. In addition, the IWIB ensures active participation in interagency initiatives to ensure alignment across the system. During Program Year 2015 the following committee and task force groups convened:

The IWIB actively participates in the Illinois P–20 Council, the Illinois Pathways Advisory Council and the Higher Education Commission on the Future of the Workforce, as well as the technical assistance workgroup on New Skills for Youth and the 21st Century Workforce Advisory Fund Board.

Executive Committee

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

- Leading the board strategic planning efforts;
- Making legislative recommendations on related state workforce law as appropriate;
- Periodically reviewing the IWIB by-laws and making recommendations for amendments as appropriate;
- Providing education and outreach to congressional members as well as state legislators; and,
- Ensuring that state education initiatives are aligned and connected to the state workforce system.

During Program Year 2015 the Executive Committee provided approval on the Unified State Plan, updated the Board By-Laws to reflect the new requirements of WIOA, set the agenda for the full IWIB meetings, discussed implantation issues related to WIOA, and approved workgroups, committees and Task Forces described below. In addition, the Executive Committee held a new board member orientation that led to a retreat that resulted in the start of strategic planning for the entire IWIB.

Interagency Workgroup

A state Interagency Workgroup, consisting of all required state program partners under WIOA, meets to address state-level technical and programmatic issues associated with WIOA. The Interagency Workgroup meets monthly to discuss operational and policy recommendations that emerge at the regional and local level, as well develop the necessary statewide policy needed for WIOA implementation. These recommendations are submitted to the Executive Committee for discussion and approval. The specific activities of the Interagency Workgroup are found in the "WIOA Implementation Activities" section of this report.

Youth Committee

The IWIB created the Youth Committee in February 2016 on the recommendation of the Illinois Pathways Disadvantaged Youth Task Force final report. With an emphasis on serving Opportunity Youth, the final report recommended the creation of the Committee to continue to develop and refine career pathways programming under WIOA.

The first meeting of the Youth Committee was held prior to the June 15, 2016 IWIB meeting in

Rockford. The meeting focused on the initial statement of recommendation that created the Committee, the introduction of members, and the solicitation of each member's vision for services to youth in Illinois in order to begin forming an agenda for the first year of the Youth Committee.

Illinois Pathways Disadvantaged Youth Task Force

The IWIB created the Illinois Pathways Disadvantaged Youth Task Force in December 2014, with a charge to work with the business community, Illinois Pathways stakeholders, Illinois Learning Exchanges and other state boards and agencies to identify and review current policies and programs associated with career development, secondary and postsecondary education, and workforce development for youth populations to be served under WIOA. The task force extensively examined existing programs and best practices to create a set of recommendations for WIOA Youth programs to address the growing employment barriers for Illinois' youth, especially Opportunity Youth, or those who are disconnected from both school and work.

The final report of the task force was accepted by the IWIB in February 2016. The report included a set of recommendations that point to systemically-aligned, sustainable program models that benefit Illinois' WIOA Youth populations and serve Illinois' business community with the talent needed for future growth. From the recommendations, the IWIB created a standing Youth Committee to carry on the work of the task force and address evolving issues related to youth employment and education. It also created a set of program criteria to advise WIOA career pathway programming, and recommended that pilot programs be funded throughout the state based upon those criteria. To that end, the core WIOA partners have committed to co-funding such an effort, which is planned to roll out in the fall of 2016.

Apprenticeship Workgroup

An Apprenticeship Workgroup was created by the IWIB in May of 2016. The Work Group is led by Alicia Martin, President of the Illinois Chapter of Associated Builders and Contractors and active IWIB member.

One of this group's first activities was to advise the State of Illinois on the development of its application for an ApprenticeshipUSA State Accelerator grant, for which Illinois was awarded $200K on June 2, 2016. The detailed work plan that was developed as part of that application development process and overall importance of apprenticeships to the State's workforce, economic development, and educational objectives, led the IWIB to elevate the Apprenticeship Workgroup to a Standing Committee of the State Board. On June 16, 2016, the IWIB officially established the Illinois Apprenticeship Committee.

The Apprenticeship Committee also benefits from the experience and insight of a number of subject matter experts (SME). These individuals represent Local Workforce Investment Areas, labor unions, community based organizations, community colleges, and business and industry. The SMEs are consulted on matters in which they have particular expertise and kept abreast of all important Committee developments.

The Committee's focus is on the range of types of apprenticeship and craft training programs. Its charge is to develop and oversee the implementation of a comprehensive statewide plan for apprenticeship which is to include strategies for:

- aligning apprenticeship supply and demand;
- organizing and engaging employers and industry partners;
- fostering apprenticeship program innovation and expansion;
- expanding access to underrepresented populations, including women, minorities,

opportunity youth, people with disabilities, and re-entrants (ex-offenders);

- promotion and branding; and
- other issues and opportunities to be identified by the workgroup.

MICHAEL BERNARD
Naperville

NEG Participant

"Due to a merger of my previous employer with another company, I was laid off and was unemployed for about one year. I have an associate's degree in science from the College of DuPage and a bachelor's degree, also in science from DePaul University. I applied for many positions while out of work but received few responses and even fewer interview opportunities.

Through the assistance and training provided by TEC Services, I was able to earn my CompTIA A+ certification. The ITLaunch program also enabled me to acquire real-world work experience that helped me rebuild my confidence after being out of the workforce for so long. TEC Services also helped me to identify a career pathway that would help me to continue to develop in my professional employment opportunities. Finally, through TEC Services' job placement assistance, I was able to find my current place of employment.

Currently, I work for Support Techs, LLC, which provides technical support for one of the largest manufacturers of wireless networking equipment in the industry. My day-to-day duties include assisting customers and troubleshooting their technical issues. Without the technical skills and work experience provided by TEC Services and the ITLaunch program, I would never have been capable of tackling the wide range of daily challenges that my current position presents.

I am very appreciative of the investment that DCEO, Will County and TEC Services made in me and my career pathway. I hope that programs like this continue to assist others that are in the long-term unemployment situation that I was able to overcome."

WIOA IMPLEMENTATION ACTIVITIES

The Federal WIOA was signed into law July 22, 2014, with most provisions taking effect July 1, 2015. It amended and replaced the Workforce Investment Act (WIA) and includes significant new requirements throughout the workforce system that are in the midst of execution. The Final Rules implementing WIOA were released on June 30, 2016 by the U.S. Departments of Labor and Education to provide the framework and scope for the State's implementation activities.

One of the most significant changes from WIA reframes the structure of the workforce development system, requiring an unprecedented level of coordination between sixteen required program partners in Illinois. An Interagency Workgroup comprised of the administrators of required programs under WIOA, works in coordination with the IWIB to lead State-level implementation activities.

Within WIOA's 16 required partners, there are four core program partners, including Title I programs administrated by the Illinois Department of Commerce & Economic Opportunity (DCEO). Core partners are finalizing a Unified State Plan to provide a vision of the Governor's integration of workforce, education and economic policy. Partners are also laying the foundation of required systems and cross-agency coordination to meet performance accountability and data sharing requirements, which are designed to ensure Illinois meets the highest standards of a quality one-stop delivery system.

The four core program partners are:

1. Programs serving youth, adults and dislocated workers under Title IB of WIOA (DCEO);
2. Adult education and literacy programs under Title IB of WIOA (Illinois Community College Board);
3. Employment services under Wagner-Peyser (Illinois Department of Employment Security);
4. Vocational rehabilitation services under Title I of the Rehabilitation Act of 1973 (Illinois Department of Human Services).

Following is a summary of major activity encompassing the implementation of WIOA in the past year:

Convened more than 35 WIOA Wednesday webinars

DCEO hosted a series of webinars to present information and resources, as well as to seek feedback to support WIOA implementation at the local level. Webinars have included topics such as regional planning, the Governor's Guidelines to Negotiate Costs and Services, and eligible training providers and programs.

Continued to convene a State-level Interagency Work Group

The Interagency Work Group of State-level partners tackled several issues critical to WIOA implementation.

Four key subgroups of appointed members with expertise in each area were formed:

- A subgroup on performance accountability developed initial recommendations about performance measurement, management and strategies.
- A subgroup on Memorandum of Understanding (MOU), infrastructure and one-stop certification identified potential State issues meeting service access obligations at the one-stop centers before a detailed MOU is negotiated, and developed a framework for sharing local infrastructure and workforce system costs.
- A subgroup on the State Unified Plan convened meetings to articulate workforce training and economic development system needs, as well as develop cross-agency relationships.
- A subgroup to review regional plans, local plans and MOUs.

More information on the work of each of these subgroups is provided below.

Assessed Business Services across WIOA core programs

As part of a technical assistance project supported by the U.S. Department of Labor, the core partner agencies came together to gain a better understanding of how business services are currently structured and delivered across the agencies and how they can better integrate their design and operations. A final report by the consulting firm Maher & Maher was issued in June, providing recommendations for next steps to be taken by the core partner agencies to "move the needle" toward integration. The analysis concluded that although structural and operational differences do exist among the core partners, there remain similarities around common goals and primary purpose of meeting business needs and opportunities for integrated, unified business services in Illinois. In short, the recommendations include developing a joint vision for unified business service, as well as a state framework to support the agreed-upon vision and goals.

Developed a monthly newsletter to communicate major implementation efforts

Illinois Works Together is a monthly newsletter detailing the latest developments of WIOA implementation across all program partners. The newsletter serves as a resource for State and local partners to explain implementation activities, resources and upcoming opportunities to provide feedback in the development of policy or guidance.

Coordinated a Regional Planning Statewide Summit and regional planning meetings throughout the State

Regional meetings to identify high-level goals and strategies of WIOA last November led to a statewide summit in January 2016 to prioritize short- and long-term goals influencing Illinois' Unified State Plan. Regional meetings focused on identifying business needs for skilled workers and developing strategies with a focus on diverse populations, while the Regional Planning Statewide summit provided an opportunity for regional teams to come together to align education, workforce and economic systems in regional planning efforts.

Submitted a Unified State Plan

A state plan aligning core programs strategies, operations and programs was developed and submitted to the U.S. Department of Labor in March 2016. The Unified State Plan includes statewide economic and labor market data, State strategic visions and goals, and an outline of regional planning and programmatic information on the core programs.

Developed Governor's Guidelines for negotiating shared costs and services

The Governor is responsible for the development of guidelines for State and local program partners to use when negotiating costs and services of their one-stop delivery systems. Resources developed for the Governor's

Guidelines include:

- A series of webinar trainings with required format created through significant local feedback.
- A series of webinar trainings with required partners held for local staff of State-level partners involved in MOU negotiations, and local service providers and contractors of State-level providers.
- A continually updated MOU FAQ document to reflect all received questions from local areas and all the responses issued regarding MOU negotiation consolidated from substantive feedback.

Assisted in the development and maintenance of the public WIOA implementation portal

An online, public portal was created to document and serve as a resource for all programs and entities affected by WIOA Implementation was.The WIOA Works portal offers a cache of resources, including documents and updates, regional planning materials, videos and training resources, FAQs, and a WIOA implementation calendar. Programs have used the portal to improve and catalog their impact on the lives of those who are served through posting success stories on the portal. This includes the story of a 17-year-old who needed help securing employment and his high school diploma. He received help through the WIOA Youth Program and with guidance from a WIOA career specialist, has now graduated and works full-time in the manufacturing sector.

Review of regional plans, local plans and MOUs for 10 EDRs and 22 LWIAs

The Interagency Workgroup convened a subgroup to review regional and local plans and MOUs in 10 economic development regions and all local workforce innovation areas. Program partners assessed plans and MOUs according to certain criteria, including completeness, adequacy, compliance and commitment to integration. The review process culminates with formal feedback from State-level partners to ensure regions and local areas can focus on ways to enhance coordination and high-quality service delivery in the next phase of WIOA implementation.

Convened an Interagency Subgroup on MOUs, Cost Sharing, Certification of Comprehensive One-Stop Centers

The Interagency Work Group formed a subgroup to identify potential State issues meeting service access obligations at the current one-stop centers before beginning detailed local conversations intended to produce an agreed-upon MOU. Partners considered criteria to ensure high-quality comprehensive one-stop center certification and also established a framework for sharing local infrastructure and workforce system costs, suggesting guidelines regarding MOU negotiation to State agencies and local areas.

Developed criteria and procedures for certifying comprehensive one-stop centers

The Interagency Work Group's subgroup on MOUs, infrastructure and one-stop center certification developed a series of recommended approaches to implementation, including guidelines for the criteria and processes by which local areas will certify one-stop centers. These recommendations were presented to the IWIB for consideration and adopted. The effective date for one-stop center certification was subsequently delayed until Program Year 2017/State Fiscal Year 2018 in accordance with the delay of an infrastructure funding effective date and the strong desire to focus on the development of MOUs and regional and local plans throughout the state. DCEO will support the IWIB in envisioning what a high-quality comprehensive one-stop center looks like in Illinois.

Convened an Interagency Subgroup on Performance Accountability

Performance accountability requirements went into effect for workforce activity on July 1, 2016. To ensure that program partners are well positioned to meet the performance accountability requirements of WIOA, a subgroup on performance accountability was formed. The subgroup focused on coordinating core partners to ensure systems have capacity to collect and report required data elements that are new under WIOA, as well as capacity to track aggregate data for performance indicators applicable to all four core partners.

Issued interim operating guidance to LWIAs regarding the Final Rules

The IWIB is providing guidance on a range of issues via a new formal communication method in concert with the Executive Committee. The first communication offered direction pending additional policies, processes and systems required by the Final Rules through an interim operating guidance to local workforce innovation areas. The communication focused on providing notice of significant required local action and definitive guidance in recognition of new policy and service delivery changes.

AMBER WATERMAN
Mattoon

NEG Participant

Amber Waterman came to the WIOA program after becoming unemployed due to a complication in her pregnancy and an elimination of her position at Carle Clinic. She faced the challenge of finding new employment as she had work experience but no formal training. She realized that her best chance to find suitable employment was to go back to school to further her education.

Amber started at LakeLand College in the Associate Degree in Nursing program in July 2014. While attending LLC, she started working part-time for Sara Bush Lincoln Health Center in Mattoon in the Diagnostic Imaging Department as clinical support. After graduating from LLC in the Spring of 2016, Amber was hired full-time as an RN in the 3East Wing at SBLHC.

Amber stated that without the WIOA program she would never be able to afford the tuition, uniforms, books and supplies. "This program has given me the opportunity to further my education so that I am able not only to find a new job, but to start a successful career. My family and I are forever grateful for this life-changing opportunity."

REGIONAL ECONOMIC DEVELOPMENT & SECTOR INITIATIVES

Workforce Innovation Fund Initiatives

Through a partnership between DCEO, the Illinois Department of Employment Security, the Illinois Community College Board and the Illinois Pathways Manufacturing Learning Exchange, Illinois received $12 million from the U.S. Department of Labor (DOL) Workforce Innovation Fund (WIF) to implement the Accelerated Training for Illinois Manufacturing (ATIM) initiative. A majority of the grant ($6.4 million) is set aside to train at least 600 individuals for manufacturing occupations in five regions that applied for funding. Agency partners and DCEO are using the remaining $5.6 million for system development, project implementation, and evaluation.

There are three key elements to the program:

- Responding directly to regional demand to fill current manufacturing vacancies and near-term projected job postings through unprecedented opportunities for employer involvement.
- Providing accelerated industry-recognized skills training and credentials, along with opportunities for work-based training, such as internships and OJT so that participants begin earning income sooner.
- Increasing use of lean principles for more efficient and effective coordination of services through multiple programs to train people rapidly and get them into good paying jobs.

The project has a strong evaluation component that will track the progress of all enrollees and compare them to a control group to determine the impact of the program. Program management and analysis is helped by the Illinois workNet web portal through a robust series of dashboards and reports developed for ATIM based on prior workforce projects.

DCEO's Office of Employment and Training (OET) worked with state and regional partners to continue enrollment and training through August, 2015; and continued job placement services through December, 2015. As of the end of the reporting period the enrollment goal of 600 had been surpassed, with 609 participants in the program. Of these, 565 (93%) entered training 461 or 82% of trainees completed at least one training element; and 454 (80% of trainees, 98% of completers) individuals earned a total of 1,276 industry-recognized stackable credentials. By the close of the reporting period, 427 trainees (94% of those earning a credential) were officially recorded as having entered employment. An eighteen month evaluation period that compares employment and retention rates of ATIM participants to outcomes of a control group is now underway. Promising practices and lessons learned will be shared with DOL and other interested organizations to use in formulating national workforce development policy. The impact analysis will begin in earnest when the first employment retention data becomes available in late 2016

The ATIM innovation project earned national recognition from DOL and other organizations dedicated to advancing economic and workforce development. DOL asked OET and Illinois workNet staff to present our online application and client tracking system to the leadership teams of 25 other states at a national WIF grantee meeting. (See the Illinois workNet section for more information.) In addition, DOL asked OET staff to present our program design and implementation strategies on several of its Eye on the Workforce Innovation Fund stakeholder engagement series of national technical assistance webinars. OET staff has also responded to DOL requests to directly speak with the leaders of other participant serving WIF projects across the country and present the ATIM program at one of four regional Sector Strategies events in the nation.

Beyond the recognition from DOL, OET was requested to provide information to be shared on websites of the national Workforce Innovators group and the US Chamber of Commerce, to complement its Talent Pipeline Management Initiative. OET has given multiple interviews to representatives from the National Governor's Association, Jobs for the Future and the National Skills Coalition on various program design elements ranging from client recruitment, accelerating training, employer engagement and work-based training, to name just a few. Based on the interim results of ATIM and the regional presentation, DOL provided OET with additional support to promote Sector Strategies in Illinois. This led to development of a statewide framework and a series of regional training events on how to foster the creation of employer-led sector partnerships.

The experience Illinois gained through ATIM has been especially helpful during the transition to the Workforce Innovation and Opportunity Act (WIOA). Many ATIM program design elements (such as work-based training, employer engagement, cross-program coordination and sector strategies) are encouraged or required under WIOA. Local areas that participated in ATIM had an easier shift to the emphasis on work-based learning and cross-agency, regional collaboration required under WIOA.

Safer Foundation, Inc.

This grant is in the initial start-up phase as it only began one month before the end of the fiscal year. The $496,000 project will provide post-release services and industry-specific vocational training opportunities to approximately 50 participants with criminal records that are on probation or parole and are returning to disproportionately high re-entry Chicago communities that include: Englewood; North/South Lawndale; East/West Garfield Park; Humboldt Park; and, Austin. These communities are characterized by high rates of poverty, crime, recidivism, and unemployment. Safer will employ innovative wrap-around career focused services designed specifically for re-entering citizens.

Illinois Workforce Partnership – WIOA Implementation Activities

This grant provided support activities related to the Illinois Workforce Partnership's ongoing professional development activities associated with Federal workforce programs. Training materials were developed and presented at training sessions for the LWIAs covering the draft WIOA regulations and other instructional information issued by the US Department of Labor related to requirements local areas must meet. These activities benefited the state's Local Workforce Areas -- and ultimately the clients they serve -- by improving their understanding of the new Act and the activities required for a successful transition from WIA to WIOA.

William Rainey Harper College – Education and Workforce Strategic Plan

DCEO awarded a $376,000 grant to William Rainey Harper College to develop a workforce education strategic plan that includes a clear course of action to better connect the community

college's education and workforce development roles, re-imagine curriculum, and to align strategic roles and activities with other key community partners. During Phase I of the project the grantee conducted the planning, preparing for, facilitating, and reporting on the results of a series of focus groups, with the composition of each group conforming to that of the State's ten economic development regions.

After completing Phase I the grantee is currently building on the information developed/ obtained during Phase I and is conducting the Phase II portion of the grant which involves combining the most important foundational aspects of regional planning as mandated by WIOA with the development of a sector strategy framework and process for the delivery of all talent development services throughout the State of Illinois. The grantee is in the process of developing the final report for this project.

Dislocated Worker Training National Emergency Grant – DWT NEG

The 2 ½ year Dislocated Worker Training National Emergency Grant project funded by the U.S. Department of Labor ended December 31, 2015, providing training services to 591 dislocated workers. The project targeted the long-term unemployed and individuals likely to exhaust their unemployment insurance benefits. Targeted industries included Health Care, Information Technology, and Transportation, Distribution and Logistics (TDL). 445 clients received occupational training, 270 clients were placed with employers for work experience or OJT, and 422 clients obtained permanent employment, with project expenditures totaling nearly $3.6 million. Dislocated workers benefited from training services with occupational training resulting in industry-recognized certifications and work-based training services connecting clients with employers to earn a paycheck while learning on the job.

Job-Driven National Emergency Grant – JD NEG

DCEO's $6,175,000 U. S. Department of Labor award has resulted in comprehensive employment and training services provided to 543 dislocated workers in the information technology (IT) field. The two-year project targets the long-term unemployed, individuals likely to exhaust their unemployment insurance benefits, and foreign-trained immigrant workers with challenges obtaining employment in their trained field.

Dislocated workers have received services including classroom training and work-based training along with career coaching and counseling, job search and placement assistance. Work-based training connects clients with employers, providing clients the opportunity to earn a paycheck while learning skills at a worksite, which recent studies show increases employment and earnings outcomes.

This information technology-focused project receives the services of Illinois' IT Learning Exchange, CompTIA, and their Foundation, Creating IT Futures, lending their expertise and resources to Project Operators by providing technical assistance, training, labor market information, business connections and various employment tools.

Sector Partnership National Emergency Grant – SP NEG

DCEO was awarded $4 million by the U. S. Department of Labor to administer a two-year Sector Partnership National Emergency Grant to provide comprehensive employment and training services to dislocated workers interested in the Healthcare, Manufacturing, and Transportation, Distribution and Logistics (TDL) sectors.

Since the January 2016 project start-up, 183 dislocated workers have received comprehensive services with an emphasis on work-based training and enhanced Career Services. To date, 100 dislocated workers have

received occupational training and 37 have received work-based training, connecting clients with employers to earn a paycheck while learning skills on the job. Project Operators are developing strong partnerships with sector employers along with local education, workforce and economic development agencies, aligning services with other federal, state or local programs and agencies.

Incumbent Worker Training

Under WIOA, Incumbent Worker Training (IWT) transitioned from being allowable only with a federal waiver to an integral part of the array of services available through the program to keep businesses and workers competitive in the global economy. The new Act provides additional flexibility for most WIOA funding by targeting skill training designed to: a) provide new worker skills that allow businesses to diversify or expand their operations; b) respond to industry trends; c) meet new requirements of other businesses in their supply chain; d) improve worker productivity and efficiency; and/or e) support training for direct layoff aversion. LWIAs may direct up to 20% of their annual allocation of WIOA Adult and Dislocated Worker funding for IWT.

DCEO strongly encourages the use of IWT due to its immediate economic impact and as a conduit for establishing relationships and strengthening long-term partnerships between businesses and the workforce system. IWT is a low-stress, high-return option for businesses to initially connect with LWIAs to address their specific needs for skilled workers. LWIAs that help employers improve their profitability will become trusted partners, and IWT can become an upskill / backfill process with the backfilling of promoted workers supported by WIOA participants prepared for mid-skill or entry-level jobs. Businesses that become long-term partners also become an option for work-based training placements, such as internships and OJT.

Businesses are required to provide matching funds on a sliding scale based on the number employees. The smaller the company the smaller the required match, as little as 10% of allowable training costs for those with less than 50 employees. The match may be in the form of wages paid to workers while in training. This ensures employers share in the investment in their workers while avoiding unnecessary barriers to making such investments with public funds.

This year 17 LWIAs operated a total of 56 projects. Of these, 52 in Manufacturing, 3 in Healthcare, and 1 in Transportation/ Distribution/Logistics. These projects trained 1,222 workers at 45 businesses.

Rapid Response Incumbent Worker Training

Up to 20% of the State's allotment of Rapid Response funds may be used for IWT directly tied to layoff aversion. Layoff aversion is provided by upgrading the technical skills of the company's existing workforce, which results in employment retention. During PY'15, Rapid Response Innovative grants operated a total of 184 projects. Of these, 164 were in Manufacturing, 9 were in Healthcare, 5 were in Transportation/ Distribution/Logistics and 1 was in Information Technology. These projects trained 7,779 workers at 131 businesses.

Employer Reimbursement for On-The-Job Training

On-the-Job Training (OJT) is another work-based training option designed to better meet the needs of businesses and jobseekers. In WIOA-funded OJT, an employer hires a WIOA participant knowing he or she has a skill gap for their position. The employer, funder and worker jointly develop and individualized training plan designed to prepare the worker to be productive and successful in that position. The duration of training varies depending on the individual skill gap of the participant for the job. Employers are reimbursed for up to 75% of worker's wages earned while in OJT.

EPIC

Illinois was one of ten states to receive funding from the U.S. Department of Agriculture, Food and Nutrition Service to participate in a study that that pilots innovative work-based learning models for the hardest to serve SNAP participants. Through a $21 million grant, the Illinois Department of Human Services (DHS) in cooperation with DCEO, the Illinois Community College Board (ICCB), and the IWIB will pilot innovative approaches that incorporate adult education bridge programs and career and technical education along with enhanced skill assessments and case management to increase the number of SNAP work registrants who obtain unsubsidized employment, the earned income of work registrants, and reduce the reliance of work registrants on public assistance.

EPIC, the name adopted for the pilot is occurring in seven Local Workforce Innovation Areas (LWIAs) (3, 7, 14, 15, 19, 24, and 25) across the state that were selected based on the demographics, and Labor Market Information data as well as consideration to a mix between urban and rural areas. The counties represented in these areas are: Adams, Boone, Brown, Clinton, Cook, DeWitt, Franklin, Fulton, Hancock, Henderson, Jackson, Jefferson, Knox, Macon, Marshall, Mason, McDonough, McLean, Monroe, Peoria, Perry, Pike, Randolph, Schuyler, St. Clair, Stark, Stephenson, Tazewell, Warren, Washington, Williamson, Winnebago, and Woodford.

Through a competitive Request for Application (RFA) twenty-four Community Based Organizations (CBOs) were selected to provide services in these targeted locations. The service model utilizes established career pathway systems including bridge programs, adult education, and career and technical education that results in an industry-recognized credential and/or certification. An important component of the model is the accelerated time to complete both education and technical training that should lead to middle-skill occupations that require more than a high-school degree or equivalency, but less than a four-year degree. Paid work experience, supportive services, career navigation, and employment and retentions services in an integrated delivery system are foundational pieces of the model.

The EPIC Program targets 11 growth industries in Illinois along with their demand occupations. Commerce used the Illinois Department of Employment Security (IDES) labor market information, including the IDES statewide and LWIA industry and occupational projections, related information on wages, and education and training requirements to identify these industries and occupations. Nine of the sectors are part of the Illinois Pathways initiatives and the priority of the IWIB. These are Science, Technology, Engineering, and Math (STEM)-related sectors: agriculture, architecture and construction, energy, finance, health care, information technology, manufacturing, transportation and logistics, and research and development. In addition, the EPIC Pilot Program includes hospitality and administrative support as growth industries.

Implementation of the program began in March 2016 with a grant end date of December 31, 2018. The planned performance is to enroll a total of 5,000 SNAP recipients into the study. Of the total, 2,500 will be assigned to the treatment group and will receive EPIC employment and training services based on the program model.

epic

employment opportunities • personalized services
individualized training • career planning

Building Futures

Building Futures is a collaborative pilot effort between Department of Children and Family Services (DCFS) and DCEO that will give youth ages 18-20 years old that are either in foster care or have recently aged out of the DCFS system an opportunity to access essential skills along with career readiness activities and work-based training that will lead to career pathways in living wage jobs.

Local Workforce Innovation Areas (LWIA) participating in the pilot include:

- LWIA 3: Stephenson, Winnebago, and Boone Counties
- LWIA 15: Stark, Marshall, Fulton, Peoria, Woodford, Mason, Tazewell, and Mclean Counties
- LWIA 17: Piatt, Champaign, Ford, and Iroquois Counties (Existing WIOA grant match only)
- LWIA 24: Clinton, Monroe, Randolph, St. Clair and Washington
- LWIA 25: Perry, Jackson, Jefferson, Franklin, and Williamson Counties

It is anticipated that the pilot will initially serve 90 youth in foster care or that have transitioned out. A major focus of the program is to fully leverage DCFS resources and services with WIOA training services to holistically address the foster youths circumstances and movement to self-sufficiency.

Career Pathway Development Projects

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

- The New Skills for Youth Initiative which will allow Illinois to create a plan for designing and implementing a rigorous, demand-driven education system that will increase the number of students who complete career pathways beginning in secondary school and culminating in valuable post-secondary credentials.
- Defining High Quality Credentials that will place equal importance on industry recognized credentials by creating a definition for high quality that is based on sector-demand and self-sustaining wage data.
- Determining the Criteria for Progressive Pathways to establish a threshold definition of a career pathway program that promotes a common understanding of quality pathways and systems, while aligning to existing definitions, plans and guidelines.
- Creating 60 by 25 Communities and P-20 Regional Networks which are community and regional collaborations seeking ways to increase college and career success for students through regional action toward meeting a state target of adults in Illinois with high quality degrees and credentials to sixty percent by 2025 (60 by 25).

MICHAEL DAY
Edinburg

ATIM Participant

Michael was laid off from his position with a local manufacturer. He worked as a machinist and CNC operator, without certification or credentials. Goal was to find a permanent, growth-oriented job to provide for family.

Akorn, a "niche" pharmaceutical company, operates a manufacturing plant in Decatur, IL. In their recruitment of a production technician, they entered into an "on the job" (OJT) training contract to bridge skill gaps that exist in direct hires as well as hires through staffing agencies.

Michael participated in personal career development focusing on "soft skills" that included communication, attitude and enthusiasm, teamwork, networking, problem solving and critical thinking, and professionalism to supplement accelerated manufacturing training to aid in assisting with employment within the manufacturing industry.

Michael entered employment in an OJT capacity as a Production Technician with a starting wage of $15.50/hour. In addition, Michael is eligible for benefits which include medical, dental, vision, Smart-Choice, Akorn's (401K) Retirement Savings Program, Education Assistance, their Employee Stock Purchase Program, flexible spending account, Employee Assistance program, Life, Business Travel Insurance, disability insurance, and Paid Time Off (PTO).

ASHLEY LIEBIG
Quincy

ATIM Participant

Ashely was laid off from PCCW in November of 2012 when they closed down. When she applied for ATIM services she had exhausted her UI and had worked a few different places part time for short periods. We did a full assessment and she appeared to be a good fit for the manufacturing industry.

Ashley was placed in the Machinist Program at John Wood Community College. She started in April of 2014 and finished her training in June of 2015. She went through all of the MSSC components.

IAshley was placed at The Knapheide Manufacturing Company from May of 2015 to the end of July 2015. She was working in Logistics and Inventory Control. She did so well that Knapheide extended her internship on their own.

Ashley was hired on at Knaphiede 8/13/15 as a Receiving Clerk. She has mentioned that she likes the job a lot and is looking forward to long-term employment at Knaphiede.

TRADE ADJUSTMENT ASSISTANCE ACT PROGRAM

Over 1840 Illinois workers, all of whom lost their jobs due to international trade, received services this past program year through one of the three Trade Adjustment Assistance (Trade) programs.

OET is the primary designated agency to administer the programs in conjunction with IDES. Benefits and services vary depending upon the applicable law at the time of certification. The programs are:

- Trade Adjustment Assistance Reform Act (TAA) of 2002
- Trade and Globalization Adjustment Assistance Act (TGAAA) of 2009
- Trade Adjustment Assistance Extension Act (TAAEA) of 2011
- Reversion 2014 – Sunset Provisions of the Amendments to the Trade Act of 1974, Enacted by the Trade Adjustment Assistance Extension Act of 2011 (This program was repealed by the Trade Adjustment Assistance Reauthorization Act of 2015.)
- Trade Adjustment Assistance Reauthorization Act of 2015 (TAARA 2015), title IV of the Trade Preferences Extension Act of 2015 (Public Law 114-27).

The Trade program assists workers in reentering the workforce as quickly as possible through a variety of benefits and services that may include:

- Job training (including payments for transportation and subsistence where required for training)
- Waivers from the training requirement for eligible participants under certain circumstances (including when no training program is available, immediate enrollment is not available, or the individual is unable to participate in or complete training due to health reasons).
- Income support in the form of weekly Trade Readjustment Assistance benefits to eligible participants
- Job search and relocation allowance

In addition, workers 50 years of age or older have the option to receive a temporary wage subsidy through the Readjustment Trade Adjustment Assistance (RTAA) Program. It is available upon prompt reemployment at a lower pay than their previous employment, as an alternative to training and other Trade benefits.

During FPY'15/SFY'16 Illinois expended more than $3.6 million in combined training funds and provided 1066 Trade affected workers with training services in demand occupations. Illinois has a strong TAA program at the state and local level in which we strive to provide timely and proper outreach, reemployment and retraining to all TAA affected workers. All of these efforts have culminated in the U.S. Department of Labor touting the TAA program in Illinois as "the best in the country" following a recent monitoring.

Since July 1, 2015, 44 Illinois companies have been certified under TAARA 2015. These

certifications spread statewide from Antioch to Fairfield and from Quincy to Robinson.

During the reporting period, technical assistance and monitoring reviews were conducted as well as TAARA 2015 training for the 22 Local Workforce Investment Areas and DCEO staff.

MAE WASHINGTON
Chicago

TAA Participant

Mae Washington became an impacted worker when she was laid off from Hostess Brands on October 19, 2014 and she became a client of National Able Network on January 26, 2016. Mae knew that a barrier to her being able to find employment in a field that would provide her with the opportunity to have a career with advancement possibilities was that she did not have her GED. Mae had a plan from the very beginning – she wanted to get her GED and then go on and get her certification as an EKG Technician.

Mae was approved for and entered training at Triton College to get her GED credential in March 2015. In April 2106 Mae completed her GED classes and received her High School Equivalency Certificate from the Illinois Community College Board.

Mae then did all the research for her occupational training and decided that she not only wanted to get her EKG Technician Certificate but to also get her certification as a Phlebotomy Technician. She found that both of the courses were being offered concurrently at Triton College where she studied for her GED.

Mae was approved for the training and began taking classes for both certifications in June 2016. She successfully completed the EKG certification and the Phlebotomy certification in August 2016.

Mae is currently conducting a job search on her own and will be participating in both the Jump Start Workshop and Job Search Work Team programs provided by National Able.

Mae is confident that she will find a rewarding position with a health care provider in the very near future that will provide her with the opportunity to support herself and her son now and in the future.

SERVICES TO INDIVIDUALS WITH DISABILITIES

DCEO has remained one of the national leaders on promoting employment and training opportunities to thousands of individuals with disabilities. During Program Year 2015, nearly 2,000 individuals with disabilities were served by Title I program funds. Our mission continues to ensure that individuals with disabilities have access to the same information, resources, and assistance as customers without disabilities. Under WIOA, DCEO has increased its collaboration efforts with other state agencies, non-profit organizations, business owners, and community service providers to increase training and employment opportunities. Some of the program opportunities include: career planning, cash incentives/stipends, job search skills, job referrals, and placement, along with supportive services such as transportation. DCEO is in the final stages of its three-year Disability Employment Initiative (DEI) Round IV grant which included assisting disabled individuals ages 18-64 with employment opportunities. Illinois has received the Disability Employment Initiative (DEI) Round V grant to further serve this population until Program Year 2016..

Round IV - Disability Employment Initiative (DEI)

The Round IV DEI project enters its final year serving adults with disabilities ages 18-64 in LWIA 1 (Lake County), and LWIA 25 (Perry, Jackson, Jefferson, Franklin and Williamson Counties). In addition to partnership expansion strategies that have broadly enhanced service alignment between the Illinois workNet Centers and other agencies serving individuals with disabilities, the LWIAs have had tremendous success implementing additional approaches such as Asset Development services and the use of Integrated Resource Teams.

Illinois adopted the designation as an "Employment First" state and the Illinois DEI is a catalyst for demonstrating this commitment. Moving forward we will continue to build a collaborative network and best practices that support the "Employment First" priority of ensuring employment in the general workforce is the first and preferred option when exploring goals and a life path for people with disabilities. The final phase of the project will cement the best practices learned and create sustainable partnerships to act as a model for the rest of the state.

Over 700 individuals have been served through the DEI Round IV project.

Round V - Disability Employment Initiative (DEI)

Illinois was awarded the Round V Disability Employment Initiative (DEI) to pilot solutions that remove barriers to employment for youth with disabilities. Local Workforce Area 6 (DuPage County) and a portion of LWA 7 (North and Northwest Cook County) are engaging youth with disabilities in career pathways services through March 2018. In addition to the WIOA Title I providers in each target area, partners will

include local secondary school districts (District 99 and District 214), community colleges (Harper and DuPage), Illinois Department of Rehabilitation Services offices in Downers Grove and Arlington Heights, and local community based organizations.

Through the Round V DEI, Illinois is working to create a seamless service model that can ultimately become the standard for the state. The project focuses on providing education and employment outcomes for youth with disabilities by increasing their participation and success in career pathway programs, both in and out of school, with an emphasis on the information technology sector. The project leverages sector partnerships to create a Career Pathway pipeline involving local high schools and community colleges, WIOA providers, and businesses. Illinois workNet, the state's online workforce development portal, has created a DEI interface for customized case management and Integrated Resource Teams (IRTs).

THE NO JOB LEFT BEHIND PROJECT
Southeastern Illinois

The No Job Left Behind initiative started as a simple conversation between a high school administrator and a representative from the chamber of commerce in eastern Illinois that turned into a grassroots effort to build a stronger workforce to meet talent needs and support economic growth. The coalition began as more and more workforce system stakeholders recognized the opportunity to work together.

The group has grown to over 150 people representing a wide variety of businesses, educational partners and other community organizations—and these partners are making great progress. The group collected survey data on the talent needs of the business community and then mapped out the educational and occupational training needs to develop qualified candidates for these careers.

They have developed and launched an outreach campaign on job readiness and are researching a certificate program to roll out in 2016. In addition, they have worked to strengthen the connection between the business community and the K-12 education system through special events including company tours for more than 240 students from seven school districts during Manufacturing Week in October 2015. The No Job Left Behind initiative is an example of the great success that can happen when workforce partners innovate together.

TRAINING AND TECHNICAL ASSISTANCE

Illinois workNet (IwN) provides webinars, workshops and presentations. Webinars are available for individuals, employers and workforce and education partners. To increase access to webinars, they are archived and posted as news that is emailed to subscribers and social media, posted to the IwN YouTube channel, the related PowerPoint is posted to the IwN SlideShare channel, and made available directly on relevant content pages within IwN.

Between July 1, 2015 and June 30, 2016:

- Approximately 113 event sessions were attended by over 3,986 people. Of the 113 sessions, 96 were webinars.
- Webinar sessions posted to YouTube had 4,605 views.
- PowerPoints from the sessions posted to SlideShare had 11,658 views.

During the reporting period, technical assistance and monitoring reviews were conducted as well as TAARA 2015 training for the 22 Local Workforce Investment Areas and DCEO staff.

JUSTIN THOMPSON
Rockford

NEG Participant

INFORMATION TECHNOLOGY

"I was unemployed for a total of eight months. I hold a bachelor of arts in Philosophy, and I spent the years after graduation moving between different short-term employment opportunities as they presented themselves. In July 2015 when my most recent opportunity came to an end, I found myself without another position to move into. That is when I got in contact with the Workforce Connection.

The Workforce Connection helped me get training to become CompTIA A+ certified. This certification got me several interviews within a month of my certification date, which led to two separate job offers. I am now employed as a Help Desk Support Specialist at the local school district. Job duties include providing pc and related support over the phone for the entire school district, as well as in person support within the administration building. The school district is responsible for running the public schools within the greater Rockford area. The WIA program helped me prepare for and be able to afford the certification that led me to finally finding a career that is right for me."

TANYA LAMBERT
Rockford

TAA Participant

Back in 2013 I knew the company I devoted myself to for over 17 years as a machine operator would no longer exist. I was filled with emotions from anger to loss. After all here I am an African American woman over 40yrs. old starting all over again. My dreams of retiring from the company were gone along with my freedom to dream of retirement.

The saying "When one door closes another one will open" is true. It took me losing that job to finally finish a dream I longed for which was going back to school and get a degree. After meeting with Pauline Box my counselor I was on my way to do just that. Just one little problem she wanted me to also research some non-traditional options such as Aviation. Pauline believed in me before I did. She knew I could do it.

I will say the first semester I was feeling out of my comfort zone. I really never held a ratchet let alone know what it was. I should say my first year was rough. I have been out of school for over 20 plus years and I had to hit the ground sprinting. I was hit with Physics, Trigonometry, Hydraulics, Sheet metal, Electricity, Generators and the list goes on! My teachers saw potential in me as well. They also encouraged me to push through it and not give up.

By my second semester I was ready for whatever the program had. My confidence level excelled through the roof. I was slowly breaking out of that "fear". I just realized how really blessed I was to have this opportunity to learn a new trade, but also encourage more women to look into this field. I was filled with confidence that I was able to reach back and help students that were struggling with the courses. My last year I was able to hold a 4.0 G.P.A. to the end of the program.

Having now received my A&P Mechanic License, words can't explain the joy I have. I walked into an unknown field, but walked out feeling a part of a tight knit organization. I am so thankful I was given a second chance to get a degree. I am now working as an Aviation Electronic Technician making $19.20 per hour full- time and looking forward not to the past!

ILLINOIS PATHWAYS

The employment landscape is shifting. Education needs to be more relevant to the real world, and resources and investments need to be coordinated in a way that makes sense to industry partners. In order to achieve this, we need complimentary community and state-level approaches for this work.

Illinois Pathways was launched in 2011 to respond to these education to employment dynamics.

Illinois Pathways is a statewide, public-private education and economic development initiative designed to meet twin goals:

1) Increase the number of Illinoisans who attain a post-secondary credential with labor market value and are ready for employment in high-demand, high-wage occupations involving the application of STEM knowledge and skills.

2) Spur state and regional economic development by developing a homegrown talent pipeline for areas of workforce need.

Illinois Pathways addresses these goals through three overarching strategies:

1) Align State education, workforce, and economic development systems to support targeted sectors and careers.

2) Launch and support statewide, public-private partnerships in high-growth industry sectors, known as STEM Learning Exchanges.

3) Support regional career pathway systems in targeted industry sectors and occupations that respond to local development objectives.

This report focuses on the second strategy-launching and supporting the STEM Learning Exchanges.

STEM Learning Exchanges

Since January 2013, the STEM Learning Exchanges have increased their effort to build their networks of support and reached out to educational entities, workforce development providers, and businesses across the state to create coalitions of interest and investment around sector specific "cluster" areas. These public-private partnerships have leveraged $5 million in matching resources for the State's $3 million investment in Race to the Top funds from the Illinois State Board of Education and funds from the Department of Commerce and Economic Opportunity.

Each STEM Learning Exchange is led by an industry-supported nonprofit or public entity that coordinates investments, resources, and planning in industry areas that are crucial to economic development in Illinois.

Key Focus Areas for STEM Learning Exchanges

1) Career Pathway Advisement: Provide sector-specific expertise to regional partnerships for developing career pathway systems.

2) Career-Oriented Instruction: Either directly or

through partnerships, deliver sector-based instructional and professional development resources for educators and training providers.

3) Work-Based Learning: Engage with employers to expand access to real-world challenges and work-based learning.

Agriculture Food and Natural Resource Learning Exchange (AFNR)

Led by FCAE (Facilitating Coordination in Agriculture Education)

Agricultural Education programs are based on a three-circle model that develops the whole student through classroom instruction, student leadership organizations, and Supervised Agricultural Experience (SAE) projects. This model involves the instructor, parents, and the community in the development of students through personal growth experiences and the application of knowledge so they can become productive citizens. The ultimate goal and vision of the exchange is to support the development of an agricultural, food, and natural resource workforce that can be competitive and successful in tomorrow's economy.

The AFNR is by far the most developed Learning Exchange, because of the State's longstanding focus on agricultural education, and is engaged in a meaningful way in over 327 high schools across the state, engaging over 30,000 students.

Key Initiatives

Resource Development: The AFNR Learning Exchange has over 1000 lesson plans and related instructional resources available to all agriculture teachers at www.myCAERT.com. This website is an online instructional resource where teachers can access lesson plans, Power-Point presentations, e-units, and assessments libraries. The libraries currently under revision are Agricultural Mechanics and Biological Science Applications in Agricultural, the latter of which will be completely revamped. It is hoped that the changes will provide great assistance to teachers as they transition their classrooms to address the New Illinois Learning Standards

Professional Development: In 2013, Illinois had a total of 57 openings in high school agricultural education departments statewide, with a total of 11 college graduates who were licensed to teach agriculture. Of those 11, only six chose to teach. Illinois developed a team of state leaders that will work collaboratively to assess the situation and create a sustainable and effective long-term agriculture teacher retention and recruitment plan. To assist with these efforts, the Agriculture, Food, and Natural Resources Learning Exchange (AFNR) has offered 6 different types of professional development activities with over 600 participants.

Work-based Experience: The AFNR Exchange has an established work- learning experience model (Supervised Agricultural Experience-SAE), and 48% of agricultural education students in Illinois completed such an experience last year. In 2015 over 3,000 students participated in a work-based learning project/ activity related to agriculture education. These work-based learning activities engage students and encourage them to continue their agriculture education; in fact, 72 percent of senior high school graduates in Agricultural Education continued their education at a postsecondary institution.

Information Technology Learning Exchange

Led by Creating IT Futures

The ultimate goal and vision of the IT Learning Exchange is to support the development of an information technology workforce that can be competitive and successful in tomorrow's economy by focusing on the connections between work-based learning and successful employment outcomes for Illinois students.

The IT Industry faces many challenges today to ensure that there is a sustainable pipeline of appropriately skilled new entrants into the workforce who can fill the more than 32,000 IT jobs that were open in the second quarter of

2015 in Illinois. The IL IT LEX brings together partners from education and business that can use its collective knowledge to inform and transform the career tech education programs across the state. With existing and new public/ private networks, we can provide key resources & tools to Illinois school districts as well as:

- Promote career awareness & work-based learning opportunities for students;
- Sponsor professional development opportunties for teachers, as well as student competitions;
- Facilitate public/private stakeholder connections to provide curriculum and other academic support resources as well as work-based learning opportunities and best practices; and
- Promote the use of industry-recognized certifications where appropriate to verify knowledge, and improve access and success for underrepresented populations in IT.

Key Initiatives and Events

A key initiative for the IT Learning Exchange is supporting 5 Early College STEM Schools (ECSS) formed in 2012 by the Mayor's office, Chicago Public Schools and City Colleges of Chicago. In partnership with private corporate sponsors, a unique model has been designed to ensure students have the education and skills needed to successfully pursue a career in technology. Students have the opportunity to earn their high school diploma and also an Associate's Degree and IT industry-recognized certifications.

Internships are a fundamental corner stone in preparing students for careers. The IT industry lends itself to a variety of models, in addition to the traditional internship format. The IT Learning Exchange developed a "4 Ps" model that has helped create innovative and exciting internship opportunities for students. Summer internships were held by 100 ECSS students in 2016, through employer connections facilitated by the Learning Exchange; and both employer and student feedback was very positive. These employers range from large industry partners to small start-up nonprofits that needed assistance with IT. The IT Learning Exchange shared lessons learned and the infrastructure to support internships and other work-based learning outreach at multiple conferences throughout the United States.

Professional Development: The IT Learning Exchange continued its successful professional development training sessions using the Raspberry Pi In the 2015-16 school year we reached an additional 41 teachers, for a total of 153, and included two half-day follow-up workshops for teachers to learn additional applications and address any issues they may be having with Raspberry Pi technology. The goal of those sessions was to help teachers become familiar with this inexpensive type of technology and use the devices in their classrooms and/or after school clubs, thereby increasing students' interest in technology and creative problem solving. For the 2016-2017 school year the IT Learning Exchange will hold three more workshops, as well as a new initiative to pilot two half-day workshops targeting middle school science teachers to teach applications using the Raspberry Pi to support their curriculum. In addition, the Exchange will hold two half-day workshops to support computer support/ networking teachers, adding on to the 49 that attended these sessions last year.

Raspberry Pi Student Challenges: Building on the exposure for IL teachers in the last two school years, the IT Learning Exchange is hosted a STEM Competition for Raspberry Pi on November 7, 2015 at the Illinois Institute of Technology (IIT) for the design "pitch" of an application using the Raspberry Pi and peripheral devices. Winning teams received a Raspberry Pi and needed peripherals to make their app design a reality. A second competition was also held at IIT, to allow students to demonstrate an application they built using their

Pis. We will repeat this competition on April 29, 2017 with a target of 30 teams from across the state.

Outreach about Careers in IT & Resources on Illinois Shared Learning Environment (ISLE): The IT Learning Exchange has developed an extensive resource library on the Open Education Resources page of the Illinois Shared Learning Environment. On this site, students, teachers, parents, and community members can find key information about internships, mentorship guides, labor market information, IT curriculum, professional development, work-based learning, women in IT, the Early College STEM School initiative, and a great deal of information on IT Careers, including resources on transitioning from high school to college and career.

Manufacturing Learning Exchange

Led by Illinois Manufacturers' Association Education Foundation

The Manufacturing Learning Exchange is focused on supporting school districts, community colleges, universities, employers, and other stakeholders to build local career pathway systems that empower learners to explore their academic and career interests in the manufacturing field.

Illinois Manufacturers' Association Education Foundation, which is the lead entity for this STEM Learning Exchange, has engaged in comprehensive community outreach across the state visiting each of the state's 48 Community Colleges, their numerous feeder high schools, and local manufacturers to develop relationships that have resulted in viable internships for students, externships for faculty, and program sustainability. In the map below each mark represents a partnering manufacturing training center. At present, 30 of the 48 community colleges, and moving towards 60 high schools are developing a Manufacturing Pathway of Learning.

Key Initiatives

Work-based learning is a key focus for the Manufacturing Learning Exchange. The Exchange has partnered with the German American Chamber of Commerce to roll-out apprenticeship programs for Industrial Maintenance Technicians, Logistics, and CNC Operation in 5 communities across the state. The Exchange is leading the statewide effort for the Illinois Advanced Apprenticeship Consortium, which will create over 680 quality apprenticeship opportunities over the next 4 years.

MSSC Authorized Instructor Classes and Credentials: Since 2008, the Illinois Manufacturers' Association Education Foundation, the lead organization for the Manufacturing Learning Exchange, has expanded Manufacturing Skills Standards Council (MSSC) Certified Production Technician authorized instructors from 4 to 101, approximately 80 of which were paid for with Race to the Top funding. The Exchange will be offering at least two MSSC-authorized Instructor classes during the summer focusing on expanding the number of high schools with instructors. As a result, the number of students that received the MSSC credential increased from 53 to 3,242. In addition, the Exchange is beginning a more formal development of between-term externships for existing instructors so they can keep abreast of shop floor developments in technology and techniques. Additionally, as a result of the work of the Manufacturing Exchange and the IMA, Illinois now leads the nation in the number of NIMS credentials earned.

Regional Manufacturing Exchanges: The Manufacturing Learning Exchange has been working with 4 manufacturing partners from across the state to work on delivering multiple regional manufacturing initiatives, including mapping 9-14 manufacturing career pathways and investigating appropriate regional programming.

International Manufacturing Technology Show: In September, Chicago was again the host to the International Manufacturing Technology Show (IMTS), an event that hosted over 17,000 students from all over the world. The Manufacturing Learning Exchange helped to facilitate the participation of over 2000 exhibits to promote student interest in manufacturing jobs.

Project Lead the Way programs also expanded as a result of the partnership with the Manufacturing Learning Exchange. In 2014, 13,000 high school students were enrolled in 136 PLTW Engineering programs and 17 Biomedical programs, while another 17,000 middle school students were enrolled in 119 Gateway to Technology programs. This represents an increase of 74 new schools over 2013.

For the past three years, October has been declared as Manufacturing Month in Illinois. Illinois manufacturers hosted 106 events from Waukegan to Cairo, to open their doors to several thousand students, teachers and parent chaperones for a first-hand look at modern and advanced manufacturing plants. These events bring students and teachers directly to industry partners, where students can gain awareness about manufacturing careers.

Young Manufacturer's Summer Academy: Due to the efforts of the Manufacturing Learning Exchange, several communities were able to host sessions for the Young Manufacturer's Summer Academy, an outreach campaign activity that targets middle school girls and other underrepresented groups. This took place in 3 different communities across the state. This program is modeled after a successful Connecticut program. During the session students created STEM projects, with a capstone mock job fair event for students to participate in at the end of the 8 day session.

Health Science Learning Exchange

Led by University of Illinois at Chicago

The Health Science Learning Exchange (HSLE) is focused on supporting school districts, community colleges, universities, employers, and other stakeholders to build local career pathway systems that empower learners to explore their academic and career interests in the health science field. The vision of the Health Science Learning Exchange is to make it easier for students, parents, and schools to link class-time and work-based activities with active career and college exploration and preparation in the health science field.

The Health Science learning exchange has actively engaged with 110 schools and reached over 12,500 students through various programs.

Key Initiatives

Illinois Shared Learning Environment Resources: The Health Science Learning Exchange has developed 16 distinct out-of-the-box curricular modules which are hosted on the Illinois Shared Learning Environment and has worked with the American Health Information Management Association (AHIMA) to begin developing dual credit opportunities and early certification programs in Health Informatics. The Health Science Learning Exchange has developed a complete high school curriculum that uses problem-based and project-based learning in order to develop scientific skills, health literacy, and non-cognitive skills relevant to a career in any health science field. The exchange also hosts webinars that walk through the designed curriculum and lesson plans to better prepare teachers.

Junior Academy of Science: The Health Science Learning Exchange helped lead the Illinois Junior Academy of Science Annual Science Exposition, an event where students presented research projects developed with the assistance of field professionals, held at Lincoln Land Community College in 2015. The Health

Science Learning Exchange gave out over 40 awards to students who exhibited high-quality Health Science projects at the event. awards to students who exhibited high-quality Health Science projects at the event.

The Health Science Learning Exchange is also working with AHIMA to develop dual credit opportunities and early certifications in Health Informatics, which is listed as one of the top growing medical fields that is also under taught in high schools and colleges in Illinois by the Illinois Healthcare Task Force. The Exchange also partnered with AHIMA for a successful application towards developing an apprenticeship model for Health Informatics for the American Apprenticeship grant.

Career Crusing/InSpire: In the past year, HSLE contributed resources to begin addressing mentorship experiences in various communities across the state by partially funding the purchase of a statewide site license for Career Cruising's InSpire module.

CCInspire is a platform that provides the HSLE and regional education-industry intermediaries a prime venue for informing and connecting with the future workforce. The HSLE and regional partners all receive access to the CCInspire administrative portal, which includes functionality such as:

- Tools for adding and maintaining employer profiles
- Tools for adding and managing Career Coach mentors
- Reporting tools for understanding users' (students and career changing adults) career aspirations and for tracking system usage
- A content management system for uploading articles, featuring employers, sharing videos, etc.
- A message center for sending messages to students and career advisors

Energy Learning Exchange

Led by Illinois State University

The mission of the Energy learning exchange is to further Science, Technology, Engineering, and Mathematics (STEM) learning, preparing students for career pathways in energy and provide Illinois companies with a superior energy workforce.

Key Initiatives

Students Brainstorm Solutions to Modern Energy Problems: This partnership challenge with the Research & Development Learning Exchange challenges students to design a prototype or plan for an energy efficient system, or improvements to an existing system that can provide reliable power to a community to meet basic energy needs during or after a weather-related power outage. Students from Glenbrook South High School, Urbana High School, Washington Community High School, and Williamsfield High School participated in the challenge and presented their solutions in May.

Smart Grid for Schools: A Smart Grid for Schools program offers an opportunity for students to learn about new Smart Grid technology being rolled out by utility companies in the state. The program provides workshops for teachers, curriculum for their classrooms, and engages K-12 students with Smart Grid in a fun, hands-on way that incorporates Next Generation Science Standards. The ELE has worked with over 100 schools, 400 educators, and more than 10,000 students on Smart Grid consumer energy education and career awareness.

Next Generation Science Standards and Curriculum: The Energy Learning Exchange is working with various industry and education partners to define an energy career pathway model, using Next Generation Science Standards. Teacher training workshops were held for middle and high school STEM teachers (science, technology, engineering and mathematics), focusing on energy concepts and utilizing next generation science standards. The

goal of the program was to develop instruction on energy-related lessons for students. Classes and field trips were designed to help teachers comprehend major principles of energy in Illinois as well as real-world applications.

Resources on Illinois Shared Learning Environment (ISLE): New statewide applications have been integrated within the Energy Learning Exchange website to provide more resources for teachers and students. The site features a tab for Classroom Resources for Illinois teachers to utilize and share information about energy and energy careers in their classrooms. Teachers can download a variety of items to use in developing their lesson plans, categories include Bright Ideas, Careers in Energy, ELE Partners, ELE Powered Curriculum, Professional Development, and Videos. This growing resource library can be accessed from the Energy Learning Exchange website at www.energy.illinoisstate.edu/careers/materials.shtml.

Careers in Energy Week: The Energy Learning Exchange worked in partnership with the Illinois Energy Workforce Consortium to bring Careers in Energy Week in October 2016. Students from across the state were encouraged to learn about how energy companies operate, types of careers available, and what may be expected in the future, as well as the importance of energy companies in the local economy. Energy industry representatives were invited to host tours and present on energy topics at schools that week.

Energy Educator's Summit:

On September 19, 2015, more than 100 energy educators from across Illinois were invited to take part in a one-day workshop focusing on energy literacy, career awareness, and "smart grid" technologies at Illinois State University.

Finance Learning Exchange

Led by Econ Illinois

The Finance Learning Exchange (FLE) is focused on supporting students, educators and communities to empower students with the information and tools to be competent and knowledgeable citizens that will positively impact the Illinois economy in the finance industry sector. Academic and engagement opportunities are being developed to improve educational models throughout the state. The models are implemented through partnerships with school districts, community colleges, universities, employers, and industry stakeholders to build local career pathway systems that empower learners to explore and pursue their academic and career interests in the finance-related fields.

Key Initiatives

Teacher, Administrator and Guidance Counselor presentations: The Finance Learning Exchange participated in panel presentations with industry leaders to lead a dialog with high school and community college educational personnel to explore ways to introduce, support and guide students interested in a finance-related career or in taking business/entrepreneurship coursework. Discussions include the use of resources and curricula adaptations to support a variety of learning levels.

Student presentations: The Finance Learning Exchange worked with an industry professional to present career awareness and exploration information to high school students and educators about the Finance industry. This presentation explored the topics of preparation for finance-related careers and the economic outlook of applicable jobs locally vs. statewide, as well as identifying the types of jobs included in finance-related careers/firms and in coursework needed at the high school level. The industry professional discussed the importance of first impression, knowledge about the firm, and communication style necessary for securing a job interview or application for college.

Student field trips to industry sites: The Finance

Learning Exchange organized field trips for students interested in finance-related careers and actively taking applicable coursework are invited to a local finance-related business to gain an understanding of the variety of jobs available and to see how educational background becomes applicable to life on the job. On site, students have the opportunity to talk with young professionals within the firm, participate in hands-on activities, tour the business and engage with employees.

Finance industry speakers in the classroom: The Finance Learning Exchange coordinated events for industry professionals to have the opportunity to visit a classroom or school of their choice or to be paired with a classroom involved with Econ Illinois programming. Speakers are encouraged to share about their job, educational and experience background, and to lead the students in an age-appropriate finance-related curriculum activity. Speaker sessions culminate with questions from the students and interactive debriefing dialog.

Curriculum resources and customized professional development: Online and electronic searchable curriculum, activities, projects, resources and professional development webinars & tutorials are being populated for teachers and students in economic, personal finance, math, financial literacy and entrepreneurship education. Curriculum materials are available through the national Council for Economic Education network of affiliated state councils. In addition, Econ Illinois provides curriculum consulting and customization across subject areas to meet specific needs or to modify curricula for specific learning levels. Professional development is provided at national, state wide and local educator conferences, through local school district workshops, and by request for customized purposes.

Financial literacy resources: A robust clearinghouse of financial literacy resources is continuously being populated within an online searchable database. The resources are available and applicable for students, parents/ guardians, educators and the adult population. Various types of resources are targeted, such as games and simulations, curriculum lessons, activities, informational articles, multi-media tools, and more. The purpose of the initiative is to support student financial success as well as to empower students of all ages to successfully navigate the financial pathway to reach their educational goals, regardless of career field.

Research and Development Learning Exchange

Led by Illinois Science and Technology Institute (ISTI)

ISTI Leads the Research and Development STEM Learning Exchange (RDLE), a coalition of more than 60 cross-sector partners dedicated to educating, recruiting, and retaining the next generation of Science, Technology, Engineering, and Math (STEM) talent for Illinois industry research and development (R&D).

The mission of RDLE and its partner organizations is to collaborate to develop, test, and refine high-quality R&D STEM education resources that promote inquiry-based learning, build critical thinking skills, and provide perspective on R&D applications within Illinois industry.

The R&D STEM Learning Exchange is led and managed by the Illinois Science & Technology Institute (ISTI). ISTI was formed as a nonprofit, affiliated entity of the Illinois Science & Technology Coalition (ISTC) to strengthen the Illinois talent pipeline for research and development careers. The third year of the R&D STEM Learning Exchange saw further growth, engaging with over 25 high schools and 1200 students with our 60+ STEM coalition partners.

Key Initiatives

The R&D STEM Learning Exchange aims to accomplish their mission through three key initiatives: STEM Challenges, Mentor Matching Engine, and the STEM Resource Repository.

STEM Challenges: STEM Challenges offer high school students the opportunity to investigate and solve problems relevant to Illinois industry with the support of STEM professionals.

RDLE works with industry partners such as Takeda Pharmaceuticals, Motorola Solutions, and Microsoft, to customize a project to reflect a current and authentic research problem. STEM Challenge projects are designed to teach the critical skills inherent in problem solving and STEM concepts by exposing students to R&D applications beyond the classroom. They also enable students and teachers to build relationships with Illinois industry and STEM professionals. Projects during the third year of the STEM Challenges addressed topics as varied as water management, community health awareness, aerospace and defense, information technology, environmental sustainability, and behavioral economics. Students were asked to build mobile applications for emergency responders, address medication adherence in patients with clinical depression, and develop smart energy solutions in their community.

Teachers representing more than 30 disciplines guided these projects with the support of STEM professionals from the sponsoring industry partner who served as mentors. At the end of the projects, students are given the opportunity to present their solutions not only to their industry partners, but to an audience of corporations, universities, government representatives and other stakeholders who make up the RDLE STEM Coalition.

In 2016-2017, 10 industry partners such as Baxter International Inc., Northrup Grummun Corporation, and Motorola Mobility will work with over 700 students across the state to address real-world problems facing these companies and industries.

Mentor Matching Engine (MME): Mentor Matching Engine (MME) connects students and teacher virtually with mentors anytime, anywhere. Using this online tool, they can collaborate with mentors from leading companies and universities around student-driven project based learning.

MME is for teachers who want to support their students in independent research, and students who want to connect with experts in the field. STEM professionals who want to impact students working on independent research projects can connect directly with a student who shares a mutual area of interest. By matching based on these common interests and expertise, in the context of a project, student and mentor have linked and established goals, strengthening their partnership. They can collaborate on the student's' project through messaging and video conferencing, while keeping the teacher at the center of the process. Traditional mentoring can be difficult to manage. MME breaks down transaction costs and geographic barriers while still fostering high quality mentoring in a secure environment.

STEM Resource Repository: The Repository provides connections to more than 100 high-quality STEM resources created for teachers, students, and parents, contributed by more than 50 Illinois companies and research institutions invested in STEM education.

ILLINOIS Pathways
Science, Technology, Engineering & Math

ILLINOIS STEM Learning Exchanges

GREG RUTKOWSKE
Decatur

NEG Participant

MANUFACTURING

Greg Rutkowske was laid off in late 2015 from Juda Polymers, LLC, a plastic injection molding company in Decatur, who moved their operations to Iowa. He had worked for Juda for 4 years as machine operator and line leader. Even with his Associates Degree in Electronic Technology, obtained in 1981, he was having no success finding employment. While completing the selection process to receive training, he recognized the value obtaining additional industry recognized certificates to enhance his resume. He also recognized value of the individualized employment counseling and enhanced career services, such as resume preparation, interviewing skills, and participating in an employer panel workforce discussion. He elected to go into the Manufacturing Skill Standards Council (MSSC) program where he enrolled in OSHA 10, Maintenance Fundamentals, and Metrology/ Quality Control. He obtained his OSHA 10 certification and was two weeks into classroom training when he was offer a job, including an On-the-Job-Training (OJT) contract with Fuyao Glass, USA. Fuyao Glass, recently purchased the existing PPG glass facility and converted the glass operation from flat building material glass to automotive glass. They employ 200 individuals with plans to add another production line.

LEON PARTON
Decatur

NEG Participant

TRANSPORTATION DISTRIBUTION AND LOGISTICS

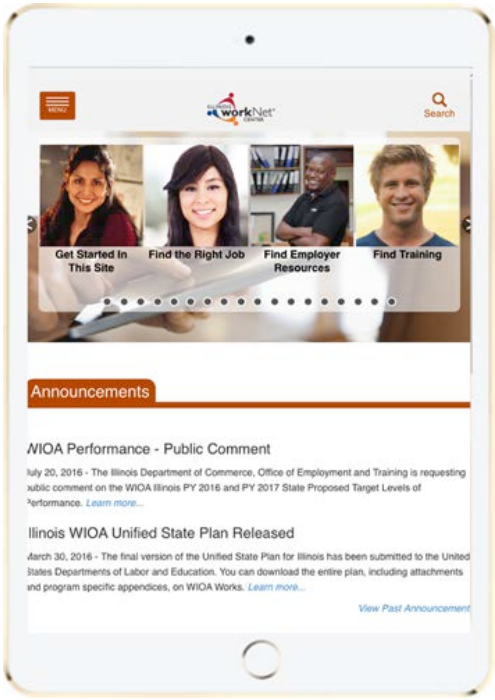
Leon Parton was laid off as a delivery driver for IV Container in April, 2015. He performed part time seasonal work for a local farmer, that lasted only into fall of the year. He was having no success finding employment. As he completed the selection process to receive training, he recognized the value of obtaining additional industry recognized supply chain technology certificates to enhance his resume. He also recognized value of the individualized employment counseling, enhanced career services, such as resume preparation, interviewing skills, and participating in an employer panel workforce discussion. He was also able to take advantage of the NEG grant transportation assistance benefits. He elected to go into the Manufacturing Skill Standards Council (MSSC) program where he successfully earned his OSHA 10, Fork Truck, Logistic Associate and Logistic Technician certificates. Leon then completed his training by obtaining his CDL Class A license. He was immediately offered employment with ADM Trucking with an OJT contract. Archer Daniel Midland (ADM) Trucking is a large trucking employer transporting ADM products locally and regionally.

ILLINOIS WORKNET®

Illinois workNet (IwN) is sponsored by the DCEO Office of Employment and Training (OET) and made possible through state, local, and private sector partnerships. For the purpose of expanding economic opportunity, the Illinois workNet® Portal and Program utilizes partnerships and technology to expand seamless and real-time access to workforce development resources aimed at individuals, employers and workforce and education partners. Innovative partnerships span state economic development, workforce development, education agencies, and local workforce innovation boards along with their public and private partners including local governments, community colleges and non-profit organizations. Through partnerships that leverage technology, a common vision is realized that supports planning for the economic futures of individuals and communities through a seamless array of services.

During PY 2015, July 1, 2015 through June 30, 2016, Illinois workNet continued to innovate and provided the following programs and tools for individuals, employers and workforce and education partners:

- Illinois workNet Technology Upgrades and Enhancements
- Disability Employment Initiative (DEI)
- EPIC Program Tools and Microsite
- Illinois Longitudinal Data System (ILDS) Microsite
- Incumbent Worker Tracking System Reports and Updates
- WIOA Approved Training Programs Search
- WIOA ePolicy Re-Design



Illinois workNet Technology Upgrades and Enhancements

One of our top priorities is ensuring that IwN (www.illinoisworknet.com) is providing our state's citizens current and relevant content, and is delivering content, information and data via the most current technologies. During PY 2016, IwN users benefited from a new header look and feel, updated content, and upgraded

technologies. Whether using a desktop computer, smart phone, or tablet, everyone can easily use all of the portal's guidance, resources, services, and tools. Anyone can setup an IwN account to use My Dashboard tools such as a resume builder and Employment 101 for career, training and job planning. Any partner can use online guidance and facilitate career and workforce development using personalized customer groups.

Disability Employment Initiative (DEI)

The Disability Employment Initiative (DEI) (www.illinoisworknet.com/DEI) program offered in: DuPage, Franklin, Jackson, Jefferson, Lake, Northern Cook , Perry, and Williamson Counties offers individuals with disabilities opportunities for employment search, training, financial counseling and assistance and supportive services.

Through Illinois workNet's DEI tools, customers can submit an online starter or complete application. Integrated partnerships formed by LWIAs engage and facilitate customer services through real-time dashboards, access to customer applications, tools for forming integrated partner teams, online progress updates and tracking, services, case notes, messages, outcomes, and reports. Local partners worked directly with the IwN team to design the tools. The most recently released tool was the Individualized, Services, Training and Employment Plan (ISTEP) which allows career planners to create a career plan for customers and automatically populate IWDS with services and credentials.

EPIC Program Tools and Microsite

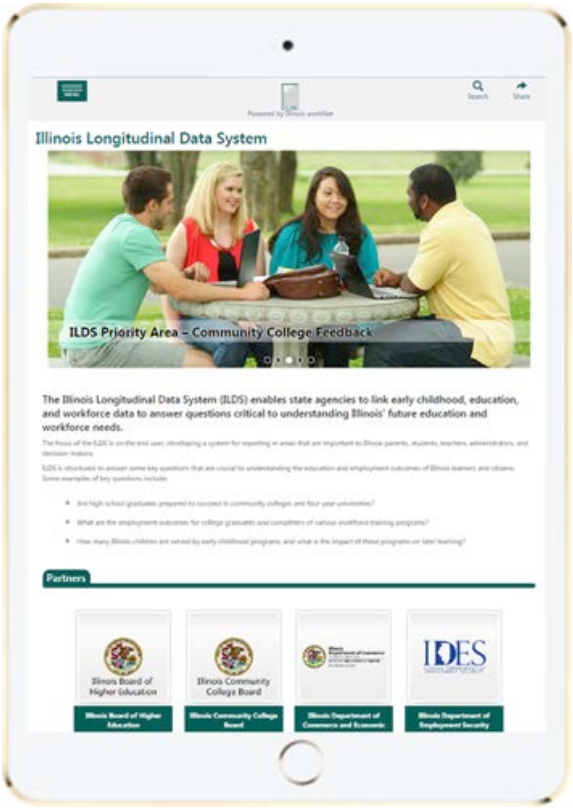
EPIC stands for Employment Opportunities, Personalized Services, Individualized Training, and Career Planning. Individuals selected to participate (only open to Supplemental Nutrition Assistance Program (SNAP) recipients) will benefit from personal career development and accelerated training plans to meet each participant's needs; job skill trainings and

credentials in high-demand fields; work-based learning opportunities with local employers; and ongoing team counseling that can lead to jobs. The orientation and online application is available through the public EPIC microsite (www.ilpic.com). Case management tools are provided for invitation/intake, automated training program recommendation, eligibility review, random assignment integration, training program assignment/scheduling, enrollment/ completion status, communication to ensure CBOs are meeting DHS required documentation, messaging, and the individualized services, training, and employment plan (ISTEP) tool to communicate expectations to customers and document outcomes.

This EPIC Program will assist underemployed and unemployed SNAP recipients in five regions across the state of Illinois. This pilot program is part of a national study that includes an evaluation process to create strategies to implement with the existing SNAP education and training program.

Illinois Longitudinal Data System (ILDS) Microsite

The Illinois Longitudinal Data System (ILDS) is a statewide initiative that was created to enable state agencies to link early childhood, education, and workforce data to answer questions critical to understanding Illinois' future education and workforce needs. The microsite (www.illinoisworknet.com/ILDS) was created to have a single destination to find all pertinent information about the system such as the annual report, information on the project partners and the priority areas of the system. All of this and more can be found on the site and helps to connect all the stakeholders and the general public to all the resources and information about the Illinois Longitudinal Data System.



Incumbent Worker Tracking System Reports and Updates

The Incumbent Worker Tracking System (IWTS) is used by DCEO to maintain, track, and report on incumbent worker grants that are disbursed. The system has been updated with a new platform and has had updates to the look and feel of the tool. In addition, new reports have been created that allow users to build and export customized reports on all information from the system. The information includes employee and employer information, course information, project and grant information, and sector and NAICS industry information. There are 5 reports: Plan Detail, Plan Summary, Employer Training, Employee Training, and Course/Session Training. The reports are available to all users with access to at least 1 project in the IWTS system.

WIOA Approved Training Programs Search

The WIOA Approved Training Programs Search offers users the ability to search for WIOA funded training programs in one easy tool. This tool only provides the programs that are eligible under WIOA funding so participants know all of the available options in their area as approved by the Local Workforce Innovation Boards (LWIB).

the Local Workforce Innovation Boards (LWIB). Users are able to search by training program, training provider, or demand occupation. Upon the initial search users see a quick overview, view the location on a map, and see specific details such as program description, certifications/ licensing, training time, and performance data. They can also do a side-by-side comparison of up to 3 different programs to see all the details in one easy view.

WIOA ePolicy

Illinois workNet is home to the Workforce Innovation and Opportunity Act (WIOA) Policy. These policies are administered by the DCEO, Office of Employment and Training and accessible 24/7 to the public. The goal of this re-design project was to replace the existing policy tracking system with a new, modern WIOA ePolicy structure. The new interface provides clear policy content and structure while also minimizing redundancy that occurred in the previous system. In addition to the new look and feel, the entire public interface is set-up as a widget which will allow the Department of Commerce, and any other Illinois workNet partners, to put the WIOA ePolicy widget on their website.

Re-branded as WIOA ePolicy, the new policy tracking system reads like an e-book, allowing you to move through policy one-by-one or by navigating the table of contents. In addition, there is an A-Z view, Archive Only view, and Print view that allows you to print any or all of the policy in the system.

Illinois workNet Activity Counts

The following activity counts are for the Illinois workNet sites, as well as for activities associated with the sites, including e-mail alerts and subscriptions and alternative access locations. Ilinois workNet usage information and statistics are pulled quarterly. The source for Illinois workNet's Web Statistics is Google Analytics. Meetings and webinars are logged based on registration and actual participation. All other information and statistics are pulled directly from Illinois workNet reports. All reports provide real-time information and are point-in-time information that can change from quarter to quarter.

General Web Stats Illinois workNet

(illinoisworknet.com + www2.illinoisworknet.com)

July 1, 2015 – June 30, 2016

- Total Page Views: Entire Site: 4,030,272
- Average Page Views/Day: 11,012
- Unique IPs: 481,407
- Total Visitors: 1,236,970

E-mailed News and Updates Subscription Counts

News and updates for specific audiences are posted to Illinois workNet. Users can manage their subscriptions with their My Dashboard. The following shows the news area and total number of accounts receiving emailed daily or weekly updates.

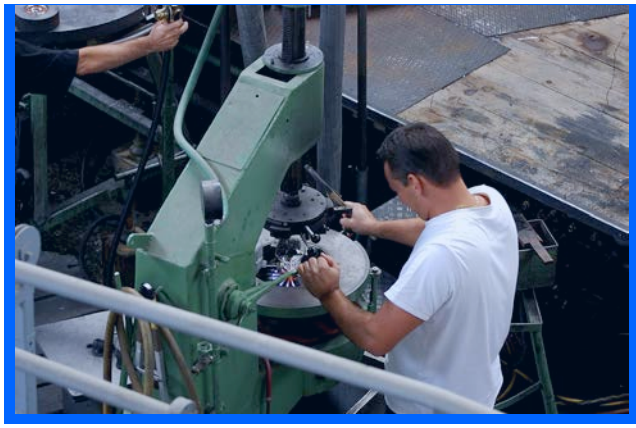
- Total Subscriptions: 165,296
- Illinois Pathways: 35,347
- Illinois workNet: 121,637
- Layoff Assistance: 723
- Manufacturing: 1,073
- Work-Based Learning: 972
- WIOA Works For Illinois: 1,040
- Workforce & Education Partners: 3,070
- disabilityworks: 546
- IWIB Youth Task Force: 327
- SYEP 2014: 56

New Accounts Created

July 1, 2015 – June 30, 2016

	Individuals	Workforce & Education Partners	Totals
Totals	501,666	5,289	506,955

- Partner locations (i.e., venues such as libraries with specialized access to Illinois workNet and associated activities = 1,259 (Of the sites, 96 are WIOA funded.)



ILLINOIS WORKFORCE PARTNERSHIP

Julie Courtney
IWP President

2015-16 IWP Officers

PRESIDENT
JULIE COURTNEY, LWIA 2

PAST-PRESIDENT
KATHY LIVELY, LWIA 25

VICE PRESIDENT
GARY GIBSON, LWIA 1

SECRETARY
ANNE SCHNEIDER, LWIA 20

TREASURER
STEVE MARTIN, LWIA 16

MEMBERS AT LARGE
KATHY DAY, LWIA 4
PAT FERA, LWIA 10
DAVE STOECKLIN, LWIA 22
KEVIN PIERCE, LWIA 23

IWP COMMITTEES
EXECUTIVE
CAPACITY BUILDING
GOVERNANCE
PERFORMANCE TASK FORCE
COMMUNICATIONS TASK FORCE

The Illinois Workforce Partnership (IWP) network of 22 local workforce development areas is at the forefront of WIOA implementation and has been a catalyst for business led workforce and economic development solutions throughout Illinois. Our local networks have established partnerships with businesses, education and training systems, economic development and community organizations that allow us to deliver a high quality workforce system that supports economic development in the State. IWP is committed to growing and enhancing these partnerships and working collaboratively at the local, regional and state level to implement the goals outlined in WIOA.

The Illinois Workforce Partnership and its members are dedicated professionals driven to ensure that the businesses and people of Illinois have access to a high quality, integrated, inclusive workforce system that provides opportunities for success and to participate in growing our economy.

This year IWP expanded its leadership role in the professional development for workforce professionals by organizing training events conducted by national speakers. Melanie Arthur presented two regional workshops on WIOA implementation and over 200 staff from all the partner agencies attended. Workforce 180 partnered with IWP to bring three webinar series for partner frontline staff. Over 300 individuals participated in these webinars for Business Services, Case Management and Youth Services in a WIOA World.

IWP also hosted their annual awards luncheon to honor 6 individuals and 2 businesses out of 64 nominees for statewide recognition.

IWP: MAKING A DIFFERENCE!

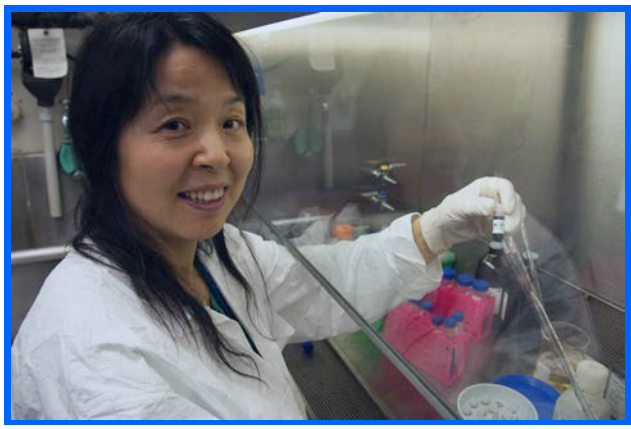
The Illinois Workforce Partnership (IWP) is making a difference in workforce development throughout the state of Illinois. IWP statewide statistics and successes are represented within this annual report. We are pleased to present a summary of our results:

- 37 job seekers, 14 youth, and 13 business and workforce leaders were honored at our IWP Award Ceremony
- 22 business-led Workforce Boards
- 322 business leaders, 42 economic development entities, and 50 labor organizations serving as workforce board members
- 8,949 adults are enrolled in workforce programs
- 10,341 dislocated workers are enrolled in workforce programs
- 8,026 youth are enrolled in workforce programs
- 125,892 job seeker customers received 989,777 services at our workNet Centers

Economic Impact for Adult & Dislocated Worker Services*

Adult Services	Dislocated Worker Services
Total Wages Earned: $62,227,340	Total Wages Earned: $130,506,744
Total Allocations: $31,556,824	Total Allocations: $56,375,395
RETURN ON EVERY DOLLAR INVESTED: $1.97	*RETURN ON EVERY DOLLAR INVESTED: $2.31*

*Statistics for Program Year 2014.



AGENCY PARTNERS

Illinois Community College Board

Illinois Community College System

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

The Illinois Community College Board (ICCB) continues to work collaboratively across the state with other partners to address the alignment of workforce development, education and economic development. Over the past year, through Workforce Development, Career and Technical Education and Adult Education, the Illinois community college system and ICCB have moved forward in a coordinated way, focusing on the implementation of WIOA and the ICCB Workforce Education Five Year Strategic Plan. Additionally, sector/cluster initiatives such as manufacturing, healthcare, and transportation, distribution and logistics with an emphasis on low-skilled and low-income adults through Business and Industry training, Professional and Continuing Education training, Programs of Study, and continued Adult Education initiatives are all focused on meeting the needs of Illinois' employers and workforce. ICCB's ongoing partnerships with other agencies and entities such as DCEO/OET are critical to addressing Illinois' economic and workforce needs.

Workforce Development

ICCB Workforce Development is a critical piece of the community college system and encompasses involvement and collaboration with the private sector across many industries, local workforce investment areas/boards, community college business and industry centers, OET, other state agencies, and other ICCB and community college departments. The overall goal is to address the workforce/ economic needs of the state either through individual college initiatives designed to meet local workforce needs or training partnerships designed to target regional or statewide workforce/economic development needs.

Workforce Education Strategic Plan

The Illinois Community College Board, in partnership with the Illinois Community College Presidents' Council and DCEO, engaged multiple stakeholders to begin the development of a five-year Workforce Education Strategic Plan. This plan focuses on strengthening system-wide visibility and impact by aligning workforce education and training. The Illinois Community College System Strategic Plan for Workforce Education builds upon current successful efforts

current successful efforts and will design creative solutions to address the challenges of a new economy, high unemployment rate, and the demand for more highly skilled workers. As part of the plan development, ICCB and DCEO held eleven Regional Forums in the spring, one in each of the 10 Economic Development Regions with two in the Northeast region to bring education, workforce and employer partners together to discuss workforce and education issues in their regions and to hear from employers regarding their most pressing concerns. A final report with strategic recommendations will be released in the next few months.

Workforce Innovation and Opportunity Act

ICCB is an active partner in the implementation of WIOA. ICCB Adult Education and Family Literacy is Title II of the act and as such is one of four core partners and a critical element in the new public workforce system. Postsecondary Career and Technical Education also plays a stronger role in the WIOA implementation as a required One-Stop partner. ICCB staffers are on the State WIOA implementation Interagency Team which is designed to collaborate at the state level regarding WIOA implementation issues. Local Adult Education and postsecondary CTE partners participate on Local Task Advisory Groups to weigh in on the impact of policy and operational changes on adult education and CTE at the local levels. Additionally, ICCB conducted three regional workshops in the spring to bring local and state partners together to discuss the changes that the implementation of WIOA will bring about. The ICCB will continue to partner to address key issues such as unified and regional planning, infrastructure funding, and Memoranda of Understanding.

Business and Industry/ Continuing Education Training

ICCB is redesigning the surveys used to collect workforce and employer data from the community colleges. A new format and new data elements will enable both the colleges and ICCB to "tell the story" and demonstrate the "value add "that corporate and continuing education training provide at the local and state level. The new survey will be implemented in the fall of 2015 and will begin by collecting information for the year ending June 30, 2015.

US Department of Labor Workforce Innovation Fund/Accelerated Training for Illinois Manufacturing

The ICCB received funding to provide professional development, curriculum updates and revisions, and manufacturing curriculum training to the five regional Accelerated Training for Illinois Manufacturing (ATIM) partnerships. The ICCB also is a Workforce Innovation Fund (WIF)/ATIM state partner participating with DCEO and IDES in the development and implementation of the initiative. ICCB participates in the state partner meetings and prepares and provides information, works with the community colleges, and participates in providing training to the regions. As of December, 2014 ICCB successfully completed all professional development, curriculum updates and revisions, and manufacturing curriculum training.

Adult Education

The Illinois Community College Board is dedicated to providing adult learners with the skills necessary to enter postsecondary career pathway programs. Through the development of the Adult Education "Creating Career Pathways for Adult Education" Strategic Plan, the ICCB has worked with the provider network to expand instructional programs and services that are designed to place students on the road to success. Currently, Adult Education provides

funding to 88 programs throughout the state. These programs provide instructional and supportive services to approximately 75,000 students annually in the areas of Basic Education, Secondary Education, English Language Acquisition (ELA), Vocational Training, Bridge Programs, and Integrated Education and Training Programs (IET).

With the addition of the new priorities of WIOA, the need for alignment of instructional and supportive services as well and the need for partnering will be needed now more than ever. The law will require more concentration on building skills of adult learners that leads to high demand pathway programs; alignment of instructional services including assessment, curricula and instruction; providing and developing comprehensive support services; development of high-quality teaching staff through enhanced professional development system; and building an effective partnerships approach to service delivery.

Adult Education Bridge and Integrated Education and Training (IET) Initiative Expansions

Over the past five years, the ICCB has expanded policies to require all providers to offer bridge program instruction related to high demand occupations. Bridge Programs offer students cluster level knowledge and skills while building basic literacy skills, career exploration and awareness, as well as support services that assist them in accessing postsecondary education and pathway employment. Through this policy, bridge program delivery has expanded to 66 programs. The remaining programs are working to partner to develop services to students. Comprehensive professional development activities have been developed to increase the knowledge of adult educators in the development of contextualized bridge career pathway programs.

In addition, the ICCB has continued to participate in several initiatives, as well as grant opportunities to continue to promote career pathway programs in Adult Education, including the Jobs for the Future (JFF) initiative "Accelerating Opportunity (AO)." This initiative focuses on a blending of both Adult Education and Career and Technical Education (CTE) instruction to provide an integrated model of instruction using a team teaching approach. Both the Adult Education and Career Technical Education Divisions of ICCB have partnered on this project and have worked to expand the number of colleges from eight to twenty-five. The initiative allows adult learners, without a high school diploma, the opportunity to gain college level credit and certificates, including college and industry-recognized credentials around in demand occupations while working toward learning English, high school equivalency and/or increasing basic skills. The sunset on the project through JFF is September 2015. However, the ICCB will continue the project under Integrated Career and Academic Preparation System (ICAPS), which is considered an Integrated Education and Training (IET) program under WIOA. The ICCB continues to hold an annual Transition Academy for all new and current providers of both Bridge and ICAPS. The academy is design to provide intensive technical assistance and professional development to colleges and Adult Education providers in the design and delivery of bridge and ICAPS programs.

Both the Bridge and IET initiative requires the use of labor market information in determining which high demand occupations will be used. The majority of the programs are focused in four primary areas: Healthcare, Manufacturing, Transportation Distribution and Logistics, and Information Technology.

Adult Education Strategic Plan

The Adult Education Division has completed the fifth year of implementation of a Strategic Plan and vision for the state adult education system. This vision entitled "Creating Pathways for Adult Learners" outlined specific goals designed to

meet the needs of both the student and the workforce. Implementation of this planning began July 1, 2010 and has guided the direction of the adult education system toward development of career pathways that prepare learners for success in postsecondary education and employment. The plan focused in the areas of curriculum and assessment, instruction, professional development, partnerships, data and accountability, and support services. The division continues to support all programs who are working toward the goal of WIOA in the provision of comprehensive support services; ensuring high- quality teaching and professional development; building of partnerships that connect adult learners to employment and education; ensuring a system of accountability; and developing pathways for adult learners that lead them to education, training and employment.

Over the next year, Adult Education will use the outcomes of the work under the Workforce Education Strategic Plan developed in the fall of 2015 and the requirements of WIOA to determine a new comprehensive approach to the delivery of adult education services.

High School Equivalency Testing

The ICCB has the responsibility to select and oversee the administration of the High School Equivalency Testing structure in Illinois. In January 2014, the GED® Test changed to computer based testing only which resulted in an increase in the number testing centers in the state as well as an increase in the cost. Currently there are over 125 testing centers throughout Illinois that administer testing to individuals in need of a high school equivalency certificate. The GED® Test consists of four subtest areas which are aligned to college and career readiness standards.

On January 1, 2016, two additional tests were added to determine high school equivalency. These provide individuals with an option of testing on computer and/or paper. The two traditional tests will have five subtests. Each test is aligned to college and career readiness standards, and will be slightly lower in cost. Gaining a high school equivalency certificate will help individuals move into career pathway postsecondary education/training and employment opportunities.

Postsecondary Perkins

The Illinois Community College Board administers over $30 million annually in state and federal Postsecondary Perkins grants to community colleges in support of CTE programs and students across the state. Perkins' intent is to provide students with the academic and technical skills necessary to succeed in the 21st century knowledge and skills based economy and to gain employment in a high-skill, high-wage and high-demand occupation. It focuses on certain themes such as increasing state and local accountability standards, integrating academic and technical education, strengthening the connections between secondary and postsecondary education and restructuring the way stakeholders – high schools, community colleges, universities, business and parents – work together. This past year, ICCB continued to support community colleges in the implementation of CTE-related programs and activities including academic and career guidance services. Through our professional development platform, several regional workshops were provided to the system including work around serving special populations as defined by Perkins and accessing and analyzing data for accountability.

Programs of Study

The Illinois Community College Board is dedicated to ensuring that all students have access to rigorous and relevant education and training that prepare them for high-growth, high-demand, and high-wage career fields. In response to the requirements outlined by the Perkins Act, every community college in partnership with secondary representatives and

local employers implements a minimum of one fully developed and fully articulated Program of Study. Programs of Study provide students with a seamless, non-duplicative path beginning at the secondary level, including early college credit opportunities (e.g. dual credit), that leads to an industry-recognized credential, certificate, or degree through postsecondary education. By aligning course offerings at the secondary level with increasingly advanced academic and technical coursework, Programs of Study equip students with the skills and competencies required for successful career attainment. This work has been critical in strengthening relationships with business and industry partners, who play an essential role in curriculum development to ensure colleges are up-to-date on current industry standards and employment trends. To further support this initiative, the ICCB provides grant opportunities, technical assistance, and a comprehensive yet targeted professional development platform for postsecondary administrators, educators, and staff.

Pathways to Results

Since 2009, the ICCB has supported the Pathways to Results (PTR) process which has been utilized to examine and improve career pathways and programs of study. PTR aims at improving student transitions to and through postsecondary education and into employment. It focuses on addressing equity gaps and improving processes critical to student success, including retention, completion of postsecondary credentials, and transition to employment. Partnership and collaboration with educational institutions at all levels of the P-20 system, business and industry, community-based organizations, students and parents, and other stakeholders are essential to the PTR process. Partners are engaged in a systematic problem-solving process that identifies sustainable solutions and facilitates equitable student outcomes. To date, over 80 teams from community colleges across the state have used PTR to identify and solve equity and outcomes gaps in their career pathways or programs of study.

Dual Credit

The ICCB plays an essential role in overseeing the development, delivery, and evaluation of dual credit across the state. Dual credit refers to a course that is taken by a qualified high school student for which the student receives both high school and college credit. While dual credit significantly impacts students (by reducing college costs, speeding time to degree completion, and easing the transition from high school to college); it also maximizes state and local resources and promotes collaboration between secondary and postsecondary education institutions. As a leader in dual credit, the ICCB works collaboratively with secondary and postsecondary stakeholders to expand student access to higher education while simultaneously maintaining the high academic standards expected of the Illinois community college system. In an effort to support and augment dual credit programs around the state, the ICCB has supported the dual credit enhancement grant. This grant encourages the creation and implementation of innovative strategies in the areas of: dual credit offerings, curriculum alignment, instructional models, faculty recruitment efforts, professional development, and assessment of program effectiveness.

Illinois Department of Employment Security

Employment Services

The mission of the Employment Service Programs and Business Service unit is to sustain economic growth by meeting the needs of employers and job seekers, increase awareness of resource providers, and to expand employment opportunities. Each IDES location provides employment services to all populations. IDES collaborates with our local

workforce development partners, community based organizations, faith based organizations, local-state representatives, educational institutions, and other organizations to assist job seekers in obtaining employment and helping employers find qualified workers. IDES offers job placement assessment, individual re-employment plans, an online job application process, and job search and placement services. Funding for Employment Services (ES) is provided by the federal government through various grants and special Acts (Wagner-Peyser Act) appropriated by Congress via the Department of Labor.

Each IDES location provides employment services to all populations within the communities. IDES employment service staff is charged with increasing community awareness about IDES programs via job fairs, resource events, community collaborations, onsite recruitments, resource linkage, and presentations. Through outreach services, the ES staff are able to connect to those that do not come to our location for services. These staff members are charged with creating relationships with local leaders and employers to ensure they are aware of IDES programs and are able to collaborate with all activities to promote community awareness, use of resources and employment opportunities.

In conjunction with the Unemployment Insurance (UI) profiling program, individuals who may have a difficult time securing employment are selected to participate in the Reemployment Service workshop. A minimum of 30 UI customers are identified through the profiling program and are notified of the workshop being held in his/her area. These workshops are conducted monthly and target the employment needs for this population. Additional employment related workshops and informational sessions are offered to all job seekers on a regular basis at all locations where IDES staff is available based on the demand and availability of staff. Several of the additional workshops include Career Information, Resume Building, Effective Job Search Methods, Online Application Processing, Interviewing Skills, and How to Maintain Employment. Tips on using IllinoisJobLink.com (IJL), the state's labor exchange system, are also included during the workshops.

Specialized workshops are held for military veterans, youth, and returning citizens. ES staff also coordinates various on-site and off-site hiring events, resource fairs, and other events to promote agency services. Over 1,900 of these workshops and events were held during the period July 1, 2015 through June 30, 2016 which includes:

- College Hiring Fair (41)
- Employer Seminar (28)
- Guest Speaking Event (7)
- Hiring Event (216)
- HOH Hiring Fair (2)
- HTF Workshop (38)
- HTF-CIS Workshop (1)
- HTF-School Visit (3)
- IJL Workshop (96)
- Job Seeker Workshop (336)
- MSFW Outreach (474)
- On-site recruitment (817)
- Resource Fair (113)
- Apprenticeship Applications (474)
- RESP- ATC (1)
- RESP Summit (49)
- RESP Workshop (21)
- Veteran Hiring Fair (38)
- Veteran Workshop (161)
- Yellow Ribbon / Demobilization (1)

IDES hiring events connect job seekers and employers to actual job openings. A hiring event is more than a job fair. Prior to the hiring event, businesses register and post job openings on IJL. Similarly, job seekers are encouraged to build multiple resumes to emphasize their skills and experiences. Prior to the event, IDES works with employers to select individuals who most closely match the employers' requirements to be interviewed at the event. Thus, initial matches

are made prior to the event, increasing the potential for actual job offers.

IDES has been very successful at notifying clients of workshops, hiring events, partner services, special manufacturing training opportunities, etc. with the use of two outreach systems: E-mail blasts and Phone Notification System (PNS) recorded calls. A list of recipients for these outreach notifications is collected from the users of the IJL labor exchange system. Additionally, News Releases and Public Service Announcements are released for major events.

Employment Service improves the prospects of a job match as it brings job seekers and employers together through www.IllinoisJobLink.com, which is the state's largest labor exchange platform. As job seekers and employers establish their individual accounts in IJL, this Internet-based system collects information on jobseekers' work experience and skills – including their resumes – and on the requirements employers set for their job openings. IJL is user friendly: jobseekers and employers may elect to enter their own profiles, although IDES staff assistance is available, if needed. For the most part, jobseekers and employers are free to browse each other's listings, make contact, and arrange job interviews. Again, IDES staff will provide assistance as needed with the job matching process.

The Business Service Team markets IJL to employers, their industry associations, chambers of commerce, economic groups, community-based organizations, and other employing entities. The team encourages as many employers as possible to utilize IJL to get as many jobs as possible listed in the system by promoting the benefits of IJL to employers. For employers who request assistance, the Business Service Team will enter job orders in IJL, search the database, refer qualified candidates for interviews, and follow up on the results. If an employer is not successful in finding a qualified candidate after working with the team and searching IJL, the Business Service Team will refer the employer to the local workforce partners for help in identifying recently trained individuals or in establishing a training program to produce them. A more focused approach to each agency's business services teams have been developed to be in alignment with WIOA requirements. A prime example of this is the planned changes to outreach and the delivery of business services. Once the established needs of the employer are clearly identified by the person conducting the outreach - this person being a point of contact (POC) for the collective group – he/she returns to the group of core partners (including economic development representatives) armed with information provided by the recently visited employer. Given that workforce partners, through specific funded grants have the capability to provide various forms of assistance through incumbent worker training, paid OJT, paid youth program participants and more, it is absolutely essential that partners work collaboratively to meet those business needs. In order to further enhance the successes of employer engagement, business service team mapping has begun with WIOA partners. This mapping process identifies who from the collective group is best suited to serve the employer needs. This process also allows a determination to be made by the local or regional group regarding the most effective use of a variety of state programs and services, a product that has been lacking from prior outreach activities.

Some of the partner provided programs include;

- WIOA Occupational Training Grants
- Workforce Reduction Workshops
- Specific Career and Training Services for;
  - o Youth (ages 14 – 24)
  - o Adults
  - o Dislocated workers

- o Individuals with disabilities
- o Veterans
- o Migrant Seasonal Farm Workers
- o Foreign Labor Certification (H-1A, H-2A & H-2B)
- o Apprenticeships

The IDES Business Service Team conducts employer workshops for Illinois employers throughout the state. During these workshops, members of this team provide information about services offered through IDES such as IllinoisJobLink.com, the IDES website, labor exchange services, IDES Special Programs information, including and especially Work Opportunity Tax Credits (WOTC) as well as WIOA services available through LWIBs and DCEO as described above. These workshops result in employers utilizing more IDES services and a stronger relationship with the Illinois employer community. The Business Service Team also utilizes labor market information and relationships with other state agencies and local workforce partners to identify employers who would benefit from our employer services. The planning process has already begun, and will include:

- The establishment of regional service strategies, including use of cooperative service delivery agreements;
- The development and implementation of sector initiatives for in-demand industry sectors or occupations for the planning region;
- The collection and analysis of regional labor market data (in conjunction with the state) which must include the local planning requirements at § 679.560(a)(1)(i) and (ii);
- The coordination of administrative cost arrangements, including the pooling of funds for administrative costs, as appropriate;
- The coordination of services with regional economic development services and providers; and
- The establishment of an agreement concerning how the planning region will collectively negotiate and reach agreement with the Governor on local levels of performance for, and report on, the performance accountability measures described in WIOA Sec. 116(c) for local areas or the planning region.

Work Opportunity Tax Credit (WOTC) Program

Employers who hire certain target groups, such as, public assistance recipients, veterans, youth, and ex-offenders, among others, may qualify for federal income tax credits under the Work Opportunity Tax Credit (WOTC) Program. Illinois businesses are eligible for federal tax credits if they hire individuals that qualify under the WOTC program. This incentive-based program reduces an employer's cost of doing business while helping those most in need gain valuable work experience. The amount of the tax credits varies from a minimum credit of $1,200 to a maximum tax credit of $9,600 over a two-year period.

IDES Web Site & Its Effect on Employment Service

Employment Service Programs were given new and revitalized presentations on the IDES web site in early 2016 at www.ides.illinois.gov, providing cost savings, customer service improvements, infrastructure improvements, and paperwork reductions for IDES. A new Employment Service Special Programs link from the Employers dropdown box of the IDES website was added. It features easy-access to Special ES Programs for employers that was not visible before.

Also WIOA related, employer perspective, program content updates now feature hundreds of partner & program links for Agricultural Employer Outreach, Migrant Seasonal Farm Worker Information, Foreign Worker

information pertaining to H-2A & H-2B Programs, ApprenticeshipUSA, multiple Skilled Trade Union Local / District Apprenticeship connection to training opportunities, and a presentation of educational pathways through community college / local high school district customized curriculums, the Federal Fidelity Bonding Program, and the Work Opportunity Tax Credit Program.

By the same token, these same programs' contents were also updated to reflect WIOA's influence benefitting a job seeker's perspective on the IDES website from the Individuals dropdown box, under Search for Jobs.

It should be pointed out that new forms were created and links to other forms, especially federal forms, were made available to reduce paper usage initiated by IDES staff.

To minimize atrophy, fliers in lieu of brochures were drafted, duplicated and circulated for career fairs and hiring events, featuring specific web site addresses, designed to lead prospective clients to the IDES web site so they could access the new programs' content and information. It was felt that web sites (especially with partner and program linkage) are easier and cheaper to update than brochures, which start obsolescing the day after they are printed, if not sooner.

E-mail blasts and the Job Fair & Special Event Calendar were utilized to assist IDES and partners in advertising work-related events whenever possible, all at no cost to IDES for outside agency expenses; only for interdepartmental staff support and minimal paper usage.

The thoroughness of the new web sites has also cut down on the necessity for staff to field as many questions from clients and partners as they used to, and provides more uniformity in the answers that are now given.

Services to Veterans

Illinois' first state-supported public employment offices were established for the sole purpose of helping returning military veterans to reenter the civilian workforce. While the Employment Service's mission has since expanded, veterans are still foremost among the client groups that IDES serves. According to federal mandate, all eligible veterans and other covered persons receive priority of service under the WIOA/ Wagner-Peyser programs. IDES' statewide network of ES representatives ensures that they will receive the services for which they are entitled.

Every client receiving services through IDES is asked, "Have you ever served in the U.S. Military?" Veterans are asked to complete a basic triage form, which is used by the ES representatives to conduct the Initial Assessment to determine eligibility of the veteran as well as any veteran self-attested Significant Barriers to Employment (SBE) as set forth by the U.S. Department of Labor – Veterans Employment and Training Services (DOL-VETS). (See Training and Employment Guidance Letter 19-13 and applicable changes for more details on SBE's and definitions.) If the veteran does not self-attest to having any SBE's, then the ES representative will provide employment services. Any eligible veteran that self-attests to having one or more SBE's will be referred to the Disabled Veterans Outreach Program (DVOP) specialist for possible Intensive Services as defined in WIA Section 134(d)(3) (29 U.S.C. 2864(d)(3)). In addition to providing Intensive Services, the DVOP specialists conduct relationship building, outreach and recruitment activities with other service providers in the local area, to enroll SBE and priority category veterans. These local area service providers include but are not limited to Workforce Development Partners, Educational Institutions, Veteran Service Organizations, Faith-based organizations, Community-based organizations, and county, state, and federal

organizations. Once the veteran and DVOP specialist agree that the veteran is "Job Ready" and the SBE's have been mitigated, the DVOP specialist and the veteran will work with the Local Veterans' Employment Representative (LVER) to develop a job opportunity with an employer within the veterans' career field.

The LVER advocates for all veterans served by the America Job Center / Office with businesses, industry, and business groups like the Chambers of Commerce, etc. The LVER's activities include but are not limited to the following: 1) Plan and participate in Hiring Events, 2) Outreach in-person to employers, 3) Plan and coordinate Employer Workshops, 4) Coordinate with Unions, Apprenticeship Programs, and Business Organizations to promote and secure employment / training programs for veterans, and 5) Promote credentialing and licensing opportunities for veterans.

Both the DVOP specialist and LVER facilitate employment of veterans by providing capacity building of the ES representatives and Wagner-Peyser staff as well as other America Job Center / Office partners.

Veterans are also served through the following specialized programs:

Vocational Rehabilitation and Employment (VR&E)

IDES has permanently assigned the Intensive Services Coordinator—DVOP specialist (ISC-DVOP) at the U.S. Department of Veterans Affairs Vocational Rehabilitation and Employment (VA VR&E) – Chicago Region office (Jesse Brown VA Medical Center). As the liaison between the VA VR&E and the Statewide Veterans Program Manager, the ISC refers the Chapter 31 veterans nearing completion of their educational or training programs to the America Job Center / Office closest to the veteran's address. The responsible manager will assign the VR&E Referred Veteran primarily to the DVOP specialist for the America Job Center / Office or to the ES representative - if a DVOP specialist is not available for possible Intensive Services. The DVOP specialist will submit Initial Contact, Monthly Employment Services, Placement, and Rehabilitation reports to the ISC-DVOP, as required. The ISC-DVOP will record and forward these reports to the VA VR&E Employment Coordinator or VA VR&E Officer for disposition. The ISC-DVOP tracks and records the employment status for all Chapter 31 veterans on the VETS 201 report. The VETS 201 report is submitted to DOL-VETS each quarter.

Post-9/11 Veterans or Gold Card Program

Per VPL 01-12, unemployed eligible Post- 9/11 era veterans receive staff assisted, and follow-up services they need to succeed in today's job market. For the four-quarter report period ending June 30, 2015, 5,141 Post-9/11 veterans entered employment, 1,545 Post 9/11 veterans entered employment after receiving staff-assisted services by IDES' Employment Service staff and veterans representatives. 981 Post-9/11 veterans received Intensive Services/ case management from a DVOP specialist of which 172 entered employment. 999 received staff assisted services from a DVOP specialist of which 238 entered employment.

The Incarcerated Veterans Transition Program (IVTP)

Eligible veterans receive employment service workshops while incarcerated in designated Illinois Department of Correction (IDOC) facilities. IDES coordinates with IDOC to provide employment workshops for inmates that are within 18 months of their maximum release date and are eligible veterans. The IVTP workshops are facilitated by nine DVOP specialists and place emphasis on job search techniques and resources to help these veterans address the unique employment barriers and other obstacles they will face when attempting to reenter the job market after their release. IDES does not receive any additional grant funding for this agency initiative program. As of the quarter ending 30 Jun 2015, the IVTP team provided workshops to

733 incarcerated veterans at thirteen IDOC facilities with 38 veterans exiting the program.

Hiring our Heroes

IDES and the U.S. Chamber of Commerce are the lead agencies in a partnership that hosts "hiring our heroes" hiring events for veterans across Illinois. IDES has piloted a micro-site for these hiring events at www.IllinoishiringOurheroes.jobs. IDES co-hosted the 2015 HOH Veterans Hiring Event on November 5, 2015 in Chicago.

Illinois Hires Heroes Consortium (IHHC)

To meet the increasing demand of employers asking for assistance in accessing qualified veterans, IDES has partnered with the Illinois Department of Veterans Affairs to create www.Illinoishiresheroes.com, a consortium of employers. IDES identified best practices for recruiting, hiring, and retaining veterans. For example, in order to be an IHHC member, employers must list their jobs in IJL.

When an employer implements these practices, they become consortium members and are featured on IDES' website as an Illinois veteran-friendly employer. To date, over 40 employers have applied and 14 have successfully joined the consortium. In addition to the benefits of hiring some of the most dedicated and skilled employees our nation has to offer, consortium members will be publicly recognized by Governor Bruce Rauner and will be allowed to use the Illinois hires heroes logo to market themselves as veteran friendly.

During PY 2015, 33,266 veterans enrolled in ES, 5,420 of whom were disabled veterans. Of those who exited the program, 17,705 entered employment, an entered employment rate of 61.7 %. Of that total, 2,218 disabled veterans entered employment, a rate of 56.4 %.

Services to Individuals with Disabilities

IDES promotes employment opportunities for individuals with disabilities and encourages employers to hire these individuals for job openings. IDES staff participates in events that emphasize the employment needs of and opportunities for individuals with disabilities, including hiring events in conjunction with the Department of Human Services/Division of Rehabilitation Services (DHS/DRS), as well as with organizations that serve persons with disabilities. The IDES website has a page titled "Resources for People with Disabilities" (http://www.ides.illinois.gov/Pages/Resources_for_People_with_Disabilities.aspx) with links to helpful resources.

IDES also continues to host workshops across the state for individuals with disabilities in coordination with Central Management Services and the Department of Human Services, presenting information about employment opportunities in state government and the Successful Disability Opportunities Program.

Special Program & Services to Other Target Groups

Apprenticeship

IDES' Apprenticeship Information Center (AIC) Program, in conjunction with the federal ApprenticeshipUSA Initiative and WIOA, provides assistance for apprenticeship candidates and employers seeking to establish apprenticeships in the workplace. Apprenticeship is a combination of OJT and related instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Apprenticeship programs can be sponsored by individual employers, joint employer and labor groups, and/or employer associations. ApprenticeshipUSA offers opportunities to earn a salary while learning the skills necessary to succeed in high-demand careers. ApprenticeshipUSA exemplifies high standards, instructional rigor and quality training. IDES' web site provides both apprenticeship employer and job seeker web pages with over 100 links to building trade local

throughout Illinois as well as educational pathway links, pre-apprenticeship federal initiatives and IDES application forms. The number of applicants from all over the State completing the new Apprenticeship Form is one indicator reflecting the success of the new IDES web sites: from 10/1/15 through 6/30/16, 474 job seekers submitted applications they took from the apprenticeship job seeker web page.

Agricultural Related Employment, Migrant Seasonal Farm Workers, and Foreign Labor: H-2A & H-2B

Agriculture is a critical component of Illinois' overall economic well-being. Farming provides the base for a variety of agriculture industries, including food processing and the manufacture of farm machinery, chemicals and fertilizer. IDES' Web site provides both agricultural related employment employer and job seeker web pages, featuring major changes and upgrades reflecting WIOA.

The Illinois Migrant Council (IMC) administers the U.S. Department of Labor's National Farmworker Jobs Program (NFJP) outreach and recruitment activities in coordination with the Illinois Department of Employment Security's (IDES) Migrant and Seasonal Farmworker (MSFW) Program at the local level. The MSFW program offers employment services to individuals who are legally eligible to work in the United States and of legal age to perform services for wages. IDES has a State Monitor Advocate (SMA) who heads the MSFW Program.

A goal for IDES and the Illinois Migrant Council (IMC) is to strengthen employer relationships by increasing employer outreach and targeting Ag employers with hiring employees. Outreach staff will train and encourage the use of the Agricultural Recruitment System and IllinoisJobLink.com to recruit and post job openings. In addition, employers will be advised on staff assisted services offered to employers such as on-site hiring and recruiting events that such as on-site hiring and recruiting events that include local training providers and workforce partners.

IDES will continue to build and maintain relationships with membership organizations such as the Illinois Farm Bureau, Illinois Legal Aid Foundation, Illinois Department of Human Services (DHS) and faith-based organizations, and discuss ways to reach Ag employers and inform them of IDES's employer services through IDES' Business Services Team. Agricultural compliance forms, publications, event presentations, workshops and other communication means and compliance awareness information are available.

Farm Labor Contractors (FLC) who recruit and employ farm workers will be assisted with employer services in compliance with state and federal regulations. There are 38 FLC's in Illinois known to have recruited and employed farm labor. The Business Services Team works directly with employers and employer organizations, such as local chambers of commerce, to inform employers of IDES employer services and make them aware of compliance rules in posting jobs and supporting the State Monitor Advocate in the humane treatment of employees (see State Monitor Advocate Services below). Additionally, the Business Service Team can assist with registering agricultural employers and entering their staff assisted or self-serve job orders.

Foreign Labor H-2A

The H-2A temporary agricultural program allows agricultural employers who anticipate a shortage of domestic workers to bring nonimmigrant foreign workers to the U.S. to perform agricultural labor or services of a temporary or seasonal nature. Employment is of a seasonal nature where it is tied to a certain time of year by an event or pattern, such as a short annual growing cycle, and requires labor levels above what is necessary for ongoing operations. Employment is of a temporary nature when the employer's need to fill the position with a

temporary worker will, except in extraordinary circumstances, last no longer than 1 year.

Foreign Labor H-2B

The H-2B temporary non-agricultural program permits employers who meet the program requirements to hire nonimmigrant workers to temporarily come to the U.S. and perform non-agricultural services or labor based on the employer's temporary need. The employer applicant must establish that its need for non-agricultural services or labor is temporary in nature, regardless of whether the underlying job is permanent or temporary. Temporary need must be established as one of the following: 1.) one-time occurrence; 2.) seasonal need; 3.) peak load need; or 4.) intermittent need.

Fidelity Bonding

Fidelity Bonding is a business insurance policy that protects employers against employee dishonesty, theft or embezzlement. A fidelity bond is no-cost insurance coverage from $5,000 up to $25,000 that enables employers to hire job applicants considered to be "at risk" due to their past life experiences.

Hire the Future (HTF)

HTF strives to assist youth, ages 16-24 with job readiness that will increase employability, career development to help make informed career decisions, and job development to aid youth in securing employment opportunities that will assist them in building positive work skills and habits.

Reentry Employment Services Program (RESP)

To better serve the employment needs of returning citizens and in response to the sharply increasing number of returning citizen job seekers in Illinois, IDES instituted the statewide Reentry Employment Service Program (RESP). The RESP provides one-on-one job readiness assessments through its state labor exchange program, conducts workshops, makes appropriate referrals for supportive services, develops jobs, matches qualified job seekers with employer needs, and encourages job retention. This program is for adults or juveniles who are or have been subject to any stage of the criminal justice process and who require assistance in overcoming barriers to employment resulting from a record of arrest or conviction. The person may or may not have been held in a correctional institution. In addition, IDES has participated through the following organizations to improve employment opportunities for ex-offenders:

- 2016 Expungement Summit Planning Committee: the Office of the Cook County Clerk of the Circuit Court, in conjunction with several other agencies and organizations, held an Adult and Juvenile Expungement Summit and Ex-Offender Job Information Seminar. The summit provided information about reentry support services in the Cook County area as well as assistance in expungement and sealing arrest records.
- Juvenile Justice Leadership Council Diversion & Alternatives to Detention/ Incarceration Workgroup: the workgroup provides oversight and support to all Illinois counties/communities in their endeavors to maintain public safety, to address victims' needs, and to ensure that youth are held accountable for their conduct and are equipped to mature into productive members of their communities. In addition, it develops guidelines and principles to assist in creating effective Illinois programming. The resulting research and findings will be a valuable resource when addressing alternatives to placing youth in detention/ incarceration facilities.
- Community Support Advisory Council: the primary role of this Illinois Department of Corrections (IDOC) faith-based reentry program is to build support within the community on behalf of the formerly incarcerated who are returning home.

- Project Safe Neighborhood Parolee and Probation Forum: An initiative in which parolees and probationers with prior gun convictions meet with representatives from federal, state, and local law enforcement and community organizations. They receive two messages: there will be significant consequences if they violate gun laws, and there are training/education, employment and therapeutic services available to assist them succeed.
- Customer Centered Design Project: The purpose of the project was to provide instruction on how to identify the needs of the customer when creating policies and services. The focus of the project was to identify How might we better assist formerly incarcerated individuals obtain employment, education, develop healthy relationships and make positive decisions?

  Focus groups and interviews were conducted with multiple stakeholders within the reentry community consisting of job seekers, those currently employed, community organizations, and support systems such as family members. It was determined that, while comprehensive one-stop centers offer the services and resources requested, very few stakeholders were aware of this. Returning citizens were also apprehensive about self-identifying their status. Suggestions were developed to address these issues.

International Registry Program

A professional placement service designed to serve associations as a labor exchange tool. Global employers and job seekers are provided customized user guides on how to register, use and enter their job orders and resumes in IllinoisJobLink.com to produce matches that culminate in 4 days of interviews at a movable location in the United State each January. IDES and the American Economic Association have partnered in this program since 1965.

Labor Market Information

In cooperation with the U.S. Department of Labor's Bureau of Labor Statistics (BLS) and Employment and Training Administration (ETA), IDES collects, analyzes, and disseminates data and related information, such as current employment statistics, average wages, job trends, and demographic characteristics that is useful in planning and evaluating economic and workforce development strategies. Users may access this information via the IDES website at www.IDES.Illinois.gov/LMI .

These data help monitor and forecast national, statewide and local economic trends to assist in the development of public policy. They also help our customers, including employers and business associations, job seekers and labor organizations, students and parents, teachers and counselors, elected officials and economic developers make informed career, education and economic development decisions.

Examples of useful information produced by IDES' Labor Market Information division include:

- Current Employment Statistics – Current Employment Statistics is a monthly survey of business establishments' payroll data. The voluntary survey helps estimate current employment, earnings and work hours (manufacturing) for all major nonfarm industries on a statewide and metropolitan area basis.
- Local Area Unemployment Statistics – Local Area Unemployment Statistics produces monthly estimates of unemployment rates and employment and labor force statistics for the state and all major local areas, including counties and communities with 25,000 people or more (annual data for smaller areas are available upon request).
- Employment Projections – Employment Projections provides two- and 10-year employment projections for industries and

occupations. Data are available statewide and for the local Workforce Investment Areas.

- Learn More, Earn More – a 10-page piece showing Illinois high demand, salary & wage information and an array of professions and occupations: it shows how much the careers/jobs pay at entry levels and experience levels, as well as talents and tools needed. Very useful tool for youth entering the workforce.
- Occupational Wages – Wage data for occupations is collected by the Occupational Wage Statistics program for statewide, Metropolitan Statistical Areas, county and local workforce investment areas providing information on entry, median and experience wages.
- Legislative District Dashboard – This tool provides unemployment insurance claims information organized by legislative district and featuring claimant information by education, age, and military status. From weekly claims, this tool provides statistics on duration of claims, employment services delivered to claimants, and demographics of claimants. Data are available for aggregations of census blocks, such as counties, local office jurisdictions, and legislative districts.

Illinois Department of Human Services

Rehabilitation Services

The IDHS Division of Rehabilitation Services (IDHS/DRS) is recognized as a national leader in vocational rehabilitation (VR) with over 15,000 DRS customers entering competitive employment in the last three years. The agency continues to be an active partner in the ongoing efforts to implement a comprehensive workforce investment system in Illinois that provides equal access to customers with disabilities.

In addition to providing its mandated core services, IDHS/DRS offers a full array of VR services to over 40,000 customers with disabilities in 45 statewide field offices and through working agreements with each of the Illinois workNet Centers.

Illinois Corporate Partners

The Illinois Corporate Partners (ICP) is comprised of human resource representatives from leading companies and corporations throughout the State of Illinois who are interested in offering guidance, advice and support to IDHS/DRS. As an advisory group of employers, this partnership assists the agency in its focus on direct placement initiatives, customer career choices, and issues that relate to job retention, promotion, and career advancement for people with disabilities.

Local Corporate Business Partners

The Corporate Business Partnership (CBP) program is an innovative approach to facilitating closer relationships between IDHS/DRS and businesses throughout Illinois. CBP's are comprised of businesses committed to providing job opportunities for people with disabilities, as well as re-investing in the community by creating paths for Illinois residents to become productive and responsible taxpayers. In return, IDHS/DRS provides free workshops, accessibility consultations, and training seminars to CBP members and also acts in an advisory role for those companies who seek answers or consultation regarding issues relating to employees and customers with disabilities.

National Employment Team

Illinois' public Vocational Rehabilitation (VR) program also closely follows the model of The National Employment Team (NET). The NET is a membership coordinated by the Council of State Administrators of Vocational Rehabilitation (CSAVR), the national body representing the 80 publically funded vocational rehabilitation programs across the country.

Business customers, in the private and public sectors, are provided with a designated single point of contact to connect with qualified applicants, resources and support services in their local area, multi-state or national marketplace. The NET offers employment support in all 50 states, the District of Columbia and the territories.

This fundamental shift in VR service delivery has enabled VR agencies to move from a state system serving businesses to a "one-company" national approach, offering expanded career opportunities to individual customers. The NET is supported by 25,000 VR staff nationwide in coordination with their community partners and a $3.5 billion annual budget designed to train and employ the talents of people with disabilities while meeting the employment needs of business.

The following VR services have been identified as "value-added" by our business customers:

- Pre-employment services
- Recruitment and referral of qualified applicants
- Staff training
- Diversity program strategies
- Retention programs to support employees who develop or acquire a disability
- Consulting, technical assistance and support
- Financial supports including access to tax credits and/or deductions available for hiring or accommodating people with disabilities
- Employee assistance

The Talent Acquisition Portal® (TAP)

The Talent Acquisition Portal® (TAP) is an online system which includes both a national talent pool of Vocational Rehabilitation (VR) candidates looking for employment and a job posting system for businesses looking to hire individuals with disabilities.

TAP offers businesses the opportunity to post jobs, search candidate resumes based on skill sets and geographic availability, capture job metrics, generate compliance reports, interview candidates, have online job fairs, and have their jobs seen by individuals with disabilities across the country.

TAP is supported by the National Employment Team (the NET) which includes VR Business Consultants in every state, the territories and D.C.

This past year, IDHS-DRS challenged its staff to begin registering candidates for TAP. As a result over 700 job ready candidates have been added to the TAP portal, putting Illinois in the top 5 states in the country for utilizing TAP.

Job Driven Vocational Rehabilitation Technical Assistance Center (JDVRTAC)

Illinois DRS is one of 18 states that is part of JD-VRTAC learning collaborative. The JD-VRTAC strives to identify, adapt, embed, and sustain job-driven practices that lead to improved employment outcomes for people with disabilities.

The Center creates VR-specific sustainable models of job-driven practices and supports businesses to find and retain productive workers. Outcomes and strategies from the JD-VRTAC will develop a knowledge base on the four topical areas of 1) building and maintaining employer relations, 2) services to employers, 3) labor market information, and 4) services to customized training providers.

This year Illinois DRS has taken several steps towards developing job driven supports and strategies in Illinois. Some of the highlights included:

* Holding meetings with the national JDVRTAC consultants in Illinois to strategize our plan;
* Attending national learning collaborative conferences to receive and share best

practices from other states;

* Developing an internal JDVRTAC core team, including leadership and front line staff, to identify JDVRTAC practices that would be beneficial to the needs of DRS consumers and employers;
* Establishing a two phase cohort of staff in order to test our JDVRTAC practice;
* Developing and distributing a needs assessment survey to staff in Cohort 1. This survey identified staff's current understanding of business engagement approaches as well as how often they currently use them; and
* Developing JDVRTAC training materials that will be used for DRS staff in Cohort. Starting in August, the team will begin to provide training to DRS staff on these models and share information received from other states in the learning collaborative. This training will be focused on the specific needs of each DRS region and is expected to lead to better job driven outcomes.

Division of Family and Community Services

The Bureau of Workforce Development under the Division of Family and Community Services is divided into three separate programs; Employment and Training Resource Development Services, Teen Parent Services (TPS) and the TANF Workforce Development unit.

Employment and Training Resource Development Services manages statewide contracts for employment and training services for the following customers to assist with developing jobs skills necessary for obtaining employment and becoming self-sufficient: Temporary Assistance for Needy Families (TANF) and other low income TANF Program related individuals, and Able Bodied Adults Without Dependents (ABAWDs) between the ages of 18 through 49. Agencies contracted to provide work and training activities are responsible for the overall engagement of clients assigned to core and non-core work and training activities. These agencies, referred to as Providers, are responsible for securing appropriate work experience, community service and educational opportunities for clients.

Teen Parent Services: Young parents under the age of 20 who apply or receive TANF benefits in obtaining their high school diploma or General Educational Development (GED) certificate are assisted through Teen Parent Services. A comprehensive family assessment is completed which leads to the development of a service plan to assist the teen as they move toward their educational and career goals. Services provided, but not limited to, include:

* Working through the TANF application process
* Family Planning
* Preventative health care
* Conflict resolution
* Connection to social services

TANF Workforce Development Unit: TANF cases are monitored throughout the state for accuracy and continued eligibility by the TANF Workforce Development unit. The team assists with technical conceptualizing, designing, and refining of the TANF program to promote employability and self- sufficiency for public assistance customers. Working closely with the Family and Community Resource Center (FCRC) staff, the department develops innovative alternatives to existing programs and procedures in areas such as domestic violence, substance abuse, unemployment/ underemployment, and other contributing factors.

APPENDICES

Workforce Innovation & Opportunity Act Title I Program Performance

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APPENDIX A

Workforce Investment Act Title IB Program Performance

Overview

Performance accountability for the WIOA program begins in Program Year 2016 so report outcomes are based on the WIA program performance measures. Title IB of WIA establishes a governance structure for the design and development of the workforce system and the framework for service delivery. It further contains provisions for the funding and delivery of services to adults, dislocated workers, and youth. OET administers the Title IB program at the state level. LWIBs, in partnership with the Chief Elected Officials (CEOs) in each LWIA, are responsible for oversight of the Title IB Adult, Dislocated Worker, and Youth activities. The CEO has fiscal responsibility for Title IB program funds, and may designate an entity to serve as fiscal agent and assist with program administration.

Cost- Effectiveness Analysis

Each year Illinois provides a cost-effectiveness analysis and a summary of evaluations conducted for workforce investment activities. Illinois adopted the format suggested for use in the U.S. Department of Labor's Employment and Training Administration (ETA), Training and Employment Guidance Letter (TEGL) 07-15. Rather than providing an overall cost-effectiveness ratio for the Title IB programs, Illinois uses cost-effectiveness measures for each program. This approach takes into account the important differences in the targeted populations and the variations in the intended outcomes of each program.

The methodology for deriving cost-effectiveness measures related to the basic performance outcomes for each program is as follows:

Overall Cost per Participant	Divides the total program expenditures by the number of persons served. (The cost figure for Dislocated Workers includes Dislocated Worker and Rapid Response funding.)
Participant Count	The number of participants that were included in each performance category was determined from the WIA Annual Report Form (ETA 9091). Generally, this corresponds to the number of participants included in the denominator for each measure.
Total Participant Cost	Multiplies the overall cost per participant count and the participant count to yield an estimate of the total cost associated with services to the participants included in the performance measure. (It is necessary to calculate these two counts together because the number of participants in each measure varies, depending on the counting rules for the measure. It would be inappropriate to attribute the entire cost of the program to the subset of those included in each measure. Except for the Literacy and Numeracy Gain measure, the participants counted in each measure are exiters as reported in the Annual Report.)

However, there are several limitations to the methodology, as described below:

- The major limitation to any cost-effectiveness analysis for WIA is the absence of cost information at the customer level.
- The method is highly sensitive to the volume of exiters. As the number of participants and exiters varies based on funding, the cost per outcome will vary.
- The method assumes that the entire benefit derives from program participation, which is unlikely, but there is no way to evaluate without comparison group information.
- The method is of limited use in assessing program effectiveness, because it is not an outcome-based measure. The State offers no evaluative judgment about these outcomes. At best, they constitute a baseline in which a comparison with subsequent results occurs.

- The following performance outcomes have cost-effectiveness measures:

Program	Measures
Adult	Average Earnings Employment Employment Retention
Dislocated Worker	Average Earnings Employment Employment Retention
Youth	Employment/Education Diploma/Certificate Attainment Literacy/Numeracy Gain

The results of the analysis are included in the WIA Title IB Financial Statement (Table 1)

Table 1 – Illinois Workforce Investment Act (WIA) Title IB Financial Statement

	Available	Expended	Percent	Balance Remaining
Total all Fund Sources	184,981,143	135,654,822	73.33%	49,326,321
Adult Program Funds	42,306,756	34,487,967	81.52%	7,818,789
Carry-in Funds (no add)	6,413,932	6,413,932	100%	0
Dislocated Worker Program Funds	39,786,151	34,450,834	86.59%	5,335,317
Carry-in Funds (no add)	6,772,175	6,772,175	100%	0
Youth Program Funds	41,216,336	35,137,105	85.25%	6,079,231
Carry-in Funds (no add)	6,924,024	6,924,024	100%	0
Out-of-School Youth	31,336,229	27,355,946	87.30%	3,980,283
In-School Youth	9,880,107	7,781,160	78.76	2,098,947
Summer Employment Opportunities		62,911		
Local Administration Funds	17,350,391	9,865,038	56.86%	7,485,352
Carry-in Funds (no add)	5,883,857	5,883,857	100%	0
Rapid Response Funds	23,509,605	13,655,573	58.09%	9,854,032
Carry-in Funds (no add)	11,844,574	9,624,035	81.25%	2,220,539
Statewide Activities Funds	20,811,906	8,058,305	38.72%	12,753,601
Carry-in Funds (no add)	6,774,777	2,126,603	31.39%	4,648,173

Illinois expended almost $118 million in FPY'15/SFY'16 across the adult, dislocated worker (including Rapid Response) and youth funding streams, serving over 26,000 customers. The data indicates that the WIA program has operated effectively in Illinois, with an overall cost per participant of $ 4,463 which reflects an increased number of participants entering training.

Tables 2 and 3 provide cost-effectiveness information for each WIA Title IB program operated in Illinois. They provide expenditure figures for staff-assisted core services, intensive services and training services. Entered employment, employment retention and average earnings measures provide data for adults and dislocated workers. For youth, the data is for employment or education, degree or certificate attainment, and literacy and numeracy gains.

Table 2 – Cost Effectiveness – Registered Adult and Dislocated Worker Programs

	Adult Programs			Dislocated Worker Programs		
Expenditures	$34,487,967			$48,106,406		
Participants	*8,610			10,182		
Cost Per Participant	$4,006			$4,725		
	Measures			Measures		
	Average Earnings	Employment	Retention	Average Earnings	Employment	Retention
Participants in Measure	3,024	3,141	3,655	3,981	5,202	4,549
Cost	$12,114,144	$12,582,846	$14,641,930	$18,810,225	$24,579,450	$21,494,025
Outcome	$42,516,050	2,537	3,115	$80,418,160	4,571	4,057
Cost per Outcome		$4,960	$4,700		$5,377	$5,298
Return on Investment	$10,054			$15,475		

Table 3 – Cost Effectiveness – Youth Programs

	Youth Programs		
	Placement in Employment or Education	Attainment of Degree/Certificate	Literacy & Numeracy Gains[1]
Expenditures	$35,137,105		$27,355,946
Participants	7,587		5,166
Cost Per Participant	$4,631		$5,295
	Measures		
	Placement in Employment or Education	Attainment of Degree/Certificate	Literacy & Numeracy Gains[1]
Participants in Measure	2,986	2,410	2,024
Cost	$13,828,166	$11,119,031	$10,717,080
Outcome	2,390	1,859	1,257
Cost per Outcome	$5,786	$5,981	$8,526

[1] Literacy & Numeracy Gains are measured on Out-of-School Youth only.

*The 8,610 participant count is derived from subtracting the Total Adult Self-Service Only from the WIA Adult Count

Workforce Data Quality Initiative (WDQI)

The purpose of WDQI is to provide state workforce agencies the opportunity to develop and share data to produce and enhance State workforce longitudinal research information. The State workforce longitudinal information will, 1) include information on programs that provide training, employment services, and unemployment insurance; 2) connect with education data contained in the Illinois Centralized Demographic Database Administrator; 3) provide data that allows for the evaluation of federally and State- -supported education and workforce programs; 4) be capable of generating workforce training provider performance information and outcomes in a standardized, easy to understand format (e.g., scorecards; and 5) lead to better information for customers and stakeholders of the workforce system. Illinois education, workforce, and human services agencies have signed an interagency governance agreement and inter-agency shared data agreements that will allow the seven state institutions and agencies involved in the State Longitudinal Data Initiative the ability to share current and historical data to see long term outcomes and calculate return on investment.

Key Performance Indicators

The Workforce Investment Act establishes performance measures or core indicators for adult and dislocated worker activities, and youth activities. States negotiate levels of acceptable performance for each measure with USDOL. Illinois' overall performance calculation aggregates the performance data of its 22 LWIAs. The state's ability to meet or exceed pre-determined levels of performance provides an indicator as to the effectiveness of Illinois' WIA Title IB services in addressing the needs of its customers.

Since the inception of WIA Illinois has met or exceeded performance each year. In FPY'15/SFY'16 the State exceeded eight out of the nine performance measures meeting one measure.

Adult and Dislocated Worker Programs

WIA authorizes a tiered level of services for adults and dislocated workers. Career services represent those services that are universally available to any individual. Training services are available to individuals who meet certain eligibility requirements for each of the funding streams in WIA. Based on eligibility guidelines, career planners determine whether or not these individuals will benefit from WIA services to achieve employment or training. In the case of employed individuals, WIA services are directed towards obtaining or retaining self-sufficient employment and training when needed.

In addition to the delivery of services to dislocated workers through funds allocated by formula to the local level, WIA requires states to establish a Rapid Response capability to address major worker dislocation and plant closing events. This Rapid Response capability allows for organized and coordinated services to dislocated workers, drawing on all available partner resources, in cooperation with local workNet staff.

Rapid Response activities that address major dislocations are through funds set aside at the state level and augmented with additional U.S. Department of Labor funds awarded to the state on an application basis.

- The WIA Title IB program served 8,610[2] registered adults during FPY'15/SFY'16.
  - 4,225 of those served (49% of the total) entered the Adult program as registrants new to the WIA system.
  - 80.8% of the adults gained employment in the first quarter after exiting the program
  - 85.2% retained employment three quarters after exiting the program

[2] The 8,610 registered adults are derived from subtracting the Total Adult Self-Service Only from the WIA Adult Count.

- The Dislocated Worker Program served 10,182 individuals during FPY'15/SFY'16.
  - 4,040 of those served (almost 40% of the total) entered the Dislocated Worker program as new registrants.

- o Over 87.9% of dislocated workers gained employment in the first quarter after exiting the program
- o Illinois also met its goal for employment retention, as 89.2% of dislocated workers retained employment three quarters after they exited the program

Services to adults and dislocated workers may include occupation skills training, OJT, and other training programs that combine workplace training with related instruction. Individuals not enrolled in training still receive a variety of other core and intensive services. These types of services can include an assessment of skill levels, job search and placement assistance, career counseling, labor market information, evaluation of employment barriers, development of individual employment plans, case management and courses in short-term, pre-vocational skills such as communication and interviewing, professional con- duct, and other services appropriate in preparing individuals for employment or training.

Youth Activities

WIA youth activities provide a systematic approach that offers youth a broad range of coordinated services. This includes opportunities for assistance in academic and occupational learning, development of leadership skills, and preparation for further education, additional training, and eventual employment.

- The WIA youth program serves all youth ages 14 to 24
- During FPY'15/SFY'16, there were 7,587 youth served through the WIA Title IB program
- Over 62% of these youth increased his/her educational functioning level in either literacy or numeracy exceeding the State's negotiated performance goal
- In FPY'15/SFY'16, the State exceeded its ADC goal. Over 77% of youth who exited the pro- gram received a recognized certificate, GED or attained a degree
- Eighty percent of these youth were placed in employment or education (including the military) during the program and up to three quarters after they exited the program

Customer and Employer Satisfaction Survey Activities and Results

DCEO has committed to improving the satisfaction survey process for both customers and employers by integrating surveys into the Illinois workNet portal. It is anticipated that this process will be completed during the reporting period and results available on a regular basis thereafter.

State Evaluations of Workforce Investment Activities

DCEO plans to institute a series of metrics to evaluate workforce development activities under WIA section 136(e). The Return on Investment (ROI) evaluations will accomplish three major goals:

1. To position Office of Employment and Training (OET) administrators to quantify the economic impact and value of workforce development programs in Illinois,
2. To establish specific outcome metrics and related performance expectations to be incorporated into OET's overall grant administration strategy and future grant agreements, and
3. To provide an objective basis that can be used to compare effectiveness and outcomes across alternative workforce service interventions (e.g., OJT, incumbent worker training, customized training, ITAs, etc.).

Expected timeline for starting and completing the evaluation: The Office of Employment and Training will pilot the ROI metrics using data from existing grant initiatives in the health care sector. The initial

evaluation will be completed during the next reporting year.

Questions the Evaluation will address:

The data to be collected, analyzed and tracked over time will illustrate three core outcomes:

1. Placement rate into demand occupations – This measure will identify the number of grant-funded program participants who have completed the training program and are placed into un-subsidized employment in demand occupations identified on the Demand Occupation Training List, expressed as a percentage of all participants who completed the training program.

   o The rate will be calculated at an individual and aggregate level by service intervention type.

2. Rapid placement into demand occupations – This measure will focus on the average number of days from the date the program participant completed the grant-funded training program to the start dates of employment in demand occupations included on the Demand Occupations Training List.

   o The rate will be calculated at an individual and aggregate level by service intervention type.

3. Return on investment – This measure will incorporate two parts: 1) the increase in wages (or net increase in wages if an incumbent worker) earned expressed as a percentage of the direct financial investment required to generate increased earnings gains, and 2) the general economic value derived in the local economy in which income from increased wages is introduced.

Department of Labor Waiver Requests

During the reporting period, the Office of Employment and Training (OET) received waivers from U.S. Department of Labor (DOL) which allowed the state to implement policies that improved service delivery and training opportunities for its customers. The five waivers still in effect during this Program Year expire June 30, 2017. However, the policies supported by four of these five waivers are now part of the allowable program design framework enabled by the Workforce Innovation & Opportunity Act (WIOA), which renders moot the purpose of those waivers. The one remaining waiver is described below.

Common Performance Measures

As a result of this waiver, Illinois reports only the six common measures rather than the performance measures described in WIA Section 136(b), for Adult and Dislocated Workers. Through the implementation of the common measure waiver, the provision of training to adults and dislocated workers is strengthened because the current WIA credential rates are removed. This may require shorter, targeted training in some cases and longer term training in others, depending on the specific skills and credentials identified as necessary by industry, as well as more on-the-job and customized training delivery. Results are in Appendix B.

APPENDIX B

WIOA Title I Annual Report Form (ETA 9091)

Illinois participates in the Common Performance Measure Waiver described on page A-5. Therefore, Shaded areas are not a report requirement for states approved to report against the Common Performance Measures.

Table A - WIOA Customer Satisfaction Results

Customer Satisfaction	Negotiated Performance Level	Actual Performance Level – American Customer Satisfaction Index	Number of Surveys Completed	Number of Customers Eligible for the Survey	Number of Customers Included in the Sample	Response Rate
Participants						
Employers						

Table B: Adult Program Results

Reported Information	Negotiated Performance Level	Actual Performance Level	
Entered Employment Rate	74.0 %	80.8 %	2,537
			3,141
Employment Retention Rate	85.0 %	85.2 %	3,115
			3,655
Six Months Average Earnings	$ 13,900	$ 14,060	$ 42,516,050
			3,024
Employment and Credential Rate			

Table C – Outcomes for Adult Special Populations

Reported Information	Public Assistance Recipients Receiving Intensive or Training Services		Veterans		Individuals With Disabilities		Older Individuals	
Entered Employment Rate	81.3 %	1,905	70.0 %	84	70.7 %	65	72.2 %	192
		2,344		120		92		266
Employment Retention Rate	84.8 %	2,080	83.3 %	120	72.8 %	59	88.5 %	207
		2,452		144		81		234
Six Months Average Earnings	$ 13395	$ 27,057,879	$ 16,375	$ 1,883,119	$ 13,572	$ 773,628	$ 14,992	$ 2,983,351
		2,020		115		57		199
Employment and Credential Rate								

Table D – Outcome Information by Service Level for the Adult Program

Reported Information	Individuals Who Only Received Core Services		Individuals Who Only Received Core and Intensive Services		Individuals Who Received Training Services	
Entered Employment Rate	75.1 %	139	78.7 %	731	82.2 %	1,667
		185		929		2,027
Employment Retention Rate	83.8 %	228	83.4 %	796	86.1 %	2,091
		272		955		2,428
Six Months Average Earnings	$ 12,060	$ 2,665,208	$ 11,602	$ 9,142,509	$ 15,240	$ 30,708,333
		221		788		2,015

Table E – Dislocated Worker Program Results

Reported Information	Negotiated Performance Level	Actual Performance Level	
Entered Employment Rate	83.0 %	87.9 %	4,571
			5,202
Employment Retention Rate	91.0 %	89.2 %	4,057
			4,549
Six Months Average Earnings	$ 19,000	$ 20,200	$ 80,418,160
			3,981
Employment and Credential Rate			

Table F – Outcomes for Dislocated Worker Special Populations

Reported Information	Veterans		Individuals With Disabilities		Older Individuals		Displaced Homemakers	
Entered Employment Rate	89.3 %	366	87.4 %	76	80.5 %	718	83.7 %	41
		410		87		892		49
Employment Retention Rate	88.5 %	307	83.6 %	46	87.6 %	624	95.1 %	39
		347		55		712		41
Six Months Average Earnings	$ 20,249	$ 6,054,451	$ 18,631	$ 838,412	$ 19,577	$ 11,824,795	$ 16,273	$ 602,084
		299		45		604		37
Employment and Credential Rate								

Table G – Outcome Information by Service Level for the Dislocated Worker Program

Reported Information	Individuals Who Only Received Core Services		Individuals Who Only Received Core and Intensive Services		Individuals Who Received Training Services	
Entered Employment Rate	84.1 %	159	85.4 %	1,503	89.4 %	2,909
		189		1,760		3,253
Employment Retention Rate	92.2 %	95	88.6 %	1,434	89.4 %	2,528
		103		1,618		2,828
Six Months Average Earnings	$ 17,975	$ 1,707,629	$ 17,944	$ 25,408,960	$ 21,580	$ 53,301,571
		95		1,416		2,470

Table H.1 – Youth (14-21) Program Results

Reported Information	Negotiated Performance Level	Actual Performance Level	
Placement in Employment or Education Rate	70.0	80.0	2,390
			2,986
Attainment of Degree or Certificate Rate	67.0	77.4	1,859
			2,401
Literacy and Numeracy Gains	60.0	62.1	1,257
			2,024

Table H.1.A – Outcomes for Youth Special Populations*

Reported Information	Public Assistance Recipients		Veterans		Individuals With Disabilities		Out-of-School Youth	
Placement in Employment or Education Rate	79.4 %	1,439	100.0 %	1	79.2 %	505	79.9 %	1,359
		1,812		1		638		1,702
Attainment of Degree or Certificate Rate	74.1 %	1,022	100.0 %	2	81.9 %	424	65.0 %	650
		1,380		2		518		1,000
Literacy and Numeracy Gains	59.3 %	794	0.0 %	0	66.6 %	209	62.1 %	1,257
		1,340		0		314		2,024

Table H.2 – Older Youth (19-21)

Reported Information	Negotiated Performance Level	Actual Performance Level
Entered Employment Rate		
Employment Retention Rate		
Six Months Earnings Increase		
Credential Rate		

Table I – Outcomes for Older Youth Special Populations

Reported Information	Public Assistance Recipients		Veterans		Individuals With Disabilities		Out-of-School Youth	
Entered Employment Rate								
Employment Retention Rate								
Six Months Earnings Increase								
Credential Rate								

Table J – Younger Youth (14-18) Results

Reported Information	Negotiated Performance Level	Actual Performance Level	
Skill Attainment Rate			
Youth Diploma or Equivalent Rate			
Retention Rate			

Table K – Outcomes for Younger Youth Special Populations

Reported Information	Public Assistance Recipients		Individuals With Disabilities		Out-of-School Youth	
Skill Attainment Rate						
Youth Diploma or Equivalent Rate						
Retention Rate						

Table L – Other Reported Information

	12 Month Employment Retention Rate		12 Mo. Earnings Change (Adults and Older Youth) or 12 Mo. Earnings Replacement (Dislocated Workers)		Placements for Participants in Nontraditional Employment		Wages At Entry Into Employment for Those Individuals Who Entered Unsubsidized Employment		Entry Into Unsubsidized Employment Related to the Training Received of Those Who Completed Training Services	
Adults	86.1%	2,924	$ 9,464	$ 25,779,012	3.6 %	92	$ 6,007	$ 14,404,872	64.3 %	1,071
		3,395		2,724		2,537		2,398		1,667
Dislocated Worker	89.8 %	4,068	$ 130	$ 79,281,516	4.0 %	181	$ 9,586	$ 42,071,587	66.8 %	1,942
		4,528		61,210,467		4,571		4,389		2,909
Older Youth										

Table M – Participation Levels

	Total Participants Served	Total Exiters
Total Adults	77,924	60,453
Total Adults (self)	59,163	51,120
WIA Adults	67,773	55,473
WIA Dislocated Workers	10,182	4,989
Total Youth (14-21)	7,587	3,690
Younger Youth (14-18)		
Older Youth (19-21)		
Out-of-School Youth	5,166	2,268
In-School Youth	2,421	1,422

Table N – Cost of Program Activities

Program Activity		Total Federal Spending
Local Adults		$ 34,487,966.66
Local Dislocated Workers		$ 34,450,834.14
Local Youth		$ 35,137,105.31
Rapid Response (up to 25%) WIA Section 134(a)(2)(B)		$ 13,655,572.61
Statewide Required Activities (up to 15%) WIA Section 134(a)(2)(B)		$ 7,063,581.13
Statewide Allowable Activities WIA Section 134 (a)(3)	**Program Activity Description**	
	Local Incentive Grants	$ 505,456.20
	Governor's Discretionary/Pilot Projects	$ 489,267.64
	Disability Employment Initiative (2013)	$ 421,963.40
	Disability Employment Initiative (2014)	$ 355,236.93
	NEG Severe Storms 2013	$ 39,610.60
	NEG Dislocated Worker Training	$ 299,462.02
	NEG Job Driven	$ 3,841,825.55
	NEG Sector Partnerships	$ 778,172.24
	Workforce Data Quality Initiative (WDQI)	$ 304,706.08
	Workforce Innovation Fund (WIF)	$ 1,757,154.82
Total of All Federal Spending Listed Above		$ 133,587,915.33

Table O – Local Performance

Local Area Name **Boone and Winnebago Counties Workforce Investment Board**	**Total Participants Served**	**Adults**	454
		Dislocated Workers	477
		Older Youth (19-21)	***Total Youth*** **-** 353
		Younger Youth (14-18)	
ETA Assigned Number **17015**	**Total Exiters**	**Adults**	248
		Dislocated Workers	321
		Older Youth (19-21)	***Total Youth*** **-** 169
		Younger Youth (14-18)	

Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	**Program Participants**		
	Employers		
Entered Employment Rates	**Adults**	75	76
	Dislocated Workers	84	87
	Older Youth		
Retention Rates	**Adults**	80	84
	Dislocated Workers	89	88
	Older Youth		
	Younger Youth		
Six-Months Average Earnings	**Adults**	11,000	10,515
	Dislocated Workers	16,000	14,942
Six Months Earnings Increase	**Older Youth**		
Credential/Diploma Rates	**Adults**		
	Dislocated Workers		
	Older Youth		
	Younger Youth		
Skill Attainment Rate	**Younger Youth**		
Placement in Employment or Education	**Youth (14-21)**	65	78
Attainment of Degree or Certificate	**Youth (14-21)**	66	63
Literacy or Numeracy Gains	**Youth (14-21)**	57	53
Description of Other State Indicators of Performance (WIA Section 136 (d)(1))			

Overall Status of Local Performance	**Not Met**	**Met**	**Exceeded**
		X	

Table O – Local Performance

Local Area Name **Partners for Employment**	**Total Participants Served**	**Adults**	192
		Dislocated Workers	285
		Older Youth (19-21)	***Total Youth*** - 205
		Younger Youth (14-18)	
ETA Assigned Number **17020**	**Total Exiters**	**Adults**	57
		Dislocated Workers	114
		Older Youth (19-21)	***Total Youth*** - 61
		Younger Youth (14-18)	

Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	**Program Participants**		
	Employers		
Entered Employment Rates	**Adults**	78	86
	Dislocated Workers	83	91
	Older Youth		
Retention Rates	**Adults**	86	95
	Dislocated Workers	91	93
	Older Youth		
	Younger Youth		
Six-Months Average Earnings	**Adults**	15,000	14,876
	Dislocated Workers	17,000	15,909
Six Months Earnings Increase	**Older Youth**		
Credential/Diploma Rates	**Adults**		
	Dislocated Workers		
	Older Youth		
	Younger Youth		
Skill Attainment Rate	**Younger Youth**		
Placement in Employment or Education	**Youth (14-21)**	70	88
Attainment of Degree or Certificate	**Youth (14-21)**	75	73
Literacy or Numeracy Gains	**Youth (14-21)**	54	50
Description of Other State Indicators of Performance (WIA Section 136 (d)(1))			

	Not Met	Met	Exceeded
Overall Status of Local Performance		**X**	

Table O – Local Performance

Local Area Name **Cook County Works**	**Total Participants Served**	**Adults**	4,269
		Dislocated Workers	4,289
		Older Youth (19-21)	***Total Youth –*** 3,844
		Younger Youth (14-18)	
ETA Assigned Number **17035**	**Total Exiters**	**Adults**	2,466
		Dislocated Workers	2,320
		Older Youth (19-21)	***Total Youth –*** 1,943
		Younger Youth (14-18)	

Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	**Program Participants**		
	Employers		
Entered Employment Rates	**Adults**	72	82
	Dislocated Workers	80	88
	Older Youth		
Retention Rates	**Adults**	82	82
	Dislocated Workers	87	86
	Older Youth		
	Younger Youth		
Six-Months Average Earnings	**Adults**	13,200	13,358
	Dislocated Workers	18,000	20,106
Six Months Earnings Increase	**Older Youth**		
Credential/Diploma Rates	**Adults**		
	Dislocated Workers		
	Older Youth		
	Younger Youth		
Skill Attainment Rate	**Younger Youth**		
Placement in Employment or Education	**Youth (14-21)**	68	79
Attainment of Degree or Certificate	**Youth (14-21)**	63	75
Literacy or Numeracy Gains	**Youth (14-21)**	54	59
Description of Other State Indicators of Performance (WIA Section 136 (d)(1))			

Overall Status of Local Performance	**Not Met**	**Met**	**Exceeded**
		X	

Table O – Local Performance

Local Area Name **Illinois Eastern Community Colleges**	**Total Participants Served**	**Adults**	209
		Dislocated Workers	234
		Older Youth (19-21)	***Total Youth*** - 178
		Younger Youth (14-18)	
ETA Assigned Number **17115**	**Total Exiters**	**Adults**	95
		Dislocated Workers	119
		Older Youth (19-21)	***Total Youth*** - 88
		Younger Youth (14-18)	

Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	**Program Participants**		
	Employers		
Entered Employment Rates	**Adults**	78	90
	Dislocated Workers	87	97
	Older Youth		
Retention Rates	**Adults**	90	95
	Dislocated Workers	91	98
	Older Youth		
	Younger Youth		
Six-Months Average Earnings	**Adults**	12,800	14,244
	Dislocated Workers	14,500	16,421
Six Months Earnings Increase	**Older Youth**		
Credential/Diploma Rates	**Adults**		
	Dislocated Workers		
	Older Youth		
	Younger Youth		
Skill Attainment Rate	**Younger Youth**		
Placement in Employment or Education	**Youth (14-21)**	75	90
Attainment of Degree or Certificate	**Youth (14-21)**	68	79
Literacy or Numeracy Gains	**Youth (14-21)**	70	75
Description of Other State Indicators of Performance (WIA Section 136 (d)(1))			

Overall Status of Local Performance	**Not Met**	**Met**	**Exceeded**
			X

Table O – Local Performance

Local Area Name **DuPage County Department of Economic Development and Planning**	**Total Participants Served**	**Adults**	148
		Dislocated Workers	401
		Older Youth (19-21)	***Total Youth*** - 172
		Younger Youth (14-18)	
ETA Assigned Number **17030**	**Total Exiters**	**Adults**	70
		Dislocated Workers	202
		Older Youth (19-21)	***Total Youth*** - 115
		Younger Youth (14-18)	

Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	**Program Participants**		
	Employers		
Entered Employment Rates	**Adults**	77	80
	Dislocated Workers	85	87
	Older Youth		
Retention Rates	**Adults**	80	82
	Dislocated Workers	85	86
	Older Youth		
	Younger Youth		
Six-Months Average Earnings	**Adults**	15,000	18,683
	Dislocated Workers	25,000	32,338
Six Months Earnings Increase	**Older Youth**		
Credential/Diploma Rates	**Adults**		
	Dislocated Workers		
	Older Youth		
	Younger Youth		
Skill Attainment Rate	**Younger Youth**		
Placement in Employment or Education	**Youth (14-21)**	67	82
Attainment of Degree or Certificate	**Youth (14-21)**	80	81
Literacy or Numeracy Gains	**Youth (14-21)**	72	75
Description of Other State Indicators of Performance (WIA Section 136 (d)(1))			

Overall Status of Local Performance	**Not Met**	**Met**	**Exceeded**
			X

Table O – Local Performance

Local Area Name **Grundy Livingston Kankakee Workforce Board**	**Total Participants Served**	**Adults**	251
		Dislocated Workers	183
		Older Youth (19-21)	***Total Youth*** - 187
		Younger Youth (14-18)	
ETA Assigned Number **17055**	**Total Exiters**	**Adults**	88
		Dislocated Workers	99
		Older Youth (19-21)	***Total Youth*** - 64
		Younger Youth (14-18)	

Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	**Program Participants**		
	Employers		
Entered Employment Rates	**Adults**	74	83
	Dislocated Workers	83	86
	Older Youth		
Retention Rates	**Adults**	85	93
	Dislocated Workers	91	94
	Older Youth		
	Younger Youth		
Six-Months Average Earnings	**Adults**	13,800	15,302
	Dislocated Workers	16,800	17,791
Six Months Earnings Increase	**Older Youth**		
Credential/Diploma Rates	**Adults**		
	Dislocated Workers		
	Older Youth		
	Younger Youth		
Skill Attainment Rate	**Younger Youth**		
Placement in Employment or Education	**Youth (14-21)**	66	78
Attainment of Degree or Certificate	**Youth (14-21)**	70	79
Literacy or Numeracy Gains	**Youth (14-21)**	57	70
Description of Other State Indicators of Performance (WIA Section 136 (d)(1))			

Overall Status of Local Performance	**Not Met**	**Met**	**Exceeded**
			X

Table O – Local Performance

Local Area Name **Lake County Workforce Investment Board**	**Total Participants Served**	**Adults**	292
		Dislocated Workers	399
		Older Youth (19-21)	***Total Youth –*** 198
		Younger Youth (14-18)	
ETA Assigned Number **17005**	**Total Exiters**	**Adults**	102
		Dislocated Workers	184
		Older Youth (19-21)	***Total Youth –*** 148
		Younger Youth (14-18)	

Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	**Program Participants**		
	Employers		
Entered Employment Rates	**Adults**	77	83
	Dislocated Workers	86	81
	Older Youth		
Retention Rates	**Adults**	87	78
	Dislocated Workers	92	90
	Older Youth		
	Younger Youth		
Six-Months Average Earnings	**Adults**	15,000	16,597
	Dislocated Workers	26,000	28,650
Six Months Earnings Increase	**Older Youth**		
Credential/Diploma Rates	**Adults**		
	Dislocated Workers		
	Older Youth		
	Younger Youth		
Skill Attainment Rate	**Younger Youth**		
Placement in Employment or Education	**Youth (14-21)**	70	86
Attainment of Degree or Certificate	**Youth (14-21)**	74	90
Literacy or Numeracy Gains	**Youth (14-21)**	70	63
Description of Other State Indicators of Performance (WIA Section 136 (d)(1))			

Overall Status of Local Performance	**Not Met**	**Met**	**Exceeded**
		X	

Table O – Local Performance

Local Area Name **Land of Lincoln Workforce Alliance**	**Total Participants Served**	**Adults**	146
		Dislocated Workers	110
		Older Youth (19-21)	***Total Youth*** - 66
		Younger Youth (14-18)	
ETA Assigned Number **17100**	**Total Exiters**	**Adults**	72
		Dislocated Workers	86
		Older Youth (19-21)	***Total Youth*** - 54
		Younger Youth (14-18)	

Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	**Program Participants**		
	Employers		
Entered Employment Rates	**Adults**	82	91
	Dislocated Workers	87	95
	Older Youth		
Retention Rates	**Adults**	89	88
	Dislocated Workers	91	92
	Older Youth		
	Younger Youth		
Six-Months Average Earnings	**Adults**	16,000	15,143
	Dislocated Workers	16,000	17,507
Six Months Earnings Increase	**Older Youth**		
Credential/Diploma Rates	**Adults**		
	Dislocated Workers		
	Older Youth		
	Younger Youth		
Skill Attainment Rate	**Younger Youth**		
Placement in Employment or Education	**Youth (14-21)**	70	77
Attainment of Degree or Certificate	**Youth (14-21)**	76	77
Literacy or Numeracy Gains	**Youth (14-21)**	72	59
Description of Other State Indicators of Performance (WIA Section 136 (d)(1))			

Overall Status of Local Performance	**Not Met**	**Met**	**Exceeded**
		X	

Table O – Local Performance

Local Area Name **Madison County Employment and Training Department**	**Total Participants Served**	**Adults**	147
		Dislocated Workers	180
		Older Youth (19-21)	***Total Youth*** **-** 176
		Younger Youth (14-18)	
ETA Assigned Number **17110**	**Total Exiters**	**Adults**	50
		Dislocated Workers	36
		Older Youth (19-21)	***Total Youth*** **-** 43
		Younger Youth (14-18)	

Reported Information		**Negotiated Performance Level**	**Actual Performance Level**
Customer Satisfaction	**Program Participants**		
	Employers		
Entered Employment Rates	**Adults**	65	73
	Dislocated Workers	83	92
	Older Youth		
Retention Rates	**Adults**	87	89
	Dislocated Workers	89	88
	Older Youth		
	Younger Youth		
Six-Months Average Earnings	**Adults**	12,100	17,504
	Dislocated Workers	17,000	16,134
Six Months Earnings Increase	**Older Youth**		
Credential/Diploma Rates	**Adults**		
	Dislocated Workers		
	Older Youth		
	Younger Youth		
Skill Attainment Rate	**Younger Youth**		
Placement in Employment or Education	**Youth (14-21)**	68	86
Attainment of Degree or Certificate	**Youth (14-21)**	75	77
Literacy or Numeracy Gains	**Youth (14-21)**	60	78
Description of Other State Indicators of Performance (WIA Section 136 (d)(1))			

Overall Status of Local Performance	**Not Met**	**Met**	**Exceeded**
		X	

Table O – Local Performance

Local Area Name **Man-Tra-Con Corporation**	**Total Participants Served**	**Adults**	309
		Dislocated Workers	279
		Older Youth (19-21)	***Total Youth*** - 144
		Younger Youth (14-18)	
ETA Assigned Number **17125**	**Total Exiters**	**Adults**	172
		Dislocated Workers	188
		Older Youth (19-21)	***Total Youth*** - 86
		Younger Youth (14-18)	

Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	**Program Participants**		
	Employers		
Entered Employment Rates	**Adults**	74	75
	Dislocated Workers	84	89
	Older Youth		
Retention Rates	**Adults**	87	89
	Dislocated Workers	91	90
	Older Youth		
	Younger Youth		
Six-Months Average Earnings	**Adults**	12,000	11,513
	Dislocated Workers	14,000	15,069
Six Months Earnings Increase	**Older Youth**		
Credential/Diploma Rates	**Adults**		
	Dislocated Workers		
	Older Youth		
	Younger Youth		
Skill Attainment Rate	**Younger Youth**		
Placement in Employment or Education	**Youth (14-21)**	64	74
Attainment of Degree or Certificate	**Youth (14-21)**	69	79
Literacy or Numeracy Gains	**Youth (14-21)**	70	93
Description of Other State Indicators of Performance (WIA Section 136 (d)(1))			

Overall Status of Local Performance	**Not Met**	**Met**	**Exceeded**
		X	

Table O – Local Performance

Local Area Name **McHenry County Workforce Network**	**Total Participants Served**	**Adults**	38
		Dislocated Workers	130
		Older Youth (19-21)	***Total Youth*** - 91
		Younger Youth (14-18)	
ETA Assigned Number **17010**	**Total Exiters**	**Adults**	20
		Dislocated Workers	75
		Older Youth (19-21)	***Total Youth*** - 53
		Younger Youth (14-18)	

Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	**Program Participants**		
	Employers		
Entered Employment Rates	**Adults**	80	84
	Dislocated Workers	86	94
	Older Youth		
Retention Rates	**Adults**	90	100
	Dislocated Workers	91	89
	Older Youth		
	Younger Youth		
Six-Months Average Earnings	**Adults**	14,000	22,692
	Dislocated Workers	19,000	23,910
Six Months Earnings Increase	**Older Youth**		
Credential/Diploma Rates	**Adults**		
	Dislocated Workers		
	Older Youth		
	Younger Youth		
Skill Attainment Rate	**Younger Youth**		
Placement in Employment or Education	**Youth (14-21)**	79	83
Attainment of Degree or Certificate	**Youth (14-21)**	76	82
Literacy or Numeracy Gains	**Youth (14-21)**	70	87
Description of Other State Indicators of Performance (WIA Section 136 (d)(1))			

Overall Status of Local Performance	**Not Met**	**Met**	**Exceeded**
		X	

Table O – Local Performance

Local Area Name **St Clair County Intergovernmental Grants Department**	**Total Participants Served**	**Adults**	200
		Dislocated Workers	173
		Older Youth (19-21)	***Total Youth*** - 285
		Younger Youth (14-18)	
ETA Assigned Number **17120**	**Total Exiters**	**Adults**	89
		Dislocated Workers	92
		Older Youth (19-21)	***Total Youth*** - 159
		Younger Youth (14-18)	

Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	**Program Participants**		
	Employers		
Entered Employment Rates	**Adults**	77	86
	Dislocated Workers	87	94
	Older Youth		
Retention Rates	**Adults**	88	89
	Dislocated Workers	91	92
	Older Youth		
	Younger Youth		
Six-Months Average Earnings	**Adults**	12,800	15,534
	Dislocated Workers	14,000	16,484
Six Months Earnings Increase	**Older Youth**		
Credential/Diploma Rates	**Adults**		
	Dislocated Workers		
	Older Youth		
	Younger Youth		
Skill Attainment Rate	**Younger Youth**		
Placement in Employment or Education	**Youth (14-21)**	80	85
Attainment of Degree or Certificate	**Youth (14-21)**	74	92
Literacy or Numeracy Gains	**Youth (14-21)**	62	67
Description of Other State Indicators of Performance (WIA Section 136 (d)(1))			

Overall Status of Local Performance	**Not Met**	**Met**	**Exceeded**
			X

Table O – Local Performance

Local Area Name **River Valley Workforce Investment Board**	**Total Participants Served**	**Adults**	564
		Dislocated Workers	610
		Older Youth (19-21)	***Total Youth*** - 369
		Younger Youth (14-18)	
ETA Assigned Number **17025**	**Total Exiters**	**Adults**	245
		Dislocated Workers	277
		Older Youth (19-21)	***Total Youth*** - 250
		Younger Youth (14-18)	

Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	**Program Participants**		
	Employers		
Entered Employment Rates	**Adults**	75	73
	Dislocated Workers	85	86
	Older Youth		
Retention Rates	**Adults**	87	87
	Dislocated Workers	90	92
	Older Youth		
	Younger Youth		
Six-Months Average Earnings	**Adults**	14,000	15,866
	Dislocated Workers	20,000	22,176
Six Months Earnings Increase	**Older Youth**		
Credential/Diploma Rates	**Adults**		
	Dislocated Workers		
	Older Youth		
	Younger Youth		
Skill Attainment Rate	**Younger Youth**		
Placement in Employment or Education	**Youth (14-21)**	75	78
Attainment of Degree or Certificate	**Youth (14-21)**	73	78
Literacy or Numeracy Gains	**Youth (14-21)**	66	64
Description of Other State Indicators of Performance (WIA Section 136 (d)(1))			

Overall Status of Local Performance	**Not Met**	**Met**	**Exceeded**
		X	

Table O – Local Performance

Local Area Name **Southern 14 Workforce Investment Board**	**Total Participants Served**	**Adults**	135
		Dislocated Workers	173
		Older Youth (19-21)	***Total Youth*** - 91
		Younger Youth (14-18)	
ETA Assigned Number **17130**	**Total Exiters**	**Adults**	52
		Dislocated Workers	65
		Older Youth (19-21)	***Total Youth*** - 42
		Younger Youth (14-18)	

Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	**Program Participants**		
	Employers		
Entered Employment Rates	**Adults**	81	82
	Dislocated Workers	85	92
	Older Youth		
Retention Rates	**Adults**	88	98
	Dislocated Workers	91	94
	Older Youth		
	Younger Youth		
Six-Months Average Earnings	**Adults**	13,900	20,429
	Dislocated Workers	14,600	20,378
Six Months Earnings Increase	**Older Youth**		
Credential/Diploma Rates	**Adults**		
	Dislocated Workers		
	Older Youth		
	Younger Youth		
Skill Attainment Rate	**Younger Youth**		
Placement in Employment or Education	**Youth (14-21)**	70	73
Attainment of Degree or Certificate	**Youth (14-21)**	80	84
Literacy or Numeracy Gains	**Youth (14-21)**	60	71
Description of Other State Indicators of Performance (WIA Section 136 (d)(1))			

	Not Met	Met	Exceeded
Overall Status of Local Performance			**X**

Table O – Local Performance

Local Area Name **Champaign Consortium**	**Total Participants Served**	**Adults**	137
		Dislocated Workers	71
		Older Youth (19-21)	***Total Youth*** - 282
		Younger Youth (14-18)	
ETA Assigned Number **17085**	**Total Exiters**	**Adults**	73
		Dislocated Workers	33
		Older Youth (19-21)	***Total Youth*** - 125
		Younger Youth (14-18)	

Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	**Program Participants**		
	Employers		
Entered Employment Rates	**Adults**	77	88
	Dislocated Workers	87	86
	Older Youth		
Retention Rates	**Adults**	88	94
	Dislocated Workers	91	88
	Older Youth		
	Younger Youth		
Six-Months Average Earnings	**Adults**	14,800	16,799
	Dislocated Workers	15,000	19,497
Six Months Earnings Increase	**Older Youth**		
Credential/Diploma Rates	**Adults**		
	Dislocated Workers		
	Older Youth		
	Younger Youth		
Skill Attainment Rate	**Younger Youth**		
Placement in Employment or Education	**Youth (14-21)**	71	79
Attainment of Degree or Certificate	**Youth (14-21)**	75	81
Literacy or Numeracy Gains	**Youth (14-21)**	48	46
Description of Other State Indicators of Performance (WIA Section 136 (d)(1))			

	Not Met	Met	Exceeded
Overall Status of Local Performance		**X**	

Table O – Local Performance

Local Area Name **Vermilion County Job Training Partnership**	**Total Participants Served**	**Adults**	77
		Dislocated Workers	62
		Older Youth (19-21)	***Total Youth*** - 65
		Younger Youth (14-18)	
ETA Assigned Number **17090**	**Total Exiters**	**Adults**	27
		Dislocated Workers	39
		Older Youth (19-21)	***Total Youth*** - 23
		Younger Youth (14-18)	

Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	**Program Participants**		
	Employers		
Entered Employment Rates	**Adults**	76	93
	Dislocated Workers	86	85
	Older Youth		
Retention Rates	**Adults**	87	86
	Dislocated Workers	92	91
	Older Youth		
	Younger Youth		
Six-Months Average Earnings	**Adults**	13,900	15,645
	Dislocated Workers	17,500	20,741
Six Months Earnings Increase	**Older Youth**		
Credential/Diploma Rates	**Adults**		
	Dislocated Workers		
	Older Youth		
	Younger Youth		
Skill Attainment Rate	**Younger Youth**		
Placement in Employment or Education	**Youth (14-21)**	76	91
Attainment of Degree or Certificate	**Youth (14-21)**	77	75
Literacy or Numeracy Gains	**Youth (14-21)**	70	71
Description of Other State Indicators of Performance (WIA Section 136 (d)(1))			

	Not Met	Met	Exceeded
Overall Status of Local Performance		**X**	

Table O – Local Performance

Local Area Name **West Central Development Council Inc.**	**Total Participants Served**	**Adults**	83
		Dislocated Workers	104
		Older Youth (19-21)	***Total Youth*** - 45
		Younger Youth (14-18)	
ETA Assigned Number **17105**	**Total Exiters**	**Adults**	34
		Dislocated Workers	56
		Older Youth (19-21)	***Total Youth*** - 22
		Younger Youth (14-18)	

Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	**Program Participants**		
	Employers		
Entered Employment Rates	**Adults**	83	87
	Dislocated Workers	85	89
	Older Youth		
Retention Rates	**Adults**	87	97
	Dislocated Workers	91	95
	Older Youth		
	Younger Youth		
Six-Months Average Earnings	**Adults**	13,900	13,943
	Dislocated Workers	16,000	17,765
Six Months Earnings Increase	**Older Youth**		
Credential/Diploma Rates	**Adults**		
	Dislocated Workers		
	Older Youth		
	Younger Youth		
Skill Attainment Rate	**Younger Youth**		
Placement in Employment or Education	**Youth (14-21)**	67	86
Attainment of Degree or Certificate	**Youth (14-21)**	62	79
Literacy or Numeracy Gains	**Youth (14-21)**	62	60
Description of Other State Indicators of Performance (WIA Section 136 (d)(1))			

	Not Met	Met	Exceeded
Overall Status of Local Performance		**X**	

Table O – Local Performance

Local Area Name **Rock Island Tri-County Consortium**	**Total Participants Served**	**Adults**	142
		Dislocated Workers	315
		Older Youth (19-21)	***Total Youth*** - 93
		Younger Youth (14-18)	
ETA Assigned Number **17065**	**Total Exiters**	**Adults**	99
		Dislocated Workers	154
		Older Youth (19-21)	***Total Youth*** - 20
		Younger Youth (14-18)	

Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	**Program Participants**		
	Employers		
Entered Employment Rates	**Adults**	81	86
	Dislocated Workers	83	90
	Older Youth		
Retention Rates	**Adults**	86	94
	Dislocated Workers	89	94
	Older Youth		
	Younger Youth		
Six-Months Average Earnings	**Adults**	13,500	12,801
	Dislocated Workers	14,750	16,893
Six Months Earnings Increase	**Older Youth**		
Credential/Diploma Rates	**Adults**		
	Dislocated Workers		
	Older Youth		
	Younger Youth		
Skill Attainment Rate	**Younger Youth**		
Placement in Employment or Education	**Youth (14-21)**	64	82
Attainment of Degree or Certificate	**Youth (14-21)**	81	86
Literacy or Numeracy Gains	**Youth (14-21)**	61	59
Description of Other State Indicators of Performance (WIA Section 136 (d)(1))			

Overall Status of Local Performance	**Not Met**	**Met**	**Exceeded**
		X	

Table O – Local Performance

Local Area Name **City of Peoria Workforce Development Department**	**Total Participants Served**	**Adults**	303
		Dislocated Workers	550
		Older Youth (19-21)	***Total Youth*** - 277
		Younger Youth (14-18)	
ETA Assigned Number **17075**	**Total Exiters**	**Adults**	102
		Dislocated Workers	117
		Older Youth (19-21)	***Total Youth*** - 91
		Younger Youth (14-18)	

Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	**Program Participants**		
	Employers		
Entered Employment Rates	**Adults**	82	89
	Dislocated Workers	82	93
	Older Youth		
Retention Rates	**Adults**	89	93
	Dislocated Workers	87	94
	Older Youth		
	Younger Youth		
Six-Months Average Earnings	**Adults**	16,000	17,380
	Dislocated Workers	14,000	17,887
Six Months Earnings Increase	**Older Youth**		
Credential/Diploma Rates	**Adults**		
	Dislocated Workers		
	Older Youth		
	Younger Youth		
Skill Attainment Rate	**Younger Youth**		
Placement in Employment or Education	**Youth (14-21)**	72	79
Attainment of Degree or Certificate	**Youth (14-21)**	75	87
Literacy or Numeracy Gains	**Youth (14-21)**	68	81
Description of Other State Indicators of Performance (WIA Section 136 (d)(1))			

Overall Status of Local Performance	**Not Met**	**Met**	**Exceeded**
			X

Table O – Local Performance

Local Area Name **Workforce Investment Board of Will County**	**Total Participants Served**	**Adults**	343
		Dislocated Workers	273
		Older Youth (19-21)	***Total Youth*** - 327
		Younger Youth (14-18)	
ETA Assigned Number **17050**	**Total Exiters**	**Adults**	133
		Dislocated Workers	127
		Older Youth (19-21)	***Total Youth*** - 74
		Younger Youth (14-18)	

Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	**Program Participants**		
	Employers		
Entered Employment Rates	**Adults**	76	66
	Dislocated Workers	84	76
	Older Youth		
Retention Rates	**Adults**	87	88
	Dislocated Workers	91	91
	Older Youth		
	Younger Youth		
Six-Months Average Earnings	**Adults**	13,300	14,725
	Dislocated Workers	21,000	24,601
Six Months Earnings Increase	**Older Youth**		
Credential/Diploma Rates	**Adults**		
	Dislocated Workers		
	Older Youth		
	Younger Youth		
Skill Attainment Rate	**Younger Youth**		
Placement in Employment or Education	**Youth (14-21)**	66	76
Attainment of Degree or Certificate	**Youth (14-21)**	53	52
Literacy or Numeracy Gains	**Youth (14-21)**	80	75
Description of Other State Indicators of Performance (WIA Section 136 (d)(1))			

Overall Status of Local Performance	**Not Met**	**Met**	**Exceeded**
		X	

Table O – Local Performance

Local Area Name **Workforce Investment Office of Western IL**	**Total Participants Served**	**Adults**	73
		Dislocated Workers	64
		Older Youth (19-21)	***Total Youth*** - 71
		Younger Youth (14-18)	
ETA Assigned Number **17070**	**Total Exiters**	**Adults**	35
		Dislocated Workers	39
		Older Youth (19-21)	***Total Youth*** - 31
		Younger Youth (14-18)	

Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	**Program Participants**		
	Employers		
Entered Employment Rates	**Adults**	85	100
	Dislocated Workers	87	90
	Older Youth		
Retention Rates	**Adults**	87	94
	Dislocated Workers	92	84
	Older Youth		
	Younger Youth		
Six-Months Average Earnings	**Adults**	12,500	14,314
	Dislocated Workers	14,500	13,141
Six Months Earnings Increase	**Older Youth**		
Credential/Diploma Rates	**Adults**		
	Dislocated Workers		
	Older Youth		
	Younger Youth		
Skill Attainment Rate	**Younger Youth**		
Placement in Employment or Education	**Youth (14-21)**	72	94
Attainment of Degree or Certificate	**Youth (14-21)**	78	97
Literacy or Numeracy Gains	**Youth (14-21)**	57	69
Description of Other State Indicators of Performance (WIA Section 136 (d)(1))			

	Not Met	Met	Exceeded
Overall Status of Local Performance		X	

Table O – Local Performance

Local Area Name **Workforce Investment Solutions**	**Total Participants Served**	**Adults**	97
		Dislocated Workers	139
		Older Youth (19-21)	***Total Youth*** - 68
		Younger Youth (14-18)	
ETA Assigned Number **17095**	**Total Exiters**	**Adults**	24
		Dislocated Workers	82
		Older Youth (19-21)	***Total Youth*** - 29
		Younger Youth (14-18)	

Reported Information		Negotiated Performance Level	Actual Performance Level
Customer Satisfaction	**Program Participants**		
	Employers		
Entered Employment Rates	**Adults**	77	91
	Dislocated Workers	90	96
	Older Youth		
Retention Rates	**Adults**	88	94
	Dislocated Workers	92	95
	Older Youth		
	Younger Youth		
Six-Months Average Earnings	**Adults**	14,000	13,567
	Dislocated Workers	18,400	15,903
Six Months Earnings Increase	**Older Youth**		
Credential/Diploma Rates	**Adults**		
	Dislocated Workers		
	Older Youth		
	Younger Youth		
Skill Attainment Rate	**Younger Youth**		
Placement in Employment or Education	**Youth (14-21)**	65	71
Attainment of Degree or Certificate	**Youth (14-21)**	60	68
Literacy or Numeracy Gains	**Youth (14-21)**	60	78
Description of Other State Indicators of Performance (WIA Section 136 (d)(1))			

Overall Status of Local Performance	**Not Met**	**Met**	**Exceeded**
		X	

Table P – Veteran Priority of Service

Reported Information	Total	Percent Served
Covered Entrants Who Reached the End of the Entry Period	565	
Covered Entrants Who Received a Service During the Entry Period	565	100.0 %
Covered Entrants Who Received a Staff-Assisted Service During the Entry Period	565	100.0 %

Table Q – Veterans' Outcomes by Special Populations

Reported Information	Post 9/11 Era Veterans		Post 9/11 Era Veterans who Received at least Intensive Services		TAP Workshop Veterans	
Entered Employment Rate	87.4 %	174	89.0 %	169	73.2 %	30
		199		190		41
Employment Retention Rate	87.4 %	152	88.0 %	147	79.3 %	23
		174		167		29
Six Months Average Earnings	$ 20,702	$ 3,084,545	$ 20,508	$ 2,953,215	$ 23,003	$ 529,072
		149		144		23

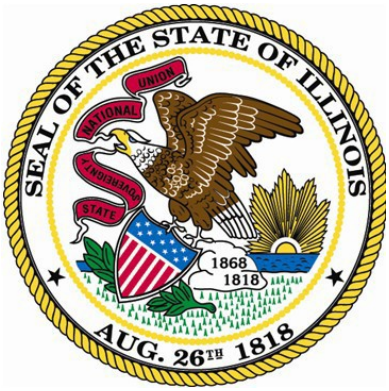
APPENDIX C

Measuring Progress: Benchmarking Workforce Development in Illinois

The Benchmarking Report is prepared annually in the early part of the calendar year. It includes data from sources that are typically updated in the last few months of each year. The most recent report was completed in March 2016. Since that time, the data sources included in the report have not released updated numbers. As a result the attached report contains the most recently available data.

Measuring Progress: Benchmarking Workforce Development in Illinois

11th Annual Report



Illinois Workforce Investment Board

2016

Background

In 2001, the Illinois Workforce Investment Board (IWIB) charged its Evaluation and Accountability Committee (EAC) with creating a mechanism to measure the progress of the Illinois workforce development system. After reviewing leading national and state models, the EAC identified benchmarking as the best approach for monitoring progress. Based on an extensive process of stakeholder and expert input, the EAC recommended ten benchmarks, and in 2003 produced the first report on the performance of the Illinois workforce development system.

In July 2003, Public Act 93-0331 required the IWIB to implement a method for measuring progress of the State's workforce development system by using the benchmarks developed in the first IWIB report. This legislation also required that the IWIB annually report to the General Assembly on the status and progress of these benchmarks.

To fulfill this requirement, the IWIB established a working group in April 2004 to review and update the first benchmark report. Those results were subsequently submitted to the Illinois General Assembly. In developing the second report, the IWIB working group attempted to identify the most credible and reliable data sources for each of the required benchmarks. In most cases, standard federal government data sources were utilized. These data sources included the Current Population Survey, the National Center for Education Statistics, and the Bureau of Economic Analysis. To preserve continuity and reliability, these same data sources have been used for each subsequent report. In some cases, updated data are no longer possible to obtain. In these instances the most recent statistical information is included.

Benchmarking is a general planning and evaluation tool that states use to measure progress regarding major indicators of performance. It is also used for comparison with other states, especially major competitor states. Benchmarking is further designed to identify a state's relative strengths and weaknesses compared to other states, as a basis to stimulate discussion and further analysis. To be credible, these benchmarks must be based on reliable data that are produced and reported on a regular basis, such as a standard federal government statistical series, e.g., U.S. Census, Current Population Survey (CPS).

This is the 11th report to the General Assembly measuring progress on the ten major benchmarks for the Illinois workforce development system.

The Ten Benchmarks for Workforce Development

The ten established benchmarks are designed to provide a comprehensive and balanced picture of the status and progress of workforce development services in Illinois. They are divided into three general categories:

Workforce Quality Benchmarks

The first six benchmarks measure workforce quality and are arranged in an order that tracks the life of a worker through various educational milestones. These benchmarks include three youth benchmarks.

1. Educational level of working-age adults
2. Percentage of the adult workforce in education or workforce training
3. Adult literacy
4. Percentage of high school graduates transitioning to education or workforce training
5. High school dropout rate
6. The number of youth transitioning from 8th grade to 9th grade

Earnings Benchmarks

The next two benchmarks focus on earnings, a primary indicator of workforce quality.

7. Percentage of individuals and families at economic self-sufficiency
8. Average growth in pay

Competitive Business Advantage Benchmarks

The final two benchmarks are key indicators of Illinois' competitive business advantage.

9. Net job growth
10. Productivity per employee

Benchmarking Other States

The state benchmarking process requires the inclusion of competitor states for comparisons over time. This report also compares Illinois' performance to that of the United States and nine other states. These states were selected on the basis of their total population. They also represent the largest industrial states that compete with Illinois for business investment. The states and the abbreviations used for these states in the tables are:

- California (CA)
- Florida (FL)
- Georgia (GA)
- Michigan (MI)
- New Jersey (NJ)
- New York (NY)
- Ohio (OH)
- Pennsylvania (PA)
- Texas (TX)

Comparative performance information is presented on these states for each benchmark wherever possible.

Reading This Report

This report is organized according to the ten benchmarks identified above. Information regarding each benchmark is presented under three major headings:

Why Is This Benchmark Important?

This section demonstrates each benchmark's relevance to workforce development. It also includes a rationale for its use as an indicator of workforce development performance.

How Is Illinois Performing?

This includes a brief overview of the major trends and comparisons in Illinois' performance. It also identifies Illinois' comparative strengths as well as any areas that may need further exploration and analysis.

Data Issues and Limitations

This provides an overview of the major data challenges and limitations associated with the benchmarks. It also describes any changes in data presentation and methods for improving the benchmarking process for future reports.

For Further Information

This report was developed by staff from the Illinois Department of Commerce and Economic Opportunity. For further information on the report, contact:

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Benchmark One: Educational Level of Working-Age Adults

Why Is This Benchmark Important?

The educational level of working-age adults is a significant indicator of the general workforce skill level. It is also an indicator of workforce capacity and flexibility for continuous learning. This benchmark is widely used to compare the quality of the workforce in states and communities throughout the United States and the world. It has two major measures:

- Percentage of working-age adults with a high school diploma or higher (including some college, four-year degrees, or graduate degrees).
- Percentage of working-age adults with a bachelor's degree or higher (including graduate degrees).

How Is Illinois Performing?

Illinois is keeping pace with most other benchmark states and the nation as a whole in increasing the percentage of its population with high school diplomas and above. Illinois is ahead of the nation and most benchmark states in the percentage of its population with a bachelor's degree or higher. However, persistent racial/ethnic differences are still present:

- Illinois increased the percentage of the working-age population with at least high school diplomas from 85.2 percent to 88.4 percent between 2004 and 2014. When comparing this rate with those of the benchmark states, Illinois is fourth out of ten and exceeds the national rate by 2.8 percent.
- Illinois increased the percentage of the working-age population with bachelor's degrees and above from 29.1 percent to 33.0 percent between 2004 and 2014. Illinois is ranked third among benchmark states in this measure.
- Persistent racial/ethnic differences remain in the percentage of the working-age population with high school diplomas and four-year college degrees, with Blacks and Hispanics lagging behind the attainment rates of Whites.
- Female high school attainment is growing slightly faster than male, and females have surpassed males in terms of the percentage with a bachelor's degree or higher. The difference in percentages between genders is approximately 0.9 percent for high school degrees and 0.6 percent for bachelor's degrees or higher, with females exceeding males in both categories.

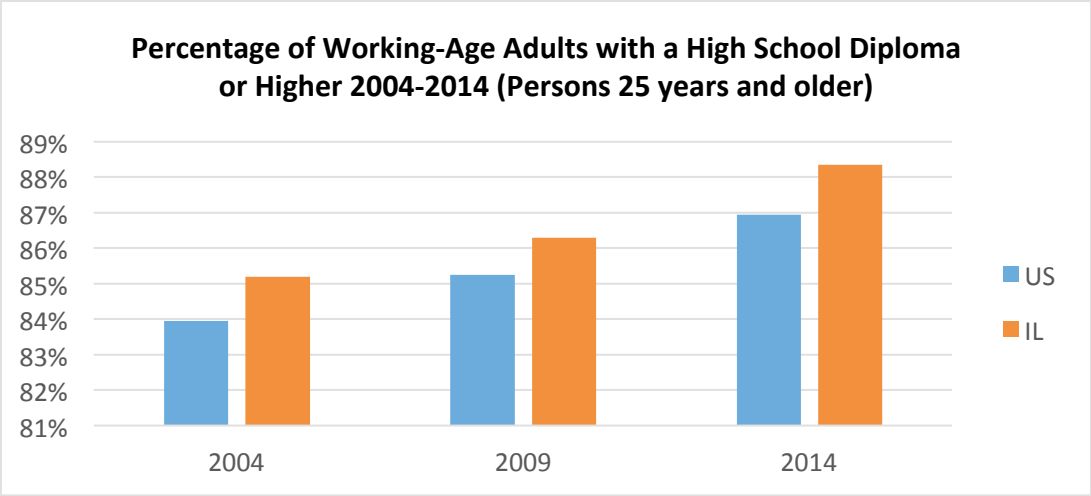
Data Issues and Limitations

The American Community Survey (ACS) provides recent data for Illinois and comparable large states. The ACS will produce slightly different numbers than other data sources, such as the Current Population Survey, because of the format of questions, varying sample size and demographics of individuals counted. Annual fluctuations in attainment rates may be due to small sample sizes in Illinois and other states, especially those with smaller populations. The measures of educational attainment for this benchmark are monitored over multiple years to distinguish consistent trends from year-to-year fluctuations.

Benchmark 1a
Percentage of Working-Age Adults with a High School Diploma or Higher
2004 - 2014 (Persons 25 and Older)

	2004	2009	2014
US	83.9%	85.3%	86.9%
CA	80.4%	80.7%	82.1%
FL	84.6%	85.3%	87.2%
GA	81.0%	84.1%	85.6%
IL	85.2%	86.3%	88.4%
MI	86.9%	88.0%	89.9%
NJ	86.2%	87.4%	89.0%
NY	83.8%	84.6%	85.8%
OH	86.5%	87.6%	89.3%
PA	85.8%	88.1%	89.5%
TX	78.9%	79.9%	82.3%

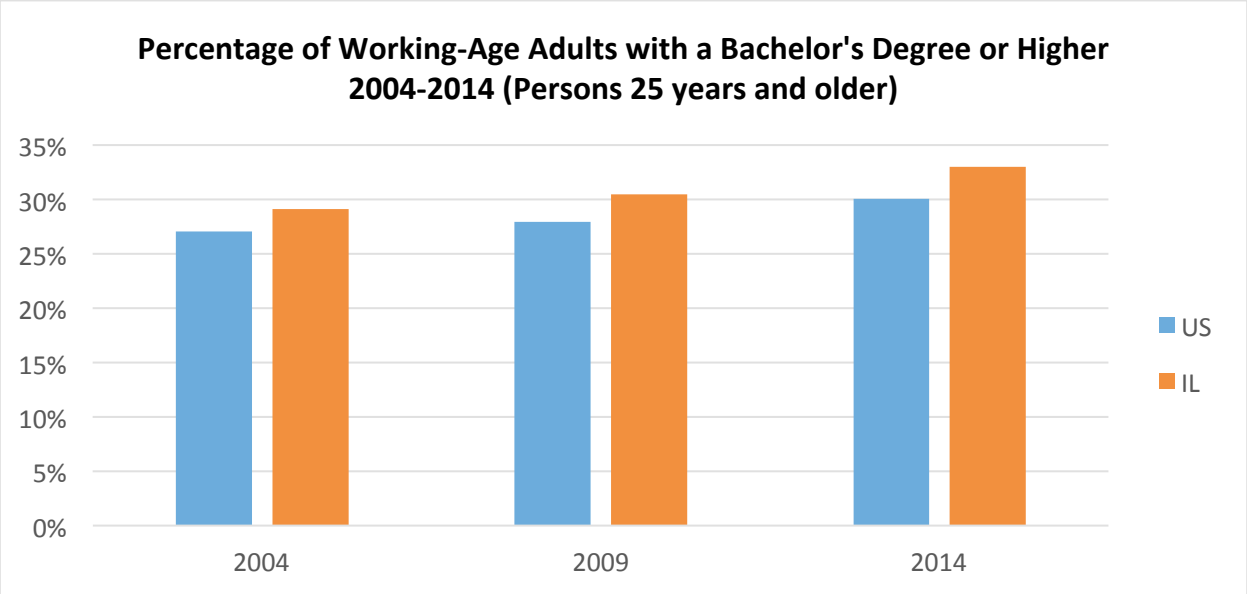
Source: US Census Bureau, ACS Public Use Microdata Sample



Source: US Census Bureau, ACS Public Use Microdata Sample

Benchmark 1b
Percentage of Working-Age Adults with a Bachelor's Degree or Higher
2004 - 2014 (Persons 25 and Older)

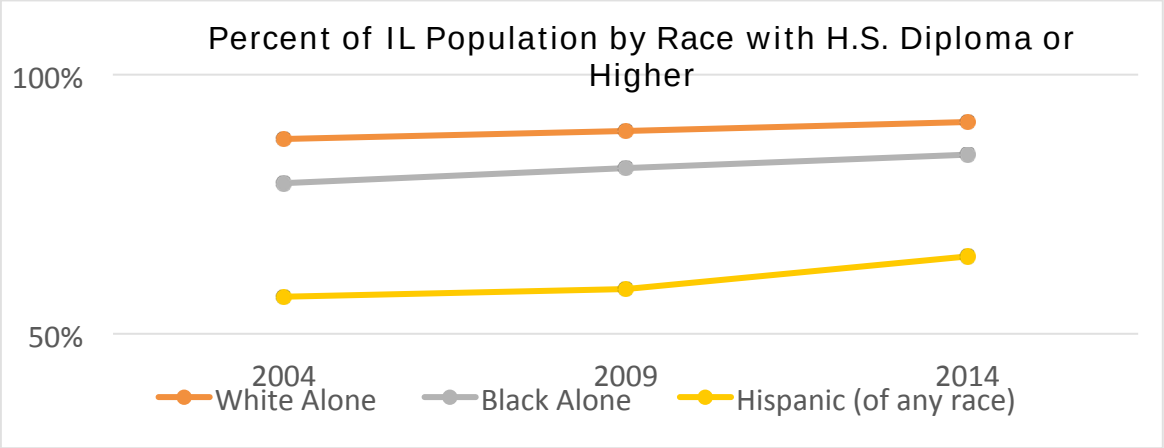
	2004	2009	2014
US	27.0%	27.9%	30.1%
CA	29.4%	29.9%	31.7%
FL	25.5%	25.4%	27.4%
GA	25.6%	27.7%	29.0%
IL	29.1%	30.5%	33.0%
MI	24.6%	24.8%	27.4%
NJ	33.3%	34.5%	37.2%
NY	30.5%	32.4%	34.7%
OH	23.4%	24.1%	26.5%
PA	24.7%	26.4%	28.8%
TX	25.8%	25.6%	27.9%

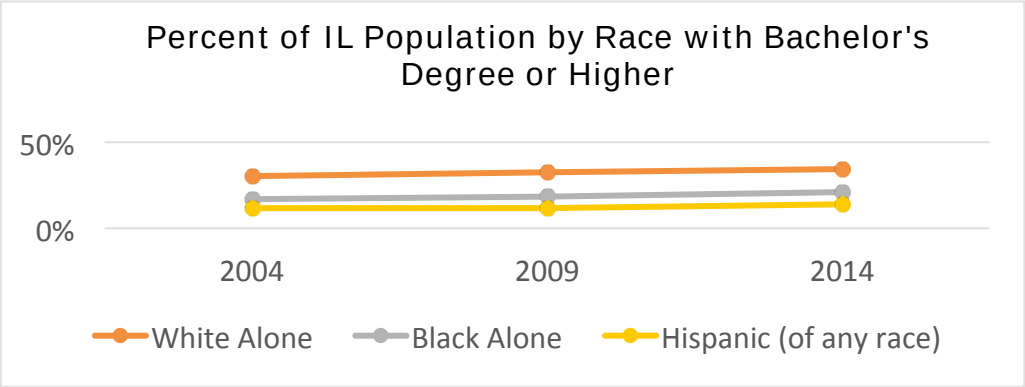


Benchmark 1c
Illinois Educational Attainment by Race and Hispanic Origin
2004 - 2014 (Persons 25 and Older)

	25 years and over	White Alone	Black Alone	Hispanic (of any race)
% High School or Higher 2004	85.2%	87.6%	79.1%	57.1%
% Bachelor's Degree or Higher 2004	29.1%	30.3%	16.8%	11.6%
% High School or Higher 2009	86.3%	89.2%	81.9%	58.6%
% Bachelor's Degree or Higher 2009	30.5%	32.4%	18.2%	11.8%
% High School or Higher 2014	88.4%	90.8%	84.5%	64.9%
% Bachelor's Degree or Higher 2014	33.0%	34.5%	21.1%	14.0%

Source: US Census Bureau, ACS Public Use Microdata Sample





Benchmark 1d

Illinois Educational Attainment by Gender 2004 - 2014

(Persons 25 and Older)

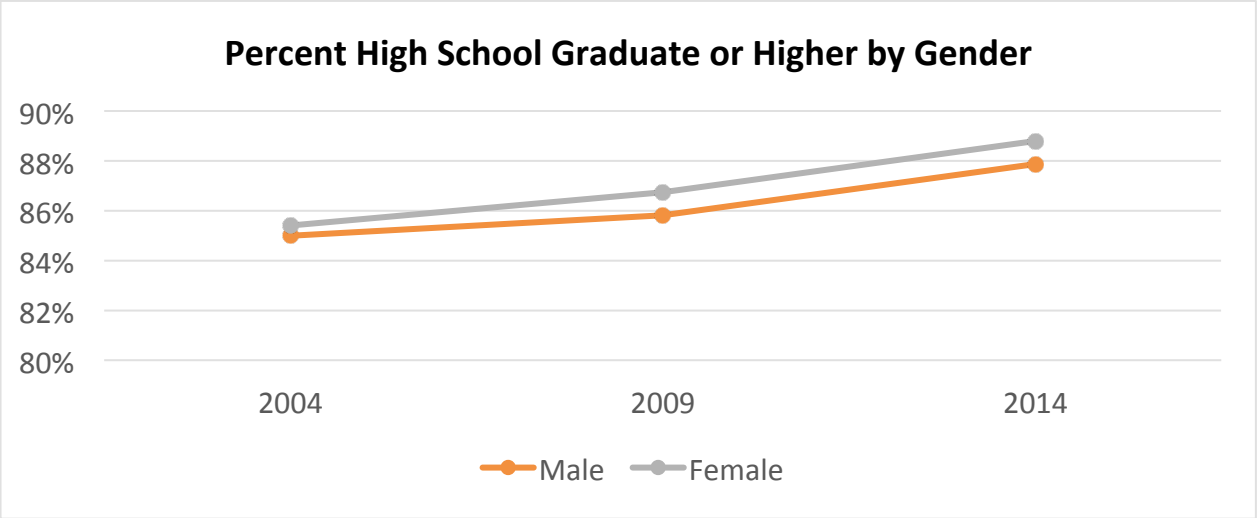
High School or Higher

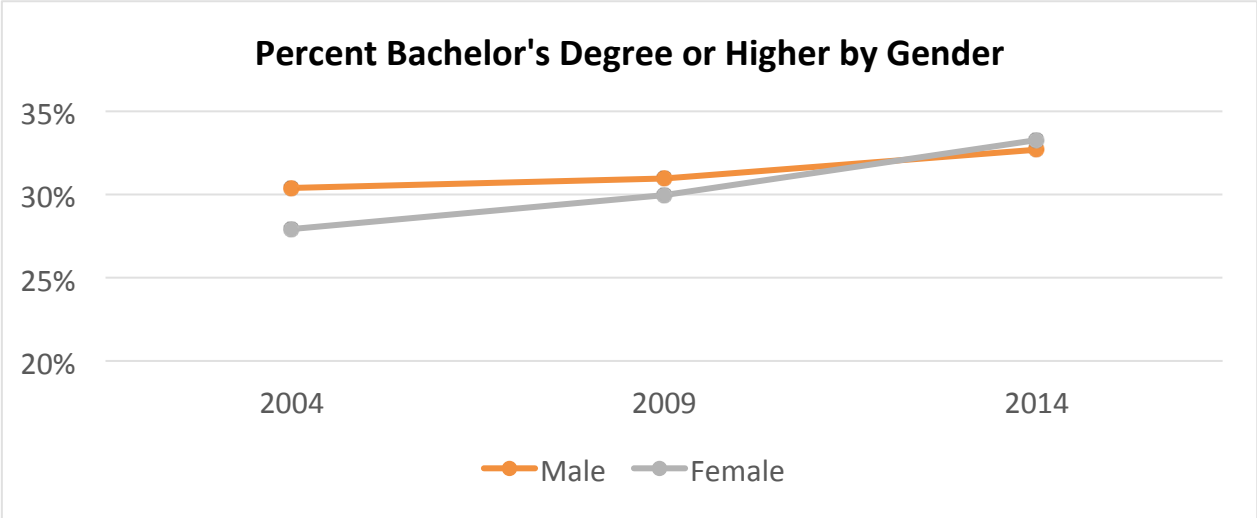
	2004	2009	2014
Total	85.2%	86.3%	88.4%
Male	85.0%	85.8%	87.9%
Female	85.4%	86.7%	88.8%

Bachelor's Degree or Higher

	2004	2009	2014
Total	29.1%	30.5%	33.0%
Male	30.4%	31.0%	32.7%
Female	27.9%	30.0%	33.3%

(Source: US Census Bureau, ACS Public Use Microdata Sample)


Percent High School Graduate or Higher by Gender
90%
88%
86%
84%
82%
80%
2004
2009
2014
Male
Female


Percent Bachelor's Degree or Higher by Gender
35%
30%
25%
20%
2004
2009
2014
Male
Female

Benchmark Two: Percentage of the Adult Workforce in Education or Workforce Training

Why Is This Benchmark Important?

The workforce development system seeks to provide adults and youth with continuing education and training opportunities. The relatively high number of adults who take advantage of these opportunities indicates a commitment to self-improvement and continuous learning on the part of workers, employers, and government. If Illinois is to remain competitive, it must have a highly adaptive and flexible workforce that can quickly respond to changing economic conditions.

Unfortunately, there are no reliable and comprehensive data sources that fully capture adult participation in education and training. As a result, this benchmark can only address the number of people enrolled in Illinois colleges and universities, as well as those participating in the training programs funded by the Workforce Innovation and Opportunities Act (WIOA) – a federally funded job-training program. This benchmark has two key measures:

- Number of adults enrolled in Illinois colleges and universities compared to the size of the civilian workforce.
- Number of adults in WIOA-funded programs and the percentage who are undergoing training.

How Is Illinois Performing?

- The percentage of WIOA clients entering training increased from 49.5 percent in 2013 to 52.5% in 2014. The total number of WIOA participants also increased by over 900 participants in 2014, from 18,462 in 2013 to 19,369 in 2014.

Data Issues and Limitations

Although national household surveys provide reliable estimates for this benchmark, there is no reliable data source at the state level. Therefore, as mentioned above, the best available estimate is the total number of students enrolled in public educational institutions as well as the total number of workers receiving training through WIOA. The data used are for WIOA participants under regular WIOA funding streams only, not special discretionary programs that target specific populations and circumstances. Since there are numerous definitions for "training" within WIOA, the data reported are based on a very narrow definition in order to more closely align them with comparable data on enrollment in colleges and universities. Also, there may be some duplication in the number of workers receiving training through WIOA, since many workers receive their training through community colleges. However, this measurement approach results in an undercount of adult participation because it excludes those participating

in non-degree-granting proprietary schools, apprenticeship programs, and private sector training programs, including employer-based training, and training provided directly to workers through professional and trade associations and private companies. National surveys estimate that public colleges and universities represent less than 50 percent of all education and training for adults.

Benchmark 2
Percent of Adult Workforce in Education or Training

Program Year	Labor Force	Adults in College	WIOA Participants	% of WIOA Participants in Training*
2001	6.46 million	752,753	13,770	49.10%
2002	6.39 million	781,190	18,414	47.70%
2003	6.34 million	799,216	15,942	45.80%
2004	6.37 million	801,548	14,080	42.40%
2005	6.43 million	805,764	12,658	39.90%
2006	6.56 million	814,189	11,480	37.20%
2007	6.69 million	821,026	11,146	38.00%
2008[1]	6.68 million	867,090	29,065	39.50%
2009	6.60 million	914,763	40,145	51.20%
2010	6.60 million	924,751	37,173	49.10%
2011	6.60 million	879,255	30,457	42.40%
2012	6.60 million	852,865	22,415	40.70%
2013	6.55 million	N/A**	18,462	49.50%
2014	6.52 million	806,467	19,369	52.50%

Sources: Illinois Department of Employment Security, Illinois Board of Higher Education, Department of Commerce and Economic Opportunity, Office of Employment and Training.

* This total percentage refers to the percent of adults and dislocated workers served in WIOA who received training services. It only includes those individuals enrolled in WIOA programs.
** The IBHE was unable to generate this data for 2013 due to a lack of resources.

[1] In 2008, the Illinois Workforce Development Board (IWIB) requested Illinois implement a minimum training expenditure requirement for all Local Workforce Investment Areas (LWIA). In response to the new definition of training found in WIA Policy Letter 07-PL-40 (as amended), Benchmark Two has been updated to reflect this change in the number of participants and those in training.

Benchmark Three: Adult Literacy

Why Is This Benchmark Important?

The literacy rate of a state's workforce is a strong indicator of the degree to which that state can compete on a national and global level. For individuals, low literacy skills represent a major barrier to employment and long-term financial stability. Low literacy rates also tend to discourage businesses from investing or expanding in Illinois. Without adequate literacy skills, a state's workforce is unable to advance to higher paying jobs, adapt to changes in technology, or attract new business investment.

The National Adult Literacy Survey (NALS) defines literacy as the use of "printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential." NALS measures literacy on a five-point scale using the following three literacy dimensions: Prose, Document, and Quantitative. Interpretations of individuals tested at Levels 1 and 2 signify they have an inadequate ability to function in society (with only rudimentary skills in reading, writing, math, problem solving, and communication and English language skills). Those testing at Level 5 have an ability to work with complex concepts. This indicator has one key measure:

- Percentage of adults who tested at the inadequate levels (Levels 1 and 2).

How Is Illinois Performing?

There has been no measurement of literacy in Illinois since the 1992 NALS study in which Illinois participated by providing funding for a comparable State Adult Literacy Survey (SALS). In that study, Illinois performed roughly at the same level as the nation as a whole.

- In 1992, 48 percent of Illinoisans tested at "inadequate" levels (1 and 2)
- The average scores for Illinois were slightly lower than other Midwest states and approximately the same as adults nationwide

Data Issues and Limitations

Previous reports included adult literacy data based on the National Adult Literacy Survey (NALS) which had not been updated since 1992. Although Illinois participated in the 1992 SALS, the state did not participate in the 2002 or other SALS because of the costs for creating comparable state estimates of literacy. To determine how Illinois is currently performing and to track trends over time, the IWIB will continue to explore this benchmark.

Benchmark Four: Percentage of High School Graduates Transitioning to Education or Workforce Training

Why Is This Benchmark Important?

To remain competitive, Illinois must increase the percentage of its workforce participating in education and training beyond high school, including four-year college degrees, as previously addressed in Benchmark #1. More than half of all new jobs in Illinois require post-secondary education or specialized training. Youth who transition directly from high school into further education are more likely to become qualified for new jobs in Illinois' growing industries. These youth are also better equipped to progress to higher paying employment and adapt to structural economic changes. This indicator has one key measure:

- Percentage of high school graduates transitioning to college.

How Is Illinois Performing?

Illinois has not kept pace with leading states in the percentage of high school graduates transitioning to college or workforce training.

- Data indicate that, in Illinois, the rate of students who are transitioning from high school to college or training has fluctuated for the past fourteen years, ranging from 33 to 35 percent.
- In 2008, Illinois ranked seventh among the ten benchmark competitor states.

Data Issues and Limitations

The National Report Card on Higher Education uses the Current Population Survey (CPS) for the transition measure. The CPS provides the most recent data available for Illinois and comparable large states. Results from the CPS tend to vary slightly from other comparable data sources, such as the U.S. Census, due to differences in format, wording of questions and sample size. Annual fluctuations in attainment rates may be due to small sample sizes in Illinois and other states, especially those with smaller populations. The measures of educational attainment for this benchmark should be monitored over multiple years to distinguish consistent trends from year-to-year fluctuations. Data were released every two years but have not been updated since 2008.

Benchmark 4
Percent of High School Graduates Transitioning to College

Rank	State	1994	2000	2002	2004	2006	2008
3	CA	32%	38%	36%	38%	40%	35%
6	FL	32%	30%	31%	31%	32%	33%
10	GA	26%	26%	24%	26%	30%	29%
7	IL	34%	35%	33%	33%	35%	33%
2	MI	35%	40%	39%	38%	42%	37%
8	NJ	37%	39%	41%	37%	38%	30%
4	NY	35%	35%	37%	38%	40%	34%
5	OH	33%	34%	33%	34%	35%	34%
1	PA	30%	36%	37%	38%	35%	38%
9	**TX**	**30%**	**30%**	**27%**	**28%**	**30%**	**30%**

Source: Measuring Up: The National Report Card on Higher Education

The National Center for Public Policy and Higher Education delivered data every other year beginning in year 2000 through 2008 in its "National Report Card on Higher Education," also known as the "Measuring Up" report. It graded states on their progress in six key areas of postsecondary performance. The director of the National Center for Public Policy and Higher Education and the report's creator, Patrick M. Callan, planned to publish a decade's worth of the studies to serve as a "proof of concept" of the report card's value. The Center discontinued its research after the 2008 report. No organization assumed the Measuring Up research and, therefore, there are no new data since 2008. Resource: Phone conversation with the National Center for Public Policy and Higher Education, Office of President Patrick Callan, 5205 Prospect Road #135/279, San Jose, CA 95129, phone: 408-792-3140. (Patricia Schnoor 06/12/2012) http://measuringup2008.highereducation.org/

Benchmark Five: High School Dropout Rate

Why Is This Benchmark Important?

As presented in Benchmark #1, the educational level of working-age adults is an indicator of the general skill level of the workforce and its capacity and flexibility for continuous learning. This benchmark is widely used to compare the quality of a state's workforce to those at the national and global level. Illinois communities with low high school dropout rates have the potential to greatly increase the overall educational levels of their workforces along with other strategies. This indicator has two key measures:

- Percentage of youth leaving high school without a high school diploma.
- Percentage of 16–19 aged youth not in school and without a high school diploma.

How Is Illinois Performing?

In the past 15 years there has been a significant drop in the high school dropout rate in Illinois. However, state comparisons are very difficult due to the lack of comparable data. Illinois has a very high percentage of Black and Hispanic school-age youth (16–19) without high school diplomas, however, this percentage is slowly decreasing.

- In the 2011-2012 academic school year, Illinois had a dropout rate of 2.4 percent, which is down almost 3.3 percentage points since the 2002-2003 school year.

- Black (4.1 percent) and Hispanic (2.8 percent) youth had significantly higher dropout rates than White (1.4 percent) youth in Illinois in the 2011-2012 school year.

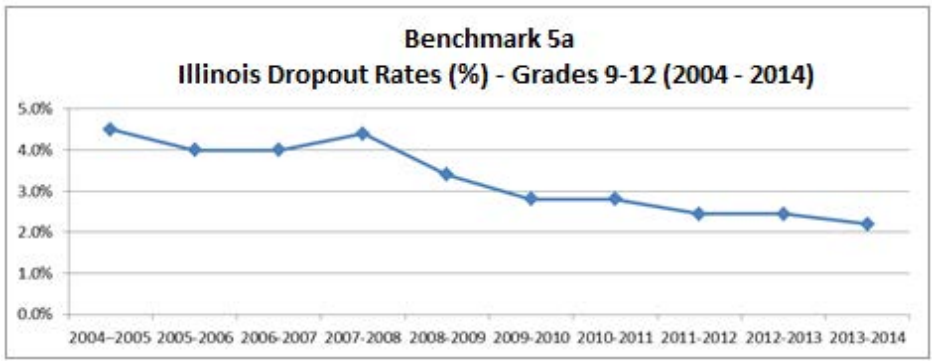
Data Issues and Limitations

Note: The Illinois State Board of Education is currently updating and finalizing the language to be provided about the data issues and limitations concerning the high school dropout rate for Benchmark Five. Once available, the information will be included in the final report to be published.

Benchmark 5a
Dropout Rates for Grades 9-12, by State: School Years 2001-02 through 2011-12

STATES	2001-02	2002-03	2003-04	2004–05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
California	—	3.2%	3.3%	3.1%	3.7%	5.5%	5.0%	5.0%	4.6%	4.2%	4.0%
Florida	3.7%	3.4%	3.4%	3.5%	4.1%	3.8%	3.3%	2.6%	2.3%	2.1%	2.1%
Georgia	6.5%	5.8%	5.4%	5.6%	5.2%	4.6%	4.3%	4.2%	3.8%	3.9%	3.9%
Illinois	6.4%	5.7%	5.3%	4.5%	4.0%	4.0%	5.2%	11.5%	2.9%	2.9%	2.4%
Michigan	—	4.5%	4.6%	3.9%	3.5%	7.4%	6.2%	3.8%	4.3%	7.2%	6.9%
New Jersey	2.5%	1.8%	‡	‡	1.7%	2.0%	1.7%	1.6%	1.6%	1.4%	1.4%
New York	7.1%	5.5%	5.6%	5.7%	4.4%	5.3%	3.9%	4.2%	3.6%	3.6%	3.8%
Ohio	3.1%	3%	3.3%	3.5%	4.1%	4.5%	4.3%	4.2%	4.2%	4.4%	4.6%
Pennsylvania	3.3%	3.2%	2.9%	2.9%	2.8%	—	2.6%	2.3%	2.1%	2.2%	2.8%
Texas	3.8%	3.6%	3.6%	3.6%	4.3%	4.0%	4.0%	3.2%	2.7%	2.4%	2.5%

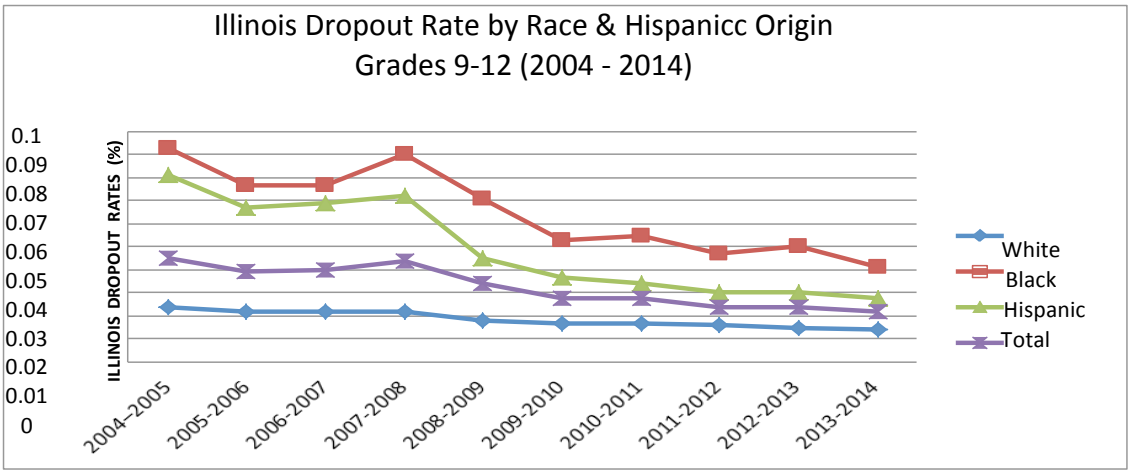
Source: National Center for Educational Statistics
— Not available. State did not report dropout counts or reported counts that did not conform to the NCES definition.
‡ Reporting standards were not met. Dropout data were missing for more than 20 percent of grade 9–12 total membership.



Source: Illinois State Board of Education (ISBE) Annual Reports

Benchmark 5b
Illinois Dropout Rates by Race and Hispanic Origin

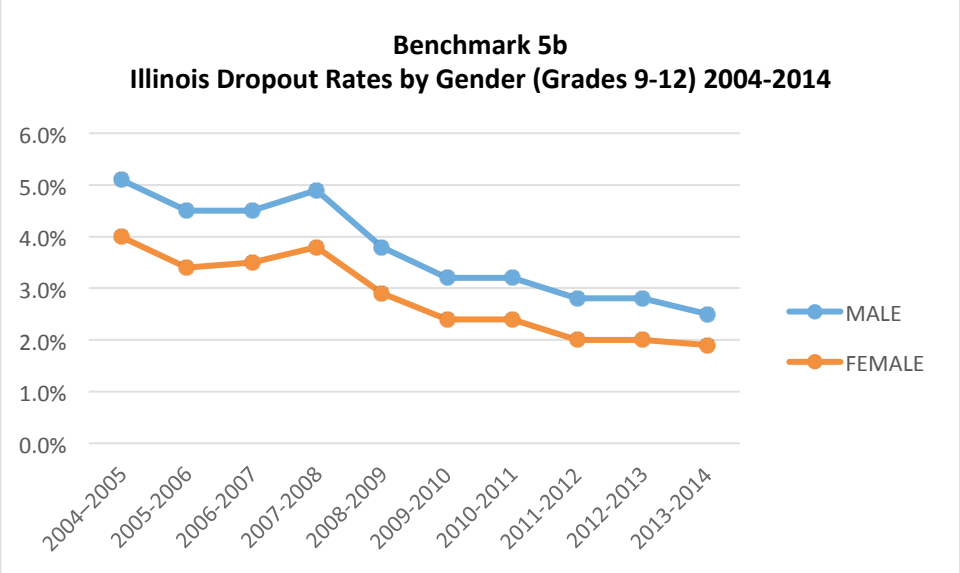
Race	2004–2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
White	2.4%	2.2%	2.2%	2.2%	1.8%	1.7%	1.7%	1.6%	1.5%	1.4%
Black	9.3%	7.7%	7.7%	9.0%	7.1%	5.3%	5.5%	4.7%	5.0%	4.1%
Hispanic	8.1%	6.7%	6.9%	7.2%	4.5%	3.7%	3.4%	3.0%	3.0%	2.8%
Total	4.5%	3.9%	4.0%	4.4%	3.4%	2.8%	2.8%	2.4%	2.4%	2.2%



Benchmark 5b
Illinois Dropout Rates by Gender

YEARS	MALE	FEMALE
2004–2005	5.1%	4.0%
2005-2006	4.5%	3.4%
2006-2007	4.5%	3.5%
2007-2008	4.9%	3.8%
2008-2009	3.8%	2.9%
2009-2010	3.2%	2.4%
2010-2011	3.2%	2.4%
2011-2012	2.8%	2.0%
2012-2013	2.8%	2.0%
2013-2014	2.5%	1.9%

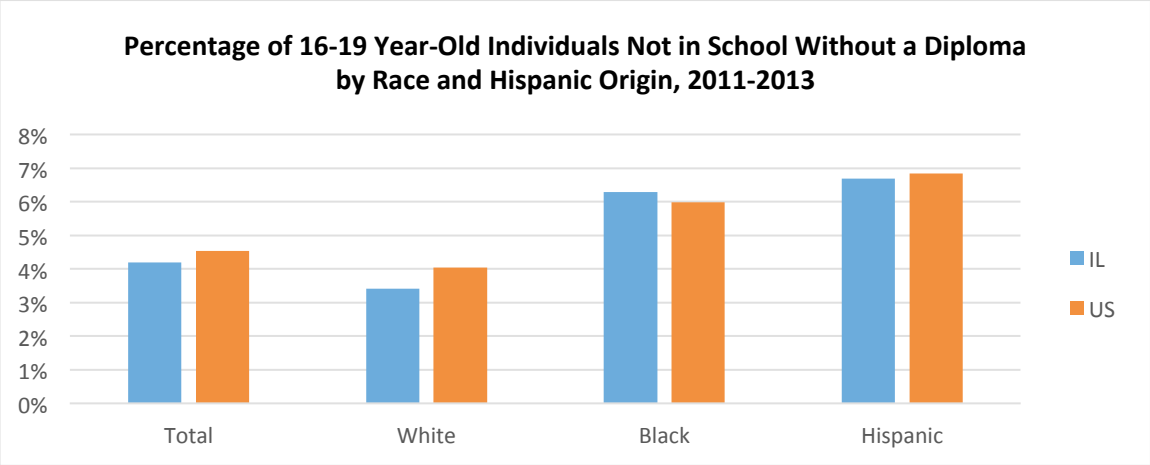
Source: Illinois dropout rates from 2004-2011 were obtained from the 2013 Illinois Workforce Investment Board Annual Report. Illinois dropout rates for 2011-2012 were obtained from the 2011-2012 Illinois State Board of Education Annual Statistical Report.



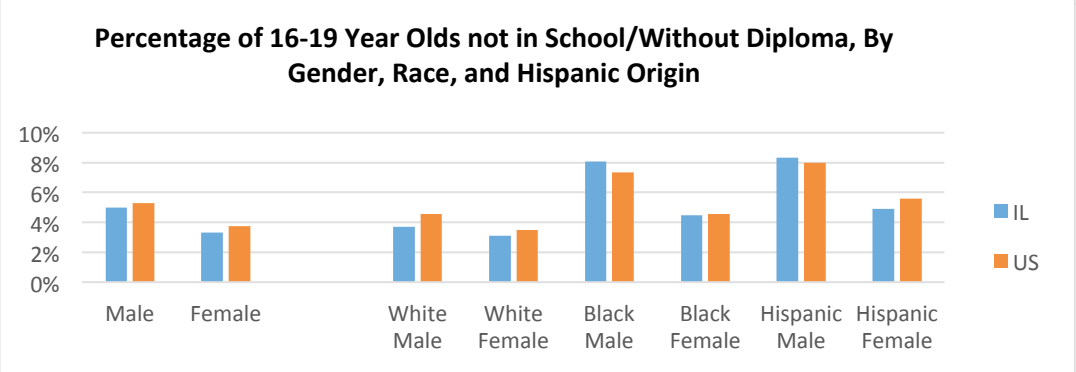
Benchmark 5c
Percentage of 16-19 Year-Old Individuals Not in School and Without a High School Diploma 2011-2013

	IL	US
Total	4.2%	4.5%
White	3.4%	4.0%
Black	6.3%	6.0%
Hispanic	6.7%	6.8%
Male	5.0%	5.3%
Female	3.3%	3.8%
White Male	3.7%	4.5%
White Female	3.1%	3.5%
Black Male	8.1%	7.3%
Black Female	4.5%	4.5%
Hispanic Male	8.3%	8.0%
Hispanic Female	4.9%	5.6%

Source: U.S. Census Bureau 2011-2013 American Community Survey, Public Use Microdata Sample



Source: U.S. Census Bureau 2011-2013 American Community Survey, Public Use Microdata Sample



Source: U.S. Census Bureau 2011-2013 American Community Survey, Public Use Microdata Sample

Benchmark Six: Number of Youth Transitioning from 8th Grade to 9th Grade

Why Is This Benchmark Important?

The transition from 8th grade to 9th grade is a significant milestone, as most young people celebrate their first graduation as they complete primary school and begin high school. Those unable to make a successful transition to high school often face a bleak future with decreasing opportunities to complete their education after reaching adulthood.

Students in Illinois are required by law to remain in school until they are seventeen years of age. Yet, some younger students still manage to leave school each year. Those pre-9th grade dropouts are not included in the dropout rates computed by the Illinois State Board of Education.

State and local school efforts to improve testing scores for all students will more than likely worsen the pre-9th grade dropout problem. With increased focus on student testing and fewer opportunities for social promotion, more students are likely to drop out before they enter high school, regardless of their age.

What happens to youth who do not transition to high school? Like many high school dropouts, they are more likely to remain at low levels of education and employment and ultimately enter the criminal justice and welfare systems. In addition, students without any high school experience will face even tougher barriers in passing a General Educational Development (GED) Test, earning a high school diploma or pursuing further education and training.

How Is Illinois Performing?

Illinois currently does not measure the number of youth transitioning from 8th grade to 9th grade on a reliable statewide basis. In addition, no comparable information for other states exists.

Data Issues and Limitations

Note: The Illinois State Board of Education (ISBE) continues to make progress in building a statewide student information system but is unable to build a metric regarding the number of youth transitioning from 8th to 9th grade for Benchmark #6. ISBE maintains records only for youth in public schools in Illinois and cannot provide the number of 8th graders that move to private schools or to out-of-state schools in the 9th grade.

Benchmark Seven: Percentage of Individuals and Families at Economic Self-Sufficiency

Why Is This Benchmark Important?

Self-sufficiency measures the amount of income that is needed for an individual or family to adequately meet basic needs. A high percentage of self-sufficiency in Illinois suggests that economic conditions in the state are conducive to financial stability for both individuals and families. The Self-Sufficiency Standard (SSS) defines the level of income necessary for self-sufficiency based on family type and the actual costs of housing, childcare, transportation, and healthcare by county.

The SSS is a more accurate calculation of the income needed to support a family than other income benchmarks because it recognizes that individual and family needs vary. For example, the costs associated with supporting an infant differ from those for a teenager, and housing expenses can vary tremendously, not only between states, but even within a state. This benchmark has one measure.

- Percentage of individuals and families below economic self-sufficiency. This measure is reported by economic development regions in Illinois.

How Is Illinois Performing?

Available data show significant differences across the state, reflecting the range of economic opportunities in Illinois:

- The Southern Economic Development Region has the highest percentage of households living below self-sufficiency, while the Northwest, Central, and Northern Stateline Economic Development Regions have the greatest percentage of households achieving self-sufficiency.

- Racial composition impacts self-sufficiency much more than economic development region. The percentages of Black and Hispanic households living below self-sufficiency are more than 2.5 times the percentage of White households living below self-sufficiency. Only 16.6 percent of White households are below the standard, which is much less than even the statewide average of 23.5 percent.

Data Issues and Limitations

Self-sufficiency standards have been computed for over 30 states, with several states applying the standard to target education and job training investments. This standard is also used to counsel job seekers and those considering training toward career pathways, allowing them to support their families.

Illinois was the first state to benchmark the self-sufficiency level of its population through an analysis of the decennial census data. Although the small size of the annual Current Population Survey (CPS) makes county-level data unreliable, it does provide additional statewide information through supplementary questions not included in the decennial census. Therefore, the most comprehensive method of tracking changes in self-sufficiency is to analyze both the decennial census every ten years and the CPS in all other years. However, since the development of this measure in 2000, Illinois ceased to collect the necessary income information to recreate this benchmark in the 2010 census. As a result, the data from 2000 are the most current available.

Benchmark 7a
Percentage of Households in 2000 Below Self-Sufficiency, by Region

Economic Development Region	Percentage of Households Below Self Sufficiency
Statewide	**23.5**
Central	20.2
West Central	22.0
East Central[1]	27.0
North Central	20.9
Northeast	23.8
Northern Stateline	20.3
Northwest	20.1
Southeastern	23.9
Southern	30.3
Southwestern	24.4

[1] This EDR includes a large number of students attending the University of Illinois.

Benchmark 7b
Percentage of Families Below Economic Self-Sufficiency
in 2000 by Race For Illinois [1][2]
Self Sufficiency by Race (Statewide) [3]

Race	Percentage of Households Below Self Sufficiency
White	16.6%
Black	44.7%
Hispanic	43.6%
Asian	24.9%
American Indian/Alaska Native	35.5%

[1] The Self-Sufficiency Standard (SSS) is a measure of how much income is needed for a family to adequately meet its basic needs, based on family type, and on the actual costs of housing, childcare, transportation and health care by county. For example, the SSS for a family composed of one adult and one infant is $17,719 in Edgar County and $34,543 for the Northern Cook County suburbs.
This analysis is based on the 5% Public Use Microdata Sample (PUMS) of the 2000 census.
[2] This EDR includes a large number of students attending the University of Illinois.
[3] The race of the head of the household.

Benchmark Eight: Average Growth in Pay

Why Is This Benchmark Important?

Earnings growth indicates strong economic development. It demonstrates that the state has strong employers with rising productivity who are creating high-quality jobs that allow workers to earn a good living. This benchmark has one measure:

- Mean annual earnings of workers

How Is Illinois Performing?

Illinois is keeping pace with the growth in average earnings nationwide and in most comparable Midwest states.

- The average earnings of workers in Illinois increased by 28.6 percent between 2004 and 2014, reaching a level of $67,777 in 2014, above the national average of $63,729.
- Average earnings increased by 11.3 percent in Illinois between 2009 and 2014 which was below the national average of 12.2 percent for that period.
- Illinois ranked sixth among the benchmark states in earnings growth between 2004 and 2014, and ranked seventh in earnings growth between 2009 and 2014.

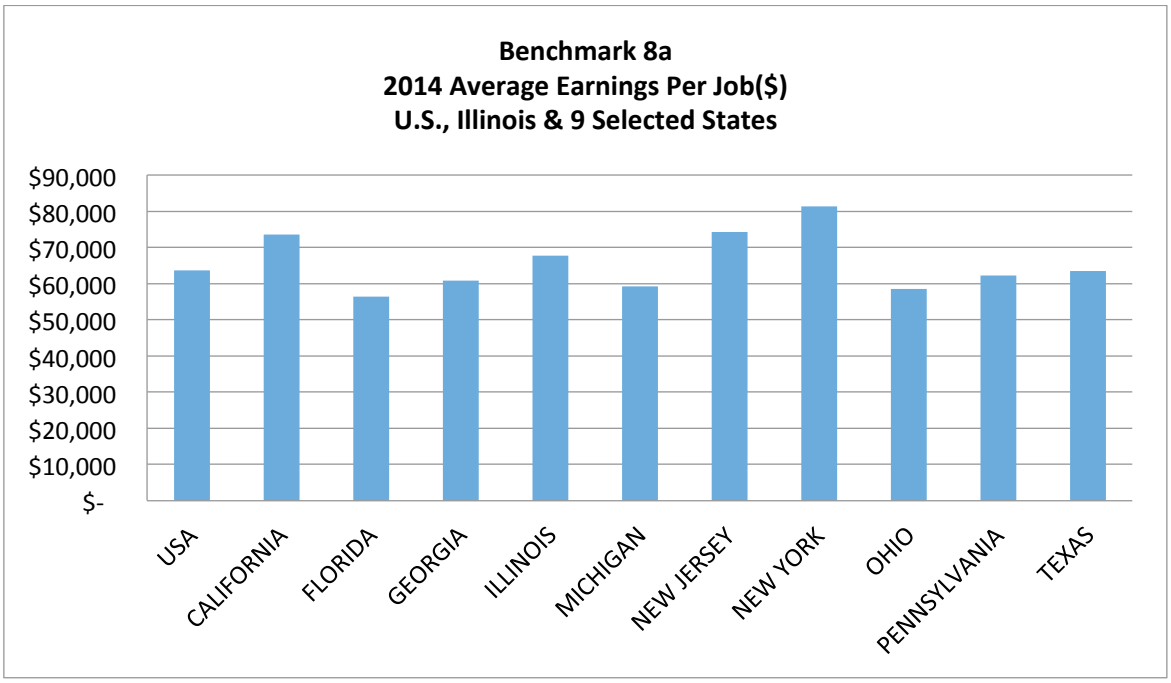
Data Issues and Limitations

The U.S. Department of Commerce, Bureau of Economic Analysis (BEA), provides the most comprehensive industry employment coverage for estimating employment and earnings trends in Illinois and benchmark states. The BEA data are derived from multiple secondary data sources, mainly the ES-202 data. Additional data sources are used to estimate employment in industry sectors not covered by other sources including farming, schools, and some types of non-profit organizations. The major limitation of the BEA data is the lag in reporting.

Benchmark 8a
Average Growth in Pay ($)

AREAS	2004	2009	2014	% Change (2004-2014)	% Change (2009-2014)
U.S.	$ 48,912	$ 56,814	$ 63,729	30.3%	12.2%
California	$ 56,443	$ 65,488	$ 73,474	30.2%	12.2%
Florida	$ 44,496	$ 51,617	$ 56,349	26.6%	9.2%
Georgia	$ 47,061	$ 54,161	$ 60,816	29.2%	12.3%
Illinois	$ 52,722	$ 60,883	$ 67,777	28.6%	11.3%
Michigan	$ 50,060	$ 54,430	$ 59,245	18.3%	8.8%
New Jersey	$ 58,226	$ 67,068	$ 74,211	27.5%	10.7%
New York	$ 61,280	$ 71,538	$ 81,419	32.9%	13.8%
Ohio	$ 45,831	$ 51,694	$ 58,563	27.8%	13.3%
Pennsylvania	$ 47,770	$ 55,338	$ 62,253	30.3%	12.5%
Texas	$ 46,426	$ 54,694	$ 63,389	36.5%	15.9%

Source: Bureau of Economic Analysis, Table SA06



Benchmark 8b
Percent Income Growth by Industry 2009-2014

INDUSTRY	ILLINOIS	UNITED STATES
Wages and salaries by place of work	16.3%	19.6%
Farm wages and salaries	1.9%	20.1%
Nonfarm wages and salaries	16.3%	19.6%
Private nonfarm wages and salaries	18.3%	22.9%
Forestry, fishing, and related activities	36.5%	33.0%
Mining	27.7%	55.9%
Utilities	16.0%	12.9%
Construction	-0.3%	14.2%
Manufacturing	18.0%	18.1%
Durable goods manufacturing	17.9%	21.5%
Nondurable goods manufacturing	18.2%	11.9%
Wholesale trade	19.3%	20.8%
Retail trade	11.6%	16.2%
Transportation and warehousing	24.9%	25.1%
Information	10.2%	25.0%
Finance and insurance	15.6%	24.9%
Real estate and rental and leasing	22.4%	25.7%
Professional, scientific, and technical services	25.3%	28.3%
Management of companies and enterprises	25.9%	42.8%
Administrative and waste management services	33.7%	30.9%
Educational services	22.5%	20.3%
Health care and social assistance	15.2%	19.5%
Arts, entertainment, and recreation	13.8%	20.7%
Accommodation and food services	22.1%	28.1%
Other services, except public administration	16.3%	18.5%
Government and government enterprises	5.0%	5.2%

Source: Bureau of Economic Analysis, Table SA07N, Wage and Salary Disbursements by NAICS Industry

Benchmark Nine: Net Job Growth

Why Is This Benchmark Important?

The increase in the number of jobs within a state is one of the most widely used indicators of its economic strength. Strong job growth indicators signify a robust business climate that includes a quality workforce. This benchmark has two measures:

- Increase in the number of jobs
- Percent increase in jobs

How Is Illinois Performing?

Illinois experienced an increase of 344,006 net jobs from 2004 to 2014.

- Illinois jobs also increased by 268,896 jobs from 2009 to 2014 ranking ninth out of the ten competitor benchmark states. Data indicated that jobs in Illinois increased by 3.7 percent from 2009-2014 and grew overall by 4.7 percent from 2004-2014.

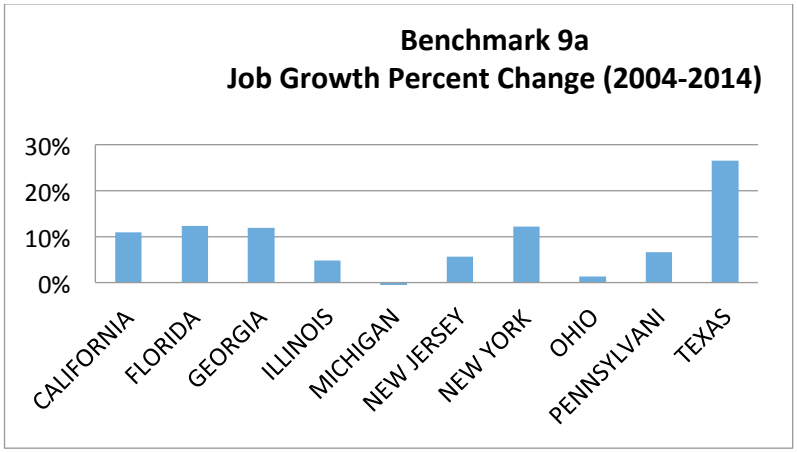
Data Issues and Limitations

The U.S. Department of Commerce, Bureau of Economic Analysis (BEA), provides the most comprehensive industry employment coverage for estimating employment and earnings trends in Illinois and benchmark states. The BEA data are derived from multiple secondary data sources, mainly the ES-202 data. Additional data sources are used to estimate employment in different industry sectors not covered by other sources including farming, schools, and some types of non-profit organizations. The major limitation of the BEA data is the lag in reporting.

Benchmark 9
Net Job Growth (thousands)

Area	2004	2009	2014	Change (2004-2014)	% Change (2004-2014)	Change (2009-2014)	% Change (2009-2014)
U.S.	169,036,700	174,233,700	185,798,800	16,762,100	9.9%	11,565,100	6.6%
California	19,876,899	20,038,208	22,040,057	2,163,158	10.9%	2,001,849	10.0%
Florida	9,714,142	9,937,794	10,911,330	1,197,188	12.3%	973,536	9.8%
Georgia	5,055,666	5,282,997	5,656,586	600,920	11.9%	373,589	7.1%
Illinois	7,251,642	7,326,752	7,595,648	344,006	4.7%	268,896	3.7%
Michigan	5,445,905	5,029,744	5,391,129	(54,776)	-1.0%	361,385	7.2%
New Jersey	4,888,349	4,990,621	5,165,876	277,527	5.7%	175,255	3.5%
New York	10,484,594	10,956,711	11,764,104	1,279,510	12.2%	807,393	7.4%
Ohio	6,660,870	6,465,575	6,753,002	92,132	1.4%	287,427	4.4%
Pennsylvania	6,937,799	7,106,916	7,399,728	461,929	6.7%	292,812	4.1%
Texas	12,638,243	14,256,867	15,981,815	3,343,572	26.5%	1,724,948	12.1%

Source: Bureau of Economic Analysis, Employment by Industry, Table SA25



Benchmark 9b – Industry Employment

INDUSTRY	2014
Total employment	7,595,648
Wage and salary employment	6,048,181
Proprietors employment	1,547,467
Farm proprietors employment	61,663
Nonfarm proprietors employment 2/	1,485,804
Farm employment	73,358
Nonfarm employment	7,522,290
Private nonfarm employment	6,651,752
Forestry, fishing, and related activities	13,586
Mining	31,382
Utilities	24,961
Construction	321,105
Manufacturing	602,716
Durable goods manufacturing	362,107
Nondurable goods manufacturing	240,609
Wholesale trade	319,574
Retail trade	715,479
Transportation and warehousing	333,226
Information	118,361
Finance and insurance	489,867
Real estate and rental and leasing	279,122
Professional, scientific, and technical services	548,826
Management of companies and enterprises	109,172
Administrative and waste management services	544,173
Educational services	211,322
Health care and social assistance	861,377
Arts, entertainment, and recreation	156,432
Accommodation and food services	504,201
Other services, except public administration	466,870
Government and government enterprises	870,538

(Source: Bureau of Economic Analysis, Employment by Industry, Table SA25N)

Benchmark Ten: Productivity per Employee

Why Is This Benchmark Important?

State productivity levels are critical in maintaining a strong job market as well as high earning levels. Productivity includes not only the contributions of workers, but also the investment of employers in technology and leading workplace practices. States that successfully attract businesses and qualified workers are those that have a track record of high productivity and the type of climate where they can be competitive and increase earnings. This benchmark has one measure:

- Gross state (national) product (in dollars) per worker

How Is Illinois Performing?

Data indicate that Illinois is keeping pace with the rate of growth of employee productivity nationwide as well as when it is compared to the ten competitor benchmark states:

- In the past five years, Illinois increased productivity by 0.7 percent.
- Illinois had the fifth highest productivity among benchmark states in2014 (maintaining its rank from 2006) and has continually exceeded national figures over the past ten years.

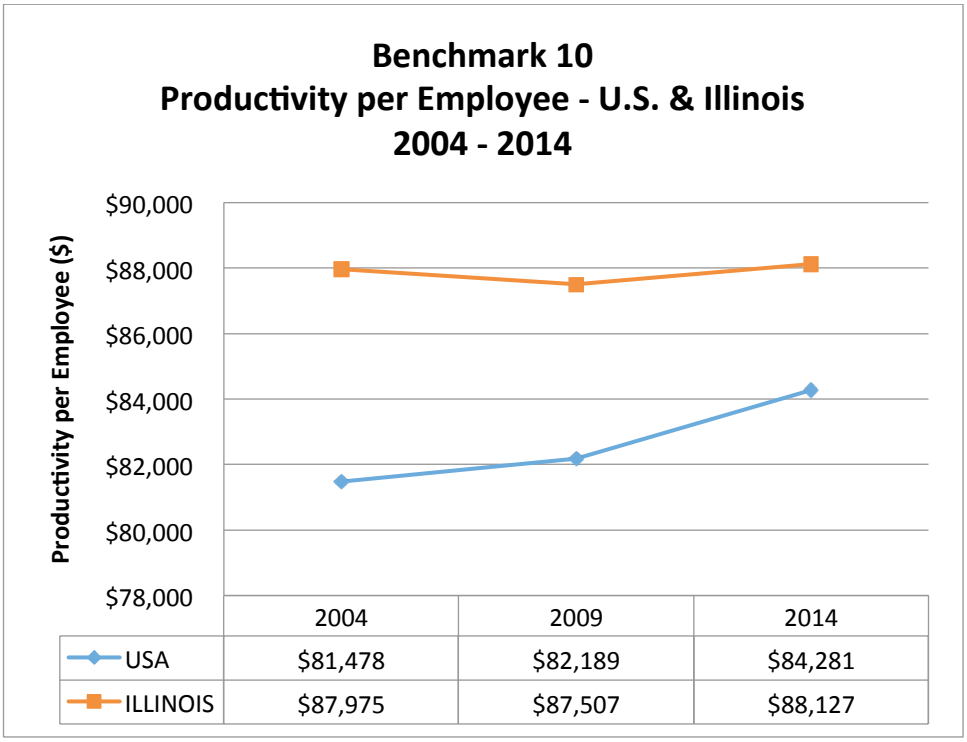
Data Issues and Limitations

The measure provides an indirect estimate of productivity, but is the only available measure for annual reporting at the national and state levels. This measure is based on Bureau of Economic Analysis (BEA) data on gross state product and employment. The U.S. Department of Commerce, Bureau of Economic Analysis (BEA), provides the most comprehensive industry employment coverage for estimating trends in Illinois and benchmark states. The BEA data are derived from multiple secondary data sources, mainly the ES-202 data. Additional data sources are used to estimate employment in different industry sectors not covered by other sources including farming, schools, and some types of non-profit organizations. The major limitation of the BEA data is the lag in reporting.

Benchmark 10
Productivity per Employee

AREAS	2004	2009	2014	% Change (2004 - 2014)	% Change (2009 - 2014)
U.S.	$ 81,478	$ 82,189	$ 84,281	3.4%	2.5%
California	$ 92,007	$ 95,604	$ 95,415	3.7%	-0.2%
Florida	$ 74,620	$ 72,771	$ 70,491	-5.5%	-3.1%
Georgia	$ 78,768	$ 76,750	$ 76,685	-2.6%	-0.1%
Illinois	$ 87,975	$ 87,507	$ 88,127	0.2%	0.7%
Michigan	$ 78,531	$ 72,606	$ 76,814	-2.2%	5.8%
New Jersey	$ 99,087	$ 97,134	$ 97,755	-1.3%	0.6%
New York	$ 102,153	$ 104,327	$ 106,809	4.6%	2.4%
Ohio	$ 76,349	$ 73,988	$ 77,484	1.5%	4.7%
Pennsylvania	$ 79,759	$ 79,631	$ 81,591	2.3%	2.5%
Texas	$ 82,181	$ 82,153	$ 91,177	10.9%	11.0%

Source: U.S. Bureau of Economic Analysis, Table SA25N and Real Gross State Product Table



Summary and Next Steps

This report is the 11th annual progress report to the General Assembly on the ten benchmarks for the Illinois workforce development system. This report is designed to provide an overview of how Illinois is progressing relative to the nation and comparable states. This report also provides information on data limitations and continuing efforts to improve the quality of data presented for each benchmark.

How Illinois is Performing

In the 21st century economy, Illinois and other states will increasingly compete for business investment on the skills of the workforce. As a result, educational benchmarks are early indicators of long-term competitiveness for states. Continuing the trend from previous reports, Illinois is still keeping pace with other states and the nation as a whole on most key educational benchmarks, but is not moving ahead of leading states and establishing a clear competitive advantage. Illinois also continues to have persistent racial/ethnic differences in high school completion and four-year degree attainment.

Improving the Benchmark System

The second annual report made significant progress in improving the measurement of the ten benchmarks. That report used ten leading states for benchmarking purposes and changed data sources on many benchmarks to allow regular annual updates. The report also developed estimates of the self-sufficiency benchmark for the first time based on a methodology created by the Illinois Department of Employment Security. Finally, the report changed employment data sources to include agricultural employment, a key sector in the Illinois economy.

However, significant problems remain in measuring and reporting progress on many of these statewide benchmarks on an annual basis, particularly in key education benchmarks including the percentage of the adult workforce in education or training (Benchmark #2) and adult literacy (Benchmark #3). In addition, unlike the self-sufficiency measure in this report, data limitations preclude the opportunity to compare regional performance against statewide benchmarks.

Because of these problems, the IWIB is establishing a task force to make recommendations on revising the benchmarks. The task force will develop recommendations that align with economic data, special populations, and performance measures under WIOA. Recommendations will also include Illinois' current efforts through the Workforce Data Quality Initiative, which integrates workforce and education data.

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